

**AN ANALYSIS OF TEACHERS' STRATEGIES IN TEACHING
READING COMPREHENSION AT THE SECOND GRADE STUDENTS
OF SMPN 2 WONOMULYO**



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ABSTRAK

MILA, 2024: Analisis Strategi Guru Dalam Mengajar Pemahaman Membaca Siswa Kelas 2 di SMPN 2 Wonomulyo. **Skripsi. Majene : Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2024**

Permasalahan penelitian ini adalah bagaimana strategi guru bahasa Inggris dalam mengajar pemahaman bacaan di kelas II SMP 2 Wonomulyo dan bagaimana penerapan strategi guru bahasa Inggris dalam mengajar pemahaman bacaan di kelas II SMP 2 Wonomulyo. Metode penelitian ini adalah penelitian kualitatif. Subjek penelitian ini adalah guru bahasa Inggris kelas II SMP 2 Wonomulyo. Instrumen penelitian ini adalah observasi ceklist dan wawancara. Hasil penelitian menemukan bahwa tiga strategi yang digunakan guru, yaitu Menggunakan media yang disukai siswa, belajar di luar kelas dan berganti teman duduk. Menggunakan media seperti smartphone siswa dapat menerjemahkan kata demi kata atau satu kalimat untuk memahami isi bacaan karena di sekolah memungkinkan siswa tidak menggunakan smartphone pada waktu tertentu. Strategi selanjutnya, guru mengajak siswa untuk membaca teks di luar kelas seperti di perpustakaan atau di bawah pohon. Strategi ini digunakan oleh guru karena efektif bagi siswa dalam menerima pelajaran bahasa Inggris. Setidaknya siswa termotivasi untuk belajar membaca. Strategi terakhir mengubah teman duduk, guru meminta siswa untuk mencari arti kata-kata yang sulit. Yang paling sering dilakukan guru adalah menafsirkan bacaan dalam kelompok agar siswa dapat saling berdiskusi.

Kata kunci : Strategi Mengajar, Pemahaman Membaca, Strategi Membaca

CHAPTER I

INTRODUCTION

A. Background

Reading is one of the language skills which is very important to be learned by students. Through this activity, students can improve their language and experience. They will get information and ideas which they need to know. Moreover, they will be able to know what they do not know before. By reading, people may get a lot of informations. The more he/she reads, the more information he/she will get. Reading become unique because not everyone can use the skills to promote oneself or internalize it as a culture (Rombot, etc., 2020). Reading can easily be defined 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 forces the reader's brain cells to work on a regular basis, so the reader becomes sharper and smarter. Even though some information can be obtained without reading, for example by listening to teachers, seminars, radio, television. By reading someone may get wider information than listening.

Reading can be defined as the process of a person can receive and interpret a message or information from something written. Reading is the process of processing information from text into meaning. Reading can train the reader's brain to remember things easily. Talking about reading, one of the pillars of reading is reading comprehension which the aim of processing text, understanding the meaning of something, and integrating it with what has been read. According to Martina et al., (2020) reading comprehension is a reader's ability to understand and be able to convey about something, an expository, or read a description of a particular topic. Moreover, Nurhasanah (2020) stated that reading comprehension is one of the basic language skills that enable learners to improve their grades. Therefore, it is certain that reading is important for learners because they can obtain a lot of information by reading.

Reading comprehension might be considered a challenging aspect of

studying English for Indonesian secondary school students (Nanda & Khairul, 2020). The students are not only expected to read the text but also understand what they have read. It refers to the ability in interpreting the word and understanding the meaning and the relationships between ideas conveyed in a text. Furthermore, he summarized reading comprehension instruction for the teacher as following a three-step procedure: mentioning, practicing, and assessing. In other aspect, when word recognition skills are not developed, problems arise in reading comprehension. Most of the students reported having difficulty with reading comprehension, vocabulary, grammar, and understanding the main idea of paragraphs. Here, students will have difficulty understanding the information presented, as well as answering questions related to the text. Thus, in this condition the teacher must teaches and helps students becoming a competent and successful readers. The teacher also helps the students to develop their skill in reading comprehension by some strategies that match with students' need and condition. After give them some treatment, then also give them opportunities to practice those skills through workbooks or worksheets, and finally assess whether or not they use the skill successfully.

Arrafi (2019), states through great reading instruction, teachers help each student in the classroom become a fluent and successful reader. Teachers who are effective use some strategies and procedures. However, to address the needs and learning styles of each student in the classroom, the teacher can employ a variety of strategies and skills. It is believed that if a teacher teaches reading comprehension to the target language all day, they will improve their reading comprehension. The teacher must prepare some strategies through students' reading comprehension. In specific discussion, the teacher must know what the students' problem facing reading activity, the students' challenges during read different text from the easiest until the most difficult.

Indonesian people as English Foreign Learners face some difficulties in comprehending the text. Especially, those who only use English in a certain place such as in school or courses need more effort to comprehend English reading text. Based on Human Development Index (HDI), Indonesia is categorized as one of the poorest English mastery countries in Asia. Sunggingwati and Nguyen (2013)

stated that reading in English as a foreign language is challenging. Students in Indonesia lack English literature such as English books, English newspapers, or English novels. They only have a classroom to learn. However in this country, reading is highly supported especially by the Indonesian government through some policies. Based on Permendikbud Number 21 2015, the government makes School Literacy Movement to encourage student's interest in reading. Anies Baswedan as the Education Minister at that time urged the young generation to get used to reading, so they expected to be able to enlarge their knowledge.

Based the pre-observation, an English teacher of SMPN 2 Wonomulyo tells that there are many challenges during teaching English material by implementing reading comprehension. Some of students can follow the material. They can understand every instruction that teacher give before they read a text. The other students, get some difficulties in memorizing and understanding some new vocabularies from the text. The students must adjust quickly to the reading text to be read. This is also due to the existence of several types of reading texts that will be read according to the topic to be studied. In addition, the researcher finds that the students were unable to comprehend the text. Another problem is the teacher use technique in teaching reading is monotonous. It relates with the students' argument that English is very difficult. However the teacher use Independent curriculum for the teaching learning process. So, it makes the condition of the class was boring and make the students haven't any motivation and inspiration to improve their English comprehension.

