

**A STUDY OF TEACHER'S STRATEGIES IN TEACHING
READING COMPREHENSION**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By:

LESTARI SANJAYA
NPM. 1402050069



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2018**



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

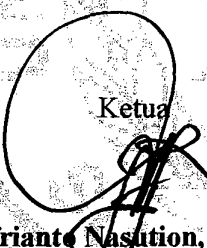




Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Kamis, Tanggal 05 April 2018, pada pukul 09.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Lestari Sanjaya
NPM : 1402050069
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : A Study of Teacher's Strategies in Teaching Reading Comprehension

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan : () Lulus Yudisium
() Lulus Bersyarat
() Memperbaiki Skripsi
() Tidak Lulus

Ketua :  **Dr. Elfrianto Nasution, S.Pd., M.Pd.**
PANITIA PELAKSANA
Sekretaris :  **Sya. Hj. Syamsyurnita, M.Pd.**


ANGGOTA PENGUJI:

1. Mandra Saragih, S.Pd, M.Hum
2. Prof. Amrin Saragih, MA, Ph.D
3. Yenni Hasnah, S.Pd., M.Hum

1. 

2. 

3. 



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Lestari Sanjaya
N.P.M : 1402050069
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : A Study of Teacher's Strategies in Teaching Reading Comprehension

sudah layak disidangkan.

Medan, 20 Maret 2018

Disetujui oleh:

Pembimbing

Yenni Hasnah, S.Pd, M.Hum

Diketahui oleh:

Dekan

Ketua Program Studi

Dr. Erlianto Nasution, S.Pd., M.Pd.

Mandra Saragih, S.Pd, M.Hum

SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Lestari Sanjaya
N.P.M : 1402050069
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : A Study of Teachers Strategies in Teaching Reading Comprehension

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Januari 2018
Hormat saya
Yang membuat pernyataan,



Lestari Sanjaya

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Lestari Sanjaya
 N.P.M : 1402050069
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : A Study of Teacher's Strategies in Teaching Reading Comprehension

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
24-2-2018	Chapter IV; Data & Data Analysis Appendix	
14-3-2018	Chapter IV; Data & Data Analysis Appendix, Abstract, Acknowledgement	
16-3-2018	Chapter IV; Data Analysis - Discussion Chapter V; Suggestions & Conclusion Abstract, Acknowledgement	
19-3-2018	Chapter IV; Data Analysis - Discussion Chapter V; Conclusion & Suggestion Abstract, Acknowledgement	
20-3-2018	Chapter IV; Data Analysis Abstract	
	Acc to Gran table Examination	

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd, M.Hum)

Medan, 20 Maret 2018

Dosen Pembimbing

(Yenni Hasnah, S.Pd, M.Hum)

ABSTRACT

Sanjaya, Lestari. 1402050069. A Study of Teacher's Strategies in Teaching Reading Comprehension. Skripsi. English Education Department of the Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara. Medan. 2018.

The objective of this study was to describe the implementation of teacher's strategies in teaching reading comprehension at junior high school. The research was conducted by qualitative research with naturalistic design. The subject of this study was English Teacher in SMP Swasta Budisatrya Medan. The data were obtained by implementing participant observation and interview. The participant observation was held to investigate the process of the implementation of teacher's strategies in teaching reading comprehension. Furthermore, the interview was conducted to have in-dept information on the reason of why such strategies conducted in a teaching reading comprehension. Those data were analyzed by using the model of Donald Ary including coding, data reduction, data display and drawing conclusion. The findings showed that there were five strategies used by teacher in teaching reading comprehension at SMP Swasta Budisatrya Medan, namely Tea Party, Reciprocal Teaching, Fascinating Facts and Jigsaw. It was also found that there were three processes namely preinstructional, instructional and evaluation, applied by teacher in implementing the teacher strategies of reading comprehension. In conclusion, not all the teaching strategies of reading comprehension used by teacher in learning process at the class.

Keywords : teacher's strategies, teaching reading comprehension

ACKNOWLEDGMENTS



Alhamdulillah, all praises be to Allah, the single power, the lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “A Study of Teacher’s Strategies in Teaching Reading Comprehension”. Peace be upon prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher would like to say her great honor and deepest gratitude her beloved parents Mr. Jayak and Mrs. Masiar, my lovely brother, Ari Sanjaya, Ners and his lovely wife Wahyuni Adly S.Pd and my beloved sister Arita Sanjaya and my bestfriend Rasbi Khaulil Fajar SE,. who always gives their love, support, motivation and advice to finish the study.

The purpose of writing this research was to complete a partial fulfilment of the requirements for the degree of Sarjana Pendidikan. Furthermore, the researcher would like to thanks many people who gave the support and suggestion in finishing the research, they are:

1. Dr. Agussani, M.AP., as the rector of University of Muhammadiyah Sumatera Utara.
2. Dr. Elfrianto Nasution S.Pd., M.Pd., as a dean of Faculty of Teacher Training and Education University of muhammadiyah Sumatera Utara.

3. Mandra Saragih S,Pd., M.,Hum.,and Pirman Ginting S, Pd., M, Hum., as a head and secretary of English Education Department of FKIP UMSU, who have allowed and guided the researcher to carry out the research.
4. Yenni Hasnah, S.Pd., M. Hum, as a supervisor who had given her a lot of valuable suggestion, ideas, and guidance to complete this research.
5. All lectures who have given their valuable thoughts in teaching during academic years at of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara Medan.
6. Ir. Herri Novandi Yoes as a headmaster of SMP Swasta Budisatrya Medan who permitted the researcher to do the research.
7. Genoveva S, Pd as an English Teacher at SMP Swasta Budisatrya Medan who permitted the writer to do the research.
8. All friends in English Education Department especially for Anada Rizalni, Kartika Dewi Hasibuan, Siti Nurwandani, Winni Wulandari and thanks a lot for B Morning '14.

May Allah, the Almighty bless them all, Amien. Finally, the researcher realized that this skripsi still has some weaknesses and mistakes. Therefore, the writer would like to accept any constructive suggestions to make this skripsi be better.

Medan, 21 Maret 2018

Lestari Sanjaya

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGMENTS	ii
TABLE OF CONTENTS.....	iv
LIST OF FIGURE	vii
LIST OF APPENDICES	viii
CHAPTER I INTRODUCTION	1
A. The Background of the Study.....	1
B. The Identification of the Problems	4
C. The Scope and Limitation	5
D. The Formulation of the Problems.....	5
E. The Objective of the Study.....	5
F. The Significance of the Study.....	5
CHAPTER II REVIEW OF LITERATURE.....	7
A. Theoretical Framework	7
1. Reading Comprehension	7
2. Level of Reading Comprehension	8
3. Process of Reading Comprehension	10
4. Strategies of Reading Comprehension	11
5. Teacher’s Strategies in Reading Comprehension	17
6. Teaching Reading in Classroom	19

7. The Teaching Process in Reading Comprehension	20
B. Relevant Studies.....	23
C. Conceptual Framework	26
CHAPTER III METHOD OF RESEARCH.....	27
A. Research Design	27
B. Source of data	27
C. Instrument of the Research	27
D. Technique of Collecting Data	27
E. Technique of Analyzing Data	29
CHAPTER IV	
DATA, DATA ANALYSIS, FINDINGS AND DISCUSSION	32
A. Data	32
B. Data Analysis	32
1. Strategies of Teaching Reading Comprehension	32
a. Tea Party	32
b. Reciprocal Teaching	33
c. Say Something	36
d. Jigsaw	37
e. Fascinating Facts	39
2. Process of Applying Teaching Reading Comprehension	41
a. Prainstructional	41

b. Instructional	42
c. Evaluation	43
C. Findings	44
D. Discussion	44
CHAPTER V CONCLUSION AND SUGGESTION	46
A. Conclusion	46
B. Suggestion	46
REFERENCES	
APPENDICES	

LIST OF FIGURE

Figure 2.1 Conceptul Framework of the Reading Comprehension.....	22
------------------------------------------------------------------	----

LIST OF APPENDICES

- Appendix 1 Interview Sheet
- Appendix 2 Observation Sheet
- Appendix 3 The Pictures of Information
- Appendix 4 Form K – 1
- Appendix 5 Form K – 2
- Appendix 6 Form K – 3
- Appendix 7 Lembar Pengesahan Proposal
- Appendix 8 Berita Acara Bimbingan Proposal
- Appendix 9 Surat Keterangan
- Appendix 10 Lembar Pengesahan Hasil Seminar Proposal
- Appendix 11 Surat Pernyataan Plagiat
- Appendix 12 Surat Izin Riset
- Appendix 13 Surat Balasan Riset
- Appendix 14 Berita Acara Bimbingan Skripsi
- Appendix 15 Curriculum Vitae

CHAPTER I

INTRODUCTION

A. The Background of the Study

Teacher create readers in the class by teaching students how to read, by being a reading role model and by creating a classroom culture where reading for pleasure is encouraged and supported. It can found inspiration and strategies to encourage teenagers to read for pleasure. Learn why it's important that teens read and what may motivate them to choose reading a range of activities competing for their time. Teacher increase the likelihood of students becoming engaged readers when they make full used of the school library's resources and services. It was explore the strategies and motivate reluctant readers who want to read for the sheer joy of it. This guide also includes insights specific to reading, in school that have success with their pupil's reading, teachers read, talk with enthusiasm and recommend books, the results of which are seen not only in test results but also in an enthusiasm for reading which extends beyond the classroom.

Reading is how to understand a written text. It is a complex activity that involves both perception and thought. This is in line with the statement of Nunan (2007) which explains that 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. Meanwhile, comprehension is the process of making sense of words, sentences and connected to text. In getting sense the readers typically use their background

knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. Thus, reading activity was produce a comprehension called as reading comprehension.

Reading comprehension is the activity of reading in which the readers build comprehension of a text. Reading comprehension combined logical thinking that was owned by a collection of letters, words, and sentences that were in the text. According to Snow (2002) reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with the written language. The above statement emphasizes that reading comprehension is not just about how you read well that includes accurate pronunciation and loud voice. However, reading comprehension is an activity to extracting and constructing an understanding of the meaning of a text which can be translated by you and through your own language. Furthermore, such understanding can be useful to others, without reading comprehension students can only imitate a person language and read a text without understanding the meaning. Through reading comprehension someone can get more information, knowledge, enjoyment and even problem solution or reading comprehension means understanding a written text by extracting the required information from it as efficiently as possible. So, reading comprehension is very important for the students to have in understanding the written language well.

