

**ENGLISH TEACHERS' STRATEGIES IN TEACHING READING  
COMPREHENSION AT THE SECOND GRADE STUDENTS IN SMPN 1  
PANYABUNGAN SELATAN**

**THESIS**

*Submitted as Partial Fulfillment of Requirements to Obtain Bachelor of  
Education (B.Ed) in English Language Education*



**Written By:**

**Nur Hidayah**

**19018033**

**Advisor:**

**Ainul Addinna, S. Pd , M. Pd**

**NIP. 0015029004**

**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

**FACULTY OF LANGUAGE AND ARTS**

**UNIVERSITAS NEGERI PADANG**

**2023**

**HALAMAN PERSETUJUAN SKRIPSI**

**Judul** : English Teachers' Strategies in Teaching Reading Comprehension  
at the Second Grade Students in SMPN 1 Panyabungan Selatan

**Nama** : Nur Hidayah

**NIM/TM** : 19018033/2019

**Program Studi** : Pendidikan Bahasa Inggris

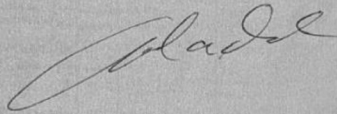
**Jurusan** : Bahasa dan Sastra Inggris

**Fakultas** : Bahasa dan Seni

Padang, November 2023

Disetujui oleh,

Pembimbing

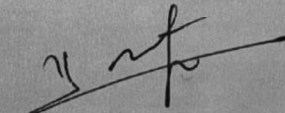


**Ainul Addinna, S.P.d., M.Pd.**

NIP. 0015029004

Mengetahui

**Ketua Jurusan Bahasa dan Sastra Inggris**



**Dr. Yuli Tiarina, S.Pd., M.Pd**

NIP. 19770720 200212 2 002

## HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan lulus setelah dipertahankan di depan Tim Penguji Skripsi Program Studi  
Pendidikan Bahasa Inggris Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni  
Universitas Negeri Padang

**English Teachers' Strategies in Teaching Reading Comprehension at the Second Grade  
Students in SMPN 1 Panyabungan Selatan**


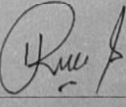
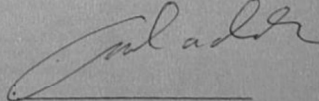
Nama : Nur Hidayah  
NIM/TM : 19018033/2019  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Bahasa dan Sastra Inggris  
Fakultas : Bahasa dan Seni

Padang, November 2023

### Tim Penguji

1. Ketua : Nora Fudhla, M.Pd.
2. Sekretaris : Ririn Ovilia, S.P.d., M.Pd.
3. Anggota : Ainul Addinna, S.P.d., M.Pd.

### Tanda Tangan

  
\_\_\_\_\_  
  
\_\_\_\_\_  
  
\_\_\_\_\_



**SURAT PERNYATAAN TIDAK PLAGIAT**

Saya yang bertanda tangan dibawah ini:

Nama : Nur Hidayah  
NIM / TM : 19018033 / 2019  
Program Studi : Pendidikan Bahasa Inggris  
Departemen : Bahasa dan Sastra Inggris  
Fakultas : Bahasa dan Seni

Dengan ini menyatakan bahwa Tugas Akhir saya dengan judul "*English Teachers' Strategies in Teaching Reading Comprehension at the Second Grade Students In SMPN 1 Panyabungan Selatan*" adalah benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukuman sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi Universitas Negeri Padang maupun masyarakat dan negara.

Demikian pernyataan ini saya buat dengan penuh kesadaran dan rasa tanggung jawab sebagai anggota masyarakat ilmiah.

