

**TEACHER'S STRATEGIES IN TEACHING READING
COMPREHENSION AT NINTH GRADE IN SMP NEGERI 2
KEDUNGREJA CILACAP**



THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of State Islamic
University Prof. K.H Saifuddin Zuhri as a Partial Fulfillment of the
Requirement for Achieving the Degree of Sarjana Pendidikan (S.Pd.) in
English Education**

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2022

STATEMENT OF ORIGINALITY

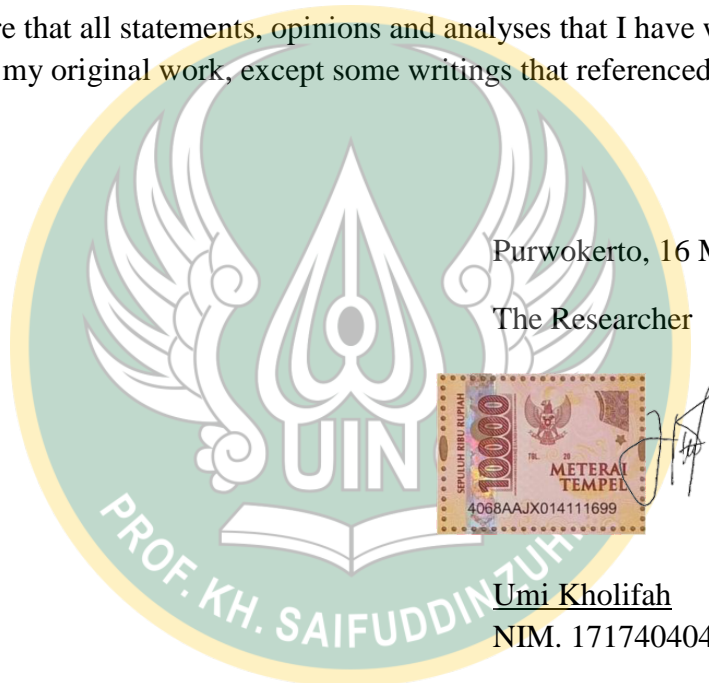
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KEDUNGREJA CILACAP**

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Motto

Nothing works if you do it for real

(Maya Angelou)



DEDICATION

I dedicate this thesis to:

My beloved parents (Ahmad and SutiyeM)

My brother (M.Fatoni)

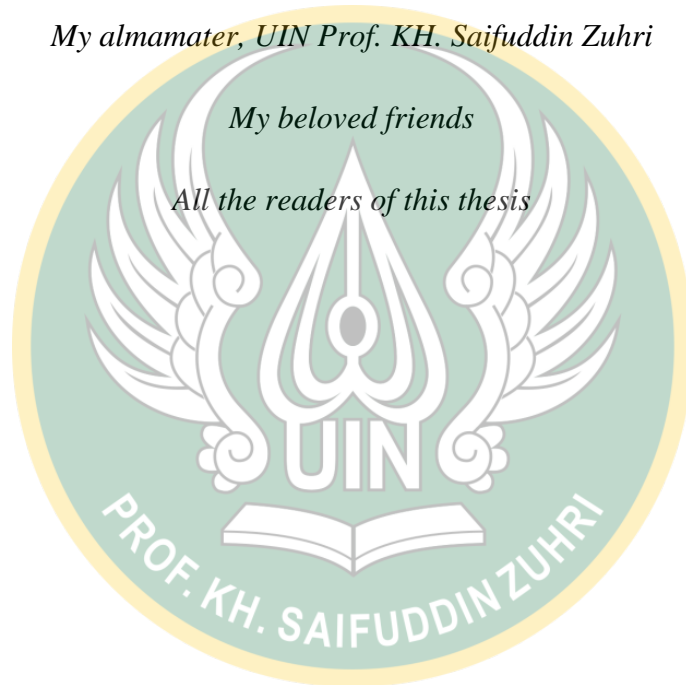
My sister (Yani Fadilah)

My life friend

My almamater, UIN Prof. KH. Saifuddin Zuhri

My beloved friends

All the readers of this thesis



ACKNOWLEDGEMENT

Bismillahirrohmanirrohim

Allhamdulillahirobbil 'alamin, in the name of Alloh SWT, the most gracious and merciful. All praise is due to Allah SWT, the lord of the worlds, for his extraordinary grace and grace so that I can complete this thesis with the title “Teacher’s Strategies In Teaching Reading Comprehension At Ninth In SMP Negeri 2 Kedungreja”.

The writing of this thesis was submitted to fulfill one of the graduation requirements in the State Islamic University Prof. KH. Syaifuddin Zuhri Purwokerto. In writing this thesis, it cannot be separated from difficulties and obstacles, but thanks to the guidance, assistance, advice, and suggestions as well as cooperation from various parties, especially to supervisor who have helped complete this thesis by completing it with patience and all obstacles in guiding it.

Apart from that, of course in writing this thesis, it cannot be separated from shortcoming, both quality and quantity aspects of the research material presented. All of this based on the limitations of the author. Therefore, the writer apologizes as much as possible in writing this thesis both in writing, grammar, and content. Hopefully, this thesis will make a positive contribution to educational development or those who wish to do further research. Therefore, the research would like to express the deepest gratitude to:

1. Dr. Moh. Roqib, M.Ag as the head of State Islamic University Prof. KH Saifuddin Zuhri Purwokerto (UIN)
2. Dr. Suwito, M.Ag., as the Dean of Faculty of Tarbiya and Teacher Training of State Islamic University Prof. KH. Saifuddin Zuhri Purwokerto who had approved this thesis
3. Dr. Suparjo, M. Ag., as Vice Dean 1st of Faculty of Tarbiya and Teacher Training of State Islamic University Prof. KH. Saifuddin Zuhri Purwokerto

4. Dr. Subur, M.Ag., as Vice Dean 2nd of Faculty of Tarbiya and Teacher Training of State Islamic University Prof. KH. Saifuddin Zuhri Purwokerto
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6. Dr. Maria Ulpah, M.Si.as Chairperson of tadris at the State Islamic University Prof.KH. Saifuddin Zuhri Purwokerto
7. Muflahah, S.S.,M.Pd, as Thesis Supervisor who has given all the best guidance for the writer until writer accomplish this thesis.
8. Desi Wijayanti Ma'rufah, M.Pd. as coordinator of the TBI Study Program of Faculty of Tarbiya and Teacher Training of State Islamic University Prof.KH. Saifuddin Zuhri Purwokerto.
9. All lectures of State Islamic University Prof.KH.Saifuddin Zuhri Purwokerto, thanks for teaching me.
10. All official of State Islamic University Prof.KH.Saifuddin Zuhri Purwokerto.
11. Nandang Prihatmoko, SPd.,M.Pd as headmaster of SMP Negeri 2 Kedungreja who has given the witer permission to conduct a research at this school.
12. All of teacher's in SMP Negeri 2 Kedungreja especially Hadiarti Kusumaningrum, S.Pd as English Teacher of SMP Negeri 2 Kedungreja who help me the writer is doing this research.
13. All the students of SMP Negeri 2 Kedungreja, thank you giving me opportunity.
14. My beloved parents, Ahmad and sutyem, thanks for support, guidance, advice, and can't be mentioned one by one. Thanks to your thesis prayer has been done and thanks for everything.
15. Muhamad fatoni as my brother who has given support, advice so that this thesis is complete.
16. Yani fadilah as my sister little who has given support, prayer, and hope what you aspire to achieve in the future.

17. My life friend who has given support, prayer, guidance, advice, and thank for everything.
18. My beloved friends, Umi Fathimattazzahro, Aulia Nurul Faiqoh, Nurmah Wijayanti who has given support, guidance, advice, motivate me and so this thesis is done.
19. All of my friends from Ma'had Al-Hidayah Karangsucu Purwokerto
20. All of my friends from TBI 2017
21. Those kind people that can be mentioned one by one.

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**TEACHER'S STRATEGIES IN TEACHING READING
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ABSTRACT

This research was aimed at finding teacher's strategies in reading comprehension and how they are implemented in teaching reading comprehension in SMP Negeri 2 Kedungreja, Cilacap Regency. Reading is one of language skills which is needed in this era. One of the factors contributing to the success of teaching reading is teacher's strategies. The English teacher of SMP Negeri 2 Kedungreja applied some strategies in teaching reading comprehension and she was able to make her students' actively engaged in the learning process. The research used descriptive qualitative research. The subject of this study was an English teacher in SMP Negeri 2 Kedungreja. The data were collected through observation, interview, and documentation. This result was found that there are four strategies applied by the teacher. The strategies are question answer relationship (QARs), scaffolding, memorizing, and game. Each strategies is applied by the teacher following some steps that including opening, main activities, and closing.

Keywords: *Teacher Strategy, Reading Comprehension, Teaching Reading Comprehension*

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CHAPTER 1

INTRODUCTION

A. Background of the Research

As an international language, English is very important in the global communication. It is the language that is used in almost all aspect of multinational relationship. Most technology inventions and sciences are written in the language and for that reasons, mastering English is a need for everyone who wants to access the development of this world. Consequently, learning English becomes really necessary.

In Indonesia, English is taught as an obligatory subject from junior high school to university. This is a fact that the governments pay serious attention to the English mastery of students. By English mastery, the possibility to access the present knowledge and sciences, most of which are written in English, becomes higher. Of course, by English mastery, people can understand texts in English, either spoken or written, and most hopefully it is also in line with productive skills mastery. This is one of the ways to facilitate young Indonesian generation to compete with other nations.

In the English language, there are four skills are writing, speaking, listening, and reading. These skills are important in master the English language. One of the key pieces of information is reading. According to Hirsch (2003:21), reading as access and further acquiring language knowledge and domain knowledge.¹ Therefore, Reading is an activity that everyone is engaging it to get new information. In addition, reading is the source information of many aspect found in the world. The reading is necessary requires to understanding the content texts. This goal of reading

¹ Gina Larasaty, Ayu Sulastr, Improving Students' Reading Comprehension Using Learning Cell Technique, *Journal of English Language Learning(JELL)*, p.1

text is to comprehend the content of the text. Most people argue that reading without meaning and comprehension is not reading.²

Reading comprehension is a complex interaction between automatic and strategic cognitive processes that permits the reader to make a representation of the text.³ Based on above, reading comprehension is an activity that everyone is engaging it to get new information and accompanied by understanding in the content texts. Usually, students are difficult to comprehend in the content of the material being presented. In addition, they are only focused on what is ordered by the teacher such as reading narrative text of pages 3-5. Meanwhile, reading must be done over and over again to get understand the contained texts. In the English language, the student must master vocabulary to know the meaning of the text. Vocabulary is one of the common problems faced students in the school. This problem contributes a lot to the comprehension of the text. Without comprehension reading will be useless. For that reason, teaching needs to be able to facilitate students to comprehend the meaning of the text during the reading activity. To achieve that goal, teaching needs to apply certain strategy.

