AN ANALYSIS OF TEACHER'S STRATEGIES
IN TEACHING READING COMPREHENSION
AT MTS MIFTAHUL ULUM PONDOK LABU

THESIS

Presented to State Islamic University of Kiai Haji Achmad Siddiq Jember
in Partial Fulfillment of The Requirements for Bachelor Degree (S.Pd)
Education and Teacher Trainig Faculty
English Education Department

By:

UNAYYIS
SRN: T20176041

STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
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MOTTO

...إِنَّ ٱللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا۟ مَا بِأَنفُسِهِمْ...

...Surely allah will not change the fate of people except the people themselves
who change what is in themselves...(QS ar-ra'ad:11)[1]

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[1] Department of Religion RI, The-Quran and the Translations, (Surabaya: Fajar Mulya, 2015), 250.

DEDICATION

I proudly dedicated this thesis for:

1. My beloved parents, my father Asim and my mother Masruroh who have given their support during my study and process in writing this research. I am so thankful for their kindness and patience.

2. My sister Ummal Khoir who became my motivation and inspiration to finish this study as soon as possible.

3. Last but not least, for all big family of My Class (Brilliant Class).

By all those, I have been built as who I am today. Thanks without any limit forall of them. May Allah give all of you more than what I have got to be.

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Firstly, in the name of Allah, the most gracious and merciful, all praises and thanks to Allah SWT for giving me blessing, mercy, health, opportunity, and inspiration to finish my thesis. Secondly, Sholawat and Salam are always delivered to our prophet Muhammad SAW who has guided us from the darkness to the lightness and brought us from the stupidity era to the lightness era.

The researcher realized that this undergraduate thesis would not finish without helping and guidance from other people. Therefore, in this occasion I as researcher would like to express my special gratitude to the following people:

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I wish Allah SWT give blessing to all of you. I realize that this thesis is far from being perfect. Therefore, criticisms and suggestion will be appreciated. The researcher hopes this thesis will be useful for reader and other researcher who need it.

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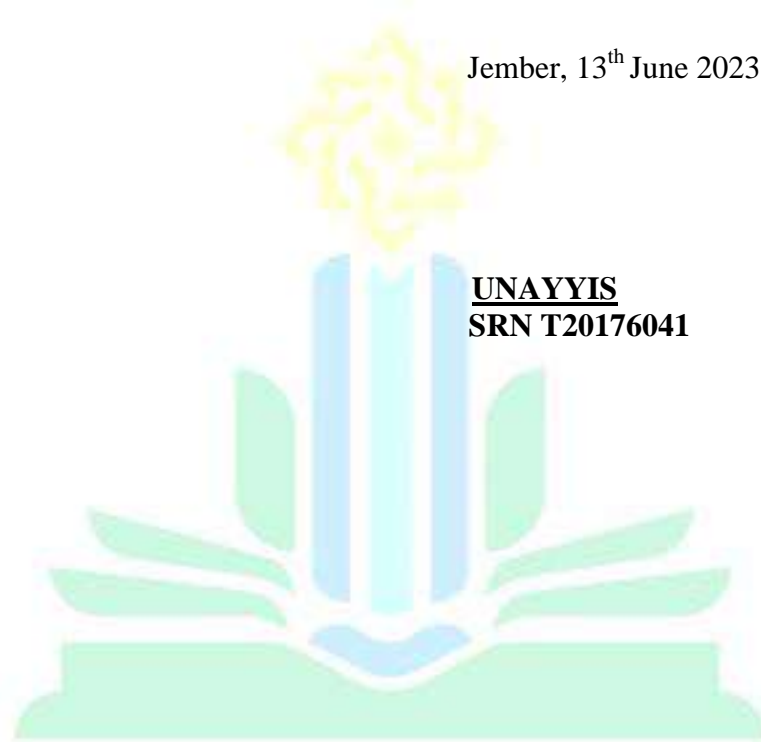
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ABSTRACT

Unayyis, *2023: An analysis of teacher's strategies in teaching reading comprehension at MTs Miftahul Ulum pondok Labu.*

Keywords: *Teacher's strategies, Teaching Reading Comprehension.*

The teacher is the main power of successfully educating students by using appropriate strategies to teach them, especially in teaching reading comprehension. The ability to comprehend written text is crucial for students' academic success. This thesis investigated the strategies employed by teacher at MTs Miftahul Ulum Pondok Labu in teaching reading comprehension.

There were two research questions in this research, those were: 1) what are the strategies used by the English teacher for teaching reading comprehension at MTs Miftahul Ulum Pondok Labu?, and 2) how does the teacher implement the strategies in teaching reading comprehension at MTs Miftahul Ulum Pondok Labu?. The objectives of this research were to identify teacher's strategies, and the implementation of strategies in teaching reading comprehension.

This research applied a qualitative descriptive as research method. It was conducted at MTs Miftahul Ulum Pondok Labu. The selection of research subjects was purposive to choose 6 students out of 20 students based on the teacher's recommendation. The data were gathered by interview, observation, and document review. The data analysis used in this research were data collection, data condensation, data display, and conclusion drawing. While triangulation of sources and techniques were used to validate the data.

The findings of the research were: 1) the strategies used by the teacher for teaching reading comprehension at MTs Miftahul Ulum Pondok Labu were scaffolding, and question answer relationship (QAR), and 2) the steps used in scaffolding strategy were: a) text selection, b) text orientation, c) aural orientation, d) language orientation, e) and fluent reading. While the steps used in QAR strategy were: a) right there, b) think and search, c) author and me, and d) on my own.

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CHAPTER I

INTRODUCTION

A. Research Background

Language is an important communication tool, not only as a tool for communicating thoughts and ideas but also for building friendships and cultural bonds. According to Wardaugh, language is a system of random vowel symbols used for human communication.[2] Based on the understanding of the language above, it can be concluded that language is a tool to help us interact with other people.

English is an international language that is used in many countries in the world and it has an important role to the information progress in many sectors especially in education. Realizing the importance of English, The National Education Standars Agency (BNSP) stated that English is one of the cumpulsory subject to be studied.[3] The students learn four language skills in English. They are listening, speaking, reading and writing. It can be concluded that learning English is very important for our future education because there are many countries use English as their communication with other people and English students should study listening, speaking, reading and writing as four language skills in English.

Dealing with teaching learning process. Rusman said cited by Nurjannah in her research that strategy is a way in teaching and learning

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[2] Ronald Wardaugh, *An Introduction to sociolinguistics fifth Edition* (Australia: Blackweel Publishing, 2006), 296.
[3] BNSP, *Pemendiknas RI No. 22 Tahun 2006 tentang Standar Isi Untuk Satuan Pendidikan Dasar Dan Menengah.* Jakarta: Departemen Pendidikan Nasional.

process. Each teacher hoped able to create a condition of learning that challange the creativities and activities of students, motivation of students, use multimedia, multimethod, and multiresource, so that achieve the objectives of learning that is hoped.[4] It can be concluded that in teaching learning process strategy is very important to help students in understanding the material and by strategy the teachers are able to achieve the objective of teaching plan.

Allah said in the holy Al-Qur'an, an-Nahl: 125.

اُدْعُ إِلَىٰ سَبِيلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۖ وَجَٰدِلْهُم بِالَّتِى هِىَ أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَن ضَلَّ عَن سَبِيلِهِ ۖ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

The meaning: *"Call unto the way of thy Lord with wisdom and fair exhortation, and reason with them in the better way. Lo! the Lord is Best Aware of him who strayeth from His way, and He is Best Aware of those who go aright."[5]*

Based on the verse above, it can be inferred that strategy is a plan in teaching the students in order to reach the objectives of teaching and learning process. Therefore, teacher should use appropriate strategy for teaching. It is expected by using effective strategy can help the students to be easy in understanding what the teacher teaches and can motivated the students to be more serious in learning.

Adler C.R stated that teaching reading 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

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[4] Nurjannah Thahir, *Students' Perception of the Method Used by the Teacher in Teaching English at SMA Negeri 13 Pangkep* (Thesis of Universitas Muhammadiyah Makassar, 2018), 1.
[5] KEMENAG RI, *Al-Qur'an dan Terjemahannya,* (Bandung: Diponegoro, 2006), 263.

readers who are in control of their own reading comprehension, there are seven strategies here appears to have a firm scientific basis for improving text comprehension. There are monitoring comprehension, metacognition, graphic and semantic organizers, answering question, generating question, recognizing story structure, and summarizing. [6] It can be concluded that teaching reading comprehension is the process of helping, facilitating, and guiding students in comprehending the text to provide the students with many opportunities to practice it.

Hanifah et al. stated that the teacher has to applied the strategies to balance between the method which the teacher used and the way of the teacher used to applied the matrial, many learning strategies can be used effectively to develop comprehension skills. Effective teaching necessitates an understanding of, ability to use, and a variety of method in teaching learning process. therefore, teacher should try to create reading interesting, enjoyable, meaningful, and challenging. [7] It can be concluded that the teacher should use many strategies in teaching reading such as applying various methods, media or games in order to keep the students interested and to accommodate the needs and learning styles of each student in the classroom.

Harris stated that there are some factors which influence reading comprehension. They are attention, background experience, language abilities, thinking abilities, and reading purposes. First factor is attention.

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[6] Adler C.R, *Comprehension Strategies,* (Online). Available: (http://www.readingrockets.org accessed on January, 20, 2022).

[7] Hanifah et al. "*An Analysis of Teacher Strategies In Teaching Reading Comprehension,*" Jurnal Ilmiah Mahasiswa. no. 1 (2021): 3.

Attention is an activity whereas the reader tries to pay attention on what the reader is reading. Second is background experience. The previous language experience is probably most important as it relates to the specific task called reading.[8] In addition Heilman stated that the ability to reconstruct meaning from printed page, including various kinds of skills and style the writer has, it is based on the reader's previous experience with a topic, his familiarity with key concepts and his knowledge language works. It means that good readers must have the ability to relate to their own background knowledge efficiently. Next, language abilities. Reading is one of the skills in learning a language, so both of them cannot be separated. If his knowledge about the language is good, it is assumed that his reading will be good too. Then, thinking abilities. Thinking abilities refer to the readers' ability to link their new experience with their previous experience. The students should think to recognize the words. Meanwhile, the teahcers can develop the students' ability in thinking by giving questions and the questions should be good enough so that the students are not asked to quote of the text only but they must be concerned with the main ideas and understand the purpose of the author.[9]

In line with the fact above, in MTs Miftahul Ulum Pondok Labu many students have problem in understanding English text when they are reading. In reading learning process, the students must understand the content of the text to get the information from it. Students often encounter difficulty in

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[8] Harris, Albert, et al., *Reading Instruction. Diagnostic Teaching in the Classroom* (New York: Richard C. Owen Publisher, Inc., 1976), 286.

[9] Heilman, *"Teacher's Strategies In Teaching Reading Comprehension,"* Journal of PROJECT, no 2 (March 2021): 286.

reading especially when they are faced with difficult and ambiguous words. Sometimes it makes them lose intrest in reading thereby make them not get the content of the text due to the high level of vocabulary associated with the test.

Therefore, it is very important for teachers to apply strategies in teaching reading so that it is easier for teachers to determine information and manage step by step in learning English, especially in reading which will be carried out effectively. Learning will be centered on students where the teacher acts as a facilitator who manages learning. Therefore, learning will be more interesting, so that it will foster student interest in active learning, exchange learning experiences, be able to understand the concept of learning, and be able to express their opinion during learning.

In line with that, Kurniawan confirmed that the implementation of strategies in teaching reading can engage the students' reading in the reading activity. [10] Similiarly, Sarjan also confirmed about the important of using strategies in teaching reading comprehensin in order to overcome some students' problems dealing in reading skill. [11]

There are some strategies that can be use in teaching reading comprehension scaffolding, think-aloud, reciprocal teaching, SQ3R, question-

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[10] Noor Aziz Kurniawan *"Teaching Strategies Use in Reading Comprehension Class at the Tenth Grade Students of SMK Islam 2 Ambarawa"* (Thesis of IAIN Salatiga, 2017), 53.

[11] Nurmadia Sarjan, *"An Analysis on the English Teachers' strategies in teaching Reading Comprehension at the Second Grade at Junior High School 1 Wonomulyo''* (Thesis of, Universitas Islam Negeri Alauddin Makassar, 2017), 53-54.

answer relationship (QARs).[12] From the explanation above, it shows that the teacher has an important role in teaching the students. The reseracher assumed that the strategy of teacher is very important to overcome students' problem in learning reading comprehension, especially in MTs Miftahul Ulum Pondok Labu. The teacher, teaches reading by using various strategies. These strategies are implemented in order to overcome some problems faced by students in learning reading. For this assumption, the researcher is interested to do descriptive research entitled "An Analysis of Teachers' Strategies in Teaching Reading Comprehension at MTs Miftahul Ulum Pondok Labu". This research particularly focus on English teacher strategies in teaching reading comprehension. To conduct this research, the researcher focus on what kinds of teaching strategies employed by English teacher in teaching reading comprehension and how the English teacher implemented the strategies in teaching reading comprehension.

B. Research Questions

Based on the statements above, the research questions can be stated as follow:

1. What are the strategies used by the English teacher for teaching reading comprehension at MTs Miftahul Ulum Pondok Labu?

2. How does the teacher implement the strategies in teaching reading comprehension at MTs Miftahul Ulum Pondok Labu?

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[12] Yulia Ade Saputri, "*An Analysis on english Teacher Strategies in Teaching Reading Comprehension*," Journal of Development and Innovation in Language and Literature Education, no 3 (2021): 355-356.

C. Research Objectives

Based on the research questions of study above, the objectives of the research were:

1. To find out the strategies that are used by the English teacher for teaching reading comprehension at MTs Miftahul Ulum Pondok Labu.

2. To elaborate how the teacher implement the strategies used in teaching reading comprehension at MTs Miftahul Ulum Pondok Labu.

D. Research Significances

The results of this study are expected to provide theoretical and practical knowledge, which are explained as follows:

1. Theoretical Significance

   Hopefully, the results of this research are expected to increase knowledge in teaching and learning English, especially in teaching reading comprehension and it can be a references for future research.

2. Practical Significance

   a. For English Teachers of MTs Miftahul Ulum Pondok Labu

   This can provide a lot of information about the basic in teaching reading comprehension and it can be inspiration for the teacher to increase the quality in teaching reading comprehension.

   b. For Other Researcher

   This research can be used as a reference in conducting further research to assist future researchers in conducting better research.

E. Research Scope

The scope of the research is an analysis of teacher's strategies in teaching reading comprehension at the second grade of MTs Miftahul Ulum Pondok Labu.

F. Definition of Key Terms

The following definitions are given to create readers have similiar understanding or perception for a few terms employed in this research. They are also intended to avoid confusion or misunderstanding in comprehending the research. The terms are provided:

1. Strategy

   Strategy is an action that managers take to attain one or more of the organization's goals. Strategy can also be defined as a general direction set for the company and it is various components to achieve a desired state in the future.

2. Teaching Reading

   Teaching reading is a way to transfer knowledge from teacher to the students by using a certain strategy in order to master reading it self. So that teaching is the activities and manage the environment in a good condition to make and give the opportunity for the students in learning process to get the purpose.

3. Reading Comprehension

   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. So that reading comprehension is the ability to understand the meaning to integrate with what the reader already knows.

CHAPTER II

THEORETICAL FRAMEWORK

A. Previous Research

The research about analysis of teachers' strategies in teaching reading comprehension is not the first time. Before this research, there had been many researchers study about teachers' strategies in teaching reading comprehension. The researcher has choosen four relevant previous studies.

The fifth, a thesis written by Desca Ariyana (2017) entitled *"An Analysis of Teachers Strategies in Teaching Reading Comprehension at SMA Muhammadiyah 1 Metro Academic Year 2017/2018".*[13] She reported that the subject of this study were 28 students of SMA Muhammadiyah 1 Metro. They were considered as the sample of the whole population. It was assumed that teachers strategies and reading comperehension in English was very important in learning English. As doing assignments or home works, preparing the lesson at home, using a spare time for reading etc. it would be useful for improvement of their ability in reading comprehension. This study was to verify the hypothesis that there was reading subject is one of important material same as the other skills like writing, speaking and listening.

The first, a thesis written by Alfian (2018) entitled *"An Analysis of Teacher's Strategies in Teaching Reading Comprehension at SMA Negeri 5*

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[13] Desca Ariyana, *"An Analysis of Teachers Strategies in Teaching Reading Comprehension at SMA Muhammadiyah 1 Metro Academic Year 2017/2018".* (Thesis, University Bandar Lampung, 2017)

Bone".[14] The population in this study was the second grade of SMK Negeri 5 Bone. The finding of this research there are 28 students who are 100% where all the sample of this study there are about 15 students who strongly agree (46,4%) and 13 students agree (53,6%) on the strategies used by the teachers. This shows that the strategy used in the teacher is useful for students in learning English and it is evident that teachers actually use the Reciprocal Teaching and Question Answer Relationship strategy in teaching and learning English in the classroom.

The second, a thesis written by Ulviana Miftakhul Jannah (2021) entitled *"An Analysis on Teachers' Strategies in Teaching Listening at Bilingual Class of XI IPA 2 During Pandemic Era at SMA Muhammadiyah 1 Ponorogo".*[15] She reported that the teacher of XI IPA 2 SMA Muhammadiyah 1 Ponorogo applied the activities that include in top-down strategies rather that the activities in bottom-up strategies. Top-down strategies are appropriate to use in teaching listening to the bilingual class XI IPA 2 of SMA Muhammadiyah 1 Ponorogo. This strategy is used to familiarize the students with the topic of listening activity and the aim of using this activity to increase the students understanding of the topic.

The third, a thesis written by Siti Muzaro'ah (2021) entitled *"An Analysis of Teachers' Strategies in Teaching Writing of Descriptive Text at*

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[14] Alfian, *"An Analysis of English Teacher's Strategies in Teaching Reading Comprehension at SMA Negeri 5 Bone".* (Thesis, University of Muhammadiyah Makassar, 2018)
[15] Ulviana Miftakhul Jannah, *"An Analysis on Teachers' Strategies in Teaching Listening at Bilingual Class of XI IPA 2 During Pandemic Era at SMA Muhammadiyah 1 Ponorogo".* (Thesis, State Institute of Islamic Studies Ponorogo, 2021)

MTs Assalam Bangilan".[16] She reported that there 5 strategies that teacher used at MTs Assalam Bangilan those are memorizing strategy, showing picture strategy, playing word (vocabulary) strategy, imaginary strategy, describing strategy. The findings of this research are the students' writing of descriptive text at MTs Assalam Bangilan is categorized into "less level" because the school is a boarding school-based school so that many subjects must be mustered by the students and most of them are less of vocabulary and English at that school is not become favorite lesson.

