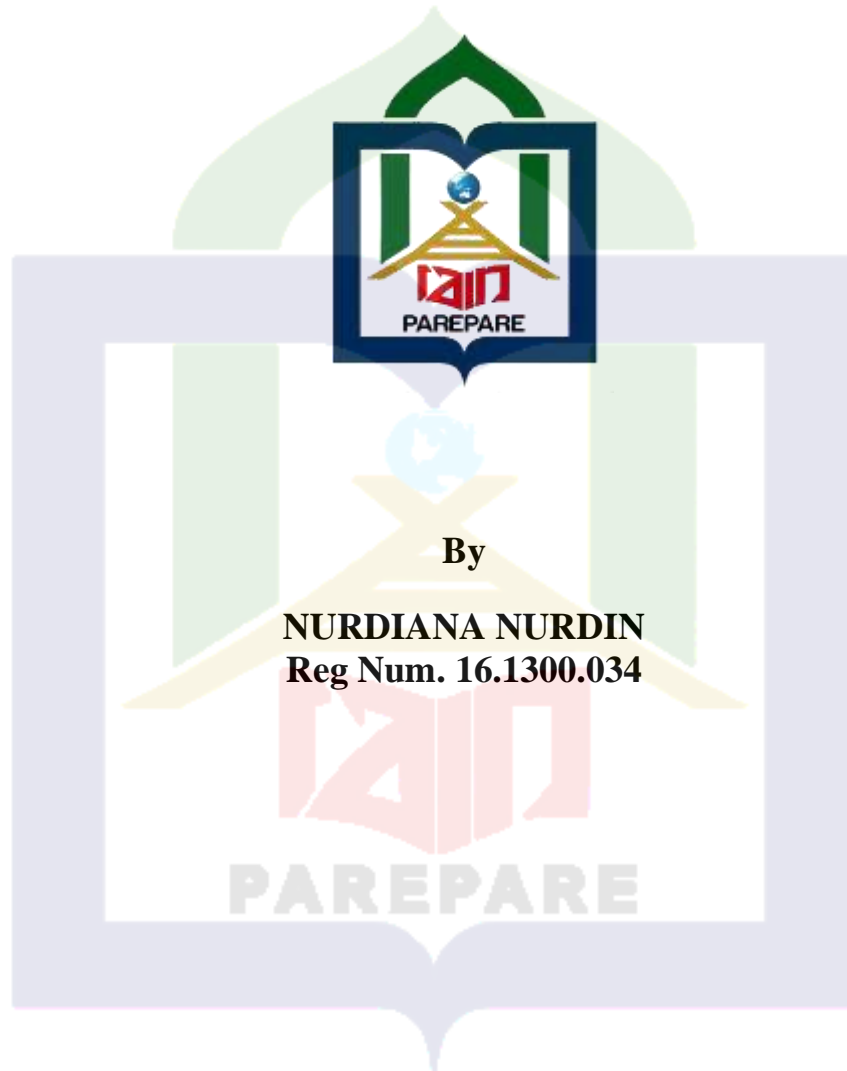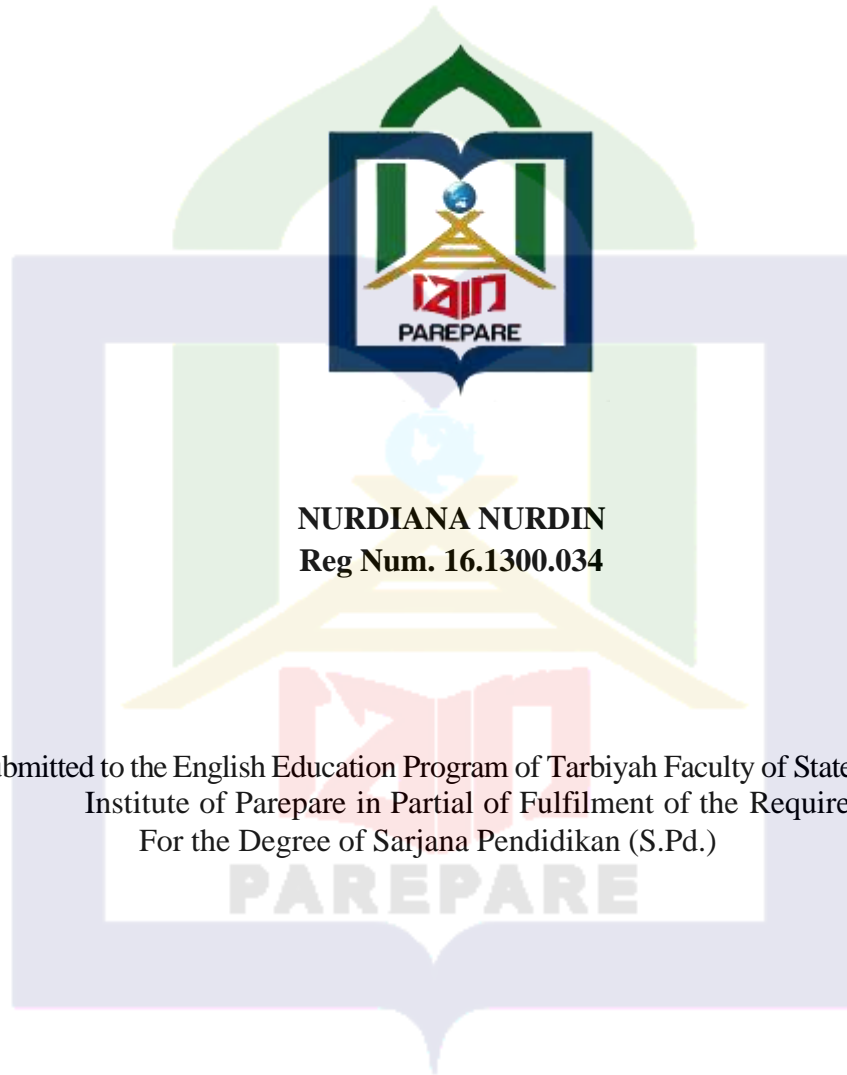**A THESIS**

TEACHERS' STRATEGY IN TEACHING READING

By

NURDIANA NURDIN
Reg Num. 16.1300.034

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE
2022

A THESIS

TEACHERS' STRATEGY IN TEACHING READING

NURDIANA NURDIN
Reg Num. 16.1300.034

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd.)

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE
2022

**TEACHERS' STRATEGY IN TEACHING READING COMPREHENSION
AT THE EIGHT GRADE OF SMPN 3 PAREPARE**

Thesis

As Partial Fulfillment of the Requirement for the Degree of Sarjana

Pendidikan (S.Pd.)

English Education Program

Submitted by:

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To

**ENGLISH EDUCATION PROGRAM
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iv

A THESIS

TEACHERS' STRATEGY IN TEACHING READING COMPREHENSION

AT THE EIGHT GRADE OF SMPN 3 PAREPARE

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ENDORSEMENT OF EXAMINER COMMISSIONS

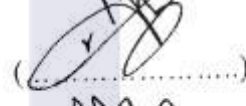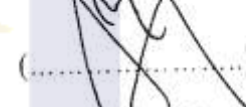|		
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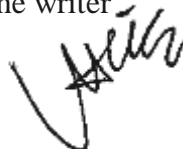
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Parepare, November 24th 2021

The writer

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DECLARATION OF THE RESEARCH AUTHENTICITY
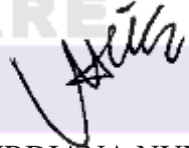
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Stated that herself conducted this thesis, if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

Parepare, November 24th2021

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ABSTRACT

NURDIANA NURDIN. *The Teachers' Strategy in Teaching Reading Comprehension at The Eight Grade of SMPN 3 Parepare*.(Supervised by Amzah and Mujahidah)

The purpose of this study   to find out the teachers strategies in teaching reading comprehension at the eight grade of SMPN 3 Parepare, and how students response toward teachers' strategy in teaching reading comprehension. The population of the study were 258 students and English teachers . The research used random sampling technique and took 26 respondents and one of English teachers as the sample of the this research.

This researcher used mix method by combining qualitative and quantitative approach.The data was collecting by using interview and questionnaire. After analyzing the data,the researcher found that there are two strategies used by the teacher.

The results of this research showed that based on the questionnaire, the researcher found that a good response from students (81,39%) to the strategy used by the teacher. So that the teachers' strategy in teaching reading comprehension at the eight grade of SMPN 3 Parepare were Scaffolding and QAR (Questions Answer Relationship).

