

**TEACHERS' STRATEGIES IN TEACHING READING AT
SMA NEGERI 1 AMPEK ANGKEK**

THESIS



By

**RINI SAFRIANTI
NIM 1304067**

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ABSTRAK

Rini Safrianti. 2019. Strategi Guru dalam Mengajar Membaca di SMA Negeri 1 Ampek Angkek. Tesis. Pascasarjana Universitas Negeri Padang.

Strategi dianggap sebagai faktor yang mempengaruhi keberhasilan kegiatan belajar mengajar. Penelitian ini menggambarkan implementasi strategi yang digunakan oleh guru Bahasa Inggris Sekolah Menengah Atas dalam mengajar pemahaman membaca. Latar belakang penelitian ini didasarkan pada hasil penelitian yang menyatakan bahwa pada dasarnya guru Bahasa Inggris di SMA sudah menerapkan beberapa strategi dalam pengajaran membaca pemahaman, namun, peneliti tertarik untuk mengetahui lebih banyak tentang strategi yang digunakan oleh para guru dalam mengajar kemampuan membaca. Selain itu, penelitian ini juga menyajikan tentang faktor-faktor yang mempengaruhi guru untuk memilih strategi tertentu dalam pengajaran membaca pemahaman. Penelitian ini dilakukan dengan 4 guru bahasa Inggris yang mengajar mata pelajaran bahasa Inggris di SMA Negeri 1 Ampek Angkek. Data dikumpulkan melalui observasi dan wawancara. Hasil analisis menunjukkan bahwa guru-guru bahasa Inggris menggunakan empat strategi dalam mengajar pemahaman membaca, yaitu: 1) Think-Pair-Share, 2) Pengajaran Timbal-Balik, 3) Hubungan Pertanyaan dan Jawaban, dan 4) Diskusi Kelompok Kecil. Dalam menggunakan berbagai strategi, beberapa guru menggunakan strategi yang sama dengan cara guru lain atau dengan cara yang berbeda dari guru lain. Dalam memilih strategi dalam pengajaran para guru mempertimbangkan tiga faktor. Mereka; pertama, pemahaman guru tentang strategi. Kedua, ukuran kelas. Ketiga, kesulitan materi.

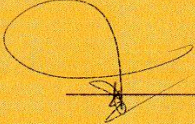

ABSTRACT

Rini Safrianti. 2019. Teachers' Strategies in Teaching Reading at SMA Negeri 1 Ampek Angkek. Thesis. Graduate Program of Universitas Negeri Padang.

Strategies are considered to be the factors which influenced the successfulness of teaching and reading activity. This research describes the implementation of strategies that are used by Senior High Schools English teachers in teaching reading comprehension. The background of this research is based on the results of the study stated that basically English teachers in Senior High School already implemented several strategies in teaching reading comprehension, however, the researcher is interested to know more about strategies that were used by the teachers in teaching reading skill. In addition, this research also presents about the factors that influenced the teachers to choose certain strategies in teaching reading comprehension. The study was conducted with 4 English teachers who were teaching English subject at SMA Negeri 1 Ampek Angkek. The data were collected through observation and interview. The results of the analysis showed that the English teachers used four strategies in teaching reading comprehension, they are: 1) Think-Pair-Share, 2) Reciprocal Teaching, 3) Question and Answer Relationship, and 4) Small Group Discussion. In using various strategies, some teachers used the same strategies as other teachers or in the different ways from other teachers. In choosing certain strategies in teaching reading comprehension, the teachers considered three factors. They are; first, teachers' understanding of the strategy. Second, class size. Third, material difficulty.

PERSETUJUAN AKHIR TESIS

Mahasiswa : *Rini Safrianti*
 NIM. : 1304067

Nama	Tanda Tangan	Tanggal
<u>Prof. Dra. Yenni Rozimela, M.Ed., Ph.D.</u> Pembimbing I	 <hr style="width: 100%;"/>	<hr style="width: 100%;"/>
<u>Dr. Refnaldi, M.Lit.</u> Pembimbing II	 <hr style="width: 100%;"/>	<u>11/11/13</u> <hr style="width: 100%;"/>



Direktur Program Pascasarjana
 Universitas Negeri Padang

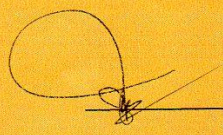


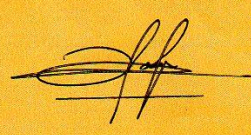
Prof. Dra. Yenni Rozimela, M.Ed., Ph.D.
 NIP. 19620919 198703 2 002

