TEACHING STRATEGIES USE IN READING COMPREHENSION CLASS AT THE TENTH GRADE STUDENTS OF SMK ISLAM SUDIRMAN 2 AMBARAWA

A GRADUATING PAPER
Submitted to the Board of Examiners in Partial Fulfillments of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga

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Dear

The Dean of Teacher Training and Education Faculty

Assalamu’alaikum, Wr. Wb.

After reading and correcting Noor Aziz Kurniawan’s graduating paper “TEACHING STRATEGIES USE IN READING COMPREHENSION CLASS AT THE TENTH GRADE STUDENTS OF SMK ISLAM SUDIRMAN 2 AMBARAWA”, I have decided and would like to purpose that it if could be accepted by English Education Department, I hope this graduating paper can be examined as soon as possible.

Wassalamu’alaikum, Wr. Wb.

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A GRADUATING PAPER

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Has been brought to the board of examiners of English Education Department of Teacher Training of Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga on September 27th, 2017 and hereby considered to complete the requirement for degree of Sarjana Pendidikan (S.Pd.) in English Education.

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NURWANDI, M.Pd.
MOTTO

“Vous are the best nation produced [as an example] for mankind. You enjoin what is right and forbid what is wrong and believe in Alloh”

- Quran. Surah Ali Imron 110 -
DEDICATION

This graduating paper is preciously dedicated to:

1. Allah SWT. who gives me guidance and strength in my life, especially to finish my graduating paper.

2. My mother Mrs.Hj.Titien Sumarni and father R.Noor Cholish Sya’roni who teach me everything with love and knowledge. Thank’s for everything that you do to me.

3. My wife Fitri Aisah, my daughter Nabilla Jasmine and all of my big family that can not be mention one by one.
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Praise be to Allah, the creator of the universe. Because of HIS blessing, the writer could finish this graduation paper as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) in State Institute For Islamic Studies (IAIN) Salatiga. His incredible blessings makes nothing is difficult in His eyes. Shalawat is also devoted to Prophet Muhammad SAW who has guided us from the darkness into the lightness.

In completing this graduating paper, there are a lot of support, guidance, advice, motivation that have helped the writer. Therefore, in this occasion, the writer would like to thank to the following:

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10. All of people who have helped the writer finish this paper. Thank you so much for everything.

Finally, may Allah receive all their kindness and also repay all of those who have helped the writer finish this graduation paper. Hopefully, this paper could give benefits for the readers.
ABSTRACT

Kurniawan, Noor Aziz. 2017. “Teaching Strategies Use in Reading Comprehension Class at The Tenth Grade Students of SMK Islam Sudirman 2 Ambarawa”

Advisor: Faizal Risdianto, S.S., M. Hum

This thesis was the result of the observation at the Tenth Grade of SMK Islam Sudirman 2 Ambarawa. This study focused on answering the questions of: What kinds of strategies used to improve the student’s reading skill? And What is the most frequently used strategy by the teacher in teaching reading of SMK Islam Sudirman 2 Ambarawa?

This research was descriptive qualitative research. The Data was arranged from documentation, observation, interview, questionnaire and describing the data.

The application of the strategies to improve the students’ reading skill were keep applying the principle of teaching reading as Jeremy Harmer stated; Reading is not passive skill, Student needs to be engaged with what they are reading. And the students’ responses are good, most of them feel enjoy and interest with the teaching reading strategies. The strategies divide into 4; 1. Memorizing, 2. Answer relationship, 3. the use of game and 4. Discussion. The most used is the use of Game. According to research, it was attractive, smart, open-minded, patient, funny (gave them little joke to make them interested in their material).

Keywords : Strategy, Teaching, Reading
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CHAPTER I
INTRODUCTION

This chapter provides the background of the study that is describing the reasons why the researcher intends to conduct the study. Because of those reasons, problem of the study, objective of the study, and significance of the study are formulated next the scope and limitation of the study are presented. Finally, the last part is the definition of key terms is given to avoid misunderstanding terms.

A. Background of the Study

“Language is Our Crown”.

According to Carmen (2009: 9-10), The idiom above expresses the important of language for human life. They use language to communicate everything in their life and express their idea and thought. Minimally, language is a series of arbitrary sounds strung together that permit a group of people to communicate. However, it is much more than this-it is a universal human phenomenon that is the foundation of all our communication. It is systematic and rule-governed, influenced by culture, social and economic class, and even when, where, and with whom we use it”.

English is one of world’s languages. There are no part of the world affairs know nothing about English. International affairs such as education, economic, sport, science, medicine, and security always
involve English as the medium. Besides, it must be realized that most scientific book are written in English. Accordingly in order to be able to comprehend the book for getting knowledge, Indonesian students have to mastery in English as well as possible.

In order to understand all international affairs that involve English as the medium and all of reasons above, students must improve their English skill especially reading skill.

In Indonesia English is as a foreign language. In teaching-learning English there are four language skills. They are listening, reading, writing, and speaking. Based on Jordan (1997: 143), The four language skills are taught and developed integrated, but reading skill is the most important that can support the process of mastering the other skills because reading can improve the student ability to speak English fluently, increase the vocabularies, comprehend the English text, compose writing skill, and also can improve knowledge.

Halim (2009: 10) said that reading is a receptive language process. It is the process of recognition, interpretation, and perception of written or printed materials. Reading proficiency plays a great role in understanding a written statement accurately and efficiently. Reading serves an important tool in every field of professional service.

According to Harmer (2009: 99), Reading is useful for language acquisition provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has
positive effect on student’s reading knowledge on their spelling and on their writing. Good reading text can introduce interesting topics and stimulate discussions.

Richard and Renandya (2002: 273) argue that in many foreign language teaching situations, reading receives a special focus. Although reading is become a special focus in foreign language teaching. But it is not a guarantee that student can well posted. But sometime also faces many constraints that are possibly are influenced many factors. Possibly one of them is submission-teaching techniques. Studies conducted by some researcher showed that the student ability is still insufficient. In addition, Gunarwan (2009: 5) even states that university students, who have study English for six years, still cannot comprehend English passages. It is also confirmed by Sutarsyah (2009: 6) who says that many students are still unable to learn and to read adequately in a foreign language.

According to Richards (2002: 201), reading is studied almost in all of the class activities, and most of the scientific books are written in English. Without reading, students can hardly get new knowledge for themselves. In many second or foreign language teaching situations, reading receives a special focus. Lindsay (2006: 70) also explained that there are several reasons for reading. Most students consider that reading is important. They want to read both for information and for pleasure, for their career, and for study
purposes. In fact, Richard (2002: 274) says in most English First Language (EFL) situations, the ability to read in foreign language is all that students ever want to acquire.

