

THE ANALYSIS OF TEACHER STRATEGIES IN TEACHING READING TO STUDENTS AT SECONDARY LEVEL

(A Case Study at Junior High School of Al-Asyroyul khaeriyah Tangerang)

A PAPER

Submitted to English Education Department
The Faculty of Education and Teaching Training
As a partial fulfillment of the Requirements for the “Sarjana” Degree



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2017 A.D/1438 A.H**

STATEMENT OF ORIGINALITY

Here with I declare that the research paper I wrote as a partial fulfillment of the requirements for the Sarjana degree and submitted to the English Education Department, the faculty of Education and letters wholly constitutes my own original scientific writing.

As for the other persons works whose ideas are quoted in this paper have been referred to appropriately in accordance to the prevailing legal and intellectual ethic in the world of scientific writing tradition.

However, if the originality of this paper either partially or wholly is, later on, proved or it falls under convincing plagiarism, I would be prepared to receive any consequences in the form of any sanction such as losing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

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ABSTRACT

Siti Luthfiah Ma'ruf. 132301576. 2017. *The Analysis of Teacher Strategies in Teaching Reading To Students at Secondary Level (A Case Study at Grade Senior High School of Al-Asyrotul Khaeriyah Tangerang)*.

This study investigated the strategies that teachers used in their teaching activity. It is caused by the use of old and traditional strategy that teachers usually apply in their daily activity. Qualitative approaches was employed in this study. The participant of this study were two English teacher and two class of students in one of state junior high school in Tangerang. This study used two techniques in collecting data: classroom observation and interview. The findings of Teacher strategies in teaching reading. were found using strategies to the students. It was given during teaching learning process. However, there were some strategies which not used by the teachers. The data was gained through classroom observation and interview with the teachers. Then the research question about the students response to the strategies used by the teachers as the findings the students responded positively toward the English teachers strategies even though they had some obstacles. The students were participating in discussion and answering the questions. Since the teacher pointed out the student one by one, they had no choice but do what their teacher have asked. In addition, the result of the study also showed students positive response. The result of the study is expected to the next researches who associated with this field.

Keywords: teacher strategy, teaching strategy, reading strategy.

A BRIEF BIOGRAPHY

The writer, Siti Luthfiah Ma'ruf, was born in Tangerang, Banten, on September 25th, 1994. She was couple Tajudin Shufi and Bunyanah and she is the first child from five children. She likes traveling, sing and listening music.

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DEDICATION

This research paper is dedicated to:

- My beloved Allah SWT and Nabi Muhammad SAW who always guide me and take care of me to be a good person.
- My beloved father (Mr. Tajudin Shufi) and my mother (Mrs. Bunyanah) who always has honesty sincerity to grow me up, educate, accompany and pray for me until getting success and their greatest live and support for me at all until I can accomplish this script.
- My beloved young brother (Hadi, Fahmi, Fatur, and Bana).
- My beloved best friend (Siti Munjiah) who always give me ideas and suggestions.

MOTTO

“Eat failure, and you will know the taste of success”

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In the name of Allah, the merciful, the Compassionate

There is no valuable words to be said but all praises be to all praises to be Allah, the almighty God, who has sent Muhammad, peace be upon him, to be His prophet and messenger for people all over the world. The writer realizes and feels very sure that without His blessing, mercy and guidance, it would be possible for me myself to finish the paper.

On this opportunity, the writer herewith would like to express her profound gratitude, more than she can express, to:

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The writer realized that this paper is still far from being perfect and the writer also hopes that this paper will be useful for us.

Serang, Juni 15th, 2017

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TABLE OF CONTENTS

STATEMENT OF ORIGINALITY	i
THE ADVISERS' APPROVAL	ii
ABSTRACT	v
A BRIEF BIOGRAPHY	vi
DEDICATION	vii
MOTTO	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	xii
LIST OF TABLE	xv
LIST OF APPEDINCES	xvi

CHAPTER I INTRODUCTION

A. Background of the Study.....	1
B. Focus of the Study.....	5
C. Research Question.....	5
D. The Aims of Study.....	6
E. Significance of the Study.....	6
F. Scope of the Study.....	7
G. Organization of the Study.....	7

CHAPTER II THEORETICAL FOUNDATION

A. The Nature of Reading.....	9
B. Strategies in Teaching Reading.....	19

C. Teaching Reading in Indonesian Context.....	26
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CHAPTER III RESEARCH METHODOLOGY

A. Method of Research.....	29
B. Setting of Research.....	31
C. Population of Research.....	32
D. Data Collection Techniques.....	32
E. Data Analysis Observation.....	36
F. Data Analysis Interview.....	37

CHAPTER IV FINDING AND DISCUSSION

1. Teachers Strategies in Teaching Reading.....	38
2. Students Responses towards the strategies Used.....	57

CHAPTER V CONCLUSION AND SUGGESTION

1. Conclusion.....	60
2. Suggestion.....	62

BIBLIOGRAPHY.....	64
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APPENDICES.....	66
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LIST OF TABLE

Guideline of the Interview.....	36
Observation of teacher Strategies.....	39

LIST OF APPENDICES

Appendix 1 Interview Guideline for Teacher.....	66
Appendix 2 Interview Guideline.....	67
Appendix 4 Observation Sheet.....	69
Appendix 4 Consultation Book.....	103

CHAPTER I

INTRODUCTION

A. Background of the Study

It is widely believed that reading was one of four basic skills in English, plays an important role in language learning. Reading is an activity to get meaning of the text which involves the readers' knowledge and the text they read. However, reading is not just to read aloud the text without any goals. It requires the language learners to receive and to understand incoming information or input that without understanding inputs the learners cannot learn anything.¹

Harmer states, Learning to read is an important educational goal for both children and adults, the ability to read opens up new worlds and opportunities. There are many reason why students want to read English texts. Many of them want to be able to read texts in English either for their careers, for study purposes or simply for pleasure. Some or the language sticks in someone's mind as the part of the process of language acquisition, and if the reading text is especially interesting, acquisition is likely to be more successful. Reading text provides a good model for English writing. In addition, reading text also provide opportunities to study language.²

¹ Ricard, j. C, & Renandya, W. A. *Methodology in Language Teaching: A Anthology Current Practice*. USA: (Cambridge University Press, 2002). 237

² Harmer, J. *the Practice of English Language Teaching*. (Essex: Longman, 2001). 88

According to McNamara (2009), reading problems stem from several sources. The readers sometimes: (1) not able to read the words themselves, (2) cannot understand how the words come together in each sentence, (3) can understand each word and even each sentence, but fail to understand the relationships between the sentences, and (4) cannot understand the meaning of the text as a whole.³

Regardless of the reading problems, McNamara (2009) states that teaching strategy is one of the most effective means of helping students to overcome them. The teachers can use the different strategies of teaching to achieve teaching-learning goals and objectives. This implies that it is teachers' responsibility to make students able to read English text by employing suitable teaching strategies of reading. Besides, teachers attempt to create good learning atmosphere to make students experience the learning process by using both appropriate materials and teaching strategies delivered by teachers.

