

**AN ANALYSIS OF TEACHERS' STRATEGIES IN TEACHING READING
COMPREHENSION AT SMKN 1 PALOPO**



IAIN PALOPO

A THESIS

**Submitted to the English Language of S1 Tarbiyah Faculty
of State Institute for Islamic Studies of Palopo
In Partial Fulfillment of Requirement for
S.Pd Degree in English Education**

By:

**SURYA NENGSI
14.16.3.0142**

**ENGLISH STUDY PROGRAM OF TARBIYAH FACULTY OF
THE STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) PALOPO
2019**

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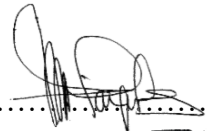



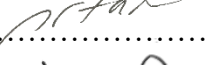
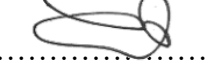
**ENGLISH STUDY PROGRAM OF TARBIYAH FACULTY OF
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2019**

THESIS APPROVAL

This thesis, entitled “An Analysis of Teachers’ Strategies in Teaching Reading Comprehension at SMKN 1 Palopo” written by **Surya Nengsi, Reg. Number 14.16.3.0142**, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Thursday, July 18th 2019 M**, coincided with **Dzul-Qai’dah 1st 1439 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, July 18th, 2019 M
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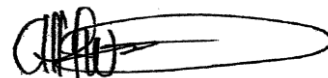
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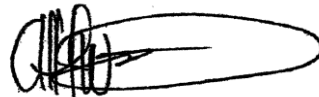
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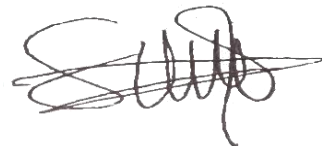
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Declares that thesis I wrote to fulfill of requirement for the degree of Sarjana Pendidikan (S.Pd) in Tarbiyah Faculty, English Study Program of Teacher Training of State Institute for Islamic Studies entitled "*An Analysis of Teachers' Strategies in Teaching Reading Comprehension at SMKN 1 Palopo*" was truly my original work. It did not incorporate and materials previously written or published by another person except does indicated in quotations and bibliography. Do to this fact; I am the only person responsible for this thesis if there is any objection and claim from others.

Palopo, Januari 30th 2019

Researcher



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Finally the researcher pray to God may Allah SWT, shower divine judgement of their service who has given her The reseacher accept that this thesis can give a lot of contribution for all readers . Therefore, it can be charity.

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The researcher



Surya Nengsi

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ABSTRACT

Surya Nengsi, 2019. An Analysis of Teacher Strategies in Teaching Reading Comprehension at the SMKN 1 Palopo. Thesis, English Study Program Tarbiyah and Teacher Training Faculty of State Institute For Islamic Studies (IAIN) Palopo. Consultants: Dr. Hilal Mahmud, M.M as the first consultan and Wahibah, S.Ag., M.Hum as the second consultant.

Keyword: Teacher Strategies, Teaching Reading Comprehension

The research problems of this research, how are teachers' strategies at the opening activity in teaching reading comprhension at SMKN 1 Palopo, how are teachers' strategies at the core activity in teaching reading comprhension at SMKN 1 Palopo, how are teachers' strategies at the closing activity in teaching reading comprhension at SMKN 1 Palopo?

The method of this research was qualitative research. The subject of this research was English teacher at SMKN 1 Palopo. The instrument of this research were observation and interview.

The result of the research found that three strategies that the teacher used, a) As for conclusion based on the english teacher strategies in the opening activity begin with greetings, recite prayers, recite ask about the news, literacy, and direct the topic to be discussed, b) as for data about the english teacher strategies in the core activity starting with stimulation according to the lesson, conveying the core of learning, students are given the opportunity to ask question and conclude the learning outcomes, c) the english teacher strategies at the clossing activity at the and of lerning students are the subjeck matter, giving, conclusion and students are given assigment.

CHAPTER I

INTRODUCTION

A. Background

There are four integrated skills in English that support each other namely: Writing, Listening, Reading and Speaking. Reading is one of initial step to obtain knowledge or new experience. Reading is e source of getting some information. No one can get much information without reading. By reading student can improve their vocabulary, grammar, understanding, and other aspects. And also by reading we can increase knowledge. Nevertheless, the students do reading mostly just for reading and understanding, not to develop their intelligence.

Reading comprehension is the heart and goal of reading, since the purpose of all reading is to gather meaning from the printed page, if the student says word in the passage without gathering their meaning, one would hesitate to call the reading. Reading can easily be definde as the process in which a person receives and interprets a message from printed materials. Reading is the process of how information is processed from the text into meanings, starting with the information from the text, and ending with what the reader gains.

Reading is an exercise dominated by the eyes and brain. The eyes receive message and the brain has to work out the significance of the message. Unlike a listening text, reading text moves at the speed of the reader (except where the reader is trying to read an advertisement that flashes past a train window). In other words it

is up to the reader to decide how fast she wants to (or can) read a text, whereas listeners often have to do their best with a text whose speed is chosen by speaker. The fact that reading texts are stationary is clearly a huge advantage.

Reading is a key to get information from book, magazine, newspaper, and to study science and technology. Development science demand people to read a lot. In the theory, then all students should become efficient readers, which are required to reach level a reading competence. Reading also has the value of helping students to learn and express their own thought and making them familiar with language pattern and ways of using language effectively. Many students want to read in English books but they don't understand them. Therefore they become bored and lazy to study. In connect with the four skills, writing, speaking, listening and reading are very important, and all of them are connected one another. Reading skill is often needed by learners of English as foreign language.

Reading comprehension is the act of understanding what you are reading. While the definition can be simply stated the act is not simple to teach, learn to practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. There are two elements that make up the process of reading comprehension: **vocabulary knowledge** and **text comprehension**.

In order to understand a text the reader must be able to comprehend the vocabulary used in the piece of writing. If the individual words don't make the sense

then the overall story will not either. Children can draw on their prior knowledge of vocabulary, but they also need to continually be taught new words.

The best vocabulary instruction occurs at the point of need. Parents and teachers should pre-teach new words that a child will encounter in a text or aid her in understanding unfamiliar words as she comes upon them in the writing. In addition to being able to understand each distinct word in a text, the child also has to be able to put them together to develop an overall conception of what it is trying to say. This is text comprehension. Text comprehension is much more complex and varied than vocabulary knowledge. Readers use many different text comprehension strategies to develop reading comprehension. These include monitoring for understanding, answering and generating questions, summarizing and being aware of and using a text's structure to aid comprehension.

His finding indicates that teachers need to be equipped by strategies in teaching reading comprehension in order to help the students to cope with the difficulties in learning English reading. In line with the previous explanation that reading comprehension is necessary in language teaching. Teachers are confronting some problems in the process of reading comprehension. There are many teachers taught about reading comprehension by explaining about the text, main idea, and purpose of the text. Based on the problem stated above, the researcher assumes that the reading comprehension become a problem if not overcome soon. Such as for this assumption, the researcher is interested to do descriptive research. Lack of students' vocabulary mastery, concepts and student insight about reading comprehension.

B. Problem Statement

Based on the background above, the writer formulates problem statement as follows :

1. How are teachers' strategies at the opening activity in teaching reading comprehension at SMKN 1 Palopo?
2. How are teachers' strategies at the core activity in teaching reading comprehension at SMKN 1 Palopo?
3. How are teachers' strategies at the close activity in teaching reading comprehension at SMKN 1 Palopo?

C. Objective of Research

Based on the problem statement above, the writer formulates the objective of this research as follows:

1. To find out teachers' strategies at the opening activity in teaching reading comprehension at SMKN 1 Palopo.
2. To find out teachers' strategies at the core activity in teaching reading comprehension at SMKN 1 Palopo.
3. To find out teachers' strategies at the closing activity in teaching reading comprehension at SMKN 1 Palopo.

