CHAPTER I

INTRODUCTION

This chapter discusses about background of the research, setting of the research, limitation of the research, formulation of the research, significant of the research and purpose of the research. This chapter explains more detail and more focus to make the readers easy to understand about the content of the research. Definition of the key terms discuss about definition about teaching strategy, teaching strategies, and reading comprehension. This chapter is very important for this research, because this chapter is as the basic of this research.

A. Background of the Research

English is an international language and a language of the world. English is very important to learn by many people in the world. it is because almost all the people in the world use English to communicate. In Indonesia, English becomes the foreign language which is teaching in many schools started from elementary to university. In learning English, there are four skills, Those are speaking, listening, writing and reading skills (Crandall, 1989).It is the basic that was very important to mastery because we use in communication with other people. The knowledge of English skill, it can get from school or following course outside. In conclusion, English as the world language that has four skills in English must be taught and

mastered by the students to easier when they want communication with the other people from different country.

Even though, English has been taught since elementary school, many students in junior high school still face problems in reading comprehension. Many students read the short text, the student always asks the difficult vocabulary to the teacher even there is also student are quiet but they have not understand what they have read.

Reading is one of the language skills that play an important role in foreign language acquisition. Richard said (1992:306) "reading perceives a written in the text in order to understand the contents. The understanding that result is called reading text". Reading skill is very important, by reading we can get some information to increase our knowledge. So reading is very important in education world. Especially in the teaching process at school teacher must have an interesting strategies.

Teaching was giving helping process to students in learning process. In teaching process, there were some aspects that must be considered by a teacher. According to Nurmadia Sarjan (2017) states Teaching is a complex process, it does not only give the information from the teacher to the students. There are many activities that can be doing especially when the process of teaching and learning in the classroom. There are some strategies in teaching reading comprehension: Monitoring Comprehension, Recognizing Story Structure, Question Answer Relationship (QAR), Generating Questions, Graphic and

Semantic Organizers, Summarizing Strategies, Memorizing Strategies, Game. That 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.

Teaching strategies is 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 (strasser, 1964). Teachers strategies often expect students to develop their reading skill by osmosis (absorption) and without help. In the osmosis approach, it is believed that if a teacher teaching reading comprehension to the target language all day, they will improve their reading comprehension. However, this research is proven to be effective since the student also find difficulties reading comprehension and the teacher have the most direct contact with students in the process education.

Based on pre-observation, the researcher's had visited the SMPN 3 Rambah to conduct an interview with the English teacher of SMPN 3 Rambah .The interview was carried out aiming to find out the problems that exist in SMPN 3 Rambah, especially to the first years students about reading.

In SMPN 3 Rambah, there were several problems regarding the subject being taught specifically in reading comprehension. Some of these problems adversely affected student grades. The problem were: first, most of the students in SMPN 3 Rambah, they still have confused and difficulties when read the text.

Then, they did not understanding generic structure main idea, and purpose of the text, and the last most of students complain about the teaching strategies by teacher which they find unattractive only. It can lead the teacher to solve the students' problems.

Firstly, the student's did not understand what is generic structure, main idea, and purpose of the text. When the researcher asked to the students, all of the students silent and no response. The students' still asked to the researcher where the location of generic structure and asked whether every text has generic structure. In conclusion, the students' should learn more about the generic structure of the text in English text.

Secondly, the students' still confused and felt difficult when they read the text. They did not understand about what they read. Every read text they felt difficult. Probably, the text was too long so that make the reading text was difficult. Moreover, is most of students' did not like reading. In summary, the students' still had difficult in reading text, they must learn diligent in reading anything text, especially English text.

Finally, most of students complained about the teaching strategies it was not attractive. The students very noisy and also the students often excused to leave the classroom to get rid of boredom for various reasons. Here required effective teacher strategies to overcome this problem. This make researcher felt interested in researcher about teacher strategies in the school.

This finding indicates that teachers need to be equipped by strategies in teaching reading comprehension in order to help the students to cope with the difficulties in learning English reading. In line with the previous explanation that reading comprehension is necessary in language teaching. Teachers are confronting some problems in the process of reading comprehension. There are many teachers taught about reading comprehension by explaining about the text, main idea, and purpose of the text.

Based on the problem stated above, the researcher assumes that the reading comprehension become a problem if not overcome soon. For this assumption, the researcher is interested to do research. By doing this research, the researcher expected that this research with title ": "*An Analysis Of Teacher Strategies In Teaching Reading Comprehension At The First Years Students Of SMPN 3 Rambah*".

B. Setting of the research

Based on the background above, we know that many kinds of strategies in teaching reading comprehension, the researcher focused the analysis of teachers' strategies and strategies in teaching reading comprehension at the first years students of SMPN 3 Rambah.

C. Limitation of the research

Based on the observation above, there were many schools in Rokan Hulu regency, and because of limited time and opportunity. The Researcher would like to analysis of the teacher strategies in teaching reading comprehension at the first years students of SMPN 3 Rambah.

D. Formulation of the research

Based on the limitation of the research above, the problem of the research could be formulated on the following question.

Therefore the research question of this research was:

1. What are strategies the teachers use in teaching reading comprehension at the first years students of SMPN 3 Rambah?

E. Purpose of the research

The purpose of this research was:

1. To find out the strategies the teachers use in teaching reading comprehension at the first years students of SMPN 3 Rambah

F. Significant of research

The researcher hoped this research will give some significance for:

a. Teachers.

The findings were expected to be useful contribution that could be transferred to learners based on their characteristics.

b. Student

The finding of the research could be used as a new reference to learn English, especially reading

c. Researcher

This thesis will give some contribution and information for next researchers about strategies in reading.

