CHAPTER I

INTRODUCTION

A. Background of the Research

Reading is one of the language skills that play an important role in foreign language acquisition. Richard said (1992:306) "reading perceives a written in the text in order to understand the contents. The understanding that result is called reading comprehension".

Reading skill is very important, especially for students who in learning to develop their skill in education and they also can apply in their daily life. By reading we can get some information to increase our knowledge. So reading is very important in education world[1]

Reading is also very important for English learners because reading can enlarge their knowledge, vocabulary, and information. From reading, English learner also can learn about foreign language people's habit and culture. When learners want to learn about language, they have to learn about the habit and the culture of those foreign peoples. It can help them to learn about those foreign languages easily. A large amount of reading take places because it will help us to achieve some clear aim. Thus, for example, we read a road sign so that we know where we must to go. We read the instruction a ticket machine because we need to know how to operate it. When wearing up a technical support company because we cannot make our computers or washing machine work.[2]

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[1] Francoise grellet, development reading skills: *A Practice Guide to Reading Comprehension Exercise* (Britain Raya : Cambridge University Press, 1986), p.21

[2] Jeremy harmer ***The Practice of English language teaching,*** *(England : Cambridge university press, 2001)p. 200.*

Indonesian government absolutely realize with this situation. So, they decided English as a compulsory subject for formal schooling. In fact, since 1994, the Indonesian has been established as one of the local content of the subject in primary school in the fourth, fifth and sixth. English is foreign language used in a medium of instruction at school, many students think that English is the most difficult subject.

The goal of teaching and learning is to produce and comprehend language that are spoken and written. Some people think that successful English learner is a person who can speak English fluently. They do not know that a person who is said a success English learner is a person who is master in all of English skills. In teaching and learning process, most of the teachers in Indonesia have a problem one of them is the strategies.

English language teaching (ELT) educators face the challenge of teaching in second language readers the skill needed to successfully comprehend reading materials. Especially they need to develop appropriate materials to explicitly teach second language readers how to foster these many skills.[3]

This research was in Junior High School Dian Nusantara that was located in Kp. Palamakan Ds. Bakung Kec. Bandung Kab. Serang Prov. Banten. The school was near with the rice field. The students of this school are from the Kamurang, Bakung, Songgom and etc. One of the teacher of this school said the students in this school it is about 300

[3]Nigel Harwood,***English Language Teaching Materials*** *(Theory and Practice)* (Cambridge University Press, 2010), p. 132

and they divided from 12 classes. The English teachers in this school are three people.

In Dian Nusantara Junior High school the students' capability to comprehend the text is still have needed the guidance from their teachers it shows when the student read the short text the student always asks the difficult vocabulary to the teacher even there is also student are quiet but they have not understand what they have read. This situation is the student and the teacher problem how they improve the student mindset and capability to increase the student motivation and comprehension in reading English.

Based on the statement above, the teacher has to have a strategy to make the student's ready to read. By applying the correct strategies in teaching and learning process, the teacher are able to evoke the student's confident to read correctly. In teaching learning activities sometimes, there are factors to affect students' reading English in class. One of the miss they fail in comprehension in reading.

The phenomenon above showed that strategy in teaching and learning process is very important. In addition, teacher's strategy is the one of crucial factor which influences to the success in teaching reading. From this reason the researcher carry out a research under title "AN ANALYSIS OF TEACHER'S STRATEGIES IN TEACHING READING COMPREHENSION " (STUDY AT DIAN NUSANTARA JUNIOR HIGH SCHOOL BANDUNG SERANG BANTEN).

B. Statements of the Problem

Based on the background of the study above, the problem are:

1. What are the teacher's strategies in teaching reading comprehension at Dian Nusantara Junior High School Bandung Serang Banten?
2. How can they apply the strategy in teaching reading comprehension at Dian Nusantara Junior High School Bandung Serang Banten?

C. Purposes of the Research

Based on the statement of problems mentioned above, purposes of the study is

1. To know the teacher strategies in teaching reading comprehension at Dian Nusantara Junior High School Bandung Serang Banten.
2. To know the applying strategy in teaching reading comprehension at Dian Nusantara Junior High School Bandung Serang Banten.

D. Scope and limitation of the Research

The study is conducted to know how the teachers of Dian Nusantara Junior High School Bandung Serang Banten teach reading. This study particularly focuses on study teacher's strategies in reading comprehension. To conduct study, the researchers focus on what kinds of teaching strategies employed by teacher in reading comprehension.

E. Significance of the Research

The result of the research is expected to give some contributions for students, teachers, and future researches. For

the students, the finding of the research can be used as a new reference to learn English, especially reading. They can know kinds of teacher' teaching strategies and they can choose one of the strategies that use by the teachers to comprehend in reading.

Meanwhile, for English teachers, the findings are expected to be useful contribution that can be transferred to learners based on their characteristics. By considering each student may employ different strategies, the teacher can take one of the strategies in teaching reading for comprehend to their students. Based on the statement above, Teacher has to have a strategy to make the student's ready to speak. By applying the correct strategies in teaching and learning process, the lecturer are able to evoke the student's confident to speak actively and correctly.

Final, for future researchers, this study will give some contribution and information for future researchers about strategies in reading used by Dian Nusantara Junior high School The result of the research is expected to give some contributions for students, teachers, and future researches.

F. The Organization of Writing

The paper is divided into 5 chapters:

Chapter one is introduction, explain about background of the study, statement of the problem, the purpose of the research, the scope and limitation of the research, the significance of the study and the organization of writing.

Chapter two is theoretical frame work, in this case, the writer will put the description of the theory that the writer uses to analyze.

Chapter three is methodology of research, consist of the method of the research, research instrument, the data resources, the technique of data collection, and the technique of data analysis.

Chapter four is the research finding that include of the result from the interview and the data result from observation.

The last is chapter five, it consist of closing and suggestion.

CHAPTER II

THEORTICAL REVIEW

1. Reading

a. Definition of Reading

It is unintentionally things, if Allah sent the first revelation of His command to "read" As Allah said in holly Qur'an:

اقْرَأْبِاسْمِرَبِّكَالَّذِيخَلَقَ (١) خَلَقَالْإِنْسَانَمِنْعَلَقٍ (٢) اقْرَأْوَرَبُّكَالْأَكْرَمُ

(٣)) الَّذِيعَلَّمَبِالْقَلَمِ (٤) عَلَّمَالْإِنْسَانَمَالَمْيَعْلَمْ (٥

1) Recite in the name of your Lord who created .
2) Created man from a clinging substance.
3) Recite, and your Lord is the most Generous.
4) Who taught by the pen.
5) Taught man that which he knew not.[4]

Reading was 'the key of civilization'. There is none a headway that does not start from the reading. Therefore, since its inception Islam has ordered his people to "read". According to Abdullah Yusuf Ali said that: "Allah teaches us new knowledge at every given moment. Individuals learn more and more, day by day; nations and humanity at large learn fresh knowledge at every stage. This is even more notice able and important in the spiritual world.[5]

Thus, Allah taught them any time. Human should understand this massage. Allah is most bounteous educator. Above, the verse shows

[4]http://abuenadlir.blogspot.co.id/2015/02/surat-al-alaq-segumpal-darah-ayat-1-5.html (Thursday 29 sep 2016)

[5]https://hujjahbalighah.wordpress.com/2008/05/23/wahyu-iqra%E2%80%99/ (Thursday 29 sep 2016)

that Allah is the real educator. He ordered to read twice. It shows indicates the importance of reading itself, as an instrument of transformation of science.

Definition of reading appears in various perspectives. Reading is meaningful interpretation of printed or written verbal symbols; it is a result on interaction between the perception of graphic language skill and knowledge of the world. Shortly, it can stated that reading is the process of interaction between the reader and the written information by understanding the written language associated by the readers' language skills and knowledge of the world[6]

As readers, we try to discover what the author means while we build meaning for ourselves. We use our own language or own thoughts, and our own view of the world to interpret what the author has written. These interpretations as limited by what we know.

Reading may be defined as individual's total interrelationship with symbolic information. Reading is a communication process requiring a series of skills. Such as reading is a thinking process rather than an exercise in eye movements. Effective reading requires a logical sequence of thinking or thought patterns, and these thought pattern require practice to set them into the mind.[7]

It means that in reading we do not only read, but also do creative activity to make the text is easy to be understood. Furthermore, relating to the definition of reading, Harmer explained that; "Reading is an exercise dominated by the eyes and the brain. The eye receives

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[6] H. Douglas Brown, *Language assessment,* (US America : Person Education, 2004). P. 185

[7] Naf'an Tarihoran & miftahul rahmat, *Reading*,(Serang: Loquen Pres, 2010), P. 3

message and the brain that has to work out the significant of these meanings".[8] It can be said reading is activity which is done by reader through the eyes, the eyes looking at printed words, then the brain working out to find the meaning.

From the expert definition above, it shows that reading is an important activity for all people, especially for students, because it would be a fundamental of education. From reading we can get information, knowledge and also as the way to understand another opinion that delivered by the writer of the text.

b. The Type of Reading

There are several type that known in common method of learning

1) Intensive reading

Intensive reading is used on shorter texts in order to extract specific information.[9] Use intensive reading the studies will understand of the passage and everything when they are reading.

2) Extensive Reading

Extensive reading is used to obtain a general understanding of a subject and includes reading longer text for pleasure, as well as business books.[10] The used of

[8] Jeremy Harmer, *The practice of English,* (New York: Longman Publishing, 1991), p. 190.

[9] Naf'an Tarihoran and Miftahul Rahmat, Reading: Intermediate Reading skills, (Serang: Loquen Prees, 2010), p.3

[10] *Ibid,* p.2

extensive reading skills are in improve students general knowledge of business procedures.

3) Aloud Reading

According to Venktes, only those text should be read aloud, which have been written to read aloud like poetry, dialogue, and the other type.[11]Reading aloud also play important role in teaching English and aloud reading is part of reading skill which related with students experience in mastering their oral language.

4) Silent Reading

This type is done by student in the class, they are supposed to read the passage silently the main purpose of this reading is how the students can obtain the information from the printed page efficiently, rapidly and fully understand.