D. Significance of Research

The result of the researcher is: For the students, the finding of the research can be used as a new reference to learn English, especially reading. They can know kinds of teacher' teaching strategies and they can choose one of the strategies that use by the teachers to comprehend reading. For English teachers, the findings are expected to be useful contribution that can be transferred to learners based on their characteristics. By considering each student may employ different strategies, the teacher can take one of the strategies in teaching reading for comprehend to their students. For the next researchers, this thesis will give some contribution and information for next researchers about strategies in reading used by the SMKN 1 Palopo. The result of the research is expected to give some contributions for students, teachers, and future researches.

E. Scope of the Research

The researcher focuses on teachers' strategies at the opening activity (starting, motivating student, apperception, and telling the topic), core activity (pre reading, while reading, and post reading) and closing activity (resume and giving homework) at SMKN 1 Palopo and the teacher I want to examine is two teacher.

F. Definition of Term

Based on the title above, the researcher will clarify the specific terms namely:

1. Reading comprehension is the ability to process text, understand the purpose of the text and integrate with what the reader knows. The ability of individuals to understand the text is influenced by their skill and their ability to process information.
2. Teachers' strategies is a teacher's plan in teaching and learning process to achieve a purpose which have planed. In other word, teaching strategies are approaches to teaching students.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Related Previous Studies

The researcher found some previous studies which are closely related to this research, those researchers:

1. Nurmadia Sarjan in her thesis entitled '*an analysis on the English teachers' strategies in teaching reading comprehension at the second grade at junior high school 1 Wonomulyo*'. The researcher problem of the research, what were the strategies of English teacher in teaching reading comprehension at the second grade of junior high school 1 Wonomulyo and how the implement of English teachers' strategies in teaching reading comprehension at the second grade of junior high school 1 of Wonomulyo. The method of the research was qualitative researcher. The subject of this researcher was English teacher in junior high school 1 of Wonomulyo. The instrument of this researcher were observation ceklist and interview¹. The teacher able to know how far their students understand what the teacher has given to them. And the teacher able to know how far understanding of the student doing the task after read the text that has been given and the students guided to more focus on the text and understand what the content of the text.

2. Ahmad conducted a research with title '*A Study on Strategies for Teaching Speaking and Reading Comprehension Skills*'. He concluded that the teachers

¹ Sarjan Nurmadia, '*An Analysis on the English Teachers' strategies in teaching Reading Comprehension at the Second Grade at Junior High School 1 Wonomulyo*' 2017

applied three kinds of stages in teaching reading those are pre- reading, Whilst reading, and post-reading stages. In pre-reading stage they gave the students some questions as a warming up to know and enrich the students vocabulary mastery. This is also done to help the students to enter to the topic being discussed. Next, in Whilst reading stage, they distributed the texts and gave Some questions related to the text provided. This is done to know the students' comprehension on the text given. Even, this is done through a play².

3. Muslaini in her thesis entitled "*Strategies for teaching reading comprehension*". This researcher was done to find out how reading comprehension was taught at an Islamic boarding school in pidie jaya, the strategies that were used by the teachers for teaching reading comprehension, and the responses of the students towards the teaching-learning of reading comprehension. This study was conducted using an action research. The participants of this study were the teachers and their students. The instruments used were an interview guide and observation sheets to collect data. Based on the data collected, the researcher found several problems that needed to be solved, especially in the preparation of lesson plans events thought the teachers at the school already had much knowledge of teaching. Based on these observation, the methods and strategies generally used by English

² Ahmad, " *A Study on Strategies for Teaching Speaking and Reading Comprehension Skills*. 2013

teachers at the school included individual learning, cooperative learning, using media, (games, pictures and picture series), and the grammar translation method³.

Based on previous studied above, the researcher's has different subject and object and they uses the same method that is reading comprehension in different skill. In this research the subject of the research is teacher at the SMKN 1 Palopo. And the object of the research is an analysis of teachers' strategies in teaching reading comprehension.

B. Some Pertinent Ideas

a. Definition of Reading

Day stated that although out of class reading is a school assignment, it can resemble real world reading if student choose what they want to read and respond to it in their own way, without being tested on it. They are likely to be interested in and inspired by opinions and reading experiences of their peers but should be held individually accountable for what they read.⁴ Meanwhile, according to Harmer there are many reasons why to get students attention to read English texts becomes 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 a good idea.⁵ Another explanation, Day explained that:

³ Muslaini, "Strategies for teaching reading comprehension"

⁴ Richard R. Day, *New Ways in Teaching Reading*, (Illinois USA: Bloomington), p. 3.

⁵Jeremy Harmer, *op. cit.*, p.99.

“Students need to get used to reading large amount of material in preparation for later college assignments. They also need to make choices about what they and then have the opportunity to discuss their views on what they’ve read with others”.⁶

Karimi asserted that reading is an integral part of academic affairs and it is equally important outside academic contexts. Apart from the essential linguistic requirements of the reading process (e.g. vocabulary and grammar), there are some so-called reading strategies that are attested to improve reading. Many articles indeed, whole books have been devoted to investigating reading. However, little research has been done to explore the nature of the reading strategies. The text attempts to provide a brief synthesis of the literature on the reading strategies.⁷ Febriani stated that reading is a complicated process in understanding the meaning. However, comprehending and developing background knowledge initially are the significant strategy to get the writer’s purpose.⁸

Alyousef stated that reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency. In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge

⁶ Richard R. Day, *op., cit*, p. 147.

⁷Hossein Karami, *Reading Strategies: What Are They ?*<http://files.eric.ed.gov/fulltext/ED502937.pdf> (Accessed on 5th August 2015), p.2.

⁸ Nurulia Dwi Febriani, *Improving Reading Comprehension Through Reciprocal Teaching Technique* (Published Thesis, 2011), p.9.

(through bottom-up processing) as well as schematic knowledge (through top-down processing). Since reading is a complex process.⁹

Grabe explained that reading can simply be defined as a complex ability to extract, or build, meaning from a text. However, this definition, by itself, is not very informative. The most commonly accepted way for researchers to explain the above definition is to identify the key component abilities and skills that allow reading comprehension to emerge. Reading comprehension involves abilities to recognize words rapidly and efficiently, develop and use a very large recognition vocabulary, process sentences in order to build comprehension, engage a range of strategic processes and underlying cognitive skills.¹⁰

Day explained that effective readers are aware of various reading strategies and use them appropriately. Students can learn to change strategies depending on the type of text they are reading and their reasons for reading it. This activity assumes that the students are already aware of and understand the reasons for reading and can use a variety of reading strategies.¹¹ Another researcher Alderson explain that During the reading process, not only looking at print, deciphering in some sense the marks on the page deciding what they mean and how they relate to each other.¹²

⁹ Hesham Suleiman Alyousef, “*Teaching Reading Comprehension To Esl/Efl Learners*” The Reading Matrix Vol. 5, No. 2, (September 2005). P. 145. [www.readingmatrix.com>articles>article](http://www.readingmatrix.com/articles/article). (Accessed on 28 June, 2016).

¹⁰William Grabe, Key Issues in L2 Reading Development, William Grabe pdf. william.grabe@nau.edu (Accessed on 5th August 2015), p.8.

¹¹Richard R. Day, *op., cit*, p. 157.

¹²J.Charles Alderson and, *Assessing Reading* (Cambridge: 2000), p. 3.

Richard and Plate asserted that reading is an exercise dominated by the eyes receives messages and the brain. The eyes and the brain, then have to work out the significance of messages. It means that people receive the information from their eyes then understand the meaning by their brain.¹³

Reading is a most important activity in any language class, not only as a source of information and pleasurable activity, but also as a mean of consolidating and extending one's knowledge of the language.¹⁴

According to Harmer, reading is an exercise dominated by the eyes and the brain. The eyes receive the messages and the brain then has to work out the significance of these message. Unlistening text, a reading text moves at the speeds of the reader (expect where the reader is trying to read an advertisement that flashes pas a train window).¹⁵

To sum up, reading is a process to comprehend a text read, even reading is something complicated, but reading is our necessary. In reading there are many purposes such as for pleasure and for information. By reading the students will learn many words, new ideas and enlarge knowledge, reading is a way for students to extend knowledge larger. In addition, while they read they have to try to comprehend the text.