Diketahui oleh,

Ketua Departemen Bahasa dan Sastra Inggris

Dr. Yuli Tiarina, S.Pd., M.Pd

NIP. 1977072020.0212.2.002

Saya yang menyatakan,



Nur Hidayah

NIM. 19018033

## ABSTRACT

**Hidayah, Nur. (2023), English Teachers' Strategies in Teaching Reading Comprehension at the Second Grade Students in SMPN 1 Panyabungan Selatan. Faculty of Language and Arts, Universitas Negeri Padang.**

This research aimed to analyze the strategies used by English teachers in teaching reading comprehension and how these strategies are implemented. This research used a qualitative descriptive approach using questionnaires, observations and interviews as research instruments. This research focused on two English teachers who taught second grade students at SMPN 1 Panyabungan Selatan. Findings revealed three main strategies used by teachers: Scaffolding, Think Aloud, and QARS (Question Answer Relationship). The scaffolding strategy was implemented by selecting texts that suited the student's level of difficulty, providing a general description of the text, reading the text with the correct rhythm and intonation. Helped students understand the language used by the author, and encourages students to generate their own questions regarding words or concepts they did not understand in the text. This strategy could help students develop their understanding of the ideas in the text. Then, Think Aloud was implemented by making predictions before reading the text, visualizing or creating a picture of the text, associating the text with new knowledge or information with previously learned concepts, identifying confusing parts in the text, and rereading previous parts when finding parts of the text which was difficult to understand. This strategy allowed them to relate information to the context of the text. Meanwhile, QARs were implemented by teaching students to identify the relationship between the type of question and the source of information in the text and helping students recognize whether the answer could be found in the text or requires deeper understanding. This strategy allowed teachers to assess students' understanding of the material being taught. Apart from that, the use of this strategy was effective because it encourages students to be more active so as to generate ideas and increase their participation in the learning process. It also allowed teachers to ensure that students focused on the text and understood its content.

**Keywords :** *Teacher Strategies, Teaching Reading Comprehension*

## ABSTRAK

**Hidayah, Nur. (2023), English Teachers' Strategies in Teaching Reading Comprehension at the Second Grade Students in SMPN 1 Panyabungan Selatan. Faculty of Language and Arts, Universitas Negeri Padang.**

Penelitian ini bertujuan untuk menganalisis strategi yang digunakan oleh guru bahasa Inggris dalam mengajar pemahaman membaca dan bagaimana strategi tersebut diterapkan. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan menggunakan kuesioner, observasi dan wawancara sebagai instrumen penelitian. Penelitian ini berfokus pada dua orang guru bahasa Inggris yang mengajar siswa kelas dua di SMPN 1 Panyabungan Selatan. Temuan mengungkapkan tiga strategi utama yang digunakan oleh guru: Scaffolding, Think Aloud, dan QARS (Question Answer Relationship). Strategi scaffolding di implementasikan dengan cara memilih teks yang sesuai dengan tingkat kesulitan siswa, memberikan gambaran umum tentang teks, membacakan teks dengan ritme dan intonasi yang benar, membantu siswa memahami bahasa yang digunakan oleh penulis, dan mendorong siswa untuk menghasilkan pertanyaan sendiri mengenai kata-kata atau konsep yang tidak mereka mengerti dalam teks. Strategi ini dapat membantu siswa mengembangkan pemahaman mereka terhadap ide-ide dalam teks. Kemudian, Think Aloud diimplementasikan dengan cara membuat prediksi sebelum membaca teks, memvisualisasikan atau membuat gambaran tentang teks, mengaitkan teks dengan pengetahuan atau informasi baru dengan konsep yang telah dipelajari sebelumnya, mengidentifikasi bagian yang membingungkan dalam teks, dan membaca kembali bagian sebelumnya saat menemukan bagian teks yang sulit dipahami. Strategi ini memungkinkan mereka menghubungkan informasi dengan konteks teks. Sedangkan QARs di implementasikan dengan cara mengajar siswa untuk mengidentifikasi hubungan antara jenis pertanyaan dan sumber informasi dalam teks dan membantu siswa mengenali apakah jawaban yang dapat ditemukan dalam teks atau memerlukan pemahaman lebih dalam. Strategi ini memungkinkan guru menilai pemahaman siswa terhadap materi yang diajarkan. Selain itu penggunaan strategi ini efektif karena mendorong siswa untuk lebih aktif sehingga menghasilkan ide dan meningkatkan partisipasinya dalam proses pembelajaran. Hal ini juga memungkinkan guru untuk memastikan bahwa siswa fokus pada teks dan memahami isinya.