In spite of any efforts made by teachers to use their entire competence, master the materials, comprehend the aims, manage the programs, use method and technique, and lead the class and teaching-learning activity using its infrastructure, teachers' strategies cannot be taken for granted because these strategies play a crucial role.

Brown (2001) states that there are three strategies of reading: strategies before, during, after-reading. Strategies before reading are

³ Mc. Namara. *Perspectives on Language and Literary: (in the International Dyslexia Association 2009)*, 34

divided into four strategies: setting a purpose of reading, previewing the text, activating background knowledge, and predicting content of the text. Having a reading purpose before reading is important because it is closely connected to the readers' motivation that affect the readers' way to read the text.⁴ Previewing the text is an activity in which the reader should look at the title, pictures, graphic, and other components of the text before they read it. Activating background knowledge is an effort done by the readers to make connection with the text is by examining content, background knowledge, and concept behind the words. Therefore, it is important to activate the readers' background knowledge in order to make the readers easier to understand the text by connecting what information they already have related to the content of the text. Predicting is one of activities to activate the background knowledge by guessing what the text is about based on the pictures, vocabularies, and other clues.

Given the fact that teacher's strategies are important to attain the lesson objectives, which affect the teaching learning circumstances, it become the focus of the study. Therefore, considering those explanations above, this research is conducted to find out what strategies employed by the teachers in teaching reading to students of a junior high school in Tangerang and students responses toward each strategy.

⁴ Brown, *The Practice of English Language Teaching*. 2001. 15

B. Focus of the Study

The study focuses on exploring The Analysis teacher strategies in teaching reading to student at secondary level. The interview and observation that were used in the study focus on the extant of teacher strategies about the teaching reading. The teachers contributed in the study are limited to several teachers of second grade of Junior high school in Al-Asyrotul Khaeriyah.

C. Research Question

This research essentially tried to figure out the strategies used in teaching reading. Hence, this study merely focused on these following questions.

1. How the strategies use the teacher in reading to students at secondary level?
2. How do the students' response to the strategies used by the teachers?

D. The Aims of Study

From the earlier explanation and the proposed research question, the aims of this study are as follow.

1. To investigate the strategies those are used by teachers in teaching reading to student at secondary level in class.
2. To find out the students responses toward the strategies used.

E. Significance of the Study

1. This study is expected to give benefits for many people, especially for those who are associated with this area.
2. For English teachers, to provide clear view of what strategies likely appropriate and proper in teaching reading, alongside the anticipation toward the emerging problems related to reading skill.
3. For students, to improve their awareness of strategies used for better understanding in the processes underlying in reading.
4. For other researchers, to give benefit able information on teaching strategies in reading implemented in the classroom in order that they conduct further investigation.

F. Scope of the Study

This study attempts to investigate what strategies used by teachers and to find out students' response to the strategies by involving two teachers and two classes of students in junior high school of Al-Asyrotul Khaeriyah Tangerang.

G. Organization of the Study

This paper will be organized into five chapters. The chapters will be divided into subtopic to elaborate the issue given as follows:

Chapter 1 is Introduction. It comprise the background of the study, research problems, aims of the study, limitation of the study, research methodology, clarification of the terms, and organization of the study.

Chapter II theoretical framework which is provides the theoretical framework on the issue that is relevant with the present study.

Chapter III is research Methodology which is explicated the methodology on conducting this study. It consists of research method, instrument, respondent, technique of data collection, and data analysis.

Chapter IV is finding and discussion which is provides the explanation of the result of the study after conducting the research.

Chapter V is conclusion and suggestion which is presents all the conclusion of the study and also provides the recommendation for further researcher and related institution.

CHAPTER II

THEORETICAL FOUNDATION

A. Teaching Reading

1. The Nature of Reading

There are many definition of reading as proposed by the experts. Reading is a source of learning and a source of enjoyment. When we are reading, we are enjoying the content and getting information's that we want to know from the text.

Reading can be viewed from a number of different perspectives. Reading, in its broad sense, is defined as “a combination of text input, appropriate cognitive processes, and the information's that we already know”.⁵ Reading is selective process which involves partial use of available minimal language cues selected from perceptual input on the basic of the reader's expectation. Reading is an active process since it involves the reader's prior knowledge of the field. People can criticize what they read if they think that what is being read is not in accordance whit that they understand about it. Reading is an active process in which the reader constructs meaning from a text. Because every reader brings different experiences and knowledge to reading experience, so each reader will construct a different interpretation of a text.⁶

⁵ Grabe. W, and Stroller, F. L. *Teaching and Researhing Reading*. (Harlow: Person Educational Limited., 2002). 156

⁶ Kathy, G. S & Harste, J. *Creating Classroom For Authors And Inquiries*. (Portamouth, NH: Heineman, 1996). 499

Reading is one of the receptive skills in English; However, it is often considered more difficult than the other receptive one (listening). Printed or written language, which is frequently used in reading, seems to be more academic than spoken language. Unlike in spoken language, the lexical and grammatical features in printed or written language often emerge in a more well-organized form. Therefore, reading is often considered more difficult than the other receptive skill.