Strategy is a planning method or series of activities for a particular educational goal.⁴ Therefore, strategy is a plan carried out by a teacher to achieve to purpose in teaching. The strategy is used many various by a teacher in teaching. Therefore, a teacher must be selective to choose the strategy. In addition, this strategy must be supported between a teacher and the student. Then, this is should be supporting them in the environment, media, and facility of the school. By strategy, this is help to increase development of the reading skill of the student. Therefore, the strategy is

² Yesicha Audina, Nibenia Zega, Asima simarmata, Kiki velina, Sri Ninta Tarigan, An Analysis of Teacher's Strategies in Teaching Reading Comprehension, 2020. *Jurnal Pendidikan* , vol.11,p.95

³ Olifia Rombot, Endry Boeriswati, M. Atwi Suparman, Improving Reading Comprehension Skills of International Elementary School Students Through Blended Learning, *Jurnal Pendidikan Guru MI*, 2020, vol. 7, no.1, p.59

⁴ Suvriadi Panggabean, Ana Widyastuti, Wika Karina Damayanti, dkk, *Konsep dan Strategi Pembelajaran*, 2021, p.4

important for a teacher in teaching. Without strategy, the teacher will not achieve the goal of teaching. In addition, this strategy to simplifies students in understands of the text. Then, a teacher must be creative in choose strategy to implement in classroom.

One of the schools the teacher of which had applied strategies in reading comprehension is SMP Negeri 2 Kedungreja. There are three English teachers in SMP Negeri 2 Kedungreja But, the researcher only chooses one teacher. The English teacher in third grade is Mrs. Hadiarti Kusumaningrum. Based on the preliminary research, was found one problem about reading skills. The strategy often used QARs and scaffolding in teaching reading. In addition, this research found of part important is the student's lack vocabulary and understanding in the contained texts. In pandemic era, one of the effects is education. In addition, education affects the student in teaching. Besides that, the student vocabulary is more lack, especially nature vocabulary. Therefore, the teacher must choose a strategy to make it easier for students to learn in the classroom. This strategy is usually used by other schools in strategy QARs and scaffolding in teaching reading. When, the student is difficult in teaching and the teacher used other strategies to easier in learning.

During the pandemic era, the students had difficult in their studies. Besides that, the student must be understood about content in the text. This is important to master in English language especially in text. In reading, not just one reading but, the student must be repeated in the reading. This is difficult by all students. Therefore, the research interested used this strategy because every year the students get good scores. In addition, teachers can encourage the student to study hard. Although, the strategy is quite simple and able to score high school students. Based on the above, the research in choosing SMP Negeri 2 Kedungreja as the place research is because the research's interest in the way the teacher in teaching especially reading skills, motivated the students to study hard, and when in teaching not bored. Therefore, the researcher is interested in researching the title

“TEACHER’S STRATEGY IN TEACHING READING COMPREHENSION AT NINTH GRADE IN SMP NEGERI 2 KEDUNGREJA CILACAP”.

B. Conceptual Definition

1. Teacher Strategy

Teacher strategy is every action that the teacher doing the learning process to achieve goals in teaching.

2. Reading Comprehension

Reading comprehension is activities process of reading to get new information. This activity is high level because when reading found understanding in the content.

3. Teaching Reading Comprehension

Teaching reading comprehension is a process helping or showing, guiding students to comprehend the meaning in the text.

C. Research Question

Based on the background of the problem that has been explained above, the problem can be formulated as follow:

1. What strategies are applied in teaching reading comprehension?
2. How are the strategies implemented in reading comprehension?

D. Objectives and Significances of the research

1. Objectives of the research

The objectives are as follow

- a. To find out the strategies which are used to applied in teaching reading comprehension.
- b. To describe the implementation of strategies implemented in teaching reading comprehension.

2. The significances of the research

The significances that can be expected from this research are:

a. Theoretical Significances

This research is expected to contribute to the development of teacher’s strategy theory especially English teachers.

b. Practical Significances

1. Significance of study

This research is expected to help students and can achieve goals by the teacher.

2. Significance of teacher

This research is expected able to implement about teacher's strategy.

3. Significance of next research

This research is expected to give some contribution about teacher's strategy by students, institute, and teacher.

E. Structure of the research

The discussion in this thesis is presented in the following structure

Chapter I presents the introduction, which is consists background of the problem, conceptual definition, research question, objectives and significances of the research, review of relevant studies, literature review, research method, and the structure of the research.

Chapter II presents explain about theories teacher's strategies in teaching reading comprehension and divided some sub

Chapter III presents the research method which is consist of a type of research, place of research, source of data, technique of collecting data and technique of analyzing data.

Chapter IV presents the results of this research which consists of used teacher's strategies in teaching reading comprehension and implemented of teacher's strategies in teaching reading comprehension.

Chapter V presents the conclusion and suggestion of the research.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Basis

1. Teacher Strategy

a. Definition

According to J.R. David (1976), strategy is defined as a plan or series of activities designed to achieve certain goals of education. According to Mukhamad Murdiono, teaching strategy is a plan and ways in activities teaching in order the goal of teaching achieved effectively. According to Kemp (1995), teaching strategy is a activities of teaching must worked by teacher and student in order goal of teaching achieved effectively.⁵ Therefore, teacher strategy is a plan method or series of activities by teacher to achieve goal effectively. Usually, this teacher strategy is done in teaching and determined which exact strategy in teaching in the classroom. In addition, the goal of teacher strategic is straightforward indeed is to supply teachers with an inventory of strategies they will use to satisfy today's high standards and reach the various learners in their classrooms.

b. Function

Function is a part important in teaching. There are some functions are:

- 1) To provide learning content to learners.
- 2) To provide information or materials needed in learning.⁶
- 3) As an ingredient to develop teaching materials.
- 4) As evaluating existing teaching materials.
- 5) As formulas for revising existing teaching materials.⁷

⁵ Ina Magdalena, *Belajar Makin Asyik dengan Desain Pembelajaran Menarik*, CV Jejak: Sukabumi, 2021, p.95 & 96

⁶ <https://www.seputarpengertian.co.id/2020/03/strategi-pembelajaran.html>

- 6) To manage learning processes to achieve effective and efficient goals.
- 7) To control students' abilities regularly.
- 8) To provide guidance to students if students have learning difficulties.⁸

c. Component

Component is a part system which important in process teaching.

⁹ There are 6 components in teaching strategy are:

1) Purpose Teaching

Purpose teaching is references to be considered in choosing learning strategies.¹⁰ This purpose is important to achieve teaching which is done by a teacher. Without purpose, in teaching is not success or achieve a goal in teaching. Therefore, purpose teaching is useful to achieve goal in teaching process.

2) Students

Students are usually used to someone who is following education. The part component can be successful in teaching. Students don't just as object but, the student have background, interests, needs, and ability differently.¹¹ So, the student is part important to help successful in teaching process.

3) Teacher

The word teacher from Sanskrit, namely teacher. In terms of weigh, which means a teacher of science in Indonesian, generally to educate and teach in society. The teacher has a very important role and not only teaches, but also sets an

⁷ Strategy Pembelajaran, <https://www.coursehero.com>>file access 19.22, 10 February 2022

⁸M.Farid Nasrullah, Fitri Umardiyah, *Efektivitas Strategi Pembelajaran Think Talk Write (TTW) Pada Pembelajaran Matematika*, LPPM Universitas KH. A.Wahab Hasbullah: Jombang, 2020,p.19-20

⁹ Haudi, Strategi Pembelajaran, Insan Cendekia Mandiri, Sumatra Barat, 2021, p.

¹⁰ W. Gulo, *Strategi Belajar Mengajar*, Grasindo: Jakarta, 2008, p.8

¹¹ Haudi, *Strategi Pembelajaran*, Insan cendekia Mandiri:Sumatra Barat, 2021,p.15

example for other people.¹² So, teacher has an important role in learning. In addition, teacher is needed in learning process to achieve goal in teaching.

4) Family

Family is first teaching in a small scope to children who know the environment. Family is defined as socialization place. Therefore, the role of the family is very important. In addition, family as environment prime to support their children. Their environment needed to educate in teaching.¹³ So, the environment very affect in study process.

5) Facility

Facility is facilities and infrastructure used to support learning. This facility is very important in education. Facilities will be useful when used wisely. Therefore, use facilities must be careful in order to be durable used in school. So, the facility useful in student process learning and support in teaching in the school.

6) Communication between students and teacher

Communication is part important in teaching process. In addition, the communication must be established between students and teacher. In order, both achieve goal in teaching process. Therefore, to achieve goal together in teaching be found method teaching. Method teaching is the ways that can be done by teachers to help the teaching and learning proses.¹⁴ In addition, in method be found kinds of method teaching, to help process of teaching it, and the teacher must selective to choose it.

¹² Haudi, *Strategi Pembelajaran*, ,,,,,, p.16

¹³ Darmansyah, *Bahan Ajar Strategi Pembelajaran*, p.16
<http://repository.unp.ac.id/22149/1/1%20Strategi%20Pembelajaran.pdf>

¹⁴ Haudi, *Strategi Pembelajaran*, ,,,p.17

d. Types of teaching strategy

1) Autocratic teaching strategies

Autocratic teaching strategies mean traditional is content centered, teacher remains more active and students are passive listeners.¹⁵ Autocratic teaching strategies consist of lectures, lesson demonstration, tutorials, and programmed instruction.

a) Lecture strategy

According to brown (1987), the term lecture from Medieval Latin is lecture. According to (Kuba, 1984, Goodlod, 1984), lecture is used to teaching organized bodies of data which is an important a part of the varsity curriculum in the least levels.¹⁶ Therefore, this strategy used to help increase interaction between teacher and students.

Steps of lecture strategy:

- (1) Know about students.
- (2) Have a map to follow
- (3) Take students' attention.
- (4) Recognize students' attention span.
- (5) Activities plans carried out by students.
- (6) Use visual aid or voice and visual motion.
- (7) Conclusion.
- (8) Have students do something with the lecture material.¹⁷

There are some advantages of lecture strategy:

- (1) A good teacher use full knowledge and use verbal communication.