Keywords: Teachers Strategy, Reading, Students Perception, Scaffolding, QAR.

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CHAPTER I
INTRODUCTION

A. Background

Every person in this world uses language to communicate with one and another. People also use language to deliver message or ideas from the speaker to the listener and writer to the reader in interaction among themselves or with their environment. Language is very important in human beings' life since by the use of language they are able to deliver messages and make interaction with others, particularly in their position as the members of society.

Language is a mean of communication. Language is a system of arbitrary, vocal symbols which permit all people in a given culture, other people who learned the system of the culture to communicate or interact.[1] Although it is not only coming from communication among human beings, it is certainly, the most important for us. The language would be very useful if we communicate with others to get the meaning of the language itself, on the contrary, it can be useless if we do not use it. To understand the language, we have to compose the meaning of words as many as possible either in a sentence or in whole texts.[2]

English as an international language is used by many people in the world and in many areas of everyday life. Almost all countries have adapted English used as a compulsory subject at schools. The national education has decided that English as a foreign language taught in Indonesian schools. It learned started from junior high schools up to university. It also been taught at elementary school as local content. Therefore, using English is the easiest way to communicate with people from other countries about many aspects in human life such as education, technology, economy, social, and politics.

In Indonesia, people use English as a foreign language. Learning a foreign language is an integrated process that the learner should study the four

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[1]H. Douglas Brown, *Principles of Language Learning and Teaching,* (4th Ed), (Newyork: Longman,2000), p.5.

[2]Ersan Sanusi, *The Techniques of Teaching Vocabulary*, Ittihad Jurnal Kopertis Wilayah IX Kalimantan, vol.7 no. 11 (April 2009), p. 2.

basic skills: listening, speaking, reading, and writing. These skills are closely related to one another. In this case the researcher only focuses on one skills of English learning, it is reading.

Reading is very important activity in human life because we can get information, knowledge, ideas by reading. It means that essential for students to practice reading, and learning to reading comprehension. Bacon Remarks in M.F Patel and Praveen M Jain states that reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life with which one can update his/her knowledge. Reading skill is important tool for academic success.[3]

Reading is one of the most important skills for English language learners, especially for students who learn English as a foreign language. As McDonough and Christopher state that "reading is the most important foreign language skill".[4] Reading becomes essential for students in order to enrich their knowledge. It is in line with Grabe and Stoller who state that reading is an essential means for learning new information.[5] Thus, reading is essential because it can help students to obtain new information in order to enhance their knowledge from the text that they read. However, in getting the information from the text, the students need a good ability in reading comprehension.

Reading is followed by comprehension, because a reader has to comprehend what he or she reads to get information from a text or a book. In the teaching and learning process in the classroom, the teacher's instruction will help the students understand what they read and add their knowledge of the world around them. Reading process in the classroom is complex. There are various processes involved in comprehension that must be coordinated and the one of that

[3]M.F. Patel and Praveen M Jain, *English Language Teaching (methods,tools & technique),* (Jaipur: Sunrise Published, 2008) , p.113.

[4]Jo McDonough & Christopher Shaw, *Materials and Methods in ELT: A Teachers' Guide*, (Oxford: Blackwell Publishers, 1993), p. 89.

[5]William Grabe and Fredricka L. Stoller, *Reading for Academic Purposes: Guidelines for the ESL/EFL Teacher, Teaching English as A Second or Foreign Language*, 3rd Ed. Marianne Celce-Murcia, (Boston: Heinle & Heinle, 2001), p. 188.

process is a comprehending process. The reading process will be meaningful if the reader has a purpose to understand a text. In contrast, reading will be meaningful if the reader does not have any purpose.

In teaching reading, strategy is very important. It is because the good strategy in teaching will obtain the good learning result. In other words, the success of teaching and learning activity is depending on the strategy that is implemented by the teacher. Strategy is an action that the teacher takes to obtain the teaching and learning goals. In addition, the strategy can also be defined as a general direction set for the teaching process and its various components to achieve the expected goals. A teacher requires creating and using many strategies in teaching reading. For instance, implementing various teaching methods, media, and games in order to stimulate the students' interests. The fundamental of teaching strategies is to make it easier to implement a variety of teaching techniques and methods.[6]

The researcher realized that the students reading comprehension is important in learning process. The researcher chose this topic because many teachers used some strategies to improve students' reading comprehension. As an organizer, teachers should be organizing some activities in the class and how to do the activity such as putting some students in pairs or groups to make the students feels easier to share their ideas. Strategies that teachers used in the class are tools for the students to comprehend reading text. Based on the researcher's observation, she identified some problems which are faced by students at the eight grade of SMPN 3 Parepare. The students may have a lot of words in minds, leak translation so they can comprehend the text that they read.

This finding indicates that teachers need to be equipped by strategies in teaching reading comprehension in order to help the students to cope with the difficulties in learning English reading. In line with the previous explanation that reading comprehension is necessary in language teaching. Teachers are

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[6]H. Douglas Brown, *Language Assesment; Principle and Classroom Practices,* (Newyork: Longman,2004) p.103

confronting some problems in the process of reading comprehension. There are many teachers taught about reading comprehension by explaining about the text, main idea, and purpose of the text. Based on the problem stated above, the researcher assumes that the reading comprehension become a problem if not overcome soon. For this assumption, the researcher is interested to do this research to know what teacher strategies are used and what the students perception toward teachers' strategy.

B. Research Question

Based on the background above, the researcher would like to formulate the research question as follow:

1. What is the teachers' strategy in teaching reading comprehension at the eight grade of SMPN 3 Parepare?
2. Whatt is the student perception toward teachers' strategy in teaching reading comprehension at the eight grade of SMPN 3 Parepare?

C. The Objective of the Research

Relating to the problem statement, the researcher formulates the objective as follow:

1. To find out teachers' strategy in teaching reading comprehension at the eight grade of SMPN 3 Parepare.
2. To find out students' perception toward teachers strategy in teaching reading comprehension at the eight grade of SMPN 3 Parepare.

D. The Significant of the Research

Based on the objective above, this research hopefully gives contribution on:

1. Students

    This research is expected the students to feedback of teachers' strategy in teaching reading comprehension.

2. Teacher

This research is expected the teacher to know how is the strategy that they use for students in teaching reading comprehension.

3. Researcher

This research will give experience and knowledge to the researcher about strategy in teaching.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Finding

The previous related research finding is described to find out a get conducting this research. Some of them are present as follows:

Ahmad (2013) "A Study on Strategies for Teaching Speaking and Reading Comprehension Skills". He concluded that the teachers applied three kinds of stages in teaching reading those are pre- reading, whilst reading, and post-reading stages. In pre-reading stage they gave the students some questions as a worming up to know and enrich the student's vocabulary mastery. This is also done to help the students to enter to the topic being discussed. Next, in whilst reading stage, they distributed the texts and gave some questions related to the text provided. This is done to know the students' comprehension on the text given. Even, this is done through a play.[1]

Nurmadia Sarjan (2017) "An Analysis On The English Teachers Strategies In Teaching Reading Comprehension At The Second Grade Students Of Junior High School 1 Of Wonomulyo". In this research, the researcher found that the strategies that the teacher used in teaching reading comprehension in SMPN 1 Wonomulyo were two strategies, Scaffolding strategy (1), and QARs (Question Answer Relationship) (2). The teachers used these strategies to make the student understand the reading text and the students guided to more focus on the text and also teacher could help students in developing the meaning contained in the text reading so that students more easily understand the contents of reading.[2]

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[1]Ahmad, *A Study on Strategies for Teaching Speaking Skill and Reading Comprehension Skills,* (E-Journal : English Department,Ganesha University of Education, Singaraja, Vol.1, 2013), p.7-9.

[2]Nurmadia Sarjan, *An Analysis On The English Teachers Strategies In Teaching Reading Comprehension At The Second Grade Students Of Junior High School 1 Of Wonomulyo,* (AThesis, English Education Department o fTarbiyah and Teaching Science Faculty of Alauddin State Islamic University: Makassar, 2017). P 53.