Adam states (2009: 7), “Reading is a very important subject and it has continued through all the years of national growth”. It means that reading is the major emphasis of English teaching and learning. According to Anderson, Reading is very complex process: it requires a high level of muscular coordination, sustained effort and concentration. Reading is more than just visual task. Not only must the readers use and identify the symbols in front of her but also he must interpret what he reads in the light of her background knowledge, associate it with experience and project beyond there in term of ideas, judgment, application and conclusion.

All of reasons above show that reading skill is the hardest skill, because one has to go through complicated processes to be able to understand and comprehend a text. Students not only have to read but also identify what the main point of the text and interpret what they have read. For that, the students needs their background knowledge and combine it with experience. Therefore, the students must have serious effort to study reading.

Teaching reading in a foreign language is a hard working. The teacher main task to help the student increase adequate linguistic background based on their needs, interest and levels of understanding
before they attempt any reading activities. The student should know the language well enough to read efficiently. Gebhard (1999: 187) states that student needs chances to build bottom up processing abilities in a language.

Realizing the fact, Haris (2009: 4) believes that reading has a very complex process and important subject to teach for the learners. This gives teacher very important role to facilitate English reading lesson. They should be able to design the lesson to make students more interested and enthusiastic in reading activities. In this case, the teaching reading technique of reading skill is necessary for the English teachers. They should have the appropriate techniques to teach English especially teaching reading more effective because it is the factors whether the teaching will be successful or not.

Having appropriate teaching techniques will provide a chance for the teacher to explore her capability in applying a variety of instructional practices. Callahan states that basic techniques is giving the learners information and then insure remembering.

In the implementation of reading, many techniques can be applied. William Grabe (2007) states that the main component abilities of higher order comprehension processing include: a text model of reader comprehension, a situation model of reader interpretation and a set of reading skills and resources under the command of the executive
control mechanism in working memory (strategies, goals, inferences, background knowledge, comprehension monitoring).

In those all cases, the teacher has big responsibility to increase the student’s reading skill and find out the solutions to read efficiently for them. The teachers must have creativities how to improve their students reading skill.

In teaching reading, there are many methods to improve the student’s reading skill like Previewing, Predicting, Guessing from context, Paraphrasing, etc. Haris (2000: 15) also says that Student should therefore be trained to be flexible in reading by using different kinds of exercises, i.e. to obtain specific information (Scanning), to obtain the general idea (Skimming), to obtain comprehensive understanding of reading (Through Comprehension) or to evaluate information (Critical Reading).

Hesham Suleiman Alyousef (2005), in his research he talks about how to teach reading comprehension to ESL/EFL learners and also the activities used in teaching reading. Lawson, Anita S (2000) also explains about some assignments that help develop such skills include reading and analyzing good essays based on research, corroborating evidence found in such essays, reading responses to essays such as letters to editors, identifying the differences between factual and editorial writing, learning to make attribution either
internally or in footnotes, and preparing an independent project that indicates a mastery of the other skills.

The all researches above are done in other country. But in this research, the writer try to conduct a research about how the teacher improves his student’s reading skill in Indonesia, especially at SMK Islam Sudirman 2 Ambarawa.

The students at SMK Islam Sudirman 2 Ambarawa have better result in reading skill than other skill in English. They also have sufficient facilities to support their English student’s competence like laboratory of language and library. In their library, they have many books collection especially books using English language.

The writer chooses tenth grade students with the assumption that tenth grade students have more knowledge of English than the junior high school students. So they already used to know words in English. The similarity is the first, second and third grade students of junior high school have difficulties in Reading.

Because of those all reasons above, in this research the writer will research what kinds of strategies used to improve the student’s reading skill that included as entitled “Teacher Strategies in Teaching Reading at The Tenth Grade Students of SMK Islam Sudirman 2 Ambarawa.”
B. Problem of the Statement

Based on the background of the study described above, the writer formulates the research question as follow:

1. What are the teacher’s teaching strategies used in reading comprehension class at tenth grade of student’s of SMK Islam Sudirman 2 Ambarawa?

2. Why did they choose those strategy as reference in teaching’s reading comprehension class at tenth grade of student’s of SMK Islam Sudirman 2 Ambarawa?

C. Objective of the Study

Based on the research questions above, there are three objectives of this study as follows:

1. To know the teacher’s teaching strategies used in reading comprehension class at tenth grade of student’s of SMK Islam Sudirman 2 Ambarawa.

2. To describe the reason of using those strategy as reference in teaching’s reading comprehension class at tenth grade of student’s of SMK Islam Sudirman 2 Ambarawa.

D. The Significance of the Study

This study is expected to give contribution to the teachers, learners, and the following researchers.
1. For the teachers
   The result of this study is expected to give information and description as a feedback in order to improve the quality of teaching and learning process for learners.

2. For the learners
   The result of this study, hopefully to give information in order to improve their reading skill and hoped to be able to engage the students more in reading classes and improve their achievement especially in reading.

3. For the following researchers
   The result of this study is expected to be used as a reference for their research.

E. Scope and Limitation of the Study

This study is limited on the teacher who teaches English at the tenth grade of SMK Islam Sudirman 2 Ambarawa and their students. There are 3 classes of the tenth grade but the researcher only took two classes on four observation meeting that were X1 and X2 that consisted of thirty seven students. The different class had the different English teacher; there were Mrs. Lilik Suharti S.Pd M.Pd as class X3 English teacher and Mr. Suprayitno S.Pd M.M as class X4 English teacher.
The writer focused on the teachers’ strategies in teaching English which used to improve the students’ reading skill, and the student responses to their teacher’s strategies.

**F. Definition of Key Terms**

1. **Strategy**

   According to Hornby (2009: 179) Strategy is a plan designed for a particular purposes or the process of planning. They are also specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information.

2. **Teaching**

   Based on Brown H. Douglas (2000), teaching is the activities of educating or instructing that impart knowledge or skill. In this research, teaching means the process of transferring knowledge in the classroom through instructing her students to do some activities which enrich their knowledge and skills.

3. **Reading**

   Sandra (1994: 12) describes Reading as is a way in which is interpreted or understood. Reading is a complex information processing skill in which the reader interacts with a text in order to (re) create meaningful discourse.
G. Research Methodology

This study used descriptive qualitative research design. Descriptive qualitative is to gain an understanding of some groups or some phenomena in its natural setting. It include of descriptive qualitative because the data gathered from the understanding and meaning through verbal narrative and observations rather than through numbers. This design is used to obtain the information about existing/factual condition without giving any special treatments to the subject of the study.

H. Outline of the Research

This graduating paper will consist of five chapters. Each chapter will be discussed as follows:

Chapter I presents introduction, it is explain background of study, the problems of study, the objective of study, the significant of the study, review of related research, limitation of the research, definition of key term, methodology, and outline of the research.