According to J Charles Alderson "Silent reading should be encouraged to develop automaticity, confidence and enjoyment."[12]To check whether the learners understand what they have read, the teacher can test them by giving question based on the text. Writer assumed that the silent reading is the method which reading process are held silently by the reader

[11] M, jean Praveen, *English Language Teaching.* (Methodes, Tools, Technique), Jaipure Sunrise Publisher & Distributor, 2008, p. 120

[12] J Charles Alderson, *Assesing Reading,* (New York: Cambridge University Press, 2000) p. 28

c. Processes of reading

Skilled reading a highly complex capability involving mercy component processes and extensive knowledge in order to determine the type of instruction children need, it is important first to consider what is actually involved in the process of reading and comprehending text. Such basic information provides clear pointers to what children need to be thought.[13]

Effective reading requires a logical sequence of thinking or thought patterns, and these thought patterns require practice to set them into the mind. They may be broken down into the following into the seven basic processes:

1. Recognition: registration the readers' knowledge of the alphabetic symbols.
2. Assimilation: the physical process of prospection and scanning.
3. Intra-integration: basic understanding derived from the reading material itself, with minimum dependence on past experience, other than knowledge of grammar and vocabulary.
4. Extra-integration: analysis criticism, appreciation, selection, and rejection. These are all activities which require the reader to bring his experience to bear on the task.

[13]Peter Westwood, *Reading and Learning Difficulties: Approaches in Teaching and Assessment* (Victoria: Acer Press, 2001),p.13.

5. Retention: this is capacity to store to information in memory.
6. Recall: the ability to recover the information from memory storage.
7. Communication: this represents the application of the information and may be further broken down into a less for categories, least 4 categories, which are: written, communication, spoken communication through drawing and the manipulation of objects, thinking (this is another word for communication with self).[14]

d. Reading purposes

The main purpose of reading is to get massage that provided for reader by writer. Every student has their own purpose to read something. To determine in which type you include, this is type of reading purpose:

1) Reading for pleasure
2) Reading for a general impression
3) Reading for organizing reading and study
4) Reading for learning content or procedure[15]

Rivers and Temperly in David Nunan's book suggest that there are seven main purposes for reading:

a. to obtain information for some purpose or because we are curious about some topic;

[14] Naf'an tarihoran, op,cit., 3,
[15] Naf'an tarihoran op.cit.,4-5

b. to obtain instructions on how to perform some task for our work or daily life;
c. to act in play;
d. to keep in touch with friends by correspondence or to understand business latters;
e. to know when or where something will take place or what is available;
f. to know what is happening or has happened;
g. for enjoyment or excitement[16]

Reading has some process and purposes. As have explained in above about process and purpose of reading. Those basic can help us in learning reading and understanding a text. Beside that there are some purposes of reading for instance reading for pleasure, reading for a general impression and etc. those process and purpose of reading can help us to add knowledge about English.

2. Definition of Comprehension

Comprehension is the process of making sense of word, sentence and connected text understanding. Danielle S. McNamara defines "comprehension as the interpretation of information and ultimately, the construction of a coherent representation or picture on the reader's mind of what text it about." [17] Comprehension is the understanding of the text deeply.

[16] David Nunan, *Second Language Teaching and Learning* (Boston: Heinle & Heinle Publisher, 1999), p. 251.
[17] Danielle S. McNamara, *Reading Comprehension Strategies*, (New York: Cambridge University Press, 2009)., p. 28

According to Mikulecky that, "Comprehension means making sense of what you read and connecting the ideas in the text what you already know. It also means remembering what you have read. In other words, comprehending means thinking while you read."[18]

Another definition, mention that, "Comprehension is a kind of up-market of understanding in discussions that are (or are intended to appear) technical and scientific. The word comprehension was rarely used in the search literature on reading before the 1950s, when systems analyzing and behavioral engineers were first recruited to design reading programs,"[19]

Based on definition above, it means that comprehension may be regarded as relating aspects of the world is around us including what we read knowledge, interaction, and expectation.

3. Definition of Reading Comprehension

Reading comprehension is not static competency; it varies according to the purpose for reading and text that involved when the prerequisite skills are in place, reading becomes an evolving interaction between the text and the background knowledge reader."[20]

Lems Leah said that, reading comprehension requires the use of strategies before during and after reading. In the context of reading

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[18] Beatrice s. Mikulecky, Linda Jeffries, *Advance Reading Power* (New York: Longman, 2007), p.74

[19] Frank Smityh, *Understanding Reading,* (New Jersey: Lawrence Erlbaum Associates 2004), p. 12

[20] Kristin Lems Leah D. *Teaching Reading to English language Learner* (New York: London the Guilford press 2010) p. 172

comprehension, strategies can be defined as deliberate actions that readers take to establish and enhance their comprehension.[21]

The strategies that it means CSR (Collaborative Strategies Reading) technique, it will apply in actions. Alderson, et a. state that "reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge and fluency."[22]

Reading comprehension is process get something from that our read in the texts, like newspaper, magazine, article, etc. reading comprehension is very important to reader successful, especially students in reading of learning.

According to Tranksley that: "Reading comprehension depends on three factors. The first factor is the reader has command of the linguistic structures of the text. The second factor is the reader is able to exercise metacognitive control over the content being red. This means that the reader is able to monitor and reflect on his or her own level of understanding while reading material. The third and most important criterion influencing comprehension is that the reader has background in the content and vocabulary being presented."[23]

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[21] *Ibid.*, p.172

[22] Janette K. Klingner, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to students with Learning Difficulties*, (New York: Guilford Press 2007),. P. 2

[23] Karen Tankersley *The Thread of Reading Strategy Literacy Development* (Alexandria : ASDC, 2003), p. 90

Reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities.[24] If we are expert in comprehension, we will expert in reading comprehension. Beside we also will expert in writing and speaking.

The writer assumed that reading comprehension is important to be mastered for each of students at Dian Nusantara Junior High School, because it will improve their other English skill, such as speaking and writing, this is useful for them, due to make them easy to making communication in English either in oral written. The writer concludes that the student must has Three criterions like the theories above, students has command of the linguistic structures of the texts, the reader is able to monitor and reflect on his level understanding, the reader has adequate background in the content and vocabulary, while students is success in reading Process.

4. Strategies of Reading Comprehension

Comprehension strategies are conscious plans-sets of steps that good readers use to make sense of text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension

[24] Gordon Wainwright, *How To Read faster and Recall Learn the Art of Speed More Reading with Maximum Recall,* (Begbroke: Oxford, 2007), p.35

a. Skimming Strategies

Skimming is used to quickly gather the most important information, or "gist".[25] Skimming allows you to read through all the information quickly and remember a small summary or "get the gist" of the writing.

Advantages and disadvantage of skimming strategies

1) Improve other reading rates-Learning to skim rapidly can help you improve your speed for study reading and average reading as well.
2) Keeps you informed-Use skimming to building background knowledge. Skimming will help you keep informed in political affairs or other areas when you don't have the time to read very much.
3) Cannot skim for pertinent information.
4) Lots of word substitutions, omissions and invented words

b. Scanning

Scanning used to find a particular piece of information.[26] This type is used when a person tries to find a specific item. When scanning people often focuses on the author's use of organizers such as bold print, lettering, numbering, colors, signal words such as first, second, and so on.

Advantages and disadvantage of scanning strategies

[25]Naf'an Tarihoran, Miftahul Rachmat , *Reading III intermediate Reading Skills* (Loquen Press: Serang, 2012), p.2.

[26]*Loc. Cit.*

1) The purpose of scanning is to just simply know what the passage is talking about, who is the characters, and some other information that is more of general.
2) In Scanning, you know what you're looking for, so you're concentrating on finding a particular answer.
3) Cannot re-tell parts of the story, prediction skills are weak.
4) Reading is slow and deliberate.

From those theories and definition the writer can get summary that there are some skill types of reading those types can help us to learn reading well, beside that can help in understanding a text. The writer chose scanning reading to use in teaching reading comprehension.

5. Teaching

a. Definition of teaching

Teaching is defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.[27]

Teaching is a complex activity, and yet most of us have not received formal training in pedagogy. Furthermore, teaching is a highly contextualized activity because it is shaped by the students we have, advancements in our respective fields, changes in technology, and so on.

Therefore, our teaching must constantly adapt to changing parameters. Although this realization can be overwhelming for some,

[27] H. Douglas Brown,*Principles of Language Learning and Teaching* (New York: San Fransisco State U, niversity, 2000), 7.

it can also help us reframe our approach to improving our teaching because it means that we need not expect a static perfection, but a developing mastery of teaching. Learning to improve one's teaching is a process of progressive refinement, which like other learning processes, is informed by the learning principle. [28]

From the passage above, the writer conclude that teaching is education activity. Teaching helps someone how to do something and make them understand the new knowledge. Achieving new knowledge is the goal of teaching.

b. Teaching process

According to Jaremy harmer, teaching is not an easy job, but it is a necessary one, and can be very rewarding when the teacher see our students progress and know that we have helped to make it happen. It is true that some and students can be difficult and stressful as times, but it also worth remembering that it is best teaching can also be extremely enjoyable., (Harmer, 2008:23)

The focus here is on the teaching practices that occur within a program, how these can be characterized, and how quality teaching can be achieved and maintained. In language teaching programs, teaching models are often based on particular methods or approaches. For example:

1) *The Communicative Approach:* the focus of teaching is authentic communication; extensive use is made of pair and

[28] Richard E Mayer, *How learning Works Seven Research- based Principle for smart Teaching* (San Francisco: Jossey-Bass, 2010),p. 218

group activities that involve negotiation of meaning and information sharing. Fluency is priority.

2) *The Cooperative Learning Model:* students work in cooperative learning situation and are encouraged to work together in common task to coordinate their efforts to complete tasks. Reward systems are group oriented rather than individually oriented.
3) *The process approach:* in writing classes, students take part in activities that developed their understanding of writing as a process. Different stages in writing process (planning, generating, ideas, drafting, reviewing, revising, editing) from the focus of teaching.
4) *The whole language approach:* language is taught as a whole and not through is separate components. Students are taught to read and write naturally, with a focus on real communication; authentic texts, and reading and writing for pleasure.[29]

Based on the explaining about teaching process above, actually all models above related each other but the writer choose cooperative and communicative approach because this process makes student work in cooperative learning situation and are encouraged to work together on common tasks and to coordinate their efforts to complete the tasks.

