TEACHERS' STRATEGIES IN TEACHING READING COMPREHENSION AT SMK NEGERI 2 BATU

UNDERGRADUATE THESIS

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this undergraduate thesis can be useful for the readers, who have same interest in conducting a study about Teachers' Strategies, for English Teacher, who teach English in SMK, and also for curriculum developer in conducting curriculum in SMK.

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The Researcher

ABSTRACT

Adi, Waskito. 2017. **Teachers' Strategies in Teaching Reading Comprehension at SMK Negeri 2 Batu.** English Language Education Program, Faculty of Cultural Studies, Unversitas Brawijaya, Supervisor: Dra. Ismarita Ida Rahmiati, M.Pd/

Keywords: reading, reading comprehension, teaching strategies

Reading is one of the four necessary important language skills among those skills in learning English as a second or foreign language (ESL/EFL). Pressley & Afflerbach (1995) cited in Erlando (2017) states that good readers have to do some other jobs in order to comprehend a text; they should connect new text with past experiences. Moreover, the students will understand about the material better if they have the knowledge first. In this research the researcher used teaching reading strategies by Vacca and Vacca (1999) to analyze the teachers' strategies in teaching reading comprehension at SMK Negeri 2 Batu

This research used case study which aims to describe the implementation of teacher strategies in teaching reading comprehension process at SMK Negeri 2 Batu. In order to do this research, the researcher used interview guide, and observation checklist. This research conducted in first year students of AHP A, SMK Negeri 2 Batu; this class consists of 28 students.

The finding showed that the teacher used three teaching strategies, they are scaffolding strategy, think-aloud strategy, and QARs (question and answer relationship). First, the teacher uses scaffolding strategy to help the students who have difficulties in understanding the material. Second, the teacher used QARs strategy to build students' knowledge, to know the students understanding toward the material, and to make the students become more active. The last, the teacher used think-aloud strategy to help the students understand the text easily. Based on finding the researcher suggested the teacher to use another alternative strategy which is more interesting to improve students' ability.

ABSTRAK

Adi, Waskito. 2017. **Teachers Strategies in Teaching Reading Comprehension at SMK Negeri 2 Batu.** Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya. Pembimbing: Dra. Ismarita Ida Rahmiati, M.Pd.

Kata Kunci: membaca, pemahaman membaca, strategi guru.

Membaca adalah salah satu kemampuan yg harus dimiliki oleh siswa untuk belajar bahasa Inggris. Pressley dan Afflerbach (1995) dikutip dari Erlando (2017) mengatakan bahwa pembaca yang baik harus melakukan pekerjaan lebih untuk memahami isi bacaan. Selebihnya siswa akan lebih mudah memahami materi jika mereka bisa memahami isi bacaan dengan baik. Dalam penelitian ini penulis memakai teori dari Vacca (1999) untuk menganalisis strategi guru dalam mengajar membaca di SMK Negeri 2 Batu.

Penulis menggunakan metode studi kasus, penelitian ini bertujuan untuk menjelaskan implementasi strategi guru yang digunakan untuk mengajar membaca di SMK Negeri 2 Batu. Dalam penelitian ini penulis menggunakan wawancara kepada guru dan observasi kelas. Penelitian ini dilaksanakan pada siswa kelas 10AHP A di SMK Negeri 2 Batu, kelas ini terdiri dari 28 siswa.

Hasil dari penelitian ini ditemukan bahwa guru disana menggunakan tiga strategi pengajaran, yaitu *scaffolding, think-aloud, dan QARs (question and answer relationship).* Yang pertama guru menggunakan strategi *scaffolding* ketika siswa mengalami kesulitan dalam memahami materi. Selanjutnya, guru menggunakan *QARs* untuk membangun pengetahuan siswa dan untuk mengetahui pemahaman siswa pada materi. Dan yang terakhir guru menggunakan strategi *think-aloud* strategi ini pada saat siswa memiliki pendapat sendiri, siswa dapat mengatakan apapun yang ada di pikiran mereka tentang materi tersebut. Dan peneliti juga memberi saran kepada guru untuk menggunakan strategi lain agar siswa tidak mudah bosan.

TABLE OF CONTENTS

LIST OF TABLE

LIST OF APPENDICES

CHAPTER 1

INTRODUCTION

In this chapter, the researcher present the discussion about background of the study, the problem of study, the objective of study, significant of the study, and definition of key terms.

1.1. Background of Study

In learning English, students need to deal with four skills, speaking, writing, reading, and listening. One of important skills is reading; reading is one of the four necessary important language skills among those skills in learning English as a second or foreign language (ESL/EFL), for academic success, and for professional development (Dorkchandra, 2010). In Indonesia English is the foreign language. It is usually used in classrooms but not in everyday communication. It makes English difficult for Indonesian students.

Since English in Indonesia is a foreign language, most of the students get difficulty in reading English text.

(: Kweldju, 2001) states that the ability of Indonesian students to read English texts was very low. Most High School graduates are not able to read English with complete comprehension. For students, reading is the key to improve learning. Reading is an important part of English course.

Reading comprehension is very important because without a good comprehension the students may misunderstand about the text that they read. Students can improve their comprehension level but it depends on the strategies that the teachers use. King (2008) believes that four factors are involved in reading comprehension: the reader, the text, the strategies, and the goal. So, the teacher must choose what strategies suitable to improve students' comprehension in reading. Sheorey and Mokhtari (2001) came up with a classification of reading strategies into three categories: cognitive, metacognitive, and support strategies.