G. Definition of the Key Term

In order to give clear definition and guidance for the readers to understand the whole study, the definitions of the key terms were given here:

1. **Strategy**

   Strategy is a term that comes from the Greek strategist, meaning "generalship". According to Harmer (2007) stated strategy is an action that the teacher takes to attain one or more of her teaching learning goals.

2. **Teaching**

   According to Harmer (2007-23) teaching is not an easy job, but it is necessary one and can be very rewarding when we see our students' progression and know that we helped to make it happy and enjoyable

3. **Reading**

   Reading is one of the language skills that play an important role in foreign language acquisition. According to Richard said (1992:306) "reading perceives a written in the text in order to understand the contents.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter focuses on the theoretical frame work of the research. The review of related theories very important to discuss because the researcher is interested in giving more explanation and making clear in understanding the concept of teaching strategies and strategies in reading comprehension. There are three points in this chapter which elaborate the theories as foundation in conducting of the research. This chapter also describes of review of the related theories, review of the related findings and conceptual framework.

A. Review of Related Theories

A.1. Reading

A.1.1 Definition of reading

Reading in language learning plays an important role. It is one of the four language skills student have to learn. It is assumed to be the central means for learning information and gaining access. Reading as one of language skills, has given important contribution to human life. Thought reading, people can get many useful and information, inspiration and ideas which give knowledge and can know about things happen in the world. Reading can help the people to wider their mind and point of views in facing and solving matters happen in their life.

According to Harmer (2007:99) states reading is useful for language acquisition provide that student more or less understand what they read, the more

they read the better they get it. Based on Grellet (2004:7) states reading is a constant process of guessing, and what one brings to the next is often more important that what one find in it, in reading, the student should be taught to use what they know to understand unknown elements, whether these are ideas of simple words.

According to Nunan (1999:249) said that: Unlike speaking, reading is not something that every individual learns to do. An enormous amount of time, money, and efforts is spent teaching reading in elementary and secondary schools around the world. In fact, it is probably true to say that more time is spent teaching reading than any other skill. For hundred years, being literate has been the mark of educated person.

According to Pang, Bernbardt and Kamil (2003:6), they mention that: Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes; word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language.

According to Brown (2000, p. 232), a course that deals with reading skills, then will also deal with related listening, speaking, and writing skills. Reading is also one of the four language skills which is very important to the students in order the students can synthesize information from the text. And then, Grabe and Stoller (2011, p. 187) stated that, reading is the primary means for independent learning, whether the goal is performing better on academics tasks, learning more about subject matter, or improving language abilities.

According to muslaini (2007),states Reading is the process of getting information from the written text; from the writer to the reader. The goal of all reading is the comprehension of meaning that is conveyed in the written text

According to Day and Bamford (1998:12)states reading is the construction of meaning from print or written massage. It means the constructions of meaning involves the reader connecting information from the written massage with previous knowledge to arrive at meaning and understanding.

According to Sofyan A. Gani, Yunisrina Qismullah Yusuf, RiniSusiani (2016),states Reading is a learned skill that begins when children understand that letters form words, and words convey decoded meanings.

According to Susan Sattar and HadiSalehi (2014) states Reading is a crucially important language skill. Its importance is much more felt in today's life than in any time in human history.

Reading is a number of special focuses to reader or students. Many students often have reading as one of their important goal to be able to read for information and pleasure for their career and for their study purposes. According to Grellet, reading is continuous process guessing. Moreover, there are interacting dynamically from the reader to gets the information depend on what the purpose of the reader and the process to understand the text by guessing. Thus reading, an active or receptive skill rather than passive skills because the reader automatically gets the information or ideas by doing knowledge in his/her brain to get the ideas from the text.

Based on some definitions of reading above, it can be concluded that reading is the process when readers make meaning of the written text they read. The purpose of reading is to have the communication between the writers and the readers. In this study, reading was referred to the second language reading. Reading is one of the language skills in English as a second language. In the reading lesson teacher is preparing the students to meet the reading objective and teach the students reading comprehension. Reading lesson is the lesson is the lesson which students learn to read and learn the skills and strategies needed in order to become a good reader. To be a good reader it is necessary to understand the meaning of what has been read.

A.1.2. Principles of Reading

According to Harmer (2007:201 – 202) the principle of reading are (1) teacher encourage students to read as often and as much as possible, (2) student need to be engaged with what they are reading, (3) teacher encourage student to respond to the content of a text an explore their felling about it not just concentrate on its construction, (4) prediction is major factor in reading, (5) teacher has to match the task to the topic when using intensive reading texts, (6) good teacher explores it reading texts to the full.

A.1.3 Reading comprehension

Reading comprehension is the ability of readers to understand a printed material or written text to getting meaning from the writer. Widdowson stated in Hedge5, reading can be seen as a kind of a dialogue between the reader and the text, or even between the reader and the researcher. According to Nunan (2006),

reading is fluent process of readers combining information from a text and their own background knowledge to build meaning.

Reading comprehension is the ability to understand information in a text and interpret it appropriately what is meant by the text (Grabe and Stoller, 2002). It means that reading comprehension is the ability to read text, process and understand its meaning. An individual's ability to understand text is influenced by their natures and skills, one of which is the ability to make inferences.

Reading comprehension also can improve vocabulary and writing skill. According to Nuttal (1982), there are five aspects of reading comprehension which the students should understand in comprehending a text well, such as determining main idea, finding specific information, making inference, identifying reference, and understanding the meaning of words or detail information. These aspects are regarded as difficulties that the students encounter in comprehending the text.