[29]Jack C Richards, *Curriculum Development in Language Teaching* (New York : Cambridge University Press, 2001),p. 214-216

6. Strategy in Teaching

a) Syllabus

A syllabus is a document which consist, essentially, of a list. This list specifies all the things that are to be taught in the courses for which the syllabus was designed (a beginner's course, for example, or a six-year secondary-school program) it is therefore comprehensive.[30]

The characteristic of a syllabus

1) Consist of a comprehensive list of content items (words, structures, topics) and process item (tasks, methods).
2) Is ordered (easier, more essential item first).
3) Has explicit objectives (usually expressed in the introduction).
4) Is a public document.
5) May indicate a time schedule.
6) May indicated a preferred methodology or approach.
7) May recommended materials.[31]

b) Curriculum

In developing goals for educational programs, curriculum planners draw on their understanding both of the present and long-term needs of learners and of society as well as the planers' beliefs and ideologies about schools, learners, and teachers. These beliefs and values provide the

[30]Penny Ur. *A Course in Language Teaching* (Cambridge University Press: 1991) P.176

[31]*Ibid*.,p.177

philosophical underpinnings for educational programs and the justification for the kinds of aims they contain.[32]

The purposes of aim statements are:

1) To provide a clear definition of the purposes of a program
2) To provide guidelines for teachers, learners, and materials writers
3) To help provide a focus for instruction
4) To describe important and realizable changes in learning[33]

c) Lesson Plan

It is important stop and think after giving a lesson whether it was a good one or not, and way. This is not in order to indulge in self-congratulation or vain regrets, but in order to have a basis for your own learning from reflection on experience: this lesson was unsatisfactory, what could I have done to improve it? Or: this lesson was good, what was it exactly that made it so?[34]

A lesson plan is a teacher's detailed description of the course of instruction, or 'learning trajectory' for a lesson. A daily lesson plan is developed by a teacher to guide class learning. Details will vary depending on the preference of the teacher, subject being covered, and the needs of the

[32]*Op.cit*.,p.113
[33]*Ibid*.,p.120
[34]*Ibid*.,p.219

students. There may be requirements mandated by the school system regarding the plan.[35]

A lesson plan is the teacher's guide for running a particular lesson, and it includes the goal (what the students are supposed to learn), how the goal will be reached (the method, procedure) and a way of measuring how well the goal was reached (test, worksheet, homework etc.

English lesson plans for learners of English as a foreign language. The lesson plans include a step-by-step guide through the lesson, as well as a discussion of the lesson's theme and handouts for class.

d) Using Media

The use of media to enhance teaching and learning complements traditional approaches to learning. Effective instruction builds bridges between students' knowledge and the learning objectives of the course. Using media engages students, aids student retention of knowledge, motivates interest in the subject matter, and illustrates the relevance of many concepts.

1) Using PowerPoint as Media

PowerPoint is a very popular tool among people who give presentations as part of their jobs, as well as for their support staff. With PowerPoint, you can create visual aids that will help get the message

[35]https://en.m.wikipedia.org/wiki/lesson_plan (06-0ct-2016)

across to an audience, whatever that message may be and whatever format it may be presented in. [36]

PowerPoint can be an effective tool to present material in the classroom and encourage student learning. PowerPoint can be used to project visuals which would otherwise be difficult to bring to class.

2) Using Textbooks

Commercial textbooks together with ancillaries such as workbooks, cassettes, and teachers' guide are perhaps the commonest from of teaching materials in language teaching.

Textbooks are used in different ways in language programs. For example, a reading textbook might be the basis for a course on reading skills, providing both a set of reading texts and exercises for skill practice.[37]

7. Teaching Reading

a. The Definition of Teaching Reading

Teaching reading is a complex of activities to help students learn to read a few words or sentence in order to find understanding in the text into the knowledge of the meaning of the texts. It starts from teaching student how to read and learn how to find the key ideas, the main idea, topic, as well as understanding of the meaning of the text. This is not a simple

[36]Fithe Wempen, *PowerPoint Advance Presentation Technique* (New York: Wiley Publishing, 2004),p.11.

[37]*Loc.cit p.254*

thing done by teacher the teacher should have the right strategy in guiding the student to understand the text and gain knowledge from reading it. In teaching reading teacher should understand about they own reading strategies and learn from what they read it so that they can teach well to improve students' reading comprehension.

Teaching reading is a process that uses the knowledge, strategies and skills to find the meanings of the text. Therefore, Serravallo states that to be a good teacher of reading, we need to know the student's tricks."[38]

So as a teacher, we need to understand everything from the choice of the student book for how he understands every page. We need to know how he is, what he did so that we can help him, when they engage with the text and think with more sophistication. We need to properly assess the teaching and make decision based on that assessment.

Students will be able to get benefit from the knowledge of what they read, and in the end they can develop that knowledge. Good teaching enables students are expected to read or write a short text unit with the main purpose of practicing the skills in accordance with the existing rules so that the realization of learning targets.

b. Technique in Teaching Reading

[38] Serravallo, J.*Teaching Reading in Small Groups Differentiated instruction for building strategic, Independent Readers.* (United States of America: Lybrary of Congress Cataloging – in Publication Data, 2010), P. 9.

In the reading skill that working with texts there are pre reading instruction, during reading instruction, and post reading instruction. In pre reading instruction, teacher ask students to review their memories related to the text, and make short discussion related to the tittle of the text, so the students able to predict the topic of the text that they will read, during reading process instruction, the teacher observe the students ask about difficult vocabulary, or the correct pronunciation of the words. Post reading instruction, the teacher as student to give the summery about the text by using their own words, teacher ask student to give their opinion about the text or let the students figured out the character of the text, moral value or the plot story of the text.

According to Judi." Reading Comprehension strategies are tools that proficient renders use to solve the comprehension problem they counter in texts."[39]Psychologically, reading is a viewed as an interactive process between language and thought. There are there kinds of activities involved in relation to the reading class activities: pre-reading activities, during reading activities, and post reading activities.

1) Before Reading

   Readers are more motivated, and comprehend more, when they are reading for a purpose that makes sense to them. The following are before reading strategies:

[39] Judi Moreillon, *Collaborative Strategies for Teaching Reading comprehension*, (Chicago: Americaa library Assosiation), p. 10

a. Prior knowledge about the purpose of the reading.
b. Prior knowledge about the topic
c. Prior knowledge about type of the text.

It means, students have the origin knowledge in reading process. Students know about the topic that they will read and understand about the kind of the text that they read Such as narrative, descriptive, recount or procedure text.

2) During Reading

The process of reading is the most important in improving students' reading comprehension the process should be in control. So, students really get the main idea of reading text.

The most important during-reading strategy is the predict-monitor re predict cycle. In certain situations, readers will use a fix it strategy, but often the "fix" occurs in the process of predicting-monitoring-re predicting. Similarly, some narrative text will require students to use descriptive language to infer an image, but it so often embedded in the process of predicting-monitoring-re predicting. As noted earlier, comprehension involves use of relatively few strategies in various combinations.[40]

In sum, the most important thing in during reading phase is to describe the prediction result on preview phase on order to be an inferring. Usually the

[40] Gerald G. Duffy, *Explaining Reading*, (New York: The Guilford Press, 2009),p.20.

reader to describe the prediction based on their experiences and their background knowledge to construct meaning.

3) After Reading / post Reading

The following are important after-reading strategies: deciding on the texts important after massage or main idea determining theme. Then summarizing and synthesizing.

Summarizing is to make short statement giving only the main information about something without giving all the details.[41] synthesizing, is to combine different ideas, experience, or piece of information together to make something new.[42]

The writer assumed summarizing is the students make a short general conclusion about the text from the beginning until the end of the text. Synthesizing is the students should take specific information of the text such as the main topic of the text, and the information massage of the text involving character or moral value.

According to Tankerslay said that: "after reading a text, we want students to focus on clarifying their understanding and connecting the new knowledge to prior knowledge."[43]

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[41] Longman, advance American dictionary, second edition limited, (Essex: Person Education Limited ,2007), p.1594

[42] *Ibid,* p. 1614

[43] Karen Trankersley, The Thread of Reading Strategy of Literacy Development, (Alexandria: ASDC, 2003), p. 90.

In conclusion, the post reading activity purposed to get detail information such as moral value, main idea, and the students can understand the content of the text. It means that through the process of before, during and after reading activity, it can help the students in understanding the text and the student are expected to be more active involved in the reading process.

CHAPTER III

REASERCH METHODOLOGY

A. Method of the Research

In this chapter the researcher describes the research method. It consists of method of the research, the research instrument, the data sources, the technique of data collection, and the technique of data analysis.

This item presents what design used in conducting the research. The design of this research is qualitative research. According to Merriam (1988) the qualitative be defined as an intensive, holistic, description and analysis of single entity, phenomenon, or social unit case studies are particularistic, descriptive, and heuristic and rely heavy on inductive reasoning in handling multiple data source[44]. So, in this research descriptive research is conducted in the purpose to describe systematically about the fact and characteristics of the subject (the teacher and the students of Dian Nusantara Junior High School accurately.

In this case the phenomenon is the activities of teaching and learning English. This research also does not need to give the treatment to the object of the research. Then, the researcher observes and describes the phenomena as in the fact as clear as possible without manipulation. Therefore, the appropriate design can be used in conducting this research is descriptive

[44]David Nunan, *Research Methods in Language Lerning* (New York: Cabridge University Press,1992), p. 3

research. The design consists of two stages. The first is observation to the teacher and the student. The researcher observes the class the school condition and teaching learning process. The second stage is doing the interview with the English teacher. This interview happens after the researcher doing the observation. In this process the interview the researcher ask about the strategies that he used for his teaching.

B. Research Instrument

The instrument used in conducting this research is the researcher itself through interview list and observation sheet as the primary instrument of qualitative research.

C. Data Sources

The primary data is which are corrected directly from the sample. A data sources is a person, something, or place that provides information for a piece of research. In this research, the researches get data from interview and observation. So, the researcher can get the data from these sources. In this research, data sources are derived from the teacher in Dian Nusantara Junior High School.

D. Techniques of Collecting Data

In qualitative research all the kind of something that will search from the object of research has not clear and the problem has not certain, source of data, and the result of research has not clear. So in qualitative research we need the instrument in order to facilitate the research to finds the data that conduct. As David and Peter say “Research instrument are simply devices for

obtaining information relevant to your research project, and there are many alternatives from which to choose."[45]

In this research, possibility the writer develops the research instrument in order to can complete data and compare with the data that has been found by interview, observation and documentation.

