

**TEACHERS' STRATEGIES IN TEACHING
READING COMPREHENSION AT THE SECOND
GRADE OF SMPN 5 KOTA BENGKULU**

THESIS

Submitted as A Partial Requirement for the Degree of *Sarjana
Pendidikan* (S.Pd) in English Education Study Program



Written by:

**INES ANJELITA
1811230074**

**STUDY PROGRAM OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TADRIS
UNIVERSITY OF ISLAMIC STATE FATMAWATI
SUKARNO BENGKULU**

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KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI SUKARNO BENGKULU

Jalan. Raden Fatah Enggar Dawi Kota Bengkulu 38211
Telp. (0736) 51765117-51172 Fax. (0736) 51118102
Website: www.uin-sukarno-bengkulu.ac.id

ADVISORS SHEETS

Subject : Ines Anjelita
NIM : 1811230074

To : The Dean of Tarbiyah and Tadris Faculty
UIN Fatmawati Sukarno Bengkulu
In Bengkulu

Assalamu alaikum Wr. Wb

After reading thoroughly and giving necessary advices

herewith, as the advisors, we state that the thesis of:

Name : Ines Anjelita
NIM : 1811230074

Title : "Teachers' Strategies in Teaching Reading
Comprehension At The Second Grade of SMPN
Kota Bengkulu

Has already fulfilled the requirements to be presents before
the board of examiners (munaqosah) to gain bachelor degree in
English Education. Thank you for the attention.


Wassalamu alaikum Wr. Wb

Bengkulu, 15 August 2022

First Advisor

Second Advisors


Riswanto, Ph.D


Pebri Prandika Putra, M.Hum

NIP. 197204101999031004

NIP. 198902032019031003



KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI

FATMAWATI SUKARNO BENGKULU

Jalan Rastani Falaq Padang Dewa Kota Bengkulu 36211

Telepon (0736) 51276-51171-51172- Faxsimile (0736) 51171-51172

Website: www.uinbengkulu.ac.id

RATIFICATION

This is to certify the thesis entitled : **Teachers' Strategies In Teaching Reading Comprehension At The Second-Grade of SMPN 5 Kota Bengkulu** by **Ines Anjelita (1811230074)** has been approved by the board of Thesis Examiners as the requirement for the degree of **Sarjana Pendidikan** in English Education Program.

Chairman
Dr. Mus Mulyadi, M.Pd

NIP. 197005142000031004

Secretary
Yashori Revola, M.Pd

NIDN. 2003089001

Examiner I
Risnawati, M.Pd

NIP. 197405231999032002

Examiner II
M. Arif Rahman Hakim, Ph.D

NIP. 199012150320151007

Bengkulu, 15 August 2022

Approved by the Dean of Islamic and Tadris Faculty

Dr. Mus Mulyadi, M.Pd

NIP. 197005142000031004

MOTTO

.... God is not weighing that one down, but is in harmony with
her own ability. ... (QS Al-Baqarah: 286)

“As ant do a million step to get sugar”

“Don”t put till tomorrow what you can do today”

DEDICATION

With gratitude and all my love, this thesis is dedicated to:

- ❖ Allah SWT. as the Lord of the universe, the writer would like to say thank for everything who has given blessings, grace, health in completing this thesis.
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PRONOUNCEMENT

Name : Ines Anjelita
NIM : 1811230074
Study Program : Tadris Bahasa Inggris
Faculty : Tarbiyah and Tadris

I hereby sincerely state that the thesis entitled "**Teachers' Strategies in Teaching Reading Comprehension At The Second Grade of SMPN 5 Kota Bengkulu**" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu, August 2022

Stated By,



Ines Anjelita

NIM. 1811230074

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expected to make it better. Finally, Allah always bless us in peace life.

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Ines Anjelita

SRN.1811230074

ABSTRACT

Ines Anjelita. 2022. Teachers' Strategies In Teaching Reading Comprehension At The Second Grade of SMPN 5 Kota Bengkulu.

Advisor: 1. Riswanto, Ph.D 2. Pebri Prandika Putra, M.Hum

This study aims to analyze the strategies used by English teachers in teaching reading comprehension and how to implement English teachers' strategies in teaching reading comprehension. This type of research is descriptive qualitative. The research instruments were observations, interviews, and documentation. The subjects of this study were two English teachers as informants. The results of the study found that there were three strategies used by the teacher, namely Scaffolding, QARs (Question Answer Relationship), and Discussion Strategies. With the scaffolding strategy students can develop ideas that can be read by students. QARs (Question Answer Relationship), teachers can find out how far their students understand what the teacher has given them. Discussion strategies can generate ideas and collaborate more actively. And the teacher can find out the extent to which students understand the task after reading the text that has been given and students are guided to focus more on the text and understand the content of the text.

Keywords: *Teacher Strategies, Teaching Reading Comprehension*

ABSTRAK

Ines Anjelita. 2022. Strategi Guru Dalam Mengajarkan Pemahaman Membaca Di Kelas II SMPN 5 Kota Bengkulu.

Pembimbing: 1. Riswanto, Ph.D 2. Pebri Prandika Putra, M.Hum

Penelitian ini bertujuan untuk menganalisis strategi yang digunakan guru bahasa Inggris dalam mengajar pemahaman membaca dan bagaimana implementasi strategi guru bahasa Inggris dalam mengajar pemahaman membaca. Jenis penelitian ini adalah deskriptif kualitatif. Instrumen penelitian adalah observasi, wawancara, dan dokumentasi. Subjek penelitian ini adalah dua orang guru bahasa Inggris sebagai informan. Hasil penelitian menemukan bahwa ada tiga strategi yang digunakan guru yaitu Scaffolding, QARs (Question Answer Relationship), dan Strategi Diskusi. Dengan strategi scaffolding siswa dapat mengembangkan ide-ide yang dapat dibaca oleh siswa. QARs (Question Answer Relationship), guru dapat mengetahui sejauh mana siswanya memahami apa yang telah diberikan guru kepada mereka. Strategi diskusi dapat menghasilkan ide dan berkolaborasi lebih aktif. Dan guru dapat mengetahui sejauh mana siswa memahami tugas setelah membaca teks yang telah diberikan dan siswa dibimbing untuk lebih fokus pada teks dan memahami isi teks.

Kata kunci: Strategi Guru, Mengajar Pemahaman Membaca

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CHAPTER I

INTRODUCTION

A. Background of the Study

One of the countries in the world facing the impact of the Industrial Revolution is Indonesia. Today's economic, social, technological and educational sectors all have to make adjustments to suit this time period. One of the most important factors in the development of a nation is education. Therefore, education refers to all the efforts made by society to help students reach their full potential in terms of religious and spiritual strength, self-control, personality, intelligence, moral character, and possession of the necessary social and civic skills. The main task in practicing formal education is teaching and learning. As a result, it is the effectiveness of the teaching process that determines the extent to which education progresses.

General education and Islamic education are the two types of formal education offered in Indonesia. However, the aim

of both general education and Islamic education is to acquire education itself. According to the law, the goal of national education is to help students reach their full potential in order to produce people who believe in and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, and are democratic and responsible citizens (Law of the Republic Indonesia, Number 20 of 2003, Article 3).

Teachers need to be aware of the curriculum's content, scheduled phase activities, evaluation criteria that are based on it, as well as a variety of standards that are mostly found in the curriculum's syllabus (Sofiana, 2019). In order to raise the caliber of national educational achievements, government policy number 32 2003 on Standard National Education was implemented in 2013, and since then, the school-based curriculum known as Kurikulum Tingkat Satuan Pendidikan (KTSP) has been steadily developed from the 2013 curriculum. In this case, the 2013 curriculum aims to improve educational quality by creating local content at the local level and national curricular structures. Humans can

learn and teach even when they are born as pure as white paper and without any content (Amin, 2021).

The term *Iqra*, which means read, is used in the first verse of the Our'an that was revealed to Prophet Muhammad. The following verses go on to explain the command to read (Siregar, 2019). It is obvious that reading will facilitate learning for people in this situation. Making people who know and believe is the major objective of Islamic education (Amin, 2019). The word Our'an has numerous connotations in terms of language, one of which is reading or something that needs to be studied or read.

It's not simple to learn how to read a text. In actuality, reading comprehension for students varies widely. Contrarily, reading serves as the foundation for learning a variety of subjects. Every facet of life that you consider shows that an individual's capacity for function is increased by their ability to read proficiently. Because the learner characterizes language as a concept and the author develops

ideas as the language's subject, language and thinking interact when people read.

The students must constantly engage in the action of reading in the educational setting. Reading can help students understand concepts better and have a broader perspective. Reading is a fundamental ability that helps kids access information and develop their critical thinking abilities. In other words, reading significantly contributes to a student's ability to learn (Yukselir, 2014).

Hung and Ngan (2015), highlight reading as a fundamental skill and how it aids students in developing their vocabulary and fluency as well as other skills. Finally, it aids in their language acquisition and proficiency. Reading, for instance, is crucial to the growth of language learning when learning English. As a result, reading English-language texts will aid pupils in expanding their vocabulary, learning grammar, and developing effective writing skills.

English reading is one of the courses that students have been learning since they entered junior high school. In

actuality, kids find it challenging to read in a foreign language. Hamra and Syatriana (2010), who discovered that there are some causes of EFL students' difficulty, support it. These are the vocabulary issues, as well as word, phrase, and paragraph ignorance as well as pronunciation issues.

The results are consistent with the statement that many students continue to struggle to read correctly in a foreign language, cannot understand what they are reading, and read slowly. This happens because students struggle to transfer their proficiency in a foreign language (Alderson, 2000).

In a similarly, Jayanti (2016) discusses how students perceive their reading English text challenges in her study. She believes that the reading comprehension question component of the English test is challenging for the pupils to complete.

According to Sanford (2015), there are a few things that prevent children from understanding what they are reading. The contributing elements are kids who struggle with phonemic awareness, the ability to detect letter sounds, and

word recognition. Other studies have confirmed this and explained the factors that prevent students from understanding material. Poor working memory, inadequate general knowledge, and a lack of language are some of the contributing causes (Noor, 2015). In conclusion, it can be said that vocabulary knowledge is crucial and influences reading comprehension.

Masduqi (2014) provided an explanation of the student's viewpoint in a different study. He claimed that the students find reading class to be unpleasant and dull. The pupils complain that the English material is too lengthy, that they lack the vocabulary necessary to understand word meanings, and that there aren't enough pre-reading activities. Reading in a first language and reading in a foreign language are two separate things. The pupils must take language characteristics into account when understanding the material.

Teaching is a process carried out by teachers in supporting student learning by providing knowledge and also being able to share experiences. This method is related to the

student's learning process in learning for himself (Halik, 2016). The purpose of teaching is to provide knowledge so that students can understand what has been stated accurately and precisely (Muslaini, 2017). In this method, the instructor must use an active teaching strategy, similar to that used by teachers in general, which engages students in conversation by asking questions without realizing that they are doing so. This means that teachers can modify the environment and circumstances when teaching students by utilizing effective teaching techniques in the classroom.

Teaching strategy is a form of teacher planning process in teaching activities to achieve the planned goals. Whereas teaching technique is a method to help students in their learning. The learning process is very important, and teaching methods for understanding can have an impact on students' understanding (Enggar, 2020). Making students able to understand is the goal of reading instruction. When teaching reading, teachers must be innovative and able to guide students in everyday learning strategies that encourage

effective learning. Therefore, incorporating interesting methods into teaching reading will encourage students to be involved in the learning process activities (Ridianto, 2021).