¹⁵ Yogesh Kumar Singh, Ruchika Nath, *Value Education*, A.P.H. Publishing corporation: New Delhi, 2008, p.226

¹⁶ Kaur Gurpreet, Study and Analysis of Lecture Model of Teaching, *International Journal of Educational Planning & Administration*, vol.1, no.1, 2011, p.9

¹⁷ Naga Subrami, *Methods and Strategies of teaching Pedagogical Subjects*, Laxmi Book Publication: India, 2017. P.4

- (2) It helps to develop habit concentration to students.
- (3) The new content is easily introduced.
- (4) The teacher has the opportunity to use different types of teaching strategy.
- (5) The teacher used different types teaching at one time.¹⁸

There are some limitations of lecture strategy:

- (1) All teachers are not good speakers and the lack preparation and knowledge.
- (2) It leaves gaps in understanding and that, what a teacher says is not conveyed to students.
- (3) It is not all helpful in organizing the teaching-learning act at the reflective level.
- (4) It provides full freedom to the teachers to speak at their will is over speaking and irrelevant talking of the classroom.¹⁹

b) Lesson demonstration strategy

The lesson demonstration strategy is a traditional classroom method used in technical schools and training colleges. This strategy is usually used by teacher-education in practice.²⁰

There are some steps of lesson demonstration:

(1) Planning and preparation

The teacher prepared lesson material in teaching.

(2) Introducing the lesson

Then, the teacher introduced the lesson used to motivation the student.

¹⁸ Muhammad Rasyid, *Study Guide on Teaching Strategies (M.A. Education/M.Ed.)*, Allama Iqbal Open University:Pakistan, 2004, p.7

¹⁹ S.K.Mangal, Uma Mangal, *Essentilas of Educational Technology*, PHI Learning Private Limited: New Delhi, 2009.p.242

²⁰Ravi Ranga Rao, *Methods of Teacher Training*, Discovery Publishing House: New Delhi, 2006, p.293

(3) Preparation of subject matter

Then, the teacher prepared of subject matter which is taught in classroom. This step needed method to make interesting in preparation.

(4) Performance of experiments

After that, the teacher tried to make experiment and followed by the student.

(5) Black board summary

Then, result of summary written in blackboard.

(6) Supervision

Last, the student asked to complete note of black board summary.²¹

There are some advantages of lesson demonstration

- (1) It'll not result to trial and error learning.
- (2) The equipment used is expensive and machines is going to be will be maximized.
- (3) Possible wastage of your time, effort and resources are going to be will be avoided.²²

There are some limitations of lesson demonstration:

- (1) It doesn't provide a chance to develop originality of pupil teachers.
- (2) Teacher-educators can't demonstrate the lesson correctly and effectively.²³

c) Tutorial

Tutorial strategy is one of the most precious in educational experience. In addition, tutorial is highly

²¹ Naga Subramani, *Methods and Strategies of Teaching pedagogical Subjects*, Laxmi book Publication: India, p.14-17

²² *Demonstration 1 pdf*, <https://www.patnauniversity.ac.in> acces, sabtu 22 januari 2022.10:32

²³ Ravi Ranga Rao, *Methods of Teacher Training*, Discovery Publishing House: New Delhi, 2006, p.293

individualized type of teaching strategy.²⁴ Tutorial strategy is followed by tutor and to solve the student problems that are difficult to learn. Therefore, this strategy is helps the student difficult in teaching classroom.

There are some steps of tutorial:

(1) Diagnosis

The teacher tries to found who the student problem in understanding the content. Then, teacher divided into a group small based on the similar problem.

(2) Prescription

Then, the teacher tries to produce related to their ability.

(3) Follow-up

Last, the teacher evaluate of their teaching.²⁵

There are some advantages of tutorials

(1)As individual differences are taken into consideration, it is supposed to be an effective and efficient way of teaching.

(2)Teacher helps and cooperative to the learners and then, the teacher gains confidence within the learners.

(3)Teacher doing diagnose just like weaknesses of the learners. Based on these weaknesses mean providing special treatment in teaching.²⁶

There are some limitations of tutorials:

(1)All students can't get actual chance to participate.

(2)In tutorial groups develop the sensation of jealously.

²⁴ C.P Sing, *Introduction to Educational Technology*, Lotus Press: New Delhi, 2006, p.72

²⁵ Thammisthety, Manichander, *Educational Technology*, Laxmi Book Publication:India, 2015, p.165

²⁶ Muhammad Rashid, *Study Guide On Teaching Strategies (M.A.Education/M.Ed.)*, Allama Iqbal Open University, Islamabad: Pkistan, 2004, p.11-12

(3) One teacher can't solve problem of divergent subject and students.²⁷

d) Programed Instruction

According to Morris Bigge (1982), programmed instruction is system of teaching and learning system where the subject matter is broken down into small part.²⁸ In addition, programmed instruction is result of relatively young science. Therefore, programmed instruction is known as behavioral or learning theory.²⁹

There are some steps of programed Instruction:

(1) Topic selection

The student selected programs based on familiar topic.

(2) Content outline

After that, the student make content of outline based on topic.

(3) Instructional objectives

The student make instructional objectives which formulated consist of task description and task analysis.

(4) Entry skill

The student should some ability and skill to understand the property in new programs.

(5) Presentation of the material

Then, the student prepare of the material and arranged consist of steps towards terminal behavior.

(6) Student Participation

Then, the student all analysis of programmed and one of student should critical responses in analysis.

²⁷ Sing, .P, *Introduction to Education Technology*, Lotus Press: New Delhi, 2006, p.74

²⁸ Victorina O. Acero, Evelyn S.J, Herminia O.C, *Principles and Strategies of Teaching*, Book Store: Philippine, 2000, p.107

²⁹ John A Spiech, *Inroduction to Programed Instruction*, Journal of riminal Law and criminology, vol.58, issue 2, 1967, p.279

(7) Terminal behavior Test

This steps to give feedback in program and the student show of effectiveness in the instructional material.

(8) Revision

Last, the teacher revised of the program based on feedback.³⁰

There are some advantages of programed instruction:

- (1) This is effective for information learning.
- (2) It is give feedback in verifies student learning.
- (3) The pace alone allows³¹

There are some limitations of programed instruction:

- (1) It is very difficult to develop an instructional program.
- (2) It can't be applied at primary level of education.
- (3) Only cognitive objectives can be achieved.³²

2) Permissive of teaching strategies

Permissive of teaching strategies is modern theory of organization of task and relationship centre.³³ The permissive strategy created situations for student and teacher interaction and both remain active in teaching. There are types of permissive strategy is question answer, project strategy, review, group discussion, role playing, discovery, brainstorming, leaderless group, and brainstorming.

a) Question Answer Strategy

Question answer strategy known as socratic methods is developed by the famous philosopher Socrates.

³⁰M. Kumar, *Advanced Educational Technology*, Sankalp Publication: Gaurav Path, 2020, p.179-180

³¹Radha Mohan, *Teacher Education*, PHI Learning Private Limited:Delhi, 2019,p.164

³² Muhammad Rashid, *Study Guide on Teaching Strategies (M.A Education/M.Ed.)*, Allama Iqbal Open University, Islamabad:Pakistan, 2004, p.16-17

³³ Yogesh Kumar Singh, Ruchika Nath, *Value Education*, A.P.H. Publishing Corporation: New Delhi, p.226

Usually, QAR often used by teacher. Therefore, QAR strategy used to master the learning taught by teacher.

Steps of question answer strategy:

- (1) The teacher prepare question.
- (2) Teacher asking questions to students.
- (3) Teacher providing guidance to students.
- (4) Teacher giving the opportunity to students to ask question text.
- (5) Teacher determine the objectives to be achieved.
- (6) State the reasons for choosing the question and answer method.
- (7) Make a summary based on question and answer. Therefore, it will get knowledge is obtained systematically.³⁴

There are some advantages of question answer relation

- (1) Encourage students to verbal interaction in classroom.
- (2) This strategy use to all level in education.
- (3) It helps in achieving cognitive objectives.
- (4) The teacher keeps in mind the abilities, needs, and interest of the learners.

There are some limitations of question answer relation

- (1) It is strategy difficult to prepare good question, arrange them logical.
- (2) The whole content-matter can't be taught by this strategy.
- (3) The teacher wants the structured answer from the learners.³⁵

³⁴ Resa Mandaniyati, Ida Vera Sophya, *The Application of Question and Answer Method to Improve the Ability of Students Achievement*, IAIN Kudus, 2020, <https://journal.iainkudus.ac.id>

³⁵ Muhammad Rashid, *Study Guide on Teaching Strategies (M.A Education/M.Ed.)*,,, p.21-22

b) Project Strategy

Project strategy is an overarching set of guidelines to be employed by the project in making decision and taking action throughout the course of the project.³⁶ In addition, project strategy provides learning experiences suited to individual differences.

Steps of project strategy:

- (1) Providing a situation
- (2) Choosing
- (3) Purposing
- (4) Teacher's role
- (5) Freedom and utility
- (6) Evaluation
- (7) Recording³⁷

There are some advantages of project strategy

- (1) The student work enthusiasm for the competition and when self-chosen project.
- (2) It is help in around to development to students.
- (3) It is strategy, get training of citizenship.³⁸

There are some limitations of project strategy:

- (1) The lack knowledge
- (2) Lack of progress in interaction
- (3) Requires highly qualified teachers
- (4) Difficult to formulate.³⁹

³⁶https://www.researchgate.net/publication/4029624_Project_Strategy_The_Key_To_Project_Success, acces 01.12, selasa, February 15, 2022

³⁷ Y.K.Singh, *Teaching of History Modern Methods*, APH Publishing Corporation:New Delhi, 2008, p.80-82

³⁸ Radha Mohan, *Teacher Education*,,,,,,p.137

³⁹ Arihant, *Success Master CTET central Teacher Eligibility Test Paper 1 (lass I-V)*, Arihant Publicants (India)Limited:New Delhi, , p.504

c) Brainstorming

According to A.F. Osborn (1963), brainstorming is can be used with discussion to explore variety of ideas associated with a situation of a drag without passing any judgement.⁴⁰ In addition, the strategy used to solve problem something. So, this strategy is effective in teaching and used by students to solve problem something.