1. Observation

   Observation is a way of collecting data by conducting direct observation of an object in a given period and held a systematic recording of certain things observed. Number of periods of observation that needs to be done and the length of time at each observation period depends on the type of data collected. If the observation will be carried out on a number of people, and the observation will be used to make comparisons among these people, than it should be observed for each person carried in are lately similar situation.

   The ways to doing observation were: (1) The researcher prepared the materials to conduct the observation such as: paper, pen and camera. (2) The researcher joined in the classroom, (3) the researcher observed teacher's strategies in teaching reading comprehension. This method is used to get any information about the teacher strategies in teaching reading comprehension in Junior High School Dian Nusantara Bandung.

[45]David Wilkinson and Peter Birmingham , *Using Research instrument, a Guide For Researchers, (Lon*don : Routlandge Falmer, 2003), p. 3.

In this case, researcher observed whatever done by the English teacher related to the teacher strategies in teaching reading in the classroom.

2. Interview

According to Sugiyono (2008:231), interview is a meeting of two persons to exchange information and idea through and responses, resulting in communication and joint construction of meaning about a particular topic. Meanwhile, according to Hadi, (1993:39) interview can be viewed as method of data collection by way of question and answer undertaken unilaterally by systematic and based on the purpose of the investigation.

According to Arikunto (1990) classification, there are there kinds of interview, namely

a) unstructured interview. In this type, the interviewer carries out the interview with no systematic plan of question.
b) structured interview. The interview carries out the interview by using a set questions arranged in advance
c) semi structured interview. The interviewer uses a set question which is developed to gain the specific information. The interview was conducted to get the addition of information in response to interesting or important answer that arises unexpectedly from the planed questions (cited in Haris, 2007).

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

E. Data Analysis

In this research, the researcher uses a qualitative data analysis technique. Data analysis in qualitative research is a time consuming and difficult process. It is the process whereby researcher systematically search and arrange their data in order to increase their understanding of the data and to enable to present the result to others. Moleong (2010) states that "data analysis is the process of managing the data, organizing it into a good pattern, category and basic unit".

Qualitative analysis is messy and nonlinear. Data analysis in qualitative research is often done concurrently or simultaneously with data collection. Nevertheless, Ary et al (2010:283) states the data analysis in this research can be broken down into four stages; they are Coding, Data Reduction, Data Display, and Drawing Conclusion or Interpretation. Those can be explained as follows,

1. Coding

The first stage in analyzing qualitative data here involves coding. Coding is analogous to getting ready for data provided. The first step in coding is referred to as open coding, preliminary coding, or provisional coding. The most common approach is to read and reread all the data and sort them by looking for units of Observation Interview One Sources / Informant meaning-words, phrases, and sentence to make it easy to be learned. In this stage, after get the data the researcher collected the data. After all data are collected the researcher places all units having the same coding together. It will be easier to read the data. In short, by coding the all data we gathered, we can underline the significant data that are appropriate with our topic of research. So, it will be easier read the data.

2. Data Reduction

The second step of data analysis is data reduction. It is the process of reducing the data occurring repeatedly. "Reducing the data means summarizing, choosing the main thing, focusing on the important things, finding the topic and the form'' (Moleong 2006). In this stage, the researcher get the data from interview with the teacher. The result interview shows how the teacher used the strategies in teaching reading comprehension. In this step, the irrelevant data is reduced and the needed data is included.

3. Data Display

After data reduction the next step in analyzing data is Data Display. It is process of displaying data in the form of

table or essay so what it gets more understandable. Miles and Huberman (1984) points out “looking at displays help us to understand what is happening and to do something - further analysis or caution on that understanding’’ (Sugiono, 2009:95). In this research , the researcher will use essay in displaying the data, because it is most common data display used in qualitative research.

4. Drawing Conclusion

In this last step data analysis that is drawing conclusion. Here, the researcher begins to see what the data. The researcher examines all entries with the same code and then merges these categories and finding the connection among the categories. Then, it continues to tell the stories and to make connection among stories. Finally, the researcher can get the result and conclusion of the research.

CHAPTER IV

RESEARCH FINDING

The findings are explained as follow: This part includes the data presentation and the finding of the research itself. It presents about the teacher strategies in teaching reading in Dian Nusantara Junior high School and the result of interview about the strategy in teaching learning reading comprehension process.

A. Data presentation from the interview

Teacher's strategies in teaching reading comprehension According to the result of observation and interview conducted with an English teacher about teacher's strategies, there are three teachers with six strategies that used by the teachers in teaching reading comprehension, they are memorizing, question answer relationship, silent reading, reading aloud game and discussion strategies. All the strategies used by the teacher in teaching reading comprehension are effective, because with those strategies the students can understand the material easily.

1. The first teacher

This teacher teaches in third class the name is Sahlani S.Pd.

a) Before Entering the Class

Before entering the class he always prepared for the material with read the course book and also prepared the interesting media for complete it.

b) The Condition

According to the government's curriculum, there are about 30 students in every class in this school. The learning situation in the class is in good situation.

c) The Strategy

he is said the strategies that he use in teaching reading English they are memorizing, question answer relationship, game and discussion strategy.

d) The Step

The steps that he used are:

The first strategy, teacher utilizes memorizing's strategy on student for reading comprehension's learning. Every final Learns the teacher asks to student to memorize minimum 5 vocabularies from text readings that was taught, student was given a few minutes to memorize vocabulary. After that, the student asked to memorize vocabularies at each theirs seat with attendance.

Memorization is the process of committing something to memory. Mental process undertaken in order to store in memory for later recall item such as experiences, names, appointments, addresses, etc.[46] it means memorize is the learn and remember on purpose.

According the teacher, this strategy utilizes in order the student easily to understand content of that text's reading this strategy can help students to understand the reading text. Because after memorize and know what it means students will easily understand in understanding the text.

[46]https://en.wikipedia.org./wiki/memorization (01-nov-2016)

But this strategy cannot work properly if the student does not have a good mood.

The second strategy is game. The teacher uses this strategy in reading comprehension class. The teacher use Picture Dictionaries game. In this game the teacher divide the students into some group. The teacher uses card or piece of paper that there is a picture or through his hand phone. So, the teacher shows that card in front of the class and all of students saw. Next, the students answer that picture and spell the words with find the in the dictionary quickly. And the group who that they have low score the other group will get the punishment. This punishment is done by the teacher in order the student active.

According to Katie Salen and Eric Zimmerman in theirs book "rules of play" Game is a system where players engage in artificial conflict, governed by rules, for which there is a knowable outcome.[47] It means the game should have the positive purpose. It is suitable with the students' activities in third class of Junior High School Dian Nusantara

This strategy helps the students because the students feel enjoy in following this lesson. But this strategy there is disadvantages that students not serious in this lesson.

The third strategy is discussion. Teacher utilizes discussion's strategy on reading comprehension's learning

[47]Salen k. and e. Zimmerman. *Rules of Play*: Game Design Fundamental. (The Mit Press, 2003) P.688

in the class. Teacher will divide student in little group, and teacher gives the passage to each group with different title. Teacher asks to the students for translating the passage reading with each group. After that the Teacher asks one of student of that group presentation in front of the class. And the other groups comment and pay attention the result of presentation.

Discussion is the act of talking about something with another person or a group of people. The purpose of a good discussion is to work with the others to come up with the best set of ideas or ways to deal with a situation. In an argument or a debate, only one side wins. In a good discussion:

1) Think before you speak
2) Listen carefully to what others have to say.
3) Do not interrupt when someone else is speaking.
4) Make use of what others have to say when it is your turn to speak.
5) Support good ideas that other people have, even if they are different from your own.[48]

This strategy can help students because students can share ideas with their friends. Because in this discussion one group should give ideas in order to get the right answer. But this strategy cannot run well if the discussion was only a few students are active in working.

[48]L. Nucci. *Expert From Nice is not Enough: Facilitating Moral Development*, (the word press: 2009) P.105

e) The Problem

The difficulties that he finds in learning process are from two sides. The first is from the student and from the school. There are 20% students are still less confidence for following the instruction and to gather to their friend. Not only their confident but also their mindsets are monotonous because of that need the long time to apply the strategy. Meanwhile, from the school facilities that is not enough.

f) The accomplishment

The students' capabilities from the learning are better because they have learned the English language in their first and second class. The effectiveness from the strategy is effective because there are 80% students are active and they also follow the teacher's instruction.

g) For the Future Learning

In the next learning He said, that he will develop his strategy for their student learning. He also said, he will make more the new innovation to increase the student motivation and achievement.

From the answer of the interview above it shows that teacher always preparing the lesson because before preparing the teacher can't to apply his strategies for example, in discussion strategy the teacher have to prepared four/five short different text that he will divide to the different groups. In the learning process his strategies are effective for student learning English especially in reading comprehension

2. The Second Teacher

This teacher teaches in second class the name is Leni Marlina S.Pd.

a) Before Entering the Class

In interview she said that she always preparing the material with read in the course book.

b) The condition

The class is clean and orderly and also the students are about 30 people it makes the learning process.

c) The strategy

She said the strategies that she use in teaching reading English their students they are question answer relationship, and silent reading

d) The Step

The first strategy is question answer relationship. Teacher utilizes question answer relationship's strategy on student for reading comprehension's learning at the class. In this strategy which utilized by teacher, the teacher gives problem or question student according to the text that the student have read before as much 1 until 5 problems at each learning final so the students answer that the problem or question.

According to the teacher, this strategy used to give material to the student in order the students easy to accept material that gave by teacher.

The second strategy is silent reading. Teacher utilizes silent reading strategy on student for reading

comprehension's learning at the class. In this strategy which utilized by teacher, the teacher writes a text on the white board and the student write in their book. After that, the student order to silent and read by self while understand the text by they comprehension and if they don't know the vocabulary the teacher order to open their dictionary or ask to the teacher about the difficult vocabulary.

According to J Charles Alderson "Silent reading should be encouraged to develop automaticity, confidence and enjoyment."[49] This type is done by student in the class, they are supposed to read the passage silently the main purpose of this reading is how the students can obtain the information from the printed page efficiently, rapidly and fully understand.