When teaching reading comprehension, teachers can employ a variety of techniques. This entails utilizing question-generating techniques, clarifying techniques, clicks and clunks, forecasts, problem-solving scenarios, and more. Additionally, teachers can employ other techniques like vocabulary building, stopping reading before comprehension is achieved, comprehending the crux of the issue, using contextual instruction, teaching reading strategies, having students visualize what they are reading, setting various reading objectives, and identifying different texts and assignments. The general organization of teachers' and students' activities in carrying out teaching and learning activities to accomplish the stated goals is referred to as strategy in relation to teaching and learning.

There are various researchers have investigated the methods for instructing reading comprehension. The

outcomes of the earlier study are as follows. The first research, written by Decsa Ariyana and Deri Sis Nanda (2017) with entitled “An Analysis of Teacher Strategies In Teaching Reading Comprehension At SMA Muhammadiyah 1 Metro Academic Year 2017/2018”. The goal of this study was to compare the reading comprehension of pupils between two variables. There are 2 issues: (1) To learn the reading instruction approach used at SMA Muhammadiyah 1 Metro. (2) To determine how much these teaching methods aid in the instruction of reading comprehension at SMA Muhammadiyah 1 Metro. Through field research and observation, this research tool was acquired. According to the study's findings, teachers primarily employed the following four methods: the memorizing strategy, the question-answer relationship, games, and group discussions.

Secondly, the second research was written by Rio Gusti Ranggi (2019) with the title Teacher Strategies In Teaching Reading Comprehension At The Third Grade Of State Junior High School 23 Jambi. His research focused on teachers’

strategy in teaching reading. The subject of his research was the English teacher of third grade in state junior high school 23 Jambi. The instrument of the research used observation and interview. The result of the research found the teacher strategies used by the teacher are Scaffolding and QARs.

Third, research by Gendis Nadira Dwiningtiyas, Dedy Sofyan, and Hilda Puspita (2020) with the title *Teacher's Strategy in Teaching Reading Comprehension*, on second grade students of SMP 09 in Bengkulu City. The purpose of this study is to identify the tactics English teachers employ while instructing reading and how to put those strategies to use. Interviews and a strategy checklist made up the research tool. The findings demonstrated that one teacher taught reading comprehension using a variety of tactics. The techniques include asking for particular information, reading aloud, and brainstorming. Teacher two, meanwhile, employs nine techniques. To evaluate understanding and comprehension in particular activities, they utilize dictionaries, read aloud, reread, and ask questions. Based on

previous research, it can be concluded that the teacher's strategy in teaching can improve students' reading comprehension skills.

This research conducted at SMPN 5 Kota Bengkulu class VIII which is located at Jl. RE Martadinata II, Kecamatan Selebar, Pagar Dewa Kota Bengkulu. Based on interviews with english teacher conducted on January 7, 2022, this research is for several reasons. First, most students lack vocabulary, so they find it difficulty to find the meaning of words, secondly, the majority of second-grade students have difficulty understanding texts when reading, thirdly, students are reluctant to read English text. The researcher concludes that there are difficulties experienced by students in reading and the level of students' reading skills is still low. Lack of students' understanding of a text. And most of the students just read without knowing the meaning of what was read. As a result of these students' difficulties, they have a low level of reading comprehension. Then to overcome these problems, the teacher applies strategies in teaching reading that can

improve students' reading comprehension skills. Based on the reasons above, the researcher analyzed the thesis entitled **“Teachers’ Strategies in Teaching Reading Comprehension At The Second Grade of SMPN 5 Kota Bengkulu”**.

B. Identification of the Problem

The following issues can be detected based on the context of the situation mentioned above:

1. The teacher used teaching strategies to overcome students' reading comprehension difficulties.
2. Teachers used teaching strategies to improve students' reading skills.

C. Research Questions

1. What are the teachers’ strategies in teaching reading comprehension at the Second Grade of SMPN 5 Kota Bengkulu?
2. How do the teachers implement the strategies in teaching reading comprehension at the Second Grade of SMPN 5 Kota Bengkulu?

D. Research Objectives

1. To find out the teacher's strategies in teaching reading comprehension used at the Second Grade of SMPN 5 Kota Bengkulu.
2. To describe the implementation of teacher's strategies in teaching reading comprehension at the Second Grade of SMPN 5 Kota Bengkulu.

E. Limitation of the Problem

The researcher's focus in this study is on the teacher's approach to teaching reading comprehension. The research is conducted in the eighth grade at SMPN 5 Kota Bengkulu, with the 2021–2022 academic year as the research subject.

F. Significance of the Research

1. For the Student

In this study, it is hoped that it can be a guideline to find out the strategies used by teachers in teaching reading comprehension to class VIII students at SMPN 5 Bengkulu City. This research is additional information for students who want to read the results of this study.

Hopefully it can be a guide for practice in the learning process of reading comprehension.

2. For the Teacher

The researcher hope this research can be input and provide suggestions for teachers who teach reading in class VIII SMPN 5 Bengkulu City. Hopefully, this research is useful for teaching strategies in transferring knowledge to students and can help teachers determine the right strategy in teaching.

3. For the Next Researcher

The researcher also hopes that this research can provide new information and knowledge for future researchers regarding teacher strategies in teaching reading. The research results are expected to contribute to the future.

G. Operational of Key Terms

1. Teaching Strategies

Teaching strategies are the activities a teacher engages in when putting a lesson plan into action or when

creating a lesson plan to ensure that students grasp what they are learning.

2. Reading Comprehension

Reading with understanding is the process of reading a specific piece of writing while taking the reader's intentions and motivations seriously.

CHAPTER II

LITERATURE RIVIEW

A. K-13 Curriculum

The curriculum in Indonesia is currently more sophisticated and changing. Teachers in Indonesia have included three different curriculums during the past ten years: the competency-based curriculum (KBK), and School Level Curriculum KTSP, and the most recent 2013 curriculum, which was released in July 2013.

In achieve the objective of national education, which is to create a generation that excels in knowledge and skills, the government has implemented the 2013 curriculum (Amin, 2021). The educated have benefited from the sudden advances in culture, knowledge, and technology. One of the obvious signs is a curriculum that covers educational design, the learning process, and assessment. Through the development of competencies in the areas of attitudes (social and spiritual), information, and creativity, the curriculum is

expected to produce original, inventive, creative, and responsive resources, and abilities (Retnawati, 2016).

The Curriculum 2013 program for elementary, middle, and secondary schools reflects the Indonesian government's desire to improve knowledge, technologies, and the arts while also raising the country's production and skill levels. Beginning in July 2013, Indonesia began implementing this scheme. The program is significantly different from the previous one in that it adjusts both the educational technique and evaluation systems in addition to emphasizing knowledge and competence in the curriculum. The objectives of the new curriculum are achieved by putting an emphasis on academic subjects, switching from a teacher-centered to a student-centered approach to knowledge improvement, and using skill evaluations to replace exam assessments with accurate evaluations. based on attitudes, knowledge, and abilities. Both the learning process and its results should be measured. The effectiveness of students can be increased with the help of teachers (Amin, 2021).

Through the enhancement of responsive behaviors, abilities, and integrative understanding, Curriculum 2013 seeks to make Indonesians more productive, creative, and innovative (Gunawan, 2017). The 2013 curriculum still offers benefits and drawbacks, especially for academic institutions. The 2013 curriculum can benefit educational and learning activities, despite its complexity. The 2013 curriculum aims to advance mental health, acceptance, and tolerance among Indonesians. These are connected to the fact that a lot of millennials have recently abandoned this trait, making them less fair and empathetic toward others. The 2013 curriculum design places a strong emphasis on creating a thematic approach that enhances students' personalities and develops appropriate skills in accordance with their interests and requirements, and improves their cognitive abilities.

Education modules can be action plans, options for goals, content, learning materials, and strategies that categorize learning activities and ultimately serve as rules for

determining the type and qualification of institutional graduates. The curriculum is one of the arrangements to achieve educational goals. The necessity to categorize or monitor curriculum components, educational content presentation systems, organizational systems, and rating systems is an example of how an educator takes care of students inside the educational system.

When putting learning activities into practice, teachers must focus on coordinating the multimedia, learning materials, and learning techniques used in the class. The most important educational goal for kids at the school is learning. Strict rules must be followed when teachers engage in learning activities. In order to ensure that their learning activities are carried out effectively and that they achieve their targeted learning goals, teachers prepare everything they will need in the classroom during class before beginning any activities. Teachers need to create a learning program for activities that take place in the classroom. Lesson planning and classroom supplies must be included in

education for teachers. Teachers must consider what constitutes successful learning for their students.

The advantages and disadvantages of the 2013 curriculum are one of the most crucial parts of this curriculum's modification or evolution. As a result, there are several advantages and disadvantages outlined in the 2013 curriculum.

1. Curriculum Excellence 2013

According to the 2013 curriculum, teachers frequently expect students to be engaged, creative, and resourceful in every problem situation they face in class. The evaluation of each component, the development of moral education and its integration into all academic programs, the presence of qualifications in line with the demands of governmental education's operations and objectives, and the qualifications in topic all work together to provide a comprehensive explanation of the contexts of perceptions, skill sets, and understanding.

2. Weakness of the 2013 Curriculum

Many teachers appear to be confused despite the fact that they are aware of the 2013 curriculum, they are not required to explain the material to students in the classroom, many more teachers are still not fully prepared for the 2013 curriculum, they lack practical assessment mastery, they lack the ability to create effective teaching materials, and they are given the task of attempting to analyze SKL, KI, and KD.

In junior high school, English learning is an important component in our curriculum. Tambe (2015) classifies children between the ages of 7 and 8 as younger children and those between the ages of 12 and 14 as older children. As a result, junior high school students are still considered to be young learners depending on their age level. According to Cameroon (2001), junior high school students are at a period of transition, uncertainty, and self-consciousness as well as physical and mental growth. In addition, he notes that because teenagers are transitioning from childhood to maturity, there are a number of unique

factors to take into account when instructing them, as follow:

- a) Around the age of twelve, intellectual capacity begins to include abstract operational cognition.
- b) Attention spans are getting longer as a result of intellectual development, but once more, a teenager's life is full of distractions, so those prospective attention spans can be quickly curtailed.
- c) While different sensory input still matters, the importance of appealing to all five senses is less relevant as abstraction capabilities rise.
- d) Ego, self-image, and self-esteem-related factors are at their peak. Teenagers are extremely perceptive to how other people view their developing physical, emotional, and intellectual identities. Keeping students' self-esteem high is one of the secondary school teacher's top priorities. To do this, they should do the following:

(1) Making sure students don't disgrace themselves.

- (2) Recognizing each person's qualities and talents.
 - (3) Allowing blunders and other errors to be accepted.
 - (4) De-emphasizing competition among classmates
 - (5) Promoting small-group work where teens are more willing to take risks.
- e) It goes without saying that secondary school pupils are getting more and more adult-like in their abilities to occasionally take breaks from the "here and now" character of immediate communicative situations to ruminate on a grammar point or vocabulary item. But just as when instructing adults, caution must be exercised to avoid offending children with stilted language or boring them with much analysis.

The English teaching and learning process at junior high school is designed to give pupils the skills they need to communicate in everyday situations. As a means of communication, language is something that pupils must become accustomed to oral English is spoken. Their ability to communicate must be developed by the completion of

tasks and activities that take place during the process of teaching and learning. Taking into account that the students of junior high school are still in the early stages of learning, thus the instructor must structure the course based on their wants, preferences, and individual traits. They require fun activities that incorporate physical movement, visuals, and actual objects occur during the process of teaching and learning.