Moreover, reading is an aptitude to draw meaning from the printed page or from visual information to construe information appropriately which entails a great deal of practice and skill. Reading is also an interactive process. The various processes involved in reading are carried out simultaneously. While recognizing word very fast and keeping them active in working memories and also analyzing structure of sentence to assemble the most logical clause-level meanings, building a main-idea model of the text comprehension in our heads, monitoring comprehension and so on. In addition, reading is also interactive in the sense that linguistic information of the text interacts with information activated by the reader from long-term memory, as background knowledge. Knowledge sources such as linguistic and background are essential for building the readers interpretation of the text.⁷

Furthermore, reading is an active process which involves readers, material of reading and the readers previous knowledge in order to get

⁷ Grabe, W. and Stoller, F. L. *Teaching And Researching Reading*, (Harlow: Pearson Education Limited, 2002). 18

meaning of the text they read. Hence, it can be assumed that reading is an active and selective process which aimed at constructing a meaning through readers' experience and prior knowledge which needs a great deal of practice and skill. Reading also includes the process, namely, bottom up which involves systematic knowledge such as multiplicity signals (letters, morphemes, syllables, word, phrases, grammatical cues, discourse markers) an top down which involves schematic knowledge such as readers experiences.⁸

Besides, reading is decoding process where readers struggle to understand and get the meaning of written text based on their reading purposes. Reading is a process of decoding and comprehending the text. From these definitions, reading is not only to read the printed text to into spoken language, but also to decode the text and to make a connection between the readers knowledge and the text they read in order to understand the text based on their purposes.⁹

Reading without understanding or comprehension is not reading (Readingtutor.com). Explain that:¹⁰

“To comprehend the text, the reader must be able to decode words or recognize words and access text integration processes to construct meaning and retain the content of the words long enough for it to stimulate their stores of related information in their long-term memories.”

⁸ Nuttal, C. *Teaching Reading Skills in a Foreign language*. (Oxford: Heineman English Language Teaching, 1996). 66-65

⁹ Nuttal, *Teaching Reading Skills in a Foreign language*. 67

¹⁰ Cunningham and Stanovich (1998).128

“comprehension is intentional thinking during reading which constructed through interaction between the text and the reader.” Besides that, the readers will gain bigger successful comprehension when they have some practices to review their reading understanding, have interests in the text and set their purposes of reading.¹¹

From the definition above, reading is a process in which the readers try to understand the text by combining many kinds of knowledge that they already have including vocabulary, syntax, and information related to the text.

2. The purpose of Reading

Reading is always purposeful not only in the sense that readers read in different ways based in differing reading purposes, but also in the sense that any motivation to read a given text is triggered by some individual purpose or task, whether imposed internally or externally. The main purpose of reading is to comprehend the ideas the materials.

However, Grabe and Stoller state different purpose of reading. First it aimed to search for simple information and to skim. In reading to search, the text is typically scanned for a specific piece of information or a specific word. Meanwhile reading to skim is a combination of strategies for guessing where important information might be in the text, and then

¹¹ Harris and Hodges (1995). 138

using basic reading comprehension skills on those segments of the text until a general ideas is formed.

The purpose of reading is aimed at integrating information, writing and criticizing text. It can be concluded that the purpose of reading represent common academic task that requires the abilities to integrate information.

Proposes six purposes of reading, they are:¹²

- a. Reading for identifying topic, it refers to the readers way to find out the topic in the text. In this process the reader must get the topic or main idea quickly, so the processing of the text will be more effective.
- b. Reading for predicting and guessing, it usually done after the reader has identified the topic or main idea of the text. The reader guesses and predicts what they are going to find in the text.
- c. Reading for detail information, it refers to a process of reading in which the reader must pick up al information in the text without missing even only a word. It is done when the reader reads written instruction or direction or the description of procedures.
- d. Reading for specific information, it usually relates with scanning where it is a process of searching for the details or specific information of the text. The reader does not need to read the whole

¹² Harmer J. *The Practice of English Language Teaching*. (Essex: Longman 2001), P.201-202

text, just take the information needed, it will save their time and make it more effective.

- e. Reading for general understanding. It referred to skimming. In this process the reader find the gist or general idea of the text without having to look up for details of the text.
- f. Reading for interpreting the text, it refers to reading process in which reader tries to comprehend the text not only from literal meaning or words, but also beyond it.

3. Teaching Reading

Smith (2004) said that some people seem to believe that learning to read is a particularly challenging undertaking. In addition, Teaching and learning with texts are challenges in today's classrooms, where the demands inherent in the teaching of content standards can easily lead to covering. Furthermore, teaching reading is viewed as a teaching objective at the different educational stages, and the key to success in other subjects of study.¹³

According to Harmer there are six principles behind the teaching of reading, such as:¹⁴

¹³ Vacca, R. T & Vacca, J. A. L. *Content Area Reading, 9th ed: Literacy and Learning Across the Curriculum*. (New York: Pearson Education, Inc. 2008). 207

¹⁴ Harmer, J. *How to Teach English*. (Malaysia: Longman, 1998). 68

a. Reading is not a passive skills

Reading is an active occupation which does not only need the reader to read aloud the combination of written words but also to understand what the words mean, see the pictures the word are painting, understand the arguments, and work out if the reader agree with them. Therefore the teacher should be able to create some reading activities which involve those things.

b. Students need to be engaged with what they are reading

Teachers have to be able to make sure that the students are interested in the text. Because, it is one initial step which indicates the students are involved with the text. When they are really fired up by the topic or the task, they get much more what is in front of them.

c. Students should be encouraged to respond to the content of a reading text.

Getting meaning or message of the text in reading is that important. The students have to be able to respond the message in some ways.

d. Predicting is a major factor in meaning.

The teacher should give the students any “hints”. It mean that they have to be able to encourage students to think and predict what they are going to read.

- e. Match the tasks to the topic.

Teacher should provide the related tasks to the topic that they are reading. They need to choose good reading tasks and the right kind of questions, engaging, and useful puzzles etc, so the students will be excited in teaching and learning process.

- f. Good teachers exploit reading text to the full.

Good teacher can integrate the reading text into interesting class sequence. They are demanded to be able to explore the text to the full. So the reading activities will be varying and interesting.

Suggest the following procedure teachers can take before reading a text:¹⁵

...relate the passage students are going to read to something that is familiar to them. Next, provide a brief discussion question that will engage the students and, after that, provide an overview of the section they are about to read. Name the selection, introduce the characters, and describe the plot (up to, but not including, the climax). Last, direct the students to read the story and look for particular information.

These procedures demand the teacher to activate the students by helping them to recognize the knowledge that they already have about the topic of the text through discussion of titles, subheadings, photographs, identifying text structure, previewing, etc. it is the essential part in

¹⁵ Nuttal, *Teaching Reading Skills in a Foreign Language*. 69

teaching reading as Harmer's principle stated that the teacher should be able to persuade the students making any predictions.