Teachers' strategies in reading comprehension are very important, because they can affect the students understanding about reading comprehension. Brown (2007) defines strategies as the "specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information." He differentiates between strategies and styles. Styles are "consistent and rather enduring tendencies and preferences within an individual". In other words, teaching strategies are approaches to teaching students. Teachers have to apply the strategy to make it a balance with materials.

The researcher was doing a research at SMKN 2 Batu because based on the preliminary observation the researcher has done to the learners on September 5, 2016 at SMK Negeri 2 Batu of Tenth Grade. Most of the students were passive and not confident to speak because they don't understand the meaning of the text. In this case the English teacher needs to finds a teaching strategy that can motivate and encourage the students in learning English especially in reading. The teacher should give some strategies to the students to make them understand in reading comprehension process.

Furthermore, the researcher used theory from Vacca (1999) as a framework of strategies in reading comprehension. This theory is chosen by the researcher because this theory has more varieties than other theories. This theory can be used in teaching reading comprehension. The strategies in this study can improve the students' motivation and interest in studying reading. There must be some problems in the teaching and learning process at SMK Negeri 2 Batu. Therefore, the researcher conducted a research entitled "Teachers' Strategies in Teaching Reading Comprehension at SMK Negeri 2 Batu."

1.2 Problem of Study

Based on the background of study above the problem is, "What are the teacher strategies that the teacher uses in teaching reading comprehension at SMK Negeri 2 Batu?"

1.3 Purpose of Study

In line with the research problems, this research is conducted to reveal: The strategies that the Teacher uses in teaching reading comprehension.

1.4 Significance of Study

This study hopefully can give some contribution for English language teaching and learning in Indonesia, i.e.:

1   For English Teacher

For English teachers, the finding of this research can help the teachers to find suitable strategies to improve the students reading comprehension.

2.   For the readers and the next researcher

For the readers, this research can give some information about teachers' strategies in teaching reading comprehension. Also for the next researcher, hopefully this research can help for support the data to conduct another research in teacher's strategies in teaching reading comprehension.

1.5 Scope and Limitation of the Study

The researcher focused on analyzing the teachers' strategies in teaching reading comprehension which is implemented by the English teacher at SMK. The analysis only focused on the teachers' strategies in reading. The teachers' strategies analyzed using the teachers' strategies by Vacca (1999) to know the strategies in teaching reading comprehension.

1.6 Definition of Key Terms

As the title says, there are two key terms namely reading comprehension and teaching strategies.

a)   *Reading Comprehension* : According to Yasin (2016) reading comprehension is a complex task, which requires the arrangement of many different cognitive skills and abilities.

b)   *Teaching Strategies* : Is the method, techniques, process that teacher use in teaching and learning process.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter displays some theoretical review of related literature. It discusses the nature of reading, strategies in reading, reading comprehension, and previous study.

1.1 The Nature of Reading

There are four skills in English, they are listening, reading, speaking, and writing. There are lots of researchers explored reading strategies from foreign language readers used to make up for their lack of reading achievement. Nevills (2004), cited from Pilar (2003), states that reading is composed of two main processes, there are decoding and comprehension which are related to each other. Decoding is a more pronouncing text, while comprehension is more to getting the meaning of the texts. Meanwhile Clarke and Silberstain (1977) adds the definition of reading as an active process which provides the students to use their preliminary expectation about the material then choose the most helpful cues that required to justify or reject the explanation.

However, reading is an active process which consists of recognition and comprehension skill which is an important activity in life with which one can update student knowledge (Patel & Jain, 2008). It means reading is a complex interaction process between the texts and the readers. Active means while the readers are

6

reading, they try to interact with the printed text with meaning. To be sure, reading process can help the students in learning reading, so if they have already followed the reading process, the students can comprehend the text in order to get information from the text accurately.

Therefore, reading is a procedure to deliver process and information between the text and the reader. So, the students have to determine that everything should be clear. Reading is a process of understanding information from written language. On the other side, the message in reading is a way to communicate through the reading text, so students should make sure that the message from the text can make them understand well.

In addition, to comprehend the text is a difficult process. Good readers have to do some other jobs in order to comprehend a text, they should connect new text with the past experiences, such as background knowledge, interpret, evaluate, synthesize, and consider alternative interpretations (Pressley & Afflerbach, 1995). Moreover, the need a strategies to help them improve their reading comprehension. In short, reading can be easily defined as the process which the learners receives and interprets a message from printed materials.

1.2   Reading Comprehension

According to McNeil (as cited in Nurlaili, 2014) Comprehension is making sense out of the text. It means that the students need full of concentrate to get the

point and understanding the text. In addition Wooley (2011) states, reading comprehension is the process of making meaning from the text and the goal is to gain an overall understanding of what is described. It means, the students need a strategy to connect with the text. Based on that, the researcher concludes that reading comprehension is an active process in reading skill because the students use their experiences and prior knowledge to get new knowledge in order to understand and relate the meaning in the contents of the text.

In line with Nurlaili (2014), reading with comprehension means understanding what the students has been read. She argues that reading a comprehension is a complex activity that can be an effective way to stimulate students while reading process, because comprehension concern with understanding the meaning related to the word in the text recognizing the author's purpose while making judgement and getting the main ideas of the text.

By reading comprehension, the students create and develop their reading skills, it gives them more chances in reading with their prior background knowledge. Smith (2004) states that reading comprehension relating aspects of the world around us including what we read to the knowledge and we already have it in our head. Furthermore, the students must able to relate new things in the text and what they already know.