Koordinator Program Studi



Dr. Hamzah, M.A., M.M.
 NIP. 19611221 199003 1 001

**PERSETUJUAN KOMISI
UJIAN TESIS MAGISTER KEPENDIDIKAN**

No.	Nama	Tanda Tangan
1.	<u>Prof. Dra. Yenni Rozimela, M.Ed., Pd.D.</u> (Ketua)	
2.	<u>Dr. Refnaldi, M.Lit.</u> (Sekretaris)	
3.	<u>Prof. Dr. Mukhaiyar</u> (Anggota)	
4.	<u>Dr. Havid Ardi, M.Hum.</u> (Anggota)	

Mahasiswa

Mahasiswa : **Rini Safrianti**
NIM. : 1304067
Tanggal Ujian : 7 - 11 - 2019

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Padang, November 2019
Saya yang menyatakan



Rini Safrianti
NIM 1304067

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The writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the important skills for learners to expand their knowledge of the language, cultures, and the world. Learners can get more information that they need through reading different materials, such as magazines, newspapers, novels, books, journals, and so on. As stated by Anderson (2003a), the mastery of reading skills could help ESL/EFL learners achieve success not only in English learning but also in other content-based classes where English reading proficiency is required. In the educational aspect, the importance of reading has been claimed as one of the skills that can determine the students' success in learning.

Reading is one of the language skills which is very important to be learned by students. Through this activity, students can improve their language and experience. They will get information and ideas which they need to know. Moreover, they will be able to know what they do not know before. By reading, people may get a lot of information. Reading is a complex process that involves not only the reader's ability to read the text but also his ability to comprehend it. Understanding the main ideas, predicting outcomes and guessing vocabulary from the context are some of the reading skills that students need to acquire. To teach students these skills, teachers need to consider the strategies they can use in helping the students during the teaching and learning of reading. To understand the reading process and common characteristics of their students, teachers need to

be familiar with various approaches to teaching reading so that they can make a wise choice about how to teach.

On the other hand, strategies in teaching are essential tools for a teacher in teaching English as a foreign language in the classroom. The term strategy is defined as procedures used in learning, thinking, etc, which serve as a way of reaching a goal (Longman Dictionary of Language Teaching & Applied Linguistics). Aswan et al. (2010) also view teaching strategies as a teacher's plan for teaching and learning process to achieve a purpose which has been planned. In other words, teaching strategies are approaches to teaching students.

In teaching reading, teachers use the strategies to guide the students to comprehend the content and meaning of the reading passage. Duffy, as quoted by Janzen (1996:6), states that reading strategies can be defined as "plans for solving problems encountered in constructing meaning." It means that reading strategies are the arrangement for finding out the solution or the answer to some questions, which are written in the reading passage.

By applying the correct strategies in the teaching and learning process, the teachers can evoke the students' confidence to read correctly. The use of appropriate strategies help students to develop a better understanding of the strategies and improve their reading comprehension (Küçükoğlu, 2013). Through the appropriate teaching strategies, the teacher can increase students' interest, motivation, modified reading materials, and reading comprehension. Variation in instructional strategies in reading, such as in grouping, also provides students with multiple learning experiences (Anderson et al, 1985: 91). Therefore, it is essential

to find out how teachers teach reading in the classroom and the strategies they use to achieve the aim of English language education in school.

Based on the explanation above, it is concluded that English teachers need appropriate strategies for teaching reading comprehension to the students. Using appropriate strategies encourages students and motivates them in studying reading comprehension. Therefore, the researcher believes that the research about English teachers' strategies in teaching reading comprehension is needed.

In this thesis, the researcher chose the teachers' strategies in teaching reading at SMAN 1 Ampek Angkek. This school is one of the best schools in Kabupaten Agam and is located at Jalan Lambah Tengah Biaro, Kabupaten Agam Kecamatan IV Angkat, West Sumatera. The school obtained accreditation A by the National Standards Board (BAN). As one of the best schools in Kabupaten Agam, the school has obtained some achievements in English competitions, such as the second winner in an English debate competition in 2016. Besides, the school also received the second-highest scorer for the National Examination (UN) in 2016.