Reading comprehension is essentially defines as the ability to understand the information which has been read. Clarke (2014: 2) states that reading comprehension is situated within the text itself, a developed understanding comes from the interaction between the text and the reader's response to the text. He states reading is central to teaching and learning and it is vital to consider the circumstance in which the developing students is required to extract and apply meaning derived from text. He also states reading comprehension skills become more important as children progress through the educational system. However, reading comprehension has focused on the knowledge that the reader brings to the

process of understanding. Understanding is important to recognize that reading can be a transformative experience influencing the thinking and learning of the reader. New words, concepts and perspectives can be encountered that challenge and enhance existing knowledge.

According to Danny Brassell "Reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information. Comprehension occurs when a reader is able to act on, respond to, or transform the information that is presented in written text in ways that demonstrate understanding. The following examples illustrate how readers can show they understand what they read".

Jannete et al states that reading comprehension involves much more than readers responses to text. reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types.

Then, Finochiaro and Bonomo said in Tarigan7 reading is bringing meaning to and getting meaning from printed or written material. So, reading is a process to understand a text. The goal of reading is comprehension. Comprehension is the ability to understand about something, for example a language or text. Goodman in Otto8 defined reading comprehension as interaction between thought and

language and bases evaluation of success in comprehension on the extent to which the readers reconstructed messages agrees with the writer's intended message.

Rubbin (1993: 194) states that reading comprehension is a complex intellectual process involving a number of abilities. The two major involve word meaningsand verbal reasoning. Without word meaning and verbal reasoning, there could be reading comprehension; without reading comprehension, there would be noreading. From these concept basically, it can be understood that reading needcomprehension. Reading and comprehension are regarded as one activity thatcannot be separated. It means that reading comprehension is an activity to extractthe meaning of written materials with fully understanding.

According to Basaraba (2013) states that reading comprehension is a complex process that requires different building-block skills. One model of reading comprehension proposes that understanding what we read is really the result of three levels of skills: literal comprehension, inferential comprehension and evaluative comprehension. Wherein, these levels could be useful in identifying the level communication skills of the students.

From the explanation above, the researcher concludes that reading comprehension is the process of receiving a language from the written text, in which the writers try to get the information and the messages from what they read. Thus, it can be concluded that reading comprehension is the process of understanding texts, and to comprehend the written material readers must use variety of skills, such as readers must be able to draw conclusions, identify main ideas, and recognize details from the selection.

A.1.4. The Process of Reading Comprehension

Formerly stated, reading is a process of decoding text, and then receiving information. From this, it can be seen that reading activity involves more than one process. The reading process itself still involves other language processes like listening and reading (receptive process), speaking and writing (productive process), and thinking process (Johnson, 2008: 7). Those processes are the main processes which happened in reading. They occur when readers read the text, clarify the text, and declare the information of the text.

Grabe (2009: 14) has another thought that process of reading includes a rapid process, efficient process, comprehending process, interactive process, strategic process, flexible process, purposeful process, evaluative process, learning process and linguistic process. Those processes occur during reading activity. The process of reading comprehension based on the order how the readers decode the language can be divided into three categories; bottom-up, top-down and interactive reading (Goodman in Brown, 2001: 298). In the bottom-up process, readers have to identify and decode the language feature of the text including the letter, the form of the words, and the discourse of the words. In this process, readers have to be able to decode the text first to comprehend the text.

Then, in top-down process, readers have to use their background knowledge to understand about the text, i.e. readers look at the title of the text and relate it to their knowledge to guess what the text is about. Lastly, in interactive reading, readers try to combine the bottom-up and top-down processing. Readers

not only identify and decode the language feature of the text but also use their background knowledge and experience to comprehend the text.

A.2. Teaching Reading

A.2.1. Definition of Teaching Reading

Teaching was giving helping process to students in learning process. In teaching process, there were some aspects that must be considered by a teacher. They were the background of the students, the reason of the learning, the purpose of the learning, the timing, the problems in learning process, the aids of the teaching, and the link of the before activity and after it. Strategy defined as the efforts of the teachers in learning process so that the purposes of the learning can be achieved. Teaching strategies was a plan of the teacher designed learning process in achieving learning purposes. There are many kinds of teacher strategies in their teaching, depending on what information or skill the teacher is trying to convey. Some of the kinds of the teaching strategies are: cooperative learning and group or pair work, role playing activities, problem solving activities, using technology to practice learning strategies, enquiry discovery learning, expository learning, mastery learning, and humanistic learning.

According to Nurmadia Sarjan(2017) states Teaching is a complex process, it does not only give the information from the teacher to the students. There are many activities that can be doing especially when the process of teaching and learning in the classroom.

According to Jaremy Harmer, teaching is not an easy job, but it is a necessary one, and can be very rewarding when the teacher see our students

progress and know that we have helped to make it happen. It is true that some and students can be difficult and stressful as times, but it also worth remembering that it is best teaching can also be extremely enjoyable.

According to Harmer (2007-23) teaching is not an easy job, but it is necessary one and can be very rewarding when we see our students' progression and know that we helped to make it happy and enjoyable. In teaching reading, the teachers responsibilities in helping learners achieves these goals is to motivate reading by selecting or creating appropriate tasks, to set up effective classroom procedure, to encourage critical reading, and to create supportive environment for practicing reading in the classroom. Teacher has to decide what the purpose in reading will be done.

According to Hamzah B. Uno, 2008 stated that the teaching strategy is the means that will be used by teachers to select learning activities that will be used in the learning process. Selection is done by considering the circumstances, learning resources, needs and characteristics of learners faced in order to achieve specific learning goals. 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 these 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.

Regarding to some explanation of the teaching, the researcher concludes that teaching is the activities and manage the environment in a good condition to make and give the opportunity for the students in learning process to get the purpose. Teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the first time. A second aspect of teaching refers teaching learners who already have reading skill in their first language.