These strategies are interdependent each other because after they read by silent and then they answer the teacher question. These strategies are used by the teacher to see if students really understand it with text they read. If the student can answer the questions they have been understood in understanding the text, and if they cannot answer the question then the students not understand with those text. This Strategy can help students if students really answer that question with their own words or with the answer from the text. And this strategy cannot help students if the students answer the teacher's question get from their friends or not using his or her own words.

[49] J Charles Alderson, *op.cit.* p. 28

e) The Problem

The learning constraint spent many time because they didn't have a course book so the teacher have to write on the white board before start to teaching. The students in second class are less motivation so the teacher has to pay attention and keep the students' discipline in the class when they ordered to read the passage by teacher.

f) The Accomplishment

The students' accomplishment in second class after learning reading are just usual or normal, because their consideration is usual it is different than the student in the favorite school.

g) For the Future Learning

As the English teacher she will motivate the student in order to continue their reading minimal the short text in the course book or in the other book.

3. The Third Teacher

This teacher teaches in the first class the name is Anita S.Pd.

a) Before Entering the Class

Before she enter the class she also prepared herself with read the course book and she looking for the difficult vocabulary in order to ready for teaching.

b) The Condition

The situation in first class is conducive but there are several students are over active. These students are always ask to the teacher and move to another place. This situation is be understanding situation because they still in first class.

c) The Strategy

She said the strategies that she use in teaching reading English their students is reading aloud

d) The Step

Teacher utilizes reading aloud strategy on student for reading comprehension's learning at the class. In this strategy which utilized by teacher, the teacher gives the conversation text that she get from the textbook. During the class, the teacher read the text and the student will follow what the teachers said. While reading, the teacher explains the meaning of the text. This strategy used to give material to the student in order the students easy to accept material that gave by teacher. After that the student will read together loudly and the teacher calls the two students to practice their reading achievement in front of the class.

According to Venktes, only those text should be read aloud, which have been written to read aloud like poetry, dialogue, and the other type.[50] Reading aloud also play important role in teaching English and aloud reading is part of reading skill which related with students experience in mastering their oral language.

This strategy is used by teacher to train the pronunciation's student and the courageous of the student in reading English. This strategy can help the student if the student follows correctly what the teacher's said and this

[50] M, jain Praveen,*op.cit.*, p. 120

strategy can help student in their spelling and pronunciation.

e) The Problem

The problem that she has found in teaching reading English is from the students' pronunciation and their vocabulary mastery. In reading aloud the students have to know the correct pronunciation. In this case the teacher has to guide the students' reading.

f) The Accomplishment

The students' accomplishment in first class is standard even many in low standard. So as the teacher have to patiently and have the extra energy for teaching them.

g) For the Future Learning

The teacher always give the motivation and the command to read minimal the picture in their dictionary to train their reading comprehension. The teacher also will improve and looking for the new strategy for the student learning English especially in learning reading comprehension.

B. Data From the observation

OBSERVATION SHEETCHEKLIST

Give the checklist (√) on the column that you think suitable on your observation!

class : XIII B

Day Date : 11 Sept 2016

No.	Observation category	Score					Explanation
		5	4	3	2	1	
1.	**Interest Activation And Students' Motivation**						5 = Extremely Good
	a. Students look enthusiastic in learning English	√					4 = Good
	b. Students have big interest in learning English	√					3 = Fair
2.	**Learning process**						2 = Low 1 = Extremely low
	a) Students follow the teachers instruction		√				
	b) Students listen the teacher's explanation about the material		√				
	c) Students do the task form the teacher		√				
	d) Students study actively in the class	√					
	e) Students give feedback each other	√					
	f) Students give the good respond to teacher's feedback	√					

Note:

1 = does not appear 2 = minimum appear 3 = good

Observation Category		SCORE			SPECIFIC RESULT
		1	2	3	
INTRODUCTION					
1	Presented overview of lesson.			√	
2.	Ask the question challenge			√	
3.	Presented the material profit /Summarized major points of the lesson.		√		
4.	Presented something related to the material		√		
Convey The Competence And Planning Activity					
5.	Convey the learners' capability from this material.		√		
6.	Convey the plan activities		√		
The Main Activity					
7.	Adapting material with the learning indicator.		√		
8.	Linked the learning material with the other knowledge that is relevant with the technology in real live.		√		
9.	presented the learning material correctly			√	
10.	presented the material systematically		√		
The Learning Strategy Application					
11.	Appropriated with the competence			√	
12.	Teacher as a facilitator			√	
13.	Explain the material orderly			√	

14.	Control and management classroom		√		
15.	Show the positive activity in learning process		√		
16.	Appropriate with the definite time		√		
Scientific Approach					
17.	Endeavouring children to ask		√		
18.	Endeavouring children to watch closely		√		
19.	provide the learner to communicate		√		
Utilization of the Media Or The Course Book					
20.	produce the interest massage		√		
21.	Involve the learner in utilization of the media		√		
22.	Show the skill of media learning		√		
The Learner Involvement In The Learning Process					
23.	make activation with teacher interaction, learner and course learning			√	
24.	give the positive respond to the learner participation			√	
25.	Make the learner purity and enthusiastic in learning process			√	
The Correct Language Utilization					
26.	Use the oral language clearly			√	
27.	Use the written language correctly			√	
Authentic Estimation					
28.	Reflecting the lesson with the learner		√		
29.	Give the oral/written test		√		
Closing					
30.	Give the assignment or homework			√	

From the observation checklist the researcher can analyze that the student have good enthusiastic and they have big interest with learning activity. It shows from following instruction from the teacher to sit in group and looking for the difficult vocabulary for arranging the good translation.

In the learning process there are several students that didn't listen the instruction so while they do the exercise they ask again to the teacher about the teacher's command but in this situation shows that the student are active in the class. The researcher can conclude that the teacher and the student give feedback each other it shows the student give the good respond to the teacher's feedback.

The second table shows the accomplishment of teacher's capability in learning process. In the introduction activity Mr. Sahlani presented the overview lesson clearly. He also asks the challenging question to the student related to the new material but in the brainstorming his delivery is not clearly. In conveying the competence and planning activity he conveys the plan activity clearly but he didn't convey the advantages of the student get from the learning process.

In the main activity he presented the material correctly with the learning indicator. He also linked the learning material with the other knowledge like technology in real life. In the learning process he presented the material systematically.

In the application of learning strategy, the teacher as the facilitator who provides the media like providing the picture and the different short text that he given to the different groups. While

discussion, the teacher control the management classroom in order to discussion in conducive. But this activity didn't appropriate with the definite time. In the scientific approach the teacher endeavouring the student to ask, to watch closely, and to communicate each other.

In utilization media, Mr. Sahlani has produced the interesting massage from the short text and shows the skill of the media learning like his hand phone can show the picture that showed in front of the student. Mr. Sahlani not only make the student active but also give the positive respond to the learner participation who with the confidence read the result of the discussion in front of the class. The language utilization from the oral or written language is correctly.

In the end of the learning the reflection of the lesson is not clearly it cause of the bell is ringing but Mr. sahlani still remember to give home work to the student to make the question from the text.

OBSERVATION SHEETCHEKLIST

Give the checklist (√) on the column that you think suitable on your observation!

class : VIII

Day Date : 16 Sept 2016

No.	Observation category	Score					Explanation
		5	4	3	2	1	
1.	**Interest Activation And Students' Motivation**						5 = Extremely Good
	a) Students look enthusiastic in learning English		√				4 = Good
	b) Students have big interest in learning English		√				3 = Fair
2.	**Learning process**						2 = Low
	a) Students follow the teachers instruction	√					1 = Extremely low
	b) Students listen the teacher's explanation about the material			√			
	c) Students do the task form the teacher			√			
	d) Students study actively in the class		√				
	e) Students give feedback each other		√				
	f) Students give the good respond to teacher's feedback		√				

Note : 1= does not appear

2 = minimum appear

3 = good

Observation Category		SCORE			SPECIFIC RESULT
		1	2	3	
INTRODUCTION					
1	Presented overview of lesson.			√	
2.	Ask the question challenge			√	
3.	Presented the material profit /Summarized major points of the lesson.	√			
4.	Presented something related to the material			√	
Convey The Competence And Planning Activity					
5.	Convey the learners' capability from this material.	√			
6.	Convey the plan activities		√		
The Main Activity					
7.	Adapting material with the learning indicator.		√		
8.	Linked the learning material with the other knowledge that is relevant with the technology in real live.		√		
9.	presented the learning material correctly		√		
10.	presented the material systematically			√	
The Learning Strategy Application					

11.	Appropriated with the competence			√	
12.	Teacher as a facilitator			√	
13.	Explain the material orderly			√	
14.	Control and management classroom			√	
15.	Show the positive activity in learning process		√		
16.	Appropriate with the definite time		√		
Scientific Approach					
17.	Endeavoring children to ask			√	
18.	Endeavoring children to watch closely			√	
19.	provide the learner to communicate			√	
Utilization of the Media Or The Course Book					
20.	produce the interest massage		√		
21.	Involve the learner in utilization of the media		√		
22.	Show the skill of media learning		√		
The Learner Involvement In The Learning Process					
23.	make activation with teacher interaction, learner and course learning		√		
24.	give the positive respond to the learner participation		√		
25.	Make the learner purity and enthusiastic in learning process		√		
The Correct Language Utilization					
26.	Use the oral language clearly			√	
27.	Use the written language correctly			√	
Authentic Estimation					
28.	Reflecting the lesson with the learner			√	

29.	Give the oral/written test		√		
Closing					
30.	Give the assignment or homework			√	

From the observation checklist the researcher can analyze that the student have good enthusiastic and they have big interest but there are the several student are not ready with learning activity.

All the student are listen to the teacher's instruction but several student not serious in reading the passage silently it shows they not ask or look for the difficult vocabulary in the dictionary. The researcher can conclude that the teacher and the student give feedback each other it shows the student give the good respond to the teacher's feedback although not all students are in good instruction.

The second table shows the accomplishment of teacher's capability in learning process. In the introduction activity Mrs. Leni presented the overview lesson clearly. She also asks the challenging question to the student related to the new material and also when the brainstorming his delivery is clearly. In conveying the competence and planning activity she conveys the plan activity clearly and also she conveys the advantages of the student get from the learning process.

In the main activity she presented the material correctly with the learning indicator. She also linked the learning material with the other knowledge like technology or example in real life. In the learning process she presented the material systematically.