¹³Jack Richard at.all., *Longman Dictionary of Applied Linguistics* (UK: Longman Group, 1990), p.127.

¹⁴RahmaIndriani, *Some Difficulties Faced by the Second Year Students of SMAN 4 Palopo Reading English Text*, (Unpublished Thesis STAIN, Palopo, 2008), p. 5

¹⁵Jeremy Harmer, *Practice English Language Teaching*, (London: Logman, 1991), p. 190

b. The Principle of Teaching Reading

1. Reading is not passive skill

Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures and the words are painting, understand, argument, and work out if we agree with them.

2. Students need to be engaged with what they are reading

As with everything else in lesson students who are not engaged with the reading text not actively interested in what are they doing, are less likely to benefit from it when they are really fired up by the topic or the task, they get much more from what is in front of them.

3. Students should be encouraged to respond to the content of a reading text not just to the language

Of course, it is important to study reading text for the why they use language, the number of paragraph they contain of many times they use relative clauses. But the meaning the message of the text, is just as important and we must give students a chance to respond that message in some way it is especially important that they should be allowed to express their feeling about the topic Thus, provoking personal engagement with it and the language.

4. Prediction is a major factor in reading

When we read text in our own language, we frequently have a good idea of the content before we actually read. Book covers give us a hint of what's in the book,

photograph and headlines hints at what articles are about and report look like reports before we read a single word.

5. Match the task to the topic

Once decision has been taken about what reading text the students are going to read we need to choose and good reading tasks. The right kind of question engaging and useful puzzles. The most interesting text can be undermined by asking boring and inappropriate questions, the most commonplace passage can be made really exciting with imaginative and challenging task.

6. Good teacher exploit reading text to the useful

Any reading text is useful of sentences, words, ideas description. It does not make sense just to get students to read it. And then drop it to move on something else. Good teacher integrate the reading text into interesting class sequence, using the topic for discussion and further tasks, using the language for study and later activation.¹⁶

c . Some Kinds Of Reading

1. Extensive Reading

Harmer explained that the term of extensive reading refers to reading which students do often (but not exclusively) away from the classroom.¹⁷ Extensive reading fits into the meaning-focused input and fluency development strands of a course, depending on the level of the books that the learners read. When the books contain

¹⁶Jeremy Harmer, *How to Teach English*, (Essex: Pearson Education Limited, 2007), p. 99.

¹⁷ *Ibid.*, 99.

only a few unknown vocabulary and grammar items, extensive reading provides the conditions for meaning focused input. Where the books are very easy ones with virtually no unknown items, extensive reading provides the conditions for fluency development.¹⁸

2. Intensive Reading

According Mikulecky and Jeffries the term of intensive reading on the other hand refers to the detailed focus on the construction of reading texts which takes place usually (but not always) in classrooms. Teachers may ask students to look at extracts from magazines, poems, internet websites, novels, newspapers, plays and a wide range of other text genres. The exact choice of genres and topics may be determined by the specific purposes that students are studying for (such as business, science or nursing). In such cases, we may well want to concentrate on texts within their specialties.¹⁹ To sum up, when the readers try to read something intensively, they have to more focus to get the information. They also read deeply to understand the structure and the meaning of the text.

¹⁸I. S. P. Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Taylor and France Group, 2009), p. 50.

¹⁹Beatrice S. Mikulecky and Linda Jeffries, *Advanced Reading Power*, (United State of America: Pearson Longman, 1996), p.3.

3. Reading For Pleasure

Reading for pleasure is the readers read a text whatever he/she wants either fiction or nonfiction. The activity brings the readers enjoy and fun.²⁰

Reading for pleasure means any reading that is primarily for enjoyment. It encompasses a wide range of genres and publications, and includes both fiction and non-fiction.

Reading for pleasure is no longer restricted to the printed word but increasingly includes on reading whether on a website, or via an e-reader such as a kindle.

- Fiction: novels, short stories, jokes, comics, poetry, lyrics, plays and scripts
- Non-fiction: Reference books, newsletters, letters, emails, biographies, memoirs, newspapers, magazines, websites.²¹

d. Reading Comprehension

Reading comprehension is an activity when the reader's brain and the reader's eyes can engage strongly to build a connection. Next, this condition makes the reader studies about what she/he reads and remembers about it. According to Mikulecky and Jeffries there are some reading comprehension skills, they are:

a. Scanning is the high-speed reading. The reader has information that she/he needs it earlier after that she/he skips the unimportant words. When you scan, you skip over

²⁰Team, *Reading for Meaning Material for Bahasa Inggris MKU Hasanuddin University* (Makassar), p.17.

²¹ <http://www.bbc.co.uk/skillswise/tutors/using-skillswise-as-a-tutor/> reading-for-pleasure.

many words you look for some information as quickly as you can. Scanning is especially important for improving your reading.²²

b. Previewing means the reader looks and finds out information at book's cover. In this condition, the reader will have a prediction and then make some "educated guess" about the book. Previewing is when you look for information then you can make guesses out what is in the letter. And when you make a guesses in like this, it means you are predicting. Before the students begin any reading passage, they need to preview it, to see what they already know in terms content and vocabulary. Previewing makes for smoother reading and smoother reading lessons.

c. Making Inferences some reading passages do not stated the topic. Therefore, the reader has to make the inference by guessing and finding the clues.

d. Vocabulary Knowledge for Effective Reading. The strategy if the reader does not know the meaning of vocabulary is trying to guess what it means. It can be connected by the sentence surrounding the word. Student motivation and interest are greatly enhanced when reading selections are made by students themselves, when discussion of a reading is students led, and when the student leader of a group is the source of vocabulary knowledge and the expert on the article.

e. Finding the topic of the passage is the others strategy to read for meaning. It gives advantage to use a question the topic the text is reading about.

f. The main idea of a paragraph gives the reader topic of author's idea. The expresses always appears in a complete sentence include the main idea and the topic.

²² Ibid. 19.

g. Skimming is getting the general sense of a passage or a book fast can save the reader's time. Students use their skimming and scanning skills naturally as they reread passages to find information. This activity is the opposite of they try and true approach to determining the degree of student reading comprehension. Having the students generate questions increases motivation. In addition, they use their skimming and scanning skill as they reread the passages to create their questions.

h. Making Inferences is some reading passages are not stated the topic. Therefore, the reader has to make the inference by guessing and finding the clues.

i. Summarizing from the important key points is to retell of a reading text and to make shorter form.²³

j. A paragraph is a group of sentences. In the unit, you will first learn how to find the topic of the paragraph, and then you will learn how to find the main idea of paragraph. The topic then, the main ideas are important. They help you to understand and they help you to remember what you read.²⁴

k. Predicting: efficient reading entails making accurate predictions and understanding transition they will probably find. Because this activity is recursive, students can try it with increasingly sophisticated text. When the reader have some idea of what the overall rhetorical structure of what text is, they have already made context for interpreting hierarchies of ideas as well as vocabulary. This activity asks students to skim titles and subtitles for clues to how the text is organized.

²³ Beatrice S. Mikulecky and Linda Jeffries, *op. cit.*, p.21.

²⁴ Team, *op. cit.*, p.34.