According to Nurlaili (2014), sometimes the learners fell difficult to comprehend the text that they have read, so they get nothing from the text. It means, through reading comprehension there are some difficulties that students get while they are read. In this case, the role of teacher is important to be concerned during learning reading comprehension because the teachers have the influence to help the students in understanding and developing reading skills.

In addition, Wooley (2011) states that comprehension is a part of cognitive process. Besides that, McNamara (2007) says, Cognitive strategies are particularly important when there is a breakdown at any level of comprehension. It means, comprehension is more than a matter of reading the words. It needs to involve the students and the teachers to handle such strategies directly to focus on the reading actively making decisions, solving problems, and using background knowledge in an attempt to make sense of the passage.

In addition, Smith (2004) assumes that, cognitive means background knowledge and structure to implies organizations and that indeed is what we process an organization of knowledge. As the researcher said before, background knowledge is the part of reading comprehension. Furthermore, McNamara (2007) states that cognitive becomes more practiced and eventually automatized. For example, the students could be encouraged to transfer an unfamiliar word to daily basis word that they usually use. As a result, cognitive theory is strong focus on the connection

between language and thinking, because cognitive structure is more like a summary of past experiences. (Smith, 2004)

1.3 Teaching Reading Comprehension Strategies

Students have to build the background knowledge before they read a reading material. Pressley & Afflerbach (1995) citing in Erlando (2017) states that good readers have to do some other jobs in order to comprehend a text, they should connect new text with past experiences, such as background knowledge, interpret, evaluate, synthesize, and consider alternative interpretations. Moreover, the students will understand about the material better if they have the knowledge first. However, the ways the teacher apply the strategies to help the students to understand the reading material or help them to make easier. According to Vacca (1999), there are five teaching reading comprehension strategies:

a) Scaffolding

Scaffolding means that the teacher will assist the students in understanding the meaning of the text related in learning situation. Providing those students who have difficulty with subtle hints by suggesting strategies and directing learners' attention to important aspects of the task

b) Think-Aloud

Think-aloud strategy asks the students to speak up what they think in text when they read, or simply responding to teacher questions or other students. There

are five steps in using think-aloud strategy. First, the teacher reads aloud the difficulties of vocabulary, second the teacher asks the student to follow and listen when the teacher reads the text, third the teacher asks the students to work in pair with their friend to read the text in turn, forth the teacher asks the students to practice individually, and the last the teacher gives demonstrations about how, when, why to do think-aloud.

Thinking aloud allows others to see *what* you think by narrating *how* you think as you read text or discuss an idea. Often students are directed to read a chapter and take notes on important ideas. Knowing how to think about what is read and knowing what such thinking looks like is innate to good readers. Students often do not know what good thinking is, so teachers must constantly model it for them and ask them to model it in order to shape their performance through feedback. Another important outcome of modeling a think aloud is the realization that reading is complex. When the teacher models, false starts, guesses, confusions, revisions, and questions he or she demonstrates the thinking/reading process.

c) Reciprocal teaching

Reciprocal Teaching allows students to work together and "teach" each other as they assume responsibility for the discussion. When using this strategy, teachers' model the use of four comprehension activities – generating questions, summarizing, predicting, and clarifying – while leading a dialogue. Students then assume the role of teacher. A key to the effectiveness of reciprocal teaching is the adjustment of the task

as students experience difficulty. As difficulties occur the teacher provides assistance by discussing the task (i.e. read and think aloud). The teacher slowly withdraws support as the lesson progresses enabling the students to continue on their own.

d) Question-Answer Relationship (QAR)

The Question/Answer Relationship or QAR helps students understand different levels of questioning and the relationships between questions and answers. Often students respond to questions with either a literal answer or by stating that "it" is not in the text. QAR provides four levels of questions – Right There, Think and Search, You and the Author, and On Your Own – to indicate how the question is related to the text. This strategy allows students to understand their thinking processes and develop their metacognitive abilities. The type of question asked to guide comprehension based on the information. Readers need to answer the question. Therefore, teachers must guide the students to become aware of likely sources of as they respond to questions.

e) SQ3R

Survey Question Read-Recite-Review or SQ3R is primarily used with selections from textbook or articles with headings. It provides a systematic way to approach informational texts prior to reading. It is designed to improve comprehension of new or difficult texts. Recognized as a study strategy, SQ3R can be used with a number of subjects and is not limited to reading since these skills –

questioning, reflecting, reviewing – assist students with comprehending both print and non-print text.

SQ3R is a systematic reading strategy to help the students organize their reading comprehension process into manageable units. In surveying activity the readers survey the text to reach general idea of the text, after they find the general idea the readers will make questions based on the title of the text. Then, they will make question according to the paragraph in the text. Next is reading activity, in this step the readers read the text to get the answer the question that they have made. After that the reader answers the questions with reciting the words from the text, and the last step is reviewing, the readers must review the text. It can be done by scanning the main points of the text through the titles and other important parts.

1.4   Previous Studies

In idea to prevent unnecessarily replication, the researcher reviews some previous studies which have some related issues with this study. They are helpful for the reference and comparison to the researcher's study since they have some similarities in term of reading strategies in reading comprehension. Some similar studies in idea of using reading strategies for reading comprehension have been conducted before by some researchers in some different level of education, they are Yasin (2016) and Ramadiyati (2016).