There are some steps of brainstorming:

- (1) The teacher prepared of question about a topic text.
- (2) Then, the teacher asks students to read the various questions posted and write down all things they know about each question.
- (3) When all the students have finished, the class can discuss about discuss the responses.
- (4) Last, students are ready to read, research, or listen to information to verify knowledge they shared.⁴¹

There are some advantages of brainstorming:

- (1) It provides opportunity to think, reason, analyze, and synthesize helpful in the development of higher cognitive abilities students.
- (2) It encourages the group activities on the part students.
- (3) To help students in the development of their creative.

There are some limitations of brainstorming:

- (1) The members waste their time and energy.
- (2) All the members of the group not interested equally on the solution of the problem
- (3) The group members not come forward for putting up their ideas.⁴²

⁴⁰ S.K Mangal, Uma Mangal, *Essentials of Educational Technology*,,,,,,p.295

⁴¹ Roberta L Sejnost, *Tools for Teaching in the Block*, Library of Congress Cataloging in Publication Data; united States of America, 2009, p.72

d) Role Playing

Role playing as simulated social skill training. In addition, purpose of role playing is to develop social skill for playing the role of teacher in classroom.⁴³ So, role playing known as dramatic strategy and in teaching followed by student form discussion.

Steps of role playing

- (1) Outline of teaching
- (2) Teacher provides the direction to students and teacher to play the role of teacher, students and observer.
- (3) Students- teacher select of the topic interest to be taught.
- (4) Then, teacher determine to students in technique used for observing the teaching behavior
- (5) After that, students-teacher practice teaching
- (6) Last, the teacher teaching is followed by discussion and suggestion to modify his behavior optimally.⁴⁴

There are some advantages of role playing:

- (1) This strategy provided chance to students in think, reason, and analysis.
- (2) It encourage in group activities to find out of problem in common interest.
- (3) This strategy to help in development creative of students.⁴⁵

There are some limitations of role playing:

- (1) Limited to small groups.

⁴² S.K. Mangal, Uma Mangal, *Essentials of Educational Technology*,,,,, p.296

⁴³ Y.Singh, *Teaching of Commerce*, A.P.H.Publishing Corporation:New Delhi, 2005, p.113

⁴⁴ Muhamma Rashid, *Study Guide on Teaching Strategies (M.A.Education/M.Ed.)*,,,,, p.29-

⁴⁵ S.K.Mangal, Uma Mangal, *Esseentials of Educational Technology*,,,,,,p.296

(2) Lose a part of the role on realism and credibility if played too dramatically.

(3) Discomfort felt by some participants in their role.⁴⁶

e) Discovery or Heuristic strategy

The term heuristic from a Greek word *heuriskin* which means to discover. This is strategy basically as a training strategy. In addition, this strategy gives chance full of knowledge to student.⁴⁷ So, discovery strategy is strategy used as training and gives fully on knowledge and given chance to students.

Steps of discover strategy:

- (1) Confrontation with the problem
- (2) Describing and understanding in problem
- (3) Gathering relevant information
- (4) Analyzing the collected data
- (5) Formulation of hypothesis
- (6) Selection and testing of a proper hypothesis
- (7) Application of the accepted hypothesis⁴⁸

There are some advantages of discovery or heuristic strategy:

- (1) To developed creative thinking among learners.
- (2) To developed of analysis, synthesis, and evaluation among learners
- (3) To achieve of higher order in cognitive, and affective objective by this strategy of teaching.⁴⁹

There are some limitations of discovery strategies:

- (1) This strategy requires more preparation.

⁴⁶ Susan B. Bastable, *Sixth Edition Nurse as educator: Principles of Teaching and Learning for nursing practice*, 2021, p.506

⁴⁷ Radhan Mohan, *Teacher Education*,,,,,, 2019, p.138-139

⁴⁸ S.K.Mangal, Uma Mangal, *Essentials of Educational Technology*,,,,,, p.441-442

⁴⁹ Y.K.Singh *Teaching of Commerce*, A.PH. Publishing Corporation:New Delhi, 2005, p.116

- (2) This strategy requires a small number of students in the class
- (3) This strategy requires independent efforts on the part of the students to find out the solution of the problem.⁵⁰

f) Review Strategy

Review strategy is a part permissive of teaching strategies. Therefore, review strategy used to development the ability of critical thinking students.

Steps of review strategy

- (1) The student selected a topic or problem to review material critically.
- (2) Then, the student written list of relevant literature and source which prepared by students as instruction the teacher.
- (3) Then, the student provided material to collect information relevantly.
- (4) Last, the student prepared a review of the topic which assigned by the teacher.⁵¹

There are some advantages of review strategy

- (1) It helps students to complete their task.
- (2) It helps students to make a proper use of the things and ideas in classroom.
- (3) It helps learners as fix device for fix the knowledge.

There are some limitations of review strategy

- (1) Usually, students not serious and not well-trained for adopting review strategy
- (2) It needs extra efforts, time, and labour on the part of a teacher.

⁵⁰ Mangal, S.K.Mangal, Uma Mangal, *Essentials of Educational Technology*,,,,,p.443-444

⁵¹ *Teaching and Research Aptitude*,...,p.12

(3) The length of the syllabus covered by the teacher.⁵²

g) Group Discussion

Group discussion is a group of individuals to bring ideas, solve problem, etc.⁵³ Therefore, group discussion used to develop students is more active.

Steps of group discussion:

- (1) Planning and setting the proper to discussion
- (2) Ensuring active useful participation of the group members
- (3) Evaluation in the discussion

There are some advantages of group discussion:

- (1) It is slow process and takes a many time in decision.
- (2) Group discussion limited for effective.
- (3) It is not suitable for dealing with topic.⁵⁴

There are some limitations of group discussion:

- (1) Group discussion divided small group
- (2) The member not show inactive in discussion
- (3) The teacher as group leader and take all initiative.⁵⁵

h) Game

Game as an instructional strategy could also be defined as aspecially designed strategy or teaching-learning situation during which planned and arranged play way activities and game are utilized for deriving useful educationl purposes.⁵⁶ In addition, there are many types of game used to increase students to study. Therefore, the student must be selective in playing game.

⁵² S.K,Mangal Uma Mangal, *Essentials of Educational Technology*,...,p.505-506

⁵³ Shankar, Gyan, *Group Discussion: GD Guide For Admission & Job*, Independently Published :USA, 2019, p.10

⁵⁴ Chole, Deshmukh, Kapse, *Transfer of Agriculture Technology*, Scientific Publisher:India, 2010, p.

⁵⁵ Mangal, S.K, Shubhra Mangal, *Learning and Teaching*,...,p.617-619

⁵⁶ Soni, *An Infromation Resource On Education Technology for Technical & Vocational Education And Train Stronger, Smarter, Faster*, Simon & Schuster Paperbacks: New York, 2014,

There are some advantages of game:

- (1) Games can maintain motivation to students.
- (2) Games can refresh learners during formal learning.
- (3) Games can encourage an interest to students.
- (4) Games give an opportunity for students-students communication.
- (5) Games add variety to range of learning situation.⁵⁷

There are some limitation of game:

- (1) Games may not available in the branch of your branch specialization.⁵⁸

i) Memorization

Memorization is one among the foremost frequently discussed topic among educator. In addition, memorization is beyond a simple teaching technique.⁵⁹ Therefore, memorization strategy often practice to help increase students in memorization strategy.

Steps of form memorization strategy:

- (1) Sensory memory
- (2) Short-term memory.
- (3) Long-term memory⁶⁰

There are advantages of memorization strategy:

- (1) Focus on the important stuff
- (2) Prioritize information
- (3) Stay positive in the mindset.⁶¹

⁵⁷ Rusmiati, *The Effect of Game Through Small groups In Teaching Reading comprehension*, p.32

⁵⁸ S.K.Soni, *An Information Resource On Education Technology for Technical & Vocational Education And Train Stronger, Smarter, Faster*, Simon & Schuster Paperbacks: New York, 2014, p.11-14

⁵⁹ Firdevs, Discussions of Memorization In Education, *Journal of Educational Theory and Practice Research*, 2020, vol.6, no.3, p.410

⁶⁰ Van Blerkom, *College Study Skills: Becoming A Strategic Learner*, Academic Success Center: Boston, 2009, p.1

⁶¹ Tracy, Ross Alloway, *The working Memory Advantage: Train Your Brain to Function Stronger, Smarter, Faster*, Simon & Schuster Paperback: New York, 2014, p.11-14

There are limitation of memorization strategy

- (1) Stress
- (2) Time constraints.⁶²
- (3) Mental and physical laziness adversely affects all aspects such as work, family, and social life.⁶³

j) Scaffolding

Scaffolding is cognitive support given by teachers to learners and help them to unravel tasks that they might not be able performing on their own.⁶⁴ In addition, scaffolding is important in teaching.

steps of scaffolding strategy:

- (1) Initial knowledge building
- (2) Demonstration.
- (3) Initial practice.
- (4) Guided practice.
- (5) Independent practice.
- (6) Assessment.⁶⁵

There are some advantages scaffolding strategy:

- (1) To give students in feedback.
- (2) The student does not passively in information.
- (3) Can minimize the level of frustration.⁶⁶

There are some limitation of scaffolding strategy:

- (1) The teacher lack control students.
- (2) Unless properly trained.

⁶² Tracy, Ross Alloway, *The Working Memory Advantage: Train Your Brain To Function Stronger, Smarter, Faster*,...,p.18

⁶³ Firdevs, Discussions of Memorization in Education, *Journal of Educational Theory and Practice Research* 2020, vol.6, no.3, p.416

⁶⁴ Patmah Siswanti, Hidayati, Rima Rahmaniah, The Use of Scaffolding Strategy In Teaching Reading Comprehension At The First Grades Students Of SMA N 4 Mataram In Academic Year 2017/2018, *Jurnal Pendidikan Berkarakter*, Vol.1, No.1, 2018, p.27

⁶⁵ Eman Safadi, The Effect of Scaffolding Instruction On Reading Comprehension Skills, *International Journal Of Language Studies*, Vol.6, No.2, 2012, p.6

⁶⁶ Yuvita, The Use of Scaffolding Instructions As Teaching Strategy To Increase Students' Reading Ability, *Journal Dialektika*, vol.6, No.1, 2018, p.29-30

(3) Implementation in a classroom with a large number of students.⁶⁷

2. Reading comprehension

Reading comprehension term two parts is reading and comprehension. Reading is an activity that is doing by everyone to get information. Whereas, comprehension is the process by which the reader gain meaning through interaction with the text through a combination of prior knowledge.⁶⁸ So, reading comprehension is an activity that is doing to get understand content in text. Reading comprehension is needed to understanding the text. One of key problem from reading comprehension is vocabulary and understanding in text. Therefore, the student must be master many vocabulary so that, theirs understand the content of the text. Besides that, a teacher must be selected in choose strategies to implemented by the student. There are several benefit of reading comprehension is to increase students' reading skill, become active reader and help students to increase concentration and reduce stress. Then, reading comprehension is important to mastering in the content text.