The teacher can rely on the student's prior knowledge before they read about the certain topics. It aims to build the critical thinking between the text that they are going to read and the background knowledge of the students. Generally, these procedure is similar with Harmers principle in which both teacher and students have an important role in teaching and learning process in reading. Either the teacher should be active and creative in providing innovative reading activities or the students should be more responsive and critical toward the certain topic of the text they are reading.

In teaching and learning activities, teacher plays an important role. Teacher plays a large part in constructing an interesting classroom atmosphere that will build an effective reading instruction. Therefore, teachers have to know well their roles in teaching and learning process. "the teacher is the most important element in reading class".

Elaborates five roles in the course of language teaching, as explain follows:¹⁶

a. Teacher as controller

Teacher is expected to be able to resolve or determine the classroom atmosphere. It means they can decide what students will do before, during, and after the learning teaching process.

¹⁶ Brown, H. D. *Teaching by Principles*. 167-188

b. Teacher as director

Teacher should be able to maintain the process of teaching learning running in a good and constructive way in order to make the process running effectively.

c. Teacher as manager

Teacher should be responsible for planning the lesson, modules, and courses for their students.

d. Teacher is facilitator

Teacher should be able to facilitate the process of teaching and learning. It means that teachers should be able to manage the entire incidental event in the classroom.

e. Teacher as resource

Teacher should be able to be a person whom students take initiative to come to get advice or something relates to their needs in teaching and learning process.

One of the teacher's main functions when training students to read does not only persuade them of the advantages of skimming or scanning, but also to make them see that the way they read is important.

B. Strategies in Teaching Reading

Reading is an important skill for students. Students may encounter any number of difficulties in comprehend a text. Teaching strategies are one of the most effective means of helping students to overcome them, teachers need various strategies to provide their teaching to help students become successful readers.¹⁷

Assert that strategy is someone's internal ability for thinking, solving problems, and taking decision. In addition, strategy as the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information.¹⁸ add the meaning strategy in teaching learning process as a technique or style that the teacher do in the teaching language process to give students more space in thinking and developing cognitive ability.¹⁹ Furthermore, Brown defines strategies as "specific method of approaching a problem or a task, modes of operation to accomplish a particular end, or planned designs to organize and operate certain information".²⁰

Reading strategies are the way how readers manage their interaction with written text and how they use strategies for achieving effective reading comprehension. Reading strategies play in important

¹⁷ Mc. Namara, *Perspectives on Language and Literary*: (in the International Dyslexia Association, 2009). 34

¹⁸ Suhendar, D and Iskandarwassid. *Strategi Pembelajaran Bahasa*. (PT Remaja Rosdakarya, 2008). 3

¹⁹ Suhendar, D and Iskandarwassid. *Strategi Pembelajaran Bahasa*. 1

²⁰ Brown, H. D, *Teaching by Principles*. (2001) 210

role in reading process. Reading strategies are fundamental because of six crucial reasons.

- a. Strategies allow readers to elaborate, organize, and evaluate information derived from text.
- b. The acquisition of reading strategies coincides and overlaps with the development of cognitive strategies to enhance attention, memory, communication and learning.
- c. Strategies are controllable by readers, strategies are personal cognitive tools that can be used selectively and flexibly.
- d. Strategies reading reflect metacognition and motivation because readers need to have both the knowledge and the disposition to use strategies.
- e. Strategies that foster reading and thinking can be taught directly by the teacher.
- f. Strategies reading can enhance learning throughout the curriculum.

From those theories above, it can be concluded that strategy is a term that refers to a set of complex web of thoughts, ideas, techniques, and plans to pursuit or accomplish particular ends or objectives. Strategy used in teaching to students thinking and developing their skills in order to make the learning process becomes more comprehensive and to achieve the study's objectives.

In addition, related to this research, most of teachers have to be able to use variety of teaching strategy seems to be the most effective. In

teaching learning process, teacher should give guidance and direction to students to help them in thinking about their decision in solving their problems in learning.

There are some strategies in reading development by experts. The strategies are:²¹

- a. Identifying the purpose in reading. The goal is to make readers develop personal objectives, identify the purpose of the task and discard useless information.
- b. Reading aloud is a planned oral reading of a book or print excerpt. A read aloud can be used to model the use of reading strategies that aid in comprehension.
- c. Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels. It is use for global understanding), by applying the strategy reader is able to skip over the text and to infer its meaning from its context.
- d. Skimming the text for main ideas. It is the strategy to find the gist of a paragraph or text. Reader quickly read across a whole text to find the main topic, message/ideas, and the purpose of the passage.
- e. Scanning the text for specific information. It is quickly searching to find particular piece of information without reading through the whole text.
- f. Taking notes (writing down the main idea or specific points)

²¹ Brown, H. D, *Teaching by Principles*. 255

- g. Highlighting (using a variety of emphasis techniques such as underlining, starring, or color-coding to focus on important information in a passage)
- h. Guessing intelligently even readers are not certain to what they have read. The key to successful guessing is to make it reasonably accurate.
- i. Getting the main idea quickly. Using skimming, scanning to helps learners understand rapidly what they read in the new language. Preview questions often assist.
- j. Reasoning deductively. Finding out the specific detail of the text, and then reading the whole text to get general meaning and content of the text.
- k. Placing new words into a context. This strategy involves a form of associating/elaborating, in which the new information is linked with a context.
- l. Translating, converting a target language expression into the native language or otherwise. Reading translate every word in the text to understand the main ideas.
- m. Developing culture understanding. Improve knowledge about the culture of native speakers or writers from any sources to apprehend the content of the reading materials.
- n. Repeating. Reading something over and over.

- o. Capitalizing on discourse markers to process relationship. A clear comprehension of such markers can greatly enhance leaders' reading efficiently.
- p. Overviewing and linking with already known material. When reading the text, readers connect what they have already known with the content of the text.
- q. Using semantic mapping or clustering, it is strategy of grouping ideas into meaningful clusters
- r. Analyzing vocabulary. Analyzing in term of what they know about it.
- s. Distinguishing between literal and implied meaning. This requires the application of sophisticated top-down processing skill.
- t. Summarizing. Making a summary or abstract of a longer passage.