**Keywords :** Strategi guru, Mengajar Pemahaman Membaca

## ACKNOWLEDGEMENT

*Bismillahirrahmanirrahim. Alhamdulillah rabbil'alam*, praise and gratitude are always said to Allah *Subhanahu Wa Ta'ala*, the Lord of the natural universe who always bestows infinite graces and gifts so that the writer can complete her thesis entitled “English Teachers' Strategies in Teaching Reading Comprehension at the Second Grade Students in SMPN 1 Panyabungan Selatan.”. Pray and greetings may continue to be bestowed upon the prophet *Muhammad Shalallahu 'Alaihi Wassalam*, with the words of *Allahumma solli 'ala Muhammad, wa'ala ali Muhammad*.

The completion of this thesis cannot be separated from many helps. Supports, and motivations from various parties, both morally and materially. On this occasion, the writer respectfully thank:

1. Dr. Yuli Tiarina, S.Pd, M.Pd. The Coordinator of English Language Education Program.
2. Ainul Addina, S.Pd., M.Pd. her thesis supervisor who always provides direction, guidance, and motivation so that the author can complete this thesis.
3. Nora Fudhla, S.Pd., M.Pd., and Ririn Ovilia, S.Pd., M.Pd., her thesis examiner 1 and examiner 2 who have provided meaningful input and motivation in completing this thesis.
4. Dra. Aryuliva Adnan, M.Pd. her academic advisor who has provided guidance for 4 years of studying at the Department of English Language and Literature.

5. All the lecturers and staffs of English Language and Literature Department. Faculty of Languages and Arts. Universitas Negeri Padang for every insightful knowledge, motivation, experiences, and inspiration throughout the classes.
6. Her beloved parents, Alm. Julius Telaumbanua and Mariati Nasution, who are always giving motivations, supports, spirits, and love.
7. Her siblings, Nikmah, Diana, Liana, Parlindungan, Wildan, Amsah, and Nabila.
8. Her besties, Syahrida Awaliyah, Metria Dicky Putra, Niken Sakinah, Seprida Fitra, Nur Mela, Liza Rahmawati, Melisa Putri.
9. Everyone whose name cannot be mentioned one by one for all the contributions they have given for this thesis.

Hopefully, the writer realizes that this thesis is not perfect yet. However, the writer hopes this thesis can be useful for himself and for all people. Furthermore, any critic and comment are acceptable for improving this thesis from the weaknesses.

Padang, Oktober 2023

Nur Hidayah



## TABLE OF CONTENTS

<b>ABSTRACT .....</b>	<b>v</b>
<b>ACKNOWLEDGEMEN .....</b>	<b>vii</b>
<b>TABLE OF CONTENT .....</b>	<b>ix</b>
<b>LIST OF TABLE .....</b>	<b>xi</b>
<b>LIST OF APPENDICES .....</b>	<b>xii</b>
<b>CHAPTER 1 INTRODUCTION .....</b>	<b>1</b>
A. Background of Problem .....	1
B. Identification of The Problem .....	5
C. The Limitation of Research .....	5
D. Formulation of the Problem .....	6
E. Purpose of The Research .....	6
F. Significance of the Research .....	6
G. Defenition of the Key Term .....	7
<b>CHAPTER II LITERATURE REVIEW .....</b>	<b>8</b>
A. Review of Related Theories .....	8
B. Related Studies .....	18
C. Conceptual Framework .....	21
<b>CHAPTER III METHODOLOGY .....</b>	<b>23</b>
A. Research Design .....	23
B. Setting .....	23
C. Research subject .....	23
D. Research Instrumentation .....	24
E. Technique of Data Collection .....	26

F. Technique of Data Analysis .....	28
<b>CHAPTER IV FINDINGS AND DISCUSSION .....</b>	<b>30</b>
A. Research Findings .....	30
B. Discussion .....	50
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>43</b>
A. Conclusion .....	56
B. Suggestion .....	57
<b>REFERENCES .....</b>	<b>58</b>
<b>APPENDICES .....</b>	<b>63</b>