Noor Aziz (2017) "Teaching Strategies Use in Reading Comprehension Class at The Tenth Grade Students of SMK Islam Sudirman 2 Ambrawa". This research show that in teaching reading comprehension the teacher uses various teaching strategies: Memorizing, Question and answer relationship, Game, Discussion. Based on this research, those strategies are effective in teaching reading comprehension because can help student to comprehend the text. In short, those strategies give good contribution for teacher. Students who have difficulty in reading will be easier in mastering reading comprehension. With uses this strategy the teacher more easily gives the material to the students. Those strategies can help the teacher because the students more active.[3]

Based on some of the research above we can see all of them study about teachers strategies in teaching reading comprehension. Some of the researcher found some strategies that used by the teachers and problem those they faced in teaching reading comprehension. The difference with my research is the situation and condition teaching and learning at this time and the different in the collecting data where the researcher cannot face to face with the respondent

B. Some Pertinent Ideas

1. The Concept of Reading

a. The Definition of Reading

Reading is one of the essential skills which should be mastered by students who want to achieve their proficiency in English. Actually, reading is a cognitive process where a reader involves in the mental process of knowing, learning, and understanding things.

Reading is means of language acquisition, communication, and sharing of information and ideas. Reading is a way of getting the meaning or knowledge from the printed page such as textbooks, newspaper, magazines and novels. According

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[3]Noor Aziz, *Teaching Strategies Use in Reading Comprehension Class at The Tenth Grade Students of SMK Islam Sudirman 2 Ambrawa,* (A Graduated Paper: Englis Education Department, IAIN Salatiga, 2017), p.53-54.

Emalia Iragiliati, reading comprehension is the manner of the readers which receive and process new information from the text and the degree to which they must relate what is new to what is already known.[4]

Reading is defined as getting information from the text and interpretation. In other words, reading is the ability to draw from the printed text and interpret the information appropriately.[5] Reading is the ability to get information from the text.

Reading is an active process that depends on both an author's ability to convey meaning using words and your ability to create meaning from them.[6] Reading is a process that depends on the skill of author to explain or convey the meaning in a text by using the words and how the author delivers the opinion to create new word or meaning of sentence and then explore it to be sentences or paragraph.

From those opinion above it can be concluded that reading is a process of founding meaning in the text. When someone is reading means that he tries to understand the text and found the main idea. So, reading can be said as the process of comprehending the text and finding the meaning.

Many people consider reading is just like other activities. People just interpret reading from what they see through their eyes. They do not think that so many things happen on a reader's head while they are reading. Some other people define reading as interactive and socio cognitive process which relate the reader to the interactive and social context. When some people define reading as articulating words and as an interactive process, some experts also enrich reading definition as active and complex process.

b. Types of Reading

Based on Patel and Jain, there are 4 types of reading as follows:[7]

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[4]Emalia Iragiliati, *Reading 2*, Universitas Terbuka, Jakarta, 2007, P.203

[5]Carnie. *Instruction Reading,* (Columbus Ohio: Publishing Company), p. 30.

[6]Anter Nancy, *Critical Reading for College and Beyond,* (New York: Mc Hill), p. 5.

[7]Patel and Jain, *English language teaching: methods, tools & techniques*, (Sunrise Publishers & Distributors,2008), p.115

1) Intensive Reading

Intensive reading as a methodology which is a teacher centered approach. It means that teacher as the instructor directs most of what happens in class, including what to read, when to read, and what vocabulary, grammar, text organization or comprehension points are to be discussed.

2) Extensive Reading

Extensive reading is a key for students' gains in reading ability, linguistic competence, vocabulary, spelling, and writing. In line with Patel and Jain stated in extensive reading, quantity of reading is emphasized, with attention given to student choice over reading material. Students able to choose what they read and are able to find materials where they motivated to read.

3) Reading Aloud

Reading aloud plays an important role in teaching of English. Teacher should know about the training of reading aloud. The teacher must be given it at primary level because it is the basic of words pronunciation.

4) Silent Reading

Silent reading was appropriate for intermediate and advanced students. This strategy leads students to try inferring meaning from context. It was also the best practices to make the students become efficient readers.

c. The Purpose of Reading

The purpose of reading in relation with the teaching of reading into purposes can be interpreted:

1) Reading for information

Reading for information is reading to learn about a trade, or politics, or how to accomplish something. Many students want to be able to read text in English for their

careers. They have to know the update information which important for their future careers.

2) Reading for meaning

It is reading in which, as if it were literature, but much time must be spent with the eyes turned away from the pages reflecting on the text. Students focus on vocabulary, grammar or punctuation. We can also use reading material to demonstrate the way we construct sentences, paragraphs and whole texts.

3) Reading for pleasure

Many students want to be able to read texts in English either for their careers, for study purposes or simply for pleasure. If we read a work of literature properly, we read slowly, and we hear all the words. If our lips do not actually move, is only laziness.

It is supported by Williams in Jo McDonough, he states that usefully classifies reading into: Getting general information from a text, getting specific information from a text, and for pleasure or for interest.[8] By the theory above, it can be concluded that in teaching reading, there are many reason or purpose for making student motivated to read the text. And from those purposes have good influence for students' knowledge. Eventually, reading has benefits for students' careers in the future.

d. Stages of Reading

According to Brown there were stages of reading to make a readers understanding how reading in English is learned. There were three kinds of reading process, as follows:[9]

1) Pre reading

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[8]Jo McDonough, *Materials and Method in ELT; A Teachers' Guide*, (3rd Ed), (Chichester: Wiley-Blackwel 2013), p. 111.

[9]Brown, *Teaching by principles: an interactive approach to language pedagogy,* (White Plains: Pearson Education Company, 2007), p. 315.

The students should see all the tasks before reading the text. One of the main goals of pre-reading is to prepare students for the reading material which have assigned by teacher. Teacher should motivate your students with an attention-getter; preview the reading to entice students, and the strategies at this stage focuses on: Predicting/guessing (talking about the title and/or commenting on the illustrations if provided any), Teaching new vocabulary and Setting the scene.

2) While Reading

The reading strategies had relative advantages and disadvantages. Assigned reading should be required so that students acquire a baseline of information that the teacher will use to examine ideas and teach procedural knowledge. In while reading, this is a process encourage students to self-question and monitor their comprehension as they read.

3) Post Reading

After reading, the teacher further developed some of the ideas to reinforce the reading. Post-reading usually preceded the instruction which the teacher develops new thing but related big ideas or procedural knowledge and introduces new, also related with information knowledge. In many cases, post-reading become a part of the content presentation. In this stage students are asked if they use such strategies as summarizing, evaluating, organizing, commenting, and reflecting.

e. Concept of Teaching Reading Comprehension

Teaching can be defined as providing opportunities to learn. However, the result of the teaching depends on the students itself. But, teachers as the facilitator of teaching must give best effort for guiding students to make them get the best result. So, by teaching reading comprehension, students are expected to able comprehend the text. However, sometimes students still have difficulties to comprehend what they read in English, so teacher must help them to comprehend the text by using strategy

which offers simple lesson design and can drill them to able memorize the text. It is like herringbone, a teaching reading comprehension strategy which is not difficult to be understood and can help students to comprehend the text.

Brown states that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.[10] Teaching can be defined as providing opportunities to learn. However, the result of the teaching depends on the students itself. But, teachers as the facilitator of teaching must give best effort for guiding students to make them get the best result. In other hand, Reading comprehension is a process of interaction between reader and author to communicate successfully in gaining what the author means on the text. So, by teaching reading comprehension, students are expected to able comprehend the text.

Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. In the other hand, reading comprehension is a process of interaction between reader and author to communicate successfully in gaining what the author means on the text.

Based on the explanation above, it can be concluded that teaching reading comprehension is the process of helping, facilitating, guiding students to comprehend the text and providing students with many opportunities for practice it to make them can acquire the meaning and information from the author on the text.