For the 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 were 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. Moreover, the teacher must prepare some strategies to overcome the students' problem toward reading comprehension.

Based on the problem stated over, the researcher assumes that reading comprehension becomes a problem if not overcome soon. For this assumption, the

researcher was interested to do descriptive research. The researcher compiled related studies at the Junior High School level. Then the researcher wanted to obtain information by describing the teaching strategies used by English teacher in teaching reading comprehension and how to implement these strategies. By doing this research, the researcher expected that this research with the title “An Analysis of Teachers Strategies in Reading Comprehension at the Second Grade Students of Junior High School 2 of Wonomulyo.”. To analyze English teacher strategies the researcher what to know what English teacher strategies are used and how the English teacher implements the strategies in teaching reading comprehension.

B. Problem Identifications

Based on the background of study above, the researcher identified some problems that can be formulated for this reasearch:

1. The ability of teacher in teaching reading comprehension.
2. The teacher’s strategies in teaching reading comprehension.
3. The effect of the teacher’s strategies in teaching reading comprehension.
4. The students’ difficulties in understanding the reading text as well.
5. The students’ point of view towards English lesson through reading comprehension.

C. Research Focus

To avoid the broad scape of the research, this study would focus on the researcher’s limits the focus of the research on researching :

1. What is the teacher's strategy in teaching reading comprehension in the second grade students of Junior High School 2 of Wonomulyo?
2. How do the English teachers’ implement the strategies in teaching reading comprehension in the second grade students of Junior High School 2 of Wonomulyo?

D. Research Objective

This research aims to find out the teacher's strategies in teaching reading comprehension in the second grade students of junior high school 2 of Wonomulyo. The specific objectives of this research are:

1. To find out the English teacher strategies in teaching reading comprehension used in the Second Grade of Junior High School 2 of Wonomulyo.

2. To describe the implementation of English teacher's strategies in teaching reading comprehension in the Second Grade Students of Junior High School 2 of Wonomulyo.

E. Research Benefits

The result of this study will be hoped to be useful for many people, especially for those who are closely related to English education. The significances of the study are stated as follows:

1. To the students

To motivate and make enthusiasm the students in the learning process especially in reading teaching and helpful for students will be able to create more enjoyable and meaningful learning.

2. To the teachers

This method makes the teacher easy in teaching reading and this expect to give useful contribution in teaching reading and give another way for the teacher develop student's reading.

3. To the school

This research is useful to improve the quality of education and develop English language teaching of the school.

4. To the researchers

For researchers, as a first step in preparing researchers become a professional educator.

5. To the next researchers

The researcher will improve his knowledge in teaching reading method and have experience in observation and apply with classroom action research at school.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Studies

Some researchers had conducted research that focused on Teachers' strategies in teaching reading comprehension as follows:

1. Setiawati, Maharani Dyah Ayu, Budiasih (2021) conducted research under the title Strategies on Teaching Reading Comprehension for The Junior High School Students during The Covid-19 Pandemic. This study is intended to investigate strategies the teacher used, to know the problems faced by the teacher in implementing strategies, and to know how the teacher solves the problems in implementing strategies on teaching reading comprehension during the covid19 pandemic at junior high school. To overcome the problems, the teacher makes several efforts such as giving more exercises and texts and conducting discussions. The online learning during the covid-19 pandemic challenges the English teacher to navigate the students to find the sources of learning using the technologies. However, this study has a different concern with this research. This research uses direct teaching learning in the classroom. While, this research also doesn't implement a teaching learning system such in Covid era.
2. Ahmad, K. Seken, L.P. Artini(2013) conducted research under the title A Study on Strategies for Teaching Speaking and Reading Comprehension Skills. He concluded that the teachers applied three kinds of stages in teaching reading those are pre- reading, Whilst reading, and post-reading stages. In the pre-reading stage, they gave the students some questions as warming to know and enrich the student's vocabulary mastery. This is also done to help the students to enter the topic being discussed. Next, in Whilst reading stage, they distributed the texts and gave 10 questions related to the text provided. This is done to know the student's comprehension of the text given. Even, though is done through a play.
3. Nuri Susilowati (2013) conducted research under the title Teacher's Strategies in Managing a Large Class in Teaching English at the

Eleventh Grade of SMA Muhammadiyah 1 Karanganyar in the 2012/2013 academic year. She concluded that there are two main points found. First, the teachers' strategies in managing a large class in teaching English at the eleventh grade of SMA Muhammadiyah 1 Karanganyar in the 2012/2013 academic year. Second, the problems faced by the teachers and the students during implementing the teaching strategies and the solutions for the large class in teaching English at the eleventh grade of SMA Muhammadiyah 1 Karanganyar in the 2012/2013 academic year. The strategies used by English teachers in managing a large class in teaching English at SMA Muhammadiyah 1 Karanganyar, the writer found a large class with 37 students in XI IPS 3. The writer focuses on the English teacher strategies in the large class, teaching techniques, seating arrangement, teacher's feedback, and teacher's evaluation.