Besides of that, also there are some problems in teaching process. For example: the objective of learning is not clear, the material of lesson is very easy or difficult for students, the material of lesson is not systematically, there are no teaching media, students are sleepy, students are lazy to do activity, students are always late, students disturb another student, students ask strange question, and the classroom is dirty.

From the students perceptions number above, it is clear that the strategies influence for the students' learning in reading comprehension. So, it can be concluded that strategies is important for students to learn reading.

A.2.2. Principles in Teaching Reading

According to Anderson (1991) the principle of teaching reading; first, exploit the reader's background knowledge. Second, build a strong vocabulary base. Third, teach for comprehension. Fourth, work on increasing reading rate. Fifth, teach reading strategies. Sixth, encourage reader to transform strategies into skills, strive for continues improvement as a reading teacher.

William (1986) also makes a very good list called "top ten principles for teaching reading.'' The principles are:

a. In the absence of interesting texts, very little is possible. It is true that interest is important but it always happens that finding interesting texts for all students and preferably also for the teacher is very difficult. It is the teachers task to use any aspect of the texts to arouse the student, interest.

b. The primary activity of a reading lesson should be learner reading texts. This principle is very important to remind the teacher who often interrupts the student's reading activity and mixes it with other.

c. Growth in language ability as an essential part of the development of reading ability. This means that knowledge of language is necessary for learning reading. Otherwise, the student will not develop. In fact, the development of reading abilities and that of language knowledge are inter-independent.

d. Classroom procedure should reflect the purposeful, task- based, interactive nature of real reading. Teaching reading should encourage the students to have a purpose when reading a text and make dialogue with the writer through the text in order to achieve their purpose. The student should become active and positive readers.

e. Teacher must learn to be quite. Teacher interferes too much will impede their learners' reading development by being dominant and by talking too much. This principle reminds the teachers who dominate the reading lesson by talking about the text to the students instead of asking them to read it.

f. Exercise types should, as far as possible, approximate to cognitive reality. The main point here is a teacher should identify how an efficient reader used different skills for different purposes of reading then she/he makes the students aware of and develop their reading skill.

g. A learner will not become a proficient reader simply by attending a reading course or working through a reading textbook. The time available for reading in the classroom is very limited and not enough for developing the student reading skills, therefore, extensive must be encouraged.

h. A reader contributes meaning to a text. The students have to be trained to use their relevant background knowledge efficiently when reading a text so that they do not only rely on the printed stimulate.

i. Progress in reading requires learners to use their ears, as their eyes. This principle encourages the teacher to ask the student to manipulate the ''Silent Supra Segmental '' in the text in order to understand the text better. Therefore the students are reading silently. It might be useful for them to listen to their teacher reading aloud or to the tape.

j. Using a text does not necessarily equal teaching reading. This principle reminds the teacher that a text can be used for many purposes.

A.2.3. Strategies in teaching reading Comprehension

Adler C.R, 2001 stated that 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 making seven strategies here appears to have a firm scientific basis for improving text comprehension. According (Pipit Rahayu: 2018: 2) Strategies is a term that refers to a complex of thoughts, ideas, insights, experience, goals, expertise, memories, perception that provide general guidance for specific section in pursuit of particular end.

There are some strategies in teaching reading comprehension according to Vacca & Vacca (1999:53) :

1) Scaffolding

A key change in the delivery of instruction that would make a difference in the content literacy of all learners, especially students from diverse backgrounds, is to scaffold the strategies for text. Gasong, 2007 stated that scaffolding is a lesson in which students are given some assistance during the early stages of learning and then reducing the aid and providing opportunities for students. Scaffolding allows teachers help diverse learner negotiate meaning and overcome difficulties in text-related learning situation. Scaffolding is as a process whereby a student is helped to solve a particular problem beyond its developmental capacity through the help of a teacher or other person with more ability.

From the definition described above it can be concluded that scaffolding is a support to students of teachers that enable the development of learning ability so that there is a higher level of mastery of material shown by the completion of more complicated problems

2) Think-aloud

Think Aloud is a strategy that helps students on learning activities, Aims to recall more significant information from the texts given by the teacher. The ability of teachers to transfer creativity Them and control the students in completing each step of the way think aloud strategy in understanding reading texts and teachers make their thinking

explicit by verbalizing their thoughts while reading orally.

Five points that can be made during think-aloud are showing how
(1) To develop hypotheses by making predictions, (2) To develop images by describing pictures forming in one's head from the information being read, (3) To link new information with prior knowledge by sharing analogies (4), and to monitor comprehension by verbalizing a confusing point (5) To regulate comprehension by demonstrating strategies.

3) Reciprocal Teaching

Reciprocal Teaching is a strategy that asks students and teachers to share the role of teacher by allowing both to lead the discussion about a given reading. Reciprocal Teaching involves four strategies that guide the discussion: predicting, question generating, summarizing and clarifying. Reciprocal Teaching is a great way to teach students how to determine important ideas from a reading while discussing vocabulary,

developing ideas and questions, and summarizing information. It can be used across several content areas; it works particularly well with textbooks and non-fiction text.

Reciprocal Teaching is in some ways a compilation of four comprehension strategies.

1. Prediction

Ask students to predict what they think the reading may be about. Get them to think about what is going to happen by asking questions like a detective might do.

2. Question as you go

Remind students to generate questions as they listen and read. Remind them of the three levels of questions:

a. Right-There questions (answer in the text)

b. Between-the-lines questions (inference needed)

c. Critical Thought questions (require their opinion)

3. Clarify

As students listen and read remind them to ask themselves what words and phrases are unclear to them. These clarifications may take the form of the following questions.

4. Summarize

a. Students summarize verbally, within pairs, and then share with their assigned small group or record their summary and read it aloud to their small group.

b. Each small group could create a semantic map with major points of significance shared by each group member.