Chapter II describes theoretical review. Firstly, theory about reading, it presents the theory about reading includes the definition of reading, the importance of reading mastery, the source of reading, kinds of reading, aspects of learning reading, teaching reading and testing reading.
Chapter III presents about methodology of research. The research methodology consists of setting of the research, subject of the study, method of the research, procedure of the research, technique of collecting data and technique of analysis data.

Chapter IV is the data analysis.

Chapter V as the last part of this outline consists of closure which will be divided into two part, conclusion and suggestion. For the attachment, there is appendix and reference.
CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter contains some literatures that are reviewed to help the writer to analyze the data and answer the research questions.

Reading

The following describes the definition of reading, the importance of reading and the teaching of reading.

A. Definition of Reading

Reading has many definitions. According to Hesham (2005), reading is the process to get knowledge or something from the text. Reading can be seen as an “interactive” process between a reader and a text that leads to automaticity or (reading fluency). In this process, the reader interacts dynamically with the texts as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing).

Sandra (1994) describes reading as a complex information processing skill in which the reader interacts with a text in order to (re) create meaningful discourse. With the bottom-up approach, Nunan (1989) tells reading is viewed as a process of decoding written symbols, working from smaller units (individual letters) to larger ones (word, clauses and sentences). In order words, we use strategies to decode written forms in order to arrive at meaning.
Grabe (2000) also stated that reading is the process of receiving message and interpreting information that is written by the writer through a text.

According to Nuttal (1996), reading means receiving the message from the text, because the writer put message into it. As the readers, we should be able to get what the main idea from the text we have read.

According to Abbot (1981), reading is a fluent process of readers to combine information from a text and their background knowledge. Because reading is not a simple process in which the reader just reads and accepts whatever is stated in the text, but also uses their mind to interpret the text. It can be concluded that reading is an activity that involves a thinking process to get knowledge and create new ideas through interpretation of the text.

Reading helps in mental development and is known to stimulate the muscles of the eyes. Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader. It is an indulgence that enhances the knowledge acquired, consistently. Based on Haris (2002), the habit of reading also helps readers to decipher new words and phrases that they come across in everyday conversation.

Haris as cited in Zainuddin (2002), believes that reading is the meaningful interpretation of printed on written verbal symbols, it also involves sensing, perceiving, achieving meaning, learning and reacting in a variety of ways. It means that reading is the result of the interaction between perceptions
of graphic symbols that represent language, its structure, and enrich vocabulary.

Reading in English is like reading in your native language. According to Ira (2009), this means that it is not always necessary to read and understand every word in English. Reading also to connect the ideas on the page to what you already know.

Furthermore, Nunan (1999) explains reading comprehension is an allowing a continuous process between the readers and the text, the reader is needed the clues from the text to their own background knowledge. It can be said that we can get the message in the text by using our prior knowledge. From those definitions, the main point of reading is comprehension.

In addition, the readers should develop to get the main point from a text. Acquiring the main point of a reading passage is the most important idea for a reader to develop the comprehension of the text, because according to Lynne (2004) getting the main idea makes reading more purposeful to make easy remembering and helps to make the supporting details.

B. The Importance of Reading.

Reading is one of the ways to get knowledge and language. Most of knowledge is written in a book. If the people want to know and understand them, they must read first especially the learners. They must read more and more.
There are many reasons why getting students to read English texts is an important part of the teacher’s job in the first place many students want to be able to read texts in English either for their careers, for study purposes or simply for pleasure. Anything we can do to make it easier for them to do these things must be good idea.

Reading is useful for language acquisition if students more or less understand what they read, the more they read, the better they get it. Reading is the fundamental skill upon which all formal education depends. Research clearly shows that children who are poor readers at the end of first grade are never likely to acquire the reading skills they need to successfully complete elementary school unless these students are identified early in their school career and given the intensive, systematic intervention they require. Any child who does not learn to read early and well will not easily master other skills and knowledge, and is unlikely to ever flourish in school or in life.

Based on Harmer (2002), reading has positive effect on student’s vocabulary knowledge on their spelling and on their writing. Good reading text can introduce interesting topics. Reading is also considered an essential skill for the students. Reading texts provide good models for English writing. Here, reading material can be used to learn how to write good sentences, paragraphs and texts in a whole.

Grabe (2002) said that many people in the world learn to read a second language, as students in formal academic. Students learn to read to
engage in advanced studied, get a good job, get information, become more cross-culturally aware, communicate with others, or are entertained.

Damian (2001) also states, that Reading helps in mental development and is known to stimulate the muscles of the eyes. Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader. It is an indulgence that enhances the knowledge acquired, consistently. The habit of reading also helps readers to decipher new words and phrases that they come across in everyday conversations. The habit can become a healthy addiction and adds to the information available on various topics. It helps us to stay in-touch with contemporary writers as well as those from the days of yore and makes us sensitive to global issues.

Another purpose of reading is for enjoyment or excitement. Here, the readers want to get pleasure from what they have read. For example, they read novels or short stories.

In language, reading is not only source of information and pleasure activity but also a means of extending ones of language. In other word, reading is considered as an important activity because it promotes better spelling better, writing higher, reading comprehension, and more advanced vocabulary.
C. Reading Method

Reading will be given as soon as language learners have had sufficient practice in listening and speaking. After the language learners have good ability in speaking and listening, reading can be introduced reading lesson weather it is given as a single lesson or supplementary work. The material of reading must be graded depending of the level of the language learners there are different types of reading.

1. Choral reading

Even though choral reading is relatively uncommon in modern language classes, this type of reading is still important in improving learners’ pronunciation. Working in groups will make language learners feel confident to pronounce word in foreign accent and practice in really recommended in this method. This technique is helpful for language learners who are reluctant and shy to imitate the teacher expression individually.

2. Silent reading

After language learners learn the words expression and know how to pronounce them, the actual reading can begin. This can be done through silent reading. Silent reading can begin with reading aloud by the teacher. The teachers’ reading is a model in accuracy and expressiveness. It is thought that the great amount of interest in reading is secured by a happy combination of reading aloud by learners, reading aloud by the teacher and silent reading by the learners. To check whether the learners understand
what they have read, the teacher can test them by giving question based on
the text, by translation or by summarizing the text.

3. Intensive reading

Ira (2002) states Intensive reading is used on shorter texts in order
to extract specific information. It includes very close accurate reading for
detail. Use intensive reading skill to grasp the detail of specifics situation.
In this case, it is important that you understand each word, number of
fact.