Yasin (2016) has been conducted a research about Teacher's strategies in teaching reading comprehension on the tenth grade of SMK Negeri 3 Malang. The

research problem of the research was: What are the teacher's strategies in reading comprehension on tenth grade of SMK Negeri 3 Malang? The method of this research is descriptive qualitative research consisting of some data in form of form of word, phrase and sentences. It used to describe something that is known to have happened in the process of teaching activity. In conducting this research, the researcher collected data through observation and interview toward the teacher that implementing the reading comprehension strategies. The subjects of this research were the English teachers at SMK Negeri 3 Malang. The result of this research shows that the teacher's reading comprehension strategies toward the students learning English attitude on the tenth grade of SMK Negeri 3 Malang is effective. The teacher uses various teaching strategies; they are: Memorizing, Question and answer relationship, Game strategy, Discussion. Based on this research, those strategies are effective in teaching reading comprehension because they can help the students to comprehend the text. In short, those strategies give good contribution for teacher. Students who have difficulty in reading will be easier to learn reading comprehension. With those strategies the teacher more easily gives material to the students. The similarities between her study and the writer's is both used descriptive qualitative in research method. The differences are that she used the data instrument observation and interview while the writer use observation, interview, and field note.

Furthermore, the second study was conducted by Ramadiyati (2016). She conducted a qualitative research about teacher's strategies in teaching reading
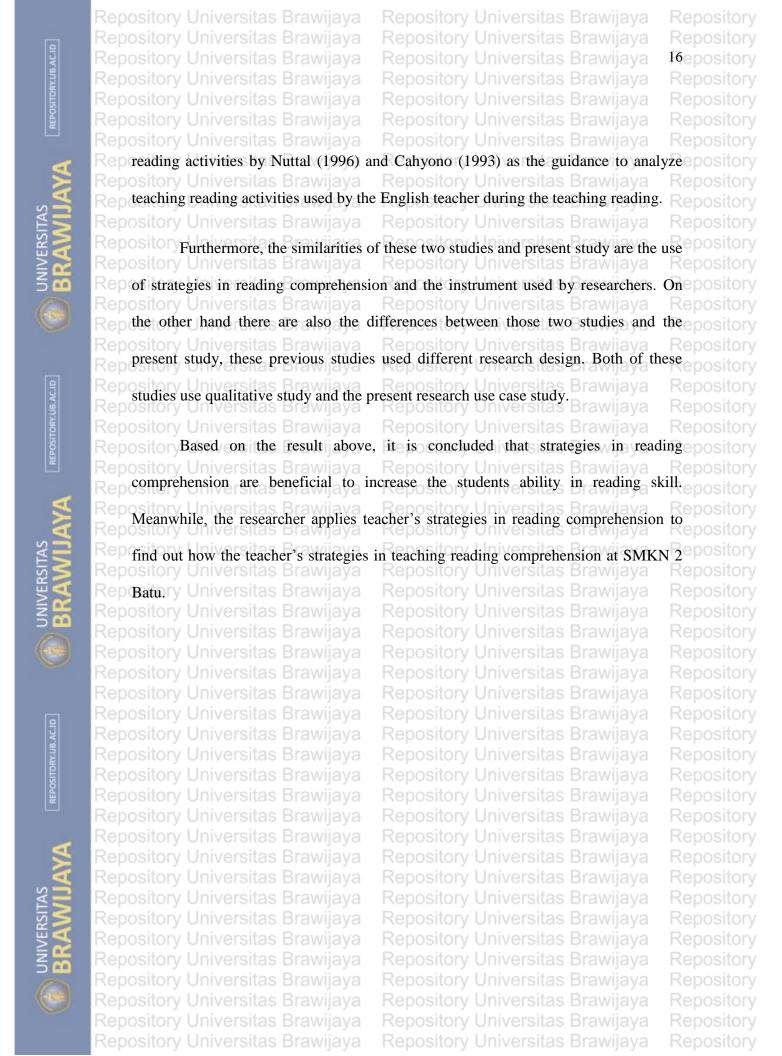
comprehension for the ninth year students at SMP Assalam Batu. In her study the researcher was interested to know how the teaching and learning process during reading activity happened in SMP Assalam Batu. However, the fact shows that most of the students cannot read English correctly because they were limited in vocabulary, and grammar. The students also lack of motivation to improve their reading ability. So the researcher focused on a certain phenomenon in the school environment like, activities of teaching and learning process. Also, the researcher did not need to give the treatment to the object of the research. So, she decides to just observe and describe the phenomena as clear as possible without manipulation.

Observation and interview were used in this research to find some phenomena during reading activity. First, the researcher conducted interview with English teacher at SMP Assalam Batu. The interview consisted of eight questions which were about strategies and types of media used by the teacher in reading comprehension adapted from Vacca (1999), Nutal (1996), Cahyono (1993), and Laelan (2014). Based on the result of this instrument, the English teacher said there were three strategies that she used to teach reading comprehension; they were think-aloud strategy, QARs (question and answer relationship) and translating. Second, the researcher conducted the observation in three meeting. The observation checklist is about the strategies proposed by Vacca (1999) and its principles or characteristics. Moreover, the researcher used the strategies as the basis to analyze the English teachers' strategies in teaching reading comprehension. Besides, the researcher also used teaching

reading activities by Nuttal (1996) and Cahyono (1993) as the guidance to analyze teaching reading activities used by the English teacher during the teaching reading.

Furthermore, the similarities of these two studies and present study are the use of strategies in reading comprehension and the instrument used by researchers. On the other hand there are also the differences between those two studies and the present study, these previous studies used different research design. Both of these studies use qualitative study and the present research use case study.