Based on the writer's preliminary observation at SMAN 1 Ampek Angkek, it was found that the teacher did not only use one strategy to explain every topic to the students but also develop several strategies based on the topic. For example, when the class discussed one topic, the teacher used small group discussion strategy to overcome and discuss the topic. Besides, the teacher also used the question and answer strategy. The strategies such as question-answer strategy, Think-Pair-Share, and group discussion are among a few strategies applied at this school. By applying the correct strategies in the teaching and learning process, the

teacher was able to evoke the students' confidence to read correctly. This was particularly to achieve the basic competence of the students when they learn English, especially when the reading test was applied.

The explanation above showed that strategies in the teaching and learning process are very important. Besides, the teacher's strategy is one of the crucial factors which influence success in teaching reading. The importance of the teacher's strategy in teaching reading is undeniable since there have been many studies that have proven its importance. Antoni (2010) in his research about exploring EFL teachers' strategies in teaching reading comprehension found that the teachers have used teaching reading comprehension strategies in three reading stages: pre-reading, while reading and post-reading stage. Yanuarti Apsari and Yana (2015), in their research, found that there are some techniques used by the teachers. In the pre-reading stage, they applied the Previewing technique and Vocabulary Instruction Technique; Pre-Reading Questions and Brainstorming Technique and discussing text type. Then, while reading stage, they used Question-Answering Techniques, Vocabulary Instruction Technique, Recitation, and Reading Aloud. In the post-reading stage, they conducted reviewing technique and follow up strategy.

Nurmadia Sarjan and Mardiana (2017) found that there are two strategies that the teachers used in teaching reading, which are scaffolding and QARs (Question-Answer Relationship). Muslaini (2017) also found that the methods and strategies generally used by the English teachers at the school included individual learning, cooperative learning, using media, (games, pictures, and picture series),

and the Grammar Translation Method. The teachers modified the strategies used in teaching depending on the materials or the genre of the text.

Ahmad, K. Seken, L.P. Artini (2013) found that the three teachers being observed applied the speaking and reading comprehension skills strategies in three stages: Pre-stage, Whilst-stage, and Post-Stage. Their findings concluded that English teachers need to increase their knowledge and experience to understand the concept and reasons in using the strategies for teaching speaking and reading comprehension. This study recommended the English teachers to have awareness of the significance of choosing the appropriate strategies for teaching speaking and reading comprehension skills.

All the researchers above focused on teacher strategies but they have a different subject. The first researcher found that the teachers have used teaching reading comprehension strategies in three reading stages: pre-reading, while reading and post-reading stage. The second researcher found that there are some techniques used by the teachers. The third researcher found that there are two strategies that the teachers used in teaching reading, which are scaffolding and QARs (Question-Answer Relationship). The fourth researcher found that the teachers modified the strategies used in teaching depending on materials or the genre of the text. The last researcher found that the three teachers being observed applied the speaking and reading comprehension skills strategies in three stages: Pre-stage, Whilst-stage, and Post-Stage. All the researchers above had a similarity with this research because all of them had some objective in teaching strategies.

Although many previous researchers have discussed the strategies for teaching reading comprehension, this research aims to conduct a further investigation related to the teachers' strategies in teaching reading. The researcher believes that it is important to explore more about the teachers' strategies in teaching reading. Moreover, this research investigated how they use those strategies and the factors that influence their choice of teaching strategies which the previous researchers did not discuss it.

B. Identification of the Problem

Based on the background of the problem above, there are some problems found in teaching reading at Senior High School 1 Ampek Angkek. The problem comes from the teachers and the students as well. From the teachers, the problem could be the limitation of the strategies in teaching reading, the difficulties of the English material of reading comprehension and the limitation of time in teaching reading comprehension. While, the problems from the students are; lack of vocabulary mastery and lack of reading interest in reading activity. Thus, the researcher decides to conduct a study about the strategies used by English teachers in teaching reading comprehension at SMAN 1 Ampek Angkek. This study focuses on an observation of the strategies used by English teachers, how the English teachers use those strategies in teaching reading comprehension, and the factors that influence the teachers' choice of strategies in teaching reading comprehension.

C. Limitation of the Problems

Considering the identification of the problem above, the researcher tries to limit the problem of the teachers' strategies in teaching reading comprehension at

SMAN 1 Ampek Angkek. It includes what strategies used by English teachers, how the English teachers use those strategies in teaching reading comprehension and the factors that influence the teachers' choice of strategies in teaching reading comprehension at SMAN 1 Ampek Angkek.

D. Formulation of the Problems

Based on the limitation of the problem above, the researcher formulated the problems through the following question: "What strategies do the English teachers use in teaching reading comprehension at SMAN 1 Ampek Angkek?"