B. Reading

Reading is a crucial first activity for everyone because it fosters the development of ideas and improves language skills in addition to serving as a source of information. According to Linse and Nunan (2005) reading is a technique for acquiring information from texts mixed with one's experience to discover meaning. By updating the text's meaning based on the reader's understanding, someone is engaging in a sophisticated process that makes use of techniques. The meaning of the text can be understood using a variety of techniques. Students can draw connections

between the selection or assessment processes as they see fit. Making understanding of a text requires reading. This is one of the language abilities one needs to be able to speak English well.

One of the four language skills is reading. Early reading is a technique used to spot pupils who haven't been able to pick up reading skills, such how to read the alphabet or simple words. One of the crucial areas of teaching is reading, according to experts (Riswanto, 2014). Due to their wide linguistic expertise, it is also helpful for multiplying and altering ideas. Fluent readers get a plethora of information, new insights, and comprehension of the books they have read (Afriani, 2020).

Reading is a process in which readers combine information from texts with what they already know to look for meaning. Reading is a necessary activity in the classroom. because pupils must be able to read. Reading can be seen as a process of comprehending the text's contents in order to learn something or acquire information. According

to Brown (2003) identified four different categories of reading.

1. Persective Reading

Reading with attention to the larger components of discourse, such as punctuation marks, letters, words, and other graphic symbols, is known as perceptive reading. It has to do with the bottom-up approach in this case.

2. Selective Reading

This kind of categorization is determined by the assessment format's content. with projects that are graphic, multiple-choice, or graphical. It is employed to briefly understand grammar in concise texts. This kind may combine top-down and bottom-up procedures.

3. Interactive Reading

Reading that involves interaction between the reader and the text is referred to as interactive reading. To learn information from the text, read the paragraphs or pages where the language is present. Bottom-up processing is an option in this kind.

4. Extensive Reading

Reading a book or article with more than one page of content is referred to as extensive reading. The majority of readers' free time is spent outside of the classroom. Top-down processing is a possibility.

There are four different forms of reading, namely perceptive reading, selective reading, interactive reading, and extended reading, as can be seen from the explanation above. The meaning of letters, words, and symbols must be learned in order to read perspective. The method of selective reading involves identifying the locations of words in brief paragraphs. Finding information from a text after having read it is called interactive reading. Understanding the entirety of a larger document requires extensive reading.

Reading is a task performed to fulfill specific objectives. One of them can extend one's horizons and offer new facts. Reading is done to make connections between the information presented and what one already knows. The

types of reading objectives, according to Grabe William and L. Fredrika (2002), are as follows:

a. Reading to search for simple information

Reading to find simple information is a general ability that a person has in reading. This objective is often used in assignments to be seen as a type of reading ability.

b. Reading to skim quickly

Skimming is a part of one's skill whose purpose is to find important things in a text. This is part of the strategies used in reading that are common to everyone.

c. Reading to learn from text

Reading to learn, namely where a person needs to learn from the information in the text according to the existing context. This means that it requires the ability to connect the reading text with the main idea needed.

d. Reading to integrate information

Reading to integrate information is to make additional decisions based on interests to complement,

assist, in accommodating information from various sources.

e. Reading to write and critique texts

Reading to write and reading to critical texts are variations of integrating information. In this case, it requires the ability to select, organize, and criticize information from a text.

f. Reading for general comprehension

Reading for general skills requires a fast process for fluent and skilled people. Skills possessed such as being able to find the meaning of words or interpret the meaning of words so that they can find out the main idea of the text.

The purpose of reading is not only for students but for society in general. Reading can help a person to get information from various fields such as social, political, economic and others. The skill that a person must have in reading is to be able to connect ideas in the text with existing knowledge.

1) Reading Comprehension

Reading comprehension is the process through which readers learn something from texts like newspaper, magazine, and article. For readers to be successful, especially students who are reading for academic purposes, reading comprehension is crucial. According to Pourkalthor & Kohan (2013), understanding happens throughout the reader-text interaction. Reading in a second language is difficult, and reading comprehension students must combine the skills to understand the material. The reader is expected to extract information from a book and then combine it with knowledge he already knows. Depending on the reader's reading goals and the reading style employed, various reading comprehension types are frequently recognized. In order to understand the ideas and meanings offered in the text, students use extensive reading to activate their cognitive processes (Riswanto, 2022).

Many find it challenging to become proficient readers. The act of understanding and interpreting what

has been read is known as reading comprehension. Getting meaning from written text is the goal of reading comprehension (Darmayanti, 2021). Reading comprehension is a cognitive task to compare the individual words, and identify the meaning such as sentence, clause and paragraph in reading activities (Damanik (2021). While reading comprehension might be regarded as knowing the entire book, it is crucial for young learners to be able to recognize the letters. Reading is a stage that involves text readers; the reader will evaluate the text's content using their abilities, methods, and knowledge. in the sense of trying to figure out what a word's definition is. It can come from printed material or other written texts. Reading strategy is among the most crucial components of academic success. Strategy is vital to comprehension because readers use strategies to construct a coherent mental image and explanation of the events presented in the text (Abidin & Riswanto, 2012).

C. Teaching Reading

Teaching Reading for teaching students, the teacher needs strategies to facilitate teaching so that students understand the text. According to Brown (2000), there are six strategies for teaching reading in the classroom that teachers can use as follows:

a. Identifying the purpose of reading

In reading, focus on the information you are looking for and want. So that the purpose of the reader to read can be known clearly. In addition, get rid of unwanted information in reading the text, so that reading activities will not be disturbed.

b. Using graphemic rules and patterns to aid in bottom-up decoding (especially for the beginning level learners)

As a beginner in learning English, one of the difficulties in learning in the early stages is adjusting between spoken and written English. Then the teacher can teach you how to spell in English.

- c. Using efficient silent reading techniques for relatively rapid Comprehension (for intermediate to advanced levels)

Understanding the meaning of a text in reading is important for advanced learners. Silent reading strategies can make it casier for students to improve understanding and do not need to be fast readers.

- d. Skimming the text for the main ideas

Skimming is a guick way to get to the main points of an entire text. The advantage of skimming for readers is that they can determine the main ideas or topics that develop and support them.

- e. Scanning the text for specific information

Scanning is a speed-reading technigue to find specific information in a text. Such as searching for a name or date as well as a list of some supporting details. Scanning reading practice is needed without having to read the entire text.

- f. Using semantic mapping or clustering

The semantic mapping strategy is to collect the important words they get from a text. Which can help the reader to know again the meaning of the contents of the text.

Teachers frequently assume that their students will learn to read on their own and without assistance. In actuality, every student might benefit from an intriguing method that would increase reading comprehension and decoding abilities. To assist children in learning English reading, teachers must be knowledgeable with effective ways for teaching reading comprehension. In keeping with the justification provided for why teaching language requires reading comprehension (Adawiah, 2021). According to Brown (2000), a strategy is a way to solve a problem, it's a way to achieve certain goals, and it's a way to make plans to handle specific information. A strategy is a mechanism used by teachers to assist students learn by removing barriers from the learning process. This design was created with the learning process and the surrounding environment of

students in mind. Teachers develop strategies as tools to facilitate learning and improve the learning environment for their students.

It is clear from the definition above that a teaching strategy is a teacher's plan for achieving the aims and objectives of learning. The teacher has planned and prepared this to address challenges that may arise during instructional activities. Designing a teaching approach involves starting with important analysis variables in the teaching environment and moving forward to judgments regarding specific classes or even entire curricula. These factors include the traits of the students, the learning goals, and the teacher's preferred methods of instruction. A well-informed choice can be made about the structure, assessment techniques, and other crucial elements after these aspects have been examined. The process of designing a course is not simple.

According to Richards and Renandya (2002) there are 10 appropriate teaching principles in teaching reading comprehension: according to Richards and Renandya (2002).

1. Lowering Inhibitions

The activities carried out by the teacher in the classroom such as teaching using games and singing songs or forming small groups, which can help students minimize problems in learning English.

2. Encouraging risk-taking

One technique so that students' language can come out is by praising students. This can be applied when students feel they have made mistakes or are afraid to learn. Mistakes made can be corrected by providing writing or speaking exercises.

3. Building students' self-confidence

An important factor in the process of learning English is students' self-confidence which can affect their language development. For this to be done, the teacher must provide work that students believe they can do. The

success of student learning can also be seen from how many language skills students have.

4. Helping students develop intrinsic motivation

The appreciation of learning English for students is done by motivating them to get clear abilities. This form of effort takes into account the importance of an achievement that students must get in learning.

5. Promoting cooperative learning

To learn English, there needs to be cooperation between students rather than competition between individuals. With collaboration, students can share their knowledge and can increase an active mindset. As a group, of course, students will try to be compact and do their best for their group.

6. Encouraging students to use right-brain processing

Students can realize the development of learning in the form of creativity. This means that learning a language is not just curious or answering questions, but there are tangible results. The goal is to increase students'

desire to learn. Some activities can be done such as speed reading exercises, writing essays, or using useful videos.

There are several principles of teaching reading comprehension. This principle is a guide in teaching reading. So that it will facilitate the teaching process and the material is more easily understood by students. Teaching and learning activities will be more fun.

D. Strategies in Teaching Reading Comprehension

Teaching strategies are a general description of the plan of a lesson such as the needs or objectives for implementing teaching strategies (Antoni, 2010). It can be concluded that the teacher is a means of knowledge that can help the student learning process. That way students can gain knowledge about learning, especially in English. Teaching strategies are related to teaching and learning activities used by teachers such as techniques, structures, methods, approaches, and procedures (Harmer, 2001). It is a tool for teachers to help students meet specific learning goals. Teachers must also be creative in their content selection and

inspire their students to learn. Teachers must therefore adapt a number of ways to support teaching and learning (Purwanto, 2022).

A proficient reader can also read for in-depth understanding. This indicates that they read in order to fully comprehend a passage. This type of reading is frequently done in academic settings and other circumstances where thorough comprehension is required. In order to teach reading comprehension, Vacca & Vacca (1999) provide the following strategies:

- 1) Scaffolding

A key change in the delivery of instruction that would make a difference in the content literacy of all learners, especially students from diverse backgrounds, is to scaffold the strategies for text. Scaffolding is a support, support to students of teachers that enable the development of learning ability so that there is a higher level of mastery of material shown by the completion of more complicated problems.

2) Think Aloud

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

3) Reciprocal Teaching

Reciprocal teaching is a method that asks both teachers and students to take turns acting as the teacher during a discussion on a particular reading. Four guiding tactics are used in reciprocal teaching: anticipating, posing questions, summarizing, and clarifying. Reciprocal teaching is an excellent technique to teach students how to extract key concepts from a text while chatting about language, formulating thoughts and inquiries, and summarizing data. It may be applied to

many different subject areas, and it works especially well with nonfiction and textbooks.

Then each student has a turn playing the part of the teacher. The ability to modify the task demand in order to support the students when difficulties arise is essential to the strategy's success. That is, you help students by decreasing the task's requirements when they are having trouble. You gradually withdraw help as the process progresses to ensure that pupils keep learning. In some aspects, Reciprocal Teaching is a collection of four understanding techniques.

4) SQ3R

SQ3R is a methodical reading technique that might assist you in segmenting the reading process into digestible chunks. It is only one of 25 different approaches you can use to increase comprehension. It is composed of five steps: surveying, asking questions, reading, reciting, and reviewing. The SQ3R strategy entails four steps: reading the chapter headings quickly to

grasp their key points; turning the heading into a question; reading to discover the answer to the question; and reading to recall the key points (the answer to the question) by retelling them or noting them down in one's memory at the key points.