In the application of learning strategy, the teacher as the facilitator who provides the media like write the passage or the material on the white board in order to student have a documentation in their books because the facilitate of the school is not enough.

When the student reading the passage silently, the teacher control the management classroom in order to reading activity stay in conducive. But this activity didn't appropriate with the definite time. In the scientific approach the teacher endeavouring the student to ask, to watch closely, and to communicate each other.

In utilization media or course book, Mrs. Leni has produced the interesting massage from the short text and shows the skill of the course book like. The teacher not only make the student active to but also give the positive respond to the learner participation who with the confidence read the result and for their question answer. The teacher's language used the correct oral or written language.

In the end of the learning the reflection of the lesson is clearly. The teacher gives the home work to the student and said to don't forget it.

OBSERVATION SHEETCHEKLIST

Give the checklist (√) on the column that you think suitable on your observation!

class : VII

Day Date : 26 Sept 2016

No.	Observation category	Score					Explanation
		5	4	3	2	1	
1.	**Interest Activation And Students' Motivation**						5 = Extremely Good
	a) Students look enthusiastic in learning English		√				4 = Good
	b) Students have big interest in learning English		√				3 = Fair
2.	**Learning process**						2 = Low 1 = Extremely low
	a. Students follow the teachers instruction		√				
	b. Students listen the teacher's explanation about the material		√				
	c. Students do the task form the teacher		√				
	d. Students study actively in the class		√				
	e. Students give feedback each other	√					
	f. Students give the good respond to teacher's feedback	√					

Note : 1= does not appear. 2 = minimum appear. 3 = good

Observation Category		SCORE			SPECIFIC RESULT
		1	2	3	
INTRODUCTION					
1	Presented overview of lesson.		√		
2.	Ask the challenging question			√	
3.	Presented the material profit /Summarized major points of the lesson.		√		
4.	Presented something related to the material		√		
Convey The Competence And Planning Activity					
5.	Convey the learners' capability from this material.			√	
6.	Convey the plan activities			√	
The Main Activity					
7.	Adapting material with the learning indicator.		√		
8.	Linked the learning material with the other knowledge that is relevant with the technology in real live.		√		
9.	presented the learning material correctly			√	
10.	presented the material systematically			√	
The Learning Strategy Application					
11.	Appropriated with the competence		√		
12.	Teacher as a facilitator			√	
13.	Explain the material orderly			√	

14.	Control and management classroom			√	
15.	Show the positive activity in learning process			√	
16.	Appropriate with the definite time		√		
Scientific Approach					
17.	Endeavoring children to ask			√	
18.	Endeavoring children to watch closely		√		
19.	provide the learner to communicate		√		
Utilization of the Media Or The Course Book					
20.	produce the interesting massage			√	
21.	Involve the learner in utilization of the media		√		
22.	Show the skill of media learning		√		
The Learner Involvement In The Learning Process					
23.	make activation with teacher interaction, learner and course learning		√		
24.	give the positive respond to the learner participation		√		
25.	Make the learner enjoyable and enthusiastic in learning process		√		
The Correct Language Utilization					
26.	Use the oral language clearly			√	
27.	Use the written language correctly			√	
Authentic Estimation					
28.	Reflecting the lesson with the learner		√		
29.	Give the oral/written test		√		
Closing					
30.	Give the assignment or homework			√	

From the observation checklist the researcher can analyze that the student have good enthusiastic but they not interest with the learning. many student in this class afraid to the lesson.

All the student are listen to the teacher's instruction it show when the teacher read the conversation and the student with enthusiasm and spirit read and follow the teacher's say loudly. The researcher can conclude that the teacher and the student give feedback each other it shows the student give the good respond to the teacher's feedback

The second table shows the accomplishment of teacher's capability in learning process. In the introduction activity Mrs. Anita presented the overview lesson clearly. She also asks the challenging question to the student related to the new material and also when the brainstorming his delivery is clearly. In conveying the competence and planning activity she conveys the plan activity clearly and also she conveys the advantages of the student get from the learning process.

In the main activity she presented the material correctly with the learning indicator. She also linked the learning material with the other knowledge like technology or example in real life. In the learning process she presented the material systematically.

In the application of learning strategy, the teacher as the facilitator who provides the media like write the conversation or the material on the white board in order to student have a documentation in their books because the facilitate of the school is not enough.

When the teacher reading the passage loudly the student also follow the teacher's say and the teacher control the management classroom in order to reading activity stay in conducive. After that, the teacher orders the student to read the conversation in front of the class. In the scientific approach the teacher endeavouring the student to ask, to watch closely, and to communicate each other.

In utilization media or course book, Mrs. Anita has produced the interesting massage from the short text and shows the skill of the course book like. The teacher not only make the student active to but also give the positive respond to the learner participation who with the confidence read loudly in front of the class although their pronunciation still have to correction. So the teacher always accompany the student's perform. In this learning the teacher's language uses the correct oral or written language.

In the end of the learning the reflection of the lesson is clearly. The teacher gives the home work to the student and said to don't forget it.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion concerning the result of the research. Based on the finding from the research, the researcher get conclusion as follow.

A. Conclusion

From the result of the research that has been discussed in chapter IV, the researcher can conclude that this research shows that in teaching reading comprehension the teachers use various teaching strategies. The teaching strategy are:

Memorizing, question and answer, silent reading, game, discussion, and reading aloud. Based on this research, those strategies are effective in teaching reading comprehension because can help student to comprehend the text.

The teachers' way apply those strategies are:

1) Memorizing strategy: Every final Learn the teacher asks to student to memorize minimum 5 vocabularies from text readings that was taught, student was given a few minutes to memorize vocabulary. After that, the student asked to memorize vocabularies at each theirs seat with attendance.
2) Game strategy: The teacher use Picture Dictionaries game and divided the students into some group. The teacher uses card or piece of paper that there is a picture

or through his hand phone. So, the teacher shows that card in front of the class and all of students saw. Next, the students answer that picture and spell the words with find the in the dictionary quickly.

3) Discussion strategy: Teacher will divide student in little group, and teacher gives the passage to each group with different title. Teacher asks to the students for translating the passage. reading with each group. After that the Teacher asks one of student of that group presentation in front of the class.
4) Question answer strategy: In this strategy which utilized by teacher, the teacher gives problem or question to student according to the text that the student have read before as much 1 until 5 problems at each learning final so the students answer that the problem or question.
5) The student order to silent and read by themself while understand the text by they comprehension and if they don't know the vocabulary the teacher order to open their dictionary or ask to the teacher about the difficult vocabulary.
6) Reading aloud: the teacher gives the conversation text that she get from the textbook. During the class, the teacher read the text and the student will follow what the teachers said. While reading, the teacher explains the meaning of the text. This strategy used to give material to the student in order the students easy to accept material that gave by teacher. After that the student will

read together loudly and the teacher calls the two students to practice their reading achievement in front of the class.

In short, those strategies give good contribution for teacher. Students who have difficulty in reading will be easier in mastering reading comprehension. With uses this strategy the teacher more easily gives the material to the students. Those strategies can help the teacher because the students more active. And the students can exchange their opinion with their friends. In solving problem the teacher also can solve the problem when the problem appear during the lesson.

B. Suggestion

Based on the conclusion above, the researcher would offer some suggestions are presented for students, English teacher and the researcher.

1. Students
   a) With the strategies that use by the teacher, the students hope understand more about reading comprehension and enjoy with his lesson.
   b) The student are suggested to read a lot of English book to increase the knowledge of English especially for increase their comprehension in reading English text. English teacher
2. The Teacher
   a) This research can improve the quality of the English teacher in teaching English. Teacher's strategies must be

applied because this is the teacher's way to determine learning goals during teaching learning process.

b) The teacher must give more activity in reading text and give learning motivation

c) In every activity given, the teacher must give feedback on students' reading capability.

3. Future researcher

a) The researcher wishes that other researcher could conduct this research in wider area.

b) The next researcher can conduct the research about the teacher strategies that used by English teacher which important in teaching and learning process. Therefore, that result will give more advantage and easily applied in a larger area.

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OBSERVATION SHEET CHEKLIST

Give the checklist (√) on the column that you think suitable on your observation!

class :

Day Date :

No.	Observation category	Score					Explanation
		5	4	3	2	1	
1.	**Interest Activation And Students' Motivation**						5 = Extremely Good
	g. Students look enthusiastic in learning English						4 = Good
	h. Students have big interest in learning English						3 = Fair
2.	**Learning process**						2 = Low 1 = Extremely low
	g) Students follow the teachers instruction						
	h) Students listen the teacher's explanation about the material						
	i) Students do the task form the teacher						
	j) Students study actively in the class						
	k) Students give feedback each other						
	l) Students give the good respond to teacher's feedback						

OBSERVATION SHEET CHEKLIST

Note : 1= does not appear

2 = minimum appear

3 = good

Observation Category		SCORE			SPECIFIC RESULT
		1	2	3	
INTRODUCTION					
1	Presented overview of lesson.				
2.	Ask the question challenge				
3.	Presented the material profit /Summarized major points of the lesson.				
4.	Presented something related to the material				
Convey The Competence And Planning Activity					
5.	Convey the learners' capability from this material.				
6.	Convey the plan activities				
The Main Activity					
7.	Adapting material with the learning indicator.				
8.	Linked the learning material with the other knowledge that is relevant with the technology in real live.				
9.	presented the learning material correctly				
10.	presented the material systematically				
The Learning Strategy Application					

11.	Appropriated with the competence				
12.	Teacher as a facilitator				
13.	Explain the material orderly				
14.	Control and management classroom				
15.	Show the positive activity in learning process				
16.	Appropriate with the definite time				
Scientific Approach					
17.	Endeavoring children to ask				
18.	Endeavoring children to watch closely				
19.	provide the learner to communicate				
Utilization of the Media Or The Course Book					
20.	produce the interest massage				
21.	Involve the learner in utilization of the media				
22.	Show the skill of media learning				
The Learner Involvement In The Learning Process					
23.	make activation with teacher interaction, learner and course learning				
24.	give the positive respond to the learner participation				
25.	Make the learner purity and enthusiastic in learning process				
The Correct Language Utilization					
26.	Use the oral language clearly				
27.	Use the written language correctly				
Authentic Estimation					
28.	Reflecting the lesson with the learner				

29.	Give the oral/written test				
Closing					
30.	Give the assignment or homework				

LIST OF INTERVIEW

1. Apa yang ibu persiapkan sebelum memasuki kelas
2. Bagaimana keadaan kelas dan siswa tempat ibu mengajar
3. Ketika melakukan KBM di kelas apakah ibu menerapkan strategi pmbljaran? Bila ya apa sajakan strategi pembeljaran yang ibu gunakan ketika pebelajaran reading berlangsung?
4. Bagaimana langkah-langkah atau adakah langkah-langkah khusus yang ibu gunakan
5. Kesulitan atau kendala apa saja yang ibu temui saat pelajran berlangsung
6. Bagimana rata rata kemampuan siswa dalam menerima materi pelajaran dengan menggunakan model pembelajaran anda
7. Apakah metode metode ini efektif dalam pembelajran reading?
8. Bagaimana prestasi belajar siswa setelah diterapkannya model-model pembelajaran?
9. Apa rencana ibu kedepannya untuk lebih memotivasi siswa dalam belajar bahasa inggris khusus ny dalam bidang membaca?