4. Rio Gusti Raggi (2019) conducted research, on the strategies that the teacher used in teaching reading comprehension in SMPN 23 Jambi two strategies, the Scaffolding strategy (1), and QARs (Question Answer Relationship) (2). The teachers used these strategies to make the student understand the reading text and the students were guided to more focus on the text also teacher could help students in developing the meaning contained in the text reading so that students more easily understand the contents of the reading. How the implementation of the English teacher strategies in teaching reading comprehension in SMPN 23 Jambi. The strategy was used by the teacher (1) scaffolding strategy, which can develop an idea which readable. The last strategy was used by this teacher (2) QARs (Question Answer Relationship) where when students finished reading the text the teacher asked the vocabulary in the reading, "what was the meaning of fence? What was in English gray, what was in English is a tree? "From the teacher's question, some of the students knew what the teacher asked and also this strategy where the teacher asked students to answer questions in the reading text like exercise 1 and exercise 2

From the four previous studies described by the author it was found:

(1) The researcher uses various strategies in teaching listening. The strategy used by teacher 1 is to recognize and distinguish sounds, grammar, and pronunciation. while teacher 2 uses almost the same strategy as teacher 1, with the addition of writing audio recordings. (2) The researcher concludes that the teachers applied three kinds of stages in teaching reading those are pre- reading, Whilst reading, and post-reading stages. (3) the writer focuses on the English teacher strategies in the large class, teaching techniques, seating arrangement, teacher's feedback, and teacher's evaluation. (4) the researcher conducted research, on the strategies that the teacher used in teaching reading comprehension two strategies, the Scaffolding strategy (1), and QARs (Question Answer Relationship) (2).

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

Table1.1
Similarities and Differences in Previous Related Studies

Name of the Research	Title of the Research	Similarities	Difference
Setiawati, Maharani Dyah Ayu, Budiasih (2021)	conducted research under the title Strategies on Teaching Reading Comprehension for The Junior High School Students during	This research has same concern such analyzation toward teacher strategi through reading comprehension	The difference of the research are the researcher use direct teaching and learning, not learned at pandemic covid

	The Covid-19 Pandemic		
Ahmad,K. Seken, L.P.Artini (2013)	A Study On Strategies For Teaching Speaking And Reading Comprehension Skill	The similarities of the research are the methods of this research is qualitative and instrument of this study are observation and interview	The difference of the research are location and teaching speaking comprehension
Nuri Susilowati (2013)	Teacher's Strategies in Managing A Large Class In Teaching English At The Eleventh Grade of SMA Muhammadiyah 1 Karanganyar in 2012/2013 Academic Year	The similarities of the research are the method of this research is qualitative and the instrument of this study are observation and interview	The difference of the research are location, the seating arrangement used, the teaching techniques used small group discussion

<p>Rio Gusti Ranggi (2019)</p>	<p>Teacher Strategies In Teaching Reading Comprehension At The Third Grade of State Junior High School 23 Jambi</p>	<p>The similarities of the Research are the Method of This Research is qualitative and the instrument of this study are observation and interview.</p>	<p>The difference Of the research Are location and scaffolding.</p>
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B. Theoretical Framework

1. Teaching Strategies

The word strategy comes from the word *strategos* (Yunani) or *strategus*. Anissatul Mufarrokah (2013) said that: Strategos means general or also means a state officer, this general is responsible for planning a strategy from directing troops to achieve a victory. In general, strategy has an understanding as an outline of the course of action to achieve something that has been determined.

Syaiful Bahri Djamarah (2016) said that associated with teaching and learning, strategies can be given as a general pattern of teacher- student activities in the realization of teaching and learning activities to achieve the goals outlined.

In the teaching and learning process, the teacher must have a strategy so that students can learn effectively and efficiently, achieving the expected goals. Roesiyah N.K (2019) said that: One of the steps to have that strategy is to master presentation techniques or usually called teaching methods. Teachers who have good delivery strategies are able to apply more cooperative and interactive teaching methods. So that students are active in participating in the learning atmosphere.

Teaching strategies are methods that teacher uses to convey materials by getting students involved and practicing the material. According to Nanda (2016) stated that the strategy in teaching reading is necessary to achieve the goal of successful teaching learning due to the effective learning strategy in the classroom.

In the effective teaching of reading, teachers lead students in the class to become proficient and successful readers. Creative teachers do not use only one particular method and technique but implement many strategies and skills to accommodate the needs and learning styles of each student in the class. According to Slavin (2013), he stated that effective instruction is not a simple matter of one person with more knowledge transmitting knowledge to another. Therefore, successful teachers who teach reading realize that reading can be taught by using various strategies. Teaching

should be modified by the teachers depending on the students' needs. According to Allington (2013), he stated that creative teachers manage to get better results regardless of curriculum materials, pedagogical approaches, and/or reading programs.

With this a wide range of strategies are used to achieve the purpose of teaching and supporting students. (Wibowo et al., 2020) Teaching strategies in reading comprehension are important in the learning process and could affect the students reading comprehension. One kind of the effect to students when teacher using teaching strategies is students can improve more their reading skill and make students more excited when they are learning about reading comprehension.

In addition, teacher is the most important part in the school teaching system. With effective teacher learning will be very easy to achieve. The effectiveness of the teacher can be seen from what the teacher teaches, how the teacher teaches the material to the student and how the student easily received what teacher teaches.

Teaching strategies is education strategy can be defined as a plan method, or series of activities designed to educational Achieves a particular goal. Strategy can be defined as a plan that contains a series of activities designed to achieve specific educational objectives. Teaching strategy also generalized plan for a lesson or a lesson which includes structure, desire learner behavior, in terms of the goals of instruction, and an outline of tactics necessary to implement the strategy, Antoni (in Dwiningtyas, etc., 2020). In other word, teaching strategies are approaches to teaching students. The teacher have to applied the strategy to balance between the method which the teacher's used and the way of the teacher's used to applied the material. Teaching strategies is a way of making decisions about an individual class, or even an entire curriculum, beginning with an analysis of key variables in the teaching situation. These variables include the characteristics of the learners, the learning objectives, and the instructional preferences of the teacher. Once the variables have been analyzed, informed decisions can be made about structure, methods

of assessment, and other key components. The process of planning a course is not an easy one.