Based on the details readers require to respond to the question, the sort of comprehension question that is posed should be used. Teachers should therefore assist students in being aware of potential sources of knowledge as they respond to inquiries (Pearson & Johnson 1978). To answer a question, a reader consults two major sources of information: the text and his or her own memory.

5) Question Answer Relationship (QARs)

QARS is a reading strategy through understanding and analysis of questions. In other words this strategy guides students to understand the 31 questions in order to get an information in a reading itself. So that in practice in the classroom students only glance read the reading

and to understand further the focus of students is the questions given by the teacher about the text reading. The information in the text and the reader's own knowledge serve as the reader's two main sources of information.

The process Teachers of reading can directly teach QARs to children, and subject-matter experts can reinforce what they have learned. Keep in mind, however, that students may enter your class completely oblivious to the information sources available for obtaining an answer or they may not be aware of the appropriate times to use various sources.

E. Bloom's Revised Taxonomy

The thinking skills in Bloom's taxonomy span from simple to complex, or from concrete to sophisticated theoretical processing skills. The six cognitive levels of knowledge, understanding, application, analysis, integration, and assessment were formerly separated into them. An updated version of the Bloom Classification was published in 2001 by Anderson and Krathwohl. The main difference

between the 2001 revision and the previous Bloom classifications is the addition of the two components of information and cognition. However, because it is so closely related to reading comprehension and evaluation, we focused primarily on the cognitive component of the study.

A yearly comprehensive evaluation was suggested by Benjamin S. Bloom, a member of the University of Chicago Board of Examinations. He enlisted the aid of a group of experts from all around the United States who were tackling related problems to help him in his efforts. The group discussed their work, made edits, and decided on its course of action (Aryani, 2020). Finally, in 1956, their whole draft known at the time as the Original Taxonomy was published under the title Taxonomy of Educational Objectives. 45 years later, Anderson and Krathwohl modified the taxonomy, which is now known as Bloom's Revised Taxonomy.

Six divisions are present in Bloom's revised taxonomy of cognitive capacities. The better classification technology

aids educators in extending their lesson plans beyond memory to higher-order cognitive processes. Because each cognitive function varies in its level of complexity, this is intended to motivate students to engage in a range of activities. For instance, understanding is regarded as being more sophisticated than memory (Aryani, 2020). In conclusion, these cognitive level categories give students a way to discover, practice, and engage with many levels of thinking.

Table 2. 1 The differences between Original and Revised Taxonomy

(Sary, 2019)

Original Taxonomy	Revised Taxonomy
Knowledge	Remember : retrieve relevant knowledge from long-term memory (recognize, recall)
Comprehension	Understand : determine the meaning of instructional message (interpret, classify, summarize, infer, compare)
Application	Apply : use a procedure is a given situation (execute, implement)
Analysis	Analyze : break material into parts and see how they related (differentiate, organize, attribute)
Synthesis	Evaluate : make judgements based on criteria and standards (check, critique)
Evaluation	Create : put elements together to form coherent whole or make an original product (generate, produce)

Indeed, this taxonomy can be helpful for a variety of purposes, including: course design because the different levels can help you move students through the process of learning from the most basic remembering and understanding to the more complex synthesising and evaluating understanding students' abilities, and aligning appropriately instructional strategies. It aids teachers in creating lessons that are in line with learning goals.

F. Previous Study

Firstly, Alfian (2018) with a thesis entitled "An Analysis Teacher's Strategies in Teaching Reading Comprehension at SMA Negeri 5 Bone". This study aimed to find out: (1) the strategies used by the teacher in teaching English. (2) the students' perception towards the strategies used by teacher in teaching English. The data were conducted from September to October 2017 from 1 class that consisted 28 students the Eleventh Grade of SMA Negeri 5 Bone. This study used descriptive Quantitative Research Design, The instruments used were observation checklist and questionnaire. The observation checklist was distributed to the teacher of the Eleventh grade at SMA Negeri 5 Bone, then questionnaire was distributed to 28 students of the Eleventh Grade at SMA Negeri 5 Bone. Reading comprehension is the process of constructing meaning involving the written language by interpreting textual information in the light of prior knowledge and experiences using appropriate and efficient comprehension strategies.

The findings of this research showed that the teacher used two strategies in teaching English. Those were Reciprocal Teaching and Question Answer Relationship (QAR). The students' perception about two methods are easier to understand, can convey and change the opinions, get the new ideas, can motivate them to think in the group, and the students can inure themselves to practice speaking by giving question and answer it. and finally, it concluded that the students are like of the using those strategies.

Secondly, Nurmadia Sarjan (2017) with a entitled "Analysis of English Teachers' Strategies in Teaching Reading Comprehension to Class II Students of SMP Negeri 1 Wonomulyo". In this study, the researcher wanted to know how the English teacher's strategy in teaching reading comprehension in class II SMP Negeri 1 Wonomulyo and how the English teacher's strategy was applied in teaching reading comprehension in class II SMP Negeri 1 Wonomulyo. The method of this research was qualitative research. The subject of this research was English teacher in

Junior High School 1 of Wonomulyo. The instrument of this research were observation ceklist and interview. The result of the research found that two strategies that the teacher used, Scaffolding and QARs (Question Answer Relationship). Scaffolding strategy student can develop about idea which readable by the student. QARs (Question Answer Relationship), the teacher able to know how far their students understand what the teacher has given to them. And the teacher able to know how far understanding of the student doing the task after read the text that has been given and the students guided to more focus on the text and understand what the content of the text.

Thirdly, Rizal Ali Nurdin (2021) with a thesis entitled “Teacher’ Strategies In Teaching Reading Comprehension at SMP IT-GHOFAR During Covid-19. This research was aimed at: (1) knowing the teachers’ strategies in teaching reading comprehension at SMP IT Al-Ghofar during Covid-19 (2) describing the teachers’ implementation of the strategies in teaching reading comprehension at SMP IT Al-

Ghofar during Covid-19. In this research, the qualitative approach used by the researcher involves three instruments, observation, interview, and documentation. The data were processed in stages, including data reduction, data visualization, and conclusion drafting. The participant of this research was two English teachers of SMP IT Al-Ghofar and took two meetings. The results of this research showed that there were three teaching reading strategies used by the English teachers during Covid-19. The strategies were Question-Answer Relationships, Semantic Mapping, and Translating simple paragraph. The steps that applied by the English teachers of SMP IT Al-Ghofar in implementing the strategies were mostly same, they made an instruction that was shared in WhatsApp Group and provided a task.

G. Theoretical Framework

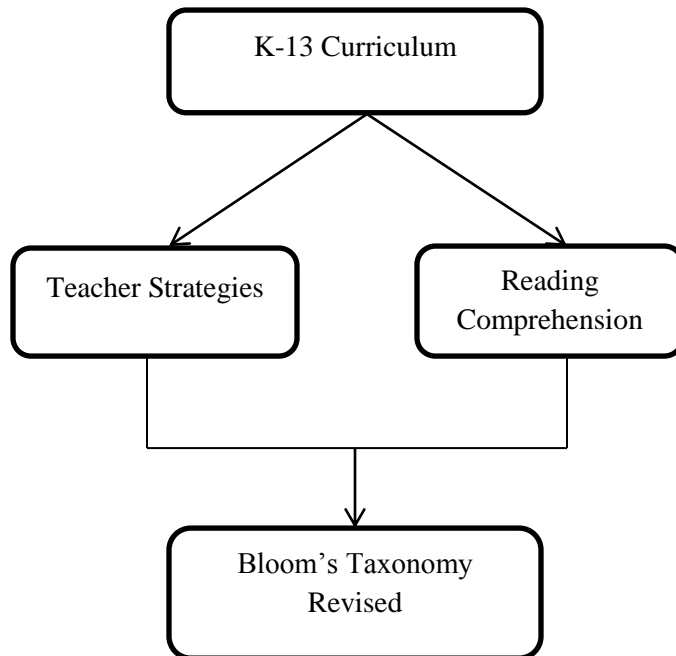


Figure 2.1 Theoretical Framework

The figure up top illustrates how the framework for the topics in this research will be built. Analysis of reading comprehension and the English teacher. The researcher will analyze the reading comprehension teaching tactics used by English teachers while they are being observed. The reading comprehension concept and reading comprehension

approach would be analyzed. In conclusion, the researcher examined the idea raised above when the teacher was introducing reading comprehension.

A new version of Bloom's taxonomy was created in 2001 by Anderson, Krathwohl, and a number of other contributors. This is how Bloom's updated taxonomy came about revision. By including a two-dimensional framework with the dimensions of cognitive processes and knowledge, the new taxonomy improves on the original. In many ways, the cognitive dimension parallels Bloom's original classification. Only a few significant changes have been implemented. One of the most notable examples is the usage of verbs that describe activity development. The cognitive level position, evaluate (C5), is now positioned before generating, which is another distinction (C6). Using Bloom's Taxonomy aid in achieving the goals of this research. Bloom's Taxonomy can be used as a manual for researchers as they gather information.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research explains and describes the teachers' strategies in teaching reading at SMPN 5 Kota Bengkulu. The researcher will obtain information about the strategies used by a teacher. Therefore, using a descriptive qualitative research design.

According to Ary (2002), a qualitative research is made to obtain information on a phenomenon. To study this phenomenon include non-numeric data such as interviews, observations, documents, and other sources that can be used to obtain information. Descriptive research aims to describe people's behavior and gather their perspectives, opinions, attitudes, and beliefs addressing current educational issues (Lodico, 2010). The conclusion is that the descriptive qualitative approach is research that aims in-depth to solve a problem through non-numeric data.

Based on the above definition, the researcher can conclude that descriptive qualitative research is a type of research that aims to clarify phenomena according to descriptions and conditions in the field in words without involving statistics to reveal a fact. That is by summarizing data with certain topics to get a good understanding.

B. Subject of the Research

The research will be conducted at SMPN 5 Bengkulu City, a Government school located on RE Martadinata street number 5 Bengkulu City. SMPN 5 Bengkulu City has accreditation A. Curriculum 2013 is currently used. Supporting the values of student character education is the vision and mission of SMPN 5 Bengkulu City. The subject of this research is an two English teachers in class VIII of SMPN 5 for the academic year 2021/2022. This study aims to see and describe the strategies used by teachers in teaching reading comprehension.

C. Data Collection Technique and Instruments

Researcher used several instruments to collect data. With the existence of research instruments, it will be helped in working so that it makes it easier, more efficient, more systematic, and intensive. In this study, researchers used various methodologies and instruments to find data for this study, such as observation, interviews, and documentation. the following is a description of the instrument:

1. Observation

According Sugiyono (2015) to collect data in qualitative research, observation is the technique used. Observation is a group of information seekers who make direct observations of what any researcher wants without disturbing the topic.

The researcher collected data using an observation checklist adopted from Sarjan (2017), while following the teaching and learning process in the English subject class. Observations in this study have the following objectives: (1) full documentation is used as a data

source, (2) understand where the documentation is stored, and (3) check the accuracy and validation received from observations. As a result, the researcher obtained comprehensive information about the analysis of strategies used by teachers in teaching reading comprehension.

The researcher used observation to record all activities in class to provide a real and valid picture. Researchers use the results of this study to describe natural data that occurs in the classroom. For complete data regarding observations, see Appendix 1.