Based on the result above, it is concluded that strategies in reading comprehension are beneficial to increase the students ability in reading skill. Meanwhile, the researcher applies teacher's strategies in reading comprehension to find out how the teacher's strategies in teaching reading comprehension at SMKN 2 Batu.

CHAPTER III

RESEARCH METHODOLOGY

This chapter provides the research methodology which is used in this investigation related to The Teacher strategies in teaching reading comprehension at SMKN 2 Batu. The aspects are being discussed are, Research Design, Research subject, Data Collection which consist of the observation, interview and Data Analysis.

3.1   Research Design

Research Method is defined as the ways, which are prepared to complete research. Generally, there are two kinds of research design; they are quantitative and qualitative research. We have known that quantitative research relies heavily on statistical research represent with numbers, while qualitative research relies on narrative description.

In this study the researcher uses a case study in which this study aims to describe the implementation of teacher strategies in teaching reading comprehension process at SMK Negeri 2 Batu. Yin (2009) described case study research as "an encompassing method covering the logic of design, data collection techniques, and specific approaches to data analysis". It was chosen because case study method

enables a researcher to closely examine the data within a specific context. In most cases, a case study method selects a small geographical area or a very limited number of individuals as the subjects of study. This design relates with the method that the researcher used in this study.

3.2 Data Source

This research was conducted at SMK Negeri 2 Batu which is located in Jalan Raya Pandan Rejo, No 39A, Batu, Malang, East Java. This school has seven classes for tenth grade, seven classes for eleventh grade, and 5 classes for twelve grade. The time allocation for English subject is 2x45 in one meeting. The researcher decided to conduct the research in X Agriculture A class. The researcher chose this class because it was recommended by the English teacher at SMK Negeri 2 Batu. This class has good achievement among the same major. That's why the researcher wants to know the strategies that the teachers use in teaching reading comprehension in that class.

3.3 Research Instrument

In this research, the researcher used two instruments; they are observation checklist and interview guide.

a.   Interview Guide

Kunto (1990) says that there are three kinds of interview. First is unstructured interview which is the interviewer holds the interview with no plan of questions. Second is structured interview, the interview will use a set of question related to the data that the researcher want to obtain. Last is semi structured interview, the interviewer will use a set of questions to get the specific information. In this activity, the researcher will interview the English teacher at SMK Negeri 2 Batu. There were ten questions about strategies used by the teacher in teaching reading comprehension (Vacca, 1999), and the kinds of questions used by the researcher were adopted from Hafidhoh (2014).

b.   Observation Checklist

It is an instrument to observe. Based on Nurlaili (2014) says observation is a way collecting data by conducting direct observation of an object in a given period and held a systematic recording of certain things observed. The researcher was observed the English teaching and learning process in tenth grade of SMK Negeri 2 Batu. The researcher was observing ten aspects; they are the strategies used by English teacher to teach reading comprehension (Vacca, 1999), teaching and reading activities (Nuttal, 1996 and Cahyono, 1993), and other aspects (Laelan, 2014)

3.4 Data Collection

In this research, the researcher used qualitative data. Qualitative data was collected from observation and interview to the teacher about the implementation of the reading comprehension strategies in teaching reading. The following are the steps that was done by researcher in collecting the data:

1. The researcher will conduct classroom observation in class in order to make sure the condition of the students in learning English especially in reading, the atmosphere in the classroom, and the strategies used by the teacher.

2. In this observation, the researcher was doing some activities. First, the researcher will prepare material to conduct the observation such as pen and camera as instrument of observation. Second, the researcher observing the teacher and the students through observation in teacher strategies in teaching reading comprehension

3. Those methods were used to get the information about the teacher strategies in teaching reading comprehension and the students participation in the teaching and learning process. However, the researcher observing the English teacher related to the reading comprehension strategies in classroom.

3.5 Data Analysis

All of the data were collected by the researcher through classroom observation and interview guide. Those analyzed are based on the research questions.

1. There are three simultaneous flows of activity as proposed by Miles and Huberman (1994) that the researcher used as the data from observation. The steps in analyzing the data are as follow:

a. Data Reduction: inappropriate data and only uses appropriate data. Appropriate data here means data related during teaching and learning activities that noted during the observation. It refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions. Moreover, Moelong (as cited in Nurlaili, 2006) states reducing the data means summarizing, choosing the main thing, focusing on the important things, finding the topic and the form. In this study, the process of selecting and summarizing the data were conducted by the interview towards the teacher and conducted the observation.

b. Data Display: the second major flow analysis activity is displaying the data that had been reduced. The collected data also would be described in the form of systemic classification. It is an organized, compressed assembly of information that permits conclusion drawing and action. This stage helps the researcher to understand more on what is happening during research reading comprehension strategies used in the classroom. Moreover in this step the data compressed in order to make possibility in making conclusion. In this stage, the researcher interviews an English teacher from SMK Negeri 2 Batu her name is miss Ninik Lutfi Handayani S.Pd. The researcher adopted 10 questions interview from Hafidhoh citing in Yasin (2016).

22

c. Drawing Conclusion: This final step is to see what the data and to make a conclusion to verify the data. Then, the researcher can draw the result and conclusion of the research.

2. Analyzing the data from Interview

After the researcher interviewed the teacher, the collected data from the interview would be summarized into several points of statements. These data would be used to verify activities in teaching and learning process with the information obtained from the respondent namely the English teacher itself. The researcher used the data to validate the teacher strategies in teaching reading comprehension. After that the researcher did crosscheck between the observation during the result from interview answered by the teacher.