3. Teaching Reading Comprehension

According to Brown, teaching is showing or helping someone to find the way to do something like giving instruction, guiding within the study of something, and providing with the knowledge, causing to understand.⁶⁹ Furthermore, reading comprehension is a process making meaning in the text. So, teaching reading comprehension is a process helping or showing, guiding students to comprehend the meaning in the text. The students feel difficult in the meaning in the text. Based on explain above, to the meaning in text is need

⁶⁷Yuvita, The Use Of Scaffolding Instructions As Teaching Strategy To Increase Students' Reading Ability, *Journal Dialektika*, Vol. 6, No.1, 2018, p.30

⁶⁸ Abbas Pourhosein Gilakjani, How can Students Improve Their Reading Comprehension Skill?, *Journal of Studies in Education*, 2016, vol.6, no.2, p.230

⁶⁹ H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, (California: Longman, 2000), p.7

carefulness in the text and understand the content to texts. In addition, it's can students to develop reading skill. Before the content text, students must master of teaching reading comprehension. Therefore, it's must considered in next step. To require comprehension, so it takes accuracy in understanding the contents of the text. In addition, it require be careful in answer of the question in the text.

4. Strategies of Reading Comprehension

According to Vacca (1999:53), there are some strategies in teaching reading comprehension.

a. Scaffolding

Scaffolding is a process for students to solve particular problem eclipse capacity and through by teacher or other person which are more ability. Usually, the teacher selected in the strategy in order the student interesting in the study. Scaffolding strategies is to help learners to understand the text and to focus on meaning and teacher.⁷⁰ According to Henry (2002), students are able directly give attention, plan, and control in their activities.⁷¹ Therefore, successful the students are very affect in teaching process.

According to Harrel and Jordan (2008), there are some steps which proposed are:

- 1) Identify student's reading level of independence
- 2) Then select and reading the text.
- 3) Asks the students to discuss the texts.
- 4) Add motivation over time and
- 5) Asses the student's progress.⁷²

⁷⁰ Didi Sukyadi, Eneng Uswatun Hasanah, *Scaffolding Students' Reading comprehension With Think Aloud Strategy*, Indonesia University of Education, Indonesia: The language center, p. 4

⁷¹ Istiqomah, *Using Scaffolding Technique To Improve Vocabulary Achievement of the Fifth Grade Pupils of SD Negeri 1 Sembawa Banyuasin III*, ISBN:Banyuasin, p.16

⁷² A.Sholeh, Punaji Setyosari, Bambang Yudi cahyono, Sulthoni, Effects of Scaffolded Voluntary Reading on EFL Students' Reading comprehension, *International Journal of Intruction*, 2019. Vol.12. No.4. p.300

b. QARs (Question Answer Relationship)

QARs is a strategy which relationship between questions and answer, how to categorize different types and levels of question.⁷³ This strategy encourages in learn how to answer question and to improve reading comprehension. This strategy usually used in school and implemented by the teacher. This strategy used often by a teacher in teaching. The purpose QARs strategy is to increase reading skill by the student and able understand content in text.

There are some steps QARs strategy is:

- 1) First, teacher introduced the strategy and showing the relationship of the question to answer.
- 2) Then, teacher gives a text to students and asks them to read it.
- 3) Then, teacher gives a model how each level of the QAR identified by students and answered step by step in reading comprehension by using a text.
- 4) After that, teacher asks the students to work in answer in pairs based on question and students determinant which levels of QAR (right there, think, and search, etc).
- 5) Then, after the students have answered all question and the students discuss the answer together.
- 6) Last, the teacher gives some question to the students and teacher checked their based on comprehension of the text.⁷⁴

⁷³ Suswika Wila, Rina Herlina, Didih Faridah, Question Answer Relationship (QARs Strategy in Critical Reading on Narrative Text), *Journal of Applied Linguistics and Literacy*, vol.4, no.1, 2020, p.96

⁷⁴ Aziz, Auliatisky, Celly Casuarina Yasin, *The Experimental Research of Using Question-Answer Relationship (QAR) Strategy in Teaching Reading Comprehension for Indonesian Students in Junior High School*, *Advances in Social Science, Education and Humanities Research*, vol.110, 2017, p.45

c. Think Aloud

Think aloud is this strategy help the student in learning activities and to recall more significant information from the text given by the teacher.⁷⁵ The purpose think aloud is to improve students' comprehension in the text.

There are some the step of think aloud is:

- 1) First, the select passage to read thinks aloud that obtain points of difficulty, ambiguities, and unknown words.
- 2) Then, the students follow silently and listen to how the point of error.
- 3) Next, the students practice think aloud by conclusion the text and short reading.
- 4) Besides that, using checklist involve all the student verifying use of the procedures.
- 5) The last, to provide occasional demonstration.⁷⁶

d. Reciprocal Teaching

According to Rosenshine and Meister (1994), reciprocal teaching is an instructional strategy that directly teaches students to use metacognitive thinking as they create meaning from a text.⁷⁷ In addition, this strategy to understand the contain text. This reciprocal teaching consists of predicting, questioning, summarizing and clarifying. Predicting is that the strategy which helps students' set a purpose for reading and therefore monitor their reading comprehension. Usually, prediction used I think by the student. Then, questioning is a strategy which keeping track of one's comprehension of the

⁷⁵ Nurmadia Sarjan, Mardiana, *An Analysis on the English Teachers Strategies in Teaching Reading comprehension SMP 1 of Wonomulya*, 2017, Vol.3, No. 2, P. 153

⁷⁶ Yesicha Audina, Nibeni Zega, Asima Simarmata, Kiki Velina Situmeang, Sri Ninta Tarigan, *An Analysis of Teacher's Strategies in Teaching Reading Comprehension*, *Journal Pendidikan*, 2020, Vol. 11, No.1, P.99

⁷⁷ Mohammad Reza Ahmadi, Abbas Pourhossein Gilakjani, *Reciprocal Teaching Strategies and Their Impacts on English Reading Comprehension*, *Academy Publisher*, no.10, vol.2, 2012, p.2053

text. This strategy helps to monitoring their comprehension. Besides that, Summarizing is a process which need in requires the orchestration of types skill especially comprehension texts. This summarizing must be practice and exercise the text to summarizing comprehension in the text.⁷⁸ According to Palincsar (2003), clarifying may be a particularly important strategy for working with children who have come to believe that reading is all about saying the words correctly and who don't monitor their understanding of text.⁷⁹ Fourth part consists of reciprocal teaching is important to improve comprehension in text.

There are some steps of this strategy are:

- 1) The student drawing conclusion and use proof from the text throughout the reading process.
 - 2) Then, the student asks and answer question and understand in the text.
 - 3) The next, students know and apply grade level phonics and word analysis.
 - 4) The last, the student identify main ideas and detail in the paragraph.⁸⁰
- e. SQ3R (Surviving, Questioning, Reading, Reciting, and Reviewing)

According to brown (2001), SQ3R is one effective series of approaching a reading text.⁸¹ SQ3R is very useful to memorize and understanding the content of the text. The strategies very

⁷⁸ Oczkus d Lori, *Reciprocal Teaching At Work Powerful Strategies and Lessons For Improving Reading Comprehension 3rd Edition*, Network, Delaware USA: International Literacy Association, 2018, p.13-30

⁷⁹ Reutzler Cooter, *Teaching reading Comprehension*, p.295 <https://www.bellarmine.edu>

⁸⁰ Hari Prastyo, *Appying Reciprocal Teaching Method in Teaching Method in Teaching Reading* *Studies in Linguistic and Literature*, 2017, vol.1, no. 2, p.120

⁸¹ Amelia Biringkanae, *The Use of SQ3r Technique in Improving Students' Reading Comprehension*, *ELS Journal on Interdisciplinary Studies on Humanities*, 2018, Vol.1, Issue 2, p.220

useful used in reading comprehension. In addition, to gain message of the text and it is help readers to develop a mental framework that what they read.⁸² According to Robinson (1946), SQ3R includes five steps is:

- 1) Survey: the students revise the text to realize initial meaning from bolded texts and charts.
- 2) Question: the student reading from previewing it.
- 3) Read: When the student reading text, they have to seem for answers to the questions they formulated during their preview of the text. Then, this question based on structure text and the student must be focus in reading student.
- 4) Recite: when the student moved through the text, they must be reading of the answer text and make note.
- 5) Review: after reading, the students must review the text and to answer the text from question.⁸³

f. Memorization

According to Le Grand Dictionnaire Terminologique, (2020), memorization is a process of repeating text without forgetting any word.⁸⁴ Therefore, memorization helps students in comprehension text. Steps of memorization strategy:

- 1) Overlearning: The student gives new material about vocabulary text.
- 2) Spaced practice: The student begins practice.
- 3) Repitition: The student repitition to memorization.
- 4) Break Tasks Down: The teacher gives tasks to the student.⁸⁵

⁸² Anjuni, Gian Reka, Roby cahyadi, Improving Students' Reading omprehension Through SQ3R (Survey, Question, Read, Recite, and Review) Technique, *PROJET (Professional Journal of English Education)*, 2019, vol.2, No.1, p.2

⁸³ Gaol, Yosi.D.L. Goal, Ribka, D.G.N, Bellaudry, S. A, Teacher's Strategies in Teaching Reading at SMP Swasta Mulia Pratama Medan, *Elite Journal*, 2019, vol.6, no.2, p.253-254

⁸⁴ Firdevs, Discussion of Memorization In Education, *Journal of Educational Theoy and Practice Research*, 2020, Vol.6, No.3, p.410

⁸⁵ Van Blerkom, *College Study Skills: Becoming a Strategic Learner*, Academic Success Center: Boston, 2009, p.2

g. Game

Game is a interesting method in teaching. Game used to motivate and facilitate to learn in reading.⁸⁶ In addition, game strategy used to increase reading text and must be selective in game especially reading.Steps of game strategy:

- 1) The teacher prepare rules of a selected game.
- 2) Then, the teacher divided the class in to playing teams, size of team, need of a captain of team.
- 3) Then, use whiteboard in game.
- 4) Then, the student plays one cycle and demonstrates the details of the game.
- 5) Start game first cycle and analyse how students liked and enjoyed the game.
- 6) Request them to give feedback to every student and encourage the student to play the game.
- 7) Every team maintain the discipline and the mutual respect.⁸⁷

B. Review of Relevant

Below are the studies relevant to this research.