Reading strategy take more time a first, but with practice, it can help the reader to understand and remember much more from the text in less time than it would take without using reading strategies. By practicing, the strategies become more automatic, and then they become a natural part of reading.²²

C. Teaching Reading in Indonesian Context

In Indonesian, English is foreign language and gains status as a compulsory subject taught from the elementary school to the university level. In Indonesia, schools are put into different types of categories:

²² Mc. Namara, *Perspectives on Language and Literary*. (in the international dyslexia association, 2009). 37

Regular school, National Standard school, International school, International standard schools (SBI), and Prospective International Standard schools (RSBI).

Present, in secondary school system, skill in reading texts written in English have been considered very important. For example, prior the knowledge of the English curriculum, the objective of teaching was the development of communicative ability in English embracing for language skills, with reading skill being given a first priority. Nevertheless, there are many problems concerning the teaching and learning English. “the process of teaching learning outcome, which is still considered unsuccessful.” In line with this, learning English as foreign language for some students is considered as difficult thing.

Reading difficulties of Indonesian students as foreign language learners as follows: (1) unable in applying reading strategy in the native language to read in English language, (2) read slowly word by word, (3) get frustrated and dissatisfied easily, especially when they meet some difficult words, (4) unrealistic expectation of how much they meet some difficult words, (5) read the text loudly in which it may inhibit comprehension, (6) less aware of the theoretical patterns of English, (7) they suffer from paucity of vocabulary, (8) they are not used to read independently, (9) they do not have the appropriate mental set in the sense of special kinds of reading readiness, and (10) they confuse to read authentic text in foreign language. There are many cases in which

students' expectations do not match with the reality of learning result showing that their English proficiency is still very low or they do not have significant English ability after many years of study. Moreover, students of foreign language education programs are considered successful if they can communicate effectively in the language. The parameter used to revise the English teaching program in well-design syllabus, lesson plan, and material design that the students' success or luck success in EFL is judged by the accuracy of the language they produced. Unfortunately, the change in the curriculum is not followed by appropriate socialization and teacher training, accordingly, the result thus far do not match the expectations.

Considering those explanations, English teacher are expected to be able to create certain condition or apply certain approach that can increase students' motivation in reading activity.

CHAPTER III

RESEARCH METHODOLOGY

A. Method of Research

Relevant to the purpose of the study and the research questions which are aimed at exploring teachers strategies in teaching reading and students response to the strategies employed by the teacher, the design of this study is based on qualitative design, employing descriptive study. Hatch (2002) argues that qualitative study is intended to explore reality about human behaviors within naturally present settings and contexts. It is not based upon hypothesis, so there is no interference in the form of control or treatment to the students as well as the teacher but this research describes and investigates the situation as it is.²³ As asserted by Grimes and Schulz. A descriptive study is “concerned with and designed only to describe the existing distribution of variables, without regards to casual or other hypothesis.”²⁴

In order to be in line and consistent with the research design employed in this research, according to Alwasilah (2002) there are characteristics of a qualitative research which need to be considered. First, the focus of the research is quality. Second, the aim are description, finding, and understanding. Third, the settings are natural. In this research,

²³ Hatch, J. A. *Doing Qualitative Research in Education Settings*. (New york: state University of new york press, 2002). 148

²⁴ Grimes, D. A. & Schulz, K. F, *Descriptive Studies: what they can and cannot do*. (2002). 145

there was no intervention from the researcher to the teaching of reading as it is the teachers obligation to decide reading strategies to be used. Fourth, the sample is small and purposive, meaning that the participants involved in collecting data do not have to be large in number, but it is selected purposively in accordance with the necessity of the investigation since researcher can gather as much information as possible from any accounts.

Researcher as the main instrument, implies that it is researchers duty to collect the data through the instruments, regardless what kind of instrument used for data collection. In this research, the data were collected through classroom observation, interview, which were conducted by the researcher.²⁵

B. Setting of Research

In qualitative inquiry, it is important that the selection of site and participant is not taken for granted, but decides on purpose to provide appropriate data embracing the research problem under examination. Since this research makes use of qualitative inquiry, some consideration towards research site and participants are taken into account according.²⁶

The site of this research was proposed in one of state junior high school in Tangerang. This place was chosen by researcher because of the accessibility of the school. The place can be reached easily, making it

²⁵ Hatch, J. A. *Doing Qualitative Research in Education Settings*. (New York: state University of new york press, 2002). 148

²⁶ Hatch, J. A. *Doing Qualitative Research in Education Settings*. 173

easier to cope with administrative matters for conducting research in that school.

C. Population of Research

Along with the site of the research, the participants were involved in this research. The participants of the research were two English teachers and two classes of students in the school. There were 36 student in the first class and 35 in the second class. The teacher was chosen because she has taught English for about eight years and is expected to have many experiences about English teaching. In the meantime, the class of students to participate in this research was selected from classes of the eight graders.

D. Data Collection Techniques

As data collection is carried on, researcher has to look back to the research questions in order to keep the observation on track. Suggest that researchers have to keep in their mind that a research is aimed to:

Assess what you are doing (that is, your participation), what you are observing and observation sheet, in terms of the kind of information you will need to report rather than the kind of information you feel you ought to gather.

Therefore, in order to collect the data, there are three kinds of techniques to be employed in this research: classroom observation, and interview.

1. Classroom Observation

The observation with paper-based was administered to answer the first question about the strategies used by teachers in teaching reading to students at secondary level which could help students to understand the materials. The instruments used in this research were observation sheet, which was adapted, developed and translated from Brown (2001), and fieldnote to keep details of what happen in the classroom. Hatch (2002) stated that the goal of observation is to understand the culture, setting, or social phenomenon being studied from the perspective of the participant. The purpose in conducting the observation also to feel what participants feel by listening to and watching what they were saying and doing, because observation can enrich data that could not be attained through interview. Thus, observation can provide with ample data necessary to achieve the purpose of this research.²⁷

2. Interview

To support the validity of data collection, interview was administered to the teacher. The interview was developed to cover some questions about teachers' strategies. Interview was used as directive means to find what people are thinking, feeling, and doing. In other words, it is intended to know what happen to people. According to Cohen, Manion, and Morrison, the functions of interview was to look into participants'

²⁷ Cohen, L. Manion, L. and Marisson, K. *Research Method in Education: 6th ed.* (London New York, 2007).397

experience and concern of situations from their own point of view. For this reason, the researcher conducted the interview to the teachers about teaching reading strategies used by them to answer the first research question.²⁸

