

**TEACHERS STRATEGIES IN TEACHING READING COMPREHENSION
AT SMA IBA PALEMBANG**

THESIS

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FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION STUDY PROGRAM
AUGUST 2020**

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THESIS

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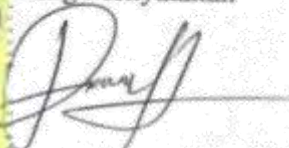
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ABSTRACT

Sariyulian, Riana 2020. Teachers Strategies in Teaching Reading Comprehension at SMA IBA Palembang. Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education, Muhammadiyah University of Palembang. Advisors: (I) Sri Yuliani, S.Pd., M.Pd., (II) Dwi Rara Saraswaty, S.Pd., M.Pd.

Keywords: *Teachers Strategies, Teaching and Reading Comprehension.*

This thesis entitled “Teachers Strategies in Teaching Reading Comprehension at SMA IBA Palembang.” The formulation of the problem were (1) what is the English teacher’s strategy in teaching reading comprehension to students at school?. The objectives of this research were (1) to find out the strategies of English teachers in teaching reading comprehension used in school. The sample of this research is two teachers’ from *SMA IBA Palembang*. The data were obtained by using interview. The results of the data were described based on interviews with the teacher. Based on the research, the teachers used different strategies in teaching at *SMA IBA Palembang*. The first teacher used the QARs (Question and Answers Relationship) and Skimming and Scanning strategies. The second teacher used the Contextual Teaching and Learning (CTL) and Warming-up For Reading (WFR) strategies. It meant that every teacher has different characteristics and strategies in teaching each student in school.

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The researcher realizes that the thesis is far from being perfect. There are still many mistakes and weaknesses. Therefore, the researcher hopes for suggestions and expect that this thesis will be useful in developing the language skills of the English Department students and for other writers in the future.

Palembang, August 2020

The Writer

RYS

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CHAPTER I

INTRODUCTION

In this chapter presents some classification: (1) background of the study, (2) problem of the study, (3) objectives of the study, (4) significance of the study.

1.1 Background of the Study

English is a very important language to learn at this time, because English needed in several fields such as communication, business, social interaction and socializing with many people. In Indonesia, English is one of the subjects that is needed and important because English is the second language used for speaking, in work also prioritizes being able to speak English and in the school curriculum students are also obliged to learn and be compelled to understand the subject while studying.

Language skills consisting of reading, writing, speaking and listening are four skill that must be mastered by each student. English teachers teach four language skills so they can use these language skills to communicate or express their thoughts and opinions in English. Communication has an important role in human life. Because it is important communication, so also with humans must learn how to communicate properly. Communication will be easy to obtain if the sender and recipient understand the information that has been given. Among the four language skills, reading is one of the skills in learning language besides listening, speaking and writing. Reading is one of the skills, which is very important fo

or readers can increase their understanding of the text or what they have learned and read to gather lots of vocabulary and expand their knowledge.

According to Laddo (2017), reading is one of the language skills that is very important for students to learn. Through this activity, students can improve their own language and experience. They will get information and ideas they need to know. In addition, they will be able to find out what they did not know beforehand. By reading, people can get a lot of information. The more read, the more information he will get. Reading makes someone smarter and more creative as stated.

Burt, Peyton, and Adam (2003), state that it is important to learn to read because (1). It helps people learn to think of new languages, (2). Helps people build better vocabulary, (3). Helps people feel more comfortable with English writing, (4). Can help people who plan to study at JALL (Journal of Applied Linguistics and Literacy), ISSN 2598-8530, February, Vol. 4 No. 1, 2020 21 English, speaking countries. Students who master reading skills will easily extract meaning from reading English texts because they have better vocabulary in context.

Talking about reading comprehension is an important part of reading or reading. When a person reads a text, he is involved in a complex set of cognitive processes. The person directly uses his awareness and understanding of the phonemes ("sounds" of individual voices in language), phonics (the relationship between letters and sounds and the relationship between sounds, letters and words) and the ability to understand or construct the meaning of texts. The final component of the act of reading is reading comprehension.

In teaching reading, teachers can use different strategies. By using the best strategy the teacher can influence students to understand their reading. According to Harmer (2007), says that strategy is an action taken by the teacher to achieve one or more of the objectives of teaching and learning.

The set of general directions can be defined as a reading strategy. Teaching strategies in reading comprehension are very important in the learning process and can greatly affect students' reading comprehension. Furthermore to Brown (2004), has noted that teaching strategies can make teaching reading easier to apply various teaching methods and techniques. Therefore, teachers who successfully teach reading comprehension realize that reading can be taught using a variety of strategies.

Based on the explanation mentioned, researcher assume that reading comprehension becomes a problem if it is not immediately addressed. For this assumption, researcher was interested in conducting the research with the title "*Teachers Strategies in Teaching Reading Comprehension at SMA IBA Palembang*".

1.2 Problem of the Study

There are many different views on the use of teacher strategies in teaching reading comprehension in education. Several studies state that the strategies used by teachers are not the same and different, both for learning and during practicum activities. Because of this diversity each teacher is able to analyze students during learning because the teacher knows better about children's development while in

school. Therefore, the writer wanted to know what strategies the teacher used in reading comprehension to train students' understanding in school.

The problem in this study a consideration in "*Teacher Strategies in Teaching Reading Comprehension at SMA IBA Palembang*".

1.2.1 Limitation of the Problem

This study focuses on the strategies of English teachers in teaching reading comprehension. To conduct this research, researchers focus on what types of teaching strategies was used by English teachers in teaching reading comprehension and how to apply the strategies. Students' reading comprehension focuses on what explained by the teacher.

1.2.2 Formulation of the Problem

Based on the background above the problems as follows:

What is the Teachers' of English strategy in teaching reading comprehension to students at school?

1.3 Objectives of the Study

The objectives of this research were:

To find out the strategies of Teachers' English in teaching reading comprehension used in schools.

1.4 Significances of the Study

These study provided the information about the result of *Teachers Strategies in Teaching Reading Comprehension at SMA IBA Palembang*, the following parties as follows:

1. For students

It helped the students to used as a new reference for learning English, especially reading. They can find out the types of strategies teachers use in teaching reading so they can easily understand and learn the information that has been conveyed by the teacher.

2. For English Teacher

Was expected to be a useful contribution for teachers and which can be transferred to students based on their characteristics. By considering each student's characteristics and being able to use different strategies, teachers can take one of the strategies in teaching reading to be understood by their students. Based on the statement above, the teacher must have a strategy to make students ready to talk. By applying the correct strategy in the teaching process.

3. For Future Researcher

Hoped to contribute and information for subsequent researcher about the reading strategies used by teachers for students in school. The results of this study expected to contribute to students, teachers, and future research.

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