3. Drawing conclusion

After analyzing the data, the researcher draw conclusion about the teacher strategies in teaching reading comprehension, about the strength and the weakness, and the strategies

3.6 Validity of the Study

In this research, the data were triangulated to validate this research by using theory triangulation and data source triangulation. It means that the researcher conducted interview, observation, and documentation to support the data research.

23

Meanwhile, the researcher uses theory teaching reading strategies from Vacca and Vacca (1999) to support the research theoretically.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents the research finding and discussion based on the result of interview guide and observation checklist.

4.1 Finding

In this study, the finding is presented in two parts: findings on the observation and findings on teacher interview.

4.1.1 Finding on the Observation

The researcher had done the observation, the observation was one meeting which in this meeting was fully observe the teacher's strategies in teaching reading comprehension. The observation checklist was about the strategies that teacher use proposed by Vacca (1999) and its principles. Besides, the researcher also used teaching reading activities by Nuttal (1996) and Cahyono (1993) as the guidance to analyze teaching reading activities used by the English teacher during the teaching and learning process, and the last aspects by Laelan (2014) as the base to analyze other aspect during the teaching and learning process. The observation conducted in 15th May 2017 in X AHP A class of SMK Negeri 2 Batu, the material was about narrative text. The class started at 07.30 a.m. There were 28 students and no one was

absent. The teaching and learning process were divided into three activities such as Pre-reading activities, whilst-reading activities, and post reading activities.

4.1.1.1 Reading Activities

a) Pre-reading Activities

When the teacher came in to the class, the captain of the class gave an instruction to stand up and greet. All of the students greet the teacher and the teacher replied their greeting. After that, the teacher checked the student attendance list. Next, the teacher gave the students an instruction in English to start the lesson. If there were students who did not understand, the teacher would use *Bahasa Indonesia* to translate the meaning of the instruction.

In the teaching and learning process the teacher started the activity by dividing the students into seven groups, each of group consist of 4 members. After that the teacher gave an explanation about narrative text including the meaning, characteristic, and generic structure. Then the teacher continued the lesson by explaining past tense which has to be used in narrative text.

b) Whilst- reading Activity

In this activity, the teacher gave the students text, and the text were about the story of Tangkuban Perahu. Then the teacher asked the students to read aloud the

text by themselves. While the student read the text, the teacher instructed the students to open their dictionary for the word they did not understand what the meaning is and the teacher to memorize it. After that the teacher asked the students "*what is the story about?*" And then the teacher asked the students to identify the generic structure of the text and analyze main idea of each paragraph.

Moreover, while students were doing their task to find the generic structure and main idea, the teacher helped the student who did not understand the meaning. Based on the practice, this strategy was called as *scaffolding*. This strategy was used to help the students if the students had some difficulties in understanding material. Then, the activity was continued by giving the students question "*why Malin Kundang hated his mother?*" The aim of this question was to saw the students understanding about the text. The teacher asked the students based upon the text, then the students answered it also based on the text. Based on the practice, this strategy was called as *Question Answer Relationhip*. This strategy was used to make students answer the question based on the text, it was also to check the understanding of the students.

Furthermore, the teacher asked each of the group to choose one of them to become representative from their group. Then the teacher asked the representative from each group to come to the front of the class. After that the teacher asked the representative from each group to read aloud the text. Then the teacher asked the

students "*is there any difficult word in this text that you didn't understand?*" and then the students asked the teacher about their difficulties in reading the text.

c) Post Reading Activities

The last activity of the meeting in that day was reviewing the material they learn that day. The students mentioned that the material was interesting but there is a little difficulties because some words were unfamiliar for the students. Then the teacher asked them "*what is the moral value that we get from the text?*". The aim of this question was to make the students think the moral value that they got from the text and related that with real life. Based on the practice, this strategy was called as *Think-Aloud*. This strategy was to make the students to speak up what they thought in text when they read. Finally, the time was over on that day and the teacher closed the lesson

4.1.1.2 The Teachers' Strategies in Teaching Reading

Table 4.1 The Teachers' Strategies in Teaching Reading

Teacher's strategies in teaching reading	Yes	No
1. Scaffolding • The teacher assist the students to understand the meaning of the text	√	
2. Think-aloud • The teacher read aloud about difficulties of vocabulary	√	
• The teacher ask the students to follow and listen when the teacher read the text	√	
• The teacher ask the students to work in pair and read the text in turn	√	
• The teacher ask student to practice	√	

individually		
• The teacher give demonstration about when and how to think aloud	√	
3. Reciprocal Teaching		
• Generating		√
• Questioning		√
• Summarizing		√
• Predicting		√
• Clarifying		√
4. QARs		
• The teacher help the students become aware of information as they respond the question	√	
5. SQ3R		
• Surveying		√
• Questioning		√
• Reading		√
• Reciting		√
• Reviewing		√

Based on the table above the researcher found out that the teacher used three strategies in teaching reading comprehension; they were think-aloud, QARs strategy, and scaffolding strategy. In think-aloud strategy, the teacher used this strategy in pre-reading activities, first the English teacher read aloud the text, and then the teacher asked the students to follow and listen when the teacher read the text, after that the teacher asked the students to work in pair and read the text in turn

In addition QARs strategy, the English teacher used this strategy in whilst-reading activities and post-activities. In whilst-reading activities, the teacher gave the question about the material that the students discussed in the classroom such as "*why Malin Kundang hated his mother?*" In the post reading, the teacher gave the students oral question that students already discussed such as "what is the moral value of the story". The purposes of giving questions to the students were to know their

understanding about the material given by the English teacher, to build students' knowledge and to make the students active. The teacher pointed one of the students to answer that question.