The goal of teaching and learning was to produce and comprehend language that are spoken and written. Some people think that successful English learner is a person who can speak English fluently. They do not know that a person who was

said a success English learner is a person who is master in all of English skills. In teaching and learning process, most of the teachers in Indonesia have a problem one of them is the strategies. Aswan et al. (2010) describes that the teaching strategy is a teacher's plan in teaching and learning process to achieve a purpose which have be plan. In other word, teaching strategies are approaches to teaching students. The teacher have to applied the strategy to balance between the method which the teacher's used and the way of the teacher's used to applied the material. Many strategies have been used in teaching English in the classroom. The result is to know whether the strategies used by the teacher are successful to encourage the students in learning. Many reading strategies may be apply to the class to make the situation become fun. Actually, what must be taken into consideration now is the way the knowledge is present. As we know, teacher centre approaches taking place in tradition classroom do not produce active recipients and results fossilized language learning. It is not effective enough to promote language acquisition. So, now for more effective to promote language acquisition we are used students centre approach and the teachers as a source of learning, fasilitator, manager, demonstrator, motivator and the last as a evaluator.

When doing real teaching practice (PPL) at SMP Swasta Budisatrya Medan, the writer found the teacher needs to be a good friend and parents for their students to make a reading process in the classroom more effective by suitable strategy. Sometimes the teacher becomes a friend to discuss the problems in the classroom, so the students enjoy the class. In another time, the teacher becomes their parents who lead them in teaching and learning activity. The teacher has to

have various strategies to make the students ready to read because the students have difficulties in reading comprehension. The reason by some factors: first, they are too lazy to read the text, magazines, news paper and they not confidence to read be loudly. Second, they are unmotivated and lack of practice. Lastly, they need an interesting technique to stimulate them to reading comprehension. Thus, the teacher has to have various strategy to make the student's ready to read. By applying the correct strategies in teaching and learning process, the teacher are able to evoke the student's confident to read correctly.

The phenomenon above shows that strategy in teaching and learning process is very important. In addition, teacher's strategy is the one of crucial factor which influences to the success in teaching reading. Thus, the researcher was interested in conducting a research entitles "*A Study of Teacher's Strategies in Teaching Reading Comprehension*".

B. The Identification of the Problem

From background of the study above, there were three problems that identified as follows:

1. The ability of teacher in teaching reading comprehension.
2. The teacher's strategies in teaching reading comprehension.
3. The effect of the teacher's strategies in teaching reading comprehension.

C. The Scope and Limitation of the Study

Scope of the study was focused on teacher's strategies in teaching and it was limited on strategies used by the English teacher on teaching reading comprehension at SMP Swasta Budisatrya Medan.

D. The Formulation of the Problems

The problems of this research were formulated as follows:

1. What are the teacher's strategies in teaching reading comprehension at SMP Swasta Budisatrya Medan?
2. How are such strategies applied by teacher in teaching reading comprehension at SMP Swasta Budisatrya Medan?

E. The Objective of the Study

The objectives of the study were presented as follows:

1. to investigate the teacher's strategies in reading comprehension at SMP Swasta Budisatrya Medan.
2. to describe the strategies applied by teacher in teaching reading comprehension at SMP Swasta Budisatrya Medan.

F. The Significance of the Study

The findings of this research were expected to be useful theoretically and practically.

1. Theoretically

Theoretically the result of this research will be useful to increase the readers knowledge about teacher's strategies in teaching especially in teaching reading comprehension.

2. Practically

- a. The students, getting enjoyment and more active in joining reading class. The strategies chosen not only promote reading comprehension but also provide opportunities for the students to encourage the students in reading comprehension.
- b. English teacher, improving the teaching learning process by choosing the right teacher strategy is appropriate to the students.
- c. The researcher, getting a valuable experience which can be the next reference for doing a deeper study particularly on reading comprehension.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Reading Comprehension

Reading is the process of understand meaning of a text. Process is a series of actions or steps taken in order to achieve a particular end, understand is know or realize the meaning of words and meaning is thing or ideas that a words or sentences. So, reading is the way to know or realize the ideas of the word or sentences. This is line with the statement of Anerson (2001) thatreading is the process of constracted meaning from written texts. It is a complex skill required the coordination of a number to interrelated sources of information. Comprehension is the process of making sense of word, sentence and connected text understanding. Making sense is how to make the reader understand the purpose of text and they can interpretation what the meaning of words or sentences. According to Mikulecky (2008), comprehension means making sense of what you read and connected the ideas in the text what you already know. It also means remembers what you have read. In other words, comprehending means thinking while you read.

Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text as well as variables related to the text itself. It is same with the statement of Wolly (2011) that reading comprehension is a very complex cognitive activity. Comprehenders

were not viewed as merely passive recipients of information but as active constructors of meaning. Skilled comprehenders use a wide repertoire of language skills to gain meaning from text by constructing a text-based model while at the same time they draw upon and use their own background knowledge to construct a situation model of the understandings related to the text passage. To be effective, readers need to be actively engaged in the reading process by using their metacognitive skills to monitor and regulate their own meaning making processes.

Based on the definitions above, researcher concluded that reading comprehension is to understand or interpret written or printed materials containing information the activity of mind to comprehend the writer's meaning.

2. Level of Reading Comprehension

There are some levels of reading comprehension. According to Anne (1998), to understand what the readers read is really the result of three levels in reading comprehension, namely (a) literal level, (b) inferential level, and (c) evaluative level.

a. Literal level

Reading on the literal level pertains to skill in understanding the information that is directly stated in the written material. The skills required for reading at the literal level such as:

- 1) Identified appropriate meanings for words in a selection
- 2) Followed directions
- 3) Recalled sequences of events or ideas

- 4) Located answers in the text to specific questions
- 5) Summarized the main idea of a selection
- 6) Associated the text with pertinent illustrations
- 7) Followed the sequence of the plot
- 8) Identified ideas

b. Inferential level

Inferential level is also referred to as reading between the lines. In other word, in reading on this level the reader is able to understand what is implied though not directly stated. The skills required for reading in the inferential level were:

- a) Drawed logical conclusions
- b) Predicted outcomes
- c) Described relationships
- d) Suggested other appropriate titles for the passage
- e) Identified the implied traits of a character

c. Evaluative level

One of the most significant comprehension skills is that of make critical evaluation of what is read by critical evaluation is not meant the attitude of suspecting every statement read of was false. The power of critical evaluation in reading involves numerous factors. It involves the capacity for make comparison appraisals.

Based of the explanation above researcher agree to use statment Lucile an Anne in teaching reading comprehension for students achievement in junior high school, the levels of reading comprehension is to understanding what we read is really the result of three level in reading comprehension (a) literal level , (b) inferential level, and (c) evaluative level. The researcher believe that the three idea are different levels of reading comprehension, each of which imposes different cognitive demands on reader and requires varying levels of interaction with the text, is not newss.

3. Prosesess of Reading Comprehension

Skilled reading a highly complex capability involving mercy component processes and extensive knowledge in order to determine the type of instruction children need, it is important first to consider what is actually involved in the process of reading and comprehending text. Such basic information provides clear pointers to what children need to be thought. According to Richardson (2001) effective reading requires a logical sequence of thinking or thought patterns, and these thought patterns require practice to set them into the mind. They may be broken down into the following into the seven basic processes:

- a. Recognition was registration the readers' knowledge of the alphabetic symbols.
- b. Assimilation was the physical process of prospection and scanning.
- c. Intra-integration was basic understanding derived from the reading material itself, with minimum dependence on past experience, other than knowledge of grammar and vocabulary.

- d. Extra-integration was analysis criticism, appreciation, selection, and rejection. These are all activities which require the reader to bring his experience to bear on the task.
- e. Retentioned is capacity to store to information in memory.
- f. Recalled is the ability to recover the information from memory storage.
- g. Communication was represents the application of the information and may be further broken down into a less for categories, least 4 categories, which are: written, communication, spoken communication through drawing and the manipulation of objects, thinking (this is another word for communication with self).

4. Strategies of Reading Comprehension

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.

Graves (2001) suggested teacher use before, during, and after reading comprehension strategies to help students to recognize that reading is an active and on-going process. According to Kissau and Hiller (2013), strategies of reading comprehension have eight step, the eight of the strategies were interactive in nature and served to activate student prior knowledge. In this respect, the strategies aligned with current thinking in reading comprehension instruction. In addition to be interactive in nature, the eight strategies addressed different points in the reading process. For example, the first strategy describe below, Tea Party,

is typically used prior to reading a text. Say Something, Reciprocal Teaching, and Fascinating Facts, on the other hand, are implemented during the reading process, and Two Word Strategy, Alphabox, Art of Understanding and Jigsaw are used as post-reading strategies.

a. Tea Party

This strategy encourages students to think about, discuss, and make predictions about a text that they are going to read. Prior to having students read, the teacher selects a number of key statements from the text and writes them on pieces of paper or cardstock. The number of sentences selected by the teacher depends upon the length of the text and the number of students in the class. The teacher then proceeds to give each student a card and has him or her display the card so that the sentence is visible to others. The students are then encouraged to walk around the room sharing their sentences with each other and discussing how the sentences are related. Next, the students work in small groups. They discuss the sentences and the ideas of other classmates and share their predictions with each other.

b. Say Something

The strategy that interrupts a student's reading and holds him or her accountable for what has been read. Weak readers are often so focused on understanding and correctly pronouncing individual words in texts that they lose sight of the general message. Say Something requires students to stop frequently while reading and to reflect upon what they have read. To implement this strategy,

students should get into groups of two or three and take turns reading a portion of a text aloud. During this time the teacher occasionally stops the students and asks them to turn to their partners and to say something about what they have read. The students may express what they liked or disliked, what they understood, or they may even make a prediction or ask a question. The reading partners are to then respond to the reader's comments before selecting another student to begin reading. Students who are unable to say something about what they have read are asked to re-read their section.

c. Fascinating Facts

Students are given a number of small Post-it notes. As they are reading, they are asked to attach Post-it notes to sections or words that they understand. In each case, they are to jot down on the Post-it note what they understand. Upon completion of reading the text, the students are then put into small groups of two to four people and asked to share what they wrote down on their Post-it notes. Similar to Say Something, this strategy can serve to interrupt student reading and to help ensure that students are processing what they read. By sharing what they have understood with each other, students gain further background knowledge related to the text. This increased background knowledge should facilitate enhanced comprehension of the text when students are asked to read the text an additional time.