Teaching strategies was a learning activity that must be done by the teacher and student, so that the learning objectives can be achieved effectively and efficiently. Teaching strategies can help students take more responsibility for their own learning and enhance the process of teaching for learning. The key was to create learning environments that are more interactive, to integrate technology where applicable into the learning experience, and to use collaborative learning strategies when appropriate. Teaching strategy is a teacher's plan in teaching and learning process to achieve a purpose which have planned. In other word, teaching strategies were approaches to teaching students. The teacher have to applied the strategy to balance between the method which the teacher's used and the way of the teacher's used to applied the material.

Rahmah Ulfa Andini and Ratmanida (2019) with the title "Teaching Reading Through "The Power of Two" Strategy for Senior High School Students" in this study the researchers used the "The Power of Two" strategy for learning to read at the high school level. The researcher used the "The Power of Two" strategy to help students understand the text by working in pairs so that students could exchange ideas with each other. According to them, this strategy can make it easier for students to find the problems they face in reading. Thus this can make students enjoy and relax when reading and in the end, students can improve their reading skills.

Novia Koirunnisa (2019) with the title "Teaching and Learning Reading by Using Skimming and Scanning Technique of Eleventh Grade at the MA Muhammadiyah Bandar Lampung in Academic Year 2019/2020" researcher uses Skimming and Scanning techniques intending to know teacher problems in teaching and student problems in learning to read. The results of data analysis in this study, it was found that teachers had difficulties in dealing with students' understanding in the classroom in the teaching and learning process of reading, teachers had difficulties in stimulating students, and teachers had difficulties in providing feedback and managing time.

Another problem is the lack of students' vocabulary mastery, understanding the meaning of the text, and following the teacher's directions. So based on these problems, the researcher revealed that the solution that can be taken by the teacher is that the teacher must manage the time as well as possible, arousing students' interest in learning to read.

According to Anantha Anilkumar (2024). Teaching strategies are teaching methods and techniques that will be chosen and implemented by teachers to support their students or pupils through the learning process. A teacher will choose the teaching strategy that best suits the topic being studied, the learner's skill level, and the stage in the learning journey. In one lesson, a teacher can use many different teaching strategies to achieve different learning goals. The most effective teaching strategies are those that have been proven successful in large-scale trials. There is no requirement for a teaching strategy to be innovative, although of course some of them are.

According to the explanation above, Anantha explained the 3 most important teaching strategies that teachers must have in their teaching tools.

1. Connect with students. The foundation of all good teaching is understanding your students and their learning needs. Related to this are the relationships you build and maintain with students. The relationship between teacher and student is an important element in the learning experience. Take the time to get to know your new class from day one, and understand what motivates them and their barriers to learning. This is an often overlooked teaching strategy.
2. Appropriate use of summative and formative assessments. This may sound obvious, but some people would be surprised how many teachers don't use each word correctly. To cover it quickly: Summative assessment refers to assessment conducted after a block of work has been completed, either a term or a year. They are best thought of as assessments of learning. Meanwhile, formative assessment is an assessment that is carried out daily and is used to measure students' understanding of a topic - this assessment is an assessment for learning. Formative assessments are often used in a diagnostic capacity, to help us identify whether students are struggling with a topic at the moment. This

then guides and adapts our teaching throughout the lesson, to better meet the children's needs. 3. Teach vocabulary. With the new focus in the curriculum on organizing knowledge, there is no excuse for children not to have relevant topic vocabulary. They need words to be able to create thoughts and sentences to speak confidently about a topic. This is why tutors will always discuss special English words at the beginning of the lesson with their students, explaining new terms and checking understanding of terms that have been discussed previously.

It shows that teachers have an important role in educating students. Based on the explanation above, the researcher assumed that the teacher's role is very important to overcome students' problems in learning reading. The teachers must look for various strategies to increase the quality of the teaching and learning process. The teachers' strategies in teaching reading become a problem if it is not addressed immediately.

There are 2 types of teaching strategies :

1. Expository strategy

With an expository strategy, the material or subject matter is processed by the teacher. Students just "accept it" from the teacher. With an expository strategy, teachers search for and manage teaching materials and then deliver them.

2. Hueristic strategy

With a hueristic strategy, students process material or lesson materials. Students who actively search for and manage learning materials. The teacher as a facilitator to provide encouragement, direction and guidance

2. Reading Strategies

The word "strategy" is derived from the Greek word, Strategos who was a 'military commander' at the age of Athenian democracy. Strategy is an overall approach regarding to the implementation of the idea, planning, and execution of an activity within a certain time. It contains a good strategy to have a theme, identifying the contributing factors in accordance with the principles of the implementation of the idea of a rational, efficient


in funding, and have the tactics to achieve goals effectively. The difference meaning of strategy from tactics are in the scope seems to be either narrower or shorter time. However, people generally often feel confused to differentiate the meaning of the two words.

There are several strategies for reading that can be used to enhance students' understanding, which includes, metacognitive strategies, cloze procedure, and the question guide (Kartadinata, 2016).

(1) Metacognitive Strategies: Metacognitive related to a person's knowledge on the use of the intellectual brain and conscious effort to monitor or control the use of the intellectual abilities. These include the occurrence of any metacognitive thinking. Part metacognitive process determining what tasks needed to gain understanding. Readers need to ask: a). Is the answer that I need to express directly ?, b). Is the text expressing answer with a clear signal that helps decide the answer is clearly, c). Is the answer should be associated to the story?; (2) Cloze Procedure: Cloze procedure of use also to improve understanding by eliminating some of the information in the readings and students were asked to fill it. In the execution of cloze procedure involves the removal of the letter, syllable, word, phrase, clause or sentence. Cloze procedure can be used by teachers to teach reading skills, not to the test.; (3) Guiding Question: During the reading, guiding questions are often used to enhance understanding. Students can be trained to remember the facts in a way change the fact that the question "why". Questions may be submitted by the teacher guides the student or student's submitted himself while reading.