The fourth, a thesis written by M. Rusandi (2021) entitled *"An Analysis of Teachers' Strategies In Teaching Speaking English On Online Learning Class At SMPN 7 Muaro Jambi".*[17] She reported that teacher at SMPN 7 Muaro Jambi determined the topics and material that would be studied by students then the teacher share them via WhatsApp group, teacher used storytelling strategy in online learning through the zoom, the students asked one by one to tell about their experience that good or bad, hobbies and ideals and then their friends can pay attention. The used of storytelling strategies in the speaking learning process can improved students' vocabulary and encourage students' imagination when telling stories.

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[16] Siti Muzaro'ah, *"An Analysis of Teachers' Strategies in Teaching Writing of Descriptive Text at MTs Assalam Bangilan".* (Thesis, IKIP PGRI Bojonegoro, 2021)

[17] M. Rusandi, *"An Analysis of Teachers' Strategies in Teaching Speaking English on Online Learning Class at SMPN 7 Muaro Jambi".* (Thesis, University Sulthan Thaha Saifuddin Jambi, 2021)

Table 2.1
Similarities and Differences Previous Research and This Research

No	Name	Title of Research	Similarities	Differences
1	2	3	4	5
1.	Desca Ariyana 2017	An Analysis of Teachers Strategies in Teaching Reading Comprehension at SMA Muhammadiyah 1 Metro Academic Year 2017/2018	• Both researchers research about teachers' strategies in teaching reading comprehension • Both researchers used qualitative as the research design	• The previous research used teachers as the subject of the research at Senior High School (SMA). While this research used teacher and students of Junior High School (MTs) as the subjects of the research.
2.	Alfian 2018	An Analysis of Teacher's Strategies in Teaching Reading Comprehension at SMA Negeri 5 Bone	• Both researchers research about teachers' strategies in teaching reading comprehension	• The previous research used teachers as the subject of the research at Senior High School (SMA). While this research used teacher and students of Junior High School (MTs) as the subjects of the research. • The previous research used quantitative as the type of the research design, while this research used qualitative as the type of the research design.
3.	Ulviana	An Analysis on	• Both researchers	• The previous

No	Name	Title of Research	Similarities	Differences
1	2	3	4	5
	Miftakhul Jannah 2021	Teachers' Strategies in Teaching Listening at Bilingual Class of XI IPA 2 During Pandemic Era at SMA Muhammadiyah 1 Ponorogo	used qualitative as the research design	research analyzed teaching listening as the object and this research analyzed teaching reading comprehension. • The previous research used teachers as the subject of the research at Senior High School (SMA). While this research used teacher and students of Junior High School (MTs) as the subjects of the research.
4.	Siti Muzaro'ah 2021	An Analysis of Teachers' Strategies in Teaching Writing of Descriptive Text at MTs Assalam Bangilan	• Both researchers used qualitative as the research design • Both research were conducted in Junior High School	• The previous research analyzed teaching writing of descriptive text as the object of the research and this research analyzed teaching reading comprehension.
5.	M. Rusandi 2021	An Analysis of Teachers' Strategies In Teaching Speaking English On Online Learning	• Both researchers used qualitative as the research design • Both research were conducted in Junior High	• The previous research analyzed teaching speaking as the object of the research and for

No	Name	Title of Research	Similarities	Differences
1	2	3	4	5
		Class At SMPN 7 Muaro Jambi	School.	this research analyzed teaching reading comprehension.

Based on the table above, it could be seen that all of the researchers had their own ways to analyze their subject of the research. This research had a similarity with all of previous researches those are focus on analyzing the teachers' strategies in teaching. The most subject of the previous researches only focused on the teacher. Meanwhile, this research was not only the teacher as the subject of the research, but also the students by using qualitative research design.

B. Theoretical Framework

    1. Reading

        a. Definition of Reading

            Nunan Stated that reading is a set of skills that are required to form sense and drive meaning from printed words. The activity of reading of reading also involves the ability to decode the printed words within in the key in reading. The decoding activity impacts the reader in making sense. Reading also requires deriving meaning which is additionally stated by Andresson. He also adds that reading is not only

pronouncing the words correctly, but also comprehensding what they mean.[18]

According to Harmer, reading is a complex process that involves interaction between the reader, language, and ideas of the text.[19] Reading includes all knowledge of social functions, language features, and the generic structure of the text. They are not required to understand every part of a sentence or paragraph, but they must understand the message that writer wants to convey so that students will understand what to do, how to do, and why their reading text is done.

Grayce stated that reading is like a conversation between the writer and the reader. Like someone who is talking. The writer is trying to convey some message to another person. But the message will not be communicated unless several preconditions are met. The converses must have some experiences in common. They also need spoken or written or printed speech sounds understood by both parties that stand for words that in turn represent experience. Then the sentence they exchange must be formed in language patterns with which they are both familiar.[20]

Spatt stated that reading is hard work, responding to what you are reading and participating in a mental dialogue between yourself and an

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[18] David Nunan, *Discourse Analysis* (London: Penguin English, 1993), 249.
[19] Jeremy Harmer, *How To Teach English* (Cambridge: Longman Pearson, 2007), 99.
[20] Grayce A Ransom, *Preparing to Teaching Reading* (Boston: Little Brown and Company Limited, 2002), 14-15.

author requires concentration.[21] It means that when we read a book indirectly we talk with the author so we need full concentration to catch or understand what he wrote.

From the explanation above, it can be concluded that reading could be a process of decoding words from the text by interacting with the context and involving the readers' background knowledge to comprehend them. Reading is not just saying words and sentensces, but understand the meaning contrained by the words and sentences. After they read a text, they need actively relate their prior knowledge about the contexts.

b. **Purpose of Reading**

Every people has a purpose when doing something. It same with a reader when they read a text or book. A reader has reason and purposes by doing this activity. whether read to get some information or read for fun only. Rachmat & Tarihoran classified into four purposes of reading as follow:[22]

1) Reading for pleasure

   a) To follow a narrative

   b) To enjoy the sound and the rhythm of a literary text

2) Reading for a general impression

   a) To gain an idea of the writers viewpoints

   b) To gain an overall impression of the "tone" of a text

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[21] Brenda Spatt, *Writing for Source* (Boston: United States of America, 2010), 5.
[22] Miftahul Rachmat & Naf'an Tarihoran, *Basic Reading Skilss 1* (Serang: Loquen Press, 2012), 6-7.

c) To decide whether or not to read the next

3) Reading for organizing reading and study

    a) To identify the important content of a text

    b) To answer a specific questions

    c) To decide which section of a text to start studying

4) Reading for learning content of procedure

    a) To gain an understanding of new concepts

    b) To learn certain facts from a text

    c) To follow instruction.

While Wallace described that reading had three main objectives:[23]

1) Reading for survival

    Reading for survival is reading a text that is very erucial for life, for example warning sign, admonition sign, instrution sign, etc. Survival reading serves the immediate need.

2) Reading for learning

    It is expected to be exclusive in school. Reading is the support for learning in the class. The reader needs to translate the text, literally or metaphorically, to learn vocabularry, to identify the useful structure, to use a text as a model for writing and to practice pronounciation.

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[23] Catherine Wallace, *Language Teaching: A Scheme for Teacher Education* (Oxford: University Press, 1992), 6-7.

3) Reading for pleasure

Reading for pleasure is reading to get happiness. The reader wants to enjoy the sound, and rhythm or rhyme of the text.

In addition Grabe and Stoller classified in to seven purposes of reading:[24]

a) Reading to search for simple information

b) Reading to skim quickly

c) Reading to learn from texts

d) Reading to integrate information

e) Reading to write (or search for information needed for writing)

f) Reading to critique texts

g) Reading for general comprehension

Based on the explanations above, we can concluded that there were some purposes of reading. Every people has a purpose when they read something. By reading, students can get new in information that can add their knowledge.

c. **Technique of Reading**

The reader may have different style in reading. Each pearson probably has their own ways to read. Moreover, there are many techniques in reading proposed by many expert. Grabe and stoller summarize the technique in reading as follows:[25]

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[24] William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading* (London: Routledge Taylor & Francis Group, 2011), 5.
[25] Grabe and Stoller, *Teaching and Researching Reading Second Edition* (London: Pearson Education Limited, 2011), 13-16.

1) Scanning

Scanning is a technique in reading that helps the reader serach quickly for the specific information. Wiryacitra stated that scanning make students trained to think of clues to help her/him find the specific information.

2) Skimming

The purpose of skimming is to see what exist in the text by glance at the text to get the gist of it. Skimming teach the reader to become a selective reader as it helps to select only those are worth to read.

3) Extensive Reading

Extensive reading is a fluency activity because it is read longer text and usually the reader has general understanding of the text without translating and neessarily understanding the whole text. It is read the text for comprehension of the main ideas only not every detail.

4) Intensive Reading

This strategy is used to extract te specific information. This detailed reading expects the reader to understand each word, number, or fact.

Based on the explanation above, we can know that appropriate reading techniques will help the reader to understand the text easily. Reading

technique will make the reader get the important points and ideas in the text more effectively.

2. Reading Comprehension

a. Definition of Reading comprehension

According to Klingner et al. stated that reading comprehension is a process of interaction between readers and what they bring to the tex, such as previous knowledge or backround and strategy use. This process also includes variables related to the text, such as the reader's interest in the text and their understanding of the text genre.[26] That is the proces of how readers are able to combine what they get from reading with their previous knowledge. Thus, in reading comprehension, readers need to understand about components included in the texts. To achieve reading comprehension, the reader should do some strategies. According to Mayer proposes seven strategies to achieve comprehension:[27]

1) Predict the next words

2) Confirming his/her prediction

3) Changing his/her prediction if necessary

4) Correcting his/her own miscues

5) Using substitution that get us closer to the author's meaning

Graham stated that reading comprehension is the process of constructing meaning by coordinating a number of complex processes

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[26] Klingner, et al. *Teaching Reading Comprehension to Student with Learning Difficulties* (The Guildford Press: New York, 2007), 87.

[27] Andreson, Mayer, *A Taxonomy for learning, teaching, and assessing: a revision of bloom's taxonomy of educational objective* (New York: Longman), 116.

that include word reading, word and word knowledge and fluency.[28] It means that reading comprehension is the readers' activity when they read to understand and to get total meaning of the passage.

In addition, Catherin Snow stated that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.[29] It means that reading comprehension is constructing meaning from the written language.

Janette et al stated that reading comprehension involves much more than readers responses to the text. Reading comprehension is a multi-component, highly complex process that involves many interaction between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in the text, understanding of text types).[30]

From definition above, it can be concluded that reading comprehension is ability of the reader in understanding and evaluating the written text and it is need full concentration to catch or understand what the authors' mean because it is an interaction between the reader and the author.

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[28] Karren R. Haarris & Steve Graham, *Teaching Reading Comprehension to Students with Learning Difficulties* (London: Longman, 2007), 2.

[29]Catherine Snow, *Reading For Understanding Toward R&D Program in Reading Comprehension* (Pittsburgh: RAND Published, 2002), 11.

[30] Janette K Klingner, et al. *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: The Guilfor Press, 2007), 8.

b. Components of Reading Comprehension

There are many components of reading comprehension which have their own characteristic. King and Stanley stated that there are five components:[31]

1) Finding factual information

Factual information requires readers to scan specific details. The factual information questions are generally prepared for students and those which appears with 5W+H questions word. There are many types of questions; reason, purpose, result, time, comparison, etc in which of the answer can be found in the text.

2) Finding main idea

Finding main idea of a paragraph consisting of many sentences and select the tought not only within the beginning of a paragraph but also in the middle and at the top of paragraph.

3) Finding the meaning of vocabulary

In finding the meaning of vocabulary, it is often done by guessing it within the context or open dictionary to be sure that vocabulary meaning is correct, and appropriate with the word origin or basic meaning, then it can be understand position of structure and performance word in context.

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[31] King and Stanley, *Teaching Reading Skills in a Foreign Language* (Oxford: Oxford University, 2004), 8.

4) Identifying reference

In order to avoid repeated words and being able to identify the word or phrases to help redaers understanding the reading.

5) Making inferences

Making inferences is skill where the reader has to be able to read between line to draw logical and make an accurate prediction.

While Mosleh Habibullah stated that there are five basics comprehension, there are:[32]

1) Words

The first and the most mportant in comprehension is the difficulty in vocabulary. Words are very crucial for reading comprehension. Since reading is getting the meaning, lack of vocabulary by reading to get difficulty understanding the content of the reading material.

2) Phrases

To understand the a sentence, someone needs more than just knowing the meaning of words. Understanding phrases will be a great help. The improvement of reading that to know phrases is ability to read them as meaningful or thought units.

3) Sentenses

To know the meaning of words, the reader must know other skills in order to understand the sentenses perfectly. Sentence includes

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[32] Mosleh Habibullah, "*Techniques In Teaching Reading Comprehension,"* Journal OKARA II. no. 7 (2012): 224.

phrases, punctuatuion and the structure of the sentence of the sentence itself.

4) Paragraph

Comprehension of paragraphs essential in all reading. It consists of identification of the topic sentence.

5) Whole Selections

Understanding the whole selections cannot be achieved easily without understanding the prerequisite. The understanding of whole selection depends on the understanding of the smaller unit word, phrases, sentences, and paragraphs.

From the explanation above, it can be concluded that reading comprehension is a process where readers try to reconstruct message encode in graphic language delivered by the writer.

c. **Factors in Reading Comprehension**

Clarke et al. stated cited by Fitha Resky in his research that there are five factors which influence the students' score in reading comprehension:[33]

1) Language skills

Language skill can be determined into four areas: phonology (the sound of the words), semantics (the meaning of the words), grammar (the structure of words and sentences) and pragmatics (the social use of language).

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[33] Fitha Resky Andaresta Abdullah, *"Improving Students' Reading Comprehension by Using Choral Reading"* (Thesis of University Muhammadiyah Makassar, 2022), 16-17.

2) Understanding the meaning of words

Students' understanding of individual word meanings is closely related to their ability in understanding the connect text. Understanding word meanings is often measured by students' ability to define vocabulary items.

3) Working memory

Working memory refers to the ability to hold information in mind while simultaneously performing other attentional demanding activities. Working memory processes may be important for text comprehension, because reading involves holding information in mind about what just have been read while cointinuoing to decode upcoming woed and to integrate this new information with what has gone before.

4) Working with text

The ability to draw an inference and thereby link pieces of information together in a text that is critical to successful reading comprehension.

5) Environment influences

Motivation and enjoyment are key influences on the developmemt of reading comprehension skills. Motivation to read can be linked to a number of environmental influences including teaching methods, reading at home and exposure to a range books.

In addition, Purwanto stated that there are two big factors that influence students in learning process:[34]

1) The Internal factors

The internal factor means that factors which comes from the reader it is we know as personal factor, because the factors has existed inside the reader. This factor deals with self-motivation and interest.

a) Motivation

when we talk about motivation, it plays an important role in comprehending the text. The students will be motivated to read when they need something from the text.

b) Interest

Interest is being one of the important factors in order to increase the students' reading comprehension. If one has interest to read, it means that he/she will get a good comprehension. On the other hand, if the readers have no anay interest to read, it can influence their reading comprehension.

2) The External factors

The external factor has a close relationship with reading material and teacher of reading.

a) Reading material

The students' reading comprehension depends on the level of the difficulty of the text. Thus can influence the students'

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[34] Ngalim Purwanto, *Psikologi Pendidikan* (Bandung: Rosdakarya, 2004), 107.

comprehension in the text/paragraph given, not not at the right level of the difficulty of the readers or the students.

b) Teacher of Reading

The teacher of reading should be careful in choosing the text and giving the texts, because they are related to the students' reading comprehension

From the explanation above, it can be concluded that teacher need to be able to identify the difficulties experienced by their students and also the cause of the difficulties. By knowing these problems, teacher can recognize teaching reading in the next smester or in the next class in order to provide better English lesson.

3. **Teaching Strategy**

According to David, teaching strategies is a plan, method, or series of activities designed to achieves a particular educational goals.[35] It can be concluded that teaching strategy is a plan that is designed for achieving certain educational goals.

Aswan et al. stated that teaching strategy is a teachers' plan in teaching and learning process to achieve a purpose which have planed. In other word, teaching strategies are approaches in teaching students. The teacher have to applyed the strategy to balance between the method which

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[35] David Nunan, *Language Teaching Methodology: A Text Book for Teacher* (Hall: Cambridge University Press, 1971), 80.

the teachers' used and the way of the teachers' used to applyed the material.[36]

Hamzah stated that teaching strategy will be used by teachers to select learning activities that will be used in the learning process. Selection is done by considering the circumstances, learning resources, needs and characteristics of learners faced in order to achieve specific learning goals. Teaching strategies is a way of making decisions about an individual class, or even an entire curriculum, begining with an analysis of key variables in the teaching situation. These variables include the characteristics of the learners, the learning objectives, and the instructional preferences of the teacher. Once these variables have been analyzed, informed decisions can be made about structure, methods of assessment, and other key components.[37] It can be concluded that teaching strategy is a plan that is designed for achieving certain educational goals and it will be used by the teachers to select learning activities that will be used in teaching and learning process.

Then, Harmer stated that in teaching process there are a number of question that must be considered by teacher before start the lesson. They are:[38]

a. Who exactly are the students for this activity?

Their age, levels, cultural background and individual characteristic have to be taken into account when deciding to use an activity. Teachers

[36] Aswan et al., *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta, 2010), 11.
[37] Hamzah B. Uno, *Model Pembelajaran,* (Jakarta: PT Bumi Aksara, 2008), 3.
[38] Jeremy Harmer, *How to Teach English* (Malaisya: Longman, 2000), 123-124.

often have a section called description of the class in their plans to remind themselves and or an observer what they know about their students.

b. Why do you want to do it?

There has to be a good reason for taking an activity into a classroom apart from the fact that the teacher happens to like it or because it looks interesting.

c. What will it achieve?

It is vitally important to have thought about what an activity will achieve. It might give students a greater understanding of an area of vocabulary. It might give them fluency in one particular topic area or it might have the effect of providing students with better strategies for coping with long and difficult stories told orally.

d. How long will it take?