Intensive reading lesson may proceed as follows:

a. While the book is closed. The student listens to the teacher.
   Occasionally he will ask a question to make sure that everything is
clear.

b. The new words, phrases and idioms are written on the board. They
   are pronounced and used in original sentences.

c. The students open their books and the teacher read the first part of
   the selection aloud. Gestured and dramatic devices and heighten
   the effect and to aid in comprehension. Reference is made to words
   on the board.

d. The class, alternating silent and oral reading, now reads the
   selection. It is suggested that narrative or expository passages
   be read silently, whereas conversation or dialogue is done orally.
   Learners may be assigned parts.
e. The selection may now be summarized in various types. Selected learners may be asked to give a summary in their mother tongue or in the foreign language. The teacher may ask a series of sequential questions. As each answer is given, it is written on the board. Finally, all of the answers are read aloud.

4. Extensive reading

There have been conflicting definitions of the term “extensive reading”. Hedge, (2003) Some use it to refer to describe “skimming and scanning activities,” others associate it to quantity of material. Hafiz & Tudor (1989) state that:

“The pedagogical value attributed to extensive reading is based on the assumption that exposing learners to large quantities of meaningful and interesting L2 material will, in the long run, produce a beneficial effect on the learners’ command of the L2.”

It is used to obtain a general understanding of a subject and includes reading longer texts for pleasures as well as business books and to improve your general knowledge of business procedures.

Extensive reading is silent reading but done outside off class. In order for language learners to have fewer problems in extensive reading, the teacher should explain first difficult passage or new words. A number of questions related to the text are assigned and the answers are to be written. Language learners should prepare various types of summaries; written or oral report after the reading has been completed, language
learners and the teacher discuss the text in the class. The language may score the summaries in order for language learner to be well motivated.

5. Supplementary reading

Supplementary reading is also done out of class. Language learners are free to choose reading materials. Reading material may consist of newspapers, bulletins or magazines in the target language. Supplementary reading should be a part of the terms work. Every language learners should be required to read at least one book in the target language. Again, the teacher should give scores to the work of supplementary reading.

D. The Strategies to Teach Reading

In teaching-learning process especially reading, the teacher needs some strategies to improve student’s reading skill. It is needed to make the students easier to improve their skill in reading.

There are many strategies how to improve or teach reading. Haris (1998) said in his article: “Strategies that can help students read more quickly and effectively include:

1. Previewing is reviewing titles, section headings, and photo caption to get a sense of the structure and content of a reading selection.

2. Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure.
3. Guessing from context is using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up.

4. Paraphrasing is stopping at the end of a section to check comprehension by restating the information and ideas in the text.

Kawabata (2005) concluded that the stages or strategies to teach reading are:

1. Pre-reading Activities
   a. Setting the Purpose of Reading (As a Whole Class)
      Firstly, the teacher clarifies the purpose of reading to the students deal with unfamiliar vocabulary without depending on dictionaries.
   b. Signpost Questions (As a Whole Class)
      The teacher asks questions to motivate the readers and activate their background knowledge.
   c. Prediction Activities (As a Whole Class)
      The teacher shows only the title of the text (and photographs if available) at this stage, and asks the students to predict the topic based on the previous questions, prior knowledge, and the title of the text.
   d. Skimming in Groups
      The skimming strategies are introduced to get an overall picture and to ascertain the genre and field of the text. Discussion with peers and the teacher at this stage might provide general information about the topic
and structure of the text, and the students might be able to predict further, what the text is about.

e. Scanning (In Groups)

Scanning activities are introduced to teach strategies of finding appropriate information in the text that would be necessary for successful reading comprehension. With this exercise, the students might be able to locate specific information about the topic of the text.

f. Breaking Up the Text (In Groups)

Skimming, scanning, and breaking up the text are introduced as group’s activities to develop and confirm the readers’ understanding further. Reading strategies and language used by the teacher and students who have higher proficiency in English might work as a model and suggest ways of using vocabulary, explaining, classifying, comparing, exemplifying, questioning, and pronouncing words.

g. Brain Storming (As a Whole Class)

By conducting this process, the teacher is able to confirm the students’ understanding by checking responses answered at the fifth stage and summaries reported at the sixth stage. More ideas arise after summarizing each section, write these responses on the board.

h. Pre-teaching Important Words (As a Whole Class)

Before moving into actual reading activities, teaching new and important words for reading comprehension is necessary. The readers
are able to prepare and acquire the new vocabulary or terminology that would be necessary to understand the text before tackling reading practice. Vocabulary items are categorized as those that could be or could not be guessed from the context, and essential or less important to understanding the text.

By introducing and explaining the above language features of the text, the students are able to expand and relate their current knowledge and gain new knowledge of the genre.

2. During Reading Activities

a. The Text (As a Whole Class)

This activity shows the students how the text is structured to achieve its genre. At this stage, the teacher guides the class in discussing the feature of the text; the genre of the text (recount of an event in the newspaper article), the social purpose (to inform readers about events which are considered newsworthy and interesting), schematic structure and language features of the genre.

1) Headline; explains the story in a short telegraphic way.

2) Newsworthy events; describes the events in summary form.

3) Background event; recounts what happened, in what circumstance by expert.

4) Sources; introduces comments on the events by authorities.

5) Background event; elaborates what happened, to whom and in what circumstances.
By introducing and explaining the above language features of the text, the students are able to expand and relate their current knowledge and gain new knowledge of the genre.

b. Stop and Think (In Pairs)

After the modeling, the teacher asks the students to read the text in pairs. In each paragraph, the students are encouraged to talk and discuss what they have just read, paraphrase it, identify the main ideas, and generate questions in pairs. This activity offers the students more opportunities to practice listening, speaking, and helps them to activate background knowledge and relate it to the new information, and confirm their understanding of the text.

c. Reciprocal Teaching (As a Whole Class)

At this stage, the whole class has a discussion to generate questions, make summaries, predict and clarify the text. This is to clarify the purpose of reading, direct attention, activate background knowledge again, and also to evaluate content, monitor predictions, and draw conclusions. The teacher is able to monitor the students’ performance and confirm whether the students are able to use new vocabulary, express ideas, concepts, and link ideas.

d. Finding the Main Idea (As a Whole Class)

The teacher asks the students to find out the main idea in a paragraph or whole text. This activity is to identify and distinguish
the important information from the less important information in the text, summarize the concepts, confirm the understanding of the content, and as a review of the previous activities. The students are able to avoid misunderstandings about the topic by sharing the idea with peers.

e. Signal Words (As a Whole Class)

Signal words used to indicate a particular text pattern are taught to show how these words function in the text. For instance, 'so' indicates a cause and effect, and 'after' indicates sequence of events in the text. Teaching these words and the function might give the readers new or different ideas to approach the text.

f. Key Words (As a Whole Class)

The teacher asks the students to identify key words to distinguish the important words from the less important words in the text.

g. Developing Data Banks (As a Whole Class)

Words and discourse markers, which are useful, important and frequently appear, should be added to individual or class data banks to assist the students’ vocabulary development. Writing these words on a sheet on the wall or students’ notebooks assists the students’ reading practices in future classroom activities.