There are some strategies in teaching reading comprehension namely:

a) Know-Want-Learn (KWL)

Understanding the importance of background knowledge to comprehension that is critical because we connect new information with prior knowledge before we

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[10]H. Douglas Brown, *Teaching By Principle: An Interactive Approach To Language Pedagogy,*(California: Longman,2000), p.7

integrate and organize the new information.[11] Know- Want-Learn (KWL) consisted of three basic stages. They are K, W, and L stage. In the K stage: What I know, students access their background knowledge to the text by listing what they already know about a specific topic. In the W stage: What I want to know, students determine what they want to know by making questions related to the topic. Then, in the L stage: What I learn. So, KWL (Know-Want-Learn) is reading technique that is used to activate the students' background knowledge, assist students in setting purposes for reading, and help students to monitor reading comprehension by using graphic organizer. This technique has well organized steps to be followed by the students.

b) Question Answer Relationship Strategy (QARs)

Questioning plays an important role in the comprehension process. QAR is a strategy designed to help students provide type of question being asked and use this information to help guide them as they develop an answer. This strategy was made by Raphael and Pearson where this strategy is to facilitate the correct responsive question and adjust the use of each these sources. It helps students who realize they need to consider both of the text and their prior knowledge when answering question and adjust the use of each of these sources.

c) Story Mapping and Story Retelling Strategies

Story retelling strategies provide students for retelling the main idea in narrative texts. This strategy can be combined with story maps, which provide students with a visual guide to make them understanding and retelling stories. Story maps can be generated that show the story component and their relationship one

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[11]Bos Vaughn, *Strategies for teaching students with learning and behavior problems(3Ed),* (Needham Heights, MA:Allyn & Bacon, 1994), P. 176-200.

another. Teachers have used this strategy to teach students how to use simplified story maps and story strategies to aid in comprehending and retelling stories.

d) Directed Reading-Thinking Activity (DRTA)

DRTA was developed by Stauffer as teaching students stresses, student abilities to read reflectively and use prediction.   This strategy can be used with reading materials written for any levels. According Bos & Vaugn, the purpose of DRTA is to provide students with the ability to: [12]

1) Determining what is the purpose for reading
2) Extract, comprehend, and assimilate the information in reading
3) Using prediction while the students reading
4) Suspend judgment
5) Make decisions based on evidence gained from reading

Based on the explanation above, reading is a thinking process that requires students to relate their experiences to the author's ideas, and thereby construct meaning from the text. The students are comfortable with the DRTA process they should be encouraged to use an individualized DRTA.

e) Scaffolding

A key change in the delivery of instruction that would make a difference in the content literacy of all learners, especially students from diverse backgrounds, is to scaffold the strategies for text.[13] Sscaffolding 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-

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[12]*Ibid*, p.192.

[13]Vacca, Richard T &Vacca, Jo Anne L , *Content Area Reading*. (Longman, 1999), p. 53.

related learning situation. Scaffolding is as a process whereby a student is helped to solve a particular problem beyond its developmental capacity through the help of a teacher or other person with more ability.

From the definition described above it can be concluded that scaffolding is a support, support to students of teachers that enable the development of learning ability so that there is a higher level of mastery of material shown by the completion of more complicated problem.

f) Think-aloud

Think Aloud is a strategy that helps students on learning activities, Aims to recall more significant information from the texts given by the teacher. The ability of teachers to transfer creativity Them and control the students in completing each step of the way think aloud strategy in understanding reading texts and teachers make their thinking explicit by verbalizing their thoughts while reading orally. Five basic steps when using think-aloud. First, select passage to read aloud that contain points of difficulty, ambiguities, contradictions, or unknown words. Second, while orally reading thinking-aloud, have students follow silently and listen to how trouble spots are through. Third, have students work with partners to practice think-aloud by taking reading short, carefully prepared passages and sharing thoughts. Fourth, have students practice independently, using a checklist to involve all students while verifying use of the procedures. Finally, to provide for transfer, integrate practice with other lessons, and provide occasional demonstration of how, why, and when to use think aloud.

g) 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.

h) SQ3R

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. The SQ3R strategy involves (1) reading the headings in the chapter quickly to get its important part, (2) turning the heading in to question, (3) reading to find the answer to the question, (4) recall the important point (the answer to the question) by retelling them or writing them in one's memory at the important point.

2. The Concept of Reading Comprehension

Before dealing with the definition of reading comprehension it is necessary to define the meaning of comprehension itself. Comprehension is an active process that involves the child integration of prior knowledge with information the text in order to comprehend that text.

Comprehension is the intentional thinking process that occurs as we read. Tankersley states that comprehension is the center of reading. She also says that comprehension is the hearth of reading process and we bring our life experiences to the act of reading.[14] Students need these abilities to understand concept presented in print, to think about materials, read, and to use, that which is read for relevant purpose.

Comprehension is as the process by which a person understands the meaning of the written or spoken language.[15] It means that someone can understand the meaning of written or spoken language through the process of listening seriously, and it can make him to be understood the meaning of the written or spoken language.

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[14] Karen Tankersley, *The Threads of Reading*, (Alexandria: ASCD, 2003). p.90.

[15] Jack Richards, John Platt, and Heidi Weber. (1998), *Longman Dictionary of Applied Linguistics.* Harlow, essex, (England: Longman), p.558

Reading comprehension can be achieved when a reader has a capability to get some information from the written text. Reading comprehension is a dynamic competency according to the purpose for reading and the text that is involved.

Guthrie also gives explanation about reading comprehension. He explains that to comprehend the text, we have to connect the knowledge we have to the topic presented in the passage. Guthrie states, "Reading comprehension is a process of connecting the text and the student's prior knowledge about the topic of the text".[16]

Reading comprehension is a highly interactive process that takes place between a reader and a text. It means that the main point of reading comprehension process is at the interaction between readers and author. How readers' understanding can be constructed to catch the meaning of the author want to explain on the text. Furthermore, Successful comprehension enables readers (or listeners) to acquire information, to experience and be aware of other words (including fictional ones), to communicate successfully, and to achieve academic success.[17] These purposes of reading comprehension can be achieved if the readers have good interaction with the text. It is influenced by many factors, one of them is the background knowledge of readers about the text that will be read, students who has known the background knowledge about the text will be easier to understand the text.

Based on the statement above, it can be concluded that Reading comprehension is a process of deep interaction between reader and author to communicate successfully in gaining what the author means on the text. The students as readers can comprehend the text based on their ability to recognize the text.

So reading comprehension can be seen as one of reading goals. It can be defines as the readers understand what the text tell about, knowing the main idea of the text, and the details of the text, then combine it with their knowledge about the topic discussed. Some also see reading comprehension as a very complex activity.

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[16]John T Guthrie. *Engaging Adolescents In Reading*, (London: Corwin Press, 2008), p.11

[17]ESRC, *Reading Comprehension:Nature,Assessment and Teaching* comprehension, 2009, p.2

3. Concept of Teaching Strategy

a. Definition of Teaching Strategy

Strategies are as teachers tool to deal with any problems inside the process of learning to promote effective learning outcomes. It would be designed based on among participant and or environment related to the process of teaching and learning. Then strategy is as a remedy the teacher creates in making system area that happened to process teaching and learning. Teachers may have difficulties during their action in making learners understand about the lesson, then they need creatures in which help them overcome the situation in classroom.

Strategy is a term that refers to a set of complex web of thoughts, ideas, techniques, and plans to pursuit or accomplishes particular ends or objectives. Strategy used in teaching to students thinking and developing their skills in order to make the learning process becomes more comprehensive and to achieve the study's objectives.

Additionally, Harmer shows that a good strategy is by grouping students, this means to make students work on the expected goal.[18] He also stated that there is no real limit to the way in which teachers can group students in the classroom, through certain factors, for instance over-crowded, fixed furniture and entrenched students attitude, may make things problematic.

Teaching strategies is a plan, method, or series of activities designed to achieves a particular educational goal. Teaching strategy is plan that contains a series of activities the teacher and students to achieve specific educational goals. Strategy that used by the teacher is based on the approach that has been used by the implementation of the method. Strategy also used by the teacher to make planning about what material and manner to success on teaching learning process.

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[18]Jeremy Harmer, *The practice English language Teaching*. Fourth Edition (Pearson: Longman. 2001)

Teaching strategy is a teacher's plan in teaching and learning process to achieve a purpose which has planned. In other word, teaching strategies are approaches to teaching students. The teacher have to applied the strategy to balance between the method which the teacher's used and the way of the teacher's used to applied the material. Teaching strategy is the means that 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. [19]

Related to this research, most of teachers have to be able to use variety of teaching strategy seems to be the most effective. In teaching learning process, teacher should give guidance and direction to students to help them in thinking about their decision in solving their problems in learning.

b. Types of Teaching Strategies

According to Hamruni, teaching strategies are classified into five parts, namely:[20]

1) Direct Instruction teaching strategy

Direct instruction teaching strategy is teaching directed by the teacher directly. This strategy is effective to determine information or to build a skill step by steps. The direct instruction usually has deductive character. The superiority of Direct Instruction Teaching Strategy is this strategy so easy to be planned and used, while the core important weakness in the developing ability, the process and the attitude that needed in critical idea and interpersonal relation also learn.