The interview was simultaneously carried out with audiotaping. Mentioned that taking audiotape while interviewing the participants has a number of benefits. First, the researcher was free to think creatively while the researcher to later analyze interviewees' statement by comparing them with previous or following statements and with the interviews given to other as well. Furthermore, recoding the interview session ensured reliability of the data as the whole data were recorded. Audiotaping the participants' interview made the researcher more assured that they captured the true essence of interviewees' intents. Meanwhile, the interview consisted of 8 questions which are specifically organized based on the following guideline.²⁹

²⁸ Cohen, L. Manion, L. and Marisson, K. *Research Method in Education*. 462

²⁹ Cresweell, J. W. *Qualitative inquiry and Research Design: Choosing Among Five Approaches 2nd ed*, (California: SAGE Publications inc, 2007). 37

Table 1
Guideline of the Interview

No	Details	Item Number
1	Identifying teachers preparation in teaching reading	1,2
2	Identifying teachers strategies in teaching reading	3,4,5,6
3	The problem faced by teachers in teaching reading	7,8

E. Data Analysis of Observation

There are several steps adapted from Dornyei (2011) in analyzing the qualitative data gained from observation. The steps in analyzing the data was carried out in as below:³⁰

1. Transcribing the data that meant transforming the recording data (from observation check-list, and field notes) into a textual form.
2. Determining which materials might be relevant to the study.
3. Analyzing and classifying the data into some categories based on the theories adapted from Brown (2001) related to the main focus,

³⁰ Dornyei, S. R. *Research Method in applied linguistics*. (Oxford: Oxford University press, 2011). 17

that is the strategies in teaching reading. The central theme was about teaching strategies used by teacher.

4. Interpreting the data from observation to address the study and drawing conclusions.

F. Data Analysis of Interview

The data from interview were analyzed through several steps as suggested by AlWasilah (2002) as follows:

1. Transcribing the interview into write-ups form
2. Categorizing the write-ups
3. Reducing inappropriate data
4. Interpreting the data and drawing conclusions

CHAPTER IV

FINDINGS AND DISCUSSIONS

The findings will be interpreted and discussed by comparing them with the relevant theories presented in chapter II. However, not all data are presented in this chapter. Thus, the complete data are presented in appendices.

The findings were collected to answer the research questions proposed in this study. The qualitative descriptive approach was used to find out the data strategies used by teachers in teaching reading at the secondary level. The data were taken from the interview and classroom observations were also used to gather information about the reading strategies. Meanwhile, the questionnaire was also used to gain the students responses to those strategies.

A. Teachers Strategies in Teaching Reading

During the lesson, the teacher were found using strategies to the students. It was given during teaching learning process. However, there were some strategies which not used by the teachers. The data was gained through classroom observation and interview with the teachers. The table below shows the strategies used by the teachers in the class.

Table 1
Observation of Teachers Strategies

Teaching Strategies of Reading	Teacher 1	Teacher 2
Identifying the purpose in reading	-	√
Reading aloud	√	√
Silent reading	-	√
Skimming	√	√
Scanning	√	√
Taking Notes	-	√
Highlighting	√	√
Guessing	-	-
Getting main idea	√	√
Reasoning Deductively	-	-
Placing New Words into a context	-	-
Translating	√	-
Developing Culture Understanding	-	-
Repeating	√	√
Capitalizing on discourse Makers to Process Relationship	-	-
Overviewing and Linking with Already known Material	-	-
Using Semantic Mapping or clustering	-	-
Analyzing Vocabulary	-	-
Distinguishing Between Literature and Implied Meaning	-	-
Summarizing	-	-

From the table above, Teacher I and Teacher 2 employed several strategies during teaching reading. The first strategy was identifying the purpose in reading, which was employed by teacher 2. From observation field notes, teacher 2 used video as a teaching aid in order to help students more easily in comprehending a text and also give them a comfortable atmosphere in learning. The video was completed with subtitle which had

been written in English. First of all, Teacher 2 asked students to identifying their purpose in reading. Its goals are to make students develop their personal objectives, identify the purpose of the task and discard useless information. Whereas, Teacher 1 did not employ that strategies. Teacher 1 was thought that it is not necessary at the lesson.

The second strategy was reading aloud. Both of the teachers employed this strategy in the teaching reading activity. From Teacher 1 observation field notes, some students took turn to read aloud whereas the rest students were listening to them. Teacher 1 sometimes corrected students mispronunciation. Here is the detail:

Text 1

T1 : Oke, now, who want to read aloud the text? Come on raise your hand. Come on. No one?

S2 : (raise her hand)

T1 : Ok. Come on, stand up, take your book. Loudly please.

S3 : (read the text)

T1 : Instruments

S3 : Instruments

T1 : Ok, thank you, next. Who want to continue?

S15 : Reza

T1 : Reza? Come on. You, come. Oke, listen.

Teacher 2 also asked students to read aloud the text. When it found that there was mispronunciation. Teacher 2 corrected students wrong pronunciation then give them feedback. The small part of the detail is here.

Text 2

T2 : Okay, attention please. I need all your eyes. I need your eyes to correct your friends work. Because there a lot of answers, so what you have to do is looking for the answer. Who want to read the first paragraph? Kemal (point out one student).

S3 : (the student read the text and mispronunciation the word island)

T : Island, you should pronounce island without “S”, instead there is “S” on the word island. Okay everybody repeat after me, island!

S : Island, (the student continue to read the text)

The third strategy was silent reading. This strategy employed only by teacher 2. Teacher 2 asked students to read in silence in order to make them focus. As Brown stated that with silent reading readers were able to skip over the next and to infer its meaning from its context. Otherwise, teacher 1 was not employed silent reading at the time. Teacher 1 considered that only reading aloud, which needed at the subject.

The fourth strategy was skimming. Both teacher 1 and teacher 2 were employed this strategy while teaching reading. Skimming the main ideas of the text is the strategy to find the gist of paragraph or text. Skimming applied by the students indirectly. When teacher 1 asked students to find the main idea of the paragraph, they automatically employed skimming. While teacher 2 employed the different way in skimming. Teacher 2 asked students to find the moral message of the text. The small part of the detail is here.

Text 3

T : Hello, everybody please listen to me. Okay, today we still talk about narrative text. You will watch a movie. Kalian akan menonton. Hello, tolong perhatikan. This is the instruction yah, so pay attention. You will watch the movie, but you have to find some information from the movie. You have to write it with your group. The same group as before. The information are, where is the board marker? First of all you have to find the title, and then the character ya. The character. For example, how is A. how is B. wise, good, humble, smart misalnya, brave. Okay? And then you have to find what the 4 pouch are? In the story, there will be 4 pouches and it turn to be what. And then find the moral message. Apa itu moral message?