3. Post-reading Activities

a. Cloze Passages (As a Whole Class)
This activity is designed to assist the readers in developing vocabulary, understanding cohesion in the text, and investigating the text further. Reading abilities might be improved by identifying chains in the text and recognizing how the chains are used to make the text coherent. Showing how the teacher or the readers who have higher proficiency complete the passage works as a model of good reading strategies and assists the learners who have difficulties in reading comprehension to deepen and expand knowledge of the context.

b. Comprehension Questions (Individual)

Comprehension questions are asked to the students to confirm their understanding of the content of the whole text and to monitor the understanding of each student. Question sheets containing various questions such as true or false questions, alternative questions and WH-questions are provided for each student to work on individually.

After the students complete the activity, the teacher checks their answers with the class to confirm their understanding of the context before moving onto the next activity.

c. Compare Ideas (In Pairs)

Charts are provided to the students to ask questions to his/her partner and fill in their answers. By questioning, conferencing and sharing their ideas with peers, the students are able to practice
listening, speaking and writing, relate personal experiences with the topic, and focus on their ideas before the final discussion stage.

d. Discussion (as whole class)

Discussing about the topic helps the readers to relate the theme of the text to their experience, and develop their understanding. Questions such as the following are designed to lead the discussion in the class.

E. How to Improve Reading Skill

The task to improve reading skill is not easy one. For one thing, if the students are reading silently, the teacher is certain extend excluded. The teacher student interaction of oral activity will be lacking. Nevertheless, the teacher can help his or student in way like improving their ability without any pressure, giving them reading strategies, and giving them chance to become independent readers.

1. The principle of teaching reading

Before teaching reading, as harmer stated, there are six principles, which can be guidance for teaching reading. Those principles are as follows:

a. Reading is not passive skill

Reading is incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures of the word are painting, understand the argument, etc.

b. Student needs to be engaged with what they are reading.
As with everything else in lesson, students who are not engaged with the reading of text are less likely to benefit from it.

c. Student should be encouraged to respond to the content of a reading text, not just to the language.

   It is important to study reading text for the way they use language. The number of paragraph contains and how many times they use relative causes. However, the meaning, the message of text, is just as important and we must give student a chance to respond that message in some ways, it is especially important that they should be allowed to express their feelings about the topic.

d. Prediction is major factor in reading.

   When we read text in our language, we frequently have good idea of the content before we actually read. Book covers give us a hint of what is in the book, photograph and headlines hint at what articles are about report look like reports before we read a single word. The teacher should give the teacher hints so that they can predict what is coming too. It will make them better and more engaged readers.

e. Match the task to the topic

   Once decision has been taken about what reading text the student are going to read, we need choose good reading task. The most interesting task can be undermined by asking boring and inappropriate
question, the most commonplace passage can made exciting with imaginative and challenging task.

f. Good teacher exploit reading texts to the full

Any reading texts are full of sentences, words, ideas, descriptions, etc. It does not make sense just to get students to read it and then drop it to move on to something else. Good teachers integrate the reading texts into interesting class sequences, using the topic for discussion and further tasks, using language for study later activation.

2. The teachers roles in teaching reading.

Carmen & Evelyn (2003) give some suggestions about the strategies for supporting English learners’ comprehension skill in their book:

a. Before reading a story, select word or concepts that are key to understand it.

b. As students advance in their English, words that are more difficult can be explained and discussed.

c. Create word walls.

d. Have students made their own individual dictionaries in which they record words, illustrate them depending on their abilities, and write sentence using the words.

e. Use visual displays such as charts, diagrams, and webs to help student see relationship between words and ideas from literature.
f. Use objects that students can touch and handle.

g. Provide concrete experiences that can help students acquire needed background knowledge to understand a story that is read.

h. Group your English learners with native English speakers whenever possible, because native speakers can provide good language models for those developing English.

i. Teach students to draw on cognates that they already know in their native language to help them understand English words. A teacher is one the most important people in the beginning reader’s life.

According to Smith (2009). There are nine rules of reading instruction that the teachers would do well not to follow are as follows:

a. Aim for early mastery of the rules of reading

b. Ensure that phonic skill are learned and used

c. Teach letters or words one at a time, making sure each one is learned before moving on

d. Make word perfect reading a prime objective

e. Discourage guessing

f. Insist upon word-perfect reading

g. Correct error immediately

h. Identify and treat problem readers as early as possible

i. Use every opportunity during reading instruction
Pennington (2009) said in his article, there are seven strategies that will help teachers strike the balance between implicit and explicit instruction and turn their students into capable independent readers:

a. Know your readers with effective whole-class diagnostic assessment.

b. Use shared reading to model the synthesized process of reading.

c. Use guided reading to teach discreet reading comprehension strategies.

d. Teach independent reading by getting students to practice guided reading strategies on their own.

e. Teach the reading and writing connection.

f. Teach vocabulary explicitly and in context.

g. Teach contents, it means teaching contents are teaching reading comprehension.
CHAPTER III
RESEARCH METHODOLOGY

This chapter consists of research design, research setting and subject, data of the study, research instruments, data collection technique, and data analysis technique.

A. Research Design

Research design is used in research in order to know how to precede the data. It means that it is a plan for collecting and analyzing the data in order to answer the research questions. (Bogdan, 1992)

This study used descriptive qualitative research design. Descriptive qualitative is to gain an understanding of some groups or some phenomena in its natural setting. According to Ary (2002), it include of descriptive qualitative because the data gathered from the understanding and meaning through verbal narrative and observations rather than through numbers. This design, based on Furchan (2007) is used to obtain the information about existing/factual condition without giving any special treatments to the subject of the study.

According to the characteristics, descriptive design should follow some steps. They are:

1. State the problems. The researcher in the first chapter has already done stating some questions as the research problem.
2. Determining what kinds of information needed.
3. Setting the data collection techniques.

4. Establishing the data analyzing technique.

5. Taking conclusion of the research.

   The description based on the observation, teacher interview, documentation, and questionnaire on the subject. By doing this, the writer found out what kinds of strategies used to improve the student’s reading skill, describe how the teacher applies the strategies to improve the student’s reading skill, and how the students’ responses to teaching reading used by their teacher are.

   The writer is not getting involved in teaching learning process but he must keep his existence not influencing the natural attitude or behavior of the subject. He observes all the activities in the classroom and monitoring the observation as evidence.