1. Webbing, or clustering, is often used as an aid in preparing to write a paper, but it can also help students bring to bear their knowledge of the topic of reading to improve reading comprehension. Webbing generates key vocabulary, taps into students prior knowledge of the topic, may bring up a few things some students don't know, generates predictions about what may be covered in the reading, and can prepare students for the type of discourse they will encounter.²⁵

e . Kind of Questions in Reading Comprehension

According to Loughed and TOEFL Information Bulletin in Djiwandono, quoted by shamilah usually the questions in reading comprehension tests are about:

1. Main idea is Chief point an author is making about a topic. To sums up the author's primary message.²⁶ The main idea is always referred to the writers' goal in write a text. It is topic of sentence.

2. Supporting details a paragraph contains facts, statements, examples specifics which guide us to a full understanding of the main idea.²⁷ Supporting details always refers to clarify, illuminate, explain, describe, expand and illustrate the main idea

3. Inferring is defined as the process of figuring something out through reason.²⁸ An example of inferring is figuring out who stole the cookies based on who is in the room at the time.

²⁵ Richard R. Day. *op. cit.*, p. 39.

²⁶ *Main ideas and supporting details manoa. hawaii. Learning Assistance Center University of Hawaii, Manoedu /undergrad/.../Main Ideas and Supporting.pdf* (Accessed on 15th November 2015).

²⁷ *Ibid.*

4. Passage structure is the structure of the text. For example the structure of narrative text such as: Orientation, Complication and Re-orientation

5. Author's aim the mean of author's like the topic of the sentences, topic of the paragraph.

6. Knowledge about certain vocabulary is to measures of vocabulary knowledge are potent predictors of a variety of indices of linguistic competence.²⁹ It is provided in reading text to know the students' vocabulary building.

7. Defining vocabulary based on the context it is similar with vocabulary knowledge.

In addition according to Syamsudin, there are some questions usually provided in reading comprehension test.

a. Main idea: in reading comprehension test for TOEFL, main idea or topic often tested. Main ideas not only ask about topic but also the writer's opinion. For example: *what is the topic of the passage?*

b. Understanding the detail: understanding the detail get you to choose a question like fact, paraphrase, or the idea in the passage, the meaning from the context/reference. For example: *according to the passage...?*

c. Identified the reference: to identify the reference the reader should understand about personal pronoun. For example: *the words it in line 3 refers to...?*

²⁸Your dictionary. <http://www.yourdictionary.com/inferring#SBTTg4kpQZluWFi5.99>. (Accessed on November 15th 2015).

²⁹Richard C. Anderson and Peter Freebody *Reading Education Report No. 11 Vocabulary Knowledge and Reading*, (University of Illinois: The Nation Institut of Education), p.1.

- d. Understanding the inference: inference question can use for asking the implicit information in the passage. For example: *It can infer from the passage...?*
- e. Making prediction: the reader should able to predict the information of the plot form the passage. It is like making conclusion. We can make prediction accurately by interpreted the clues given by the writer accurately.³⁰

C. Teachers' Strategies in Teaching Reading Comprehension

1. Definition of Strategies

Strategy is as a system of finding, formulating, and developing a doctrine that will ensure-term success if followed faithfully.³¹

Strategy is about shapping the future ‘’and is the human attempt to get to’’ desirable ends with avalaible means.³²

2. Definition of Teacher Strategies

A teaching strategy is the method used to deliver information in the classroom, online, or in some other medium. There is no one best strategy we can select from several instructional strategies for just about any subject. In this teaching strategy, students assume the role of teacher and teach their peers. Students who teach others as a group or as individuals must study and understand a topic well enough to teach it to their peers. By having students participate in the teaching

³⁰A. Maimun Syamsudin. *Reading Comprehension TOEFL* (Jogjakarta: Diva Press Group. 2007), p.229.

³¹ Dr. Vladimir Kvint.<https://en.m.wikipedia.org/wiki/Strategies> 2011

³² McKeown. <https://en.m.wikipedia.org/wiki/Strategies> 2011

process, they gain self-confidence and strengthen their speaking and communication skills.

3. Strategies in Teaching Reading

Psychologically, reading is viewed as an interactive process between language and thought. There are three kinds of activities involved in relation to the reading class activities: pre-reading activities, during reading activities, and post reading activities.

1) Pre- reading activities

Pre-reading activities are interactional activities carried out before students conduct the real reading activities. In pre-reading activities, activation is concerned with the student's background knowledge, objectives of reading class, learning activities, and motivating the students. In this stage, teachers try to activate the students' schemata related to the topic or explaining briefly the contents of the text. Pre-reading is to tell students the purpose of reading and learning.

Pre-reading is also to motivate the students. Motivation in reading attracts students; attention to the text. The activities of pre-reading are activities aiming at facilitating the students' understanding about the reading text.

2) During reading activities

During reading activities are the activities that a reader does while reading takes place. Mukhoji mentions that while reading includes: (a) identify the main idea, (b) finding detail in the text, (c) following sequence, (d) inferring from the text, and (e) recognizing the discourse patterns.

During reading activities are instructional activities that are going on while reading activities are happening. Mukhroji, five activities to do while reading. The first, readers identify main idea of the text and identifying topic sentence through skimming. Second, readers find the details in the text and finding specific information. Third, readers follow a sequence by relating items in particular order or process. Fourth, readers infer from the text by trying to understand the text using their schemata and experience. Fifth, readers recognize the discourse patterns to understand the text holistically.

3) Post-reading activities

Post-reading activities are the activities conducted by a reader after reading. In post-reading activities, student do post-question, feedback. The post-question are more active in incidental comprehension and the objective, since information of both greater and lesser importance is learned.

Post-reading activities are instructional activities that the students and teacher do after reading take place. Mukhroji point out that post question, feedback, and group and whole class discussion are activities that can be done in the phase of post-reading activities. The activities function to check student's comprehension about the text being read. The post-question after reading class activity are very important since information of both greater and lesser important is learned. Besides asking question, summarizing the contents of the text is also applicable to the students. The activity of post-reading can also be in the form of discussion. Thus discussion can be in group or whole-class discussion. The discussion may depend on

the class size, if the class is big, it will be better to have group discussion. If the class is small, it will be better to have whole class discussion.

4. Strategies in Teaching Reading Comprehension

a. Have an Objective

Having an objective for your lesson isn't just important for you to know why you are teaching the lesson, but it's important for the students to know why they need to learn what you are teaching them. As you are planning for your lesson, think about what you need your students to know, and what are they going to take away from your lesson. After you have figured this out, then you need to explain your objective to the students so they know why they need to learn what you are about to teach them. Try to offer real-world examples if you can.

b. Model Your Expectations

Before you begin your lesson, make sure that you teach and model your expectations for the lesson. For example, if you were teaching a science experiment, the first thing that you would do is show the students how to properly use the materials. You would also tell them the consequences of what would happen if they do not handle the materials properly.

c. Actively Engage Students

Children learn by doing, not just by hearing. Get your students engaged in the lesson by having them partake in hands-on activities. Use cooperative learning

techniques, or technology like an ipad or a whiteboard to enhance your lesson. Keep their minds and hands moving and you'll see that it will help you reach your lessons objective.

d. Be Mobile

While students are busy applying the skills that you have taught them you need to be mobile and move around the classroom to make sure all students are keeping on track with what they are supposed to be doing. Take this time to answer any questions, give the children who may be off a task a gentle reminder, and scan the classroom to make sure all is going as planned. As you move about the classroom, ask students critical thinking questions to strengthen their comprehension skills. Use how and why questions to make sure that you are meeting your objective.

e. Compliment Positive Behavior and Hard Work

When you see a student paying attention, working hard, and doing what they are supposed to be doing to meet your goal, compliment them. Make sure that all students see you doing this, so they will understand why you are pleased and in turn try to meet your objective for the lesson in a positive way as well.