Ss : pesan moral.

T : pesan moral. After all you watch the movie, you've got the story, you have to discuss with your friends what moral message in the story. Okay? And then you have to write at least, at least. Berarti kurang lebih yaa. At least 5 sentences which is in past formed.

The fifth strategy was scanning. Teacher 1 and teacher 2 were employed this strategy in order to make students could search and find a particular piece of information quickly without reading through the whole text. Teacher 1 employed scanning while teacher 1 asked students to find some difficult words. Teacher 2 did the same way, but at the different context. Teacher 2 employed scanning while students were asked to find the information in the text.

The sixth strategy was taking notes. Teacher 2 asked student to write some specific points from what they have read. It could be seen in the following observation transcript.

Text 4

T : pesan moral. After all you watch the movie, you've got the story, you have to discuss with your friends what moral message in the story. Okay? And then you have to write at least. At least. Berarti kurang lebih yaa. At least 5 sentences which is in past formed.

Taking notes was not employed by teacher 1. Based on interview session, teacher 1 sometimes employed taking notes to the students. Opportunely, at that subject teacher I did not needed that strategy.

The seventh strategy was highlighted. Both Teacher 1 and teacher 2 were employed this strategy while teaching reading. Teacher 1 asked the students to highlight some difficult words in order to make them easier to focus on important information in a passage. It could be seen in the following observation transcript.

Text 5

T1 : Ok, finish? Sekarang semuanya duduk, saya minta. Pay attention to the board. 1, 2, 3, 4, 5, 6. Now, write down based on your group which one or which vocabularies that you think is difficult to pronounce. Write it here the words that you and your group difficult to read or pronounce. Come on.

The eight strategies was guessing, guessing used by teachers in order to help students brainstorm about the text that they are going to read. It increases student's creativity in imagining about the text. However, none of the teachers employed this strategy. Teacher 1 considered that guessing does not require in the subject that teacher 1 taught to the students. Teacher 2 also did not employ the strategy because it was not in teacher 2 minds.

The ninth strategy was getting the main idea. Both teacher 1 and teacher 2 were employed this strategy. Teacher asked students to find the main idea of each paragraph in the passage. Students can find the main idea by using skimming and scanning. Before finding the main idea,

students were asked by teacher 1 to mentioned the meaning of main idea. Teacher 1 also monitoring students while they did their task. The small part of the detail was here:

Text 6

T1 : Ok, now please find the main idea of each paragraphs. What is main idea?

S5 : Gagasan utama

T1 : Ok, gagasan utama. Now, find the main idea.

The tenth strategy was reasoning deductively. Finding out the specific detail of the text, and then reading the whole text to get general meaning and content of the text. It is the furtherance of skimming and scanning. It could increase students carefulness. Unfortunately, none of teachers were employed in this strategy.

The eleventh strategy was placing new words into a context. This strategy involves a form of associating/elaborating, in which the new information is linked with a context. However, both teacher 1 and teacher 2 were not employed this strategy.

The twelfth strategy was translating. Teacher 1 and teacher 2 asked students to translate the words in the text in order to make them understand the main ideas. Furthermore, teacher 1 also helped students to translate the difficult word in the passage in order to make them easier to

understand the passage and can get the main idea. It could be seen in the following observation transcript.

Text 7

T1 :Oke, sekarang. Kata ap yang kamu tidak ngerti?

S5 :Receiver

T1 :ya? Oke, siapa yang tau receiver?

Ada yang tahu?

Ya? Oke, kita tahan.

Kata yang kedua?

S2 :Decorate

T1 :Decorate

Ss :Dekorasi

T1 :yaa...dekorasi, atau bahasa simpelnya, apa coba?

S10 :Hias

T1 :Hias, iya pintar. Ayo, kata apalagi?

S15 : Various sticker

T1 :ya, various sticker apa?

S19 :Bervariasi

T1 :ya, bervariasi, disini, tepatnya bermacam-macam.

S23 :Upper ma'am

T1 :Upper apa coba?

Ss :inaudible

T1 :kalo up apa?

S22 :Atas

T1 :ya, atas. Jadi kalo upper itu diatasnya gitu ya. Ada lagi ga?

Ss :enggaaaaa.....

T1 :Oke, kalo gitu kita mulai dari yang pertama ya. How to make a greeting card

Ss :bagaimana cara membuat greeting card

T1 :yaa, bagaimana cara membuat kartu ucapan. Material?

Ss :Bahan-bahan

T1 :ya, bahan-bahan. Art paper?

Ss :kertas

T1 :various sticker tadi nak?

Ss :bermacam-macam stiker

T1 :colouring pens?

Ss :pensil warna

T1 :oke, instruction?

S13 :intruksi

T1 :apa?

S7 :langkah

T1 :ya, instruksi atau langkah. Ya oke, number one

Ss :pull a piece a paper

T1 :ayo? Bagaimana artinya?

The thirteenth strategy was developing culture understanding. Improve knowledge about the culture of native speakers or writers from any sources to apprehend the content of the reading materials. However, none of the teachers that employed this strategy.

The fourteenth strategy was repeating. Reading something over and over. Teacher 2 repeated the video in several times when the students felt difficult while catching the details in order to ease the in getting the information. Teacher 1 also asked students to repeat. Students were asked to read the passage over and over in order to make them comprehend all the parts of the passage. Also, students could get any information as they wanted to know. It could be seen in the following observation transcript.

Text 8

T1 : How to make a greeting card

Ss : How to make a greeting card

T1 : Material

Ss : Material

T1 : Art paper

Ss : Art paper

T1 : Various stickers

Ss : Various stickers

T1 : Coloring pens

Ss : Coloring pens

T1 : Instruction

Ss : Instruction

T1 : One, pull piece of paper into two

Ss : One, pull a piece a paper into two

T1 : Two, decorate the front page with the various sticker

Ss : Two, decorate the front page with the various sticker

T1 : Three, open the paper

Ss : Three, open the paper

T1 : Four, write the name of the receiver of the card at the upper card
with coloring pens

Ss : Four, write the name of the receiver of the card at the upper card
with coloring pens

T1 : Receiver

Ss : Receiver

T1 : Five (inaudible)

Ss : Five (inaudible)

T1 : Six, don't forget to write your name under it

Ss : Six, don't forget to write your name under it

T1 : Your greeting card is ready to send

Ss : Your greeting card is ready to send

T1 : Baik, sekarang giliran kamu yang akan membaca. Ketika kamu dapat giliran membaca. Berapa kalimat yang akan kamu baca? One sentence. How many sentence? One sentence. Kalo saya tunjuk, berarti kamu hanya membaca satu kalimat. Kalian baca per satu titik, ya salim. Come on.