2) Indirect Instruction teaching strategy

Indirect instruction teaching strategy often referred as inquiry, inductive, problem solving, decision making and invention. Contrary to direct instruction

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[19]Nurmadia Sarjan, *An Analysis on The Teacers Strategies in Teaching Reading Comprehension at The Second Grade Students of Junior High School 1 of Wonomulyo,* (A Thesis: English education departement, UIN Alauddin Makassar, 2010), p.11.

[20]Hamruni, *Strategy Pembelajaran,* (Yogyakarta: Insan Madani, 2012), p.8.

teaching strategies, indirect instruction teaching strategies put students as a center, even though both of them can complement each other. In this strategy the role of the teacher moves from the speaker to the facilitator. The teacher manage learning environment and give the students an opportunity to involve in the environment.

3) Interactive teaching strategy

Interactive teaching strategy emphasizes on discussion and share between the learners. It will encourage of learner to create new an idea or concept, reacting on experiences, approach and developing alternative mindset. The superiorities of interactive teaching strategy are students can improve their social skill and their ability, developing of rational argument. The weakness of this strategy is depending on the creativity of teacher to arrange and develop the group dynamics.

4) Experiential/ empirical teaching strategy

Empirical teaching strategies have orientation in inductive activities. In this case students as the center. Self-reflection about their experience is a planning formulation to achieve implementation based on context. The advantages of this strategy are able to increase student participation, as well as increase in student analytic aspects. While the disadvantages of this strategy are a high cost, and takes a long time.

5) Independent teaching strategy

The purposes of independent teaching strategy are developing of individual initiative, able to develop themselves and students must be active in learning. The advantage of this strategy is creating student respect, while the disadvantage is that implementation is difficult for young students.

To get a complete look on how teachers should teach, Crowl propose 10 characteristics of teaching strategies applied by effective teachers, namely starting each new lesson by previewing the last lesson, stating the objectives of the lesson before the teaching-learning process, transferring new material gradually, giving clear instructions and explanations, providing much time for students to practice, giving numerous questions, conducting warming up activities, giving feedback and

correction, providing explicit instruction for seatwork, and carrying out test weekly and monthly.[21]

Furthermore, the broader explanation on strategies needed to be applied by an English teacher to be successful in teaching English will be discussed below.[22]

a) Teachers use English

English teachers should teach and interact with students in English. Therefore, they are required to be proficient in English language first. Richard and Farrel insist that many important aspects of teachers' teaching, such as their ability to become a good language model for their students, to maintain the use of English in their class, to explain the contents and to instruct in English, as well as to correct learners' language and to give feedback for each material are influenced by both English teachers' proficiency and their English language use in teaching. [23]

b) Teachers teach contextually

Propose that successful classes carried by teachers often depends on their skills in getting students' interest and involvement at the start of the lesson by using the strategies such as relating the topic to something of great interest of the students in class, using pictures, models, diagrams, or real objects to draw attention and invite comment, and drawing students' previous experiences.

c) Teachers use media

Arsyad affirms that in teaching and learning process, there are two important aspects related to each other, they are teaching strategies and media.[24] The use of certain teaching strategy will influence the media needed, although there are still other aspects that need to be considered in choosing media such as the objective of study, the kind of task and perception that students need to achieve after the teaching

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[21]Crowl, T .K., et al. (1997). *Educational Psychology*. New York: Times Mirror Higher Education Group, Inc.

[22]Nurul Fajriah, *Students' Perceptions Toward Teacers' Teaching Srategies, Personal Competence and School Facilites,* (English Education Journal, 10 (1), 16-34, Januari 2019), p. 18-21.

[23]Richard, J. C & Farrel, T. S. C, *Practice Teaching : A Reflective Approach*, (New York: Cambridge University Press,2011)

[24]Arsyad A, *Media Pembelajaran. Edisi Revisi*, (Jakarta : Rajawali Pers, 2014)

and learning process, teaching context, and students' characteristic. Therefore, teachers have to consider the medium through which message is to be conveyed for the material to be effectively delivered. Media are used as tool in teaching that influence classroom's atmosphere, situation, and environment created by a teacher. Moreover, in deciding what instructional media should be used, a teacher needs to consider the interest, ability, proficiency level, and sociocultural background of students, the content of the lesson to be taught, and the availability, cost, and effectiveness of the media.

    d) Teachers vary students' activities in teaching and learning process.

Although there are many ways suggested to be applied in English language teaching to help students learn better, it is wrong to assume that there is a method that can fully ensure the success of teaching and learning. Therefore, teachers should vary students' activities in teaching and learning process to motivate their students to learn and create interesting English language class. In other words, those standard teaching methods may not fit their particular teaching situations, so teachers needs to draw on ideas from a number of different strategies and approaches and add ideas that come from their own experiences.

    e) Teachers give understandable instructions.

Students must know exactly what they have to do and how to do instructions given by teachers in teaching and learning process. Students sometimes get confused with their teachers' instructions or explanations. Therefore, it is good for teachers to give instructions or explanations with words which are familiar to students so that they will understand them better.

    f) Teachers give appropriate task

According to Richards and Renandya, definition of a task in teaching and learning process is an activity related to the content given and designed by teachers for their students who need to finish it by using their previous knowledge of the target

language.[25] Commonly, task leads to a real outcome such as playing game, solving a problem, or sharing and comparing experiences. Thus, teachers should filter and arrange the task so carefully that it provides stimulating and fun experiences that match the ability level of students without causing frustration.

g) Teachers set students learning in pairs or group

Language class, group-based learning can help promote self-esteem, increase student's talking time and motivation by creating a comfortable circumstance for language practice.

h) Teachers provide time to practice

English teachers to always provide opportunity for students to develop and extend their linguistic resources, both grammatical and discourse, and for interactive and collaborative use of language among students. Teachers are also required to manage who gets the chance to speak, what they speak about, what each participant does with the different opportunities to speak. It is important for teachers to observe the interaction within the classroom because it can determine learning opportunities students get. Teachers also needs to remind themselves that in most state schools, each class has about 20 to 30 students and English subject has only about 140 minutes in a week, which means that students have limited practicing time in English class. In this circumstance, it is not surprising if most students are not good in spoken English. However, to overcome this problem, teachers are expected to plan their teaching effectively and to arrange activities for instructional process providing much time for students to practice such as oral work, pair work, and group work.

i) Teachers give feedback and correction

Feedback is a crucial factor enriching environment in the classroom. It should be a part of the learning about every 30 minutes. Feedback, however, is not always from the teacher. It takes on many forms including peer evaluation, journal writing, predicting activities, group presentations, and rubrics.

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[25]Richard J.C & Renandya W.A, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002).

4. **Personal Competences of Teacher**

Knowledge of subject matter and a good teaching skill are critical to success, positive attitude toward students is also considered as crucial factor determining the success of teaching and learning. Teachers are considered as effective teachers if theya are friendly, forgiving, respecting, compassionate, fair, and understanding. Moroever, Walker identifies twelve characteristics of effective teachers to behave appropriately and acquire the information received. These features are preparation, positive attitude, high expectations, creativity, fairness, personal touch, development of a sense of belonging, accepting mistakes, sense of humor, respect for students, forgiving attitude, and compassion.[26]

Teachers must be aware how momentous their responsibility is and try to give a positive and favorable impression to their students to reach the best result. The most effective context leading to optimisng students' achievement is classroom where all students feel valued, respected, and capable of succeeding despite their differences. In addition, Emmer and Gerwells contend that teachers must respond with empathy to their students to show that they accept students' perspective. Empathetic respondents keep the lines of communication open so that problems can be understood and resolved within a framework of respect.[27]

From the experts' suggestions above, it can be deduced that teachers should be discipline, consistent, friendly, respecting, motivating, fair, open minded, willing to help and have a good sense of humor.

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[26]Walker R. J, *12 Characteristics of an Effective Teacher*, (NC: Lulu Publishing, 2008).

[27]Emmer E. T & Gerwells M. C, *Classroom Management in Middle School and High School Classrooms: Handbook of Classroom Management: Research, Practice, and Contemporary Issues*, (Lawrence Erlbaum Associates, Inc, 2006).