Table 1.2 Reading Strategies

Teacher Strategies	Observation
Metacognitive Strategies Indicator : 1. Planning 2. Monitoring 3. Assessing	

<p>Cloze Procedure</p> <p>Indicator :</p> <ol style="list-style-type: none"> 1. Choosing a passage that interests the pupils 2. A passage that they would want to discuss 	
<p>Question Guide</p> <p>Indicator :</p> <ol style="list-style-type: none"> 1. Guiding questions encourage conversation between student and teacher 2. Result in a fundamental sense of understanding 	

According to Swartz and Perkins (Mahromah, 2012) a person's metacognitive abilities can be identified through three basic components or elements, namely: planning elements, control elements, and assessment elements. The indicators of the metacognition component are as follows:

A). Planning Indicators

1. Determine initial information and initial instructions related to the problem.
2. Determine/arrange things that must be done.
3. Take into account the time required.
4. Ensure the suitability of information to the problem.

B). Monitoring Indicator

1. Manage every step to go well.
2. Analyze important information to remember.
3. Decide what steps will be taken next whether changes need to be made or moved to other directions.
4. Decide what steps to take if you encounter problems.

C). Assessment Indicators

1. Check again that each step has gone well.

2. Check again whether other special considerations are needed to resolve the problem.
3. Estimate other possible ways that can be used to solve the problem.
4. Estimate the possibility of using strategies that have been used to solve other problems.

When planning a cloze activity, it is important to consider the readability of the text and the reading ability of the learner. If the text is beyond the independent reading level of the learner, it will only lead to frustration. For this reason, the use of the cloze procedure to teach reading is recommended for intermediate-proficiency EAL pupils (Raymond, 2015).

Choosing a passage that interests the pupils - a passage that they would want to discuss - is of high importance. Other important factors in preparing the passage are: the position of word deletion, the frequency of deletion, and the length of the available context to assist learners with their choices. All of these are factors that can make the activity more (or less) difficult.

Guiding questions encourage conversation between student and teacher, and result in a fundamental sense of *understanding*. A guiding question is a question which encourages a student to consider the information they have been taught, but to come up with their own answers

On the surface a guiding question can appear to suffer from the same propensity for generalities as the 'traditional' school curriculum. This belief would not survive exposure to guiding questions. A student encouraged to consider the question 'what would life be like aboard a Viking longship?' will develop a much greater understanding than a student asked to remember ten things about Vikings.

A student asked to roleplay a customer, perhaps trying to order a coffee in an Italian cafe, will come to terms with the language much quicker than a student asked to remember the names of three different beverages; likely with the typical 'and use them in a sentence' bolted on at the end, resulting in the jumbled word-salad of half-remembered

expressions that many of us have. The ability to recall the words for 'swimming pool', 'horse' and 'red' is a poor reward for studying a foreign language.

Adler C.R, (in Dwiningtyas, etc., 2020) stated that teaching reading comprehension strategies are conscious plans-sets of steps that good readers use to make sense of text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension. Adler C.R made seven strategies here appears to have a firm scientific basis for improving text comprehension. They are monitoring comprehension, metacognition, graphic and semantic organizers, answering questions, generating questions, recognizing story structure, and summarizing.

a. Monitoring Comprehension

Monitoring Comprehension is a process in which students determine whether they stand what they are reading (Rahayu,etc., 2024). It is intended to develop meta-cognitive abilities of students, that is to help them to think about their thinking. It's meant that monitoring comprehension can be increase students' ability in reading comprehension, they can create their mind and the teacher can monitor it.

b. Metacognitive Strategies

Metacognitive related to a person's knowledge on the use of the intellectual brain and conscious effort to monitor or control the use of the intellectual abilities. These include the occurrence of any metacognitive thinking. Part metacognitive process determining what tasks needed to gain understanding. Readers need to ask: a). Is the answer that I need to express directly?, b). Is the text expressing answer with a clear signal that helps decide the answer is clearly, c). Is the answer should be associated to the story?.Reading is one of the most effective ways of foreign language learning. Reading simply is the interpretation of a written message.

c. Graphic and Semantics Organizers

According to McKnight (2013: 1), the graphic organizer is visual representations of information and concepts. To solve the problem found

in the classroom observation, the “what happened” graphic organizer was used. This graphic organizer is categorized into the sequential organizer since it arranges events in the chronological order. Graphic organizers help to illustrate concepts and relationships between concepts in a text. They are given different names, such as maps, webs, graphs, charts, frames, or clusters (Olszak, 2014). They are extremely helpful in the process of reading comprehension as they assist readers in focusing on concepts and the way they are connected to other concepts. Graphic and semantic organizers, originally called advanced organizers and then structured overviews (Baron, in Olszak, 2014) The use of graphic and semantic organizers intensifies students’ learning and retention of unfamiliar but meaningful materials (Ausubel, in Olszak, 2014).

d. Answering Question

Raphael (in Prawiro, 2020) defines QAR (Question-Answer Relationship) strategy as teaching students to categorize questions asked in textbooks according to where and how they find the answer to these questions. By studying the types of questions asked, students learn to seek answers quickly and accurately. When answering textbook questions, students are usually expected to use explicit information, implicit information, and information from their own experiences. This strategy can be easily correlated to the six levels of Bloom’s Taxonomy.

e. Generating the Question

Question Generation (hence called QG) might be referred to self-questioning strategy in reading in which a reader asks him/herself questions about the text he/she is reading (Thohir, etc., 2019). In self-questioning strategy, commonly, the readers put the questions in their minds and try to find the answers of those questions through reading. QG in this case, however, means that the students are required to generate some questions about what they have read and thus, this kind of reading strategy is an after reading strategy.

f. Recognizing the Structure Story

One of the way to recognize the structure story is called as story mapping.

Sholichah (2017) story mapping strategy is an effective way of improving students' reading comprehension achievement. Story mapping strategy can help students to organize the information by finding and writing the keywords of the text. Each keyword in the story map represents certain information in the reading text. It makes students can easily to recall the message of the text. Therefore, story mapping strategy can also eliminate students' boredom in the class, most students enjoy when reading the text.

g. Summarizing

Summarizing is considered one of the reading strategies that permit students to understand the text more profoundly, and at the same time, it works as an indicator of understanding (Pečjaka&Pircb, 2018). Summarizing helps students to explain the meaning of information and to store the information in long-term memory. 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.