1. Types of Teachers Strategies

a. Case Method. Providing an opportunity for students to apply what they learn in the classroom to real-life experiences has proven to be an effective way of both disseminating and integrating knowledge. The case method is an instructional strategy that engages students in active discussion about issues and problems

inherent in practical application. It can highlight fundamental dilemmas or critical issues and provide a format for role playing ambiguous or controversial scenarios.

b. Course content cases can come from a variety of sources. Many faculty have transformed current events or problems reported through print or broadcast media into critical learning experiences that illuminate the complexity of finding solutions to critical social problems. The case study approach works well in cooperative learning or role playing environments to stimulate critical thinking and awareness of multiple perspectives.

c. Discussion. There are a variety of ways to stimulate discussion. For example, some faculty begin a lesson with a whole group discussion to refresh students memories about the assigned reading(s). Other faculty find it helpful to have students list critical points or emerging issues, or generate a set of questions stemming from the assigned reading(s). These strategies can also be used to help focus large and small group discussions.

d. Obviously, a successful class discussion involves planning on the part of the instructor and preparation on the part of the students. Instructors should communicate this commitment to the students on the first day of class by clearly articulating course expectations. Just as the instructor carefully plans the learning experience, the students must comprehend the assigned reading and show up for class on time, ready to learn.

e. Active Learning. Meyers and Jones define active learning as learning environments that allow students to talk and listen, read, write, and reflect as they

approach course content through problem-solving exercises, informal small groups, simulations, case studies, role playing, and other activities -- all of which require students to apply what they are learning. Many studies show that learning is enhanced when students become actively involved in the learning process. Instructional strategies that engage students in the learning process stimulate critical thinking and a greater awareness of other perspectives. Although there are times when lecturing is the most appropriate method for disseminating information, current thinking in college teaching and learning suggests that the use of a variety of instructional strategies can positively enhance student learning. Obviously, teaching strategies should be carefully matched to the teaching objectives of a particular lesson.

f. Assessing or grading students' contributions in active learning environments is somewhat problematic. It is extremely important that the course syllabus explicitly outlines the evaluation criteria for each assignment whether individual or group. Students need and want to know what is expected of them. For more information about grading, see the Evaluating Student Work section contained in this Guide.

g. Cooperative Learning. Cooperative Learning is a systematic pedagogical strategy that encourages small groups of students to work together for the achievement of a common goal. The term 'Collaborative Learning' is often used as a synonym for cooperative learning when, in fact, it is a separate strategy that encompasses a broader range of group interactions such as developing learning communities, stimulating student/faculty discussions, and encouraging electronic

exchanges Bruffee. Both approaches stress the importance of faculty and student involvement in the learning process.

h. When integrating cooperative or collaborative learning strategies into a course, careful planning and preparation are essential. Understanding how to form groups, ensure positive interdependence, maintain individual accountability, resolve group conflict, develop appropriate assignments and grading criteria, and manage active learning environments are critical to the achievement of a successful cooperative learning experience.. In addition, the Program in Support of Teaching and Learning can provide faculty with supplementary information and helpful techniques for using cooperative learning or collaborative learning in college classrooms.

i. Integrating Technology. Today, educators realize that computer literacy is an important part of a student's education. Integrating technology into a course curriculum when appropriate is proving to be valuable for enhancing and extending the learning experience for faculty and students. Many faculty have found electronic mail to be a useful way to promote student/student or faculty/student communication between class meetings. Others use list serves or on-line notes to extend topic discussions and explore critical issues with students and colleagues, or discipline-specific software to increase student understanding of difficult concepts.

j. Currently, our students come to us with varying degrees of computer literacy. Faculty who use technology regularly often find it necessary to provide some basic skill level instruction during the first week of class. In the future, we

expect that need to decline. For help in integrating technology into a course curriculum contact the Program in Support of Teaching and Learning or the Instructional Development Office (IDO) at 703-993-3141. In addition, watch for information throughout the year about workshops and faculty conversations on the integration of technology, teaching and learning.

k. Distance Learning. Distance learning is not a new concept. We have all experienced learning outside of a structured classroom setting through television, correspondence courses, etc. Distance learning or distance education as a teaching pedagogy, however, is an important topic of discussion on college campuses today. Distance learning is defined as 'any form of teaching and learning in which the teacher and learner are not in the same place at the same time' Gilbert.

5.Strategies of Reading Comprehension

Adler C.R, stated that reading comprehension strategies are conscious plans-sets of steps that good readers use to make sense of text.³³ Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension. Adler C.R making seven strategies here appears to have a firm scientific basis for improving text comprehension.

a. Monitoring comprehension Students who are good at monitoring their comprehension knows when they understand what they read and when they do not. They have strategies to "fix" problems in their understanding as the problems arise.

³³ Adler C.R *reading comprehension strategies* 2001

b. Metacognition Metacognition can be defined as "thinking about thinking."

Good readers use metacognitive strategies to think about and have control over their reading. Before reading, they might clarify their purpose for reading and preview the text. During reading, they might monitor their understanding, adjusting their reading speed to fit the difficulty of the text and "fixing" any comprehension problems they have. After reading, they check their understanding of what they read.

c. Graphic and semantic organizers Graphic organizers illustrate concepts and relationships between concepts in a text or using diagrams. Graphic organizers are known by different names, such as maps, webs, graphs, charts, frames, or clusters.

d. Answering questions The Question-Answer Relationship strategy (QAR) encourages students to learn how to answer questions better. Students are asked to indicate whether the information they used to answer questions about the text was textually explicit information (information that was directly stated in the text), textually implicit information (information that was implied in the text), or information entirely from the student's own background knowledge.

e. Generating questions By generating questions, students become aware of whether they can answer the questions and if they understand what they are reading. Students learn to ask themselves questions that require them to combine information from different segments of text.

f. Recognizing story structure In story structure instruction, students learn to identify the categories of content (characters, setting, events, problem, and

resolution). Often, students learn to recognize story structure through the use of story maps. Instruction in story structure improves students' comprehension.

g. Summarizing Summarizing requires students to determine what is important in what they are reading and to put it into their own words. Instruction in summarizing helps students:

1. Identify or generate main ideas.
2. Connect the main or central ideas.
3. Eliminate unnecessary information.
4. Remember what they read.

D. English Teaching Reading Method

1. Choral Reading (CR) Method

The first reading method is called Choral Reading Method, or frequently called “unison reading”. Choral method provides many opportunities for repeated readings of a particular piece, and gives practice in oral reading. Choral reading is particularly suitable to poetry and rhymes. There are four principles for selecting materials that are planned to read in chorus or together. The principles are :

- a. Try to take short selection of stories or poems.
- b. Select the material that every student can read easily.

- c. Look for something with an attractive title that will make imagination work.
- d. Select a poem or story that will can allive when it's read aloud, words with charming.

Sounds, contrast of some sore that can be interpreted, mood that can be improved trougt verbal interpretation or dialogueu that draws personality.³⁴

To prepare, each student reads the whole selection that is going to be chorally read. One can read it aloud with the other person following along silently. Then the readers read the piece together. A few repetitions are necessary to fix the pice in the students' thought.

2. The Paired Reading (PR) Method

The Paired Reading was formerly used by parents with teir children at home. But because of its advantages, the us of this method then was modified to broader area. It has also been utulized by schools to conduct classroom action reasearch or to train tutors to read with students to be supported while reading texts of greater complexity levels then they would be able to read individually. Evaluoation studies show that students involved in paired reading, on the average, make three time the normal progress in reading accuracy and five times the normal progress in reading comprehension.

³⁴ Anonym, <http://pusatbahasaalashar.wordpress.com/persembahan-buat-guru/five-possible-methods-in-teaching-reading/>, acceddedon 4 july 2012.