d. Reciprocal Teaching

Involves students working together to better understand the meaning of a text. Students are placed in small groups, and each student in the group is assigned a role. The roles associated with Reciprocal Teaching traditionally relate to the four cognitive strategies: summarizing, clarifying, predicting, and questioning. After reading a section of the assigned text the students are asked to stop and to assume their assigned role. The summarizer, for example, would be required to summarize what happened in that section of the text. After each person has played his or her role, the students exchange roles, and then read another section of the text before performing their new role in the group. This process continues until each student in the group has played each role, or until students have completed reading the text.

e. Two Word Strategy

The Two Word Strategy only requires students to write two words to participate. After reading a text, students are asked to write on a piece of paper two different words that are, in their interpretation of the text, very meaningful or significant. Students are then called upon to share their two words and to explain why they feel the words are important. The teacher writes the words and the brief explanation on the board. While reviewing key vocabulary and summarizing parts of the text, this strategy also allows students to see that there can be multiple interpretations of a text.

f. Alphaboxes

This strategy can be used by students individually, but are more engaging and interactive when completed in groups. After reading a text, the teacher gives each student or each group of students a chart with one letter of the alphabet in each box of the chart. For less common letters that rarely appear at the beginning of words, such as x, y, and z, the teacher may choose to combine those letters together in the same box. Next, the teacher asks the students to think of words from the text that begin with the letters in the alphabet, and has them write the words in the corresponding box of their chart. The teacher should inform students that the words must have significance in the story and that they should be able to explain the significance. After several minutes individual students or groups are called upon to share the words they wrote under the various letters of the alphabet and to explain their significance in the text. The teacher should write these words on a large Alphabox chart at the front of the classroom to create a visual reference of key words and important facts related to the text.

g. Art of Understanding

After reading a text students are asked to quickly draw their interpretation of its meaning. To emphasize that the purpose of the activity is to demonstrate comprehension and not artistic ability, students should be given only two minutes to complete the drawing and should be required to use only a pencil. After two minutes, the students get into small groups to share and explain their drawing. Later, each group can select one person to share his or her drawing and interpretation of the text with the class.

h. Jigsaw

Students are then put into small groups and assigned one of the parts. Students should also be given a graphic organizer divided into sections for each part of the text. The students are then asked to read their assigned part and to take brief notes in the corresponding section of their graphic organizer. Once the students have had sufficient time to read and take their notes they are encouraged to discuss their interpretation of the text with the other members of their group. In essence, the students become experts for their assigned part of the text. Next, one or two members from each group are asked to be ‘traveling experts’ and to rotate to a neighboring group where they are to share what they learned about their assigned section of the text, as well as to listen to what the other group learned about its assigned section. The ‘traveling experts’ continue to rotate from group to group until they have learned about all of the other sections of the text and they return to their original group. At the end of the activity, each student’s graphic organizer will be completely fill in.

Many strategies of reading comprehension which the teacher can use to teaching reading comprehension in the class and the other one teacher can use the teacher strategies according Kissau and Hiller (2013), the strategies are: tea party, say something, reciprocal teaching, fascinating fact, alphabox, art of undersatanding and jigsaw. The researcer believe this strategies can help the teacher to improve the students achievement in English particularly in reading comprehension.

5. Teachers' Strategies in Reading Comprehension

Teachers' strategies is the way of English teaching in the school particularly in reading comprehension. According to Moore (1999), the teachers' strategies are as presented in the following:

a. Plan and Monitor

Controlling one's mental activities, it is metacognitive in nature, centering about readers' awareness and control of their comprehension. When engaged with this strategy, youth are taught planning skill how to preview texts and how to set a purpose for reading and make prediction. They are also taught how to clarify ideas by using fix-up strategies and how to clarify vocabulary by using context clues and other word level fix-up strategies.

b. Determine Importance

Determine importance is identifying essential ideas and information. This is the ability to separate the wheat from the chaff in text. Youth are taught how to identify stated and implied main ideas, how to summarize text and how to note the personal relevance of ideas and information.

c. Ask Questions

Interrogating texts for a variety of purpose, such as checking one understands, querying the author about his or he writing, and discerning relationship among ideas and information within a text.

d. Make Inferences

Linking parts of texts that authors did not link explicitly using what one already known to form links across sentences and paragraph. It is often known as reading between the lines.

e. Make Connections

Using what was known to enrich authors' meaning, talking what has been learned from one's own life experiences, author texts and cultural and global matters to depend understanding of what the author present. It is known as reading beyond the lines.

f. Synthesize

Putting together ideas from multiple sources, deciding how idea go to together in a way that is new, figuring out how what one is reading and learning fits together in a way not thought of before, youth are taught how to draw conclusions, form generalizations and make comparison across texts.

g. Visualize

Visualize is Forming sensory and emotional images of textual contents, especially visual images. This strategy also includes aspects specifically for teens who don't consider themselves to be readers, the strategy of recognizing that one is having an emotional response while reading and to identify what the author did to involve that response.

The researcher conclude that teacher's strategies in reading comprehension have many purpose to make students understand in the text, in addition the students are required to identify of what they do not understand, to create characters and sense, and to help students understands the knowledge in the text by using statement Moore whice include plan and monitor, determine importance, ask questions, make inferences, make connections, synthesize and visualize .

6. Teaching Reading in the Classroom

There were many procedures that offered by expert of language teaching. Konare (2004), in English Teaching Forum states that the classroom procedures in teaching reading divided into six steps, there were:

- a. The teacher was present new vocabulary, often on length.
- b. The teacher was read the text aloud to the class (who not yet seen it).
(The teacher asks them what it is about).
- c. The teacher was read it aloud while the students follow it in their book.
(The teacher may ask the one or two more questions).
- d. Individual students read the text aloud (reading around the class).
(The teacher interrupts to correct pronunciation).
- e. The students read the text silent and try to remember as much as they can for the questions the teacher may ask afterwards.
- f. The teacher asks oral question on the text (among which literal, direct reference wh-question predominate) and students answer orally.

The researcher concludes that teaching reading in the classroom as stated by Konare (2004) that the teacher have to guide the students in teaching learning

process such as the teacher introduces the topic, the student ask to predict the material, teacher have to answer questions with students to know their knowledge on the text and the teacher have to give feedback to students.

7. The Teaching Process in Reading Comprehension

There were some poces of teaching reading comprehension. According to Collins and Smith (2007), have two aspects of comprehension processes that important to teach, namely (a) comprehension monitoring, (b) hyphotesis.

a. Comprehension monitoring

Comprehension monitoring skills range from handling localword-level failures to global text-level failures. Thereare four basic types, they included the failures to understandparticular words, particular sentences, relationsbetween sentences, and how the text fits together as awhole. Each type of failure can in fact have ramifications atmore global levels.

1) Failure to Understand a Word

The simplest kind of problem occurs when the reader doesnot understand a word. Like a novel, either because it is novel, or becauseit is known meaning does not make sense in the current contex.

2) Failure to Understand a Sentence

There are several different ways a reader can fail tounderstand a sentence. One possibility is that he or shefails to find any interpretation at all. Another is that theonly interpretation found is so abstract as to seem hopelesslyvague.

(Somewhat surprisingly, this seems to be a common occurrence in scientific and technical texts). Alternatively, the reader may find several interpretations, because of some semantic or syntactic ambiguity. A fourth problem occurs if the reader's interpretation conflicts with his or her prior knowledge such as:

- a) Can find no interpretation.
- b) Can only find vague, abstract interpretation.
- c) Can find several possible interpretations (ambiguous sentence).
- d) Interpretation conflicts with prior knowledge.

3) Failure to Understand How One Sentence

Relates to Another One kind of failure that can occur at the intersentence level is when an interpretation of one sentence is inconsistent with that of another. Monitoring for such inconsistencies is clearly an ability that develops with experience. It meant in this case the reader can interpretation of one sentence conflicts with another, can find no connection between the sentences, can find several possible connections between the sentences.

In addition to inconsistencies, there are two other kinds of failures that can occur at the intersentence level: the reader can find no connection between two sentences that by juxtaposition should be related, and the reader can find several possible connections between two sentences.

4) Failure to Understand How the Entire Text Fits Together

There are a number of failures that can occur at more global levels. These include failures to understand the point of the text or some part of it, failure to

understand why certain episodes or sections were included, and failure to understand the motivations of one or more characters in the text. We have analyzed in detail elsewhere the kinds of strategies sophisticated readers use to reinterpret a text. It meant that the readers can find no point to whole or part of the text, cannot understand why certain episodes or sections occurred, and cannot understand the motivations of certain characters.

b. Hypothesis

As mentioned earlier, distinguish between two basic kinds of hypotheses: predictions and interpretations. Predictions are hypotheses about what will happen, and interpretations are hypotheses about what is happening. Sometimes, as in character attributions described below, an interpretation is made (e.g., the hero is jealous) in order to make some prediction (e.g., he will try to outdo his rival). Both predictions and interpretations are often wrong, so the reader must look for further evidence and revise any predictions or interpretations that prove wrong.

Another way in which the hypotheses of present concern differ from those mentioned earlier is that the present ones are not triggered by comprehension failures. There was however, an interplay between what was covered in the preceding section and the general hypotheses we consider here: to the extent students generate and test general hypotheses while reading, they may confront fewer comprehension failures. In some sense, then, the present section is concerned with preventing the kinds of problems that the prior section tried to remedy.

the kinds of general hypotheses students should learn to make as they read a text. We discuss each kind in turn:

1. Event Expectations

1.1 Character attributions (permanent and temporary).

1.2 Situational attributions.

1.3 Goal interaction between characters (competition and cooperation).

1.4 Goal interactions within a character (conflict)

1.5 Termination of a goal-subsumption state.

2. Text Structure Expectations

2.1 Structure of the genre.

2.2 Predictions from headings and titles.

3. Interpretations

3.1 Determining the main point.

3.2 Determining story themes.

3.3 Determining devices used by authors

B. Relevant Studies

There are some previous studies relevant to this present study. First, Ningsih (2016), had done a research entitled “ An Analysis on Teacher’s Strategies in Reading Comprehension class of the second grade students of SMPN 3 Ngrambe in the academic year of 2015 /2016 “.her study aimed to describe the teacher’s strategies in reading comprehension class of the second grade students of SMPN 3 Ngrambe. She found the problems what strategies are used by teacher in reading

comprehension and what are the problems faced by teacher in reading comprehension.

Second, Nurlaili (2014), had done researches entitled “A Study on Teacher’s Strategies in Teaching Reading Comprehension in second grade of student’s MTs Tarbiyatul Ulum Panggungasri Panggungrejo Blitar academic year 2013/2014”. Her study aimed to describe the teacher’s strategies in reading comprehension at second grade of MTs Tarbiyatul Ulum Panggungasri Panggungrejo Blitar. She found the problems what are the teacher’s strategies in teaching reading comprehension and what extent do the strategies help the teachers in reading comprehension.