3. Reading Comprehension

One of the basic skills in learning English is reading, which is very important for students to learn. Sudiran (2015) stated that reading is skill that guides everyone to achieve their goals of life. By reading, students can improve their language and find ideas or information based on what they read or their own experiences. As well as, learners will be able to know what they did not know before. Wibowo, Syafrizal and Syafryadin (2020) said that students who have mastered reading skills can easily extract meaning from reading English texts because the vocabulary is better in context.

Reading is an activity to understand the content of the text that we read. By reading, the reader can get any message and information which can increase knowledge. Reading comprehension is a process of interaction between the characteristics of the text, the reader, and the reading context

(Avia & Jahaira, 2021). Reading comprehension involves both perception and thought. Readers will use background of knowledge, vocabulary, grammatical knowledge, and other strategies to help them to understand a written text. It means reading is a process of communication between the writer and the reader. The writer has a message such feeling, facts, ideas, and arguments they want to share. Then, the writer puts the message into the words. So, reading is a way in which something interpreted or understood. Reading does not only mean to understand the words or the grammar. It is not just translating but reading is thinking, in order to read well in English reading material text, and the reader must think what the text means. English is a foreign language for Indonesia students. It is certainly not easy for students to interpret the meaning or the idea from written text. Because to understand the reading text, the students must have a good competence in knowing the meaning of words, sentences, contents, and the most important is to know about the writer ideas.

The researcher above focused on teacher strategies but they have different subject. The first researcher used three strategies there are bottom-up, top down, and metacognitive, this research focused on teaching listening comprehension that were recognizing and discriminating the sound, grammar and pronunciation. The second researcher used three strategies of teaching reading comprehension there are pre-reading, whilst reading, and post-reading, the strategies above gave the students some questions as a warming up to know and 11 enrich the students vocabulary mastery. The last researcher used strategies in managing a large class, this strategies used teaching technique, seating arrangement, teacher's feedback and teacher's evaluation. The three researcher above had a similarity with this research because all of them had some objective to teacher strategies. In this research focus on teacher strategies, the researcher will analysis which one of the strategies above will used by the English teacher in teaching reading comprehension.

Klingner, Vaughn, and Boardman (2015) defined reading comprehension as a complex process involving the interaction of many components,

including readers' background knowledge, reading strategies, the text, readers' interest in the topic, and readers' knowledge of type. When reading a printed text, these components interact with one another. When interference appears in those interactions, the readers' reading comprehension improves. Reading comprehension is such a kind of dialogue between an author and a reader in which the written language becomes the medium that cause the dialogue happen when the two persons communicate through the medium of print. Reading comprehension depends on many factors; a. the reader's ability to attend the printed idea; b. the reader's background knowledge to which new information must be added; c. The quality of writing itself; d. the reader's purpose or goal in reading material. In this research the reading comprehension understands of the text idea where in reading there are some interaction between teacher and students in classroom activity.

Nurdianingsih (2021) also mentioned her opinion related with teacher strategy. She states that teaching strategies can be defined as a plan method, or series of activities designed to educational achieves a particular goal. Teaching strategy is a teacher's plan in teaching and learning process to achieve which have planned. In this way, teaching strategy is very needed for making student enjoy with their learning proses, such as when they do some reading comprehension. Furthemore, in this way, the researcher will mentioned several teaching strategies in teaching reading comprehension. Those strategies also make the student limit their bored feeling when they pacticing reading comprehension. The English teacher strategies commonly to eliminate students boredom in learning reading :

1. Using media that students like.

For example students like playing on smartphone. The teacher allows reading using a smartphone because at school it is allowed to use smartphone at certain times. As is well known, smarttrphone use has become essential in today's increasingly technologically advanced society, making them useful for daily tasks.

Fatima and Mufti (2014:83) emphasized that smartphones can be an interesting learning medium, because students can study science

material in a different way, namely using smartphones as a learning resource. Apart from making learning more interesting, students can study material without limited time, meaning students can study outside of study hours, so it will have a positive impact on students in using smartphones as a learning tool. In the same way, Hakim & Sri (2024) also explain that reading media can be started from an early age, namely technology-based, which is equipped with visuals, animations, audio, and interactive quizzes, proven to improve the learning experience, making reading more fun and effective.

The main function of a smartphone is as a means of connecting communication between one party and another. More than that, smartphones also function as additional knowledge regarding technological developments and network expansion. Some of the positive impacts of smartphones on their use include; (1) As a communication tool. (2) As an information tool. (3) As a learning tool. (4) As a means of entertainment. (5) As a tool for the world of work and business. (6) As a tool for religious da'wah (Rahma Istifadah, 2018).

2. Study outside the classroom.

The teacher invited the students to read the text outside the classroom such as in the library or under a tree. This strategy is used by teachers because it is effective for students in receiving English lessons. At least students are motivated to learn to read. To some extent it can reduce the statement that thinks that English is a difficult subject.

A change in atmosphere in the learning process which is usually carried out in the classroom, then changes to learning outside the classroom, where students can directly interact and observe the objects being studied, will be able to foster learning motivation and develop creativity in the learning process (Sukmaliah, Amalia, Sutisnawati, 2018).

By seeing learning objects directly, which is carried out through learning outside the classroom, students' understanding of concepts and learning outcomes will be better (Albrecht & Karabenick, 2018). The learning outcomes of students who are taught using out-of-class learning

are better than those of students who are taught using conventional learning (Suhardiyanto, Mawardi, & Anggela 2016). This shows that students who are taught using conventional learning tend to be less active in the learning process because during the learning process they only take notes and listen to the information conveyed by the teacher, while outside classroom learning has a positive impact on student learning motivation, where the students themselves look for and find solutions to the problems they encounter during learning, and are able to improve student learning outcomes (Burriss, 2013).