Others demand setting up time, discussion time, students planning time, etc. One of the things that undermine the student's confidence in the teacher is if they never finish what they set out to do. One of the things that irritate those most is when teacher is run after the bell has gone because they have to finish an activity. Thinking about how long an activity will take is a vital part of planning.

e. What might go wrong?

If teacher try and identify problems that might arise in the lesson, they are in much better position to deal with them if when they occur.

The attempt to identify the problems will also give the teacher insight into the language and the activity which is to be used. Teachers often call this anticipated problem in their plan.

f. What will be needed?

Teachers have to decide whether they are going to use the board or the tape recorder, an overhead projector or some role cards. It is also important to consider the limitations of the classroom and the experiment. In their plans, teachers usually indicate the teaching aids they are going to attach copies of print material the student are going to work with.

g. How does it work?

Experienced teachers may have procedures firmly fixed in their minds but even they, when they try something new, need to think carefully about the mechanics of the activity. Teachers often call this procedure in their plans and indicate what kind of activity it is, sometimes in note form.

h. How will it fit in with what comes before and after it?

An activity on its own may be useful, engaging and full of good language. But what connection if any does it have to the activities which come before and after it? Perhaps two or three activities are linked by topic, one leading into the other. Perhaps an activity has no connection with the one before it; it is there to break up monotony in a lesson or to act as a 'gear change'. The point of answering this question for

ourselves is to ensure that we have some reasonable vision of the overall shape for our lesson and that it is not composed unrelated scraps.

Then, in learning process there are five phases that must be done by the teacher, so their teaching become more effective. As quoted by Richards from & Russel they are:[39]

a. Perspective or opening.

The teacher asks the students (for himself or herself) the following question: what was the previous activity (what was previously learned)? What concepts they have learned? The teacher then gives the preview of new lesson.

b. Stimulation.

(a) the teacher poses the question to get the students thinking about the coming activity (b) helps the students to relate the activity to their lives (c) begins with an attention grabber: an anecdote, a little scene acted out by peer teachers or lay assistant, a picture or a song, and (d) use it (the response to the attention grabber) as a lead into the activity.

c. Instruction/participation.

The teacher presents the activity, checks for student understanding and encourages the active students' involvement. Teacher can get students to interest by the use of pair work and group work.

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[39] Jack C. Richards & Willy A. Renandya, *Methodology in Language Teaching* (USA: Cambridge University Press, 2004), 32-33.

d. Closure.

   For this phase the teacher checks what the students have learned by asking question such as "what did you learned? How did you feel about these activities?" The teacher then gives a preview about the possibilities for future lessons.

e. Follow-Up.

   The last phase of the lesson has the teacher using other activities to reinforce some new ones. The teacher gives students opportunities to do independent work and can set certain activities or tasks taken from the lesson as homework.

   Based on the statement above, it can be concluded that teaching was giving helping process to students in learning process. In teaching process, there were some aspects that must be considered by a teacher. They were the background of the students, the reason of the learning, the purpose of the learning, the timing, the problems in learning process, the aids of teaching, and the link of activity before and after it. Then, there were five phases that must be done by a teacher in teaching process so that, the teaching can be success in opening of the learning, stimulation, instruction, closure and follow-up of learning.

4. **Teaching Reading Comprehension**

   a. **Definition of Teaching Reading Comprehension**

      Brown stated that teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn,

and sets the condition for learning. Guidance is done by leading the students to do activities in the effort of getting knowledge. The teacher can help the students in gaining the knowledge by giving facilities such as tasks. By giving these tasks, the teacher lets the students study by themselves. To make the teaching and learning process run well, the teacher needs to set a good situation for the students to learn. In setting a good condition, the teacher must consider a classroom method or technique that is used as this can influence the way she/or he manages the class.[40]

Based on the definition above, teaching reading comprehension is a guidance that is done by the teacher to make learners reach their reading comprehension on the text by using a certain technique and the teacher can lead the learners to understand a text by using some strategies on reading comprehension.

b. Principle in Teaching Reading Comprehension

In the principle of teaching reading the teacher should concern the teaching of reading comprehension to achieve the goals of teaching and learning process. In teaching reading, the teacher was expected to give opportunity for students to read the texts comprehensively. It means that the teacher should create the situation where students can read the text silently and then discuss the text together. This activity is also needed for students in order to be able to interact well with the texts. So,

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[40] Brown H. Douglas, *Principles of Language Learning and Teaching* (USA: San Francisco State University, 2000), 7.

teaching of reading is not a simple matter but teacher can create a lot of activities which can raise students motivation in reading. The teacher should organize the teaching and learning process in order to help the students understand the materials easily.

Harmer formulated six principles in teaching reading skill. They were mentioned as follows:[41]

1) The teacher needs to understand that reading is not a passive skill.

Reading is an active activity. When the students read a text, they must do other activities not just read a text at glance. Students do not only catch the surface structure of the text content. It means that the teacher does not merely ask the students to read the text, but she/he has to make them realize that reading is not a passive skill. It includes the understanding of word meaning, the arguments stated in the text, and working out with the arguments wether they agree or not.

2) The teacher has to make the students enjoy in reading the passage.

To make the students interested in reading is important. When the students are not interested or enjoyed reading, they will get nothing. It is not easy for them to receive the materials or content stated in the text when the student are not interested. It is different when they are interested in what they are reading. The student will get more benefits. They can get more knowledge and new information from the text they are reading.

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[41] Jeremy Harmer, *How To Teach English: An Introduction To The Practice Of English Language Teaching* (England: Longman, 1998), 70-71.

3) The teacher needs to encourage the students in responding the context of a reading text.

Understanding language is also a part of comprehending a text. The students have to be accustomed to understand and respond to the meaning of the text and expressing their feelings about the text.

4) The teacher should emphasize that prediction is a major factor in reading.

Prediction is one of the strategies in reading comprehension. Before the students come into the text, they can do prediction by looking at the title of the text. The title sometimes gives clues at what the text about. By doing this, the students will actively start the process of reading. Indeed, the teacher should give clues to makethe students comprehend the text easily.

5) The teacher has to match the task to the topic.

Tasks are some way to check the ability of the students to comprehend a text. Good tasks are those that are suitable for the topic being discussed. Tasks can be made by questions, puzzle, etc. In this case, teachers are exposed to choose good reading tasks which can be interactive for the students. The interactive texts may be minimized by asking boring and inappropriate questions.

6) Good teachers exploit reading text to the full.

Exploiting reading texts to the full means that the teacher does not ask the students to read a text and then move to another activity

having no relation to the text. The teacher has to discuss the text fully, study language, and give additional tasks to the students.

Based on the definition above, it can be concluded that the teacher needs to know that reading is not a passive skill and the teacher needs to encourage the students in responding the text

c. **Problem in Teaching Reading Comprehension**

The problems in teaching reading comprehension deal with the teaching strategy, and selection of teaching materials. Moreover, According to Budiharso there are five facts that exist as issues in teaching reading. The problems in teaching reading are as follows:[42]

1) The students' mastery of the basic

The basic knowledge of reading consists of the mastery of basic structural patterns and sufficient vocabulary items. The basic knowledge is the 'foundation of reading. It is quite logic that the learners of reading must achieve the basic knowledge at appropriate levels.

2) The students' habit of slow reading

Slow readers generally have poor comprehension. Therefore, slow readers are at a disadvantage in many ways. In Indonesian context, students try to read very slowly as if they want to understand a word of the passage.

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[42] Budiharso, *Prinsip dan Strategi Pengajaran Bahasa,* (Lutfansah Mediatama, 2004), 54.

3) The students' in ability to figure out

Inferences, implications and main idea in reading an English text, students are concerned with two factors, to decode the text as what the writer says and to be familiar with content schema, that include culture and background knowledge. The mastery on these factors will provide students with accurate inferences.

4) Text selection

In the text selection, teachers are not confident to choose the reading materials. Teachers mostly really upon English textbook available by which modifications are not required.

5) Exercise to include

Exercises following the reading passage have been questioned as they impose the teachers to implement teaching. Strategies at some artificial ways to format exercises in the traditional comprehension follow a passage. Modification to the exercise is hard to do since it wastes time and energy.

5. **Strategies in Teacing Reading Comprehension**

Successful reader can also read for thorough comprehension. It means they read to understand the total meaning of a passage. According to Vacca & Vacca, there are some strategies in teaching reading comprehension:[43]

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[43] Vacca, Richard T. and Vacca Jo Anne 1, *Content Area Reading* (Longman, 1999), 53.

a. **Scaffolding**

Scaffolding is a lesson in which students are given some assistance during the early stages of learning and then reducing the aid and providing opportunities for students. Scaffolding allows teachers help diverse learner negotiate meaning and overcome difficulties in text-related learning situation. Scaffolding is a process where by a student is helped to solve a particular problem beyond the developmental capacity through the help of a teacher or other person with more ability.

From the definition above, it can be concluded that scaffolding is a support, support to students from the teachers that enable the development of learning ability in order there is a higher level in mastery the material indicated by solving more complicated problems.

According to Alber, There are 6 ways to use scaffolding strategies in the classroom:[44]

1) Show and Tell

How many teachers say that we learn best by seeing something rather than hearing about it? Modeling for students is a cornerstone of scaffolding in teachers experience. Have you ever interrupted someone with "Just show me!" while they were in the middle of explaining how to do something? Every chance that teacher have, show or demonstrate to students exactly what they are expected to do.

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[44] Rebecca Alber,"Six Scaffolding Strategies to Use with Your Students" last modified January 24, 2014, https://www.edutopia.org/blog/scaffolding-lessons-six-strategies-rebecca-alber.

a) Try a fishbowl activity, where a small group in the center is circled by the rest of the class; the group in the middle, or fishbowl, engages in an activity, modeling how it is done for the larger group.

b) Always show students the outcome or product before they do it. If a teacher assigns a persuasive essay or inquiry based science project, a model should be presented side by side with a criteria chart or rubric. Teacher can guide students through each step of the process with the model of the finished product in hand.

c) Use think alouds, which will allow teachers to model their thought process as they read a text, solve a problem, or design a project. Remember that children's cognitive abilities are still in development, so opportunities for them to see developed, critical thinking are essential.

2) Tap into Prior Knowledge

Ask students to share their own experiences, hunches, and ideas about the content or concept of study and have them relate and connect it to their own lives. Sometimes teacher may have to offer hints and suggestions, leading them to the connections a bit, but once they get there, they will grasp the content as their own.

Launching the learning in teachers classroom from the prior knowledge of their students and using this as a framework for future

lessons is not only a scaffolding technique many would agree it is just plain good teaching.

3) Give Time to Talk

All learners need time to process new ideas and information. They also need time to verbally make sense of and articulate their learning with the community of learners who are engaged in the same experience and journey. As we know, structured discussions really work best with children regardless of their level of maturation.

If teachers are not weaving in think-pair-share, turn-and-talk, triad teams, or some other structured talking time throughout the lesson, teacher should begin including this crucial strategy on a regular basis.

4) Pre-Teach Vocabulary

Sometimes referred to as front-loading vocabulary, this is a strategy that teachers do not use enough. Many of us are guilty of sending students all alone down the bumpy, muddy path known as challenging text a road booby-trapped with difficult vocabulary. Teachers send them ill-prepared and then often shocked when they lose interest, create a ruckus, or fall asleep.

Pre-teaching vocabulary does not mean pulling a dozen words from the chapter and having kids look up definitions and write them out we all know how that will go. Instead, introduce the words to kids in photos or in context with things they know and are interested in.

Use analogies and metaphors, and invite students to create a symbol or drawing for each word. Give time for small-group and whole-class discussion of the words. Not until they have done all this should the dictionaries come out. And the dictionaries will be used only to compare with those definitions they have already discovered on their own. With the dozen or so words front-loaded, students are ready, with you as their guide to tackle that challenging text.

5) Use Visual Aids

Graphic organizers, pictures, and charts can all serve as scaffolding tools. Graphic organizers are very specific in that they help kids visually represent their ideas, organize information, and grasp concepts such as sequencing and cause and effect.

A graphic organizer should not be the product but rather a scaffolding tool that helps guide and shape students' thinking. Some students can dive right into discussing or writing an essay or synthesizing several different hypotheses without using a graphic organizer of some sort, but there are many students benefit from using one with a difficult reading or challenging new information. Think of graphic organizers as training wheels they are temporary and meant to be removed.

6) Pause, Ask Questions, Pause, Review

This is a wonderful way to check for understanding while students read a chunk of difficult text or learn a new concept or

content. Here is how this strategy works. Share a new idea from discussion or the reading, then pause (providing think time), and then ask a strategic question, pausing again.

Teachers need to design the questions ahead of time, making sure they are specific, guiding, and open-ended. (Even great questions fail if we do not give think time for responses, so hold out during that Uncomfortable Silence.) Keep the students engaged as active listener by calling on someone to give the gist of what was just discussed, discovered or questioned. If the class seems stuck on the questions, provide an opportunity for students to discuss in pairs.

With all the diverse learners in teacher classrooms, there is a strong need for teachers to learn and experiment with new scaffolding strategies. Scaffolding a lesson may in fact, it takes longer to teach, but the end product is far greater quality and the experience more rewarding for all involved.

b. **Think Aloud**

Think Alouds is a strategy that help the students in learning activities, aims to recall more significant information from the texts given by the teacher. Teachers ability to transfer creativity and control the students in completing each steps of the way in thinking alouds strategy in understanding of reading texts and teacher makes their thinking explicit by verbalizing their thoughts while reading orally.

Here is the way how teachers implementing think-aloud strategy in the classroom:[45]

1) Begin by modeling this strategy. Model your thinking as you read. Do this at points in the text that may be confusing for students (new vocabulary, unusual sentence construction).

2) Introduce the assigned text and discuss the purpose of the Think-Aloud strategy. Develop the set of questions to support thinking aloud (see examples below).

   a) What do I know about this topic?

   b) What do I think I will learn about this topic?

   c) Do I understand what I just read?

   d) Do I have a clear picture in my head about this information?

   e) What more can I do to understand this?

   f) What were the most important points in this reading?

   g) What new information did I learn?

   h) How does it fit in with what I already know?

3) Give students opportunities to practice the technique, and offer structured feedback to students.

4) Read the selected passage aloud as the students read the same text silently. At certain points stop and "think aloud" the answers to some preselected questions.

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[45] "WETA," Reading Rockets, accessed June 22, 2022, https://www.readingrockets.org/strategies/think_alouds

5) Demonstrate how good readers monitor their understanding by rereading a sentence, reading ahead to clarify, and or looking for context clues. Students then learn to offer answers to the questions as the teacher leads the think-aloud.

c. Reciprocal Teaching

Reciprocal Teaching is a strategy that asks students and teachers to share the role of teacher by allowing both to lead the discussion about a given reading. Reciprocal Teaching involves four strategies that guide the discussion predicting, question generating, summarizing and clarifying. Reciprocal Teaching is a great way to teach students how to determine important ideas from a reading while discussing vocabulary, developing ideas and questions, and summarizing information. It can be used across several content areas, it works particularly well with textbooks and non-fiction text.

Here is the way how teachers implementing reciprocal teaching strategy in the classroom:[46]

Before Reciprocal Teaching can be used successfully by your students, they need to have been taught and had time to practice the four strategies that are used in reciprocal teaching (summarizing, questioning, predicting, clarifying). One way to get students prepared to use reciprocal teaching:

1) Put students in groups of four.

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[46] "WETA," Reading Rockets, accessed June 22, 2022, https://www.readingrockets.org/strategies/reciprocal_teaching

2) Distribute one note card to each member of the group identifying each person's unique role:

   a) Summarizer

   b) Questioner

   c) Clarifier

   d) Predictor

3) Have students read a few paragraphs of the assigned text selection. Encourage them to use note-taking strategies such as selective underlining or sticky-notes to help them better prepare for their role in the discussion.

4) At the given stopping point, the Summarizer will highlight the key ideas up to this point in the reading.

5) The Questioner will then pose questions about the selection:

   a) Unclear parts

   b) Puzzling information

   c) Connections to other concepts already learned

6) The *Clarifier* will address confusing parts and attempt to answer the questions that were just posed.

7) The *Predictor* can offer predictions about what the author will tell the group next or, if it's a literary selection, the predictor might suggest what the next events in the story will be.

8) The roles in the group then switch one person to the right, and the next selection is read. Students repeat the process using their new roles. This continues until the entire selection is read.

9) Throughout the process, the teacher's role is to guide and nurture the students' ability to use the four strategies successfully within the small group. The teacher's role is lessened as students develop skill

d. SQ3R (Suveying Questioning Reading Reciting Reviewing)

SQ3R is a systematic reading strategy to help you organize the reading process into manageable units. It is only one of many similar strategies that you can use to improve comprehension. It consist five steps, they are Surveying, questioning, reading, reciting, and reviewing:

1) Survey

Students review the text to gain initial meaning from the headings, bolded text, and graphics or charts.

2) Question

Students begin to formulate and ask questions based on what they preview in the text,

3) Read

As students read, they search for answers to the questions they generated during their preview of the text. As a result, these questions help focus student's reading.

4) Recall or Recite

As students continue through the text, they should recite and rehearse the answers to their questions and make notes for later recall and study strategies.

5) Review

Once initial reading is complete, students should review the text to clarify lingering questions and recite the questions they provided earlier.

By breaking each step down, we can see how this strategy ensures that students spend time reading the most appropriate text, students study the right part of the text in the right detail, they integrate prior knowledge with new knowledge learned, and students fix information in their minds for future reference and knowledge.

Like most strategies, SQ3R needs to be modeled by the teacher before the students can take on the strategy themselves:[47]

1) Begin by explaining the process and how effective readers utilize surveying, questioning, reading, reciting, and reviewing the text.

2) Next, select a content passage to read to the class and use the SQ3R.

3) During each step, pause to explain what you are doing and how it relates to the steps of the strategy.

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[47] "Weebly," Klumb Comprehension, accessed June 22, 2022, https://klumbcomprehensionstrategies.weebly.com/sq3r.html#:~:text=Begin%20by%20explaining%20the%20process,the%20steps%20of%20the%20strategy

4) After you have modeled the strategy, ask students to independently read and practice the SQ3R strategy.

5) Afterwards, have students review their notes and reflect on the process.

e. **Questin Answer Relationship (QARs)**

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

Here is the way how teachers implementing QAR strategy to teach students:[48]

1) Depending on your students, you may choose to teach each type of question individually or as a group. Explain to students that there are four types of questions they will encounter. Define each type of question and give an example.

2) Read a short passage aloud to your students.