## LIST OF TABLES

Table 3.1 Questionnaire Grid .....	25
Table 3.2 Interview Grid .....	26

## LIST OF APPENDICES

Appendix 1 Instruction for questionnaire .....	64
Appendix 2 Interview Guidelines .....	76
Appendix 3 Interview Transcript .....	78
Appendix 4 Lembar validasi Instrument Questionnaire .....	97
Appendix 5 Lembar validasi Instrument Observasi .....	101
Appendix 6 Lembar validasi Instrument Interview .....	103
Appendix 7 Surat Izin Penelitian dari Fakultas .....	117
Appendix 8 Surat Izin Penelitian dari Sekolah .....	118
Appendix 9 Surat Tugas Validator .....	119

## CHAPTER I

### INTRODUCTION

#### A. Background of The Problem

The teacher's strategy is a plan made by educators in teaching a learning material in order to achieve the goals that will be achieved properly and optimally. Budiansyah (2008) stated that teacher's strategy is the teacher's ability to vary the way of teaching to meet various levels of students ability so that students can actively participate in learning. According to Joyce and Weil (2000) teacher's strategy is a set of activities and actions chosen by the teacher to help students achieve learning goals.

In teaching, the teacher must use the right teaching strategy so that students can understand the lesson easily. According to Antoni (2010) teaching strategy is a structure, technique, method, or sequence activities designed by teachers to achieve teaching and learning goals. Teaching strategies are very important things for a teacher to have during the teaching and learning activity in the classroom because it will be easier for teacher to realize learning goals. Brown (2004) has noted that teaching strategies can make teaching reading easier to implement a variety of teaching methods and techniques.

From the explanation above, teachers need to use teaching strategies to help facilitate the students learning process. Bunau, Sada, and Yanti (2013) stated that appropriate teaching strategies can increase students' understanding and acceptance of subject matter and can help students achieve predetermined learning goals. In addition, a variety of teaching strategies can also help maintain

students' interest to learn. Tuhumury and Nikijuluw (2020). Beside that, teaching strategies have benefits for both teachers and students. The benefits of teaching strategies for teachers include; help teachers create an active and interactive learning environment, increase teaching effectiveness and time efficiency, enrich the teacher's teaching experience, and facilitate the assessment of student learning outcomes. On the other hand, the benefits of teaching strategies for students include; help students understand and remember course material better, improving students, ability to think critically and creatively, increase students participation and interaction in the learning process, and increase student motivation to learn.

There are many types of teaching strategy that the teacher can use in the language teaching process. Wehrli (2003) stated that brainstorming, case-based small group discussion, demonstration, games, and independent study can be applied by the teacher as a teaching strategy in the classroom. However, each of these teaching strategies has its own advantages and disadvantages, so the teacher must be able to use appropriate teaching strategies in order to achieve the learning goals.

In teaching reading comprehension, the teacher may use different teaching strategies. Teaching reading comprehension is a teaching and learning activity in the classroom which goes through a complex process when the teacher teaches reading comprehension to students. Brown (2004), Stated that teaching reading comprehension aims to help students to be effective and efficient readers. Therefore, teachers must have strategies when teaching reading

comprehension to students. Teachers can use several different strategies so that the desired target can be achieved.

There are many kinds of strategies that teachers can use when they are teaching reading comprehension. Vacca and Vacca (1999) stated that some of the teaching strategies in teaching reading comprehension are scaffolding, think-aloud, reciprocal teaching, SQ3R, and Question-Answer Relationship (QARs). These strategies can be used in combination or separately, depending on the teacher's preference and the students' needs.

According to Faris (2004) teachers need to learn about different teaching approaches and how to apply them based on the students' needs. Teachers will have variety of teaching strategies and adapt them to the class in order to help students understand. In addition, Some teachers stated that the use of strategies that are not in accordance with the level of students can affect achievement learning goals (Tuhumury and Nikijuluw, 2020).

