

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



THESIS

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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 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

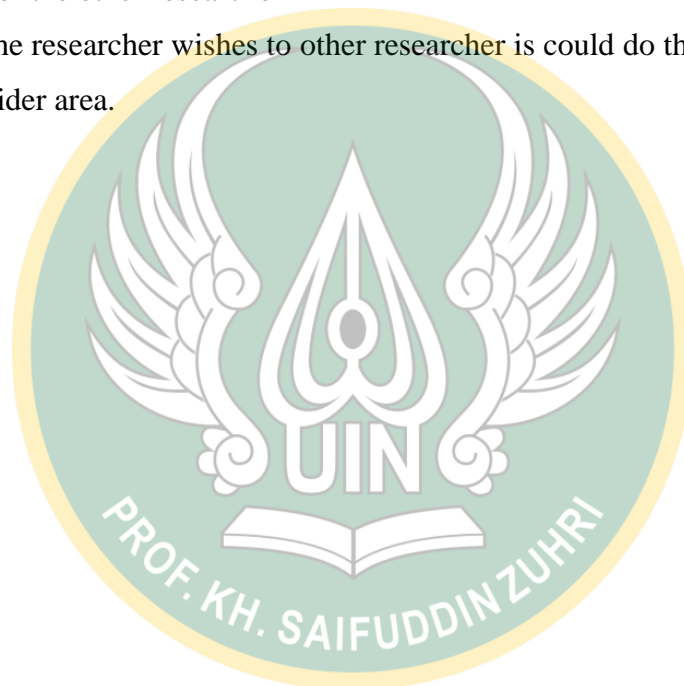
This research, students hoped more understand about reading comprehension.

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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