Third, Hidayah (2016), had done researches entitled “An Analysis of Teachers’ Strategies in Teaching Reading Comprehension A Descriptive Qualitative Research at Dian Nusantara Junior High School Kec. Bandung Kab. Serang Banten”. Her aimed to describe the teacher’s strategies in reading comprehension at Dian Nusantara Junior High School kec. Bandung Kab. Serang Banten. She found the problems what are the teacher’s strategies in teaching reading comprehension and how can they apply the strategy in teaching reading comprehension.

The three researchers above analyzed the teacher strategy in reading comprehension. It is similar with the present study all of them deal with teachers strategies in reading comprehension. Meanwhile, the differences are the first researcher focus on what are the problems faced by teaching reading comprehension at SMPN 3 Ngrambe, the second researcher was interested on

what extent do the strategies help the teacher in reading comprehension at and the last researcher analyzed to get detail information such as moral value, main idea, and the content of the text to student achievement in reading comprehension at SMP Dian Nusantara Bandung, but in this paper the researcher will analyze what the teacher strategies are in reading comprehension and how such strategies are applied by teacher in teaching reading comprehension at SMP Swasta Budisatrya Medan.

C. Conceptual Framework

This study was conceptualized as in the following chart:

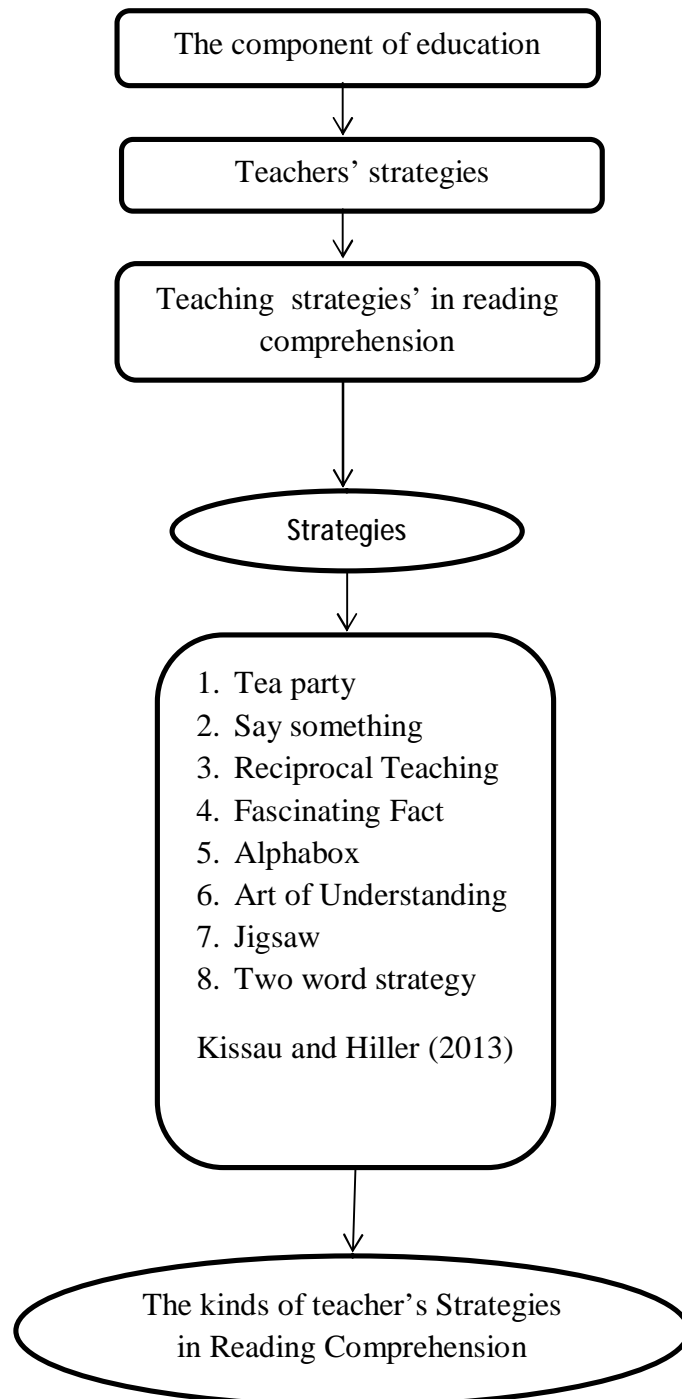


Chart 2.1 Conceptual Framework of the Reading Comprehension

CHAPTER III

METHOD AND RESEARCH

A. Research Design

The researcher was used descriptive study with naturalistic design. It was natural because this research was focused on a certain phenomenon in the activity. In this case the phenomenon is the teacher's strategies in teaching reading comprehension. Then, the researcher observed and described the phenomenon as it was reality as clear as possible without manipulation.

B. Source of the Data

The primary data were obtained from the English teacher at SMP Swasta Budisatrya Medan. The data were include the strategy of the teacher in teaching reading comprehension.

C. Instrument of Research

The data of the research was collected by giving interview list and observation sheet on the English teacher performance in teaching. However, the researcher herself was the key instrument in this research.

D. Technique of Collecting Data

The two instruments of research above namely observation and interview, was done in several steps. Each of them were elaborated, below:

1. Observation

Observation is a way of collecting data by conducting direct observation of an object in a given period and held a systematic recording of certain things observed. The ways to do observation were:

- a) The researcher was prepare the materials to conducted the observation such as paper, pen and camera.
- b) The researcher was join in the classroom.
- c) the researcher was observed the teacher's strategies in teaching reading comprehension.

This method is used to get any information about the teacher strategies in teaching reading comprehension in SMP Swasta Budisatrya Medan. The researcher was observe whatever done by the English teacher related to the teacher strategies in teaching reading comprehension in the classroom.

2. Interview

Interview is a meeting of two persons to exchange information and idea through and responses, resulting in communication and joint construction of meaning about a particular topic. The ways to do interview were:

- a) The researcher was prepared the structured interview list.
- b) The researcher was set a list of interview which is developed to gain the specific information, and give to the teacher. The interview is conducted to get the addition of information in response to interesting or important answer that arises unexpectedly from the planed questions.

- c) The researcher was carried out the interview by using a set of questions have been arranged.
- d) The researcher was carried out the interview with sistematic plan of questions.

In this case, the researcher was used structured interview. The interview was done with the English teacher. It was conducted after finish the teaching and learning process. This interview was conducted to gain a spoken respond from the participants. The functions of interview in this research are to cross check the data and to make sure that the data from the observation are really valid.

E. Technique of Analyzing Data

Qualitative analysis is messy and nonlinear. Data analysis in qualitative research is often done concurrently or simultaneously with data collection. Nevertheless, Ary et al (2010) states that the data analysis in this research can be broken down into four stages, namely Coding, Data Reduction, Data Display, and Drawing Conclusion or Interpretation. Those are explained briefly as follows:

1. Coding

The first stage in analyzed qualitative data here involves coding. Coding is analogous to getting ready for data provided. The first step in coding is referred to as open coding, preliminary coding, or provisional coding. The most common approach is to read and reread all the data and sort them by looking for units of Observation Interview One Sources / Informant meaning-words, phrases, and sentence to make it easy to be learned. In this stage, after get the data the researcher collected the data. After all data are collected the researcher places all

units having the same coding together. It was easy to read the data. In short, by coding the all data we gathered, we can underline the significant data that are appropriate with our topic of research. So, it was easy read the data.

2. Data Reduction

The second step of data analysis is data reduction. It is the process of reducing the data occurring repeatedly. Reducing the data means summarizing, choosing the main thing, focusing on the important things, finding the topic and the form. In this stage, the researcher get the data from interview with the teacher. The result of interview shows how the teacher used the strategies in teaching reading comprehension. In this step, the irrelevant data was reduced and the usefull data was included.

3. Data Display

After data reduction, the next step in analyzing data is Data Display. It is process of displaying data in the form of table so what it gets more understandable. looking at displays help us to understand what is happening and to do something. In this research, the researcher was used table in displaying the data, because it is most common data display used in qualitative research.

4. Drawing Conclusion

The last step of data analysis is drawing conclusion. Here, the researcher begins to see what the data. The researcher examines all entries with the same code, merges these categories and finds the connection among the categories.

Then, it continues to tell be explanation and to make connection among the description. Finally, the researcher can get the result and conclusion of the research.

CHAPTER IV

DATA, DATA ANALYSIS, FINDINGS AND DISCUSSION

A. Data

As already mentioned in the previous chapter, the data were obtained from the teacher's teaching strategies in reading comprehension of the teacher in SMP Swasta Budisatrya Medan especially in reading comprehension. After identifying the teacher's teaching strategies in reading comprehension, the researcher only found five strategies from the eight strategies that were used by the teacher in SMP Swasta Budisatrya Medan. For the detail data about teacher's strategies in reading comprehension were presented in Appendices.

B. Data Analysis

Based on the empirical data found, there were five teacher teaching strategies realized by the teacher in a teaching reading comprehension, namely tea party, say something, fascinating fact, reciprocal teaching and jigsaw.

1. Strategies of Teaching Reading Comprehension

a. Tea Party

Tea party is a strategy that makes the students involved in an interactive activity. The students are also got into a sharing activity whereas they have to discuss about their prediction. It helps the students in comprehending the text they read by making prediction. This theory met the following data:

Data 1

.....*Guru meminta siswa untuk membaca judul teks yang dibagikan dan memprediksikan alur cerita tersebut dari judul.....*(the teacher gave instruction for the students to read the title of the text and prediction content of story from the title).
(Appendix.1; Obs.1)

The data above show that the teacher used tea party strategy in teaching reading comprehension. The teacher gave the instructions for the students to predict the gist of story from the title they read. In this case, the activity of teacher to gave the instruction for students.