C. Conceptual Frame Work

Based on review of related above, the researcher designed conceptual framework as follow:

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                    ┌──────────────────┐
                    │    TEACHERS'     │
                    │    STRATEGY      │
                    └──────────────────┘
                      ↙             ↘
       ┌──────────────┐          ┌──────────────────────┐
       │  TEACHING    │ ←──────→ │  TEACHING READING    │
       │  STRATEGIES  │          │  COMPREHENSION       │
       └──────────────┘          └──────────────────────┘
              │                           │
              ↓                           │        ┌─────────────────────────────┐
       ┌──────────────┐                   ├──────→ │ Question Answer Relationship│
       │  TEACHERS    │                   │        └─────────────────────────────┘
       │  PERSONAL    │                   │
       │  COMPETENCE  │                   │        ┌─────────────┐
       └──────────────┘                   ├──────→ │ Scaffolding │
              │                           │        └─────────────┘
              ↓                           │
       ┌──────────────┐                   │
       │  STUDENTS    │ ←─────────────────┘
       │  PERCEPTION  │
       └──────────────┘
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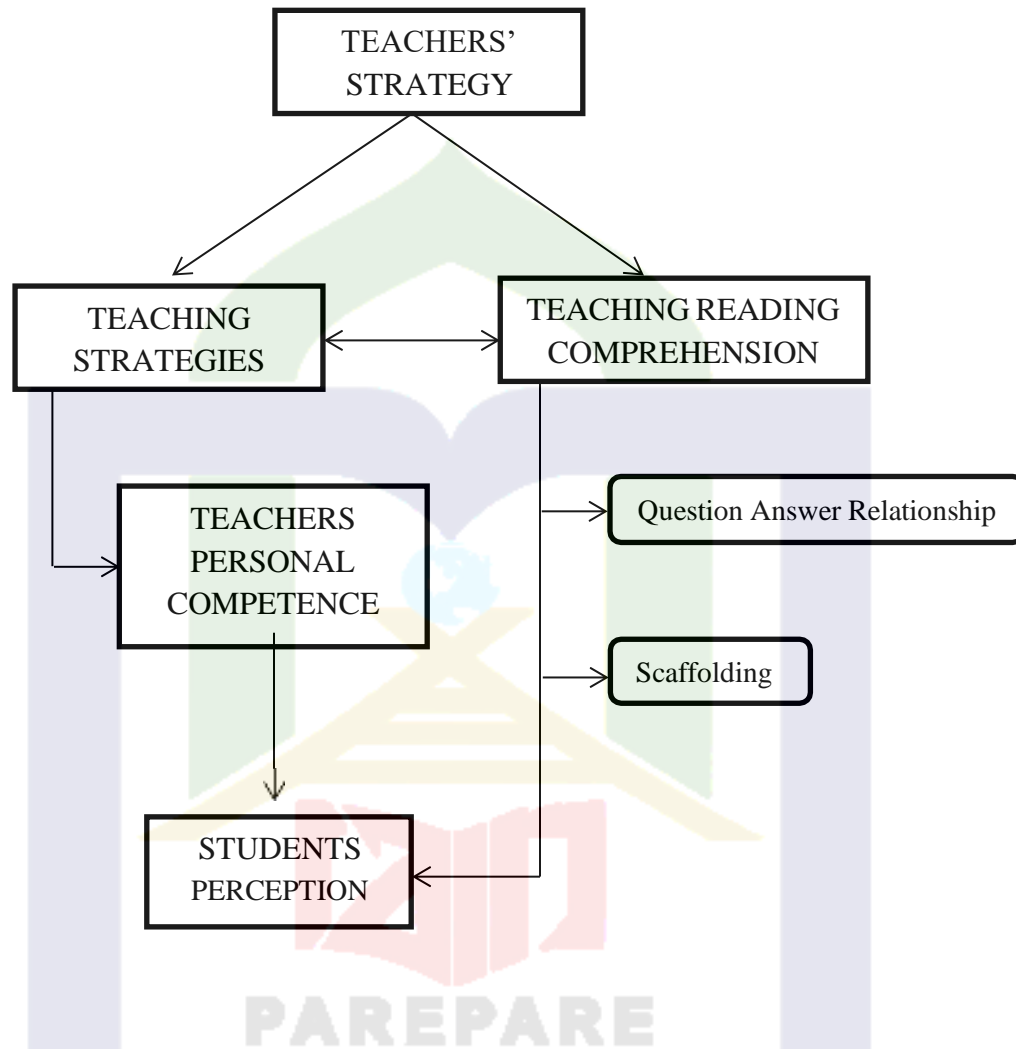
Based on the conceptual framework the researcher focus on teachers' strategy based on first consideration above teachers' strategy in teaching reading comprehension which two strategies and base on the second consideration, the researcher focus on the students perception toward teachers' strategy in teaching reading comprehension.

CHAPTER III
METHOD OF THE RESEARCH

A.   Research Design

The researcher used mix method by combining qualitative and quantitative research. This method helped the researcher to have deep information to have the answer of the research question. This method would be used to analyze the phenomenon by asking the questions directly to the source of information and would be describe and explain by narration or descriptive.[1]

The approach of mix method is necessary to answer the formulation in the research problem that has been compiled in chapter I, the formulation in the first problem was answered through a qualitative approach and the formulation of the second problem was answered through a quantitative approach. Those both approach will be applied to get more complementary, valid, reliable and objective data.[2]

B.   Location and Duration of Research

This research was conducted at SMPN 3 Parepare, especially at the eight grade students. The duration of this research was 45 days because need several time in collecting and analyze the data.

C.   Population and Sample

1. Population

The population of this research is SMPN 3 Parepare. The researcher will took the teachers of eight grade class and the eight grade students of SMPN 3 Parepare as the population of the research with total number 258 students. It was narrowed as population of 2020/2021 academic year.

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[1]Nunan, Davit, *Language Teaching Methodology*,(Sydney: Prentice Hall International English Language Teaching,1991)

[2]Arikunto, S, Prosedur Penelitian, (Jakarta: Rineka Cipta, 1995), p. 198

Table 3.1 The Data of the Students of SMPN 3 Parepare

No	Class	Student	M	F	Quantity
1	VIII.1	31	14	17	31
2	VIII.2	29	13	16	29
3	VIII.3	27	13	14	27
4	VIII.4	27	14	13	27
5	VIII.5	32	17	15	32
6	VIII.6	29	15	14	29
7	VIII.7	26	12	14	26
8	VIII.8	29	14	15	29
9	VIII.9	28	13	15	28

2. Sample

Stating the number of population, the research kind of sampling in this research is random sampling which how to choose object of research based on individual. The sample of the research is a teacher in SMPN 3 Parepare especially English teacher in eight grade and the students of VIII.7 which consist 26 students.

D.   Instrument of the Research

The instrument that used to collect data in order to answer the research question. The instrument of the research were interview and questionnaire.

1. Interview

Interviews is a meeting of two persons to exchange information and idea through and responses, resulting in communication and joint construction of meaning about a particular topic.[3] In this case, the researcher used structured interview. To support the validity of data collection, the interview was used in collecting data from the teacher. The researcher interview the teacher about the strategies that use in teaching reading comprehension included problems that they faced. For this reason, the researcher conducted the interview to the teachers about teaching reading strategies used.

2.   Questionnaire

Spreading questionnaire to the students was a great way to get more concrete data students. The researcher give questionnaire to the students in order to know the further opinions and to know the aspect that may influent the students learning process and to confirm the answer given by their teacher. Questionnaire is one of the ways to know the situation and process in the class so we can get information about students' perception toward teachers' strategy. In this instrument, the form of questionnaire relates with 20 items.

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[3]Sugiyono, *Metode penelitian keantitatif, kualitatif dan R&d,* (Bandung: Alfabeta,

Table 3.2. Instrument of Questionnaire

No	Aspect	Indicators	Number of Item
1.	Teachers Strategies	English material	1,2
		Teaching Tecnique	3,4
		Giving instruction	5,6,7
		Feedback	8,9
2.	Teachers' Personal Competence	Manage Class	10,11,12
		Attitude	13,14
		Giving motivation	15,16
		Appreciate	17,18
		Available	19,20

E. Technique of Data Analysis

1. Analysis of Interview

Interview is use as directive means to find what people are thinking, feeling, and doing. In other words, it is intended to know what happen to people. The functions of interview were to look into participants' experience and concern of situations from their own point of view.[4] The researcher applied the process of analyzing interview as follow:

a. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction the mass of data has to be organized and

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[4]Cohen, L. Manion, L. and Marisson, K. *Research Method in Education: 6th ed.* (London

meaningfully reduced or reconfigured.[5] In this case, the researcher selected the data derive from observation on teaching and learning process, interview to the teacher and the students and give questionnaire to the students as the supporting data to the result of interview of the students.

b. Data Display

Data display is second component or level in Miles and Huberman model of qualitative data analysis. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. At the display stage, additional, higher order categories or themes may emerge from the data that get beyond those first discover during the initial process of data reduction.

c. Conclusion Drawing/Verification

The last step of analyzing the data is conclusion drawing/verification. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Verification is linked to conclusion drawing, entails revising the data as many times as necessary to crosscheck or verifies these emergent conclusions. Verification refers to the process which is able to explain the answer of research questions and research objectives. In this step, the researchers draw the conclusion and verify the answer of research question that did in displaying the data by comparing the observation data and interview data. Thus, the researcher gets the conclusion about teaching reading comprehension at the eight grade of SMPN 3 Parepare.