1. The first is study entitled is “An Analysis of English Teachers’ Strategies in Teaching Reading comprehension”⁸⁸ written Yulia Enggar Wigati Wibowo, Syafrizal, and Syafriyadin in 2020. In this research, find out the teachers’ strategies in teaching reading comprehension at one senior high school in Bengkulu, Indonesia. Then, this research used mixed method and subject used two English teachers. The data were collected through observation, interview, and

⁸⁶ Soni, *An Information Resource On Educational Technology For Technical & Vocational Education And Training (TVET) Part II*, Sarup and Sons: New Delhi, p.28

⁸⁷ Soni, *An Information Resource On Educational Technology For Technical & Vocational Education And Training (TVET) Part II*,,,,,,,p.28

⁸⁸ Yulia Enggar Wigati Wibowo, Syafrizal, Syafriyadin, An Analysis of English Teachers’ Strategies In Teaching Reading Comprehension. *JALL (Journal of Applied Linguistics and Literacy)*, 2020, Vol. 4, No.1, p.20-22

documentation. Then, technique of data analyzing data is reduction, data display, and draw conclusion. Therefore, the similarity of this research is the research find out teacher strategies in teaching reading comprehension find out technique of data collection is used observation, interview, and documentation. The differences of this research are the research focused at one senior high school, mixed use method research is qualitative and quantitative. Meanwhile, this research focused at three grade of junior high school, qualitative method, and used teacher strategies in teaching reading comprehension.

2. The second is the strategy entitled “Teacher’s Strategies In Teaching Reading Comprehension”⁸⁹ written Fitri Nurdianingsih in 2021. This research, find out teacher strategies in teaching reading comprehension at one senior high school in Bojonegoro, East Java. In addition, this research found three teaching strategies is the understanding text, individual and group strategies, and question and answer relationship (QARs). Then, this research used qualitative research and technique of data collection is observation, interview, and documentation. Then, technique of analyzing data is data reduction, data display, and draw conclusion. Therefore, the similarity of this research is used qualitative research. Technique of data collection is observation, interview, and documentation. In addition, technique of data analysis is used data reduction, data display, and draw conclusion and one of strategies is question answer relationship (QARs). Therefore, the differences of both research is used understanding text, individual and group learning strategy. In addition, this research used two teacher English, and focused at senior high school. Meanwhile, this research focused at three grades of junior high school, used one English teacher, and used some

⁸⁹ Nurdianingsih, Fitri, Teachers’ Strategies In Teaching Reading Comprehension, *PROJECT (Professional Journal of English Education)*, vol.4, No.2, 2021, p.285-288

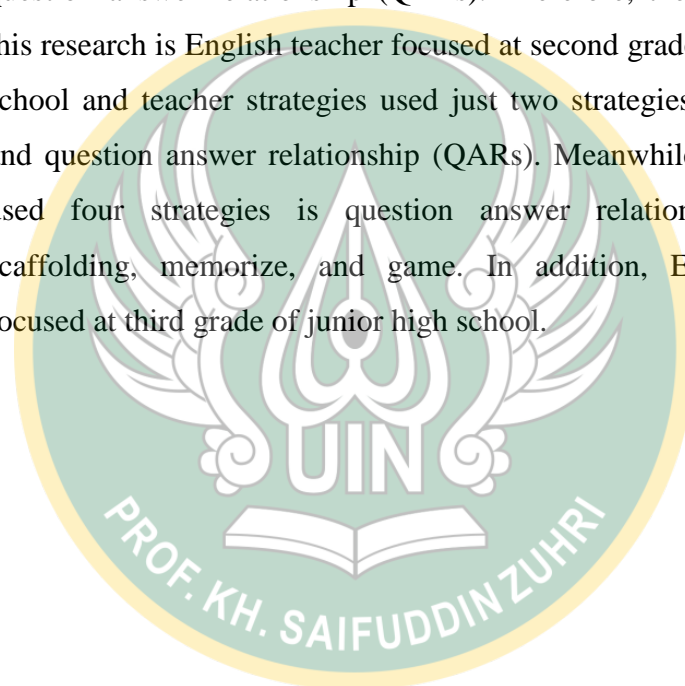
strategies are scaffolding, question answer relationship (QARs), memorize, and game.

3. The third is the study entitled “Teachers’ Strategies in Teaching Reading Comprehension”⁹⁰ was written Gendis Nadira Dwiningtiyas, Dedi Sofyan, and Hilda Puspita in 2020. This research found two English Teachers focused at second grade junior high school. One teacher used reading aloud and brainstorming. Teacher two is used encouraging to use dictionary, reading aloud, and evaluating comprehension in particular task. In addition, used qualitative research and instrument of this research is observation, interview and documentation. Technique of data analysis is data reduction, data display, and draw conclusion. So, the similarity is this research is the instrument used observation, interview, and documentation. Technique of data analysis is data reduction, data display, and draw conclusion, used qualitative research. Therefore, the differences both research is used two English teachers and focused at second grade of junior high school. Then, both teachers used reading aloud, brainstorming, encouraging to used dictionary, and evaluating comprehension in particular task. Meanwhile, this research focused at third grade of junior high school, use one English teacher is question answer relationship (QARs), scaffolding, memorize, and game strategies.
4. The fourth is the study entitled “ An Analysis On The English Teachers Strategies In Teaching Reading Comprehension SMP 1 of Wonomulya”⁹¹ written Nurmadia Sarjan and Mardiana in 2017. This research found one English Teacher focused at second grade of junior high school and two strategies is scaffolding and question answer

⁹⁰ Dwiningtiyas, Gendis Nadira, dkk, Teachers’ Strategies In Teaching Reading Comprehension, *JALL (Journal of Applied Linguistics and Literacy)*, vol.4, no.2, 2020, p.66-74

⁹¹ Nurmadia Sarjan, Mardiana, An Analysis On The English Teachers Strategies In Teaching Reading Comprehension SMP 1 Of Wonomulyo, *ETERNAL (English, Teaching, Learning, and Research Journal)*, vol.3, no.2, 2017. P.151-160

relationship (QARs). Then, this research used qualitative research. In addition, this research used instrument is observation, interview, and documentation. Whereas, technique of data analysis is data reduction, data display, and draw conclusion. So, the similarity of this research is found that this research used qualitative research. In addition, instrument used observation, interview, and documentation. Then, technique of data analysis is data reduction, data display, and draw conclusion. Next, this research found that teacher use scaffolding and question answer relationship (QARs). Therefore, the differences of this research is English teacher focused at second grade of junior high school and teacher strategies used just two strategies is scaffolding and question answer relationship (QARs). Meanwhile, this research used four strategies is question answer relationship (QARs), scaffolding, memorize, and game. In addition, English teacher focused at third grade of junior high school.



CHAPTER III

RESEARCH METHOD

A. Type of the Research

This is a descriptive qualitative research. This research observed and described about teacher's strategies in teaching reading comprehension. The research was conducted in SMP N 2 Kedungreja. For this reason, to produce more accurate in described in SMP Negeri 2 Kedungreja. In addition, to explore information in depth about teaching reading comprehension and obtain the data desired by this research. Because, this research is requires valid data to go to the next stage.

B. Time and Place research

This research was conducted at SMP N 2 Kedungreja and the student of 3rd grade. In addition, the research began observation for two weeks and it begins 27 October until 14 November 2021. It is located in Jl. Jatisari, Jatisari, sub-district Kedungreja, regency Cilacap, Jawa Tengah 53263.

In SMP N 2 Kedungreja is good academic. Every year, score English language is higher. This research interest in this school because this strategies used simple and the teacher open mind to students in study. Therefore, the student interest in teaching by Mrs. Hadiarti Kusumaningrum and motivated to study hard in teaching English language.

C. Subject and Object of the Research

1. Subject of the research

The subjects of the research are:

a. English Teacher of the 9th grade

English teacher of the 9th grade is Mrs. Hadiarti Kusumaningrum. She is one of the teachers who teaches in 9th grade. Besides that, the research shows there is a need for source

data about teacher's strategies in teaching. Therefore, the subject must be considered in research.

b. The student of the 9th grade

The second subject is the student of the 9th grade in SMP N 2 Kedungreja. The student is important in teaching, especially the research. This is a subject as supplement in research. In addition, the research is required to gain data information and truth of the first subject.

2. Object of the research

Object of the research is the nature of the things of the thing.⁹² The purpose of research is to discover answers to questions through the application of scientific procedures.⁹³ Object of the research is teacher strategies and reading comprehension. Teacher's strategies are the strategies used by teachers in teaching and needed to achieve a goal in teaching. In addition, reading comprehension is a process of reading to get new information and understand in content text. In SMP N 2 Kedungreja, an English teacher applied 2 strategies is scaffolding and QARs. Two strategies had been applied by the students of 9th grade from the year before. Therefore, two strategies are part important to help difficult students in content text.

D. Techniques of Data collection

Data collection is the process of gathering and measuring information on variables of interest, in a longtime systematic fashion that enables one to answer stated research questions, and evaluate outcomes.⁹⁴

Data collection is conducted through observation, interview, and documentation.

⁹² Agung Widhi Kurniawan, Zarah Puspitaningtyas, *Metode Penelitian Kuantitatif*, Yogyakarta: Pandiva Buku, 2016, p.58

⁹³ C. R. Kothari, *Research Methodology: Methods and Techniques (second revised Edition)*, New Dalhi: New Age International Publishers, 2004, p.2

⁹⁴ Syed Muhammad Sajjad Kabir, *Basic Guidelines For Research: An introductory Approach for All Disciplines*, Bangladesh: Book Zone Publication, 2016, p.202

1. Observation

Observation is the technique of data to get information data in the research. In this research, observation was conducted 5 times. This observation was done began October month. When the observation, the teacher teaching reading text about recount text. The teacher often used two strategies scaffolding and question answer relationship (QARs). The teacher use a notebook called LKS as the main source. Most students were active in teaching classroom. When the observation, the researcher used instruments namely a book, pen, handphone, and notebook as referense and to gain the information.