3) Have predetermined questions you will ask after you stop reading. When you have finished reading, read the questions aloud to students and model how you decide which type of question you have been asked to answer.

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[48] Raphael, T.E., & Au, K.H., *QAR: Enhancing comprehension and test taking across grades and content areas* (The Reading Teacher, 2005), 59, 206-221.

4) Next, show your students how find information to answer your question (i.e., in the text, from your own experiences, etc.).

5) After you have modeled your thinking process for each type of question, invite students to read another passage on their own, using a partner to determine the type of question and how to find the answer.

6) After students have practiced this process for several types of questions and over several lessons, you may invite students to read passages and try to create different types of questions for the reading.

f. SQ4R (Survey Question Read Respond Record Review)

SQ4R is a method that identifies the components of active reading and provides a guide for navigating among them. SQ4R prompts a reader to survey, question, read, respond, record and review material. This method can be used for reading any type of material at any stage of your research assignment.

Susilo said that there are six effective learning steps in implementing SQ4R strategies:[49]

1) Survey (Review)

Efforts to find out the outline of the contents of the reading and how to prepare and present it in passing. The teacher direct to the students to survey the contents of the exposition text individually

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[49] M. Joko Susilo, *Gaya Belajar Menjadikan Makin Pintar* (Yogyakarta: Pinus, 2006), 157-158.

2) Question (Ask the Question)

To asking a question of the purpose to arouse curiosity. People who need to know the question and try to find the answer. The teacher direct to the students to make the questions based on the formula 5W+1H and they make into four number.

3) Reading (Reading)

Read carefully about the lesson of material, one more time while try to find answers from the questions that have been asked. The students read the text carefully to find the answer of the questions from their friends randomly.

4) Recite (its Remember while mention again)

The secret needs to be known is to mention it used by your own words. Remembering and mentioning again is an important step. Because in this way people can recognize and also learn the answers. The students should keep focus on the text to underline the important sentence, remembering the sentence and think to give the reasons why they chose the sentence.

5) Record (Note)

The purpose of making notes is to help us to remember, the important points without read the material itself. The notes that made can be accessed briefly but regulate with the important things. The notes are needed about the material that we have learned before. The

students presented the sentence what they are memorize and explain the reason about the sentence.

6) Review (repeating)

It means a reveal that what we have learned without looking at the notes. Repeating in learning material has regularly very useful because it has become memory about knowledge that we have been learned before. After all is done, the teacher reviews the material previously discussed.

g. KWL (Know, Want to know, Learned)

KWL is a teaching strategy that helps student develop tactical ways to learn new material with the use of questioning and accessing information from reliable sources. This strategy can be effective in promoting independence in learning.

The Procedure of *Know-Want-Learn (KWL) strategies* include three steps. First, provide students with the opportunity to brainstorm and list the ideas in the K items and details that they already know about a topic. Second, they review the topic again and consider what they still want to know. They list these items in the W section of the chart. Items should be listed as questions. Third, as they read or after they read, students add details that they have learned while reading. They list these items in the L section of the chart. The activities of KWL strategy:

1) K (What I Know)

Prepare questions in advance to help students brainstorm their ideas. Prompt students what they already know. Require that students explain their associations. Explaining associations helps students provide specific details and requires them to put some thought into their answers. Teacher might ask them what they think of that.

2) W (What I Want to Learn)

Explain that want is best defined as what they need to know or learn. Ask alternate questions in order to prompt student responses. Questions may include what the students want to learn about the topic. Refer back to the K section of the chart. The teacher asks students what the students want learn about the topic.

3) L (What I Learned)

Remind students that they should try to answer their W questions as they fill in the L column. Encourage students to write any new and interesting information that they learned. Suggest students search in other sources for the answers to questions that were left unanswered in the text.[50]

From the explanation above, it can be concluded that there are many strategies in teaching reading comprehension, teachers can choose the appropriate strategies that suitable with condition in the classroom.

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[50] Ogle, D.M. KWL: *A Teaching Model that Develops Active Reading of Expository Text*. Reading Teacher, accessed on June 22, 2022, http://www.indiana.edu/~l517/KWL.htm

CHAPTER III

METHODOLOGY

A. Research Design

The approach of this research used qualitative approach. Qualitative research seeks to understand and interpret human and social behavior as it is lived by participants in a particular social setting. It is an intensely personal kind of research, one that freely acknowledges and admits the subjective perceptions and biases of both participants and researcher.[51]

While the type of the research was qualitative descriptive research. It means that the research method is directed to describe clearly and deeply the social reality and various phenomena that occur in society, in order to obtain a complete picture of the characteristics, character, nature, and model of the phenomenon.[52]

This research used a qualitative research approach with a qualitative descriptive type because the researcher wants to describe systematically and carefully of teachers' strategies in teaching reading comprehension at the second grade of MTs Miftahul Ulum Pondok Labu.

B. Research Location

This research was conducted in the Ajung district precisely at MTs Miftahul Ulum Pondok Labu. The researcher chooses this school for several reasons. Specifically, this school provided guidance in learning English every week on saturday. The program was called English morning, all students

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[51] Donald Ary, *Introduction to educational research 8th edition* (Canada: Wadsworth Cengange Learning, 2010), 420.
[52] Wina Sanjaya, *Penelitian Pendidikan* (Jakarta: Kencana, 2013), 47.

were required to speak English from 06:00-7:00 WIB. This activity was guided by tutor who were invited from outside. Based on this guidance, the majority of students at this school could explore the English well than other schools, especially in Ajung Sub-district. Besides, this school was due to one of school which implements reading comprehension in the classroom.

C. Research Subject

In choosing the subjects of the research, the researcher used purposive sampling. Purposive sampling means that the researcher purposefully choose data that fit the parameters of the project's research questions, goals, and purposes.[53] It is used to select individuals that could purposefully inform and understand the research problem and central phenomenon in the study.

The subjects of this research were teacher and students. The researcher took one English teacher who is teaching English at the second grade of MTs Miftahul Ulum Pondok Labu because the teacher knows in detail how the daily life of students in the class when learning English directly.

The students at the second grade of MTs Miftahul Ulum Pondok Labu consist of 20 students. The selection of research subjects were purposive to choose 6 students out of 20 students based on teachers's recommendation with consideration they have good and low comprehension in reading.

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[53] Sarah J. Tracy, *Qualitative Research Methods,* (Chi Chester: Wiley-Blackwell, 2013), 134.

D. Data Collection

While the data of the research obtained by using observation, interview, and documentation. The techniques used in collecting data in this research as follows:

1. Interview

In this research, the researcher used semi structured interview, namely the researcher made an instrument as a guideline when conducting interviews, but the implementation of the interview is not bound by the guidelines and more free and open. The purpose of this interview was to find the problems openly, which is the interview asked for their opinions and ideas.

The interview was done to get information from interviewing the teacher and 6 students at MTs Miftahul Ulum Pondok Labu. Interviewing to get the data about teacher's responses towards teacher's strategies in teaching reading comprehension. The next interview with the students. Interviewing the students were intended to dig out information about teacher's strategies in teaching reading comprehension.

2. Observation

In this research, the researcher used nonparticipant observations which is the researcher did not particapte in the activities of the research object and the researcher only became an observer. The observation was conducted to get the data about what happened during the teaching learning process of reading activity, especially the linguistic and non-

linguistic teaching strategy that is used by the teacher. The researcher was observed the teacher's strategies in teaching reading comprehension at MTs Miftahul Ulum Pondok Labu.

3. Document Review

By using document review to collect the data, the researcher was able to attach evidence supporting the research. The data that the researcher obtained with document review were:

a. Teacher's worksheet (printed text)

b. LKS

c. Photos of interview activities

E. Data Analysis

Analysis of data in qualitative research was a time consuming and difficult process because typically the researcher faced massive amounts of field notes, interview transcripts, audio recordings, video data, real actions, or information from documents those must be examined and interpreted.[54] This research used data analysis developed by Miles and Huberman that analyzed data by three steps: data condensation, data display, and conclusion drawing/verification. Data condensation refering to the process of selecting, focusing, simplifying, abstracting, and transforming. In more detail, the steps as Miles' theory. Huberman and Salda will be applied as follows:

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[54] Donald Ary, *Introduction to Research in Education 8th Edition,* 442.

1. Data Condensation

The first step in analysis qualitative data involved data condensation. Data condensation refers to the process of selecting, focusing, simplifying, abstracting, or transforming the data that appear in the full corpus (body) of written up field notes, interview transcripts, documents, and other empirical materials.[55]

Data condensation were not something separated from analysis. It was a part of analysis. The researcher's decisions which data chunks to code and which to pull out, which category labels best summarize a number of chunks, which evolving story to tell are all analytic choices. Data condensation is from analysis that sharpens, sorts, focuses, discards, and organizes data in such a way that "final" conclusion can be drawn and verified. In this study described as follows:

a. Selecting

Researcher must act selectively that was determined which demensions were more important, relationships which ones might be more meaningful, and as a consequence, what information which can be collected and analyzed.

b. Focusing

Focusing data was a form of pre-analysis. At this stage, researcher focus on data related to the formulation of research problem. This stage

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[55] Matthew B. Miles, A. Michael Huberman, Johnny Saldana, *Qualitative Data Analysis* (United States of America: Arizon State University, 2014), 10.

was continuation of the data selection stage. Reseacher only limit data based on the formulation of the problem.

c. Abstracting

Abstracting was an attempt to make a summary of the core, process, and statements that need to be maintained so that they remain in them. On this stage, the collected data was evaluated, especially those that have been collected evaluated, especially those relating to the quality and adequacy of data.

d. Simplifying and Transforming

The data in this research were further simplified and transformed in various ways, namely through rigorous selection, through summary or brief description, classifying data in one broader pattern and so on.

Based on the explanation above, the researcher eliminated and selecting the data. Meanwhile, the researcher only focused on the data about teacher's strategies in teaching reading comprehension and the implementation of strategies at the second grade of MTs Miftahul Ulum Pondok Labu.

2. Data Display

The next step was to present the data. In qualitative research, the presentation of data could be done in the form of brief descriptions, charts, tables, graphs. Thus would be easier to understand what was happening and could plan further work based on what had been understood.

3. Conclusion Drawing

The last step was the stage of drawing conclusions based on findings and verifying data. As explained above, the initial conclusions put forward were still temporary and would change if strong evidence was found to support the next stage of data collection. If the conclusions expressed at the initial stage were supported by strong evidence in a sense consistent with the conditions obtained were credible conclusions. The researcher gave the result of the analysis based on teacher's strategies, common strategy used, and the implementataion of strategies in teaching reading comprehension at the second grade of MTs Miftahul Ulum Pondok Labu.

F. **Validity of Data**

The Validity of data used by the researcher was triangulation of techniques and triangulation of source. Triangulation was defined as checking data from various sources and various ways.

1. Triangulation of sources to test the credibilty of the data is done by checking data from different sources with the same techniques. The data were obtained from the interview of students and teacher about teachers' strategies in teaching reading comprehension at MTs Miftahul Ulum Pondok Labu.

2. Triangulation techniques to test the credibility of the data are done by checking the data to the same source with different techniques.[56] The data were obtained from the interview and observation process with the teacher

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[56] Sugiyono, *Metode Penelitian,* 330.

and students regarding teachers' strategies in teaching reading comprehension at MTs Miftahul Ulum Pondok Labu.

G. Research Stage

In this section, the research implementation plan will be carried out by the researcher, starting from preliminary research, design development, actual research, and report writing.[57] In this research there were three stages, they were:

1. Pre-field stage

There were several stages of activities that researcher must do, in this stage one consideration was added the needs to be understood, namely research ethics in the field in the activities and considerations described below:

a. Prepare research designs

b. Select the research field

c. Take care of licensing

d. Explore and assess the field

Field assessments and assessments would be carried out well if the researcher has read in advance from the literature or knows through people about the situation and condition of the area where the research was conducted. It is also expected that research can adjust to the circumstances of the research area.

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[57] Tim Penyusun, *Pedoman Penulisan Karya Ilmiah,* (IAIN Jember Press, 2020), 48.

a. Select and use informants

b. Prepare equipments

c. The issue of research ethics

2. Stages of field work

a. Undestanding the background of research and preparation

b. Enter the field

c. Participate while collecting data

3. Data analysis Stage

The data analysis was the last stage of the research process was discussed in the previous chapter. At this stage the activities include:

a. Data condensation

b. Presentation of data

c. Conclusion with drawing

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. **Research Findings and Data Analysis**

In this chapter, the researcher presented the data based on the document review, interview, and observation. The researcher identified teacher's strategies in teaching reading comprehension and how the teacher implement the strategies in teaching reading comprehension at MTs Miftahul Ulum Pondok Labu. The researcher elaborated research findings based on the results of interview, observation, and document review as follows:

1. **Teacher's Strategies in Teaching Reading Comprehension at the Second Grade of MTs Miftahul Ulum Pondok Labu**

According to the result of interview and observation conducted with an English teacher and students about teacher's strategies in teaching reading comprehension, there were two strategies used by the teacher in teaching reading comprehension they were scaffolding and question answer relationship (QAR).

a. **Scaffolding**

Students often face a few common challenges when it comes to reading comprehension. One challenge is having a limited vocabulary, which means they may not know the meanings of many words, another challenge is not having enough knowledge about the topic before they start reading (lack of prior knowledge), which makes it harder for them to understand the content, and some students struggle with making

inferences about what they read, which means they have a hard time figuring out the implied meanings of the text.

It was explained by the teacher. She said:

Salah satu strategi yang saya gunakan dalam mengajar reading comprehension di sekolah ini adalah Scaffolding strategi, strategi ini berupa bantuan kepada siswa yang mengalami kesulitan dalam memahami teks dan mengurangi bantuan ketika siswa sudah memahaminya.[58]

"One of the strategies I used in teaching reading comprehension at this school was the scaffolding strategy. This strategy involved providing assistance to students who were having difficulty understanding the text and reducing the assistance once the students had grasped it."

It was explained by the student 1 as follow:

Saya banyak tidak hafal kosa kata bahasa Inggris, jadi ketika pelajaran reading itu saya merasa kesulitan untuk memahami teks yang diberikan guru, sehingga guru memberikan beberapa kosa kata penting yang ditulis di papan atau saya membuka kamus bahasa Inggris.[59]

"I did not memorize a lot of English vocabulary, so during reading lessons I felt difficult to understand the text that given by the teacher so that the teacher provided several important vocabulary words that were written on the whiteboard or I open English dictionary"

It was also explained by the student 3 as follow:

Ketika saya tidak tahu artinya dan tidak ada di kamus, maka guru menyuruh saya untuk bertanya mengenai itu, kemudian guru akan menulis kosa kata itu di papan.[60]
"When I did not know the meaning and it was not in the dictionary, the teacher told me to ask about it, then the teacher would write the vocabulary on the board."

It was supported by the student 4 as follow:

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[58] Teacher, *Interview,* Jember, September 26th 2022.
[59] Student 1, *Interview,* Jember, October 03th 2022.
[60] Student 3, *Interview,* Jember, October 03th 2022.

Saya lemah dalam kosa kata bahasa Inggris sehingga saya merasa kesulitan untuk menyimpulkan apa yang sudah saya baca.[61]

"I was weak in English vocabulary, so I felt it difficult to summarize what I had read"

It was further explained by the student 5 as follow:

Saya harus buka kamus atau bertanya kepada guru jika ada yang tidak tahu artinya apalagi saya orangnya tidak suka membaca, jadi jika ada topik yang tidak pernah saya tahu sebelumnya itu suka kesal sendiri jika disuruh mengartikan atau menyimpulkan dari itu.[62]

"I had to open a dictionary or ask the teacher if I did not know the meaning, especially I did not like to read. So if there was a topic I had never known before, I would get upset if I was asked to interpret or conclude from it."

It was explained by the teacher :

Kebanyakan murid di kelas itu lemah dalam kosa kata bahasa inggrisnya, mereka kebingungan jika diminta untuk mengartikan kata dan menyimpulkan apa yang telah mereka pahami dari teks yang sudah saya berikan, sehingga saya menulis beberapa kosa kata yang unfamiliar buat mereka di papan tulis agar lebih memudahkan mereka untuk memahaminya.[63]

"Most of the students in the class were weak in their English vocabulary, they were confused if asked to interpret a word and conclude what they understood from the text that I had given, so I wrote a few unfamiliar vocables for them on the board to make it easier for them to understand it"

Reading comprehension can be challenging for many students, especially those who are struggling to understand a text because of limited vocabulary, a lack of prior knowledge, or difficulty in making inferences about what they read. Scaffolding provides structured support and guidance to help the students understand and engage with the text, so

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[61] Student 4, *Interview*, Jember, October 04th 2022.
[62] Student 5, *Interview,* Jember, October 04th 2022.
[63] Teacher, *Interview,* Jember, September 26th 2022.

that the students become more confident readers and more motivated to

learn by receiving constant feedback from the teacher.

It was explained by the teacher, she said;

Untuk strategi yang paling efektif saya gunakan dalam mengajar reading comprehension di sekolah ini adalah scaffolding strategi karena, siswa menjadi pembaca yang lebih efektif dan percaya diri, sambil juga mengembangkan keterampilan berpikir kritis dan pemecahan masalah yang penting.[64]
"For the most effective strategy that I used when teaching reading comprehension in this school is the scaffolding strategy because, the students became more effective and confident readers, while also developing important critical thinking and problem-solving skills."

It was explained by the student 3 as follow;

Ketika materi reading, saya lebih suka ketika guru sering membantu saya dalam setiap kesulitan yang saya temui dalam teks itu sendiri, seperti kosa kata baru yang saya tidak tahu artinya.[65]
"When it comes to reading materials, I prefer it when the teacher frequently assists me with any difficulties I encounter within the text itself, such as new vocabulary words whose meanings I don't know."

It was also explained by the student 5 as follow:

Guru sering membantu saya ketika saya tidak mengerti atau tidak tahu dengan artinya dengan cara menunjukkan bagaimana cara mencarinya di kamus bahasa Inggris.[66]
"Teacher often help me when I did not understand or did not know the meaning of the word by showing me how to look for it in English dictionaries."

It was supported by the student 6 as follow:

Kalau saya tidak tahu artinya itu sangat sulit untuk memahami teks, jadi di kelas itu guru menginstruksikan agar bertanya jika ada yang tidak dipahami.[67]

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[64] Teacher, *Interview,* Jember, September 26th 2022.
[65] Student 3, *Interview,* Jember, October 03th 2022.
[66] Student 5, *Interview,* Jember, October 04th 2022.
[67] Student 6, *Interview,* Jember, October 04th 2022.