2. Analysis of Questionnaire

Questionnaire is one of supporting techniques that researcher aimed to identify students' feel, opinion, problem, and their situation on process learning English. In this test, the form of questionnaire closed with the alternative answer that

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[5]Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (Thousand Oaks :

chosen by the students. Students choose only the best answers which are suitable to themselves. Questionnaire need to be answered honest and correctly by the students. In analyzing the students' perception, the writer use formula:

$$P \ = \ \frac{F}{N}X\,100\%$$

Where,

P= Percentage

F= Frequency

N= the Total Number of the Respondents.

The formula of likers scale as follow:

Table 3.3 The scale likert below:

Category	Score	Category	score
Strongly Agree (SA)	4	Strongly Agree (SA)	1
Agree (A)	3	Agree (A)	2
Disagree (D)	2	Disagree (D)	3
Strongly Disagree (SD)	1	Strongly Disagree (SD)	4

The pettern of Scale Likert

T x Pn

Where:

T= total respondents who chose the answer

Pn= Score of Scale Likert

Pattern	Scale
4 x 26	Strongly Agree (SA)
3 x 26	Agree (A)
2 x 26	Disagree (D)
1 x 26	Strongly Disagree (SD)

The following table is the interpretation score of each of the questionnaire option in which different score score given to statement.

Table 3.4
The Classification of the students perception based on the criteria:

NO	Qualification	Degree of Agree (Point)
1	Very Strong (VS)	81 - 100
2	Strong(S)	61 – 80
3	Undedicated(U)	41 – 60
4	Low (L)	21 – 40
5	Strongly Low (SL)	0 – 20[6]

[6]Subagyo, *Metode Penelitian Pendidikan* (Bandung:Penerbit Alfabeta,2010), p.135.

CHAPTER IV
FINDING AND DISCUSSION

A. Findings

This chapter presents findings and discussion of research. The findings of the research covers the description of the result of data collected that can be discussed in the section below.

1. Result of Interview

The researcher interviewed the teacher of SMPN 3 Parepare. The interviewed was conducted on 16 March 2021 and supported by voice note message in Whatsapp aplication. The researcher found that there were two strategies that the teacher used scaffolding and QARs (Question Answer Relationship Strategy). The teacher used that strategy because the student could know the meaning of the text and could understand of the text.

According to Ms. Syamsinar as the informant, there are two strategies that she uses, the first is scaffolding. Scaffolding where students are expected to be able to read, be able to adjust words according to what is in the text and the second is the QARs strategy (question answer relationship) where students work on the questions is in the text or textbook and students can also answer questions that the teacher gives. In teaching reading, she usually uses pictures or stories that are interesting to students. This strategy is effective because it can make students to be more interesting and stimulate students to like the lesson more. To help students' who dificult to understanding the reading text or to answering the question, the teachers makes them to groups . Where the group makes students help each other in learning, where students who quickly understand the subject matter guide students who are less able or slow to understand the material being taught so that all students can participate in the learning process.

1. Result of Questionnaire

Table 4.1 Item number 1 : (Teacher used English in English class)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	4	2	8
2	Agree	3	6	18
3	Disagree	2	17	34
4	Strongly Disagree	1	1	1
Total			26	61

Based on the result above, it shows that there are 18 students that disagree to the statement, to be valid data, by continuum can be shown below:

0-20 %	21-40 %	41-60 %	61-80 %	81-100 %
SL	L	U	S	VS

The data above shows that the Students disagree to the statement, there are 61/104 (Maximum Score) x 100 = 58,65%, so it is categorized Undedicated.

Table 4.2 Item Number 2 : (Teacher taught contextually for every teaching materials)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	4	6	24
2	Agree	3	20	60
3	Disagree	2	0	0
4	Strongly Disagree	1	0	0
Total			26	84

Based on the result above, it shows that there are 24 students that agree to the statement, to be valid data, by continuum can be shown below:

0-20 %	21-40 %	41-60 %	61-80 %	81-100 %
SL	L	U	S	VS

The data above shows that the Students disagree to the statement, there are 84/104 (Maximum Score) x 100 = 80,76%, so it is categorized Very Strong.

Table 4.3 Item Number 3: (Teacher used media needed to teach the content)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	4	5	20
2	Agree	3	20	60
3	Disagree	2	1	2
4	Strongly Disagree	1	0	0
	Total		26	82

Based on the result above, it shows that there are 25 students that agree to the statement, to be valid data, by continuum can be shown below:

0-20 %	21-40 %	41-60 %	61-80 %	81-100 %
SL	L	U	S	VS

The data above shows that the Students disagree to the statement, there are 82/104 (Maximum Score) x 100 = 78,84%, so it is categorized Strong.

Table 4.4 Item Number 4: (Teacher varied teaching activities)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	4	6	24
2	Agree	3	19	57
3	Disagree	2	1	2
4	Strongly Disagree	1	0	0
Total			26	83

Based on the result above, it shows that there are 25 students that agree to the statement, to be valid data, by continuum can be shown below:

0-20 %	21-40 %	41-60 %	61-80 %	81-100 %
SL	L	U	S	VS

The data above shows that the Students disagree to the statement, there are 83/104 (Maximum Score) x 100 = 79,80%, so it is categorized Strong.

Table 4.5 Item Number 5: (Teachers gave understandable instructions)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	4	11	44
2	Agree	3	15	45
3	Disagree	2	0	0
4	Strongly Disagree	1	0	0
Total			26	89

Based on the result above, it shows that there are 26 students that agree to the statement, to be valid data, by continuum can be shown below:

0-20 %	21-40 %	41-60 %	61-80 %	81-100 %
SL	L	U	S	VS

The data above shows that the Students disagree to the statement, there are 89/104 (Maximum Score) x 100 = 85,57%, so it is categorized Very Strong.

Table 4.6 Item Number 6: (Teachers gave appropriate tasks for students to do or discuss)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	4	9	36
2	Agree	3	15	45
3	Disagree	2	2	4
4	Strongly Disagree	1	0	0
	Total		26	85

Based on the result above, it shows that there are 26 students that agree to the statement, to be valid data, by continuum can be shown below:

0-20 %	21-40 %	41-60 %	61-80 %	81-100 %
SL	L	U	S	VS

The data above shows that the Students disagree to the statement, there are 85/104 (Maximum Score) x 100 = 81,73%, so it is categorized Very Strong.

Table 4.7 Item Number 7: (Teacher set students learning in pairs or group in English
class)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	4	10	40
2	Agree	3	16	48
3	Disagree	2	0	0
4	Strongly Disagree	1	0	0
Total			26	88

Based on the result above, it shows that there are 26 students that agree to the
statement, to be valid data, by continuum can be shown below:

0-20 %	21-40 %	41-60 %	61-80 %	81-100 %
SL	L	U	S	VS

The data above shows that the Students disagree to the statement, there are
88/104 (Maximum Score) x 100 = 84,61 %, so it is categorized Very Strong

Table 4.8 Item Number 8 : (Teachers provided enough time for students to practice)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	4	9	36
2	Agree	3	16	48
3	Disagree	2	1	2
4	Strongly Disagree	1	0	0
Total			26	86

Based on the result above, it shows that there are 25 students that agree to the statement, to be valid data, by continuum can be shown below:

0-20 %	21-40 %	41-60 %	61-80 %	81-100 %
SL	L	U	S	VS

The data above shows that the Students disagree to the statement, there are 86/104 (Maximum Score) x 100 = 82,69 %, so it is categorized Very Strong.