Furthermore, in think-aloud strategy, the English teacher used this strategy to make the students speak up what they thought in text when they read, or simply responded to teacher questions or other students. For example in the post-reading activities when the teacher gave the question related to the material, such as "what is the moral value of the story?" the teacher gave the clue to help the students answer the question. The teacher also used this strategy when discussing new vocabulary in the text, and when the teacher gave feedback to the students.

4.1.2   Finding on the Interview

Teacher interview was conducted on Monday 5th April 2016. This interview was conducted after observation. This was interview used to obtain teacher strategies during teaching in the class to implement reading comprehension strategies in reading text. There were 10 statements of interview which were adopted from Hafidhoh (see appendix).

Teacher interview and response to the implementation of reading comprehension strategies were identified based on her agreement and disagreement toward 10 statements. The teacher response were explained:

According to the first statement about teacher opinion on reading comprehension strategies, she said that she agreed with those strategies for reading comprehension. In addition, the teacher explained that by using those strategies the students could easily understand the reading text even it took a long time to understand. Reading comprehension strategies made the students interested during teaching and learning process. So, the teacher should put an interesting reading text as learning strategy to gain students attention towards the comprehension process.

Next is the second statement about reading comprehension strategy which was the practical strategy in teaching reading. The teacher completely agreed with the statement. Moreover, she said it dealt with the use of specific strategy and good specific method that facilitated the students to understand the text. Furthermore, the teacher concluded that those strategies were not just practical but also efficient to save a lot of time. Meanwhile, the strategy made students interested to read the material.

The third statement was about the use of reading comprehension strategy in teaching and learning reading process by the teacher. The result showed that the development from another aspect to cover it, for example learning structure and vocabulary. In this way, the teacher usually called it as integrated method. Also in this case the teacher taught the tenth grade, the portion of the reading text material was easy. The teacher said that she took some of material from book to make the

reading passage. Moreover, sometimes the teacher made it by herself. Those strategies have been done to facilitate students in the reading comprehension process.

Then, the statement about the benefit from the use of reading comprehension strategies. The teacher agreed with the statement, she explained that the students not only read the text but also answered the question from the text, so that the students could get more understanding and moral value from reading text. Moreover, the students could decide which one was good or bad about the moral value for their daily life.

Furthermore, the fifth statement was about the implementation of reading comprehension strategies could help to improve student ability in learning reading. The teacher agreed with this statement, because by applying those strategies the teacher could help the students to improve their ability in reading and could affect the students activeness.

The sixth statement was about the implementation of reading comprehension strategies which helped students to answer the questions from the text. The teacher agreed with this statement, because in the end, the teacher asked the students about the reading that they learned before and the students should answer correctly. In this stage, the teacher tried to motivate the students by giving more and more questions on the strategies Questions and Answer Relationship toward the student ability in reading comprehension. Besides that, the teacher claimed this stage were capable for

the students to minimalize their disturbance to unfamiliar words in the content of the text. Moreover, those arguments above explained that the implementation of reading comprehension strategies helped the students a lot to answer the questions based on the text.

The seventh statement was about the impact of the implementation of reading comprehension strategies. The teacher said there was positive impact for the students as they develop their vocabulary, tenses, and their knowledge. Moreover, the teacher claimed that not only positive impact on students but also the negative impact, such as the students more noisy and busy with their own activity while the teacher tried to explain the material to the other group. Furthermore, the teacher could conclude that the impact by using reading comprehension strategies made the students easily to understand about the content of the text.

The eighth statement was about the problems while implementing the strategies. The teacher answered that there was minor problems when the teacher implementing the strategies. The problems were the different competence and ability of each student. So, it was little bit difficult for the teacher to build their reading skill.

In the ninth statement, the researcher asked the teacher about the implementation of the reading comprehension strategies, how the teacher opinion in learning reading. According to teacher, certainly it would be better if the teacher taught with the strategies rather than with random strategies which could make the

students difficult to understand the material. While the teacher came to the class with some strategies and techniques, would better rather than come to the class without any preparation.

The last statement was about another strategy that teacher used during teaching reading. The teacher answered that she didn't used another strategies, because in her opinion those strategies were effective in learning reading. Those strategies could stimulate the student ability in learning reading comprehension strategies with those strategies.

4.2   Discussion

In this part, the discussion on theoretical perspective was given to prove the theory and practice of this study. The fact during the research process should be in line with theoretical based used in this study, so this study were indeed good practically and theoretically. It gave a contribution to improve the students' ability in reading comprehension and also gave more motivations for the students to learn more.

Moreover, in this part the researcher would like to discuss the teacher strategies in teaching reading comprehension. From the research observation and interview result, the researcher found many good impacts of the teacher strategies in teaching reading comprehension that were given by the English teacher towards the

tenth grader Agriculture 1 of SMK Negeri 2 Batu. In this section the researcher discussed the qualitative data that were taken from interview and observation.

In this study, there were some findings in the observation which was discussed by the researcher. The first strategy the teacher used scaffolding strategy; the teacher used this strategy when the students found any difficulties in reading text material. According to Sukyadi and Hasanah (2013) Scaffolding defined as the "strategy used by the teachers to facilitate learners' transition from assisted to independent performance. This means the teacher should be facilitator for the students if the students have difficulties in understanding the material. So, this strategy can help the students to understand the text material which are delivered by the teacher.