This method has been shown to be successful with students at all levels of skill and ability, ranging from the students in special class for slow learners, to students who are beyond average in reading comprehension competence. Studies indicate an increase in reading fluency, comprehension and accuracy. In addition, reasearch indicates that students find the method easy to use, and feel they became a competent readers as a result of paired reading.

a. At the First Reading Sessions

- 1) Make an agreement on reading times
- 2) Make also an agreement about starting signal
- 3) Teacher/lecturer reviewes how the method works

b. Before Reading

- 1) Student pick up reading materials and can exchange among them as they like
- 2) Find a comfortable place that for away from distraction

c. Reading in Duet

- 1) Always stars by reading together
- 2) it is wise to have non-correction of errors works if a students makes an error, the tutor only says the world and the students repeats it.

d. Reading Solo

- 1) Students and lecturer agree on a solo reading signal
- 2) Praise the students when the signal is used
- 3) Tutor continues to offer assistance and commend during solo reading

e. Return to Duet Reading

- 1) Tutor corrects student's error (give word and student repeats it)
- 2) Return to duet reading until the students hears the signals of reading solo

f. "Talk"

Try to always relax and discuss what the students have read.

3. PORPE Method

Porpe is a method to study textbook materials in which the students create and answer essay question. It can be a time-consuming process, but it is an excellent means for preparing for essay exams. There are five steps in this learning strategy. Those steps are: Predict, Organize, Rehearse, Practice and Evaluate.

a. Predict: After reading the chapter, predict possible essay questions from information contained in the text. In the arrangement of these questions, the students should evade questions that begin with "what," "who" or "when" and do not

include analysis. Some key question words are "explain," "discuss," "criticize," "evaluate," "contrast" and "compare".

b. Organize: A few days before the exam, the organization of information is needed to answer the predicted question. The organization can be done by outlining or by other methods such as mapping. Main concepts and supporting details to answer the questions are highly recommended to be summarized. The more information is organized, the more advantage can be taken to arrange the practice answers.

c. Rehearse: Recite aloud the information and examine the student's memory. Reciting aloud must be performed because the more senses that are involved in informing the memory, the better understanding the student will get. This step helps students to place the key ideas, examples, and overall organization in the student's long-term memory.

d. Practice: In practicing, the student answers the student's predicted essay questions from memory. The student can draft an outline of the essay or organize a complete answer.

e. Evaluate: Evaluate the student's work by asking the following question: Do I have enough clear examples? Is my answer complete, truthful, and suitable? Is there anything I should study before taking the exam?

4. KWL Method

KWL is intended to be an exercise for a study group or class that can guide you in reading and understanding a text. You can adapt it to working alone, but discussions definitely help. It is composed of only three stages that reflect.³⁵

The three stages are intended to discover the following information: what the students know, what the students Will/Want to know, and what the students learned. KWL method helps the student become a good reader, make the students to be active thinkers when they read. In addition helps the teachers to be more creative in teaching. KWL can make the students easier to understand the topic, helps students become better readers of expository, student's knowledge text and helps teachers to be more interactive in their teaching. KWL method does not encourage asking questions while reading and the fact that some of background information may not be correct. Does not help with growing vocabulary, because if a student does not know what a word is, they may just skip it and go on. There is also no encouragement for addressing emotional experience while the read.³⁶

In recent times, an instructional method known as K-W-L, developed by Ogle has been implemented in classrooms. Students' prior knowledge is activated by asking them what they already know; then students set goals focusing on what they want to learn, and after reading, students discuss what they have studied. Students

³⁵ Katherine Mansfield, *KWL Reading Method*, <http://www.studygs.net/texred3.htm>, accessed on 13 November 2012.

³⁶ Dede Nezt, *Teaching Reading by kwl method*, <http://www.slideshare.net/dede-nezt/teaching-reading-by-kwl-method>, accessed on 12 November 2012.

apply higher order thinking strategies which assist them to build meaning from what they read and help them examine their progress toward for each goals. A worksheet is given to every students that includes columns for each of these activities. KWL is aimed to be an exercise for a study group or class that can direct the students in reading and understanding a text. The students can adjust it to working alone. The method is formed of only three stages that reflect a worksheet of three columns with the three letters. K stands for know. This first stage occasionally astonishing: think first what the students understand about the topic and make a list about that. This activity constructs knowledge of the new materia. Build a scaffold to support it. Think of it as a pre-reading inventory.

1) Brainstorm

Before looking at the text, think of terms, phrases, or keywords about the topic, either in the student class or in a study group.

2) Record these in the K column of the students chart until the students cannot think of more.

3) Engage the students' group in a discussion about what the students wrote in the K column.

4) Organize the entries into general categories.

a. W stands for Will OR Want. The second stage is to list a series of questions of what the students want to know more of the subject, based upon what the students listed in K.

1) Preview the text's table of content, headings, pictures, charts etc. discuss what the students want to learn.

2) List some thoughts on what the students want, or expect to learn, generally or specifically. Think in terms of what the students will learn, or what do the students want to learn about this.

3) Turn all sentences into questions before writing them down. They will help the students focus the students' attention during reading.

4) List the questions by importance.

b. L stands for learned. The final stages is to answer the students' questions, as well as to list what new information the students have learned. Either while reading or after the students have finished.

1) List out what the students learn as the students read, either by section, or after the whole work, whichever is comfortable for the students.

2) Check it against the W columns, what the students wanted to learn

3) Create symbols to indicate main ideas, surprising ideas, questionable ideas, and those the students don't understand.³⁷

³⁷ Anonym, <http://pusatbahasaalazhar.wordpress.com/persembahan-buat-guru/five-possible-methods-in-teaching-reading/>, accessed on 4 july 2012.

CHAPTER III

RESEARCH METHOD

In this chapter the researcher describes the research method. It consists of research design, data and data sources, technique of data collection, data verification and data analysis.

A. Research Design

This item presents what design used in conducting the research. The design of this research is qualitative research. Qualitative research, in contrast focuses on understanding social phenomena from the perspective of the human participants in the research. Descriptive qualitative research is a study designed to obtain information concerning the phenomenon Ary³⁸. According to Moelong³⁹ descriptive research is a method of research which trying to picture out and interprets the objects as in the fact. So, in this research descriptive research is conducted in the purpose to describe systematically about the fact and characteristics of the subject (the teacher and the students of SMKN 1 Palopo) accurately.

The researcher used descriptive design in this research because this research is focused on a certain phenomenon in the school environment. In this case the phenomenon is the activities of teaching and learning English. This research also does not need to give the treatment to the object of the research.

³⁸ Ary *Descriptive qualitative* (1985 : 323)

³⁹ Meolong *Descriptive research* 2006 : 5)

B. Data and Data Sources

1. Data

According to Krippndorf, in Tanzeh⁴⁰ says the data is information of indication has to be written in whole of writing process. Data in this research are in the form of written text in the field notes, interview transcript and notes. In research, the researchers analyzed data on the very rich, and as far as possible in its original form. These data are an important aspect conducting in the qualitative research. From these data the researcher can get the information about the teacher strategy in teaching reading comprehension that used by the teacher in the second grade of SMKN 1 Palopo.

2. Data Sources

Ary⁴¹ stated that the primary data is which are collected directly from the sample. A data source is a person, something, or place that provides information for a piece of research. In this research, the researcher gets data from interview and observation. So, the researcher can get the data from these sources. In this research, data sources are derived from the teacher in SMKN 1 Palopo.

In this case, The researcher observed whatever done by the English teacher related to the teacher strategies in teaching reading in the classroom.

⁴⁰ Krippndorf Data (1991, in *tanzeh 2011*)

⁴¹ Ary Data source (1985)

C. Technique of Data Collection and the Instrument

The next step is to choose the technique of data collection that will be used. The technique of collecting data is the way the researcher do for collecting the data in the research. In this research, the researcher uses some techniques in collecting data. In this research, the researcher uses some techniques, those. Are interview and observation all of the data are collected in the form of word arrangement.

1. Observation

Observation is a way of collecting data by conducting direct observation of an object in a given period and held a systematic recording of certain things observed. Number of periods of observation that needs to be done and the length of time at each observation period depends on the type of data collected. If the observation will be carried out on a number of people, and the observation will be used to make comparisons among these people, than it should be observed for each person carried in are lately similar situation.