Piaget (2014) stated that junior high school students have reached the formal operational level (12 to 15 years). This level provides an indentity that the maturity of the mind is reasoning and logical not only with respect to concrete objects or data, but also with respect to the relationships that may exist between these objects. The ability to create and test hypotheses also develops. From this level of reading ability increasingly developed and skilled. Likewise, the level of understanding of reading is increasingly directed according to the direction and purpose of the ideas, messages, and goals that the writer or author wants to convey in the reading.

At this level, it should be easier for teachers to implement the teaching strategy and make the students enjoy and easy to understand the lessons taught by the teacher. The fact is that it is different from what happened on the field. Based on the preliminary observation done by the researcher, it can be concluded that many students still have difficulties in reading comprehension. Teachers who are trying to solve this problem also face difficulties in using the right strategies to teach reading comprehension effectively. This situation makes it hard for both teachers and students, and it shows that teachers must use teaching strategies according to the students interests and needs.

From the explanation, the researcher assumes that the teacher's role is very important to overcome students' problems in learning reading comprehension. The teacher must have appropriate strategy when teaching reading comprehension in order to make it easier for students to understand and be able to achieve learning goals. Based on these assumptions, the researcher was interested in conducting a descriptive research entitled "English Teachers Strategies In Teaching Reading Comprehension At The Second Grade Students In Smpn 1 Panyabungan Selatan" to analyze the the strategies used by English teachers in teaching reading comprehension and the implementation of the strategies used by the English teachers in teaching reading comprehension. This research was conducted at Junior High School number 1 South Panyabungan. This study focuses on the English teachers in the second grade. The researcher chose the location and object because the researcher found the problem that accordance with the title raised. Beside that, it is supported by data found by researcher in the field.



## **B. Identification of The Problem**

The use of appropriate strategies can make it easier for teacher for help students improving their reading comprehension. The teachers can use strategies to increase students motivation and interest in reading because students often face difficulties in learning reading comprehension. In addition, teachers need to make students interested in learning English and make them enjoy the learning process.

## **C. The Limitation of the Research**

In order not to be too broad, the study uses scope and boundaries to limit the discussion. Therefore, this study limits the scope of the problem. There are several limitations in this study, namely;

- 1) This study focus on the strategies that used by the English teachers when teach reading comprehension.
- 2) This study focus on second grade English teachers in SMPN 1 Panyabungan

Finally, by determining those limitations, the study will be easier for knowing what strategies used to teach reading by the teachers in junior high school.

## **D. Formulation of the Problem**

Based the explanation, this research conduct to find out the way English teachers teach reading comprehension in classroom. To clarify this problem, the researcher formulated several questions as follows:

1. What are the teaching strategies used by the English teachers to teach reading comprehension at the second grade SMPN 1 Panyabungan?
2. How do the teachers implement the strategies in teaching reading comprehension?

#### **E. Purpose of the Research**

1. To describe the strategies used by the English teachers in teaching reading comprehension at the second grade SMPN 1 Panyabungan?
2. To describe the implementation of the strategies used by the English teachers in teaching reading comprehension.

#### **F. Significance of the Research**

1. Theoretical significance

This study is a study conducted to analyze the strategies that used by the English teachers in teaching reading comprehension in junior high school. This research contains information that is intended to be useful for the students, teachers, and readers. As well as a reference for other researchers to examine the teaching and learning activity of English in the classroom.

2. Practical significance

- a. For English teachers, This research can be used as a reference in finding out some of the strategies used by the English teachers in teaching reading comprehension to students. Teachers can choose the best strategies to implement when teaching reading comprehension.

- b. For other researcher, This research can contribute and provide information for future researchers when conducting research on strategies for teaching reading comprehension. The finding of this study are intended to contribute for teachers and future researchers.

## **G. Definition of Key Term**

### **1. Teaching Strategy**

Teaching Strategy is the teaching plan used by the English teachers at SMPN 1 Panyabungan Selatan. In this study will be sought to find out the strategies are used in the lesson.

### **2. Reading Comprehension**

Reading comprehension is a student's ability to understand and interpret text written. In this study, reading comprehension refers to the strategies and approaches English teachers use when teaching students to improve their ability to understand the texts they read.