2. Interview

The Interview conducted by asking a question and getting answer from participant in a study.⁹⁵ In addition, interview was a supplement data source in research. The research was done interview one time as truth in research. The interview was done with English teacher in third grade Mrs. Hadiarti Kusumaningrum. The research required this interview to gain the spoken response of the teacher. In addition, this interview was used to cross check data of the answer results. The contents of the interview are the teacher used forth strategies are question answer relationship (QARs), scaffolding, memorization, and game. In addition, reason the teacher used the strategies is to increase reading skills. Besides that, the ways to increase their motivation and difficulties in teaching reading comprehension.

3. Documentation

The documentation used as a data source of this research lesson plan (RPS), syllabus, and handbook.

a. Lesson plan

According to Depdiknas (2008), a lesson plan is planning that describes basic competence from the quality of syllabus.⁹⁶ So,

⁹⁵ Syed Muhammad Sajjad Kabir, *Basic Guidelines for Research: An Introductory Approach for All Disciplines*, Bangladesh: Book Zone Publication, 2016, p.211

⁹⁶ Ratnawati, Developing A Lesson Plan For Teaching English for Sepecific Purposes To Adult Learners At A Private University, *JALL (Journal of Applied Linguistics and Literacy*, vol.1, No.2, 2017, p.33

lesson plan is used to source data of this research. In addition, a lesson plan was used to complete the data required for this research. A lesson plan is very help during teaching and to know what is prepared by the teacher in teaching process.

b. Syllabus

According to Nunan (2001), a syllabus is a specification of what will be taught in a language the teaching, and sequence.⁹⁷ Therefore, the syllabus is used to gain source data and complete data of this research.

c. LKS (notebook)

According to Ladyawati (2008), a notebook is to make it easier for students to understand being taught in the learning process.⁹⁸ LKS is important as source data. In addition, this name LKS is canggih name and used curriculum 2013. Therefore, this LKS is the primer source of data and to complete data this research.

E. Techniques of data analysis

The term analysis refers to the computation of certain measures along with finding out patterns of relationship that exist among data groups.⁹⁹ This data analysis is conducted by data reduction, data display, and verification.

1. Data reduction

Reduction data means summarizing, choosing the main thing, focusing on the important things, and looking for themes and pattern.¹⁰⁰ This first step, the researcher creates summaries, and then selected important data. After that, researchers know the data results

⁹⁷ Widiastuti, Rizki, Syafryadin, Istiqomah Nur Rahmawati, Analyzing Syllabus' Learning Objectives in the Lesson Plan, *JALL (Journal of Applied Linguistics and Literacy)*, vol.5, No.1, 2021, p.72

⁹⁸ Ma'as Shobirin, Subyantoro, Ani Rusilowati, Pengembangan Lembar Kerja Siswa Bahasa Inggris Bermuatan Nilai Pendidikan Karakter Kelas V Madrasah Ibtidaiyah Semarang, *Journal of Primary Educational*, 2013, p.64

⁹⁹ C.R. Kothari *Research Methodology: Methods and Techniques (second revised Edition)*, ,,,, p.122

¹⁰⁰ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D*, 2016, (Bandung: Alfabeta), p.47

between relevant and irrelevant data. Then, the researcher reduced data after observation. After that, the researcher deleted some irrelevant data.

2. Data display

The second analysis is data display. Display is an organized, compressed assembly of information that allows conclusion drawing and action.¹⁰¹ In data display, this is based on research formulation. After that, answer of research formulation must be relevant based on result of research. Next, collecting by observation and all the data that has been processed. Then, this data collecting form narrative text. After data display, the research do verification or conclusion in analysis data.

3. Verification or conclusion drawing

The third analysis is verification or conclusion drawing. Conclusions are also verified as the analyst proceeds.¹⁰² Then, this part is still temporary. In addition, if data proof is the lack supported and it can be changed. Besides that, if data proof is supported and valid. Therefore, the result of data is credible and concrete-related data.

¹⁰¹ Miles, Matthew B, A. Michael Huberman, Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook edition 3*, California: SAGE Publications, 2014, p.8

¹⁰² Miles, Matthew B, A. Michael Huberman, Johnny Saldana, *Qualitative Data Analysis A Methods Sourcebook Edition 3*,,p.9

CHAPTER IV

RESEARCH FINDINGS

The chapter presents research findings and discussion about teacher's strategies in teaching reading comprehension at third grade in SMP N 2 Kedungreja. In addition, result of interview teacher third grade in SMP N 2 Kedungreja.

A. Strategies In Teaching Reading Comprehension

Strategy is the overall approach related to the implementation of ideas, planning, and implementation of an idea activity in a certain period.¹⁰³ Therefore, strategy is a plan, the method used to achieve in teaching. Based on the observation and interview, there are types of teacher strategies in teaching reading comprehension is:

1. Question Answer Relationship (QAR)

Based on the interviews which are done by researchers that the teacher often strategy QAR in the classroom. QAR strategy to know the extent to which students master the teaching material presented in teaching reading comprehension. In addition, this strategy must master vocabulary because this strategy to answer question text. Therefore, students expected more vocals in mastering vocabulary. In addition, name notebook is *canggih* name curriculum 2013.



Figure I.1 (Notebook Canggih)

¹⁰³ Irikawati, Identifying Teacher's Strategies in Teaching Writing, *Journal Bahasa*, vol.2, no.2, 2017, p.11

So, vocabulary is the main way to master teaching reading comprehension. In addition, the strategy must do many exercises and this is very effective for students. Based on research, vocabulary students of class 9 are low because of the impact of pandemic covid-19. For pandemic covid-19, other subjects lack effective and many other factors that cause less control. Therefore, students in class 9 have to exercise to increase vocabulary. In addition, vocabulary has to be memorized in order increase memorization. According to Izzah and Hadi (2018), students have to encourage them to learn the structure of different types. In addition, the ability of students to able read text, and understand the contained text. Therefore, this has become an important part of students' knowledge.¹⁰⁴ Strategy QAR is very important to master by students, especially class nine. Therefore, students must learn a lot of vocabulary and exercise to hone the ability to think. In addition, the strategy QAR has a purpose based on Wiesendanger (2001) is to teach student in order focus on content text, to increase learning students, and to achieve student skills in a particular field.¹⁰⁵ Based on research, Strategy QAR is very important in increasing able students, especially reading text. In addition, strategy QAR is to help students in understand contain text and become students think in answer text.

2. Scaffolding

Based on the observation, this research has found this strategy one time. This strategy helps students in pronunciation text. The ability of students is low, therefore students must often sharpen their abilities. In order, the ability of students is always used in thinking continuously. Based on interview, scaffolding helps the ability between reading and

¹⁰⁴ Arisman, Rizal, Baharudin Adu, Nur adha Fitriyani Ambotang, Reading Comprehension Improvement Through Question and Abswer Relationship (QAR) Method, *English Language in Focus*, vol.3, no.2,2021, p.110

¹⁰⁵ Arisman, Rizal, Baharudin Adu, Nur Adha Fitriyani Ambotang, Reading Comprehension Improvement Through Question and Answer Relationship (QAR) Method, *English Language In Focus*, Vol.3, No. 2, 2021, p.110

writing skills where students are given responsibility because learning encourages students to learn independently. Both strategies are very helpful in teaching students. In addition, it helps ability in reading skills, especially pronunciation. This is because students become encouraged by the teacher in order to often practice. Because key is to practice so, pronunciation becomes fluent. The strategy can provide activities and task reduce frustration or risk, motivate students, and provide some direction in order help the students focus on achieving goal teaching.¹⁰⁶ So, the strategy is to help students in pronunciation in order seem fluent in speaking skill.

3. Memorize

According to Le Grand Dictionnaire Terminologique (2020), memorize is a process of repeating text without forgetting any word.¹⁰⁷ Based on interview, the teacher applied this strategy to help increase reading skills in vocabulary. Because the main thing in reading comprehension is vocabulary mastery. Therefore, students must increase vocabulary skills. In addition, this strategy hones the ability to think especially in exercise. According to Karen Haris, “If you can’t remember, you can’t use it”. Memorize strategy is part important in teaching to increase vocabulary ability in students. In addition, memorize strategy is not easy and students should focus on purpose teaching. Therefore, students can’t be separated from memorizing strategies that are needed in learning.

4. Game

According to Richard and Renandya (2002, p.274), a game is composed of questions that the content is relevant and designed to investigate students knowledge and get from the class presentation and

¹⁰⁶ Rachel, R.v.D.S., *Scaffolding as a Teaching Strategy*, Adolescent Learning and development: , 2002,

¹⁰⁷ Firdevs, Discussion of Memorization In Education, *Journal of Educational Theoy and Practice Research*, 2020, Vol.6, No.3, p.410

teamwork implementation.¹⁰⁸ Based on interview, the teacher applied this strategy when students did not get bored. In addition, a game as learning is fun and it helps student not be frustrated. Game strategy is related to memorizing strategy because it requires students to match the steps.¹⁰⁹ Therefore, a game strategy is used by students in order not bored, frustrated, etc. In addition, the type of game strategies in various games. One of game strategies is to guess the word. Because the strategy is suitable for the material and increases.

B. The Implementation of Strategies In Teaching Reading Comprehension

1. Question Answer Relationship (QAR)

Based on the result of research, researchers have found that teachers often use question answer strategy. Research has been observed five times. In every observation, teacher used question answer relation strategy to students in classroom. The result of observation:

The teacher began the class with greetings. Then, the teacher checked the students' attendance. After that, the teacher asks students to open students' notebook and to work about reading text. Next, the teacher asks students to analyze the text together "Let's analysis together because the time is limited to working on the text". After that, the teacher asks students to write vocabulary they don't know in reading text "If don't know about the means and then, you must write vocabulary without being asked by the teacher". After that, the finish analysis and students to answer questions in reading text "If, you have finished answering the question and then advance in front of them in a non-sequential way". Then, the teacher asked students in advance in front of in classroom to read and translate in Indonesian language.