2. Interview

Interview are the second method of obtaining data in research. The researcher used a semi-structured interview method to collect data that contained a list of questions and also had additional question options to complete the topic. According to Sugiyono (2015), semi-structured interviews are questions that are written in advance, but the interviewer is allowed to add many unplanned

questions during the interview. This type of interview contains an overview of the theme and questions prepared by the researcher.

During the interview, the researcher may ask additional questions based on feedback from the investigated participants. So that researchers can find more problems and solutions. The grid of researcher interview questions is as follows:

Table 3.1 Interview Grid

No.	Indicator	Question number	Total Questions
1.	Preparation and plan for teaching reading	1, 2, 9, 10	4
2.	Strategies and implementation used in teaching reading	3, 4, 5	3
3.	Problems and solves in teaching reading	6, 7, 8	3

Source: Adopted from Ranggi (2019)

Based on the explanation above is an interview grid used by researcher. For the full interviews, see appendix 2.

3. Documentation

In qualitative research, documentation is an important source of information. According to Sugiyono (2015) documents are relics in each different era. Documents can be in the form of writing, pictures, and monumental works of a person. Documents in the format of colorful images, illustrations, and other media forms. Documents in research are usually used in qualitative research including observation and interview.

During the teaching and learning process, the research instrument is a camera that is used to present reality and collect data through photography. Researchers can use books, documents, and other materials to assist the documentation method. The purpose of the documentation method is to establish reliable observation or interview findings.

D. Data Analysis Technique

After the data collection process, the next activity carried out is data analysis. Data analysis is to describe what is

contained in the data. In the process of data analysis, researchers will use an interactive data model by Miles and Huberman (1994) which consisted of three parts. These three components can be explained through the following figure:

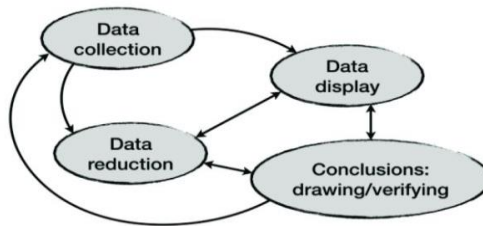


Figure 3.1 Data Analysis

1. Data Reduction

Data reduction is the process of data simplification and transformation in selecting and focusing attention on the raw data that has been collected. Data reduction requires summarizing and selecting important information. In conclusion, data reduction is getting more correct data and easier data collection.

2. Data Display

Data display is an organized way of summarizing information. Researcher would understand all the data that has been collected to be managed to be able to take the results of the teachers' strategy according to the conditions. Then the data that has been selected is presented in a qualitative method. The data would be presented in the form of descriptive narratives that explain the teachers' situation in using teaching strategies.

3. Conclusion Drawing and Verification

The conclusion is the final result of data processing. The purpose of reducing and displaying data is to draw conclusions. Then note down the important things to get accurate results. After that, the last action was to conclude the research and verify the data about the reading teaching strategies used by teacher in teaching in the classroom.

E. Credibility of the Research

The validity of the data is improved in numerous ways by the researcher. In order to obtain accurate data, the researcher first evaluates the reliability of the data sources. The researcher use the triangulation approach to demonstrate the reliability of the data. Utilizing multiple methods to gather information about a single subject is known as triangulation. Through this, the validity of the research may be ensured. Triangulation in qualitative research is done to make the findings more reliable and valid.

In qualitative research, triangulation used by researcher to ensure the credibility of the data that has been collected. Triangulation is a multi-method used by researchers in collecting data based on an understanding of the research phenomenon in order to get a better truth. In addition, according to Creswell (2013), triangulation is verifying data using two or more data collection methods in research. Triangulation is a tool to check the data that has been

obtained, to ensure that the data obtained is credible. The triangulation that will be used by researcher in this study is as follows:

1. Triangulation of Method

The triangulation method is to compare data in different ways. In this study, researchers used observations, interviews, and documentation to find the truth of information based on data obtained from informants.

2. Triangulation of Data Sources

Researcher get information with different methods and data sources. In this study, researchers used the methods of observation, interviews, and documentation. These different ways would produce different data and provide different knowledge about a phenomenon being observed.

The researcher concludes that applying the triangulation approach involves checking the consistency of the findings produced by various data collection

techniques. It clarifies different but related aspects of the same phenomenon. Qualitative research often finds great interest and derives the best insights from the data obtained.

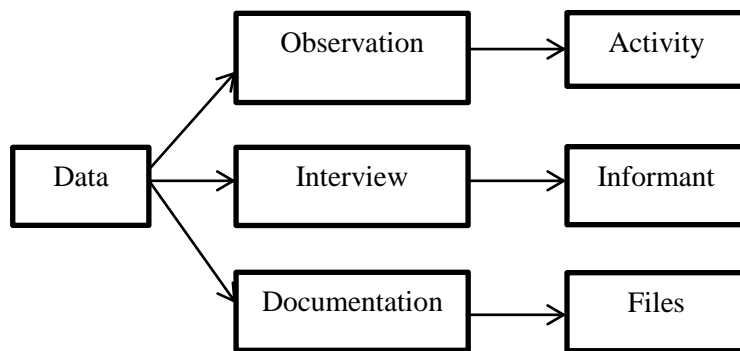


Figure 3.2 Triangulation

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter is a discussion of the analysis of research results. This study presents two things, namely findings and discussion. This study contains the teacher's strategies in teaching reading comprehension and the results of interviews about the strategies used by teachers in teaching reading comprehension. Interviews were conducted at SMPN 5 with two informants.

This data is also complemented by direct observation data conducted in May. Observations were carried out in a participatory manner. In addition, to strengthen the interview and observation data, documents and archival materials were carried out. All data in this study are described according to the research focus. Researchers conducted interview, observation and documentation techniques to obtain data about the implementation of teacher strategies in learning reading comprehension.

A. Findings

Before describing the English teachers' strategies for teaching reading and how to use them, The participants in this study were two English teachers at SMPN 5 Bengkulu City, as this study shall reveal. The table below shows the participant characteristics.

Table 4. 1 Characteristic of two English teachers

No.	Name	Description
1.	YN	Teacher Class VIII A
2.	DA	Teacher Class VIII B

1. Observation in Class

Researcher at SMP Negeri 5 Bengkulu City observed the teaching and learning of reading to class VIII students from April 18 to May 28, 2022. The researcher's initial action was to request authorization from the school to carry out the research. After receiving approval from the school, researchers must receive

approval from the English teacher who teaches English to the eighth-grade students. In order to begin an investigation of the English teacher's approach to teaching reading comprehension at SMP Negeri 5 Bengkulu City, the researcher and the instructor went right to the classroom in the academic year 2021–2022.

On Thursday, April 21, 2022, the first observation were made beginning at 9:00 WIB and lasting until 9:40 WIB. English teacher and researcher visit category VIII A. The students calmed down and went back to their seats as soon as the researcher and English teacher entered the classroom. After they have seated themselves, the English teacher says, "Good morning, students." Then some students greeted their classmates, while others carried on speaking to their friends. The English instructor requested a student to set up an empty chair for the researcher while everyone else students, English teacher, and researcher was waiting for the

prayer instructions. The researcher then sat down in the rear of the space.

Opening the class with greetings and the teacher checks attendance and asks how the students are. Then a request for congenial behavior signals the start of the teaching and learning activities. After that, gather everyone to serve as prayer leaders. The teacher describes the subject to be studied after reviewing the prior information before beginning the class. The teacher instills a religious attitude, politeness, and logical thinking at the outset of teaching and learning activities. When entering the classroom, students are expected to smile and say hello as part of the preliminary exercises. Before beginning to study, the class leader leads everyone in prayer. The teacher then quizzes one student on the previously covered material.

The teacher continues with an explanation of the previous content before adding a new explanation. The instructor can explain the topic and offer tasks to students

both individually and in groups as part of the central activity of adopting the reading comprehension technique in the classroom. After that, ask about the material that was studied previously. Then she explained the material to be studied today and wrote, "My cat" on the blackboard. She asked what goes through the minds of students after reading that word and discussion is taking place. The teacher tells the students that they will learn about "descriptive text". Second, at the current stage of teaching, The teacher shows a two-paragraph short story about pet story.

She asks students to identify what they have that is in the descriptive text. After a brief discussion, the teacher explains the structure of the descriptive text. Then the teacher shows another text in printed form document and give it to each student. He asks students to find out if the text has all must have description text or not. Then students look for difficult words that do not know the meaning. After that, each person is given the task to make

a different example of descriptive text. At the closing stage, teacher remind students what descriptive text is again. He asked if there were any questions or no, and whether or not everyone understands. After that, the teacher said goodbye and left the class.

The second observation took place on Friday, 20 May 2022, from 9:00 a.m. to 09:40 a.m. WIB. English teacher and researcher visit category VIII B. The teacher entered the classroom during the pre-teaching phase and enquired after the students' progress. She questions if they can still remember the lessons from the previous meeting. Teacher informed the children that they would be learning about Next, "descriptive text" enquired as to whether any of the pupils the definition of " descriptive text." A brief teacher-focused discussion then began.

The teacher in the while-teaching phase demonstrated a recount text sample and instructed pupils to determine which portions of the text constitute the text's structures. When the student discovered the

components, the instructor informed to divide into groups and describe the functions of each component. The teacher asks the class to make their own recount text at this point, whether it is made or not. Then students start working on it. Some students were able to complete it, but they were given feedback and instructed to improve it at the next meeting. When the session is over and some students cannot finish the story, the teacher instructs them to finish it in the next class. The instructor then said goodbye to the students and left.

2. Interview

a. English Teachers' Strategies in Teaching Reading Comprehension

The teacher must prepare everything from multiple angles in order for the teaching and learning process to function smoothly and successfully when conducting teaching and learning activities to determine whether students grasp the material, particularly in reading comprehension. The outcome

of teaching and learning activities is one factor that is taken into account. According to the research, three strategies scaffolding, question-and-answer relationships, and strategy discussions are employed by teachers to promote reading comprehension. The teacher employs this technique because it helps students comprehend texts and understand their significance.

1) Subject YN

The first question is about the strategies used by the teacher in teaching reading. The teacher said the strategy she used in teaching English reading was scaffolding and question and answer relationship. To find out answering about this question, the researcher conducted interviews and the result of the interview were as follows:

Researcher : Do you have a learning strategy in a reading course? If so, what learning

strategies were used? When reading learning takes place?

YN : Of course, every time I do the learning process in class, I using learning strategies so that the learning process is more effective, the applications that I usually use in teaching reading include, are scaffolding and question answer relationship.

Based on the results of the interview above, the teacher said that the scaffolding and question and answer strategies in teaching were considered more effective. Strategies used when students encounter difficulties and seek understanding. So that the strategy is useful to improve students' understanding.

2) Subject DAM

In question number 1 about the strategies used by the teacher in teaching reading. The teacher said the strategy she used in teaching English reading was scaffolding and question and answer relationship. To find out answering about this question, the researcher conducted interviews and the result of the interview were as follows:

Researcher : Do you have a learning strategy in a reading course? If so, what learning strategies were used? When reading learning takes place?

DAM : In every lesson I use learning strategies, in my reading lessons usually use a scaffolding strategy, question answer relationship, and discussion strategies.

Based on the results of the interview above, the teacher said that the scaffolding strategy,

question and answer and discussion strategy. Strategies used when students face difficulties, seek understanding, and make students think hard to find ideas. So that the strategy makes it easier for teachers to overcome student problems while studying.

b. Implementation of English Teacher Strategies in Teaching Reading Comprehension

Based on research conducted with two English teachers, after knowing the strategies used in teaching there are also ways to implement the strategies used when teaching.