Data 2

.....*siswa mengikuti intruksi yang diberikan guru dengan membaca judul lalu satu persatu mereka mengemukakan pendapatnya tentang alur cerita tersebut.....*(the students follows the teacher instruction with read the title and than one by one of them ask their ideas about plot the story). (Appendix.1; Obs.1)

Besed on the data 2, it shows that the students were braver to ask their ideas in the class with their predictions on gist of the story. In this case, the teacher tried to get the students attention to the lesson that they haved alreedy studied previously. These apperceptions were done simply and clearly. The teacher explicit and excited to start the lesson. It helps the students more than interested with English study especially in reading comprehension. In this case, the activity of students to do predicting belongs to one step of tea party strategy.

b. Reciprocal Teaching

Reciprocal teacing is a technique that allows students to explore relistic situation by interacting with other people in a managed way in order to develop

experience and trial different strategies in a supported environment. This theory met the following data:

Data 3

.....disetiap group guru menggunakan tehnik yang sama yaitu setiap anggota kelompok memiliki tugas masing-masing yaitu: meringkas, menjelaskan, membuat kesimpulan dan membuat pertanyaan.....(in every group the teacher used the some tehknique. It was summarizing, clarifying, predicting and questioning). (Appendix.1; Obs.3)

Based on data 3, it show that the techer used reciprocal teaching in the teaching process. Teacher gave the insruction very well and it helps the students to do their task so fast and easy in teaching learning process. In this case, the activity of teacher to give instruction for the students belongs to one step of reciprocal teaching strategy.

Data 4

.....ketua kelompok membagi tugas kepada masing-masing anggota kelompoknya sesuai yang dikatakan guru, tugas yang mereka kerjakan jadi lebih mudah dan cepat selesai...(the leader divided the task to members of group appropriate with the teacher said, they do the task with easy and fast). (Appendix.1; Obs. 3)

In the data 4, with the good arragment maked the students easily to understand this text. In this case, the teacher tried to get the students attention and direct the students to do the exercise in the group. Involves students working together to better understand the meaning of a text. Students were placed in small groups, and each student in the group is assigned a role. The roles associated with ReciprocalnTeaching traditionally relate to the four cognitive strategies: summarizing, clarifying, predicting, and questioning. After reading a section of the assigned text the students are asked to stop and to assume their assigned role.

The summarizer, for example, would be required to summarize what happened in that section of the text. After each person has played his or her role, the students exchange roles, and then read another section of the text before performing their new role in the group. This process continues until each student in the group has played each role or until students have completed reading the text. In this case, the activity of students to do using four technique belongs to one step of reciprocal teaching.

Those data above can also be croschecked with an interview from a teacher that the strtegy is esily to students understood. The analysis can be showed in the data as follow:

Data 5

.....Kadang-kadang strategi ini lebih mudah untuk dimengerti siswa dalam proses belajar mengajar, karna strategi mengajaar timbal balik adalah aktivitas yang terbentuk dari interaksi antar guru dan siswa.....(sometimes this strateg were easily to understood the students in teching process, because reciprocal teaching strategy is an activity which the form of interaction between students and teacher). (appendix. 2; Int.3)

From the result of interview above, it meant that the teacher prefer using this strategy in teching reading, because reciprocal teaching is an instructional activity that takes the form of a dialogue between teachers and students. Regarding segments of text for the purpose of constructing the meaning of text and it iwas the best represented as a dialogue between teachers and students in which participants take turns assuming the role of teacher and the most effective in the context of small-group collaborative investigation, which is maintained by the teacher or reading tutor. In this case, teacher said reciprocal teaching as an easy

strategy to implementation in teaching learning process especially in reading comprehension.

c. Say Something

Say something is used by teacher to trying the pronunciation's student and the courageous of the student in reading English. This strategy can help the students if they follows correctly what the teacher's said and can help the students in their spelling and pronunciation.it is described as follow:

Data 6

.....terkadang guru memberhentikan siswa membaca dan mengatakan kepada mereka untuk bergantian kepada teman-temannya dan mengucapkan sesuatu tentang apa yang telah mereka baca.....(Sometimes the teacher occasionally stop the students and said with them to turn their partners and to say something about what they read). (Appendix.1; Obs.4)

Based on the data 6, it shows that the teacher used this strategy in teaching learning process. teacher gave the intructions for the students to read the text with turn in the class. So, all of them had to take of turn to read a text and make all of them serious in learning process especially in reading comprehension. In this case, teacher to give intruction belongs to one step of say something strategy.

Data 7

.....siswa jadi serius dalam membaca dan menyimak dengan baik apa yang dibaca temannya karna mereka tau guru akan menyuruh mereka membaca dan bertanya tentang teks tersebut secara bergiliran serta siswa dapat menyampaikan pendapatnya tentang apa yang sudah mereka baca....(the students be a seriously in reading and be a good listener because the teacher order the students to read and given the question for all of them and students conveyed their expression about the text). (Appendix.1; Int.3)

From the data 7, it can be helped the students may express what they liked or disliked, what they understood, or they may even make a prediction or ask a question. The reading partners are to then respond to the reader's comments before selecting another student to begin reading. Students who are unable to say something about what they have read are asked to re-read their section. In this case, students to improving her ideas about the text, it was belongs to one step of sy something strategy.

d. Jigsaw

Jigsaw is cooperative learning strategy that enables each student of a "home" group to specialize in one aspect of a topic and in strategy every members of group is an expert. It can be seen from the observation and interview as follows:

Data 8

.....guru memberikan instruksi kepada setiap anggota kelompok untuk melakukan 'perjalanan ahli' dan berdiskusi dengan kelompok lain dan setelah kembali siswa dapat menjelaskan apa yang diketahuinya kepada teman kelompoknya.....(teacher guided the members of the groups for doing 'traveling experts' and discuss with the other groups, and then after come back to the group their shared what they know to another members of group). (Appendix.1; obs.6)

Based on the data 8, the teacher gave the instructions appropriate the indicators of jigsaw strategy. It meant that teacher success use this strategy and the students interested to working together in the groups. Teacher utilizes in order the student easily to understand content of that text's reading this strategy helps

students to understand the reading text. In this case, teacher gave the instruction to students to do traveling expert belongs to one step of jigsaw strategy.

Data 9

.....pada saat siswa melakukan perjalanan ahli dikelompok lainnya maka mereka hanya fokus pada satu sub bab tertentu saja dan dengan begitu mereka bisa fokus untuk memahami sub bab itu sehingga disebut ahli...(at the students doing traveling expert in another groups then she or he focussed in one sub bab so she or he be an expert in their group). (Appendix.2; Int. 3)

Based on the data 9, it shows that the students had time to read and take their notes they are encouraged to discuss their interpretation of the text with the other members of their group. In essence, the students become experts for their assigned part of the text. Next, one or two members from each group are asked to be 'traveling experts' and to rotate to a neighboring group where they are to share what they learned about their assigned section of the text, as well as to listen to what the other group learned about its assigned section. The 'traveling experts' continue to rotate from group to group until they have learned about all of the other sections of the text and they return to their original group. In this case, students to do traveling expert belongs to one step of jigsaw strategy.

Based on the result of interview with the information, the teacher did jigsaw strategy is caused to make the role of students important in this lesson. As shown in the data as follows:

Data 10

....saya menggunakan strategi jigsaw ini untuk meningkatkan rasa percaya diri siswa dan siswa nyaman dalam mengikuti pelajaran karna peran siswa didalam proses belajar mengajar itu sangat penting....(the teacher used jigsaw strategy to increase or improving the self confidence of students and it made the

students enjoy because the role of students in teaching learning process it is very important). (Appendix.2; Int.4)

Based on the data 10, this strategy helps students because students can share ideas with their friends. Because the 'traveling experts' continue to rotate from group to group until they have learned about all of the other sections of the text and they return to their original group in this discussion a member should give ideas in order to get the right answer. In this case, teacher used this strategy to increase students ability in reading comprehension.

e. Fascinating Facts

Fascinating facts is the role play in teaching learning of reading. It meant the strategy interrupted and helps the students with the make a process teaching learning fun and the students have an enjoy in the class especially in reading comprehension.it is described as follows:

Data 11

.....Dalam menggunakan strategi ini guru biasanya sebagai produser didalam kelas karna siswa diminta memeragakan apa yang mereka baca.....(within used this strategy the teacher as a director in the class, because the students as an actors to prtices what they read). (Appendix.1; Obs. 7)

Based on the data 11, in the class teacher as a produces and the students as an actors. It meant that the strategy make senjoy the students and interested to learn English especially in reading comprehension. In this case, teacher as the producer in the class, meant that the data is the one step of fascinating strategy.

Data 12

.....siswa merasa nyaman dalam proses belajar mengajar menggunakan strategi ini karna mereka bisa langsung memperagakan apa yang dibacanya serta suasana didalam kelas jadi lebih menyenangkan...(students enjoy in the teaching learning process with used fascinating facts strategy becuse the students can role play from what they read and it maked the class more than fun). (Appendix.2; Int.4)

Based on the data 12, it shows that the teacher used this strategy in reading comprehension for help the students to understanding reading text, make the learning English was fun, and help the students to express their ideas. Similar with Say Something, this strategy can served to interrupted student reading and to helps ensured that students were processing what they read. In this case, students as the actres in the class, belongs to one step of fascinating facts strategy.

Here the reason for implementing this strategy was similar to the pervious informant that is to is to help students understand the elaboration of materials. It can be seen from the interview as follow:

Data 13

.....dalam menerapkan strategi ini didalam kelas saya berharap agar siswa bisa memahami dengan mudah maksud dari teks yang mereka baca dan mengaplikasikan strategi ini dikesehariannya.....(I hope within applied this strategy in the class can helps the students to be easily understood to application and share this strategy in daily life). (Appendix.2; Int.7)

From the data 13, this strategy can help the students By sharing what they have understood with each other, students gain further background knowledge related to the text. of the text when students are asked to read the text an additional time. In this case, the teacher hope with used this strategy can helps the

students to increase their ability in reading comprehension, to know the content of text and they were application this strategy in theylives.