"If I did not know the meaning, it was very difficult to understand the text, so in the class, the teacher instructed to ask if anything was not understood."

It was also explained by the teacher;

Rata-rata yang ditanyakan murid itu mengenai kosa kata baru yang ada di teks itu, pengucapan kata dalam bahasa Inggris yang benar, dan juga mengenai penggunaan kosa kata yang tepat itu bagaimana, seperti dalam nama bulan January, February itu menggunakan at atau on.[68]

"On average, the questions asked by the students were about the new vocabulary words in the text, pronounce the word in English correctly, and also about the proper usage of those words, such as in the names of the months January and February, whether to use 'at' or 'on'."

It was further explained by the teacher;

Dengan menggunakan scaffolding strategi suasana kelas itu lebih aktif, mereka lebih sering bertanya karena selalu mendapat feedback sehingga mereka akan terus termotivasi untuk terus belajar, ya meskipun cukup memakan waktu yang sangat banyak dengan memberikan feedback dari setiap pertanyaan dari siswa tapi, saya sangat senang dengan hal itu, yang terpenting murid memperoleh sesuatu daripada banyak pelajaran tapi tidak mendapatkan apa-apa.[69]

"By using the scaffolding strategy, the classroom atmosphere became more active, and the students asked questions more frequently because they always received feedback. As a result, they were continuously motivated to keep learning. Although it took a lot of time to provide feedback for each student's question, I was very pleased with it. What mattered most was that the students gained something rather than having many lessons but gaining nothing"

Based on the explanation above, it was clear that one of the strategies that the teacher used in teaching reading comprehension at the second grade of MTs Miftahul Ulum Pondok Labu was scaffolding. The teacher gave assistance when the students had difficulties in the early

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[68] Teacher, *Interview,* Jember, September 26th 2022.
[69] Teacher, *Interview,* Jember, September 26th 2022.

stages of learning activities and reduced assistance when the students understood it.

The statements above were strengthened by the observation that the researcher did. The researcher found that some students often asked for the meaning of the word, and most of them used dictionaries to do the translation. So that, the teacher gave assistance to the students in the classroom by writing on the board some important vocabulary when the students did not know the meaning of the word or felt difficulty in understanding a text, and also giving feedback according to what the students asked, such as new vocabulary or something that need more explanations from the teacher and reducing it as students progressed so that it could help students understand the text that was given by the teacher.[70]

From the data above, the researcher knew that the students at MTs Miftahul Ulum Pondok Labu faced challenges in reading comprehension due to their weaknes in English vocabulary. They struggled to understand texts, summarize what they had read, and interpret unfamiliar words and topics. This lack of vocabulary hindered their comprehension abilities. The teacher employed the scaffolding strategy for teaching reading comprehension by providing assistance to the students who experienced difficulties in understanding the text and gradually reducing the assistance as the students gained understanding. The teacher wrote

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[70] Observation on October 10th 2022.

important vocabulary words on the whiteboard and responded to student inquiries, aiming to facilitate comprehension. Furthermore, the researcher's observations confirmed that many students frequently asked for word meanings and relied on dictionaries for translation. The teacher responded to their needs by offering assistance in the form of written vocabulary and feedback, gradually reducing it as the students progressed in their understanding, it was aimed to support students in comprehending the texts. The students' statements also confirmed the usefulness of this strategy, as they preferred the teacher's frequent assistance in understanding difficult vocabulary words in the texts. This was supported by the teacher's explanations that this strategy was most appropriate for the students and enhanced their reading comprehension skills, as they became more confident readers, more motivated to learn, and developed critical thinking and problem solving skills because of they received constant feedback from their teacher.

b. Question Answer Relationship (QAR)

The second strategy that the teacher used in teaching reading comprehension at the second grade of MTs Miftahul Ulum Pondok Labu were Question Answer Relationship (QAR). Lack of vocabulary and understanding relevant questions with the answer as an obstacle for students in understanding the text, especially understanding the question's intent, the students struggle to think of inquiries that are

pertinent, meaningful, or useful in gathering information or understanding a subject better.

It was explained by the teacher. She said;

Strategi ke dua yang saya gunakan untuk mengajar reading comprehension di kelas 2 ini adalah Question Answer Relationship (QAR), strategi ini membantu siswa memahami hubungan antara berbagai jenis pertanyaan dan bagaimana menemukan jawaban dalam teks, umumnya dari pertanyaan dan jawaban itu kan sebenarnya ada kemiripan dari kata-katanya. Jadi, jika siswa itu jeli dalam dalam hal itu maka seharusnya mereka bisa menjawabnya atau menemukan jawaban itu dalam teks tersebut meski mereka tidak tahu arti secara keseluruhan dari teks tersebut.[71]

"The second strategy that I used to teach reading comprehension in this second-grade class was Question Answer Relationship (QAR). This strategy helped students understand the relationship between different types of questions and how to find answers in the text, generally, there was a similarity between the question and the answer. So, if the students were deeply concerned about it, they should have been able to answer it or find the answer in the text even though they did not know the overall meaning of the text."

It was explained by the student 3 as follow:

Di buku pelajaran itu biasanya ada latihan soal, dari situlah guru membimbing anak-anak di kelas untuk praktik bersama mengerjakan soal itu.[72]

"In the textbook, there were usually exercise questions, and from there, the teacher guided us in the class to practice working on those questions together"

It was also explained by student 4 as follows:

Kita praktik bersama di dalam kelas tentang bagaimana memahami sebuah pertanyaan agar kita bisa menjawab pertanyaan tersebut.[73]

"We practiced together in the class on how to understand a question so that we could answer the question"

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[71] Teacher, *Interview,* Jember, September 26th 2022.
[72] Student 3, *Interview,* Jember, October 03th 2022.
[73] Student 4, *Interview*, Jember, October 04th 2022.

It was supported by student 5 as follows:

Saya tidak banyak menguasai kosa kata bahasa Inggris, saya pikir jika tahu artinya itu akan lebih mudah menjawab soal-soal bahasa inggris, karena isinya itu cerita, dan yang ditanyakan itu biasanya isi dari teks tersebut.[74]

"I did not know much of the English vocabulary, I thought that if I knew what it meant, it would have been easier to answer questions in English. Because the content was the story, and the question usually represented the content of the text."

It was further explained by student 6 as follows:

Saya tidak banyak tahu kosa bahasa Inggris, jadi untuk mengerti maksud dari yang ditanyakan itu butuh waktu yang lama sambil lalu buka kamus untuk mencari kosa kata yang tidak tahu artinya.[75]

"I did not know a lot of English vocabulary, so understanding the intent of what was asked took a long time. I had to constantly refer to the dictionary to find the meanings of unfamiliar words."

It was explained by the teacher:

Strategy QAR ini jarang saya gunakan, saya gunakan ketika sampai pada latihan soal pada suatu bab di buku pelajaran bahasa Inggris, saya membimbing siswa cara mengerjakan latihan soal tersebut, karena setiap soal itu hampir sama pertanyaannya (rata-rata pertanyaannya itu yang termasuk dalam kategori right there, yang jawabannya dinyatakan langsung di teks tanpa harus menganalisa teks atau menggunakan opini siswa untuk menjawabnya).[76]

"I rarely used the QAR strategy. I used it when we reached the exercise section of a chapter in the English textbook. I guided the students on how to do the exercises because the questions were almost the same for each item (the average of those questions belonged to the "right there" category, where the answers were expressed directly in the text without having to analyze the text or use student's opinion to answer them."

Based on the statement above, it was clear that another strategies

that the teacher used in teaching reading comprehension at the second

[74] Student 5, *Interview,* Jember, October 04th 2022.
[75] Student 6, *Interview,* Jember, October 04th 2022.
[76] Teacher, *Interview,* Jember, September 26th 2022.

grade of MTs Miftahul Ulum Pondok Labu was Question Answer Relationship (QAR), this strategy was reading strategy through understanding and analysis of questions in order to get an information or answer from the reading.

The statements above were strengthened by the observation that the researcher did, the researcher found that the teacher explained to all students that there was an interrelation between the questions and the answers, it means that there were a similarity between the words used in the question and the corresponding answer. The teacher guided the students to work on the exercises in their English book by practicing together to analyze the questions (translating it into Indonesian language so it could help the students in understanding question easily) and how to search the answers (by rechecking the questions and finding corresponding information) within the text. As an example that the teacher did in this exercise: *"Mr. Prasetyo usually gets up at about five o'clock in the morning, he usually has juice and a cup of coffee"* and the question *"When does Mr. Prasetyo usually get up every morning?, a. At nine b. At five c. At seven d. At eight"*. (Source of *Buku Basa Inggris SMP/MTs Kelas VIII Kurikulum 2013*, OMEGA Aktif, Kreatif, Inovatif, 07). So between the question and the answer here there were a similarity between the words used in the question such as *"Mr. Prasetyo, usually, get up, morning, and five"* and the corresponding answer such as *"Mr.*

Prasetyo usually gets up at about five o'clock in the morning", so the students could know that the answer were *"b. At five"*.[77]

In conclusion, the research findings indicated that the Question Answer Relationship (QAR) strategy was used by the English teacher at the second grade of MTs Miftahul Ulum Pondok Labu to teach reading comprehension. Mrs. Faiz as the English teacher, explained that QAR helped students understand the relationship between different types of questions and how to find the answers in the text. Students also shared that the QAR strategy was implemented through practicing exercises from the textbook in class with guidance from the teacher. The teacher mentioned that QAR was used during exercise sections of English textbook chapters, the students were guided on how to analyze of questions and how to find the answer in the text where the students had difficulty in understanding relevant questions with the answer and lack of vocabulary. Overall, the QAR strategy was utilized as a supportive strategy in teaching reading comprehension to enhance students' understanding of questions and their ability to find the answers in the text.

Based on the findings of data analysis above, it was known that there were two strategies that the teacher used in teaching reading comprehension at the second grade of MTs Miftahul Ulum Pondok Labu, there were scaffolding and question answer relationship (QAR) strategy,

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[77] Observation on October 17th 2022.

the teacher used those strategies because they were effective in helping students comprehend the text.

2. **The Implementation of Strategies in Teaching Reading Comprehension at the Second Grade of MTs Miftahul Ulum Pondok Labu**

   a. **Scaffolding**

   The teacher needs a way to implement the strategies. Here is the result of an observation and interview with an English teacher about how the teacher implement the scaffolding strategy in teaching reading comprehension at MTs Miftahul Ulum Pondok Labu.

   1) **Text selection**

   The selection of texts that are relevant to the abilities of students and the purpose of learning is an important thing to do for a teacher in teaching reading comprehension because it can affect the interest and motivation of students in learning and aims to provide interesting and accessible texts that are aligned with the students' abilities and encourage understanding.

   It was explained by the teacher:

   > *Dalam penerapan strategi scaffolding tentunya saya memilih teks yang sesuai dengan kebutuhan siswa, yang mana teks tersebut tidak terlalu panjang dan sulit, dan tidak terlalu mudah juga, yang sekiranya siswa itu sedikit mengerti tentang materi itu, jadi tugas guru hanya meluruskan atau memberikan tambahan penjelasan kepada mereka agar pemahaman mereka sejalan dengan yang guru inginkan.[78]*
   > "In implementing the scaffolding strategy, I selected texts that were suitable for the needs of the students, ones that were not too long and difficult, and not too easy either, and that students

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[78] Teacher, *Interview,* Jember, September 26th 2022.

had some understanding of the topic. As a result, the teacher's task was only to clarify or provide additional explanations to ensure that their understanding was aligned with what the teacher intended."

It was explained by the student 1 as follow:

Ketika mengajar reading guru membawa beberapa teks yang sudah di print dan dibagikan kepada semua anak dikelas.[79]
"When teaching reading, teachers brought some of the texts that had already been printed and shared them with all the students in the class."

It was also explained by the student 3 as follow:

Guru itu biasanya membawa teks yang sudah diprint dan teks itu tidak terlalu panjang karena kalau teksnya itu panjang atau sulit, saya malas untuk membaca dan menerjemahkannya.[80]
"The teacher used to carry printed texts, and they were not too long because if the text was long or difficult, I would become lazy to read and translate it."

It was further explained by the student 5 as follow:

Ketik guru akan mengajar tentang simple present yang ada di buku, guru itu biasanya memberi kita teks yang berkaitan dengan simple present itu.[81]
"When the teacher taught about the simple present that was in the book, the teacher usually gave us texts related to the lesson."

2) Text orientation

Giving an overview (information of the main topic, genre, and author) to the studets about the text that will be covered can help them comprehending the text and to activate their prior knowledge of the topic.

It was explained by the teacher:

Saya biasanya memulai dengan memberikan gambaran umum tentang teks, termasuk judul dan penulis, dan menanyakan apa

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[79] Student 1, *Interview,* Jember, October, 03th 2022.
[80] Student 3, *Interview,* Jember, October, 03th 2022.
[81] Student 5, *Interview,* Jember, October, 04th 2022.

yang mereka ketahui tentang topik tersebut. Kemudian, saya memberikan preview teks, menghighlight kosakata yang penting dan konsep kunci.[82]

"I usually started by providing an overview of the text, including the title and author, and asked them what they knew about the topic. Then, I gave them a preview of the text, highlighting key vocabulary and concepts."

It was explained by the student 4 as follow:

Seperti biasa, guru memberikan penjelasan atau pengantar secara umum tentang teks yang akan dibaca oleh anak-anak di kelas.[83]

"As usual, teachers provided an explanation or general introduction to the text that would be read by the students in the class."

It was supported by the student 6 as follow:

Guru kami sering memulai dengan memperkenalkan topik secara keseluruhan. Dia memberikan ringkasan tentang teks, seperti pengantar yang menarik perhatian kami.[84]

"Our teachers often started by introducing the subject as a whole. They gave a summary of the text, such as an introduction that drew our attention."

3) Aural orientation

Giving deeper orientation to the students by reading the text that can help them connect what they hear to what they read to strengthen their understanding.

It was explained by the teacher:

Saat kami membahas sebuah cerita di kelas, saya akan membacakan teks dengan suara yang jelas (sekiranya terdengar oleh siwa) dan ekspresif (intonasi). Saya mengajak siswa untuk mendengarkan dengan seksama sambil mengikuti teks yang mereka pegang. Setelah selesai membaca, saya memberikan pertanyaan terkait isi cerita itu dan membantu

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[82] Teacher, *Interview,* Jember, September 26th 2022.
[83] Student 4, *Interview,* Jember, October, 04th 2022.
[84] Student 6, *Interview,* Jember, October, 04th 2022.

siwa memahami apa yang mereka dengar dengan apa yang mereka baca untuk memperkuat pemahaman mereka.[85]

"When we were discussing a story in class, I read the text out loud and expressive. I invited students to listen carefully while following the text they were holding. After reading, I asked questions related to the content of the story and helped them understand what they heard with what they read to strengthen their understanding."

It was explained by the student 2 as follow:

Biasanya guru membaca teks dan menyuruh siswa mengikutinya sama persis dengan intonasi yang guru ucapkan, lalu menanyakan kepada semua siswa tentang kata atau kalimat yang mereka belum tahu artinya agar kita paham isi dari teks itu.[86]

"Usually, the teacher reads the text and asks the students to follow it with exactly the same intonation as the teacher says. Then, the teacher asked all the students about any words or sentences they did not understand the meaning of in order to understand the content of the text."

It was also explained by the student 4 as follow:

Guru membimbing kita cara membaca menggunakan intonasi, bukan hanya sekedar membaca dengan intonasi yang datar dan menyuruh semua siswa membaca secara bergantian, dan juga mengoreksi pemahaman kita tentang teks itu.[87]

"The teacher guided us on how to read using intonation, not just reading with flat intonations and instructed all students to read alternately and also corrected our understanding of the text."

4) **Language orientation**

Language orientation focuses on preparing students to encounter new vocabulary and language structures. Such as pre-teaching key vocabulary and introducing important grammatical structures that students will encounter in the reading.

It was explained by the teacher:

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[85] Teacher, *Interview,* Jember, September 26th 2022.
[86] Student 2, *Interview,* Jember, October, 03th 2022.
[87] Student 4, *Interview,* Jember, October, 04th 2022.

Saya juga memberikan mereka list kosa kata yang berhubungan dengan teks dan juga mengajari mereka tentang grammer yang ada di teks tersebut dan membantu mereka memahami cara penggunaannya.[88]

"I also gave them list of vocabulary that was related to the text and also taught them about the grammar used in the text, helping them understand how they were used in context."

It was explained by student 3 as follow:

Guru mengajari kita tentang grammer yang ada di teks tersebut dan bagaimana menggunakannya dan juga memberikan kita beberapa kosa kata yang ada di teks tersebut yang ditulis di papan.[89]

"The teacher taught us about the grammar present in the text and how to use it and also gave us some of the vocabulary that was present in that text, which was written on the board."

It was supported by student 6 as follow:

Guru mengajari kita tentang grammer yang ada di teks, misalkan kalau sesuatu yang berkaitan dengan masa lampau atau sesuatu yang sudah lewat/terjadi itu menggunakan simple past. Ya intinya grammer yang ada di teks itu yang di ajari, kan setiap bab beda-beda grammernya, kalau awal bab itu kan simple present itu, ya simple present itu yang diajari.[90]

"The teacher taught us about the grammar in the text, explaining that something related to the past or something that had already happened used the simple past tense. The essence of the grammar in the text being taught was that every chapter could have different grammar rules. For example, if the beginning of the chapter was about the simple present, then the simple present was taught."

5) **Fluent reading**

Facilitating fluent reading for students is important to develop fluency, facilitate comprehension, and engage with the text effectively.

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[88] Teacher, *Interview,* Jember, September 26th 2022.
[89] Student 3, *Interview,* Jember, October, 03th 2022.
[90] Student 6, *Interview,* Jember, October, 04th 2022.

It was explained by the teacher:

Ketika materi reading di dalam kelas, saya membuat siswa duduk melingkar dan saya meminta semua murid untuk membaca teks yang telah saya berikan secara bergantian agar mereka terbiasa dengan membaca dan juga menanyakan terkait isi teks, makna kata, dan kesimpulan yang dapat diambil. Ya, tuajuannya agar semakin lancar dalam membaca dan memudahkan mereka untuk memahami kata-kata yang mereka baca.[91]

"When reading material was in class, I made students sit in a circle and asked all students to read the text that I had given in turn so that they got used to reading. I also asked questions about the content of the text, the meaning of words, and the conclusions that could be drawn. Yeah, the goal was to make reading more fluent and make it easier for them to understand the words they read."