3. Changed seatmates

In learning to reading, the biggest challenge the teacher is the students' lack of vocabulary. So, the teacher asks students to look for the meaning of difficult words. For example, predicting the content of reading, interpreting reading based on pictures and what teachers most often do is interpret reading in groups so that students can discuss with each other.

The teacher as an educator must be able to organize the physical environment of the classroom well. Through proper classroom arrangement, a conducive learning atmosphere will be created, apart from that, students will also receive encouragement and stimulation to be more enthusiastic in participating in the learning process.

Arranging the physical environment of the classroom can include seating arrangements. But in reality, the seating arrangement carried out by the teacher is still not optimal.

Seating arrangement is one of the supporting factors in achieving learning success. This is in line with Winzer's opinion in Anitah (2019: 10.17) that the proper arrangement of the classroom environment influences the level of student involvement and participation in the learning process. In the application of Canged Seat Mate, in fact, it is similar to the Think - Pair - Share learning strategy of reading comprehension.

Furthermore, it is known that seating influences the time students use to complete the assigned tasks. The more precise the seating arrangements are made

by the teacher, the more time students will spend doing the assigned tasks so that students play an active role in the learning process.

CHAPTER III

RESEARCH METHOD

A. Research Type and Design

According to the fact as clear as possible without any manipulations, the design of this research is descriptive qualitative with direct observation, interviews, and documentation. According to Sugiyono (2018), qualitative research methods are research methods based on philosophy, which are used to examine scientific conditions (experiments) where researchers as instruments, data collection techniques and qualitative analysis emphasize meaning. Beside that, According to Nazir (In Purba & Vicky, 2022) descriptive research examines the status of human groups, objects, conditions, thought systems or present events with the aim of making descriptive systematically, factually and accurately about the facts studied. In other description Sugiyono also state that the descriptive method is research is carried out to describe an independent variable, either on only one variable or more (stand-alone variables) without making comparisons and looking for that variable with other variables. Therefore, the appropriate design that can be used in conducting this research is descriptive research. In this research, the design consists of two stages. The first is the observation of the teacher and the student. The researcher observes the class the school condition and the teaching learning process. The second stage is doing the interview with the English teacher. This interview happens after the researcher does the observation. In this process, of the interview, the researcher asks for detail about the strategies that she used for her teaching. Moreover, the researcher analyzes the teacher's strategies through teaching reading comprehension. The researcher tells the result based on the phenomenon that have happened.

B. Research Schedule and Location

Place and time are one of the most important components that determine before conducting the research because these component can help your research to easy during conduct the research.

The location of the implementation of this research is at Junior High

School 2 of Wonomulyo, Wonomulyo District in Polewali Mandar Regency. The researcher will choose Junior High School 2 of Wonomulyo as a research place not only because the researcher is domiciled in Wonomulyo, but there are some students who do not understand the contents of the reading because students only learn to translate word by word, therefore the researcher raised the title of this research and wanted to know the teacher's strategy in teaching reading.

The schedule of conducting the research is should be considered before conducting the research because of the length of the research influence the accuracy of the result. The researcher will conduct the research from the date of research permit in the period of less than 2 (two) months, 1 month of data collection, and 1 month of processing data that includes a presentation in the form of thesis and guidance last.

C. Population and Sample

a. Population

Sugiyono (2018: 130) defines population as a generalized area consisting of objects / subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions. In this school, the researcher identified there are 5 class who stayed in Grade VIII. There isn't any specification through the placement class for the students.

b. Sample

Sugiyono (2018: 131) suggests that the sample is part of the number and characteristics possessed by the population. In this research, the researcher do random sampling to select the research subject. Thus, the researcher choose all students who stayed in grade VIII A. This class consists 27 students who were act as research subject of the research.

D. Data Source

a. Primary Data

Primary data is data obtained directly from good sources through interviews, observations and reports in the form of unofficial documents which are then processed by researchers. The primary data in this study

were obtained from the teachers.

Cooper and Schindler argue that primary data is data collected directly by researchers, either through surveys, experiments, interviews, or observations.

b. Secondary Data

According to Sugiyono (2022), secondary data is an indirect source where data is provided for researchers, the data is obtained from sources that can provide research support such as literature and documentation. In this research, the secondary data is determined from notes, books, articles, and so on.

E. Research Instrument

The qualitative research instrument is the researcher himself or human instrument (Sugiyono, 2016: 305). This means that a researcher becomes a tool to record information during the course of the study. Researchers immediately go into the field to find and collect the data needed for research. If the focus of the research becomes clear, it is likely that instruments will be developed that are used in the research, and are expected to complement the data. The instruments used are guidelines in conducting observations and interviews. This type of research might understand social phenomena from the participant's perspective. In simple terms, it can also be interpreted as research that is more suitable to be used to examine the condition or situation of the object of research.

In conducting this research, some instrument of the research will be used to collect the data, observation and interviews. If there are some problems during conducting the research, the researcher will adjust the condition and situation that can happen and the instrument will apply for this research.

a. Observation Checklist

Launching the book *Practical Qualitative Research, Basic Theories and Data Analysis in a Qualitative Perspective* by Mardawani (2020), observation is an activity of observing objects in the field.

Observation activities also require researchers to systematically record various symptoms encountered.

As for the various information obtained through observation according to Mardawani in the form of place (space), actors, activities, objects, actions, events, times, and feelings. The importance of this observation, namely to provide a realistic picture to the researcher of a behavior or event related to the activity of the object of research.

Herdiansyah (2013:131) states that observation is a process of viewing, observing, observing and recording behavior systematically for a specific purpose. In this case, researchers come directly to the location and make observations.