4) SQ3R

SQ3R is a systematic reading strategy to help you organize the reading process into manageable units. It is only one of many similar strategies that you can use to improve comprehension. It consist five steps, they are: Surveying, questioning, reading, reciting, and reviewing. The SQ3R strategy involves (1) reading the headings in the chapter quickly to get its important part, (2) turning the heading in to question, (3) reading to find the answer to the question, (4) recall the important point (the answer to the question) by retelling them or writing them in one's memory at the important point.

A summary of the SQ3R strategy procedure is presented a more detailed description of each step is presented in the following section

a). Surveying

Before reading the text, the readers survey the text to get the general ideas of the text. This activity is done systematically in only a few minutes. The readers are required to find the important ideas quickly.

b). Questioning

Questioning step is the second step of the SQ3R procedures. It is done before the actual reading. The students create some questions based on what they have surveyed. The main function of such questions is to facilitate students in adjusting their reading purposes. By having questions in mind, the students can monitor the comprehension processes to see if the purpose is met. These questions also make them aware of what they read. Nurhadi (1987) questioning has the purpose to set the reader's mind of their reading so they not only follow the write's idea but also actively build their own interpretation of the reading. In this

step, the students create some questions based on the title of the text. They can also turn the introductory sentence in paragraphs into questions such as what, who, when and how.

c). Reading

The third step of the SQ3R procedures is reading. The students are required to read the text carefully to find the answer to the questions key have made. In this step, the students are supposed to concentrate on the main ideas of the text and their supporting details (Soedarso, 2002). They are suggested to lower down their speed of reading in the important pats or in the parts which are considered difficult to understand, and fasten up their reading in the less important parts or in the parts that they have

already known

. The activity to read the text can be done in the following way: (1) reading the text silently, (2) answering the prepared questions, (3) the students are asked to get the main idea and its supporting details, (4) making a note of the main points of the text, and (5) discussing in pairs/in groups about what has been found during reading.

d). Reciting

The fourth step of SQ3R procedure is reciting. This activity is done after the students read the text. Having read the text, the students answer the questions that have been formulated earlier without looking back at the text. The students have

to answer not only by using the information they find in the text but also by using their own knowledge.

e). Reviewing

Reviewing is the last step of the SQ3R strategy. It is done by the students be reading the important part of the text. Soedarso (1993) reviewing can be done by scanning the main points of the text trough the title, subtitles andother important parts.

5) Question-Answer Relationship (QARs)

The type of question asked to guide comprehension should be based on the information readers need to answer the question. Therefore, teachers must help student become aware of likely sources of information as they respond to questions (Pearson & Johnson 1978). A reader draws on two broad information sources to answer question: information in the text and information inside the reader's head.

The procedure QARs can be taught directly to students by reading teachers and can be reinforced by content area specialists. Keep in mind, however, that students may come to your class totally unaware of what information sources are available for seeking an answer, or they may not know when to use different sources. In this case, it is worth several days' effort to teach students the relationship between question and answer. QARS is a reading strategy through understanding and analysis of questions. In other words this strategy guides students to understand the questions in order to get an information in a reading

itself. So that in practice in the classroom students only glance read the reading and to understand further the focus of students is the questions given by the teacher about the text reading.

According to (Hood et al, 2005; Gibbon, 2002; Brown, 2001; Wallace, 1992;and Barnet 1988). There are 3 strategies in teaching reading comprehension:

1. Pre-Reading Stage

In this stage, one very popular kind of activities is brainstorming (Wallace, 1992: 91). In line with this, Crawford et al (2005: 29) define brainstorming as a method for creating many ideas about a topic. In this activity, students are invited to call out words, knowledge and experience that relevant to the text, relevant language and an expectation meaning (Hood et al, 2005: 73 and wallace, 1992: 91, see also by Barnet: 1988). Generating text type or text structure is also the activities that can be created in this stage (Barnet, 1988; Wallace 1992). Discussing the text type in teaching reading comprehension is aimed to familiarize students with the major contextual features of a text or text structure and to show how these features can help them to work out the main function of the text and the possible content (Hood et al, 2005: 76; Tierney et al, 1999: 255). The next activity which can be applied is sequencing picture (Hood et al, 2005; Gibbon, 2002; Barnet, 1988; Wallace, 1992). It is an activity to give a picture that related to the text and provide relevant background knowledge which set up expectation meaning (Hood et al, 2005: 75; Gibbon, 2002). It is also important for teachers to discuss new vocabulary with students in this stage because discussing new vocabulary can help

them to comprehend the text. When students have problems of unknown words, teacher can encourage them to use dictionary. It is in line with Wallace's (1992: 86) idea stated that teacher can encouraging students to use dictionary in pre-while stage. Another activity is predicting. This strategy is suggested to use by (Anderson, 1999; Pelinscar and Brown (1984) as cited in Doolitle, 2006).

2. While-Reading Stage

In this reading stage, a teacher can generate appropriate strategies to help students in comprehending the text. The common one is reading aloud activity which is recommended to use by Gibbons, (2002); Hancock and Leaver (2006); Nuttal, (1996: 2). There are two kinds of reading aloud; reading aloud to students is can used as an opportunity to bring students into a popular culture and an opportunity to challenging text and reading aloud by students is individual students to each other can develop class cohesion and encourage students about the text Handcock and Leaver (2006; 40).The next activity that teacher can generate in this stage is silent reading. Anderson (2003) in Nunan (2003: 69) said that the majority of reading that we do will be done silently. Anderson explained that silent reading is primarily in reading comprehension because it focuses on getting meaning from print. Then, NCLRC (2007) also propose reread to check comprehension as one of while-activities in reading comprehension.