In the observation the researcher do the follows: (1) the researcher prepares the observation list to conduct the observation such as: paper, pen and camera. (2) The researcher joins in the classroom, (3) the researcher observes the opening activity, the core activity and the closing activity. This method is used to get any information about the teacher strategies in teaching reading skill in SMKN 1 Palopo in second grade. In this case the researcher observed whatever done by the English teacher related to the teacher strategies in teaching reading in the classroom.

2.Interview

According to Sugiyono⁴², interview is a meeting of two persons to exchange information and idea through and responses, resulting in communication and joint construction of meaning about a particular topic. Meanwhile, according to Hadi⁴³ interview can be viewed as method of data collection by way of question and answer undertaken unilaterally by systematic and based on the purpose of the investigation.

According to Arikunto⁴⁴ classification, there are there kinds of interview, namely (a) unstructured interview. In this type, the interviewer carries out the interview with no systematic plan of question, (b) structured interview. The interview carries out the interview by using a set questions arranged in advance, (c) semi structured interview. The interviewer uses a set question which is developed to gain the specific information.

⁴² Sugiyono (*Interview* (2008 : 231)

⁴³ Hadi *Interview* (1993 : 39)

⁴⁴ Arikunto *Interview* (1990)

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents findings and discussion of research. The findings of the research covers the analysis of teacher strategies in teaching reading comprehension and the result of interview about the strategy in teaching reading comprehension process.

A. Research Finding

The interviews with three key informants were conducted in SMKN 1 Palopo. The researcher interviewed the teacher from SMKN 1 Palopo. The interviews the teacher was held on Saturday, January 14 2019. Researcher conducted the interviews techniques, documentation and observation to acquire data on the implementation of the English teacher strategies in teaching reading comprehension.

1. The English teachers' strategies at the opening activity in teaching reading comprehension

The researcher found that there were differences between two English teachers in SMKN 1 Palopo, Ms Ega Nandasari S.Pd and Mr. Nur Alam S.Pd.

Ms Ega, the teacher opened the class by saying greeting and asking students' condition. The teacher also asked students about the previous lesson and told about the topic to learn. After that the teacher chose one of the student to lead a prayer.

The opening activity of learning the teacher tells one of student to prepare the class (gives greetings and prayers) after which the teacher gives motivation to students (science is very important for the future), the teacher gives appreciation (students are told to test or read stories for 10 minutes) then the teacher present the topic to be discussed, but before that the teacher asks about the lesson discussed earlier to find out whether student still remember it. Then the teacher gives a little description of the topic to be discussed, then the teacher will explain the steps about the lesson to be carried out (understanding, parts, characteristics and examples).

In other words, Mr. Alam in opening activity, the teacher prepared the reading text based on competence. The teacher explain about learning significance. The teacher asking and explain about the further lesson. The teacher gave motivations to the students to open their perception about the material.

The teacher's preliminary activities instill a polite and religious attitude where the teacher says hello before entering the room and the teacher points to one students to lead a prayer. This activity is carried out so that students get used to it pray before starting the trial.

2. The English teacher strategies in core activity

Mr. Alam in the core activity, the teacher told the student to open their book after that the teacher exemplifies how to read clearly and how to mentioned it well. And this situation the students pay attention to what was done by the teacher. In fact, the teacher using scaffolding strategy because the teacher helped the students how to

read properly and then told the students read the text but when the student either mentioned the words in the text the teacher helped them and also the teacher asked the students which word they did not know in the text and the students were given chance to give question about what their did not know about. The teacher used book, text, power point, and pictures as medias. The book that used is SPM (Seri Pendalaman Materi).

The teacher using this strategy because the students must understand the reading text and the students guided to more focus on the text. This strategy was used by the teacher to see if students really understand it with text they read. If the student could answer the questions they had been understood in understanding the text, and if they could not answer the question then the students not understand with those text. And also the teacher told the students to answer the question related to the text after that the students wrote the answer in their book.

In other hand, Ms Ega, in the core activity, the teacher searched the vocabulary in four aspects (Noun, Adjective, Verb, and Adverb). The teacher used discovery learning is a kind of teaching that is based on the student finding things out for themselves, looking into problems, and asking question. The teacher used method is show in picture, giving the tittle, reading the story that related to the picture, and summaring the story. The teacher used book, text, power point, and pictures as medias. The book that used is Bahasa Inggris.

From the observation above the researcher got the activities showed that the teacher used this strategies because when the researcher observed in the classroom, the researcher have analysis that the way teacher asked first to all the students which words that they did not know in the text. So first, the students mark some words that has not known before, after that the student asked to the teacher that words have not known.

The core activity of the teacher tries to make memories to students like the teacher asking about last week's material, then students answered some of it the teacher's question, then the teacher enters the next material where the material is reading comprehension especially about relegation someone, object, and animal. The teacher starts learning first the teacher reads the text properly and correctly, then the teacher points one by one students to read the text here when students are wrong call the vocabulary read then the teacher will justify how to pronounce it. the strategy used by the teacher is strategy scaffolding, this strategy is used by the teacher so students can develop about ideas that are read.

3. The teacher strategies in closing activity

Ms Ega, in the closing activity, the teacher made the summarize and asking the students about the difficulties during learning reading comprehension. The teacher gave the test as the measurement. And the teacher gave homework to the students as like make a folklore, collected the vocabulary in the text.

In other hand, Mr. Alam in closing activity, the teacher gave reflection and feedback to the students. The teacher and the students made a summarized about the material. The teacher sometimes gave test to students as measurement. And the teacher gave homework to the students as like make a folklore, collected the vocabulary in the text.

At the end of the lesson the teacher gives assignments related to reading and the teacher tells students to answer all questions correctly then the teacher gives the assignment value. Based on the above explanation can it was concluded that the teacher had tried to use students' strategies students who are taught to understand about reading and know the ideas that exist read.

B. Discussion

Strategy is an overall approach that relates to the implementation of ideas, planning, and execution of an activity within a certain period. The researcher described the strategies used by two English teachers who were teaching reading comprehension at SMKN 1 Palopo as recorded in observations and interviews.

Based on the observations and interviews both of the teachers used various strategies to teach reading comprehension. They were both very creative in handling their classes and they made the students actively involved in the teaching-learning for English reading comprehension.

Both English teachers managed the teaching-learning processes very well. They could handle the students that had problems in reading comprehension by using

a variety of strategies in the teaching learning process. They changed their strategies from one meeting to another. Sometimes they also mixed the strategies. This was made the students interested in learning especially in reading comprehension. So the students did not feel bored in the teaching-learning processes. These various strategies created an attractive atmosphere for the teaching learning process. McNamara has proposed that strategies for learning are the way in which teachers transfer, information, experiences and cognitive processes to their students. Teachers use strategies to teach, enrich and give experiences to their students related to the materials used.

Meanwhile, using media is also important for English teachers to help their students understand. There are many kinds of media which can be used by teachers in the teaching-learning process, especially for teaching reading comprehension for senior high school students. The teachers must be selective in choosing the media to use.

From the observations, the researcher found that Teacher 2 and Teacher 1 had some differences in teaching reading comprehension. Teacher 2 used an overhead projector whilst Teacher 1 did not. Instead she guided the students to work in groups with descriptive texts that are easier to understand than other genre of texts. Teacher 1 helped the students who could not understand the materials by giving them an explanation or directing them how to use a dictionary. Actually, there were no significant differences amongst the two teachers in applying the strategies, because

they discussed the strategies for teaching English together. They shared the good strategies which could be used in teaching reading comprehension.

There were some potential weaknesses in the way the English teachers taught reading comprehension to their students. First, the teachers did not only use English as the medium for instruction in the reading comprehension classroom. They sometimes used Indonesian to help the students understand the material. Second, the teachers spent much time in managing the classroom using co-operative learning and/or discussions. This influenced the purpose of study, and therefore, some of the students did not study seriously while working in a group.