The second strategy was Question and Answer Relationship. Vacca and Vacca (1999) states that Question and Answer Relationship strategy allows the students to understand their thinking processes and develop their metacognitive abilities. Meanwhile, Woolley (2011) state that, this strategy was used to help them decide when and how to use their background knowledge to summarize the reading passage. Based on the observation, the researcher concludes that the teacher used this strategy to focus on learning individual, to acquire their reading skill.

This strategy was applied by the teacher to conduct teaching reading comprehension strategies on the tenth grade of SMK Negeri 2 Batu. Furthermore, the

teacher always prepared the lesson plan to make them read. Sometimes, the teacher wanted to know the students' progress in learning reading. So, the teacher asked the students to read the passage and finished the Question and Answer relationship in order to know the students' progress in reading skill and how far the students could get the point from the reading text related to their background knowledge. This phenomenon was supported by Woolley (2011) stating that the teacher was able to help students to develop their comprehension based on how the students used their background knowledge by differentiating and generating their own question and answer reading text.

The third strategy was Think-aloud strategy; the teacher usually used this strategy in the beginning or the last of the topic. According to Vacca (1999), Thinking aloud allows others to see *what* you think by narrating *how* you think as you read text or discuss an idea. Often students are directed to read a chapter and take notes on important ideas. Based on the result of observation the teacher used this strategy in the end of the topic, the teacher asked the students to get the moral value on the text. Because the students need to know the moral value from the text and relate them to the real life.
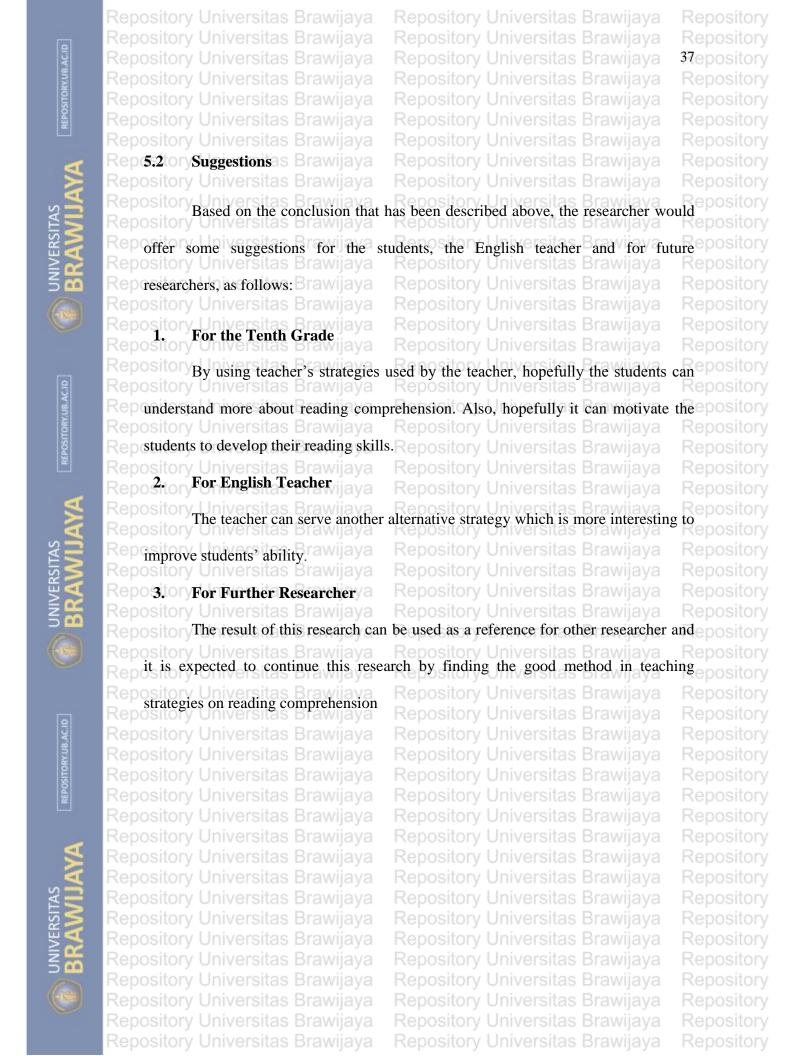
CHAPTER V

CONCLUSION AND SUGGESSTIONS

In this chapter, the researcher draws conclusions and suggestions based on the findings and discussion in the earlier chapter. In addition, some suggestions are added. The researcher would like to draw conclusion and suggestion as follow.

5.1   Conclusion

Based on the finding, the researcher can conclude that the result of the instruments used by the researcher shows the similar result. The result shows that in teaching reading comprehension the teacher used three teaching strategies, there are scaffolding strategy, think-aloud strategy, and QARs (question and answer relationship). Moreover, the teacher was used scaffolding strategy to help the students who have difficulties in understanding the material. In addition, the teacher used QARs strategy to build students' knowledge, to know the students understanding toward the material, and to make the students become more active. The last, the teacher used think-aloud strategy to help the students understand the text easily. And the teacher agreed that those strategies are helping the teacher to teach reading.

36

5.2 Suggestions

Based on the conclusion that has been described above, the researcher would offer some suggestions for the students, the English teacher and for future researchers, as follows:

1. **For the Tenth Grade**

   By using teacher's strategies used by the teacher, hopefully the students can understand more about reading comprehension. Also, hopefully it can motivate the students to develop their reading skills.

2. **For English Teacher**

   The teacher can serve another alternative strategy which is more interesting to improve students' ability.

3. **For Further Researcher**

   The result of this research can be used as a reference for other researcher and it is expected to continue this research by finding the good method in teaching strategies on reading comprehension

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