It was explained by student 1 as follow:

Guru juga menyuruh kita untuk selalu membaca baik di sekolah maupun di rumah agar lancar membaca teks bahasa Inggris dan menanyakan apa kesimpulan yang dapat kita ambil dari cerita itu.[92]

"The teacher also told us to always read both at school and at home to read the English text smoothly. She asked us to draw conclusions from the story."

It was also explained by student 5 as follow:

Kalau di kelas guru menyuruh kita untuk membaca teks itu berulang kali sampai lancar membacanya, terus menanyakan arti dari beberapa kata atau kalimat dan menyuruh kita untuk membuat kesimpulan dari yang kita baca.[93]

"If in class, the teacher told us to read the text repeatedly until we read it smoothly, she continued to ask us the meanings of a few words or sentences and instructed us to draw conclusions from what we read."
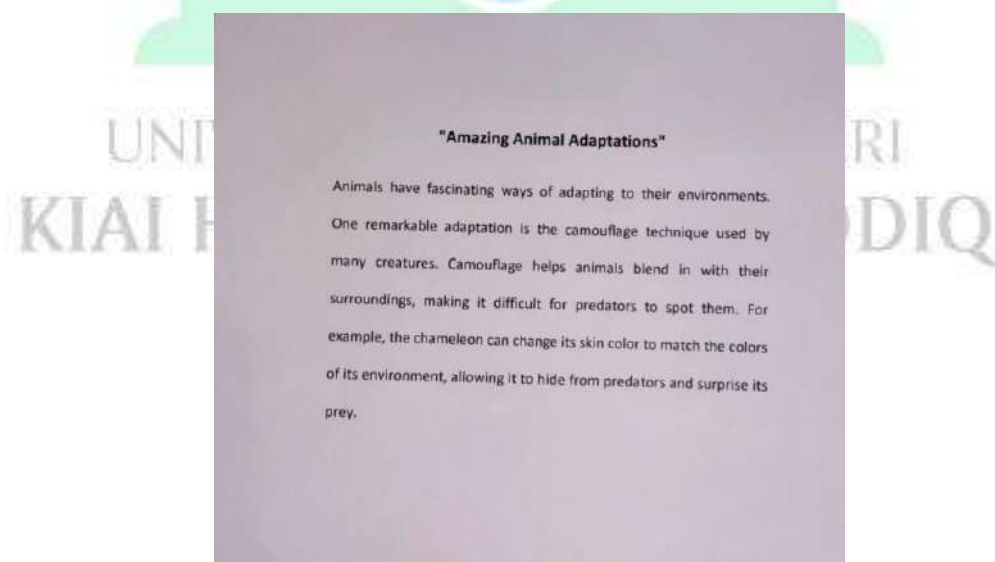
The statements above were strengthened by the observation

that the researcher did. The researcher found that the teacher in

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[91] Teacher, *Interview,* Jember, September 26th 2022.
[92] Student 1, *Interview,* Jember, October, 03th 2022.
[93] Student 5, *Interview,* Jember, October, 04th 2022.

implementing the scaffolding strategy at the second grade of MTs Miftahul Ulum Pondok Labu, the teacher chose the reading material, as evidenced by several print-outs brought by the teacher and distributed to all the students in the class. Then teacher continued to explain the reading material and also explained grammar structures and the use of it. The teacher wrote several important vocabulary words on the board, followed by a question and answer session. If there were any questions about the text, the teacher provided feedback based on the questions asked by the students. Afterwards, the teacher instructed each student to take turns reading the text aloud, correcting their understanding by asking them the meaning of vocabulary in the text, giving several questions related to the text, and asking them to draw conclusions from what they had read.[94]

"Amazing Animal Adaptations"

Animals have fascinating ways of adapting to their environments. One remarkable adaptation is the camouflage technique used by many creatures. Camouflage helps animals blend in with their surroundings, making it difficult for predators to spot them. For example, the chameleon can change its skin color to match the colors of its environment, allowing it to hide from predators and surprise its prey.

Picture 4.1
Reading material text

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[94] Observation, on October 10th 2022.

In conclusion, based on the results of interviews and observations conducted with the teacher at MTs Miftahul Ulum Pondok Labu, it was found that the implementation of the scaffolding strategy in teaching reading comprehension was aimed at providing assistance to students in building on their prior knowledge to obtain new information. The teacher selected texts that were appropriate for the students' needs, not too difficult but also not too easy, and aligned with their understanding of the topic. The teacher began by providing an overview of the text, including the title and author, and asked students what they knew about the topic. Then, a preview of the text was given, highlighting key vocabulary and concepts. The teacher also read the text out loud, emphasizing intonation and instructed students to follow along to imitate the teacher in reading text. list of vocabulary words were provided related to the text for helping the students in understanding the text, and grammar used in the text was taught in context. During reading activities in class, the teacher instructed the students reading the text in turns to enhance their reading fluency.

b. Question Answer Relationship (QAR)

From the result of interview and observation that was done with an English teacher about the implementation of question answer relationship strategy in teaching reading comprehension at the second

grade of MTs Miftahul Ulum Pondok Labu. It was explained by the

English teacher at this school. She said;

> *Saya biasanya memulai dengan menjelaskan empat jenis pertanyaan dalam kerangka kerja QAR: Right there, think and search, author and me, dan on my own. Saya memberikan contoh dari setiap jenis pertanyaan dan membantu murid-murid saya untuk memahami cara mengidentifikasinya di dalam teks.[95]*
>
> "I would usually start by explaining the four types of questions in the QAR framework: Right There, Think and Search, Author and Me, and On My Own. I would provide examples of each type of question and help my students understand how to identify them in the text"

It was also explained by the teacher:

> *Setelah murid-murid saya familiar dengan berbagai jenis pertanyaan, kami berlatih mengidentifikasi dan menjawab pertanyaan tersebut menggunakan berbagai teks seperti latihan soal di buku dan lain-lain.[96]*
>
> "After my students became familiar with various types of questions, we practiced identifying and answering those questions using different texts, such as exercises from the textbook and others"

It was further explained by the teacher:

> *Itu kan ada beberapa kategori dalam penggunaan QAR itu sendiri seperti pertanyaan berdasarkan teks yang biasanya ada di bawah teks itu seperti contoh where does the story take place?. Jadi cara menjawabnya itu dengan membaca kembali teks tersebut, scanning, dan mencari kata kunci yang sekiranya sesuai dengan pertanyaannya. Terus pertanyaan selanjutnya biasanya what does the story tell about?. Jadi langkah menjawabnya dengan membaca kembali teks tersebut, pikirkan apa yang telah kamu ketahui dan apa yang pengarang katakan dan, memprediksinya.[97]*
>
> "There were several categories in the use of QAR itself such as questions based on text which are usually below the text, such as the example where does the story take place?. So the way to answer it is by re-reading the text, scanning it, and looking for keywords that are appropriate to the question. Then the next

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[95] Teacher, *Interview,* Jember, September 26th 2022.
[96] Teacher, *Interview,* Jember, September 26th 2022.
[97] Teacher, *Interview,* Jember, September 26th 2022.

question is usually what does the story tell about?. So the way to answer it is re-read the text, think about what you already know and what the author said and, predict it."

It was continued by the teacher;

Saya hanya mengajarkan yang basic saja artinya tidak sampai kepada hal-hal yang rumit karena kosa kata siswa itu bisa dibilang lemah. Siswa zaman sekarang tidak mau ruwet meskipun ada kamus, mereka malas untuk mencarinya sendiri, mereka lebih senang bertanya langsung kepada gurunya tentang kosa kata yang mereka tidak tahu.[98]

"I only taught the basics, which means I did not give them the complicated things because the student's vocabulary were practically weak. Today's students did not want to get complicated even though they have a dictionary, they were lazy to look it up themselves, they prefer to ask their teacher directly about vocabulary that they did not know."

It was explained by student 1 as follow:

Guru mengajari kita cara untuk bisa menjawab pertanyaan meski tidak tahu arti secara keseluruhan dari teks itu dengan memahami pertanyaan itu sendiri, dengan cara mencocokkan pertanyaan dan jawabannya, itu kan antara pertanyaan dan jawabannya ada kosa kata yang sama baik dari artinya itu sendiri ataupun dari kosa katanya, jadi kita tinggal mencocokkannya dengan yang ditanyakan.[99]

"The teacher taught us how to be able to answer questions even though we didn't know the overall meaning of the text by understanding the questions themselves, by matching the questions and answers, that was between the questions and the answers there were the same vocabulary both from the meaning itself and from the vocabulary, so we just had to match it with what was asked."

It was also explained by student 3 as follow:

Kita praktik bersama menjawab soal-soal yang ada di buku, guru membimbing kita cara mencari jawaban yang ada di teks itu dengan memahami pertanyaannya terlebih dahulu, karena umumnya, jawabannya itu ada di teks itu, jadi kita harus paham terlebih dahulu maksud yang ditanyakan dengan cara

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[98] Teacher, *Interview,* Jember, September 26th 2022.
[99] Student 1, *Interview,* Jember, October 03th 2022.

menerjemahkan pertanyaannya jika ada yang tidak tahu artinya, atau langsung mencocokkannya (antara pertanyaan dan jawaban).[100]

"We practiced together answering the questions in the book, the teacher guided us how to find answers in the text by understanding the questions first, because in general, the answers were in the text, so we had to first understand the intent being asked by means of translating the question if someone didn't know the meaning, or directly matching it (between the question and answer)."

It was supported by student 4 as follow:

Yang sulit itu ketika guru memberi soal tambahan seperti opini tentang teks itu, mau tidak mau saya harus menerjemahkan teks itu. Tapi itu jarang guru tanyakan, guru lebih fokus ke latihan soal yang ada di buku saja.[101]

"What was difficult was when the teacher gave additional questions such as opinions about the text, like it or not I had to translate the text. But that is rarely the teacher asks, the teacher is more focused on practicing the questions in the book only."

The statements above were strengthened by the observation that the researcher did. The researcher found that the teacher, in implementing the QAR strategy at the second grade of MTs Miftahul Ulum Pondok Labu, began by explaining the four types of questions in the QAR framework, which right there, think and search, were included in the "in the book" category. Author and you, and on my own were included in the "in my head" category. "Right there" meant that the answer was easily found in the text, where the exact words for the questions and answers were located in the same sentences (the students could look for the answers directly stated in the text). "Think and search" meant the answer was in the text but required gathering information from

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[100] Student 3, *Interview,* Jember, October 03th 2022.
[101] Student 4, *Interview*, Jember, October 04th 2022.

different places selections (the answers required information from the text and students' own knowledge and experience). "Author and you" meant that the answer was not in the text, the students combined previous knowledge with text information to create a response (think about the author's purpose and the reader's own thoughts and feelings). "On my own" meant that the answer was not in the text, the students used previous experince to respond (answers required the students or readers' own knowledge and experience). After that, the teacher guided the students to practice exercise questions from the textbook; explaining that there were similarities between the questions and the answers in terms of meaning or words, which in that case they could look for directly in the text. Like question number 1, "What does Mr. Prasetyo commonly do on Sunday morning?" question number 2, "What day Mr. Prasetyo does not teach?" question number 3, "When does Mr. Prasetyo usually get up every morning?" question number 4, "What time does Mr. Prasetyo frequently get dinner in the evening?". Those questions fell into the "right there" category because they could be answered directly by locating the information explicitly stated in the text. The answers were "d. reading a newspaper" for question number 1, "a. on Saturday and Sunday" for question number 2, "b. at five" for question number 3, "b. around seven o'clock" for question number 4. Whereas for the "think and search, author and you, and on my own". The teacher gave additional questions written on the board because, in the exercise practice, there

were no questions stated about that; question number 5, "Based on the passage, do you think Mr. Prasetyo enjoys reading the newspaper on Sundays? Why or why not?". Those question fell into the "think and search" category because it required students to find the answer by combining information from different parts of the text. The answer was "Yes, because the text mentions that he likes to sit and read the newspaper on Sunday morning to catch up on what's been happening in the world"question number 6, "How do you think Mr. Prasetyo's routine on Sundays, particularly his habit of reading the newspaper, reflects his interests or priorities?". Those question fell into the "author and you" category because, it involved the reader's interpretation or opinion based on the information provided in the text. The answer was "Mr. Prasetyo's habit of reading the newspaper reflects his interest in staying informed and keeping up with current events, indicating that staying updated on what's happening in the world is a priority for him" question number 7, "If you were in Mr. Prasetyo's place, how would you spend your free time on Saturdays and Sundays?". Those question fell into the "on my own" category because, it required the reader to use their prior knowledge or experiences to answer. The answer was "If I were in Mr. Prasetyo's place, I might spend my free time on Saturdays and Sundays engaging in hobbies, spending time with family and friends, pursuing

personal interests, exercising, relaxing, or exploring new activities to

make the most of my leisure time".[102]

Table 4.1
Competence test
(source: Buku bahasa Inggris SMP/MTs Keelas VIII kurikulum 2013,
OMEGA Aktif, Kreatif, Inofatif, 7)

Mr. Prasetyo usually gets up at about five o'clock in the morning. He usually has juice and a cup of coffee. Then, he waits a couple of hours and he has the rest of his breakfast, which is usually an egg and toast, or oatmeal, cereal, something like that. He doesn't eat a lot of lunch. He has dinner in the evening around seven o'clock.

He usually teaches in the mornings, but two days a week he teaches from four to seven in the afternoon. He doesn't teach on Saturdays anymore. So, Saturdays and Sundays are pretty free. On Sunday morning, he likes to sit and read newspaper. That's what he does on Sunday. He reads the newspaper on Sunday and catches up on what's been happening in the world.

Right there
1. What does Mr. Prasetyo commonly do on Sunday morning?
   a. Listening to the music.   c. Taking a travelling.
   b. Taking a jogging.   d. **Reading a newspaper.**
2. What day Mr. Prasetyo does not teach?
   a. **On Saturday and Sunday.** c. On Tuesday and Saturday.
   b. On Monday and Friday.   d. On Friday and Saturday.
3. When does Mr. Prasetyo usually get up every morning?
   a. At nine.   c. At Seven.
   b. **At Five.**   d. At eight.
4. What time does Mr. Prasetyo frequently get dinner in the evening?
   a. Around six o'clock.   c. Around eight o'clock
   b. **Around seven o'clock.** d. Around nine o'clock.
Think and search (additional question from teacher)
5. Based on the passage, do you think Mr. Prasetyo enjoys reading the newspaper on Sundays? Why or why not?
   Answer: Yes, because the text mentions that he likes to sit and read the newspaper on Sunday morning to catch up on what's been happening in the world.
Author   and   me

6. How do you think Mr. Prasetyo's routine on Sundays, particularly his habit of reading the newspaper, reflects his interests or priorities?

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[102] Observation, on October 17th 2022.

> **Answer:** Mr. Prasetyo's habit of reading the newspaper reflects his interest in staying informed and keeping up with current events, indicating that staying updated on what's happening in the world is a priority for him.
>
> **On my own**
> 7. If you were in Mr. Prasetyo's place, how would you spend your free time on Saturdays and Sundays?
>   **Answer:** If I were in Mr. Prasetyo's place, I might spend my free time on Saturdays and Sundays engaging in hobbies, spending time with family and friends, pursuing personal interests, exercising, relaxing, or exploring new activities to make the most of my leisure time.

In conclusion, based on the interviews and observations conducted with the teacher at MTs Miftahul Ulum Pondok Labu, it was found that the implementation Question Answer Relationship (QAR) strategy in teaching reading comprehension was effective in enhancing students' understanding of different types of questions and how to answer them. The teacher explained that she started by explaining the four types of questions in the QAR framework, namely Right There, Think and Search, Author and Me, and On My Own, and provided examples to help her students identify these types of questions in the text. The QAR strategy emphasized finding answers within the text, either through direct matching or by combining prior knowledge with the information provided. The teacher focused on teaching the basics and did not delve into complex topics due to the students' limited vocabulary. The students expressed that they learned to answer questions by understanding the questions themselves and matching them with vocabulary in the text and translating it if needed. The researcher's

observations confirmed the teacher's implementation of the QAR strategy, categorizing questions into "in the book" and "in my head" and guiding students to find answers within the text. The teacher guided the students doing exercise questions from the textbook that aligned with "right there" and gave additional questions written on the whiteboard that aligned with "think and search, author and you, and on my own" category to challenge the students because, most of the exercice questions were in the category "right there" however, the teacher was more focused on practicing the questions in the book.

The matrix of data findings about teacher's strategies in teaching reading comprehension at the second grade of MTs Miftahul Ulum Pondok Labu were presented as follow:

Table 4.2
The Result of Research Findings

No	Reseach Focus	Research Finding
1	2	3
1	What are the strategies used by the English teacher for teaching reading comprehension at MTs Miftahul Ulum Pondok Labu?	Teacher's strategies in teaching reading comprehension at the second grade of MTs Miftahul Ulum Pondok Labu consisted of: a. Scaffolding b. Question Answer Relationship (QAR)
2	How does the teacher implement the strategies in teaching reading comprehension at MTs Miftahul Ulum Pondok Labu?	The implementation of strategies in teaching reading comprehension at the second grade of MTs Miftahul Ulum Pondok Labu: **a. Scaffolding** ➢ Text selection ➢ Text orientation ➢ Aural orientation ➢ Language orientation ➢ Fluent reading **b. Question Answer Relationship (QAR)** ➢ Right there

		➢ Think and search
		➢ Author and me
		➢ On my own.

B. Discussion on the Result of Data Analysis

Discussion is a phase where findings are analyzed and concluded by the researcher by interpreting and describing the significance of the findings based on what was already known about the research problems have been investigated and to explain any new understanding that emerged as the result of the study.

There are two points to be discussed in this term. 1) Teacher's strategies in teaching reading comprehension at the second grade of MTs Miftahul Ulum Pondok Labu. 2) The implementation of strategies in teaching reading comprehension at the second grade of MTs Miftahul Ulum Pondok Labu.