¹⁰⁸ Cameron, L. *Teaching Languages For Young Learners*, New York : Cambridge University Press, 2001

¹⁰⁹ Robert Reid, Joseph Johnson, *Teacher's Guide to ADHD*,,,,p.188

Besides that, the teacher checked the answer to the question while reading the text. Because it's still a long time, the teacher asked to student to work recount text again. Then, students start working on recount text question. The teacher set the time while working on the recount text for 30 minutes and 30 minutes to discuss together. Then, students work carefully and with full concentration. After that, the time is break and the teacher asked students to discuss together. Then, the teacher appoints the students to answer text. Students answer the results of their answers and the answers are read aloud. After that, the teacher answers the correct answer based on the recount text. Next, the teacher appoints students to answer the results of the answers and repeats until the time runs out. When the answer is wrong, the teacher justifies the answer and answers it together. Then, the teacher teaches how to answer quickly and explain to students. After that, the teacher asked the students if anyone was still confused about the recount text. Then, the teacher gives time to students if there is something they want to ask about recount text. A few minutes, students are still silent in the classroom. Then, the teacher explained again about the recount text. Last, the teacher closes the class with basmallah together.



Figure I.2 (The Students to work exercise)

2. Scaffolding

Based on the result of research, there are some steps of scaffolding strategy:

First, the teacher began the class with an open greeting. Then, the teacher checked the attendance of students. Then, the teacher asks students to write the new material about recount text. Then, secretary comes forward to write on the blackboard. A few times, the teacher explains the material and give example. Then, students pay close attention about recount text. Next, the teacher asked to student to do last year's exercise. Then, the teacher distributes exam questions and distributes question sheets. After that, students work calmly. Then, the teacher gives time for thirty minutes to answer questions. After that, thirty minutes finish and the teacher will discuss together. Then, the teacher asks students to read and answer the results of the question. Next, students asked to read, give answers which have been worked. Then, students read one by one start from the front row. Then, the teacher fixes when wrong pronunciation in reading text. The teacher corrects the pronunciation in reaing the text until it is correct. Then, students practice in pronunciation text. After that, students read the answer based on the exercise. Then, the teacher asks the students, the answer is correct or false. The teacher explains to the students based on correct answer. When the answer is wrong, the teacher corrects the answer. Then, the teacher discuss together to students and the reason for the answer. When students don't know vocabulary, the teacher gives clues and answers to students. Besides that, the teacher gives tips to students to answer questions first. Then finds words in text and at a glance read text. Besides that, the teacher explains that vocabulary is just like after, before. Then, the teacher asks students to write if they don't vocabulary and find and memorize. Students read one by one until time runs out. Previously, the teacher review material about

recount text. Then, the teacher asked to students to guess the vocabulary. Last, the teacher closes the class with basmallah together.



Figure 1.3 (Student asked to pronunciation text)

3. Memories

Based on the interview, there are some steps of memorize strategy:

The teacher began the classes with greeting. Then, the teacher checked attendance students. Then, the teacher asked to students to opened notebook. Then, the teacher explained new material about recount text. Students pay attention to the explanation of the material. Then, the teacher asked to students to do material it in notebook. Students ask to the teacher about recount text. Then, the teacher explained again about new material. The teacher asks students about understand in recount text. Next, students understand about the new material, namely recount text. Then, the teacher asks the student to do in notebook. Students work on questions with concentration.

A few minutes, students finish working on questions based on recount text. Then, the teacher asks students to read and answer the results of the question. Next, students asked to read, give answers which have been worked by students. Then, students read one by one start from the

front row. All students reading text about recount text. Then, the teacher asks students about vocabulary in recount text. The teacher asked to students one by one the vocabulary in the recount text. The student still confused in vocabulary text. Then, the teacher asked to students to borrow a dictionary from the library. Then, three students go to the library to borrow dictionary. Then, three students share dictionaries with their friends. The teacher asked to students to find vocabulary based on recount text. Students write vocabulary in book.

Then, the teacher read vocabulary in recount text. Students imitate the text read by the teacher. Then, students practice read based on vocabulary in recount text. The teacher asked to students to memorize vocabulary for five minutes. Next, students begin to memorize with full concentration. After that, the teacher checks memorization vocabulary in recount text. Every student must memorize the vocabulary. Students who make a lot of mistakes will be punished. Then, the teacher review vocabulary based on recount text. Last, the teacher closes with basmallah together.

4. Game

Based on the interview, there are some steps of game strategy:

The teacher began the classes with greeting. Then, the teacher checked attendance students. Then, the teacher asked to students to opened notebook. Then, the teacher explained new material about recount text. Students pay attention to the explained new material about recount text. Students pay attention to the explained of the material about recount text. Then, the teacher asked to students to do material it in notebook. Students ask to the teacher about recount text. Then, the teacher explained again about new material. The teacher asks students about understand in recount text. Next, students understand about the new material, namely recount text. The teacher asked to students to do in notebook. Students work on questions with full concentration. Then, students finish working on questions based on

recount text. Then, the teacher asked to students to read and answer the results of the question. Students asked to read, give answers which have been worked by students. Students read one by one start from the front row. All students reading text about recount text. Then, the teacher asks students about vocabulary in the recount text. The teacher asked students one by one the vocabulary in the recount text. Then, the teacher began game strategy. Then, the teacher explained game role about guess the word. After that, the teacher gives instruction to students. Then, the teacher asked to students if still confused about game rule. The teacher explained again about game role. Then, students begin understand game role. Then, students start the game. This game repeated some times by student. Then, the teacher give role that any punishment if wrong answer. Every student must follow game of guess word. Students follow game until three circles. Students really enjoy the game. Last, the teacher closes with basmallah together.

From text above, this is analysis of the answer results:

Based on interview and observation, the teacher used four strategies is question answer relationship (QARs), scaffolding, memorize, and game. Question answer relationship (QARs) is part permissive of teaching strategies. In addition, the question answer relationship (QARs) strategy includes part modern teaching strategies or known as socratic methods. Question answer relationship (QARs) strategy is type of student-centered teaching. Therefore, question answer relationship (QARs) strategy is part of permissive in teaching.

Scaffolding strategy is part of permissive in teaching strategy. Because the character of permissive in teaching is a type of student-centered in teaching. One of the goals is the teacher build knowledge to the student. Memorize strategy is part of permissive in teaching strategy. Because, memorize strategy is involve students in teaching. In addition, purpose of memorize strategy is increase their memorization. Game strategy is part of permissive in teaching strategy.

Because, game strategy is involve students in teaching. This game is not only individual, group is also included. Usually, the goal of game strategy is to reduce boredom and have fun. Because the following type of permissive in teaching strategy is incompatible with other strategies. So, the fourth strategies are part of permissive in teaching strategies. Based on the research, the teacher often used scaffolding and question answer relationship strategy. Both strategies are very helpful in teaching reading comprehension. So, game and memories strategies are helpful students in teaching reading comprehension. In addition, this strategy helps to increase vocabulary in reading texts.

In reading comprehension have to master is vocabulary because to understand the content text. Then, in class which live 70% master vocabulary and other students are low in vocabulary. Based on observation, there are some students has a weak vocabulary. It's due, the situation is still pandemic "Students are still shocked that the grade of 7 to grade 9". In the understanding of teaching reading comprehension is 50%. In addition, in teaching reading comprehension required and mastered is vocabulary. Then, it must take a lot of mastery to understand the content of the text.

CHAPTER V

CONCLUSION

This chapter presents conclusion and suggestion concerning the result of the research. Based on the finding from the research, it can be concluded as follows:

A. Conclusion

In SMP Negeri 2 Kedungreja, there are some strategies used in teaching comprehension are question answer relationship, scaffolding, memorize, and game. Based on the research, the fourth strategies are effective used in teaching reading comprehension. In addition, question answer relationship used to increase the student ability and to help students in read ability. There are steps of question answer relationship is greeting the teacher, teacher review the material, students open notebook, students work notebook, students answer the question in text, and last, the teacher closing greeting in the class. Then, scaffolding strategy used to increase in teaching such as exercise and help students in reading ability and encourage self-study. There are some steps of scaffolding strategy is greeting the teacher, teacher give the question, teacher work the question, students read the question, the teacher improve pronunciation text, teacher explain the answer question text, and last, the teacher closing greeting in the class. After that, memorize strategy used to increase reading skill is vocabulary because one of must be master in reading skill. There are some steps of memorize strategy is greeting the teacher, students open notebook, students reading rext, students memorize vocabulary, the teacher checked memorize, and last, the teacher closing greeting in the class. Then, game strategy used in order students are not bored and stressed. There are some steps of game strategy is greeting the teacher, teacher explain game guess the word, teacher give instruction to students, students start in the game, and last, the teacher closing greeting in the class. In reading comprehension, vocabularies have to master to understand the content text.

B. Suggestion

Based on the conclusion above, there are some suggestions as follows:

1. For the students

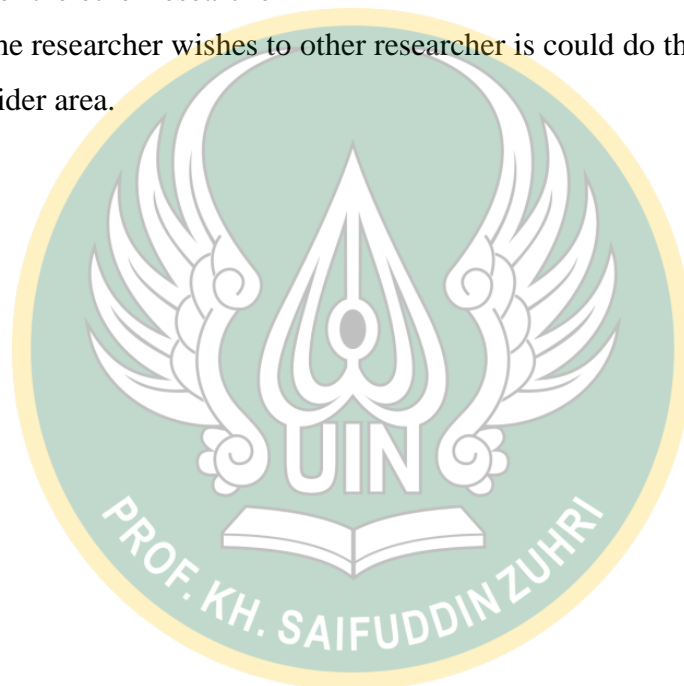
This research, students hoped more understand about reading comprehension.

2. For the teacher

This research, the teacher hoped to increase students reading skill and apply the other interesting strategies.

3. For the other researcher

The researcher wishes to other researcher is could do this research in a wider area.



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