2. Process of Applying Teaching Reading Comprehension Strategies

Teacher applied the process of teaching reading comprehension strategy with the complete realization. Researcher found thtee data from the indicators of teaching strategies in appendix one. The implementation of teaching strategy had some processes, they are: prainstructional, instructional and evaluation. Teacher used the strategy in all sprocesses. Teacher applied the strategies well done in teaching learning process. teacher applied the strategies from opening until closing the lesson. Based on the data got, teacher used the three process applying the teaching strategies of reading comprehension.

a. prainstructional

Prainstructional is the stages which the teacher taken at the started of teaching learning process. It can be seen from the data as follow:

Data 14

.....guru memberi salam pada saat memasuki kelas, lalu guru menanyakan kabar dan mengecek kehadiran siswa. Setelah itu gurumengaitkan materi yang akan diajarkan dengan pengalaman siswa sebelumnya dengan bertanya kepada mereka, dan memberikan gambaran tentang manfaat materi yang akan dipelajari dan menyampaikan tujuan pembelajaran, kemudian guru meminta siswa untuk membaca judul dari cerita dan memprediksikan apa isi cerita tersebut.....(the teacher gave the greeting to the students and check their attendance. ater that the teacher connected the material with the students experienced before with asked some question to them, and then the teacher gaave the picture of advantages of matery that would be learn and told the purpose of learning. And then the teacher asked the students to read the title from the text and predict what were the content). (appendix.1; Obs.1)

Based on the data 14, teacher used prainstructional process in tea party strategy. In the opening to start the study teacher gave the greetings, check attendance, gave the motivation to learn and gave the suggestion about the purpose of study, to icrease the motivation students in English learning especially in reading comprehension. In addition, teacher also used prainstructional process in all the teaching strategies of reading comprehension like tea party strategy.

b. instructional

Insructional process is the core activity in teaching learning process. It is describe as follow:

Data 15

.....guru mengatakan pokok materi yang akan dipelajari hari ini, dan Membahas pokok materi yang telah dituliskan tadi. Dalam pembahasan materi itu dapat ditempuh dua cara, yakni : pertama, pembahasan dimulai dari gambaran umum materi pengajaran menuju kepada topic secara lebih khusus. Kedua, dimulai dari topic khusus menuju topic umum..... (the teacher told the students what would be learn, and discussed the matery that written before. In discussed bout the matery could be done were follow : first the discussion started with general picture of learning mtery to be more specific.second started from specific to general). (Appendix.1; Obs.2)

Based on the data 15, teacher used instructional process to implementation the matery of English learning process. like in a tea party strategy teacher gve the instruction to students for predict the purpose of the text from the title. It meant that students be brave to said about their ideas loudly, and it made active and condusive in the class. In this case, activity of the teacher and students be a good arrangment. In addition, teacher also used instructional process in all the teaching strategies of reading comprehension like tea party strategy.

c. evaluation

Evaluation process is the process to take a values of the students activity based on the instructional process as a conclusion in this lesson. It meant that the evaluation process is the last steps to know about the students ability. It is describe as follow:

Data 16

.....Mengajukan pertanyaan kepada kelas, atau kepada beberapa siswa, mengenai semua pokok materi yang telah dibahas pada tahapan kedua. Apabila pertanyaan yang diajukan belum dapat dijawab oleh siswa kurang dari 70%, maka guru harus mengulang kembali materi yang belum dikuasai siswa. teknik pembahasan bisa ditempuh dengan berbagai cara, yakni : (1) siswa dapat menguasai pelajaran , (2) diadakan diskusi kelompok membahas pokok materi yang belum dikuasai, dan (3) memberikan tugas pekerjaan rumah, yang berhubungan dengan pokok materi yang belum dikuasai melalui kegiatan mandiri....
 (the teacher gave some question to the students bout all materies that learned in second step. Meanwhile the students could not answered the question $\leq 70\%$, so the students had to repeated the matery that could not understood. The discussion of techniques could be done as follow : 1. The students could Mastered the mtery, 2. The teacher Made some groups of the students to discuccion the mtery tht they not understood. 3. The techer gve the homework to the students tht related with the matery that they learned). (Appendix.1; Obs. 8)

Based on the data 16, teacher applied the evaluation process in the last process in teaching learning. In evaluation teacher gave some question to students about the matery. Meanwhile the students could not answer all teh teacher questions, she repeated the matery untill more then the students understood. Teacher gave home works and clue for the next lesson. In this case, teacher used the evaluation process to helps the teacher know about the students ability. In

addition, teacher also used evaluation process in all the teaching strategies of reading comprehension like tea party strategy.

C. Findings

Based on the data analysis above, there were some points listed as the resech findings as follows:

1. There were five teacher strategies of reading comprehension used by the English teacher in learning process at the class, namely: tea party, reciprocal teaching, fascinating facts, jigsaw and say something.
2. There were three processes of applying teaching strategies of reading comprehension implemented by the English teacher in learning process at the class, namely: prainstructional, intruotional and evaluation.

D. Discussion

In reference to the findings of this research, it can be seen that there is a gap between the theories proposed by Kissau and Hiller, the researcher finding and with the other analysed. According to Kissau and Hiller (2013) Strategies of reading comprehension have eight step. The eight of the strtegies were interctive in nature and served to active student prior knowledge. The eight of strategies are Tea Party, Say Something, Fascinating Facts, Two Word Strategy, Alphabox, Art Of Understanding and Jigsaw. This is in line with the statement of Hidayah (2016) which found six teacher strategies in reading comprehension. The six of strategies are memorizing strategy, game strategy, discussion strategy, question answer strtegy, reading silence strategy and reading aloud strategy. Whereas, in this

study, there are five types of teacher strategies were found in the teaching reading comprehension in the class, in which five of them theoretically match with the types proposed in theory, namely, Tea Party, Fascinating Facts, Say Something, Reciprocal Teaching and Jigsaw strategy. Researcher found this strategies from doing reseach in SMP Swasta Budisatrya Medan and based on data observation sheet and interview list.

Based on the result of the naturalistic qualitative design of analysis the data, it was indicated the action and applying of teacher's strategies in teaching learning process can increase the ability and activity of students in the teaching learning activities well, and it was helped the teacher to make the class effective especially in the teaching reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the types of teacher's strategies in teaching reading comprehension, the conclusions were drawn as follows:

1. Not all the teaching strategies of reading comprehension applied by the teacher in learning process there were only five teaching strategies, namely: tea party, reciprocal teaching, fascinating facts, say something and jigsaw.
2. All the processes of implementing teaching strategies of reading comprehension applied by the teacher in learning process, including preinstructional, instructional and evaluation.

B. Suggestion

Based on the conclusions above, the researcher offered some suggestions presented for students, English teacher and the researcher.

a. Students

It was suggested for the students to use such teaching strategies of reading comprehension to get more understanding about the text they read.

b. The Teachers

It was suggested for the teacher to use the various teaching strategies of reading comprehension in order to provide an interesting teaching process of reading comprehension.

c. Future Researcher

It was suggested for the other researcher to conduct the research about the teacher strategies that used by English teacher of reading comprehension. Therefore, that the result will give more advantage and easily applied in a larger area.

REFERENCES

- Anne, L. 1998. *The Levels of Reading Comprehension*. Volume 4, number 13. <http://id.portalgaruda.org>.
- Ary. 2010. *Metode penelitian kualitatif*. Eight Edition. USA: Wadsworth, Cengage Learning.
- Ary, D., Jacobs, L. C., & Serensen, C. 2010. *Introduction in Research in Education*. Eight Edition. USA: Wadsworth, Cengage Learning.
- Barry, J. W. 1978. *Piaget For the Classroom Teaching*. New York: Longman,inc.
- Bernhant, B & Pang, M. 2000. *Teaching Reading*. Chicago: International Academy of Education (IAE) Press.
- Bogdan, C. Robert. 2002. *Qualitative Research for Education an Introduction to Theory and Methods*. London: Allyn and Bacon, Inc.
- Chaucan, S. S. 1979. *Innovations in Teaching – Learning Process*. New Delhi: Vikas Publishing House.
- Cooper. Arthur L. (ed.) 1990. *Classroom Teaching Skill*. Lexington, Massachusetts Toronto: D.C. Heath and Company.
- Denzim, N. K., & Lincoln, Y.S. 1994. *Handbook of Qualitative Research*. Thousand Oaks: Sage Publication.
- Ginting, Pirman. 2012. *The Implementation of Bilingual Education Program at Junior High School*. A Thesis: English Applied Linguistics Study Program, Postgraduate School, State University of Medan.
- Gunawan, I. 2015. *Metode Penelitian Kualitatif: Teori dan Praktik*. Jakarta: PT. Bumi Aksara.
- Joni, T. R. 1980. *Strategi Belajar Mengajar*. Jakarta: Prenda Media Group.
- Kissau, S & Hiller, F. 2013. *Research in Comperative and International Education*. Volume 8, number 4. From:www.worldwords.co.uk/RCIE.
- Konare, B. 2004. *Teaching Reading in Classroom*. Chicago: America Library Assocoation.

- Lincoln, Y. S., & Guba, E. G. 1985. *Naturalistic Inquiry*. California: sage publication.
- Moleong, J. L . 2006. *Metodologi Penelitian Kualitatif*. Bandung: PT. Remaja Rosda Karya.
- Moreillon,J. 2000. *Collaborative Strategies for Teaching Reading comprehension*. Chicago: America Library Assosiation.
- Moore. 1999. *Teacher Strategies in Teaching*.Alexandria: alexandria library assotiation.
- Sanjaya, W. 2016. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: Prenada Media Group.
- Setyosari, Punaji. 2013. *Metode Penelitian Pendidikan dan Pengembangan*. Jakarta: Prenadamedia Group.
- Shenton, K. A. 2004. *Strategies for ensuring trustworthiness in qualitative research project*. Education for Information 22 (2018) 63-75-63. IOS Press.
- Sugiono 2010. *Metode Penelitian Pendidikan (Pendekatan Kualitatif, Kuantitatif dan R & D*. Bandung: Alfabeta.
- Serravallo,W. F. 2004. *PowerPoint Advance Presentation Technique*. New York: Wiley Publishing.
- Tankersley, K. 2003. *The Thread of Reading Strategy Literacy Development*. Alexandria: alexandria library assotiation.
- Yaumi, M. 2013. *Prinsip – Prinsip Desain Pembelajaran Disesuaikan Dengan Kurikulum 2013*. Jakarta: Prenada Media Group.