B. Research Setting and Subject

   The setting of this study will be conducted at SMK Islam Sudirman 2 Ambarawa. In this study, the writer adopts research subject, a subject is defined as an individual who participated in research study or someone from whom data are collected. The subjects of the study of this research are the English teacher of SMK Islam Sudirman 2 Ambarawa that consist of three classes. In addition, each class is about thirty students of the year 2017/2018 academic year.
C. Source of Data

The data of the research used obtained from observation, interview questionnaire and documentation. The data from the observation was needed to find out what kinds of strategies used in the classroom and to know to apply the strategies in English teaching learning process to the tenth grade of SMK Islam Sudirman 2 Ambarawa. Questionnaire (to supports the data obtained through the other instruments) was the student opinion about the class of reading the use of strategies to teach reading and the teacher’s role in the application of strategies to improve the students’ reading skill and the general evaluation.

For the primary data, to complete the data and avoid misinterpretation while analyzing them, the writer also conducted teacher interview and documentation. The data will be obtained in the form of field notes and presented descriptively in the form of paragraph. So the writer directly know what the happen int that moment.

D. Research Instrument

Research instrument is a mean to collect the data. The writer can also calls as an instrument. In this research, the writer used four instruments in collecting the data. The instruments were interview, documentation, observation, and questionnaire.

To get the data as stated above, the writer had arranged the instruments properly. According to Arifin (1993), the research instruments had been designed by considering the characteristics of research variable. Therefore, the writer used the instruments below:

1. Interview

Interview is one of way to obtain the data. Interview is used to gather data on subjects’ opinions, beliefs and feelings about the situation in their own words. The interview can be divided into two things namely, structure and unstructured or semi structure interview.

According to Ary (2005), structured interview is used for specific purpose of getting certain information from the subjects. And, the questions which are asked by observer to the respondents often in the same of set question. One characteristic of structure interview is close-ended because this interview includes formal interview. Meanwhile, unstructured or semi structure is the questions which become asked to the respondents include informal interview, where the questions allow freedom of response from the subject. Therefore, the interview is not planned a head of time; the researcher
asks questions as the opportunity arises and then listens closely toward subject’s response to obtain some information in collecting the data.

In the interview, the researcher as the interviewer has had a dialogue with the informant (teacher). Arikunto (2002) differentiates interview according to its implementation into three: unguided interview, guided interview, free guided interview.

The writer starts the research on 4th March 2017 until January 13th 2017. It takes so long because the writer have some problems on the process. The writer will do the interview to the teacher that uses many strategies or methods in the teaching reading skill. The interview is about the strategies or methods that the teacher uses in teaching reading. The writer also will ask about the teacher lesson plan, the teacher teaching system, and the media that the teacher used in the teaching-learning process.

2. Documentation

This instrument is used to collect data from the source of non-human; it means that the writer will collect the data from the written data and records which are available in the location or to a person whom the researcher intends to see. The writer may ask the teacher about lesson plan he uses in teaching listening, references to support his teaching during the class, perhaps the notes of the teacher if he allows the writer to know teacher preparation in applying his strategies of teaching reading in the class.
3. Observation

Ary (2005) states that observation attempted to get a comprehensive picture of a situation and the product of those observations was noted or narrative. The purpose of direct observation was to determine a particular behavior that is present. The observation is usually, which is done namely identifying of either behavior of interest and devising a systematic procedure for identifying categorizing and recording the behavior in a natural or a contrived situation.

Based on Gay (1990), the observation research is divided into three types. There are non-participant observation, participant observation, and ethnography. The first is non-participant observation; the observer does not direct interact with the object of observation. In other words, the observer is not involved in the situation that to be observed. The second is participant observation, the observer follows a participant in the situation that to be observed. The last is ethnography; it involves data collection of data on many variables over an extended period, in a naturalistic setting.

In this research, the writer use non-participant because the writer observed without participating or taking any active part in the situation. In this case, the writer just sit down on the back row of the classroom, pay attention more detail about all activities that happen in
the classroom, and write down some notes in order to get the data, which focused on teacher’s strategy to improve the students’ reading skill. The date of these moments are on March 18th- Juny 20th 2017. The indicators being measured in the checklist were:

a. The kinds of strategies used by the teacher.
b. Teacher’s activities during the teaching process to apply their strategies.
c. The teaching learning process.

4. Questionnaire

The questionnaire is meant to find out the students responses toward the suggest technique. This technique was used to support the data from the other instruments, the writer sets a close question type, it means that he give the students some questions followed by some possible answers. They are asked to choose an appropriate answer from the options provided about the use of picture to improve speaking according to their opinion.

The indicators measured and elaborated in questionnaire were:

a. The students’ opinion about the reading in English.
b. The students’ opinion on the use of strategies to teach reading.
c. The teacher’ role in the application of strategies to improve the students’ reading skill.
d. The general evaluation.
E. Data Collection Technique

The writer read about the definition of teaching reading’s methods or strategies that were written in the text book. Then the writer does observation of the application of the methods or strategies used by the teacher in the classroom. The writer observed the teaching-learning techniques that happened in the classroom.

The writer interviewed the teachers that use the methods or strategies, and asks about the teaching system and other data related to the application of the all methods or strategies. And also, the writer asked the teacher documentation.

In addition, the writer gave questionnaire to the student about their response of reading methods or strategies used by their teacher.

F. Data Analysis Technique

According to Moeloeng (2001), data analysis is a process of gathering, modeling, and transforming data with the goal of highlighting useful information, suggesting conclusions, and supporting decisions making. The writer used descriptive in the data analysis technique. In this research, the writer interviewed the teacher, observed to the teacher and the students in the teaching-learning process. Then the writer described the interview result, the observation result and the influence of the all methods or strategies used by the teacher in teaching reading through the students’ reading responses.
First, the data obtained through the interview and documentation that was analyzed by using descriptive analysis. Then, the researcher interviewed the English teacher as the informant and also documented the result in notes. The researcher used the interview guidelines to prepare the data which was analyzed to get the data about the use of strategies in teaching reading and also the ways to apply the strategies in teaching reading to improve students’ reading skill. After that, the data result was analyzed descriptively to know the answer of the first and second question of the statement problems. The researcher interviewed the English teacher after every classroom observation meeting.

Second, the data obtained through observation was analyzed by using descriptive analysis. To prepare the data, the researcher used observation checklist. The observation checklist form was marked based on the situation of teaching learning process in the classroom. Then, it was documented in the checklist form and arranged based on the list criteria of material, technical and also teacher and students activities in the classroom. The writer described the implementation of reading strategies or methods used by the teacher based on the indicators that supported in implementation of the use reading strategies or methods in reading teaching.

The last data was obtained through the result of the questionnaire guidelines. The questionnaire is given to the students. For the result of questionnaire given to the students was analyzed by percentage technique:
\[ P = \frac{F}{N} \times 100\% \]

P = Percentage

F = Number of frequency of respondent answer

N = Number of respondent

It was used to answer the third research statement problem.
CHAPTER IV
ANALYSIS DATA

The findings are explained as follow: This part includes the data presentation and the finding of the research itself. It presents about the teacher strategies in teaching reading in the most frequently strategy used by the teacher in teaching reading of SMK Islam Sudirman 2 Ambarawa and the result of interview about the strategy in teaching learning reading comprehension process.