3. Post-Reading Stage

For this stage, a teacher's activity is primarily to evaluate the students' comprehension in particular tasks as suggested by an online publication; the National Capital Language. Resource Center (2007); Gibbons (2002: 91). In this

case, Teachers can conduct such activities; scanning questions, summarizing, learner's purpose, and following-up (Wallace, 1992; Barnet; 1988).

Furthermore, Tierney et al (1990) also recommend eight practical strategies for improvement of teaching reading comprehension in the classroom for appropriate levels. They are pre strategies, GIST, question-answer relationship, direct reading activity, vocabulary self-collection strategy, contextual redefinition, and text structure strategy.

A.2.4. Teaching Reading in Junior High School

One mission of teaching is to tender the complex and difficult materials to be understandable and manageable (Sadoski, 2004: 2). Teaching reading aims at helping the learners or students to derive meaning from the word combinations in the text and to do this in a consecutive fashion at a reasonable speed without vocalizing what is being read. He states that the teaching of reading is not always dominated by the teacher and the students, but can also be dependent on the programs or materials (Sadoski, 2004: 10).

In Indonesia, English teaching and learning especially the teaching of reading is based on the National Standard of Curriculum (SBC) or Kurikulum Tingkat Satuan Pendidikan (KTSP). The curriculum implements the School-Based Curriculum. The School-Based Curriculum is a curriculum which is developed based on each unit of educational institutions, the local/school potentials, the local/school characteristics, the socio-cultural conditions of the area, and the learners' characteristics.

The objective of teaching English in junior high schools aims at making the students are able to communicate in English both spoken and written forms. Teaching junior high school students is not a simple and easy work. The students of junior high schools are including to the young adults or teenagers (Brown, 2001: 92). Izzaty (2008: 123) identifies the students of junior high schools as the adolescence. Adolescence comes from the Latin word "asolecere" which means grows. In this age, the learners' interests of readings are on the hill. Piaget in Izzaty, et al. (2008: 35) states that the adolescence learner is in the stage called formal operational where they begin to develop their ability in being a natural conceptual learner and hypothetical thinker. They begin to have a critical and logic thinking. They begin to employ symbols in learning. Because of these special characteristics, we should pay much attention in choosing the appropriate program and techniques.

Marsh in Izzaty, et al. (2008) suggests the teacher to employ appropriate strategies in handling learners at this stage as mentioned below. 1) Using the concrete and contextual materials. 2) Employing some visual media and techniques. 3) Providing understandable models. 4) Providing the brief and well organized instructions. 5) Providing the real tasks and activities in learning.

Referring to the School-Based Curriculum, the area of reading in junior high schools includes the ability of understanding written texts to reach the functional level of literacy and the ability to understand many kinds of short functional written texts and the short essays.

A.2.5.The Role of Student's Responses in Teaching and Learning

In this study, as one of the aspects that to be explored is the students' response toward their teachers' strategies in teaching reading comprehension. This study concerned with overt responses (see May, 1966); they are the students' response of adjusting eyes and ears to their teachers' teaching strategies (sensory orientation response), response of putting the students' mind to the teaching and learning process (paying attention response) and concentrating attention on the relevant or important signals, and teaching aids or instructions in teaching reading comprehension (Targeting response). In a similar vein, Langer (1982) in Tierney (1990) offers the guidelines of analyzing to determine if students have well-performed, partly-performed, or ill performed knowledge structures in responding their teachers' strategies or instructions.

Furthermore, Brown (2001) also delivers another way to analyze the students' response. According to him, because of reading is totally unobservable, it is important in reading to be able to accurately assess students' comprehension and development skill. So, we have to infer comprehension from other behavior. Some of the following overt responses that indicate comprehension: doing, choosing, transferring, answering, considering, extending, duplicating, modeling, and conversing.

B. Review of Related Findings

There were some similar research which were intended to explain about analysis of teacher strategiesin reading comprehension. The first research was conducted by (Sugiyono, 2008). The design of this research was descriptive qualitative with the direct observation, interviews, and documentation. Descriptive

method was a method used to examine the status of human groups, an object, a condition, the thoughts, and the events that will occur. His research design was qualitative study having chosen qualitative study by employing descriptive research, the researcher conducted one of state SMPN 3 Rambah, which was involved an English teacher and a class of 7.2 seven grades from that school. Meanwhile, the instrument were classroom observation and interview reding teaching strategies and strategies used by the teacher.

The second research was done by Antoni Nurman (2010) with title: exploring teacher strategies in teaching reading comprehension. The subject English teacher and students. He found out teaching reading strategies.

The third research was conducted muslaini (2017) with title: strategies in teaching reading comprehension, the research was designed as a descriptive qualitative study. It was intended to obtain information on the teaching of reading comprehension at Jeumala Amal High School in LuengPutu, Pijay, Aceh. This study is qualitative in nature with observations and, interviews used to do the research. Gay, Mills and Arasian (2006, p. 55) say "qualitative methodology allows researcher to focus on perceptions, behaviors and experiences."

Fourth Leoncio C. Catolos and Felicitas GesilvaCatolos(2017) conducted research with title: Teaching Strategies of Selected Public Secondary School, in this research he explained Teaching Strategies according toLambert (2004) believed that while some factors that influence improving strategies are immutable, other factors can be influenced by the performer or by others. The factors that can be varied fall into three categories such as performer's mindset,

immersion in the different environments and reflective practice. Performer's mindset includes actions that engage positive emotions

Five Nindya Aprilia (2015) conducted research with title: improving reading comprehension of the eighth grade students at smpn 6 yogyakarta through posse strategy in the academic year of 2014/2015 in this research he explained The type of the research was action research. The steps of this research were reconnaissance, planning, conducting action, observation, and reflection. The subjects of the research were 34 students of grade VIII A at SMPN 6 Yogyakarta. There were two kinds of the data in this research. They were qualitative and quantitative data. The qualitative data were obtained by doing observation, interviewing both students and collaborator, making field notes, and having discussion with the collaborator as the observer. The quantitative data were obtained from the pre-test and post-test

C. Conceptual Framework

The conceptual framework is a concept that Reading use planning the research. It is used to make a conceptual distinction and organized ideas. The researcher conducted to research base on this conceptual framework.