1) Subject YN

The second question is how to implement the strategies used by the teacher in teaching reading. To find out the answers to these questions, the researcher conducted interviews and the results of the interviews were as follows:

Researcher : What are the specific steps/ways to implement the strategies?

YN :I used in the scaffolding strategies and question answer relationship, for example at the beginning of my meeting ask students if there are difficult words that they have not understood. Then at the end of the lesson I also asked students about the material that I had conveyed.

Based on the result of interview, the first strategy used is scaffolding. The teacher uses strategies during learning activities such as helping students who have difficulty understanding the text. The teacher will ask who has not understood or which parts have not been reached. That way students will be helped in the learning process. The application of scaffolding learning strategies in the learning process will increase student activity

which has implications for increasing student understanding of learning materials so that it is expected to improve student learning achievement.

The second strategy is a question and answer relationship. The teacher uses a question and answer relationship strategy for students to learn reading comprehension in class. In the strategy used by the teacher, the teacher gives students problems or questions according to the text that has been read before as much as 1 to 2 about each end of the lesson so that students answer that problem or question. According to the teacher this strategy is used to provide material to students so that students easily accept the material provided by the teacher. This strategy helps students because students can develop their ideas. Because students have to give ideas to get the right answer. However, this strategy cannot work well if only a few students are active.

2) Subject DAM

In second question is how to implement the strategies used by the teacher in teaching reading. To find out the answers to these questions, the researcher conducted interviews and the results of the interviews were as follows:

Researcher : What are the specific steps/ways to implement the strategies?

DAM : The steps for scaffolding are by asking students to look for difficult words. The question and answer relationship is me always ask and answer this according to the material. The material is which we discussed together were discussed in the previous class. I give students one to two questions. It is very help me because I can know the student's ability how far they understand and

understand about the material that I have give. Next was a discussion so I divided into several groups and then I give different texts/topics in each group. After that the results of the discussion they are presented in front of the class.

Based on the result of interview, the first strategy used by the teacher is scaffolding. Scaffolding in learning to help students' reading skills. Teachers prepare subject matter by guiding students to get through learning difficulties, such as finding difficult words, how to read correctly, and understanding texts.

The second strategy is a question and answer relationship, in this strategy, the teacher gives students one to two questions. This question is about the lesson they have discussed. This is done by the teacher to determine whether students

understand or do not understand the material. And that is done at the end of the lesson with the teacher appointing one of the students to answer the question.

The third strategy is a discussion strategy, in this strategy the teacher gives instructions to students to form groups of 4 and 5 people. Students will be given the task of reading one by one in sequence, completing the given task by discussing together such as exchanging ideas with one another. Then present the results of the discussion in front of the class.

B. Discussion

The research findings are discussed in this section. This study examines the teachers' approach to teaching reading to SMPN 5 Bengkulu City students in class VIII. In this study, teachers employ a variety of instructional strategies in teaching reading comprehension.

1. Teachers' Strategies in Teaching Reading Comprehension

The researcher have finished observations and interviews the teacher to find out several strategies in teaching reading. Researcher discovered three ways used by teachers to teach reading comprehension based on interviews and classroom observations. Utilized instructional strategies include discussion technique, question-and-answer relationships, and scaffolding. It is claimed that students have understood the text they read and can respond to the questions when English teachers utilize this method to verify pupils read the text correctly. With this, teachers may assess the level of student comprehension and seamlessly incorporate their learning.

In teaching reading comprehension, this study indicated that teacher practices had a wide range of beneficial benefits. The Question and Answer Relationship technique, according to Vacca and Vacca (1999), enables students to comprehend their thought processes and enhance their metacognitive skills. They employed scaffolding and QAR techniques to assist them

choose when and how to summarize the reading text using their past knowledge. The two teachers taught reading comprehension using various strategies. The strategies used by teachers can help students understand what they are reading. Scaffolding

a. Scaffolding

The scaffolding approach is the first strategies. Teachers need to provide assistance that is suited to students' requirements, such as teachers delivering lessons or teachers helping students learn the proper way to read texts. When students have difficulty, teachers employ scaffolding strategies. Because they assist children in learning how to read correctly, teachers often employ the scaffolding technique. During a scaffolding lesson, students receive assistance in the beginning of the class, which is followed by less assistance and opportunities for students.

The teacher asks the students to open their books, and then she offers an illustration of how to read and speak correctly. Students pay attention to what the teacher is doing as well. In reality, the instructor employs a scaffolding method since she teaches the students how to read correctly before having them read the text.

However, when the students pronounce the text's terms incorrectly, the teacher corrects them and also inquires about the phrases they are unfamiliar with. In education, scaffolding is defined as assistance from peers under the direction of a scaffolding framework that enables students to actively participate and develop skills on tasks they are unable to perform on their own (Yawiloeng, 2021). Teachers will be more creative in improving tactics with this strategy because each student has distinct difficulties and conditions, so the style of teaching is also diverse.

b. Question Answer Relationship (QARs)

Second, after students read, the Question-Answer Relationship (QARs) strategy would be applied. QARs show students how to identify the many kinds of questions they ask and where to find the answers. The teacher use this technique to help students concentrate more on the reading content, which they should comprehend. As part of the QARs technique, students develop codes that enable teachers to comprehend the kinds of questions that are posed and to know how to access material to find answers (Jannah, 2022). The teacher employs this technique to check whether or not the text that they have read has been understood by the students. If pupils are able to respond to the questions they have grasped while reading the text, and if they are unable to respond to the question, the text is not being understood by the kids. Additionally, the teacher

poses questions on the material, and the pupils respond by writing their replies in their books.

In teaching reading comprehension in class, the teacher has the students engage in a question-and-answer format. The teacher's method involves asking pupils up to two questions at the conclusion of each lesson to get them to respond to the question. The teacher claims that this method is employed to distribute material to students so that they will readily accept it. This comes from the QAR strategy steps of reading questions, comprehending QAR, reading texts, responding to questions, and sharing answers (Solihin, 2022). The information the reader needs to answer the questions should be the basis for any questions provided to students.

Therefore, teachers need to be aware of what students want in order to be able to answer questions. Consider that this strategy can make it easier for the teacher to provide reading comprehension. At this

point, students have read and understood the book in depth. Reading the text is the main emphasis for students. Students can choose to write their responses in a book or respond to the teacher's questions orally. This approach will undoubtedly help the teacher determine how well the students are able to comprehend the topic. The teacher must use the same explicit and implicit questions when using the QARs technique so that students can combine information from the sections with prior knowledge or experience (Mutia, 2021).

c. Discussion Strategy

One of the strategies used by the teacher in the classroom is a discussion strategy. The teacher believes that using this strategy will help students learn more from their friends. In other words, the teacher's teaching methods offer students the self-assurance to voice their ideas during class

discussions. Friends or other groups can learn what he thinks from here. Students will finish their exercises in small groups using this technique. Students are separated into smaller groups as part of this method. As a result, the instructor provides a variety of themes for group discussion. They are asked to translate by the teacher. Communication between students in their groups, teacher visits each group to discuss the incident and offers encouragement and help making sure everyone in the group is engaged and things are running smoothly.

Using this strategy, the students would perform their activity in small groups. Because collaboration may be used to learn and improve material, students worked as a team to not only learn the material but also to aid each other in understanding it. These techniques boost students' growth in reading comprehension by assisting them in

finding simpler, quicker, and more fun methods to express their ideas.

2. Implementation of English Teachers in Teaching Reading Comprehension

Based on research conducted with two English teachers, after knowing the strategies used in teaching there are also ways to implement the strategies used when teaching.

The first, scaffolding learning strategies that can stimulate students' creativity in the teaching and learning process. The teacher will make the most of the opportunities to offer guidance and support to students in order to inspire them to advance their knowledge of the challenges they encounter and how they form learning concepts concerning difficulties with text comprehension (Narina, 2021). The teacher needs to provide support that is suited to the needs of the students while using the scaffolding method. For example, the teacher might conduct the class or help the students understand how to

read the material correctly. When students name words in the text, the teacher aids them and also asks the students which words they don't know in the text. Scaffolding teaches students how to read correctly before instructing them to read the text.

Additionally, it is expected that students will be able to read and modify their reading style to fit American and British English so that they can repeat the material. As a means of assisting kids in reading correctly, the teacher employs the scaffolding method. Scaffolding is a technique that can assist students in reading texts accurately. After students have read the text on their own, the teacher can help them pronounce any unfamiliar terms in the text by explaining how to pronounce them appropriately. Scaffolding strategies helps pupils read texts correctly, which is one of its advantages. Scaffolding is a type of support that refers to the assistance provided by a teacher to students to promote the growth of their learning in order to strengthen students' mastery of the

presented content and enable them to solve increasingly challenging situations. As a result of the observations made above, the researcher was able to conduct a study of the teacher's method of having all pupils identify the words in the text that they do not understand before beginning the lesson. As a result, the pupils learn some new terms first, and then they ask the teacher about the words they don't yet understand.

Second, the teachers used QARS strategy to assist students in developing the meaning conveyed in the reading text to make it easier for children to understand the reading topic. By speaking aloud while reading, the teacher makes their concepts clear. Additionally, the teacher is interested in knowing that the students can comprehend the text and understand its meaning. One of the reading comprehension learning strategies that can be utilized to help pupils learn to read is QARs. Reading comprehension is naturally taught using an enjoyable technique by the teacher who applies the strategy.

Although there are some challenges in teaching, all of them can be overcome with the help of the strategies used, ensuring that the learning process runs successfully.

Based on this research, this strategy was successful because it can help students in understanding the text, in teaching reading comprehension. Teachers find it helpful to use this strategy. Reading comprehension will be easier to understand for those who have difficulty reading. It is easier for teachers to provide material to students because students are more involved.

Third, discussion strategy in order to learn and improve the subject, students collaborate not just to learn it but also to aid one another in understanding it. Working in groups can help you become knowledgeable about the content, as demonstrated by Brown (2000). The exercises' combined effort determines if they are successful. Each student will have a text and good contact with all group members, so they should get practice speaking positively. Students can benefit from this tactic since they can

discuss ideas with their friends. Since the correct response in this situation requires ideas from one group discussion, yet this if only a few students participate actively in the discussion, the method won't be effective.

By having the students engage in group discussions based on specific texts they have learnt and practiced. The teacher occasionally requested that the students retell the material. These exercises aided the pupils in comprehending the texts' context. Because the instructor thought this context was crucial because it enabled pupils to comprehend the passages fully. Moreover, in order the teacher encouraged her students to produce short presentations in order to help the students retain their ideas. Their beliefs that they have acquired and applied in interpersonal communication. the topic not worked not just on the textbooks but also on some online-accessible publications.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter summarizes the research findings. Researchers make conclusions based on the results of observations of the learning process related to the strategies used by teachers in teaching reading comprehension in class VIII of SMP Negeri 5 Bengkulu City.

The first is about the strategies used when teaching. Based on the observations, the researchers found that there were three strategies used by English teachers, namely (1) Scaffolding, (2) QARs (Question Answer Relationships) and (3) Discussion Strategies. The teacher uses this strategy to help students understand the reading material. Students are encouraged to concentrate more on the text, and teachers can also assist students in developing the meaning of reading material so that they can understand the content more quickly.