KWL is intended to be an exercise for a study group or class that can guide you in reading and understanding a text. You can adapt it to working alone, but discussions definitely help. The three stages are intended to discover the following information: what the students know, what the students Will/Want to know, and what the students learned. KWL method helps the student become a good reader, make the students to be active thinkers when they read.

KWL can make the students easier to understand the topic, helps students become better readers of expository, student's knowledge text and helps teachers to be more interactive in their teaching. KWL method does not encourage asking questions while reading and the fact that some of background information may not be correct.

In recent times, an instructional method known as K-W-L, developed by Ogle has been implemented in classrooms. Students' prior knowledge is activated by asking them what they already know; then students set goals focusing on what they want to learn, and after reading, students discuss what they have studied. Students apply higher order thinking strategies which assist them to build meaning from what they read and help them examine their progress toward each goal.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of the research and discussion in chapter IV, then proposed the following conclusion:

The strategies that the teacher used in teaching reading comprehension in SMKN 1 Palopo were three strategies, Opening activity (1) The teacher's preliminary activities instill a polite and religious attitude where the teacher says hello before entering the room and the teacher points to one students to lead a prayer. This activity is carried out so that students get used to it pray before starting the trial, Core activity (2) The core activity of the teacher tries to make memories to students like the teacher asking about last week's material, then students answered some of it the teacher's question, then the teacher enters the next material where the material is reading comprehension especially about relegation someone, object, and animal. The teacher starts learning first the teacher reads the text properly and correctly, then the teacher points one by one students to read the text here when students are wrong call the vocabulary read then the teacher will justify how to pronounce it. the strategy used by the teacher is strategy scaffolding, this strategy is used by the teacher so students can develop about ideas that are read, Closing activity (3) At the end of the lesson the teacher gives assignments related to reading and the teacher tells students to answer all questions correctly then the teacher gives the assignment value. Based on the above explanation can it was concluded that the

teacher had tried to use strategies who are taught to understand about reading and know the ideas that exist read.

The teachers used these strategies to make the student understand the reading text and the students guided to more focus on the text and also teacher could help students in developing the meaning contained in the text reading so that students more easily understand the contents of reading.

How the implement of the English teacher strategies in teaching reading comprehension in SMKN 1 Palopo. This strategy was used so that students understand the reading and understand the contents of the reading. Based on this research, those strategies were effective in teaching reading comprehension because can help student to comprehend the text. In short, those strategies gave good contribution for teacher. Students who have difficulty in reading would be easier in mastering reading comprehension. With used this strategy the teacher more easily gave the material to the students. Those strategies could help the teacher because the students more active. And the students could exchange their opinion with their friends.

B. Suggestion

Based on the conclusion above, the researcher would offer some suggestions it is hopefully can be useful for:

1. For the 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.

2. For the student

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

3. The next 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.

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A P P E N D I X E S

Interview Questions

a. Strategies in opening activity

1. Apa yang bapak atau ibu lakukan pada kegiatan awal dalam mempersiapkan pembelajaran reading comprehension?
2. Dalam memberikan motivasi pada kegiatan awal apa yang bapak atau ibu lakukan?
3. Dalam memberikan apersepsi pada kegiatan awal apa yang bapak atau ibu lakukan?
4. Apakah di kegiatan awal bapak atau ibu mengemukakan topik yang akan dibahas, bagaimana cara melakukannya?
5. Apakah bapak atau ibu menjelaskan langkah-langkah pembelajaran di kegiatan awal yang akan dilakukan oleh siswa?
6. Selain pertanyaan yang di atas apakah masih ada kegiatan lain yang bapak atau ibu lakukan pada kegiatan awal?

b. Strategies in core activity

1. Apakah langkah-langkah kegiatan yang bapak atau ibu lakukan pada kegiatan ini, dalam pembelajaran reading comprehension?
2. Metode apa yang bapak atau ibu gunakan dalam pembelajaran reading comprehension? Bagaimana langkah-langkahnya?
3. Teknik apa yang bapak atau ibu gunakan dalam pembelajaran reading comprehension? Bagaimana langkah-langkahnya?
4. Media apa yang bapak atau ibu gunakan dalam pembelajaran reading comprehension? Bagaimana prosedur penggunaannya?
5. Buku apa yang bapak atau ibu gunakan dalam pembelajaran reading comprehension? Bagaimana prosedur penggunaannya?
6. Dari mana saja sumber bahan ajar yang bapak atau ibu gunakan dalam pembelajaran reading comprehension?
7. Metode/teknik/media/buku/ sumber bahan apa yang menurut bapak atau ibu paling tepat digunakan dalam pembelajaran reading comprehension?

c. Strategies in closing activity

1. Apa saja yang bapak atau ibu lakukan pada kegiatan akhir dalam pembelajaran reading comprehension?
2. Apakah bapak atau ibu membuat resume? Apakah resume dibuat oleh bapak atau ibu sendiri atau oleh siswa atau dibuat bersama-sama?

3. Apakah bapak atau ibu memberikan tes atau penilain pada kegiatan akhir dalam pembelajaran reading comprehension? Bagaimana bentuknya?
4. Apakah bapak atau ibu memeberikan tugas rumah pada kegitan akhir pembelajaran reading comprehension? Bagaimana bentuknya?

OBSERVATION CHECKLIST

Ega Nandasari S.Pd

No	Activity	Indikator	Option		Description
			Yes	No	
1.	Opening	Teacher opens the lesson by greeting the students	√		
		Pray before study	√		
		Teacher checks the student's attendance list	√		
		Teacher tells the aim of the subject that will be reached	√		
		Teacher asks students randomly about their activities in the past	√		
2.	Core	Teacher explain the material	√		
		Teacher uses dialogue for teaching		√	
		Teacher uses text for teaching	√		
		Make some examples of descriptive text	√		
		Tell the students how to read clearly of the text	√		
		Make the students thinking about the meaning of the text	√		

		Practice with the students	√		
		Help the students	√		
3.	Closing	Teacher gives an opportunity for students to ask their difficulties	√		
		Tell the students to do exercise in their books	√		
		Closing the activity	√		

OBSERVATION CHECKLIST

Nur Alam S.Pd

No	Activity	Indikator	Option		Description
			Yes	No	
1.	Opening	Teacher opens the lesson by greeting the students	√		
		Pray before study	√		
		Teacher checks the student's attendance list			
		Teacher tells the aim of the subject that will be reached	√		
		Teacher asks students randomly about their activities in the past	√		
2.	Core	Teacher explain the material	√		
		Teacher uses dialogue for teaching		√	
		Teacher uses text for teaching	√		
		Make some examples of descriptive text	√		
		Tell the students how to read clearly of the text		√	
		Make the students thinking about the meaning of the text	√		
		Practice with the students		√	

		Help the students	√		
3.	Closing	Teacher gives an opportunity for students to ask their difficulties	√		
		Tell the students to do exercise in their books	√		
		Closing the activity	√		

Wawancara





CURRICULUM VITAE

Surya Nengsi was born on April, 10th 1996 in Salubua. She is the second child from the couple Musriadi and Salma. She started her study when she was six years old in Mamara Elementery School (SDN 304 Mamara) in Salubua. and

graduated in 2008. After that, she continued her study in Junior High School Number 2 of Suli (SMPN 2 Suli), She graduated in 2011. Then she continued her study in Senior High School Number 1 of Larompong (SMAN 1 Larompong), Larompong District, Luwu Regency, South Sulawesi. In the second years, she took Sains course and graduated in 2014. She continued again for her degree (S1) in the State Institute For Islamic Studies (IAIN) of Palopo. She took English Education Study Program in Tarbiyah and Teacher Training Department. She has been writing her thesis with the title **“An Analysis Of Teachers’ Strategies In Teaching Reading Comprehension At SMKN 1 Palopo”**.