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┌─────────────────────────────────────────────┐
│   An Analysis of Teacher Strategies and Strategies in │
│        Teaching Reading Comprehension         │
└─────────────────────────────────────────────┘

┌──────────────────┐      ┌──────────────────┐
│  Questionnaire    │      │    Interview      │
│                   │      │                   │
└──────────────────┘      └──────────────────┘

        ┌──────────────────┐
        │     Analysis      │
        │                   │
        └──────────────────┘

        ┌──────────────────┐
        │ Finding and discussion │
        │                   │
        └──────────────────┘

        ┌──────────────────┐
        │    Conclusion     │
        │                   │
        └──────────────────┘
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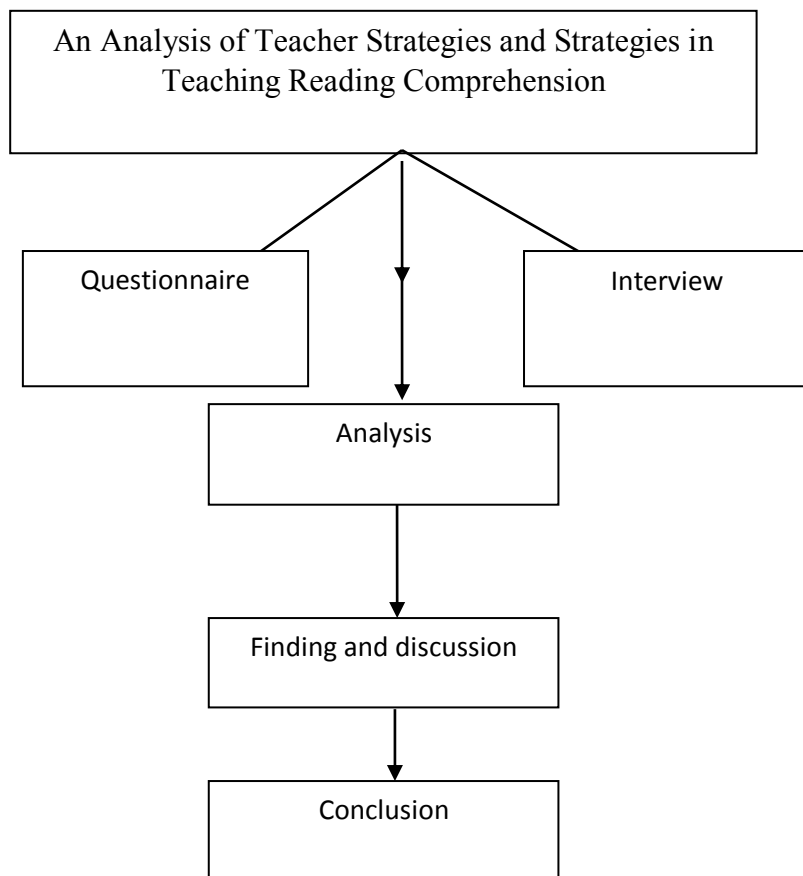
Figure 1. Conceptual Framework

From the figure above, the researcher tried to explain the outline of this research by taking the observation to find out the teacher strategies in teaching reading comprehension at the First years students of SMPN 3 Rambah. The types of teacher strategies was described in the chapter 4 as the findings of this research.

CHAPTER III

RESEARCH METODOLOGY

This chapter explains about the design of the research including the object of the research, instrumentation used, technique of collecting the data and technique of analyzing the data. This chapter explains about the direction of this research and also the procedure is taken by the researcher in completing this research.

A. Research design

The design of this research was descriptive qualitative with the direct interview, questionnaire and documentation. According to Eripuddin (2019) : It is a research design part of qualitative method that allows the researcher to describe a phenomenon by presenting the facts in rich detail without attempting to interpret them. An emerging process indicates that the intent or purpose of a study and the questions asked by the researcher may change during the process of inquiry based on feedback or responses from participants.

Descriptive method is a method used to examine the status of human groups, an object, a condition, the thoughts, and the events that will occur (Sugiyono, 2008). Qualitative descriptive study is one of the types of research design. The purpose of descriptive qualitative research was to find out the result of data analysis that would we want. The title of this research is "An analysis of teacher strategies in teaching reading comprehension at the First years students of

SMPN 3 Rambah". It was purposed to identify about the teaching strategies that are applied by the teacher in teaching reading. The result of this research was describes in number and sentence.

B. Setting of the research

The research was conducted at SMPN 3 Rambah .The object of the research was the type of teacher strategies in teaching reading comprehension at the First years students of SMPN 3 Rambah.

C. The Population and Sample

1. Population

According to Arikunto (2010:173) population is a set or collection of all elements processing one or more attribute to interest. The population of this research was all English teachers at the first years students of SMPN 3 Rambah. There were three English teachers and 20 students.

2. Sample

Sample is part of amount and characteristics of the population. According to Sugiyono (2014) the sample is part of the number and has characteristics of the population.Sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group which they were selected. The purpose of sampling is to gain information about a population; rarely is a study conducted that includes the total population of interestas subjectsc (Gay,1992).

Therefore, the total number of sample were three person teacher and 20 students. Because this research about teacher's strategies in teaching reading

comprehension at the first years students of SMPN 3 Rambah, to determine the sample that was used in research, there were various sampling techniques that are used (Sugiyono, 2013). Sampling techniques basically could be grouped into two, namely Probability Sampling and Non probability Sampling. the researcher was used purposive sampling.