JAWABAN

Nara sumber : Sahlani, S.Pd.

Nama sekolah : SMP Dian Nusantara

Guru di kelas : IX

1) Sebelum saya memasuki kelas terlebih dahulu saya membaca materi yang akan saya sampaikan melalui buku LKS dan mempersiapkan metode apa yang cocok untuk pembelajran ini da mempersiapkan media yang menarik untuk melengkapinya.
2) Berdasarkan system kurikulum yang ditetapkan pemerintah, jumlah murid di sekolah kami masing-masing berjumlah 30 orang perkelas dan suasana pebelajaran dikelas tergolong kondusif ketika KBM berlangsung
3) Tentu saja setiap saya melakukan proses pembelajaran dikelas, saya menggunakan strategi pembelajaran agar proses pembelajaran lebih efektif, penerapan yang biasanya saya gunakan dalam mengajar reading adalah diantaranya adalah memorizing, question answer relationship, game dan discussion strategi.
4) Langkah langkah yang saya gunakan dalam metode memorizing atau menghafal misalnya dalam setiap akhir pertemuan siswa harus meghafalkan 5 vocab beserta artinya. Mereka menghafalkan vocab dari bacaan yang telah dibahas anak-anak tadi. Ketika dalam satu minggu anak-anak memp

unyai kumpulan vocab sebanyak 10 vocab, karena dalam seminggu hanya ada dua kali pertemuan. Cara menghafalkannya langsung dipanggil oleh guru satu persatu.

Kalau game. Strategi ini dilakukan dengan cara kelompok. saya membagi murid menjadi beberapa kelompok. Setelah selesai membentuk kelompok, saya berdiri didepan kelas dan menunjukan kartu atau potongan kertas yang berisi gambar. Atau melalu gambar yang telah saya download di handpone saya .Kemudian, murid-murid menjawab apa gambar itu dan bagaimana cara membacanya dengan cepat. Jika tidak tahu bahasa inggris gambar itu murid-murid bisa membuka kamus. Dan bagi kelompok yang nilainya terendah akan memdapatkan hukuman. Hukuman ini dilakukan supaya murid-murid aktif. Game ini saya lakukan seperti kuis jadi ada babak satu dua dan rebutan.

Yang terahir yaitu diskusi strategi ini dilakukan untuk mengetahui kekompakan siswa apakah dalam mengerjakan tugas yang telah diberikan guru, semua siswa dalam kelompok tersebut mengerjakan semua. Dalam hal ini guru memanggil satu orang dari setiap grup gunanya untuk mencatat anak-anak yang tidak ikut mengerjakan tugas nya tadi. Jadi ank-anak semua berusaha aktif mengerjakannya. Dalam grup ini guru menyuruh siswanya untuk mentranslate bacaanya dan setelah selasai guru akan menunjuk perwakilan menuju kedepan satu orang anak secara acak dari setiap kelompok tersebut untuk mempresentasikannya di depan kelas dan kelompok lainya mendengarkan.

5) kesulitan yang sering saya temui adalah ada dua sisi. Yang pertama itu dari siswanya dan kemudian dari sarana sekolah yang kurang memadai. Dari sisi siwa misalnya mereka masih ada beberapa yang masih kurang percaya diri ketika mengikuti pembelajaran atau malu malu kalau misalnya bergambung dengan teman teman nya yang lain, dan ada beberapa siswa yang pola pikirnya yang terlalu monoton atau kurang cepat tanggap sehingga kadang kadag membutuhkan waktu yang lama untuk menerapkannya
6) kalau dikelas tiga itu menurut saya kemampuan nya sudah lumayan baik karena mungkin mereka sudah belajar bahsa inggris dikelas satu dan dua
7) metode metode yang saya pakai cukup efektif karena saya menjadikan siswa berperan aktif dalam belajar
8) setelah diterapkan strategi pembelajaran seperti ini tentu prestasi siswa meningkat walaupun memang tidak semua nya .karena masih ada siswa yang masih mengandalkan temannya.
9) Ya tentu saya akan terus berusaha untuk mengembangkan model model pembelajran yang cocok untuk siswa siswa saya. Dan tentunya akan ada inovasi inovasi baru yang akan saya terapkan untuk meningkatkan prestasi dan motivasi siswa.

JAWABAN

Nara sumber : Leni Marlina S.Pd.

Nama sekolah : SMP Dian Nusantara

Guru Dikelas : VIII

1. Sebelum saya memasuki kelas terlebih dahulu saya membaca materi yang akan saya sampaikan melalui buku LKS dan mempersiapkan materi pembelajaran yang harus saya sampaikan
2. Keadaaan kelas cukup bersih dan anak anak yang da dikelas sekitar 30 orang jadi keadaan kelas kondusif.
3. Dalam setiap pembelajaran saya menggunakan metode pembelajaran, dipelajran reading saya biasanya menggunakan metode tanya jawab dan silent reading
4. Langkah langkahny kalau metode Tanya jawab ini disesuaikan dengan materinya. Materinya yaitu yang telah kita bahas bersama-sama dibahas di kelas sebelumnya. Saya memberikan kepada siswa satu sampai dua pertanyaa, kemudian saya menyuruh anak-anak untuk menjawabnya.

   Kalau silent reading, Strategi ini saya gunakan di kelas untuk menumbuhkan kemandirian siswa dan menyuruh siswa untuk berperan aktif dalam pelajaran bahasa inggris metode ini pun masih berkaitan dengan metode sebelum nya jadi setelah mereka membaca dan memahami lanjut ke Tanya jawab.

5. Kendalanya dalam belajar itu membutuhkan waktu lama karena anank anak tidak mempunya buku jadi saya harus menulis terlebih dahulu dan siswa yang kurang motivasi dalam belajar bahasa inggris sehingga saya harus terus mengingatkan mereka untuk memperhatikan dan disiplin dalam kelas.
6. Kemampuan rata-rata siswa yang saya ajar masih tergolong biasa biasa saja karena pola pikir nya yang belum luas dan kurang berkembang, tidak seperti dikota jadi tidak semua materi yang saya terapkan bisa diterima dengan maksimal.
7. Cukup efektif tapi tetap harus saya bimbing karena banyak siswa yang hanya displin jika ada guru yang membimbing
8. Ada peningkatan dalam pembelaharan ini contoh nya siswa bisa mengetahui vocab dan bisa menjawab pertanyaan pertanyaan dari bacaan tadi.
9. Saya selaku pengajar bahasa inggris akan selalu memotivasi mereka agar terus membaaca minimal cerita pendek bahasa inggris yang ada di LKS atau buku bacaan lain.

JAWABAN

Nara sumber : Anita S.Pd

Nama sekolah : SMP Dian Nusantara

Guru Dikelas : VII

1. Sebelum saya memasuki kelas terlebih dahulu saya membaca materi yang akan juga memastikan apakah ada kosakata yang belum saya ketahui.
2. Keadaan kelas satu cukup kondusif paling ada beberapa anak yang suka jalan jalan tidak bisa diam malum masih kelas satu.
3. Ya ada satu metode yang saya gunakan jika mengajar reading yaitu reading aloud.
4. Strategi ini saya gunakan di kelas satu karena pengenalan mereka di bahsa inggris masih minim jadi saya gunakan reading aloud atau membaca keras dengan bersama sama karena mereka belum cukup mandiri dalam memahami bahsa inggris seperti kaka kelas nya sambil bersama sama di terjemahkan ke bahsa Indonesia lalu saya menunjuk sepasang siswa untuk membaca conversation ny didepan kelas .
5. Masalah dalam mengajar bahasa inggris terutama dalam reading itu anak anak susah sekali melafalkan pronounciation yang benar jadi seperti kata “you” yang harus ny dibaca yu tapi tetap you. Jadi masih harus dibimbing dan dikasih pengertian tentang pronounciation

6. Dikelas satu kemampuan mereka masih biasa saja bahkan masih banyak yg dibawah rata rata jadi harus extra sabar dan tenaga
7. Cukup efektif karena saya selalu mendampingi mereka dalam belajar reading.
8. Sedikit demi sedikit siswa bisa faham dan kemampuan membaca mererka akan meningkat.
9. Dengan memberi siswa masukan masukan yang baik dan menyuruh mereka untuk sering membaca vocab bergambar yang ada di kamus untuk melatih cara membaca dan pemahaman mereka.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama sekolah	:SMP Dian Nusantara
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII (Tujuh) / 2
Standar Kompetensi	: 5. Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat
Kompetensi Dasar	: 5.1 Membaca nyaring bermakna kata, frasa, dan kalimat dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan terdekat
Jenis teks	: teks fungsional pendek
Tema	: *Introductory Chapter* dan *Family Life*
Aspek/Skill	: Membaca
Alokasi Waktu	: 2 x 40 menit

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

a. Membaca teks fungsional pendek dengan intonasi dan ekspresi yang tepat

b. Membaca teks fungsional pendek dengan bantuan gambar

c. Membaca nyaring instruksi, penjelasan, dan waktu dengan tepat

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*) Tekun (*diligence*) Tanggung jawab (*responsibility*)Berani (*courage*)

2. Materi Pembelajaran

a. Communication Practice (halaman 4, 23, 24,)

- Gambar dan teks dialog yang sudah dilengkapi
- Cerita bergambar yang memuat ungkapan-ungkapan:
  - *A: Take the felt pens, please.*

    B: Here you are.
  - *A: Susan, put the photo here.*

    B: OK.
- Gambar dan kalimat tentang penjelasan letak benda-benda

  There are two books under the desk.