1. Teacher's Strategies in Teaching Reading Comprehension at the Second Grade of MTs Miftahul Ulum Pondok Labu

In this research, the researcher tried to identify the teacher's strategies in teaching reading comprehension at the second grade of MTs Miftahul Ulum Pondok Labu, the researcher used Vacca & Vacca's theory. They said that there were seven strategies that could be used in teaching reading comprehension, they are scaffolding, think aloud, reciprocal teaching, SQ3R (Suveying Questioning Reading Reciting Reviewing), QAR (Question Answer Relationship), SQ4R (Survey Question Read Respond Reord Review), KWL (Know, Want to know, Learned). While in MTs Miftahul

Ulum Pondok Labu the researcher found two kinds of strategy used by the teacher in teaching reading comprehension, there were scaffolding and QAR (Question Answer Relationship) strategy. As follow:

a. **Scaffolding**

Scaffolding is strategy that the teacher used for teaching reading comprehension at the second grade of MTs Miftahul Ulum Pondok Labu. The teacher provides support to facilitate students' ability to build on prior knowledge, lack of vocabulary, and understand what they read. It was related with what Isjoni said. He explained that scaffolding is providing a certain amount of assistance to students in the early stages of learning, then reducing it and providing opportunities for students to take over responsibility when they are able. The help is in the form of hints, warnings, encouragement, breaking down the problem into steps, giving examples or other things that allow learners to be independent. [103] It meant that teachers provide support to students according to what students need in this case in the form of hints, warnings, encouragement, breaking down the problem into steps, giving examples or other things that make students able to do it by themselves.

The statement above was strengthened by the Brunner and Ross theory cited by Yufita in her research that the term of scaffolding has been developed as a metaphor to describe the type of assistance offered by a teacher or peer to support learning. In the process of scaffolding, the

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[103] Isjoni Haji, *Cooperative Learning Mengembangkan Kemampuan Belajar Berkelompok,* (Bandung: Alfabeta, 2007), 40.

teacher helps the student master a task or concept that the student cannot understand easily. The teacher offers assistance with only those skills that are beyond the student's capability. The most important is allowing the students to complete the task as much as possible, unassisted. Student errors are expected, but, with teacher feedback and prompting, the student is able to achieve the task or goal. When the student takes responsibility for or masters the task, the teacher begins the process of "fading", or the gradual removal of the scaffolding, which allows the student to work independently.[104]

Regarding it, it was also related with what Vygotsky said. He said that scaffolding as the role of teachers and others in supporting the learner's development and providing support structures to get to the next stage or level.[105] Teachers are the main point off succesfully education so that is why teachers have to support their students in any kinds of difficultines in learning as like giving them explanation, giving example, or solution to overcome the problem in learning.

The teacher used scaffolding strategy in teaching reading comprehension because it could help the students became more effective and confident readers, while also developing important critical thinking and problem-solving skills. It was related with what Harvey said that the

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[104] Yufita, *"The Use of Scaffolding Instructions as Teaching Strategy to Increase Students' Reading Ability,"* Dialektika Journal Vol. 6, no. 1 (March-August 2018): 27.

[105] Vygotsky, L. S., *Mind in Society: The Development of Higher Psychological Processes* (Harvard University Press, 1978), 176.

use of scaffolding strategies in teaching reading comprehension has several advantages, including:[106]

1) Gradual skill-building: Scaffolding allows students to build their reading skills gradually, starting with simpler texts and gradually increasing in complexity as they gain confidence and proficiency.

2) Increased comprehension: By providing support and guidance, scaffolding helps students better understand the text and its meaning, leading to increased comprehension.

3) Improved critical thinking: Scaffolding encourages students to think critically about the text and its underlying ideas, leading to enhance critical thinking skills.

4) Enhanced motivation: As students gain confidence in their reading abilities, they become more motivated to continue learning and engaging with the material.

Regarding it, it was relevant with what Archer said, she said that the key to helping struggling readers is scaffolding instruction, providing guided practice, and ensuring the instruction is delivered at the right pace for the student. To help students make sense of text, we need to teach them how to decode words, how to read fluently, how to develop a strong vocabulary, and how to build their background knowledge about the topic they are reading. By providing explicit and systematic instruction in

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[106] Stephanie Harvey & Anne Goudvis, *Strategies That Work: Teaching Comprehension for Understanding and Engagement*, (Stenhouse: Publishers, 2005), 96.

these areas, teachers can help struggling readers become more proficient and confident readers.[107]

It could be concluded that to help struggling readers enhance their reading skills, teachers needed to use scaffolding instruction, provide guided practice, and deliver instruction at a pace that was appropriate for each student. Additionally, teachers needed to teach students how to decode words, read fluently, develop a strong vocabulary, and build background knowledge related to the topic they were reading. By providing explicit and systematic instruction in these areas, teachers could help struggling readers become more confident and proficient readers. The goal was to enhance students' comprehension and critical thinking skills, which could lead to better academic performance and lifelong learning.

b. Question Answer Relationship (QAR)

QAR is the second strategy that the teacher used for teaching reading comprehension at the second grade of MTs Miftahul Ulum Pondok Labu. The teacher help students to understand the relationship between different types of questions and how to find the answers in the text. It was related with what Crist said cited by Nurhayati in her research that QAR strategy is a questioning strategy that emphasizes a relationship between the question, the text, and the background knowledge of

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[107] Anita Archer L., *Explicit Instruction: Effective and Efficient Teaching*, (Guilford Publications, 2018), 63.

readers. [108] It meant that QAR is a method for teaching reading comprehension that focuses on how the reader's prior knowledge and understanding of a text can be used to infer the meaning of questions and find answers. It helps readers understand the relationship between the questions and the text and use their background knowledge to make connections and clarify meaning.

The statement above was strengthened with what Raphael said. He said that QAR strategy was designed as a means for students to know the relationship between answers and questions directly through the types of questions. QAR strategies to help students consider information obtained by text or their background knowledge own. [109] It meant that QAR strategy is a powerful tool for teaching reading comprehension because it allows students to develop the ability to understand the relationship between questions and answers and use their background knowledge to make connections and clarify meaning while reading. Additionally, it is designed to help students understand how to use different types of questions to comprehend texts and to actively engage with the information presented in texts.

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[108] Nurhayati, Asnawi Muslem, and Abdul Manan, *"QAR Strategy for Effective Teaching of Reading Comprehension,"* English Educational Journal, 99.

[109] Raphael, T. E., & Au, K. H., QAR: Enhancing comprehension and text taking across grades and content areas. *The Reading Teacher 2005, 59(3),* 206- 221.

2. The Implementation of Strategies in Teaching Reading Comprehension at the Second Grade of MTs Miftahul Ulum Pondok Labu

In this research, the researcher described the implementation of scaffolding, and question answer relationship strategies in teaching reading comprehension at the second grade of MTs Miftahul Ulum Pondok Labu.

a. Scaffolding

Scaffolding is a teaching strategy that emphasizes providing students with support according to what the students need in order to facilitate their learning. The researcher used Axford's theory. He said that there were five techniques in implementing scaffolding strategy in teaching reading comprehension. Those were text selection, text orientation, aural orientation, language orientation, and fluent phase.[110] Based on the findings, the researcher found that there were five steps that were used by the teacher in implementing scaffolding strategy in teaching reading comprehension at the second grade of MTs Miftahul Ulum Pondok Labu. There were text selection, text orientation, aural orientation, language orientation, and fluent reading.

b. Question Answer Relationship (QAR)

QAR is strategy for teaching reading comprehension to students, specifically helping them understand the relationship between different types of questions and how to find the answers in the text. It was relevant with Crist's theory cited by Nurhayati in her research that QAR strategy

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[110] Baverley Axford, Pamela Harders and Fay Wise, *Scaffolding Literacy: An Integrated and Sequential Approach to Teaching Reading Spelling and Writing,* (Australia: Acer Press, 2009), 79.

is a questioning strategy that emphasizes a relationship between the question, the text, and the background knowledge of readers.[111] It meant that QAR strategy is a questioning strategy that focuses on the interconnection between the question being asked, the text being read, and the reader's prior knowledge, and how these factors influence the reader's comprehension.

Regarding it, it was suitable with what Moreillon said that QAR strategy suggests students to classify the questions by the source of their answers. The question could be literal and inferential. Moreover, there are two basic classifications of QAR known as "In the book" and "In my head". They can then be broken into four additional categories: right there, think and search; the author and you and on my own questions.[112] It meant that QAR (Question Answer Relationship) strategy was a method of teaching reading comprehension that involved teaching students to classify questions based on where the answers could be found. The questions could be either literal (answers were directly stated in the text) or inferential (answers required interpretation and analysis). The QAR strategy involved two main categories: "In the book" (questions that required information directly from the text) and "In my head" (questions that required students to use their own knowledge and experience to answer). These two categories could then be further broken

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[111] Nurhayati, "QAR Strategy for Effective Teaching of Reading Comprehension," *English Education Journal* 10, 1 (January,2019): 99.

[112] Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension: Maximizing Your Impact,* (Chiago: American Library Association, 2007): 82.

down into four additional sub-categories: "right there" (answers could be found directly in the text), "think and search" (answers required using information from the text and students' own knowledge and experience), "author and you" (answers required understanding the author's purpose and the reader's own thoughts and feelings), and "on my own" (answers required the reader's own knowledge and experience). The QAR strategy was designed to help students develop strong reading comprehension skills by encouraging them to actively engage with the text and think critically about the information presented.

The statement above was strengthened by Raphael and Au theory that QAR categorised into 2 parts as follow:[113]

1) Text-based questions or "In the book"

   a) Right there question; The examples of questions are *who is the main charater in this story? where does the story take place?* .Meanwhile, the steps which may be taken in order to answer *right there* questions are (1) reread, (2) scan and (3) look for key words.

   b) Think and search questions also help readers find answers in the text. The steps taken in order to answer *think* and *search* questions are: (1) skim or reread, (2) look for important information, and (3) summarize.

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[113] Taffy E. Raphael & Kathryn H. Au, *QAR: Enhancing Comprehension & Test Taking Across Grades and Content Area,* (The Christopher-Gordon Publisher:Inc, 1986): 7-8.

2) Reader-based on question or "In my head"

    a) Author and me question. The examples of questions are: *"from the tittle or illustration, what might this text be about?* and the steps to answer *author and me* questions are (1) reread, (2) think about what you already know and what the author says and (3) predict.

    b) On my own question. The on my own question is the last level question of the QAR strategy which helps readers create their own words to answer the question. The Question starters include: *what if...? how might....?* and *what can....?*. The steps to answer *on your own* questions are (1) think about what you already know (2) think about what you have already read before and (3) make connection.

    Based on interview, it was known that the teacher at MTs Miftahul Ulum Pondok Labu for implementing the QAR strategy in teaching reading comprehension was effective in enhance students' understanding of different types of questions and how to answer them. The teacher explained that she started by explaining the four types of questions in the QAR framework, namely Right There, Think and Search, Author and Me, and On My Own, and provided examples to help her students identify these types of questions in the text. Once her students were familiar with the different types of questions, they practiced identifying and answering them using various texts, such as exercises from the textbook.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the findings of the data analysis and discussion in the previous chapter, the researcher concluded them as follows:

1. There were two strategies that the teacher used in teaching reading comprehension at MTs Miftahul Ulum Pondok Labu, those were scaffolding and question answer relationship (QAR).

2. The implementation of two strategies that the teacher used in teaching reading comprehension;

   a. Scaffolding

   The implementation of scaffolding strategy, including text selection, text orientation, aural orientation, language orientation, and fluent reading, could provide students with the necessary support to enhance their comprehension abilities. By selecting appropriate texts, providing an overview of the text, exposing students to the text through listening, helping them understand the language used in the text, and encouraging fluent reading, teachers could effectively scaffold their instruction and facilitate students' learning which emphasized the importance of providing appropriate levels of support to learners to enhance their learning outcomes.

   b. Question Answer Relationship (QAR)

   The QAR strategy emphasized the relationship between the question being asked, the text being read, and the reader's background knowledge. The QAR strategy involved categorizing questions into two main parts: text-based questions or "in the book" and reader-based questions or "in my head", which were further divided into sub-categories. Text-based questions included "right there" questions that required finding answers directly in the text, and "think and search"

questions that required skimming or rereading for important information. Reader-based questions included "author and me" questions that required thinking about what the reader already knew and what the author said, and "on my own" questions that encouraged readers to create their own connections.

B. Suggestion

The findings of the research were expected to be useful for English teachers and the further researchers.

1. English teacher

It is expected to be able in analyzing of teacher's strategies in teaching reading comprehension that usually considered as one of the factor that affect successfully teaching reading comprehension, so that the teacher could know the strategies that appropriate for teacher in teaching reading comprehension.

2. Future researcher

It is expected to be able to conduct a research about analyzing of strategies at the other skills of English, so that all of the teacher's problems on English skill especially in teaching could be solved.

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Hereby declarates that the content of the thesis entitled **"An analysis of teacher's strategies in teaching reading comprehension at mts miftahul ulum pondok labu"** is the result of my research, except in part referred by the source.

Jember, 12th June 2023

Unayyis
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APPENDIXE I

MATRIX

Title	Variable	Indicators	Source of Data	Research Metodology	Research Question
An Analysis of Teacher's Strategies in Teaching Reading Comprehension at MTs Miftahul Ulum Pondok Labu	Teacher's strategies in teaching reading comprehension	1. Teacher's strategies in teaching reading comprehension 2. Students' interest in learning reading comprehension by applying the strategy	a. English teacher b. Students	1. Research Design: Qualitative design Descriptive approach 2. Data Colletion Method: a. Interview b. Observation c. Document review 3. Data Analysis Technique: a. Data reduction b. Data display c. Conclussion 4. Validation of Data: Tringualitation technique and source	How is teacher's strategies in teaching reading comprehension at MTs Miftahul Ulum Pondok Labu?

RENCANA PELAKSANAAN PEMBELAJARAN

Madrasah	: MTs Miftahul Ulum
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/2
Materi Pokok	: My uncle is a zookeeper
AlokasiWaktu	: 2 X 40 menit

A. KOMPETENSI INTI

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni,budaya terkait fenomena dan kejadian yang tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

Kompetensi Dasar	IPK
3.7 To Be in Simple Present Tense and Adverb of Frequency 3.7.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *simple present tense*).	3.7.1.1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple present tense).

4.7.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan /terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.7.1.2. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan /terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian kegiatan pembelajaran melalui pendekatan saintifik, peserta didik diharapkan dapat mengidentifikasi, membedakan, menyusun teks percakapan sederhana, dan membuat percakapan interaksi interpersonal yang melibatkan peristiwa yang terjadi secara rutin atau merupakan kebenaran umum (Present simple) dengan benar dan penuh tanggung jawab

D. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan Pendahuluan (15 menit)

1. Guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
2. Guru mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
3. Guru menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan&manfaat) dengan mempelajari materi : ***Chapter VII : My uncle is a zookeeper***
4. Guru menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,

Kegiatan Inti (90 Menit)

✓ **Kegiatan Literasi:** Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi ***Chapter VII : My uncle is a***

zookeeper dengan cara melihat, mengamati, membaca melalui tayangan yang di tampilkan.

✓ **Critical Thinking:** Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar khususnya pada materi *Chapter VII : My uncle is a zookeeper*

✓ **Collaboration:** Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai *Chapter VII : My uncle is a zookeeper*

✓ **Communication:** Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan

✓ **Creativity:** Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait *Chapter VII : My uncle is a zookeeper* . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami

Kegiatan Penutup (15 menit)

✓ Peserta didik dan guru merefleksi kegiatan pembelajaran.
✓ Peserta didik dan guru menarik kesimpulan dari hasil kegiatan Pembelajaran.
✓ Guru memberikan penghargaan (misalnya pujian atau bentuk penghargaan lain yang relevan kepada kelompok yang kinerjanya baik.
✓ Menugaskan Peserta didik untuk terus mencari informasi dimana saja yang berkaitan dengan materi/pelajaran yang sedang atau yang akan pelajari.
✓ Guru menyampaikan materi pembelajaran berikutnya.
✓ Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

E. METODE PEMBELAJARAN

Metode : Scientific learning

Strategi : Scaffolding

:QAR (Question Answer Relationship)

F. MEDIA PEMBELAJARAN

Teks bergambar (printed text)

Kompetensi tes LKS

G. SUMBER BELAJAR
- ➢ Buku guru dan buku siswa
- ➢ Wikipedia (Internet)

H. PENILAIAN
1. Penilaian sikap: Observasi dalam proses pembelajaran
2. Penilaian pengetahuan: Tes lisan dan tes tulis bentuk uraian
3. Penilaian Keterampilan: Praktik/rubrik

Mengetahui,   Jember, 05 Mei 2022

Kepala Madrasah   Guru Mata pelajaran

Amir Mahmud, S.Pd.I   **Faizatul Imamah, S.Pd**

INTERVIEW TRANSCRIPT

Interview Transcript 1

Interviewer : The Researcher (R)

Interviewee : English Teacher (T)

Location   : MTs Miftahul Ulum Pondok Labu

R : Selamat pagi buk

T : Selamat pagi

R : Sebelumnya saya mohon maaf apabila mengganggu waktunya dan saya ucapkan terimakasih banyak karena sudah berkenan untuk diwawancarai. Saya disini ingin menanyakan beberapa hal terkait strategi yang ibuk gunakan dalam mengajar reading comprehension di kelas 2 ini buk

T : Oh iya, silahkan

R : Apa strategi yang ibuk gunakan dalam mengajar reading comprehension?

T : Salah satu strategi yang saya gunakan dalam mengajar reading comprehension di sekolah ini adalah Scaffolding strategi, strategi ini berupa bantuan kepada siswa yang mengalami kesulitan dalam memahami teks dan mengurangi bantuan ketika siswa sudah memahaminya

R : Apakah ada kendala yang ibuk hadapi sehingga menerapkan strategi scaffolding ini dalam mengajar reading comprehension?

T : Kebanyakan murid di kelas itu lemah dalam kosa kata bahasa inggrisnya, mereka kebingungan jika diminta untuk mengartikan kata dan menyimpulkan apa yang telah mereka baca atau apa yang mereka pahami dari teks yang sudah saya berikan kepada mereka, sehingga saya menulis beberapa kosa kata yang unfamiliar buat mereka di papan tulis agar lebih memudahkan mereka dalam memahaminya.

R : Bagaimana cara ibuk menerapkan strategi scaffolding ini ketika mengajar reading comprehension?

T : Dalam penerapan strategi scaffolding tentunya saya memilih teks yang sesuai dengan kebutuhan siswa, yang mana teks tersebut tidak terlalu panjang dan sulit, dan tidak terlalu mudah juga, yang sekiranya siswa itu sedikit mengerti tentang materi itu, jadi tugas guru hanya meluruskan atau memberikan tambahan penjelasan kepada mereka agar pemahaman mereka sejalan dengan yang guru inginkan

R : Terus bagaimana cara ibuk memulai pelajaran?