Table 1

Table of Support sample

CLASS		
VII.1	VII.2	VII.3
7 sample	6 sample	7 sample

In this research, the researcher was used some instruments such as observed interview and questionnaire test as instruments.

D. Instrumentations

According to Sugiyono (2013:223), state that the instrument was a tool or a research facility used by researcher to collect data in order to work more easily processed. This instrument the researcher used interview and observation.

The procedure were the follows:

1. Interview

According to Sugiyono (2013:137), stated that interview is a meeting of two person to exchange information and idea through and responses, resulting in

communication and joint construction of meaning about a particular topic. The researcher interviewed teacher about the strategies that used in teaching process. The researchers asked some question to teacher of SMPN 3 Rambah.

2. Questionnaire

According to sugiyono (2012), stated that questionnaire is data collection techniques that done by giving a set of question or students perceptions numbers to the respondents to answer. Questionnaire is to be attention center, it was the problem which should be solved. Every question is a part of hypotheses which wants to be experimented. To get students perceptions number about problem solving, so generally content of questionnaire could be as following:

a. Questionnaire about fact.

b. Questionnaire about opinion

c. Questionnaire about perception.

The researcher gives questionnaire for 20 students at first years in SMPN 3 Rambah. The questionnaires consist of 15 question for students to assess the teacher strategies in teaching reading comprehension. Additionally, the questionnaire items were divided into two main sections. The first have 8 item question related how to teacher strategies in class, and 7 item question about teacher competency.

E. The Technique of Collecting the Data

According to Sugiyono (2014) data collection techniques are the most strategies step in the study, because the purpose of the study was to get the data.

The technique collecting data employed in this study and the individual instruments used to gather the data. In qualitative research, data collection approach includes in-depth interview, document analysis, and observation. Data of this research came from interviews, questionnaire, and document review, which was gathered through several techniques of data collection. The purpose of collecting data was to find the data and to get information about the research.

The first step to collecting the data, , the researcher used the questionnaire in this study was only distributed to students as samples, with the aim to capture data related to teacher strategies variables in the management of learning and responsive learners. The form of the questionnaire that the researcher used closed questionnaire, questionnaire containing questions accompanied by an alternative number answers and respondents who choose one alternative answer already provided.

Secondly, the researcher conducted interview by asking question to the teacher concerned to obtain information about the strategies used in teaching. Then, to reinforce students perceptions number from teacher, in this study, researcher took interview data based on evidence of the strategies used by teachers via smart phone.

Finally, the researcher analyzed the data from interview to teachers about strategies teaching reading used based on interview and questionnaire.

F. The Technique of Analyzing the Data

In this research, the researcher used a qualitative data analysis technique. Data analysis in qualitative research was a time consuming and difficult process. It was the process whereby researcher systematically search and arrange their data in order to increase their understanding of the data and to enable to present the result to others. Data analysis was the process of managing the data, organizing it into a good pattern, category and basic unit. Data analysis in qualitative research was often done concurrently or simultaneously with data collection

In this data analysis technique the researcher divided two groups, namely as following:

1. Data processing through informants was carried out in three stage namely: firstly (data reduction), in terms of sorting and selecting the data its relevance to the problem about strategy used by the teacher in teaching reading comprehension. Secondly, presentation of data (display data), which presented data through important summaries from the data reduced, then presented descriptive by the researcher, who related to the problem under study. Thirdly is data verification/drawing conclusion, in data verification this is done because the data has been collected did not always have high truth in accordance with the focus of research. For that fermentation, the validity of the data must be done so, that this research data really had high credibility and can be justified. Then a conclusion and implication/suggestion was drawn as the final part of researcher.

2. While processing questionnaire data from students used the following steps:

   a. Editing

In data processing, the first thing to do editing means that all questionnaire must be examined one by one about completeness and the truth of feeling out the questionnaire so as to avoid mistakes and error.

b. Scoring

After editing stages, then the research gave a score to the question in the questionnaire. To measure attitudes, opinions and a person perceptions or group of people about social phenomena that have been specified specifically by researcher, here in after referred to as variable the likert scale is used.

Furthermore, given a score of students perceptions numbers in the questionnaire with the number of items about 15 of 20 respondents. The answers were modified with four alternative answer choice as in the following table:

Table 2:

Alternative weight of respondents answers

Positive students perceptions number	
Answer	**Score**
Strongly agree	4
Agree	3
sometime	2
never	1

Sugiyono (2018,94)

In questionnaire data processing to students, the researcher used formula:

To Determine the percentage of respondents, the researcher used the alternative formulas:

$$P = \frac{F}{N} * 100\%$$

Description :

P= percentage of alternative answer

F= frequency of alternative answer

N= numbers of samples

Sugiyono (2018,95)

To find out 20 students" perception about the teacher strategy in teaching

Reading comprehension, the researcher used some questions, after that the respondents answered 15 questions by choices positive and negative statements. The researcher saw for score of statement and then the score was calculated be percentages. To determining the range of students" accumulated questionnaire score could be seen on the following table:

Table 3:

PAP (Penilaian Acuan Patokan)

No	Score	Category

1	81 - 100	Very good
2	61 – 80	Good
3	41 - 60	Fair
4	21 - 40	Low
5	21 - 0	Very low

The research data was processed or analyzed descriptively with using descriptive statistics. Descriptive statistics were statistics used to analyze the data by describing data that has been collected as it was without intending to make generally accepted conclusions or generalizations. Research conducted on sample, then the analysis can use descriptive statistics. Descriptive statistics could be used if the researcher only wanted to describe the data sample, and the conclusions that applied to the populations in which the sample was taken.