  There are three pens on the floor.
- Membaca cerita bergambar memuat ungkapan-ungkapan tentang waktu (jam):

  What's the time?

  It's a quarter to five.

  It's half past five.

  It's a quarter past five.

3. **Metode Pembelajaran:**

   three-phase technique

4. **Langkah-langkah Kegiatan**

   a. Kegiatan Pendahuluan

   Apersepsi :

   - Tanya jawab singkat tentang apa yang ada dalam cerita bergambar
   - Tanya jawab tentang letak benda-benda di dalam kelas
   - Tanya jawab tentang pengucapan waktu (jam)

   Motivasi :

   - menjelaskan pentingnya materi yang akan dipelari berikut kompetensi yang harus dikuasi siswa

   b. Kegiatan Inti

   Eksplorasi

   Dalam kegiatan eksplorasi, guru:

   ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;

   ☞ Membaca nyaring percakapan dalam cerita bergambar secara bersama-sama tentang perkenalan

   ☞ Membahas kosakata dalam cerita bergambar

- ☞ Membaca nyaring cerita bergambar yang memuat ungkapan-ungkapan memberi instruksi secara bersama-sama
- ☞ Membahas kosakata dalam cerita bergambar
- ☞ Membaca nyaring kalimat-kalimat yang menunjukkan letak benda-benda secara bersama-sama
- ☞ Membahas kosakata tentang benda-benda sekolah (school things)
- ☞ Membahas penggunaan preposisi untuk menunjukkan letak benda-benda
- ☞ Membaca nyaring percakapan dalam cerita bergambar secara bersama-sama tentang pengucapan waktu (jam)
- ☞ Membahas cara pengucapan waktu (jam) dalam bahasa Inggris
- ☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
- ☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- ☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
- ☞ Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- ☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- ☞ Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- ☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- ☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- ☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- ☞ Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
- ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- ☞ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- ☞ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- ☞ Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
    - ➢ Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;
    - ➢ Membantu menyelesaikan masalah;
    - ➢ Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;
    - ➢ Memberi informasi untuk bereksplorasi lebih jauh;
    - ➢ Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.

c. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber belajar

a. Buku teks yang relevan: Kaset/CD .

b. Narasumber, Kaset/CD .

c. Gambar-gambar yang relevan

6. **Penilaian**

Indikator Pencapaian Kompetensi	**Teknik Penilaian**	**Bentuk Instrumen**	**Instrumen/ Soal**
➢ Melafalkan kata, frasa dan kalimat dengan baik dan benar ➢ Membaca kata frasa dan kalimat dengan intonasi yang benar ➢ Membaca nyaring dengan baik dan benar	Tes unjuk kerja Observasi	Uji petik membaca nyaring Lembar observasi	➢ *Read the sentences aloud!* ➢ *Read the all the sentences loudly and carefully.* ➢ *Find the article about tourism spots in Indonesia. Bring some supporting aids to help you read the passage in front of the class.*

Element	Score
Pronunciation	25
Delivery	25
Performance	25
Clarity	25

Standard of each element:

Excellent	21-25
Very good	16-20
Good	11-15
Average	6-10
Poor	≤5

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SMP/MTS	: SMP Dian Nusantara
Kelas/Semester	: VIII (Delapan) / 2
Standar Kompetensi	: 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar
Kompetensi Dasar	: 5.1 Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar
Jenis teks	: lisan fungsional dan monolog *descriptive/recount*
Tema	: *Home Life* dan *Narrating Past Events*
Aspek/Skill	: Membaca
Alokasi Waktu	: 2 x 40 menit

7. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

a. Membaca nyaring teks halaman website

b. Membaca nyaring dengan intonasi yang tepat ‘What the British Eat’

c. Membaca nyaring dengan intonasi yang tepat ‘What’s Mrs. Miller’s password’

d. Membaca nyaring dengan intonasi yang tepat ‘The Kidnappers’

e. Membaca kalimat sesuai dengan pelafalan –ing

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*)Tekun (*diligence*)

8. Materi Pembelajaran

b.Developing Skills (halaman 11, 33, 53, 78)

- Bacaan teks lisan fungsional: halaman website *Crystal Palace National Sports Center*
- Bacaan deskriptif: ‘What the British Eat’, ‘What’s Mrs. Miller’s Password’, ‘The Kidnappers’

c.Pronunciation (halaman 24)

- Rekaman dan script kalimat-kalimat yang memuat kata-kata dengan pelafalan -ing

9. Metode Pembelajaran: three-phase technique

10. Langkah-langkah Kegiatan

A.Kegiatan Pendahuluan

Apersepsi :

- Tanya jawab tentang teks yang akan dibaca

Motivasi :

- Mencari kata-kata yang sulit untuk dilafalkan
- Menirukan pengucapan guru

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
- ☞ penjelasan tentang Mengulangi pengucapan kata-kata yang digarisbawahi dalam teks halaman website
- ☞ Membaca teks halaman website
- ☞ Mendengarkan pengucapan kata-kata dengan pelafalan –ing
- ☞ Mengucapkan kalimat-kalimat yang mengandung kata-kata dengan pelafalan-ing
- ☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
- ☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- ☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan

- ☞ Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- ☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- ☞ Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- ☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- ☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- ☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- ☞ Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
- ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Guru bertanya jawab tentang hal-hal yang belum diktahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

11. Sumber belajar

a. Buku teks yang relevan..

b. CD / kaset.

c. Gambar-gambar yang relevan

d. *Script* percakapan dan/atau rekaman percakapan

12. Penilaian

Indikator Pencapaian Kompetensi	**Teknik Penilaian**	**Bentuk Instrumen**	**Instrumen/ Soal**
• Membaca dengan nyaring dan bermakna teks fungsional pendek • Mengidentifikasi berbagai informasi dalam teks fungsional pendek	Tes lisan Tes tertulis	Membaca nyaring Uraian	*Read the the text aloud and clearly.* *1. Complete the test using correct words* *2. Choose the correct answer*

a. Instrumen:

Daftar petunjuk:

Group Work (3-4 students):

1. *read the reading "The Kidnappers"*
2. *rewrite the reading with your friends in your group*
3. *tell the story in turn so that each student get their turn*

b. Pedoman Penilaian\

Jumlah skor maksimal keseluruhan 100

e. Rubrik Penilaian

Element	Score
Pronunciation	25
Clarity	25
Expression	25
Cooperation	25

Standard of each element:

Excellent	21-25
Very good	16-20
Poor	≤5

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama sekolah : SMP Dian Nusantara

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IX (Sembilan) / 2

Standar Kompetensi : 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk procedure dan report untuk berinteraksi dalam konteks kehidupan sehari-hari

Kompetensi Dasar : 5.1 Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk procedure dan report dengan ucapan, tekanan dan intonasi yang berterima

Jenis teks : tulis fungsional dan monolog *procedure/report*

Tema : *Camping Life* dan *An Adventure in the Forest*

Aspek/Skill : Membaca

Alokasi Waktu : 4 x 40 menit (2 xpertemuan)

13. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

f. Membaca nyaring teks yang berupa prosedur

g. Membaca nyaring teks bacaan

h.Membaca nyaring kalimat-kalimat yang sesuai dengan gambar

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

14. Materi Pembelajaran

d.Developing Skills (halaman 12)

- Bacaan: ‘How They Make Chewing Gum?’

e.Communication Practice (halaman 7, 51)

- Bacaan: ‘Does Chocolate Grow on Trees?’
- Gambar, kalimat

15. Metode Pembelajaran: three-phase technique

16. Langkah-langkah Kegiatan

Pertemuan pertama dan kedua.

A. Kegiatan Pendahuluan

Apersepsi :

- Tanya jawab tentang teks yang akan dibaca
- Mencari kata-kata yang sulit untuk dilafalkan
- Menirukan pengucapan guru

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelari berikut kompetensi yang harus dikuasi siswa

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
- ☞ Membaca nyaring teks yang berupa prosedur
- ☞ Membaca nyaring teks bacaan
- ☞ Membaca nyaring kalimat-kalimat yang sesuai dengan gambar
- ☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
- ☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- ☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
- ☞ Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- ☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- ☞ Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- ☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- ☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- ☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- ☞ Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
- ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- ☞ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- ☞ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- ☞ Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
  - ☞ Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;
  - ☞ Membantu menyelesaikan masalah;
  - ☞ Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;
  - ☞ Memberi informasi untuk bereksplorasi lebih jauh;
  - ☞ Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.
- ☞ Guru bertanya jawab tentang hal-hal yang belum diktahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

17. Sumber belajar

1. Buku teks yang relevan: Kaset/CD .
2. Workbook Kaset/CD .
3. Gambar-gambar yang relevan
4. *Script* bacaan atau rekaman bacaan

18. Penilaian

Indikator Pencapaian Kompetensi	**Teknik Penilaian**	**Bentuk Instrumen**	**Instrumen/ Soal**
1.Mengidentifikasi makna gagasan dalam teks berbentuk *procedure* dan *report* 2.Mengidentifikasi berbagai informasi yang terdapat dalam teks berbentuk *procedure* dan *report* 3.Mengidentifikasi tujuan komunikatif teks berbentuk *procedure/report* 4.Mengidentifikasi langkah retorika dalam teks berbentuk *procedure/report* 5.Membaca nyaring teks berbentuk *procedure/report*	Tes tulis Tes lisan	Pertanyaan Bacaan Membaca nyaring	*Answer the following questions based on the text* *Read the text aloud*

a. Instrumen:

Daftar petunjuk:

Group Work (3-4 students):

4. *find out any kind of reading passage about procedure*
5. *read and try to comprehend your reading passage*
6. *rewrite the reading with your friends in your group*
7. *tell the summary in turn so that each student get their turn*

b. Pedoman Penilaian\

Jumlah skor maksimal keseluruhan 100

c. Rubrik Penilaian

Element	Score
Pronunciation	25
Clarity	25
Expression	25
Cooperation	25

Standard of each element:

Excellent	21-25
Very good	16-20
Good	11-15
Average	6-10
Poor	≤5

First Picture in first grade (the student read aloud in front of all students and the teacher keep attention and give the correction)

Picture 2 in second grade (it is when the teacher write on the white board and the student write and read silently)

Picture 3 in the third grade (the students are seat in group to discuss the task from the teacher)