In this case, The researcher observed whatever done by the English teacher related to the teacher strategies in teaching reading comprehension in the classroom It was used to investigate the English teaching and learning process in the classroom. It recorded English teaching process that was conducted by the English teacher.

b. Interview

While Launching the book Evaluation of History learning by B. Fitri Rahmawati and Syahrul Amar (2022), interviews are a form of non-test type of evaluation media and are carried out through conversation and question and answer.

Meanwhile, according to R. A. Fadhallah (2021) in the book “Interview”, an interview is a communication between two or more parties that can be done face to face. One party acts as an interviewer, while the other party as an informant or resource person.

The purpose of the interview is to obtain direct information about certain situations and conditions, complete a scientific investigation, and obtain data to influence certain situations or parties.

In this case, the researcher used structured interview. The interview was done with the English teacher. The interview was done after finished the teaching and learning process. This interview would conduct to gain a spoken respond from the participants. The functions of interview in this research were to crosscheck the data and to make sure that the data from the observation were really valid.

c. Documentation

Documentation is also very important in research. Documentation such as photos as proof that the researcher has conducted research.

As explained by Sugiyono (2018), documentation is a method used to obtain data and information in the form of books, archives, documents, written numbers and images in the form of reports and information that can support research.

The definition of the word 'document' is often used by experts in two senses.

1. First, it means written sources for historical information as opposed to oral testimony, artifacts, painted remains, and archaeological remains.
2. The second meaning is intended for official documents and state documents such as agreements, laws, grants, concessions, and others.
3. Gottschalk also stated that documents (documentation) in a broader sense are any process of evidence based on any type of source, whether written, oral, pictorial or archaeological.

F. Data Validity Test Technique

To obtain and collect data, the right way or tool to obtain is objective data. Collected data is through observation and interviews with respondents (teachers) on the spot research. The researchers used participatory observation data collection techniques to observe and collect data regarding implementation activities in classroom learning and see directly about the teacher's strategy to improve reading ability in second-grade students of Junior High School 2 of Wonomulyo.

G. Data Analysis Technique

The researcher used interactive analysis model to analyze the qualitative data. According to Miles and Huberman (2013) the interactive analysis data was consisted of three steps, such as: data reducing, data display, and conclusion drawing/verification. The second step is data reduction, after the data is reduced, the next step is the presentation of the data, the data is presented in the form of reports or written field notes about strategies in teaching read. And see directly about the teacher's strategies to improve reading ability in second-grade of Junior High School 2 of Wonomulyo.

1. Data Reduction

. In the first step, the researcher conducted data reduction. Data reduction is defined as summarizing; selecting the main things; focus on the things that matter. After the data was obtained from the results, observations, and interviews with second grade Junior High School 2 Wonomulyo teachers, then the data was selected and then detailed and written down so that strategies can be found in teaching reading skills to students.

According to Miles, data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field note or transcript. The first step, the researcher analyzed the data that contain summarize, choose the main things, focus on the things that are important, look for themes and patterns and get rid of unnecessary. The data that has been collected from the field, then immediately recorded carefully and in detail. Data that has been collected from the field is then reduced. This reduction activity is carried out by selecting the main points, focusing on the important things and eliminating unnecessary.

According to Sugiyono (2018), data reduction acts as an important step in the research series. For students who are in the thesis stage, data reduction is a useful strategy in managing information related to their research. This process involves identifying and selecting the elements most relevant to the research objectives, as well as discarding irrelevant or secondary information.

In his research, Agusta (2013) explains four steps in the data reduction process which include summarizing data, coding, exploring themes, and creating clusters.

1. Summarize Data

First, summarizing data is an important step in data reduction. This involves summarizing the information that has been gathered to make it more concise and easy to understand.

2. Coding Data

Second, coding data is the process of giving labels or categories to the data that has been collected. Through coding, researchers can identify certain patterns, themes, or variables that emerge in the data. Coding helps in organizing data so that it can be accessed more easily and can be used for further analysis.

3. Browse Themes

Third, exploring themes is an important step for identifying important patterns or findings in the data. By paying attention to emerging themes, researchers can develop a deeper understanding of the phenomenon under study. It also helps in formulating more specific research questions.

4. Create Clusters (Data Groups)

Finally, creating clusters involves grouping data that has similarities into certain categories or themes. By creating clusters, researchers can visualize relationships between data and obtain a more complete picture of existing patterns.

2. Data Display

The second step is data display, after the data is reduced, the next step is the presentation of the data, the data is presented in the form of reports or written field notes about strategies in teaching read.

Sugiyono (2015: 341) explains that the purpose of presenting data is that data and information obtained from the field are entered into a matrix, then the data is presented according to the data obtained in research in the field, so that researchers will be able to master the data and not make mistakes in analyzing data and draw conclusions. Data presentation aims to simplify complex information into simple data so that it is easier to understand.

Data display is an assembly of information that permits conclusion drawing and the action. This step is done by presenting a set of information that is structured and possibility of drawing conclusions, because the data obtained during the process of qualitative research usually in the form of narrative, thus requiring simplification without reducing its contents. After displaying the data, a conclusion is drawn.

The researcher describe the data obtained from observations, interviews and documentation. After that, the researcher interpret to answer the problem statement.

3. Conclusion Drawing/Verification

The last step taken is verification, verification of data in this activity is to make conclusions from the data that has been taken and compare with theories

that match the learning strategies in teaching reading to students.

After display the data, the next stage is drawing conclusions. Sugiyono (2015: 345) states that drawing conclusions is an effort to search for or understand the meaning, regularity of patterns of clarity, and the causal flow or proportion of the conclusions drawn must be immediately verified by looking and questioning again while looking at the notes in order to obtain a more precise understanding.

Conclusion drawing/verification is the results of the research based on observation and interpretation. Its means that, drawing conclusions and verifying can illustrate the final results. Basically, drawing conclusions and verification need to be rechecked and validated data to strengthen conclusions, so that they are stronger and more reliable. Then, the researcher draw the relationship between the data obtained with existing theories.

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