Appendix 1

**OBSERVATION SHEET OF TEACHER'S STRATEGIES
IN READING COMPREHENSION**

Situs : SMP Swasta Budisatrya

Yang diamati : Teacher of English

Pengamat : Researcher

No	Meetings	Description	Indicator of Teacher's Strategies	Category of Teaching Strategy	Code of Data
1	I 30/01/18	<p>Pada pukul 7.30 wib guru memasuki runag kelas VII 1. Sambil memasuki ruangan guru menyapa siswa dengan mengatakan 'good morning'. Kemudian siswa menjawab dengan mengatakan 'morning, miss'. Kemudian guru menanyakan kabar siswa 'how are you?' siswa menjawab 'i am fine'. Setelah menyapa kelas gurupun duduk di kursi. Kemudian meminta ketua kelas memimpin do'a belajar dan surah pendek dari al-qur'an yang sudah di tentukan. Ketua kelas memimpin do'a dengan mengungkapkan 'get ready, before we start our lesson, let's pray together'. Setelah selesai berdo'a ketua kelas menutup doa dengan mengucapkan 'finish'. (pendahuluan)</p> <p>Setelah selesai berdoa guru memulai pelajaran dengan mengatakan 'now we are study about the it's a beautiful day'. Guru menanyakan kepada siswa tentang hari yang indah yang pernah mereka alami dan memancing siswa untuk</p>	<ul style="list-style-type: none"> - guru membagi siswa atas beberapa kelompok - guru membagikan teks kepada setiap kelompok - sebelum siswa mulai membaca, guru memilih sejumlah kata kunci pernyataan dari teks dan menulisnya sebagian di kertas atau kartu (Prior to having students read, the teacher select a number of key statments from the text and writes them on pieces of paper or cardstock) - siswa mulai berhypotesis - siswa mengumpulkan data tentang teks tersebut siswa mempresentasikan di depan kelas 	Tea Party strategy	Obs .1

		<p>bercerita tentang pengalamannya. Setelah itu guru membagi siswa atas beberapa kelompok dan guru membagikan teks kepada setiap kelompok. sebelum siswa mulai membaca, guru memilih sejumlah kata kunci pernyataan dari teks dan menulisnya sebagian di kertas atau kartu. Setelah itu guru meminta siswa untuk membaca judul teks yang dibagikan dan memprediksikan alur cerita tersebut dari judul. siswa mengikuti intruksi yang diberikan guru dengan membaca judul lalu satu persatu mereka mengemukakan pendapatnya tentang alur cerita tersebut. Setelah selesai guru menyuruh mereka untuk membaca teks tersebut. Kemudian siswa mulai berhypotesis dan mengumpulkan data tentang teks tersebut. Guru sebagai fasilitator di dalam kelas sementara siswa mengerjakan tugas berkelompok dan setelah selesai siswa mempresentasikan di depan kelas tentang apa yang sudah mereka kerjakan. Guru memberi nilai dan kelompok yang lain mengajukan pertanyaan kepada kelompok yang maju. Sehingga kondisi kelas aman dan pembelajaran berlangsung kondusif dan tentram. (kegiatan inti pertemuan pertama)</p>	<p>tentang apa yang sudah mereka kerjakan</p> <ul style="list-style-type: none"> - siswa bisa menyelesaikan tugas yang diberikan guru dengan bekerja sama dalam kelompok dan mereka dapat lebih interaktif dalam memahami isi dari teks tersebut 		
2	II 01/02/18	<p>Setelah selesai berdoa guru memulai pelajaran dengan mengatakan 'now we are study about the animals'. Guru menanyakan kepada siswa tentang hewan apa saja yang pernah mereka jumpai sampai hewan yang paling sering mereka lihat maka siswa akan bercerita tentang</p>	<ul style="list-style-type: none"> - guru membagi siswa atas beberapa kelompok - guru membagikan teks kepada setiap kelompok - sebelum siswa mulai membaca, guru memilih 	Tea Party strategy	Obs. 2

		<p>pengalamannya. Setelah itu guru membagi siswa atas beberapa kelompok dan guru membagikan teks kepada setiap kelompok. sebelum siswa mulai membaca, guru memilih sejumlah kata kunci pernyataan dari teks dan menulisnya sebagian di kertas atau kartu. Kemudian siswa mulai berhypotesis dan mengumpulkan data tentang teks tersebut. Guru sebagai fasilitator di dalam kelas sementara siswa mengerjakan tugas berkelompok dan setelah selesai siswa mempresentasikan di depan kelas tentang apa yang sudah mereka kerjakan. Guru memberi nilai dana kelompok yang lain mengajukan pertanyaan kepada kelompok yang maju. Sehingga kondisi kelas aman dan pembelajaran berlangsung kondusif dan tenang. (kegiatan inti pertemuan kedua)</p>	<p>sejumlah kata kunci pernyataan dari teks dan menulisnya sebagian di kertas atau kartu (Prior to having students read, the teacher select a number of key statments from the text and writes them on pieces of paper or cardstock)</p> <ul style="list-style-type: none"> - siswa mulai berhypotesis - siswa mengumpulkan data tentang teks tersebut siswa mempresentasikan di depan kelas tentang apa yang sudah mereka kerjakan 		
3	III 06/02/18	<p>Setelah selesai berdoa guru memulai pelajaran dan mengintruksi siswa untuk membuka buku paket bab 6 “we love what we do” Guru menanyakan kepada siswa apa pekerjaan orang tua mereka stau per satu. dan siswa bercerita tentang apa pekerjaan orang tuanya masing- masing. Setelah itu guru membagi siswa atas beberapa kelompok dan guru membagikan teks bergambar kepada setiap kelompok. Dari teks dan gambar tersebut siswa dapat mengetahui apa isi cerita tersebut. Setelah selesai membaca teks siswa mengumpulkan data namun dalam kerja kelompok kali ini masing- masing anggota kelompok memiliki tugas masing-masing yaitu: meringkas, menjelaskan,</p>	<ul style="list-style-type: none"> - guru membagi siswa atas beberapa kelompok - guru membagikan teks bergambar kepada setiap kelompok - Setelah selesai membaca teks siswa mengumpulkan data - disetiap group guru menggunakan tekhnik yang sama yaitu setiap anggota kelompok memiliki tugas masing-masing yaitu: meringkas, menjelaskan, membuat 	Reciprocal Teaching strategy	Obs. 3

		<p>pengambilan kesimpulan dan membuat pertanyaan. Lalu ketua kelompok membagi tugas kepada masing-masing anggota kelompoknya sesuai yang dikatakan guru, tugas yang mereka kerjakan jadi lebih mudah dan cepat selesai. Guru sebagai fasilitator di dalam kelas sementara siswa mengerjakan tugas berkelompok dan setelah selesai siswa mempresentasikan di depan kelas tentang apa yang sudah mereka kerjakan. Guru memberi nilai dan kelompok yang lain mengajukan pertanyaan kepada kelompok yang maju. Sehingga kondisi kelas aman dan pembelajaran berlangsung kondusif dan tentram. (kegiatan inti pertemuan ketiga)</p>	<p>kesimpulan dan membuat pertanyaan</p> <ul style="list-style-type: none"> - siswa mempresentasikan di depan kelas 		
4	IV 08/02/18	<p>Setelah selesai berdoa guru memulai pelajaran dan mengintruksi siswa untuk membuka buku lks tentang “we love what we do” Guru menanyakan kepada siswa apa cita-cita mereka satu per satu. dan siswa bercerita tentang apa cita-citanya. Dan di dalam lks ada teks wacana yang berkaitan dengan pekerjaan dan cita-cita mereka. Setelah itu guru membagi siswa atas beberapa kelompok dan guru mengintruksikan kepada setiap anggota kelompok untuk membaca dengan keras teks wacana tersebut secara lantang dan bergantian dengan teman sekelompoknya. Setelah selesai membaca siswa mengemukakan pendapatnya tentang apa yang sudah dibaca temannya atau yang mereka baca dengan menggunakan bahasa mereka sendiri. Dan terkadang guru memberhentikan siswa membaca dan mengatakan</p>	<ul style="list-style-type: none"> - guru membagi siswa atas beberapa kelompok - guru mengintruksikan kepada setiap anggota kelompok untuk membaca dengan keras teks wacana tersebut secara lantang dan bergantian - siswa bebas berekspresi dan mengeluarkan pendapatnya terkadang guru memberhentikan siswa membaca dan mengatakan kepada mereka untuk bergantian kepada teman-temannya dan mengucapkan sesuatu tentang apa yang telah 	Say something strategy	Obs. 4

		<p>kepada mereka untuk bergantian kepada teman-temannya dan mengucapkan sesuatu tentang apa yang telah mereka baca. siswa jadi serius dalam membaca dan menyimak dengan baik apa yang dibaca temannya karna mereka tau guru akan menyuruh mereka membaca dan bertanya tentang teks tersebut secara bergiliran serta siswa dapat menyampaikan pendapatnya tentang apa yang sudah mereka baca. (kegiatan inti pertemuan keempat)</p>	<p>mereka baca.</p>		
5	V 13/02/18	<p>Setelah selesai berdoa, guru mengatakan bahwa pelajaran hari ini adalah lanjutan dari pertemuan sebelumnya karna belum semua kelompok bisa mengemukakan pendapatnya tentang apa yang mereka baca. Maka dari itu guru memulai pelajaran dan mengintruksi siswa untuk membuka buku lks tentang "we love what we do" Guru menanyakan kepada siswa apa cita-cita mereka satu per satu. dan siswa bercerita tentang apa cita-citanya. Dan di dalam lks ada teks wacana yang berkaitan dengan pekerjaan dan cita-cita mereka. Setelah itu guru membagi siswa atas beberapa kelompok dan guru mengintruksikan kepada setiap anggota kelompok untuk membaaca dengan keras teks wacana tersebut secara lantang dan bergantian dengan teman sekelompoknya. Setelah selesai membaca siswa mengemukakan pendapatnya tentang apa yang sudah dibaca temannya atau yang mereka baca dengan menggunakan bahasa mereka sendiri. Dan terkadang guru memberhentikan siswa membaca dan mengatakan kepada mereka untuk bergantian</p>	<p>- guru membagi siswa atas beberapa kelompok - guru mengintruksikan kepada setiap anggota kelompok untuk membaaca dengan keras teks wacana tersebut secara lantang dan bergantian - siswa bebas berekspresi dan mengeluarkan pendapatnya terkadang guru memberhentikan siswa membaca dan mengatakan kepada mereka untuk bergantian kepada teman-temannya dan mengucapkan sesuatu tentang apa yang telah mereka baca (During this time the teacher occasionally stop the students and asks them to turn to their partners and to say something about what they</p>	Say something strategy	Obs. 5

		kepada teman-temannya dan mengucapkan sesuatu tentang apa yang telah mereka baca. (kegiatan inti pertemuan kelima)	have read)		
6	VI 15/02/18	Setelah selesai berdoa guru memulai pelajaran dan mengintruksi siswa untuk membuka buku lks tentang “we love what we do” dalam bab ini terdapat beberapa sub bab sehingga guru membuat kelompok belajar yang terdiri dari 5 sampai 6 orang. Untuk memudahkan siswa mengerjakan banyaknya sub bab tersebut guru membagi setiap anggota kelompok 1 sub bab yang harus di kuasanya. Maka setiap anggota kelompok melakukan putaran pembelajaran dengan anggota kelompok lainnya yang mempelajari sub bab yang sama. Setelah mereka selesai berdiskusi tentang sub bab yang sama maka para anggota ahli kembali ke kelompok asalnya dan berkewajiban mengajari anggota kelompoknya tentang sub bab tersebut yang telah dia ketahui. siswa mengemukakan pendapatnya tentang apa yang sudah dia ketahui dengan menggunakan bahasa mereka sendiri. (kegiatan inti pertemuan keenam)	- guru membuat kelompok belajar yang terdiri dari 5 sampai 6 orang - guru membagi setiap anggota kelompok 1 sub bab yang harus di kuasanya - satu atau dua anggota dari setiap kelompok melakukan ‘perjalanan ahli’ dan berdiskusi dengan kelompok lain yang mempelajari teks yang sama (One or two members from each group are asked to be ‘traveling experts’ and to rotate to a neighboring group to discusion about the same text) para anggota ahli kembali ke kelompok asalnya dan berkewajiban mengajari anggota kelompoknya tentang sub bab tersebut yang telah dia ketahui	Jigsaw strategy	Obs. 6
7	VII 20/02/18	Setelah selesai berdoa guru memulai pelajaran dengan menyuruh siswa membaca teks yang ada di lks. Setelah selesai membaca guru membagikan kertas kosong kepada siswa dan siswa diminta untu menuliskan kata – kata yang mereka ketahui tentang teks yang sudah selesai mereka baca. Setelah itu guru	- siswa membaca teks yang ada di lks - Setelah selesai membaca guru membagikan kertas kosong kepada siswa - guru membuat kelompok	Fascinating Facts strategy	Obs. 7