S6 : Read the sentence

T1 : point a student ya!

S11 : Read the sentence

T1 : Coloring pens

S11 : Coloring pens

T1 : Nanti kalo ada yang melakukan kesalahan lagi, nanti bisa kena hukuman ya. Oke, next.

S9 : read the sentence

T1 : Instruction

S9 : Instruction

T1 : Oke, you!

S3 : read the sentence

The fifteenth strategy was capitalizing on discourse markers to process relationships. A clear comprehension of such markers can greatly enhance learners reading efficiently. None of the teachers employed this strategy because they never applied that strategy in the classroom before.

The sixteenth strategy was overflowing and linking to already known material. When reading the text, students could connects what they have already known by the content of the text. However, teacher 1 and teacher2 were not employed this strategy.

The seventeenth strategy was using semantic mapping or clustering. It is a strategy of grouping ideas into meaningful clusters. Both teacher 1 and teacher 2 were not employed this strategy because they never applied that strategy in the classroom before.

The eighteenth strategy was analyzing vocabulary. Analyzing in terms of what students know about it. Teacher 2 employed this strategy by asking the students about grammar and tense of several words in the text. Whereas, teacher 1 did not employ this strategy because teacher 1 asked the students to focus on reading and pronouncing.

The nineteenth strategy was distinguishing between literal and implied meaning. This requires the application of sophisticated top-down processing skills. None of teachers were employed this strategy before.

The twentieth strategy was summarizing. Making a summary or abstract of a longer passage. Making a summary could lead students creativity to make a text based on their own ideas. Both teacher 1 and teacher 2 were not employed this strategy in the classroom because teacher 1 and teacher 2 thought that it was not necessary on the subject.

B. Students Responses towards the strategies Used

This findings deal with the second research questions about the students responses to the strategies used by the teacher. The observation were used to identify students responses. The observations were conducted during the class while observing the teachers. It has fifteen questions which covering several strategies used by teachers. The strategies were reading aloud, silent reading, skimming, scanning, taking notes, highlighting, repeating, and summarizing.

In class labeled as A where the teacher 1 taught were approximately twenty five to thirty students who attended the class. The result of observation showed that the students responded positively toward the English teachers strategies even though they had some obstacles. The students were participating in discussion and answering the questions.

Since the teacher pointed out the students one by one, they had no choice but do what their teacher have asked.

The result of observation that had been distributed in class A were quite varied, there were positive responses in reading aloud. In terms of skimming and scanning, most of the students responded positively. That taking notes help them to write the important information they need. That highlighting some difficult words, then translated those words make them easier to understand the text and they could get the main idea of the text later on. That read something over and over (repeating) make them easier to comprehend a text, responded positively to make a summary of the text.

In class labeled as B where the teacher 2 taught was approximately twenty five to thirty students who attended the class. The result of observation showed that the students responded positively toward the English teachers strategies. In addition, according to observations, teacher 2 played the video and all of the students were participating actively in discussion and answering the questions.

CHAPTER V

CONCLUSION AND SUGGESTIONS

1. Conclusion

The purpose of this research was to find out the answer of the research questions about strategies that used by teachers in teaching reading to student at secondary level and also the students responses toward those strategies. The result of this research showed the strategies that used by the teachers in teaching reading is in line with the theory by Brown (2001).

In this research, the observed teachers did several strategies while teaching reading to the students. Teacher 1 started the lesson by dividing the students into groups. In strategy during reading, teacher 1 asked the students to read aloud the text that she had chosen. Teacher 1 also employed skimming, scanning, highlighting, getting main idea, and translating to the students. Teacher 1 also employed repeating as strategy after reading. However, teacher 1 did not employed any strategies before reading.

Some with teacher 1, teacher 2 employed some strategies in teaching reading. Teacher 2 used video as her teaching aid. Teacher 2 did strategy before reading by asked the students to identify the purpose in reading. Furthermore, in strategy during reading, teacher 2 asked the students to read in silence while they were watched the video. In addition, teacher 2 also employed skimming, scanning, highlighting, and translating.

As strategy after reading, teacher 2 asked students to take a note and repeating.

The result of research also showed students responses toward the strategies that used by the teachers. Based on classroom observation, the students seemed to follow the teacher movement while delivering the materials. It means that the students were trying to pay a lot of attention to their teachers. The students were talk active, it could be seen from their verbal contribution while they asked the teachers in order to make sure that they got the topic. The teachers also created the comfort atmosphere in the classroom, in order to make students could relax and enjoy their lesson.

2. Suggestions

Teacher strategies plays a great role in teaching and learning activity. It is one of the most effective means of helping students to overcome the reading problems. Therefore, this study provides some suggestion that might be useful for teacher in helping students reading problems.

The teachers are suggested to provide several of reading strategies to the students. Teachers are suggested to choose an create the material in easy way to learn in order to make students enthusiastic in learning the materials. Teachers also should give on opportunity in order to make the students to actively contribute in the classroom. In addition, teachers are

suggested to have a good preparation before employing the strategies in the classroom.

This research also provides some suggestions for the students. Students are important to learn about reading. This research could help students to discover what strategies that their teachers employed while teaching reading. Also, students are expected could find their teachers in effective way. This study also provide some suggestion for further study in the same field with this study. The further researchers may choose the same topic. As this study with different level such as senior high school or even elementary school level. It is also suggested to choose another type of reward. In order to compare with this technique. So, the further study could be more convincing and those suggested aids. Can be useful to be used in increasing the students engagement. The further researchers also suggested conducting an interview to the teacher as the additional data.

The research also provides some suggestion for the next researcher in the some fields with this research. The next researcher may choose the same topic with different level such as senior high school or university level. It is also suggested to scoop on of the strategies, the result of the research can be used as a contribution of opinion that can be taken as references for another investigation in the same topic with different contexts.

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