A. Teacher’s Strategies in Teaching Reading Comprehension

According to the result of observation and interview conducted with an English teacher about teacher’ strategies, there are four strategies used by the teacher in teaching, they are memorizing, question answer relationship, game and discussion strategies. All the strategies used by the teacher in teaching reading comprehension are effective; because with those strategies the students can understand the material easily.

The teacher in SMK Islam Sudirman 2 Ambarawa said that there is some strategies that he use in teaching reading English their students they are memorizing, question answer relationship, game and discussion strategies

“………… ada beberapa strategi yang saya gunakan , diantaranya adalah memorizing, question answer relationship, game and discussion strategies.

The first strategy is memorizing. Teacher utilizes memorizing's strategy on student for reading comprehension's learning. Every final
Learns the teacher asks to student to memorize minimum 5 vocabularies from text readings that was taught, student was given a few minutes to memorize vocabulary. After that, the student asked to memorize vocabularies at each theirs seat with attendance. According the teacher, this strategy utilizes in order the student easily to understand content of that text's reading.

“They were excited to learn English a lot specially Reading. It is happened because they and their students had a good relationship. They always made the situation of the class more relax.” (interview at 10.00 pm on Wednesday 5th March 2017 by Mrs. Lilik Suharti S.Pd. ) This strategy can help students to understand the reading text. Because after memorize and know what it means students will easily understand in understanding the text. But this strategy cannot work properly if the student does not have a good mood and atmosphere are less comfortable classes.

The second strategy is question answer relationship. Teacher utilizes question answer relationship's strategy on student for reading comprehension's learning at the class. In this strategy which utilized by teacher, the teacher gives problem or question to student as much 1 until 2 problems at each learning final so the students answer that the problem. According to the teacher, this strategy used to give material to the student in order the students easy to accept material that gave by teacher.
This strategy is used by the teacher to see if students really understand it with text they read. If the student can answer the questions they have been understood in understanding the text, and if they cannot answer the question then the students not understand with those text. This strategy can help students if students really answer that question with their own words or with the answer from the text. And this strategy cannot help students if the students answer the teacher's question get from their friends or not using his or her own words.

The third strategy is game. The teacher uses this strategy in reading comprehension class. The teacher use Picture Dictionaries game. In this game the teacher divide the students into some group. The teacher uses card or piece of paper that there is a picture. So, the teacher shows that card in front of the class and all of students saw. Next, the students answer that picture and spell the words with find the in the dictionary quickly. And the group who that they have low score the other group will get the punishment. This punishment done by the teacher in order the student active.

This strategy helps the students because the students feel enjoy in following this lesson. But this strategy there is disadvantages that is students not serious in this lesson.

The fourth strategy is discussion. Teacher utilizes discussion's strategy on reading comprehension's learning in the class. Teacher will divide student in little group, and teacher gives the passage to each group
with different title. Teacher asks to the students for translating the passage reading with each group. After that the Teacher asks one of student of that group presentation in front of the class. And the other groups comment the result of presentation.

This strategy can help students because students can share ideas with their friends. Because in this discussion one group should give ideas in order to get the right answer. But this strategy cannot run well if the discussion was only a few students are active in working.

This findings, of this research are arranged and presented in such a way in which research problem become the basis of reference of the arrangement and presentation.

1. The strategies in teaching reading comprehension
   a. Memorizing

   All of the students especially in second grade are using this strategy. For example, in every meeting with English lesson, the teacher must memorize five vocabularies and those meaning individually related to the topic that they have discussion. It’s done in the end of lesson. And a week the students can memorize ten vocabularies because in a week they have two meeting with English lesson.

   “………memorizing, misalnya dalam setiap pertemuan siswa harus menghafalkan 5 vocab beserta artinya. Mereka menghafalkan vocab dari bacaan yang telah dibahas anak-anak tadi. Ketika dalam satu minggu anak-anak mempunyai kumpulan vocab sebanyak 10 vocab, karena dalam seminggu hanya ada dua kali pertemuan. Cara menghafalkannya langsung dipanggil oleh guru satu persatu. (for example in every meeting the students should memorize five vocabularies and those meaning. They memorize the vocabulary
from reading passage that they have done. In a week, the students have ten vocabularies to memorize, because in a week only twice meeting. The trick to memorize call by teacher directly one by one.

b. Question Answer relationship

In this strategy, the teacher gives to the students one until two question. So the students answer that question. This question is about the lesson that they have discuss. It’s done by the teacher to know students understand or not understand about the material. And its done in final learning with the teacher point one of student to answer that question. And they answer it by sits in chair each.

“…… Question answer relationship, staretgei ini disesuaikan dengan materinya. Materinya yaitu yang telah kita bahas bersam-sama dibahas di kelas tadi. Saya memberikan kepada siswa satu sampai dua pertanyaan, kemudian saya menyuruh anak-anak untuk menjawabnya (this strategy based on material. (The material that related to the topic that we have discuss together in the class. I give one until two question to the student so, the student answer that question)”.

c. The use of Game

Usually the students are happy with this activity because it is conducted with students in group. For example, the teacher in front the class showing the card that there is a picture and the students finding the answer what is the picture. And if the students do not know the English language and the spelling the student can open the dictionary. And they must answer that picture quickly.

“…… game. Strategi ini dilakukan dengan cara kelompok. Guru membagi murid menjadi beberapa kelompok. Setelah selesai membentuk kelompok, guru berdiri didepan kelas dan menunjukan
kartu atau potongan kertas yang berisi gambar. Kemudian murid-murid menjawab apa gambar itu dan bagaimana cara membacanya dengan cepat-cepat. Jika tidak tahu bahasa inggrisnya gambar itu murid-murid bisa membuka kamus. Dan bagi kelompok yang nilaianya terendah akan memdapatkan hukuman. Hukuman ini dilakukan supaya murid-murid aktif. (game is conducted with the students in group. The teacher divides some group. After that the teacher stands in front of the class and show piece of paper or the card that there is the picture. So the students answer what is the picture and how to spell it done quickly. If the students do not know the English language about that picture the students can open the dictionary. And who group have low score will get the punishment. This punishment done in order the students’ active.

d. Discussion

In this strategy the students divided in to small group. So, the teacher gives them difference topic to discuss with their group. The teacher asks them to translate. The students discuss in their group, while the teacher around from one group to another group maintain order, and give motivation and help so that each member of the group actively, and so the discussion went well. After they have done, so the teacher points one of every group to presentation in front of the class and the other group is give comment.