The second is about the implementation of strategies used by English teachers to teach reading comprehension. First, the scaffolding strategy that can create readable concepts is the method used by the teacher. Second, this teacher uses the QARs (Question Answer Relationships) strategy, in which she asks her students about the terms she uses in the text after they finish reading it. Third, discussion strategies that can make students more active in exchanging ideas when discussing with classmates. This method is used to ensure that students understand the text and its substance.

Based on this research, this learning method for reading comprehension is successful because it allows students to understand the material. In conclusion, this strategy benefits teachers well. It will be easier for students with reading difficulties to learn reading comprehension. It is easier for teachers to provide material to students during the learning process. Teachers can benefit from this strategy because students are more involved. In addition, students can discuss ideas with their friends.

B. SUGGESTION

The researchers will offer some recommendations based on the findings above that are anticipated to be helpful for:

1. For Teachers

This study will help English teachers become better at teaching English. Because this is the teacher's method of deciding on learning objectives throughout the teaching and learning process, the teacher's strategy must be used.

2. For Students

Students anticipate that, thanks to the teacher's method, they will learn more about reading comprehension and like the session.

3. The Next Researcher

The researcher believes that additional researchers will be able to expand the scope of this study. The following researcher can carry out research on the crucial teaching techniques employed by English teachers in the teaching and learning process. for these to in order for

these findings to be more lucrative and applicable to a larger area.

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APPENDIX 1

OBSERVATION CHECKLIST

Teacher's Name : YN (English teacher class VIII A)

Place : SMPN 5 Kota Bengkulu

No	Activity	Indikator	Option		Description
			Yes	No	
1	Opening	Teacher opens the lesson by greeting the students	✓		
		Pray before study	✓		
		Teacher checks the students' attendance list	✓		
		Teacher tells the aim of the subject that will be reached	✓		
		Teacher asks students randomly about their activities in the past	✓		
2	Main Activity	Teacher explain the material	✓		
		Teacher uses dialogue for teaching	✓		
		Teacher uses text for teaching		✓	
		Make some examples of descriptive text		✓	

		Tell the students how to read clearly of the text	✓		
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		Make the students thinking about the meaning of the text	✓		
		Practice with the students	✓		
		Help the students	✓		
	Closing	Teacher gives an opportunity for students to ask their difficulties	✓		
		Tell the students to do exercise in their books	✓		
		Closing the activity	✓		

Teacher's Name : DAM (English teacher class VIII B)

Place : SMPN 5 Kota Bengkulu

No	Activity	Indikator	Option		Description
			Yes	No	
1	Opening	Teacher opens the lesson by greeting the students	✓		
		Pray before study	✓		
		Teacher checks the students' attendance list	✓		
		Teacher tells the aim of the subject that will be reached	✓		
		Teacher asks students randomly about their activities in the past	✓		
2	Main Activity	Teacher explain the material	✓		
		Teacher uses dialogue for teaching	✓		
		Teacher uses text for teaching		✓	
		Make some examples of descriptive text		✓	

		Tell the students how to read clearly of the text	✓		
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		Make the students thinking about the meaning of the text	✓		
		Practice with the students	✓		
		Help the students	✓		
	Closing	Teacher gives an opportunity for students to ask their difficulties	✓		
		Tell the students to do exercise in their books	✓		
		Closing the activity	✓		

Note Observation

The teachers' preliminary activity instills a polite and religious attitude where the teacher greets before entering the room and the teacher points one student to lead prayers. This activity is carried out so that students get used to pray before starting the lesson.

The main activity of the teacher is trying to remember the students like a teacher questions about last week's material, then students answer some of the teacher's question, then the teacher enters the next material. The teacher starts learning by first the teacher reads the text well and correctly, then the teacher points one by one student to read the text here when the student is wrong mentioning the vocabulary that is being read, the teacher will justify the way of pronouncing it. The strategy used by the teacher is a strategy scaffolding, a strategy used by teachers so that students can develop about read ideas.

Discussion strategy, in this strategy students will work in small groups to complete their training. In this strategy students are divided into small groups. So that the teacher gives different

topics to discuss with the group. The teacher asked them to translate. Students discuss in their groups, while the teacher goes from one group to another other groups maintain order, and provide motivation and assistance so that each group member active, so the discussion goes well. Students work together as a team to not only learn material but also help each other to understand the material because it can be learned and improved through teamwork.

QARs (Question Answer Relationship) strategy where when students finish reading the text, the teacher asks the vocabulary in the reading. From the teacher's question, some of the students know what developed by the teacher. The teacher also asks students to answer questions that found in readings such as exercise1, and exercise 2. This strategy is used so that students understand the reading and understand the content of the reading.

At the end of the lesson the teacher gives assignments related to reading and the teacher asks students to answer all the questions correctly. Then the teacher assesses the assignment. Based on the explanation above, it can it can be concluded that

the teacher has tried to use strategies so that students students
who are taught to understand about reading and know the ideas
that exist read.

APPENDIX 2

INTERVIEW TRANSCRIPTS

Teacher's Name : YN (English teacher class VIII A)

Place : SMPN 5 Kota Bengkulu

1. What do you prepare before entering the class?
Before I enter class, I read the material I will convey and prepare what method is suitable for this learning and prepare interesting media for complement.
2. How are the conditions in the classroom when learning will begin? until the end of the lesson?
Based on the curriculum system set by the government, namely K13 and class conditions at the time of learning are conducive to teaching and learning activities.
3. Do you have a learning strategy in a reading course? If so, what learning strategies were used? When? reading learning takes place?
Of course, every time I do the learning process in class, I using learning strategies so that the learning process is more effective, the applications that I usually use in teaching reading include, are scaffolding and question and answer relationship. The steps I use in the scaffolding method and question answer relationship, for example at the beginning of my meeting ask students if there are difficult words that they have not understood. Then at the end of the lesson I also asked students about the material that I had conveyed.
4. What are the specific steps/ways to implement the strategies?
The steps I use in the scaffolding method and question answer relationship, for example at the beginning of my meeting ask students if there are difficult words that they have not understood. Then at the end of the lesson I also asked students about the material that I had conveyed.

5. What this method/strategy effective in learning to read?
The strategy I used is quite effective because I make students play an active role in learning.
6. Do you find any difficulties or problems in applying the strategies?
The difficulties that I have encountered from the student side for example, there are still those who still don't believe in themselves when participate in learning or are embarrassed to present in front of the class.
7. How do you solve the problem?
The way to solve the problem is that I divide the worksheet to one of the students and then share it with friends to print it out so that it can be read in learning takes place, students can follow the teacher's directions.
8. How is the average ability of students in receiving material with using the learning model that you apply?
In my opinion, students' reading ability is good because it is possible they have received reading subject in the first semester, so in this class, they only apply what they have learned.
9. What was an interesting experience while teaching reading in class VIII?
So far my experiences while teaching reading are all interesting because I met various student characters and I enjoyed it.
10. What are the plans for the future, is there any motivation/hope for students in learning? learn English especially for reading?
Yes of course I will continue to try to develop a strategy suitable learning for my students. And of course there will be new innovations that I will use to improve performance and student motivation.

Teacher's Name : DAM (English teacher class VIII B)

Place : SMPN 5 Kota Bengkulu

1. What do you prepare before entering the class?
Before I enter the class first I prepare a plan learning, reading the material that I will convey and prepare learning materials that I have to convey.
2. How are the conditions in the classroom when learning will begin? until the end of the lesson?
Class conditions are quite good and class conditions are conducive.
3. Do you have a learning strategy in a reading course? If so, what learning strategies were used? When? reading learning takes place?
In every lesson I use learning strategies, in my reading lessons usually use a scaffolding strategy, question answer relationship, and discussion strategies.
4. What are the specific steps/ways to implement the strategies?
The steps for scaffolding are by asking students to look for difficult words. The question and answer relationship is me always ask and answer this according to the material. The material is which we discussed together were discussed in the previous class. I give students one to two questions. It is very help me because I can know the student's ability how far they understand and understand about the material that I have give. Next was a discussion so I divided into several groups and then I give different texts/topics in each group. After that the results of the discussion they are presented in front of the class.
5. What this method/strategy effective in learning to read?
Very effective but I still have to guide because many students have low vocabulary and the way to translate is still lacking.

6. Do you find any difficulties or problems in applying the strategies?

The problem with learning is that you need a worksheet first before entering class and while they are presenting their pronunciation and vocabulary.

7. How do you solve the problem?

The way to solve the problem is the way I am a student use a dictionary for convenience learning. Examples in translated open the dictionary.

8. How is the average ability of students in receiving material with using the learning model that you apply?

The average ability of the students I teach is still quite capable followed every direction I gave and they were able to do it job well.

9. What was an interesting experience while teaching reading in class VIII?

I think everything is interesting because I always enjoy when I teaching.

10. What are the plans for the future, is there any motivation/hope for students in learning? learn English especially for reading?

I will always motivate them, give students feedback good and told them to often read the vocab in the dictionaries to practice their reading and comprehension.

DOCUMENTATION



Picture 1. Interview with YN



Picture 2. Interview with DAM



Picture 4. Observation in class VIII A



Picture 5. Observation in Class VIII B



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Nomor : 1573 / Un.23/F.II/TL.00/05/2022
Lampiran : 1 (satu) Exp Proposal
Perihal : **Mohon izin penelitian**

20 Mei 2022

Kepada Yth,
Kepala SMPN 5 Kota Bengkulu
Di -
Bengkulu

Assalamu 'alaikum Warahmatullah Wabarakatuh.

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul "**Teachers' Strategies In Teaching Reading Comprehension At The Second Grade Of SMPN 5 Kota Bengkulu**".

Nama : Ines Anjelita
NIM : 1811230074
Prodi : Tadris Bahasa Inggris (TBI)
Tempat Penelitian : SMPN 5 Kota Bengkulu
Waktu Penelitian : 23 Mei s/d 7 Juli 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu 'alaikum Warahmatullah Wabarakatuh.

Dekan,


Mus Mulyadi

SURAT PERMOHONAN PENELITIAN

No : -
Lampiran : -
Perihal : Permohonan Penelitian di SMP Negeri 5 Kota Bengkulu

Kepada Yth. Kepala SMP Negeri 5 Kota Bengkulu
Di Tempat

Dengan Hormat, yang bertanda tangan dibawah ini :

Nama : Ines Anjelita
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Tadris
Judul : Teachers' Strategies in Teaching Reading Comprehension at the Second Grade of SMPN 5 Kota Bengkulu

Dengan surat ini saya memohon izin kepada Ibu Kepala Sekolah, untuk melaksanakan Penelitian di SMP Negeri 5 Kota Bengkulu. Sehubungan dengan pengumpulan data guna penyusunan tugas akhir skripsi.

Demikian surat permohonan ini saya ajukan, atas izin Ibu saya ucapkan terima kasih.

Bengkulu, 25 April 2022

Menyetujui,
Kepala Sekolah



Hidayati Rahmah, S. Pd. M.Pd. Mat
NIP. 198106302003122005

Pemohon

A handwritten signature in black ink, appearing to be "Ines Anjelita".