E. Research Questions

Based on the formulation of the problems above, the research questions of this research are as follow :

1. What strategies do English teachers use in teaching reading comprehension at SMAN 1 Ampek Angkek?
2. How do the English teachers use the strategies in teaching reading comprehension at SMAN 1 Ampek Angkek?
3. What are the factors that influence the teachers' choice of strategies in teaching reading comprehension at Senior High School 1 Ampek Angkek?

F. Purposes of the Research

Based on the research questions above, the purposes of this research are :

1. To find out the strategies used by English teachers in teaching reading comprehension at SMAN 1 Ampek Angkek.
2. To explain how the English teachers apply the strategies in teaching reading comprehension at SMAN 1 Ampek Angkek.

3. To determine the factors that influence the teachers' choice of strategies in teaching reading comprehension at Senior High School 1 Ampek Angkek.

G. Significance of the Research

After conducting the research at SMAN 1 Ampek Angkek, it is hoped that the research findings will give a significant contribution to both the theories and the practice of teaching reading comprehension. First, it is expected that the result of this research can provide information about teachers' strategies in teaching reading comprehension and give more understanding about various strategies in teaching reading comprehension. Through this research, it will reveal several strategies for teaching reading comprehension that are mostly used by the teachers and the factors that influence the teachers' choice of its implementation in the classroom.

Second, the results of this research are expected to give a contribution to English teachers and researchers alike. For English teachers, it is hoped that this research will enrich their knowledge of theories of teachers' strategies in teaching reading comprehension. The teacher can use one of the strategies in teaching reading to help their students to comprehend a text. It can be also used as a guide for the teachers in selecting, designing, and using appropriate strategies in presenting reading materials. It is also expected that these research findings will give some contribution and information for future researchers about strategies in teaching reading comprehension.

H. Definition of the Key Terms

To avoid misunderstanding of the terms used in this research, there are several terms of definitions which relate to the variables of this study. The definitions of this study are given as follows :

1. Teachers' Strategy

Teachers' strategy is a particular plan that is used by English teachers in SMAN 1 Ampek Angkek for the success of teaching reading in the classroom.

2. Teaching Reading

Teaching reading refers to the teaching of students at SMAN 1 Ampek Angkek on how to understand a reading text by using some strategies.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. CONCLUSION

From the finding and discussion, it can be concluded that :

1. There are four strategies that were used by English teachers that were explained by some experts in chapter 2 including think-pair-share, reciprocal teaching, question and answer, and small group discussion strategy. There are two strategies that were not used by the English teachers in teaching reading comprehension those are Know Want Learned and SQ3R strategy.
2. In the application of the strategies in teaching reading comprehension, there were some of the teachers who adapted the strategies as described by some experts, while the others designed their own. Besides, in applying various strategies in teaching reading comprehension some teachers applied same strategies in same as other teachers' ways or in different ways from other teachers.
3. In choosing strategies to teach reading comprehension, the English teachers also considered several factors. They are; first, the factor which is came from the teachers. It came from the teacher's understanding of the strategies used. Then, the teachers also explained that they tended to use a strategy that is easy to use and has clear steps. The second factor was class size. The large amount of students (around 36-40 students) enable to create group discussion, each group consists of five members. The third factor was the level of material difficulty.

B. IMPLICATION

1. The English teachers used various strategies in teaching reading comprehension.

It implies that the English teachers had enough understanding about the strategies in teaching reading comprehension. In addition, the English teachers might be familiar with four strategies that they were used, however there were two strategies that they were not used. So, English teachers should upgrade their knowledge by searching information about the various strategies in teachings reading comprehension from the other sources such as book or article.

2. The application of various strategies in teaching reading comprehension implies that practically the English teachers had applied the strategies proposed by experts for well.

3. The application of various strategies in teaching reading comprehension may have some factors come from inside and outside of the teachers. It implies that the English teachers had considered several aspects before choosing any strategy. Not only from the English teachers has aspect as the teachers, but also from the students.

C. SUGGESTION

Based on the research findings described in the previous chapter, the researcher suggests several suggestions are:

- a. It is suggested to the English teachers to find any information about various strategies in teaching reading comprehension. So, they can use various

strategies in teaching reading comprehension to improve the students' reading comprehension.

- b. It is suggested to the practitioners of education or governments to give training or seminars for the teachers about strategies in teaching, especially to give knowledge to English teachers about how to choose the appropriate strategies in teaching reading comprehension.
- c. It is suggested to other researchers to continue this research to find other strategies used by other teachers in teaching reading comprehension.

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