“……..discussion, strategi ini dilakukan untuk mengetahui kekompakan siswa apakah dalam mengerjakan tugas yang telah diberikan guru, semua siswa dalam kelompok tersebut mengerjakan semua. Dalam hal ini guru memanggil satu orang dari setiap grup gunanya untuk mencatat anak-anak yang tidak ikut mengerjakan tugas nya tadi. Jadi anak-anak semua berusaha aktif mengerjakannya. Dalam grup ini guru menuruh siswanya untuk mentranslate bacaanya dan setelah selasa guru akan menunjuk perwakilan menuju kedepan satu orang anak secara acak dari setiap kelompok tersebut untuk mempresentasikannya di depan kelas dan kelompok lainnya menanggapinya. (This strategy is done to know student solidarity if in doing task already being given by teacher, all students in group is do it. In this case teacher calls one person of
each group the purpose to note children that don't do the task. So children all tries active done it. In this group teacher ask to the student for the reading passage and after that the teacher will point represented in front of class one student at random of one each group for presentation the result of the task and the other group is given the comment).

2. To what extent do the strategies help the teacher in teaching reading comprehension

a. Memorizing

These strategies help the teacher in teaching reading comprehension in the class. Because with memorize the words that the teacher gave, the student always remember what already the teacher to give them. Although maybe available one forgets, but students tries to remember it back. The words that was memorize by the students, teacher take from reading passage that already work together sometimes also from the teacher's utterance. This teacher do, in order the students if they found the words that haven’t knows they not lazy to memorize it. And it also help the teacher in process teaching and learning which is if there is difficult word the students not always ask to the teacher.

“.........memorizing, Strategy ini dapat membantu saya karena setelah anak-anak mengetahui beberapa kata yang telah mereka hafalkan proses belajar mengajar ini akan berjalan dengan efektif”. (memorizing, this strategy can help me because after they know same of words that they have memorize teaching and learning process will effective).

b. Question Answer Relation

These strategies help the teacher in teaching reading comprehension. With this strategy the teacher able to know how far their
students understand what he has gave to them. And in this stage the students not only read the passage but also really understand what the content of the content.

“………….Question answer relationship. Strategi ini dapat membantu saya dalam proses belajar karena saya dapat mengetahui seberapa jauh murid-murid dapat mengikuti dan memahami pelajaran yang telah saya berikan kepada mereka”. (This strategy can help me in teaching process because I can know how far the students can join and understand the lesson that already the teacher gave to them).

c. The Use of Game

These strategies help the teacher in teaching reading comprehension class. With these strategies the student feel enjoy to join the class. The teacher can include the material without the students know.

“………….game, Game ini dapat membantu saya dalam proses belajar mengajar karena dalam pembelajaran ini tanpa murid-murid menyadarnya guru dapat memasukkan materi ke dalam game ini. Game ini saya gunakan untuk memancing ketertarikan murid dalam pembelajaran reading comprehension. (This game can help me in teaching and learning process because in this learning without student realize the teachers can include materials into this game. This game use by the teacher to interest student anxiety in learning reading comprehension).

d. Discussion

These strategies help the teacher in reading comprehension class. It is can help the teacher because can allow the students to learn more about the information from the other friends. This strategy used by the teacher to make the students has a confident to give opinion in discussion.

“………….Discussion, Diskusi ini dapat membantu saya dalam proses belajar mengajar karena tidak hanya guru yang
berperan aktif dalam pembelajaran ini tetapi murid-murid juga ikut berperan aktif. Dengan diskusi murid-murid dapat bertukar pendapat dengan teman-temannya. Sehingga mereka dapat mengeluarkan ide-ide yang ada di pikiran mereka. (This discussion can help me in process teaching and learning because not only the teacher that get active role in this learning but the students also active. With discussion the students can change opinions with their friend. So they can issue their idea that in their mind).

B. The Reason why theacher uses Strategy in reading comprehension

The result of direct interview was used to support the data through the observation and teacher interview. This technique was used to find out the students’ responses in class which conducting reading strategies used by their teacher. First strategy is memorizing, secondly is question answer relationship, then the use of game and the last is discussion. The researcher set closed question type. It means that he gave students questions followed by some possible answer. After classifying the questionnaire result, the frequency of occurrence of each opinion was counted to know the proportion of each type of proportion. It was calculated by divided the number of each comment with the total number of students, and then multiplied it with a hundred percent. \[ P = \frac{F}{N} \times 100\% \]

Based on the result of questionnaire, most students said that their teacher was helpful in the teaching and learning reading class. The teacher also motivated the students who reluctant to speak and he always observed the students activities. 100% agreed that their teacher corrected the errors and other students’ mistake. But 100 %
students said that he did not dominate the class. This revealed that
the teacher gave a chance to the students to get involved or
participate actively in teaching learning process. In other words,
the students will be more actively and interested to take a part on
the reading activities.
CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion concerning the result of the research. Based on the finding from chapter IV, the researcher get conclusion as follow.

A. Conclusion

1. This research show that in teaching reading comprehension the teacher uses various teaching strategies they are:

   Memorizing, Question and answer relationship, Game, Discussion. Based on this research, those strategies are effective in teaching reading comprehension because can help student to comprehend the text. In short, those strategies give good contribution for teacher. Students who have difficulty in reading will be easier in mastering reading comprehension. With uses this strategy the teacher more easily gives the material to the students. Those strategies can help the teacher because the students more active. And the students can exchange their opinion with their friends. By this research, writer describes that group discussion is the most frequently used, because all the students have more active and really good in process.
2. The Reason Why the teacher Uses Strategy by The Teacher in Teaching Reading Comprehension

Concerning with the teacher’s strategies of teaching reading, about 55% person considered the use of games of teaching reading considered them very interesting. Because according to them the teacher was attractive, smart, open-minded, patient, funny (gave them little joke to make them interested in his material). 20% of them choose discussion strategy. Sometimes the students feel more happy if they were in group and face to face to act and study together by forum discussion. And 15% of them were able to do memorizing strategy that way because by drilling, they were able to memorize some words and it expressed everyday, 10% of students have more comfortable with the question answer relationship’s strategy. In other word, the students said that the passage to practice reading concerned with the students’ background knowledge and daily activities. From the result of the questionnaire, it can be concluded that more than a half of total students participate actively in reading activities by more funny thing like the use of game.
B. Suggestion

Based on the conclusion above, the researcher would offer some suggestions are presented for students, English teacher and the researcher.

1. Students

With the strategy’s that use by the teacher, the students hope the students more understand about reading comprehension and enjoy with his lesson.

2. English teacher

This research can improve the quality of the English teacher in teaching English. Teacher’s strategies must be applied because this is the teacher’s way to determine learning goals during teaching learning process.

3. Future researcher

The researcher wishes that other researcher could conduct this research in wider area. The next researcher can conduct the research about the teacher strategies that used by an English teacher which important in teaching and learning process. Therefore, that result will be more advantageous and be applied in a larger area.
REFERENCE