Ines Anjelita
NIM. 1811230074



PEMERINTAH KOTA BENGKULU
DINAS PENDIDIKAN
SMP NEGERI 5 KOTA BENGKULU
AKREDITASI A



ALAMAT : Jalan RE. Martadinata II Pagar Dewa ☎ (0736) 51018 Kota Bengkulu

SURAT KETERANGAN SELESAI PENELITIAN

Nomor : 421.2/314/SMPN5/2022

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama (SMP) Negeri 5 Kota Bengkulu :

Nama : **Hidayati Rahmah, S.Pd.,M.Pd.Mat**
NIP : 198106302003122005
Gol/Pangkat : IV.a / Pembina
Jabatan : Kepala Sekolah

Dengan ini menerangkan bahwa :

Nama : **Ines Anjelita**
NIM : 1811230074
Jurusan? Fakultas : Tadris Bahasa Inggris / FTT
Tempat Penelitian : SMP Negeri 5 Kota Bengkulu


Telah selesai melaksanakan penelitian pada tanggal 23 Mei s/d 07 Juli 2022 yang berjudul :
"Teachers' Strategies In Teaching Reading Comprehension At The Second Grade Of SMPN 5 Kota Bengkulu ".

Demikianlah Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Bengkulu, 13 Juli 2022

Kepala Sekolah,




Hidayati Rahmah, S.Pd., M.Pd. Mat
NIP. 198106302003122005



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Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
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SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor: 4814 /In.11/F.II/PP.009/11/2021

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris Institut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiswa/NIM	Prodi	Judul
1	Riswanto, Ph.D. 197204101999031004	P I	Ines Anjelita 1811230074	TBI	Teachers' Strategies in Teaching Reading to Students at the Second Grade of SMP IT 'IQRA' Bengkulu City.
2	Pebri Prandika Putra, M.Hum. 198902032019031003	P II			

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian, hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 4 November 2021

Pt. Dekan,



Tembusan:

1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



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Nomor: 2834/Un.23/F.II/PP.00.9/06/2022

Lamp. : -

Perihal: Ujian Komprehensif

Kepada Yth.

1. Drs. Lukman, SS, M.Si
(kompetensi UIN)

2. Dr. Syamsul Rizal, M.Pd
(kompetensi jurusan/Prodi)

3. Valisneria Utami, M.Ed
(Kompetensi Keguruan)

Assalamu'alaikum Wr. Wb.

Bersama ini kami mohon Bapak/Ibu untuk menjadi Penguji komprehensif Mahasiswa Prodi Tadris Bahasa Inggris, Jurusan Tadris Bahasa, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal : Selasa, 07 Juni 2022

Waktu : 13.30-16.00 WIB

Tempat : Ruang Munaqasah Jurusan Sains dan Sosial Lantai 3 Dekanat

Adapun nama-nama mahasiswa:

NO	NAMA MAHASISWA	NIM
1	Hidayatun Kasanah	1811230097
2	Ines Anjelita	1811230074
3	Rekha Dwi Nurul Khotimah	1811230098
4	Yopi Sita Sari	1811230139
5	Anna Yolanda	1811230146

Demikianlah, agar dilaksanakan sebagaimana mestinya.

Bengkulu, 6 Juni 2022
Dekan,


Agus Mulyadi



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Website: www.uinfatbengkulu.ac.id

SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal : Permohonan Perubahan Judul Skripsi
Lamp : -

Kepada Yth. Ketua Prodi
Tadris Bahasa Inggris
IAIN Bengkulu

Dengan hormat,

Saya yang bertanda tangan di bawah ini:

Nama : Ines Anjelita
NIM : 1811230074
Jurusan/Prodi : Tadris/Bahasa Inggris
Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.

Adapun judul saya sebelumnya adalah: "TEACHERS' STRATEGIES IN TEACHING READING TO STUDENTS AT THE SECOND GRADE OF SMP IT IQRA' BENGKULU CITY"

Menjadi : "TEACHERS' STRATEGIES IN TEACHING READING COMPREHENSION AT THE SECOND GRADE OF SMPN 5 KOTA BENGKULU"

Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

Bengkulu, 19 April 2022

Pembimbing I,

Riswanto, Ph.D
NIP. 197204101999031004

Disetujui oleh,

Pembimbing II,

Pebri Prandika Putra, M.Hum
NIP. 198902032019031003

Diketahui oleh,
Ketua Jurusan Bahasa

Risnawati, M.Pd
NIP. 197405231999032002



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Nomor : /Un.23/F.II/PP.00.9/03/2022

Lamp. : -

Perihal : Penyeminar Proposal Skripsi

Kepada Yth.

1. Risnawati, M.Pd (Penyeminar I)
2. Feny Martina, M.Pd (Penyeminar II)

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Fakultas Tarbiyah dan Tadris UIN FAS Bengkulu pada:

Hari/Tanggal : Kamis, 31 Maret 2022

Tempat : Ruang Munaqasah Bahasa Lantai 3 Dekanat

NO.	NAMA/NIM	WAKTU (WIB)	JUDUL
1.	Ines Anjelita (1811230074)	08.00-09.00 WIB	Teacher's Strategies in Teaching Reading to Students at the Second Grade of SMPN 5 Kota Bengkulu
2.	Tita asmara (1811230002)	09.00-10.00 WIB	Factor Causing of Foreign Language Anxiety (FLA) in English Speaking Skill at Perbankan Syariah Study Program in UIN Fatmawati Sukarno Bengkulu
3.	Desy Tri Wahyuni (1811230165)	10.00-11.00 WIB	The Effect of Using Digital StoryTelling with Bottom-Up and Top-Down Strategy in Developing Active Listening and Creative Thinking Skills
4.	Rahma Jayanti (1811230149)	11.00-12.00 WIB	The Effect of Short Animated Stories on Students' Writing Ability of Narrative Text
5.	Yosi Okta Romania (1811230147)	13.30-14.30 WIB	A Content Analysis on Listening Materials in English Textbook Based on 2013 Curriculum for the Tenth Grade Students at Senior High School 04 Bengkulu City
6.	Muhammad Ismail Kadas (1611230126)	14.30-15.30 WIB	Investigating cross linguistic Influence of EFL Learners in learning Germany language (a case study at INSTUDIA Bandung)

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.



Bengkulu, 31 Maret 2022

Dekan,

Mus Mulyadi



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Bengkulu, 27 Juli 2022

Nomor : 3195 /Un.23/F.II/PP.00.9/07/2022

Lamp. :-

Perihal : Ujian Skripsi

Kepada Yth.

1. Dr.Mus Mulyadi, M.Pd (Ketua)
2. Yashori Revola, M.Pd (Sekretaris)
3. Risnawati, M.Pd (Penguji Utama)
4. M. Arif Rahman Hakim, Ph.D (Penguji II)

di -

Bengkulu

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Jum'at, 29 Juli 2022

Tempat : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat FTT

No.	Nama/Nim	WAKTU (WIB)	Judul
1	Eliza Dwi Utami 1811230023	08.00-09.00 WIB	Students' Perceptions of The Use of Quizizz Application as An Assessment Tool In EFL Class of UIN Fatmawati Sukarno Bengkulu
2	Ines anjelita 1811230074	09.00-10.00 WIB	Teachers' Strategies In Teaching Reading Comprehension at The Second Grade of SMPN 5 Kota Bengkulu
3	Febri putri mahesa 1711230112	10.00-11.00 WIB	An Analysis of English Teachers' Understanding of Formative Assessment at MAN Manna Bengkulu Selatan

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Dekan,



Mus Mulyadi
Mus Mulyadi



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Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172
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Nama Mahasiswa : Ines Anjeita Pembimbing I/II : Pebri Prandika Putra M. Hum
NIM : 1811230074 Judul Skripsi : Teachers' Strategies in Teaching
Jurusan : Tadris Reading to Students' at The Second Grade of
Program Studi : Bahasa Inggris SMP N 7 Bengkulu City

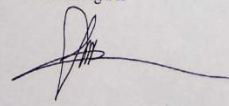
No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	Kamis/2-12-2021	Bab I	revisi research questions and operational of key terms	ny
2.	Selasa/7-12-2021	Bab I	menambahkan identification of problem	ny
3.	Selasa/14-12-2021	Bab II	menambahkan teori dan conclusion	ny
4.	Kamis/23-12-2021	Bab II	menambahkan research gap dan chat grammar	ny
5.	Selasa/27-12-2021	Bab III	menambahkan teori dan sample population	ny
6.	Selasa/4-1-2022	Bab III	revisi data collecting technique	ny
7.	Rabu/12-1-2022	ACC	ACC	ny

Mengetahui,
Dekan


Drs. Muis Mulyadi, M.Pd
NIP. 1970051403005004

Bengkulu, 12-1-2022

Pembimbing I/II


Pebri Prandika Putra M. Hum
NIP. 198902032019031003



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Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : Ines Arieita Pembimbing I/II : Priwardo, Ph.D

NIM : 1811230074

Judul Skripsi : Teachers' Strategies in

Jurusan : Tadris

Teaching Reading Comprehension At The School

Program Studi : Tadris Bahasa Inggris

Grade of Supri 5 Kota Bengkulu

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1	12/7/2022	Terdeteksi Download Terori + Download Quilbalt + Laporan praktik Arifinal jio > 2018.	pelain	
2	20/7/2022	Cerita politik	pelain	
2	22/7/2022	Laporan praktik	pelain	
4	25/7/2022	Artikel tentang Aek Uria Sumpsi		

Bengkulu, 25.7-2022

Mengetahui,
Dekan

Pembimbing I/II

Dr. Agus Muqadhi, M.Pd
NIP. 197005142000031004

Priwardo, Ph. D
NIP. 197204101999031004



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Telepon (0736) 51276-51171-51172-Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : Ines Anjeita Pembimbing I/II : Pebri Prandika Putra M. Hum
NIM : 1811230074 Judul Skripsi : Teachers' Strategies in
Jurusan : Bahasa Teaching Reading Comprehension At The Sec
Program Studi : Tadris Bahasa Inggris Grade of Suprn 5 Kota Bengkulu

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	Kamis/9-6-2022	Chapter IV	menambah dan menyempatkan pembaharuan	ap
2.	Selasa/14-6-2022	Chapter IV	Menyempatkan pembahasan dengan teori yang ada	ap
3.	Selasa/21-6-2022	Chapter IV	Perbaiki grammar dan feses	ap
4.	Selasa/28-6-2022	Chapter V	memperbaiki kesimpulan	ap
5.	Senin/5-7-2022	Chapter IV	menambahkan novelty pada pembahasan	ap
6.	Kamis/7-7-2022	Chapter V	Menambati kesimpulan dan saran	ap
7.	Senin/11-7-2022	Chapter IV	Perbaiki grammar	ap
8.	Selasa/12-7-2022	Acc	ACC	Acc ap

Mengetahui,
Dekan

Dr. Agus Mulyadi, M.Pd.
NIP. 197005142000031009

Bengkulu, 12-7-2022

Pembimbing I/II

Pebri Prandika Putra, M. Hum
NIP. 198902032019031003



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Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172 - Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : Ines Anjeita Pembimbing I/II : Riswanto, Ph.D

NIM : 1811230074 Judul Skripsi : TEACHER'S STRATEGIES IN

Jurusan : Tadris TEACHING READING TO STUDENTS' AT THE SECOND

Program Studi : Bahasa Inggris GRADE OF SMPN 5 KOTA BENGKULU

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1	2/2/2022	Chapter 1-3 Maulsley + Grand	simone/gom he	a
2	11/2/2022	Chapter 1-3	ph...	h
3	18/2/2022	Goal School + Citation + Refer	ph...	h

4 18/4/2022 Form interview
Obkand chusi ph... Bengkulu, 02-03-2022

Mengetahui,
Dekan

5 2/3/2022 Ael Semu Paga



Dr. Mus Mulyadi, M.Pd
NIP. 197005421000031004

Pembimbing I/II

Riswanto, Ph.D
NIP. 197204101999031004

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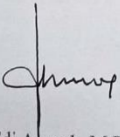

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