		<p>membagi siswa berkelompok sesuai berapa banyak kosa kata yang mereka tuliskan. Dengan mengelompokkan mereka sesuai dengan seberapa banyak kosa kata yang mereka tuliskan di kertas tersebut. Setelah di bagi kedalam kelompok mereka membaca lagi teks tersebut dan mereka diminta untuk menulis (membuat catatan) di kertas atau kata-kata yang mereka ketahui. Lalu mereka mengumpulkan data untuk lebih bisa memahami apa maksud dan isi dari teks tersebut. Dalam menggunakan strategi ini guru biasanya sebagai produser didalam kelas karna siswa diminta memeragakan apa yang mereka baca. Disini guru sebagai fasilitator dan motivator agar memudahkan siswa dalam pelajaran bahasa Inggris terutama dalam pemahaman membaca. (kegiatan inti pertemuan ketujuh)</p>	<p>- Setelah di bagi kedalam kelompok mereka membaca lagi teks tersebut - Pada saat membaca, mereka diminta untuk menulis (membuat catatan) di kertas atau kata-kata yang mereka ketahui Lalu mereka mengumpulkan data untuk lebih bisa memahami apa maksud dan isi dari teks tersebut</p>		
8	VIII 20/02/18	<p>Setelah semua kelompok mempresentasikan hasil kelompoknya di depan kelas maka guru menanyakan kesimpulan dari pelajaran hari ini kepada siswa secara acak, mengenai semua pokok materi yang telah dibahas pada tahapan kedua. Apabila pertanyaan yang diajukan belum dapat dijawab oleh siswa kurang dari 70%, maka guru harus mengulang kembali materi yang belum dikuasai siswa. teknik pembahasan bisa ditempuh dengan berbagai cara, yakni : (1) siswa dapat menguasai pelajaran , (2) diadakan diskusi kelompok membahas pokok materi yang belum dikuasai, dan (3) memberikan tugas pekerjaan rumah, yang berhubungan dengan pokok materi yang</p>			Obs. 8

		belum dikuasai melalui kegiatan mandiri. Kemudian guru menutup pembelajaran dengan memberikan kesimpulan dari jawaban siswa, serta mengucapkan 'see you again my students, wasslammualaikum wr. Wb.'. dan siswa menjawab 'wa'alaikum salam wr. Wb'. Guru meninggalkan kelas. (penutup)			
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

Appendix 2

INTERVIEW SHEET

(adapted from Nurul Hidayah 2016)

Wawancara : 1
Situs : SMP Swasta Budisatrya
Hari/Tanggal : Kamis, 22 Februari 2018
Yang diwawancarai : Guru Bahasa Inggris kelas VII 1
Pewawancara : Researcher

No	Pertanyaan	Respon	Code
1	Apa yang ibu persiapkan sebelum memasuki kelas?	Sebelum memasuki kelas tentunya saya mempersiapkan rpp dan membaca buku paket atau lks tentang apa yang akan saya ajarkan pada saat itu	Int .1
2	Bagaimana keadaan kelas dan siswa tempat ibu mengajar?	Keadaan kelas cukup bersih dan anak anak yang da dikelas sekitar 30 orang jadi keadaan kelas kondusif	Int.2
3	Ketika melakukan KBM dikelas apakah ibu menerapkan strategi pembelajaran? Bila iya apa sajakah strategi pembelajaran yang ibu gunakan ketika pembelajaran reading berlangsung dan apa alasan ibu menggunakan strategi tersebut?	Tentunya saya menggunakan strategi pembelajaran dalam setiap kali saya mengajar. Dalam pembelajaran reading biasanya saya menggunakan strategi yang berbeda beda namun ada kalanya strategi yang saya gunakan itu sama namun dalam bab yang berbeda. Dan seperti yang kamu lihat selama kamu melakukan penelitian di sini saya selalu menggunakan strategi pembelajaran setiap kali saya mengajar. Dan strategi – strategi yang sering saya gunakan dalam pemahaman membaca adalah jigsaw, stategi ini digunakan pada saat siswa melakukan perjalanan ahli dikelompok lainnya maka mereka hanya fokus pada satu sub bab tertentu saja dan dengan begitu mereka bisa fokus untuk memahami sub bab itu sehingga disebut ahli. tea parti strategi ini digunakan dengan cara guru meminta siswa untuk membaca judul teks yang dibagikan dan memprediksikan alur cerita tersebut dari judul. say something dengan penggunaan strategi ini siswa jadi serius dalam membaca dan menyimak	Int. 3

		<p>dengan baik apa yang dibaca temannya karna mereka tau guru akan menyuruh mereka membaca dan bertanya tentang teks tersebut secara bergiliran serta siswa dapat menyampaikan pendapatnya tentang apa yang sudah mereka baca.reciprocal teaching penggunaan strategi ini lebih mudah untuk dimengerti siswa dalam proses belajar mengajar, karna strategi mengajaar timbal balik adalah aktivitas yang terbentuk dari interaksi antar guru dan siswa, serta fascinating fact. Karna strategi – strategi tersebutlah yang menurut saya lebih cocok digunakan untuk meningkatkan pemahaman membaca bagi murid - murid SMP. strategi yang saya gunakan itu menyenangkan karna dengan strategi ini siswa menjadi tidak bosan dengan pelajaran bahasa inggris dan bahkan mereka jadi lebih senang ketika pelajaran saya.</p>	
4	<p>Bagaimana langkah – langkah atau adakah langkah – langkah khusus yang ibu gunakan ketika dalam mengajar reading?</p>	<p>Langkah – langkah yang saya gunakan dalam mengajar bahasa inggris khususnya dalam pemahaman reading saya disana berperan sebagai model, fasilitator, motivaror dan evaluator.Dengan menerapkan strategi belajar dalam proses belajar mengajar siswa jadi serius dalam membaca dan menyimak dengan baik apa yang dibaca temannya karna mereka tau guru akan menyuruh mereka membaca dan bertanya tentang teks tersebut secara bergiliran serta siswa dapat menyampaikan pendapatnya tentang apa yang sudah mereka baca. Dalam menggunakan strategi pembelajaran saya selalu menyesuaikan apakah strategi yang saya gunakan sesuai dengan pelajaran yang akan saya ajarkan kepada mereka. Seperti strategi – strategi yang saya gunakan saya lebih sering membuat kelompok – kelompok dalam pemahaman reading ini karna dengan berelompok mereka bisa sharing dengan teman- teman satu kelompoknya dan mereka lebih cepat mengertinya jika teman mereka yang menjelaskan menggunakan bahasa mereka sendiri. Jadi dari srtategi-strategi yang saya gunakan yaitu tea party, jigsawuntuk meningkatkan rasa percaya diri siswa dan peran siswa didalam proses belajar mengajar itu sangat penting,</p>	Int. 4

		fascinating facts, say something dan reciprocal teaching. Semua strategi itu dilakukan dalam bentuk kelompok – kelompok.	
5	Kesulitan atau kendala apa saja yang ibu temui saat pelajaran berlangsung?	Kendalanya dalam belajar itu adalah siswa yang kurang motivasi dalam belajar bahasa inggris sehingga saya harus terus mengingatkan mereka untuk memperhatikan dan disiplin dalam kelas	Int.5
6	Bagaimana rata – rata kemampuan siswa dalam menerima materi pelajaran dengan menggunakan strategi pembelajaran anda?	Kemampuan rata-rata siswa yang saya ajar masih tergolong biasa - biasa saja karena pola pikir nya yang belum luas dan kurang berkembang, tidak seperti siswa yang ada di sekolah unggulan yang siswanya diwajibkan untuk mengikuti les setelah jam sekolah selesai. Jadi tidak semua materi yang saya terapkan bisa diterima dengan maksimal	Int.6
7	Apakah strategi – strategi ini efektif dalam pembelajaran reading?	Cukup efektif tapi tetap harus saya bimbing karena banyak siswa yang hanya disiplin jika ada guru yang membimbing. saya biasanya menggunakan strategi yang sama apabila materi yang akan saya ajarkan cocok dengan strategi yang saya gunakan, dan dapat meningkatkan kemampuan membaca khususnya pemahaman membaca siswa. Serta dalam menerapkan strategi ini didalam kelas saya berharap agar siswa bisa memahami dengan mudah maksud dari teks yang mereka baca dan mengaplikasikannya dengan mengajarkannya kepada teman-teman kelompoknya	Int. 7
8	Bagaimana prestasi belajar siswa setelah diterapkannya strategi – strategi pembelajaran?	Ada peningkatan dalam pembelajaran ini contoh nya siswa bisa mengetahui banyak vocab baru dan bisa menjawab pertanyaan - pertanyaan dari teks yang sudah mereka baca dan mereka jadi lebih percaya diri jika membaca dengan suara yang lantang	Int.8
9	Apa rencana ibu kedepannya untuk lebih memotivasi siswa dalam belajar bahasa Inggris khususnya dalam pemahaman membaca?	Saya selaku pengajar bahasa inggris akan selalu memotivasi mereka agar terus membaca minimal cerita pendek bahasa inggris yang ada di LKS atau buku bacaan lain dan saya tanamkan pada mereka jangan pernah malu untuk mencoba karna usaha tidak akan mengkhianati hasil	Int.9