T : Saya biasanya memulai dengan memberikan gambaran umum tentang teks, termasuk judul dan penulis, dan menanyakan apa yang mereka ketahui tentang topik tersebut. Kemudian, saya memberikan preview teks, menghighlight kosakata yang penting dan konsep kunci

R : Setelah menjelaskan dan memberikan gambaran umum tentang teks, apalagi yang ibuk lakukan?

T : Saya juga memberikan mereka list kosa kata yang berhubungan dengan teks dan juga mengajari mereka tentang grammer yang ada di teks tersebut dan membantu mereka memahami cara penggunaannya

R : Bagaimana cara ibuk mengetahui bahwasanya murid itu sudah paham?

T : Saat kami membahas sebuah cerita di kelas, saya akan membacakan teks dengan suara yang jelas (sekiranya terdengar oleh siwa) dan ekspresif (intonasi). Saya mengajak siswa untuk mendengarkan dengan seksama sambil mengikuti teks yang mereka pegang. Setelah selesai membaca, saya memberikan pertanyaan terkait isi cerita itu dan membantu siwa memahami apa yang mereka dengar dengan apa yang mereka baca untuk memperkuat pemahaman mereka

R : Setelah membantu siwa memahami teks, apa langkah selanjutnya yang ibuk lakukan?

T : Ketika materi reading di dalam kelas, saya membuat siswa duduk melingkar dan saya meminta semua murid untuk membaca teks yang telah saya berikan secara bergantian agar mereka terbiasa dengan membaca dan juga menanyakan terkait isi teks, makna kata, dan kesimpulan yang dapat diambil. Ya, tuajuannya agar semakin lancar dalam membaca dan memudahkan mereka untuk memahami kata-kata yang mereka baca.

R : Seperti yang ibuk katakan tadi, salah satu strategi yang ibuk gunakan dalam mengajar reading comprehension itu adalah scaffolding, secara tidak

langsung ada strategi lain yang ibuk gunakan, kalau boleh tahu, strategi apa yang ibuk gunakan dalam mengajar reading comprehension?

T : Strategi ke dua yang saya gunakan untuk mengajar reading comprehension di kelas 2 ini adalah Question Answer Relationship (QAR), strategi ini membantu siswa memahami hubungan antara berbagai jenis pertanyaan dan bagaimana menemukan jawaban dalam teks, umumnya dari pertanyaan dan jawaban itu kan sebenarnya ada kemiripan dari kata-katanya. Jadi, jika siswa itu jeli dalam dalam hal itu maka seharusnya mereka bisa menjawabnya atau menemukan jawaban itu dalam teks tersebut meski mereka tidak tahu arti secara keseluruhan dari teks tersebut

R : Salah satu strategi yang ibuk gunakan dalam mengajar reading comprehension itu kan ada scaffolding jadi, kapan ibuk menggunakan strategi QAR ini?

T : Strategy QAR ini jarang saya gunakan, saya gunakan ketika sampai pada latihan soal pada suatu bab di buku pelajaran bahasa Inggris, saya membimbing siswa cara mengerjakan latihan soal tersebut, karena setiap soal itu hampir sama pertanyaannya (rata-rata pertanyaannya itu yang termasuk dalam kategori right there, yang jawabannya dinyatakan langsung di teks tanpa harus menganalisa teks atau menggunakan opini siswa untuk menjawabnya)

R : Bagaimana cara ibuk menerapkan strategi QAR ini?

T : Saya biasanya memulai dengan menjelaskan empat jenis pertanyaan dalam kerangka kerja QAR: Right there, think and search, author and me, dan on my own. Saya memberikan contoh dari setiap jenis pertanyaan dan membantu murid-murid saya untuk memahami cara mengidentifikasinya di dalam teks

R : Untuk tahap selanjutnya, apa yang ibuk lakukan?

T : Setelah murid-murid saya familiar dengan berbagai jenis pertanyaan, kami berlatih mengidentifikasi dan menjawab pertanyaan tersebut menggunakan berbagai teks seperti latihan soal di buku dan lain-lain

R : Bisa ibuk jelaskan mengenai QAR itu sendiri, tentang ciri-ciri dan lain sebagainya?

T : Itu kan ada beberapa kategori dalam penggunaan QAR itu sendiri seperti pertanyaan berdasarkan teks yang biasanya ada di bawah teks itu seperti contoh where does the story take place?. Jadi cara menjawabnya itu dengan

membaca kembali teks tersebut, scanning, dan mencari kata kunci yang sekiranya sesuai dengan pertanyaannya. Terus pertanyaan selanjutnya biasanya what does the story tell about?. Jadi langkah menjawabnya dengan membaca kembali teks tersebut, pikirkan apa yang telah kamu ketahui dan apa yang pengarang katakan dan, memprediksinya

R : Kedengarannya sangat menarik, terus bagaimana siswa memahaminya? apakah ada kendala yang ibuk temui terhadap siswa?

T : Saya hanya mengajarkan yang basic saja artinya tidak sampai kepada hal-hal yang rumit karena kosa kata siswa itu bisa dibilang lemah. Siswa zaman sekarang tidak mau ruwet meskipun ada kamus, mereka malas untuk mencarinya sendiri, mereka lebih senang bertanya langsung kepada gurunya tentang kosa kata yang mereka tidak tahu.

R : Dari kedua strategi yang telah ibuk sebutkan, Strategi apa yang paling efektif digunakan untuk mengajar reading comprehension?

T : Untuk strategi yang paling efektif digunakan dalam mengajar reading comprehension di sekolah ini adalah scaffolding strategi, karena siswa menjadi pembaca yang lebih efektif dan percaya diri, sambil juga mengembangkan keterampilan berpikir kritis dan pemecahan masalah yang penting

R : Kenapa strategi scaffolding ini bisa menjadi strategi yang paling efektif ibuk gunakan dalam mengajar reading comprehension?

T : Dengan menggunakan scaffolding strategi suasana kelas itu lebih aktif, mereka lebih sering bertanya karena selalu mendapat feedback sehingga mereka akan terus termotivasi untuk terus belajar, ya meskipun cukup memakan waktu yang sangat banyak dengan memberikan feedback dari setiap pertanyaan dari siswa tapi, saya sangat senang dengan hal itu, yang terpenting murid memperoleh sesuatu daripada banyak pelajaran tapi tidak mendapatkan apa-apa

R : Biasanya, apa yang sering ditanyakan oleh murid ketika di kelas?

T : Rata-rata yang ditanyakan murid itu mengenai kosa kata baru yang ada di teks itu, pengucapan kata dalam bahasa Inggris yang benar, dan juga mengenai penggunaan kosa kata yang tepat itu bagaimana, seperti dalam nama bulan January, February itu menggunakan at atau on

Interview Transcript 2

Interviewer : The Researcher (R)

Interviewee : Student 1 (S1), Student 2 (S2), Student 3 (S3), Student 4 (S4), Student 5 (S5), Student 6 (S6)

Location   : MTs Miftahul Ulum Pondok Labu

R : Selamat pagi adik-adik

S : Pagi kak

R : Sebelumnya terimakasih banyak atas waktunya sudah berkenan untuk membantu saya dalam melaksanakan penelitian di kelas dua ini. Saya akan bertanya kepada kalian beberapa pertanyaan terkait permasalahan yang kalian hadapi ketika belajar reading comprehension dan strategi guru yang diterapkan dalam mengajar reading comprehension

R : Apa yang membuat kalian sulit dalam belajar bahasa Inggris?

S1 : Saya banyak tidak hafal kosa kata bahasa Inggris, jadi ketika pelajaran reading itu saya merasa kesulitan untuk memahami teks yang diberikan guru, sehingga guru memberikan beberapa kosa kata penting yang ditulis di papan atau saya membuka kamus bahasa Inggris

S3 : Ketika saya tidak tahu artinya dan tidak ada di kamus, maka guru menyuruh saya untuk bertanya mengenai itu, kemudian guru akan menulis kosa kata itu di papan

S4 : Saya lemah dalam kosa kata bahasa Inggris sehingga saya merasa kesulitan untuk menyimpulkan apa yang sudah saya baca

S5 : Saya harus buka kamus atau bertanya kepada guru jika ada yang tidak tahu artinya apalagi saya orangnya tidak suka membaca, jadi jika ada topik yang tidak pernah saya tahu sebelumnya itu suka kesal sendiri jika disuruh mengartikan atau menyimpulkan dari itu.

R : Apa yang guru kalian lakukan ketika mengajar reading comprehension?

S1 : Ketika mengajar reading guru membawa beberapa teks yang sudah di print dan dibagikan kepada semua anak dikelas

S3 : Guru itu biasanya membawa teks yang sudah diprint dan teks itu tidak terlalu panjang karena, kalau teksnya itu panjang atau sulit, saya malas untuk membaca dan menerjemahkannya

S5 : Ketik guru akan mengajar tentang simple present yang ada di buku, guru itu biasanya memberi kita teks yang berkaitan dengan simple present itu

R : Terus setelah itu, apa yang guru kalian lakukan?

S4 : Seperti biasa, guru memberikan penjelasan atau pengantar secara umum tentang teks yang akan dibaca oleh anak-anak di kelas

S6 : Guru kami sering memulai dengan memperkenalkan topik secara keseluruhan. Beliau memberikan ringkasan tentang teks, seperti pengantar yang menarik perhatian kami

R : Setelah memberikan penjelasan, apa yang guru lakukan?

S3 : Guru mengajari kita tentang grammer yang ada di teks tersebut dan bagaimana menggunakannya dan juga memberikan kita beberapa kosa kata yang ada di teks tersebut yang ditulis di papan

S6 : Guru mengajari kita tentang grammer yang ada di teks, misalkan kalau sesuatu yang berkaitan dengan masa lampau atau sesuatu yang sudah lewat/terjadi itu menggunakan simple past. Ya intinya grammer yang ada di teks itu yang di ajari, kan setiap bab beda-beda grammernya, kalau awal bab itu kan simple present itu, ya simple present itu yang diajari

R : Selain itu, bagaimana cara guru membantu kalian memahami teks yang telah diberikan?

S2 : Biasanya guru membaca teks dan menyuruh siswa mengikutinya sama persis dengan intonasi yang guru ucapkan, lalu menanyakan kepada semua siswa tentang kata atau kalimat yang mereka belum tahu artinya agar kita paham isi dari teks itu

S4 : Guru membimbing kita cara membaca menggunakan intonasi, bukan hanya sekedar membaca dengan intonasi yang datar dan menyuruh semua siswa membaca secara bergantian, dan juga mengoreksi pemahaman kita tentang teks itu

R : Terus setelah itu, apa yang guru kalian lakukan?

S1 : Guru juga menyuruh kita untuk selalu membaca baik di sekolah maupun di rumah agar lancar membaca teks bahasa Inggris dan menanyakan apa kesimpulan yang dapat kita ambil dari cerita itu

S5 : Kalau di kelas guru menyuruh kita untuk membaca teks itu berulang kali sampai lancar membacanya, terus menanyakan arti dari beberapa kata atau kalimat dan menyuruh kita untuk membuat kesimpulan dari yang kita baca.

R : Apalagi yang guru kalian lakukan untuk meningkatkan pemahaman kalian dalam belajar reading comprehension?

S3 : Di buku pelajaran itu biasanya ada latihan soal, dari situlah guru membimbing anak-anak di kelas untuk praktik bersama mengerjakan soal itu

S4 : Kita praktik bersama di dalam kelas tentang bagaimana memahami sebuah pertanyaan agar kita bisa menjawab pertanyaan tersebut

S5 : Saya tidak banyak menguasai kosa kata bahasa Inggris, saya pikir jika tahu artinya itu akan lebih mudah menjawab soal-soal bahasa inggris, karena isinya itu cerita, dan yang ditanyakan itu biasanya isi dari teks tersebut

S6 : Saya tidak banyak tahu kosa bahasa Inggris, jadi untuk mengerti maksud dari yang ditanyakan itu butuh waktu yang lama sambil lalu buka kamus untuk mencari kosa kata yang tidak tahu artinya

R : Bagaimana cara guru membimbing kalian mengerjakan soal-soal itu?

S1 : Guru mengajari kita cara untuk bisa menjawab pertanyaan meski tidak tahu arti secara keseluruhan dari teks itu dengan memahami pertanyaan itu sendiri, dengan cara mencocokkan pertanyaan dan jawabannya, itu kan antara pertanyaan dan jawabannya ada kosa kata yang sama baik dari artinya itu sendiri ataupun dari kosa katanya, jadi kita tinggal mencocokkannya dengan yang ditanyakan

S3 : Kita praktik bersama menjawab soal-soal yang ada di buku, guru membimbing kita cara mencari jawaban yang ada di teks itu dengan memahami pertanyaannya terlebih dahulu, karena umumnya, jawabannya itu ada di teks itu, jadi kita harus paham terlebih dahulu maksud yang ditanyakan dengan cara menerjemahkan pertanyaannya jika ada yang tidak tahu artinya, atau langsung mencocokkannya (antara pertanyaan dan jawaban)

S4： Yang sulit itu ketika guru memberi soal tambahan seperti opini tentang teks itu, mau tidak mau saya harus menerjemahkan teks itu. Tapi itu jarang guru tanyakan, guru lebih fokus ke latihan soal yang ada di buku saja.

R： Apa yang membuat kalian suka terhadap guru ketika mengajar reading comprehension?

S3： Ketika materi reading, saya lebih suka ketika guru sering membantu saya dalam setiap kesulitan yang saya temui dalam teks itu sendiri, seperti kosa kata baru yang saya tidak tahu artinya

S5： Guru sering membantu saya ketika saya tidak mengerti atau tidak tahu artinya dengan cara menunjukkan bagaimana cara mencarinya di kamus bahasa Inggris

S6： Kalau saya tidak tahu artinya itu sangat sulit untuk memahami teks, jadi di kelas itu guru menginstruksikan agar bertanya jika ada yang tidak dipahami

APPENDIXE IV

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-4716/In.20/3.a/PP.009/09/2022
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTs Miftahul Ulum Pondok Labu
Pondok Labu Klompangan Kec. Ajung, Kab. Jember, Jawa Timur.

    Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan IlmuKeguruan, maka mohon diijinkan mahasiswa berikut :

NIM	:	T20176041
Nama	:	UNAYYIS
Semester	:	XI
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "An Analysis of Teacher`s Strategies in Teaching Reading Comprehension at MTs Miftahul Ulum Pondok Labu" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak Amir Mahmud, S.Pd.I

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 24 September 2022an. Dekan,
Wakil Dekan Bidang Akademik,

MASHUDI

APPENDIXE V

MADRASAH TSANAWIYAH "MIFTAHUL'ULUM"

STATUS : TERAKREDITASI A

SK BAP-S/M Nomor :164/BAP-S/M/SK/XI/2017

NSM : 121235090014 NPSN : 20581438

Sekretariat : Dusun Pondoklabu Desa Klompangan Kec. Ajung Kab. Jember 68175. Telp. 085 101 794 422 *E-MAIL : mts.miftahulum-pdkl@yahoo.co.id*

Jember, 25 Oktober 2022

Nomor   : 163/517/MTs.MU/10/2022

Sifat   : Penting

Lampiran : ,-

Hal   : Keterangan melakukan penelitian

Yang bertanda tangan dibawah ini :

    Nama   : Amir Mahmud, S.Pd.I.

    NIP.   : -

    Jabatan   : Kepala MTs. Miftahul'Ulum Pondoklabu

Menerangkan dengan sebenarnya bahwa :

    Nama   : Unayyis

    Nomor Induk Mahasiswa : T20176041

    Program Studi   : Tadris Bahasa Inggris

    Fakultas   : Tarbiyah dan Ilmu Keguruan

Telah melakukan penelitian di Madrasah Tsanawiyah Miftahul'Ulum Pondoklabu Klompangan Ajung Jember Pada tanggal 24 September 2022 sampai tanggal 25 Oktober 2022 dalam rangka penyusunsn skripsi dengan judul *"An Analysis Of Teacher,s Strategies in Teaching Reading Comprehension at MTs. Miftahul'Ulum Pondoklabu."*

Skripsi dimaksud sebagai salah satu syarat untuk menyelesaikan program sarjana Strata Satu (S-1) Fakultas Tarbiyah dan Ilmu Keguruan *Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember.*

Demikian Surat Keterangan ini dibuat dengan sebenarnya dan dapat dipergunakan sebagaimana mestinya.

Jember,25 Oktober 2022

Kepala Madrasah

Amir Mahmud, S.Pd.I.

APPENDIXE VI

JOURNAL OF RESEARCH

Name   : Unayyis

SRN   : T20176041

Location   : An Analysis of Teacher's Strategies in Teaching Reading
Comprehension at MTs Miftahul Ulum Pondok Labu

Location   : MTs Miftahul Ulum Pondok Labu

No	Date	Activities	Paraf
1.	Sat, 24th Sep 2022	The researcher was giving the research letter	
2.	Mon, 26th Sep 2022	The researcher interviewed the English teacher	
3.	Mon, 03th Oct 2022	The researcher interviewed the students 1,2,3	
4.	Tues, 04th Oct 2022	The researcher interviewed the students 4,5,6	
5.	Mon, 10th Oct 2022	The researcher observed the teacher's activities in implementing the scaffolding strategy in teaching reading comprehension	
6.	Mon, 17th Oct 2022	The researcher observed the teacher's activities in implementing the QAR (question answer relationship) strategy in teaching reading comprehension	
7.	Tues, 25th Oct 2022	The researcher was asking for research finishing letter	

Jember, 25 Oktober 2022

Kepala Madrasah

Amir Mahmud, S.Pd.I.

APPENDIXE VII

Interview Documentation

The School

Interview Teacher

Interview Student

Interview Student

Interview Student

Interview Student

Interview Student

Interview Student

APPENDIXE VIII

CURRICULUM VITAE

Name	: **UNAYYIS**
SRN	: **T20176041**
Gender	: **Male**
Religion	: **Islam**
Place, Date of Birth	: **Sumenep, 14th October 1999**
Address	: **Camapaka, Jampareng Lao', Pasongsongan, Sumenep, Madura**
Department	: **English Education Departmen**
Faculty	: **Education and Teacher Training**
Email	: unayyis99@gmail.com

Education Background

2005 - 2011 : **SDI Miftahul Ulum**

2011 - 2014 : **MTs Sumber Payung**

2014 - 2017 : **MA Sumber Payung**

2017 - 2023 : **UIN Kiai Haji Achmad Siddiq Jember**