Table 4.9 Item Number 9 : (Teachers gave feedback and correction for each teaching materials in every meeting)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	4	4	16
2	Agree	3	21	63
3	Disagree	2	1	2
4	Strongly Disagree	1	0	0
	Total		26	81

Based on the result above, it shows that there are 25 students that agree to the statement, to be valid data, by continuum can be shown below:

0-20 %	21-40 %	41-60 %	61-80 %	81-100 %
SL	L	U	S	VS

The data above shows that the Students disagree to the statement, there are 81/104 (Maximum Score) x 100 = 77,88 %, so it is categorized Strong.

Table 4.10 Item Number 10 : (Teachers started the class on time)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	4	10	40
2	Agree	3	16	48
3	Disagree	2	0	0
4	Strongly Disagree	1	0	0
Total			26	88

Based on the result above, it shows that there are 25 students that agree to the statement, to be valid data, by continuum can be shown below:

0-20 %	21-40 %	41-60 %	61-80 %	81-100 %
SL	L	U	S	VS

The data above shows that the Students disagree to the statement, there are 83/104 (Maximum Score) x 100 = 79,80 %, so it is categorized Strong.

Table 4.11 Item Number 11 : (Teachers marked all of students' task and homework
regularly)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	4	6	24
2	Agree	3	19	57
3	Disagree	2	1	2
4	Strongly Disagree	1	0	0
Total			26	83

Based on the result above, it shows that there are 26 students that agree to the statement, to be valid data, by continuum can be shown below:

0-20 %	21-40 %	41-60 %	61-80 %	81-100 %
SL	L	U	S	VS

The data above shows that the Students disagree to the statement, there are 88/104 (Maximum Score) x 100 = 84,61 %, so it is categorized Very Strong.

Table 4.12 Item Number 12 : (Teacher was consistent to keep the rules that had been discussed and agreed with students before)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	4	4	16
2	Agree	3	22	66
3	Disagree	2	0	0
4	Strongly Disagree	1	0	0
	Total		26	82

Based on the result above, it shows that there are 25 students that agree to the statement, to be valid data, by continuum can be shown below:

0-20 %	21-40 %	41-60 %	61-80 %	81-100 %
SL	L	U	S	VS

The data above shows that the Students disagree to the statement, there are 82/104 (Maximum Score) x 100 = 78,84%, so it is categorized Strong.

Table 4.13 Item Number 13 : (Teacher was friendly)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	4	17	68
2	Agree	3	8	24
3	Disagree	2	1	2
4	Strongly Disagree	1	0	0
Total			26	94

Based on the result above, it shows that there are 25 students that agree to the statement, to be valid data, by continuum can be shown below:

0-20 %	21-40 %	41-60 %	61-80 %	81-100 %
SL	L	U	S	VS

The data above shows that the Students disagree to the statement, there are 94/104 (Maximum Score) x 100 = 90,38 %, so it is categorized Very Strong.

Table 4.14 Item Number 14 : (Teacher was humorist)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	4	13	52
2	Agree	3	10	30
3	Disagree	2	3	6
4	Strongly Disagree	1	0	0
Total			26	88

Based on the result above, it shows that there are 23 students that agree to the statement, to be valid data, by continuum can be shown below:

0-20 %	21-40 %	41-60 %	61-80 %	81-100 %
SL	L	U	S	VS

The data above shows that the Students disagree to the statement, there are 88/104 (Maximum Score) x 100 = 84,61 %, so it is categorized Very Strong.

Table 4.15 Item Number 15 : (Teacher did not disgrace students who have the wrong answer)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	4	10	40
2	Agree	3	14	42
3	Disagree	2	2	4
4	Strongly Disagree	1	0	0
	Total		26	86

Based on the result above, it shows that there are 24 students that agree to the statement, to be valid data, by continuum can be shown below:

0-20 %	21-40 %	41-60 %	61-80 %	81-100 %
SL	L	U	S	VS

The data above shows that the Students disagree to the statement, there are 86/104 (Maximum Score) x 100 = 82,69 %, so it is categorized Very Strong.

Table 4.16 Item Number 16 : (Teacher motivated students to express and discuss their thought in teaching and learning process)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	4	6	24
2	Agree	3	19	57
3	Disagree	2	1	2
4	Strongly Disagree	1	0	0
Total			26	83

Based on the result above, it shows that there are 25 students that agree to the statement, to be valid data, by continuum can be shown below:

0-20 %	21-40 %	41-60 %	61-80 %	81-100 %
SL	L	U	S	VS

The data above shows that the Students disagree to the statement, there are 83/104 (Maximum Score) x 100 = 79,80 %, so it is categorized Strong.

Table 4.17 Item Number 17 : (Teachers appraised students fairly)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	4	16	64
2	Agree	3	9	27
3	Disagree	2	1	2
4	Strongly Disagree	1	0	0
Total			26	93

Based on the result above, it shows that there are 25 students that agree to the statement, to be valid data, by continuum can be shown below:

0-20 %	21-40 %	41-60 %	61-80 %	81-100 %
SL	L	U	S	VS

The data above shows that the Students disagree to the statement, there are 93/104 (Maximum Score) x 100 = 89,42 %, so it is categorized Very Strong.

Table 4.18 Item Number 18 : (Teacher asked students to appreciate their classmates' opinion)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	4	12	48
2	Agree	3	13	39
3	Disagree	2	1	2
4	Strongly Disagree	1	0	0
	Total		26	89

Based on the result above, it shows that there are 25 students that agree to the statement, to be valid data, by continuum can be shown below:

0-20 %	21-40 %	41-60 %	61-80 %	81-100 %
SL	L	U	S	VS

The data above shows that the Students disagree to the statement, there are 89/104 (Maximum Score) x 100 = 85,57%, so it is categorized Very Strong.

Table 4.19 Item Number 19 : (Teacher was opened to students' criticism and suggestion)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	4	4	16
2	Agree	3	22	66
3	Disagree	2	0	0
4	Strongly Disagree	1	0	0
Total			26	82

Based on the result above, it shows that there are 26 students that agree to the statement, to be valid data, by continuum can be shown below:

0-20 %	21-40 %	41-60 %	61-80 %	81-100 %
SL	L	U	S	VS

The data above shows that the Students disagree to the statement, there are 82/104 (Maximum Score) x 100 = 78,84%, so it is categorized Strong.

Table 4.20 Item Number 20 : (Teacher was willing to help students learning English outside classroom)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	4	10	40
2	Agree	3	14	42
3	Disagree	2	2	4
4	Strongly Disagree	1	0	0
Total			26	86

Based on the result above, it shows that there are 24 students that agree to the statement, to be valid data, by continuum can be shown below:

0-20 %	21-40 %	41-60 %	61-80 %	81-100 %
SL	L	U	S	VS

The data above shows that the Students disagree to the statement, there are 86/104 (Maximum Score) x 100 = 82,69 %, so it is categorized Very Strong.

B. Discussion

This section were going to find out the answer of the research question mentioned in first chapter, which asked about the teachers' strategy in teaching reading comprehension and about students perception toward teachers' strategy teaching reading comprehension

1. Teachers Strategies in Teaching Reading Comprehension

In this part, the writer described, the discussion of the teacher's strategy in teaching reading comprehension at the eight grade of SMPN Parepare . This research was conducted using a research instrument which is interview. The interview was adopted from Sugiyono's theory in 2008 and subsequently adopted the form of a statement through research conducted by Nurmadia Sarjan in 2017, namely an analysis on the English teachers strategies in teaching reading comprehension at the second grade students of junior high school 1 of Wonomulyo.

Based on the interview result about teachers' strategy in teaching reading comprehension, there were two strategies that the teacher used it's scaffolding and QARs (Question Answer Relationship Strategy).

a. Scaffolding

The first strategies that the teacher used scaffolding, scaffolding strategies were used by teachers when students got difficulties, teachers need provide tailored

help to the needs of the students, like the teacher doing the classroom, the teacher gave help to the students to know how to correctly read the text.

The teacher using scaffolding strategy because the teacher helped the students how to read properly. Scaffolding strategies are used by teachers when students got difficulties, teachers need to provide tailored help to the needs of the students, like the teacher doing the classroom, the teacher gives help to the students to know how to correctly read the text. Scaffolding is a support, support to students of teachers that enable the development of learning ability so that there is a higher level of mastery of material shown by the completion of more complicated problems.

    b.   QARs (Question, answer relationship)

The second strategy was question answer relationship. Teacher utilizes question answer relationship's strategy on student for reading comprehension's learning at the class. In this strategy which utilized by teacher, the teacher gave some questions to student as much 1 until 2 at each learning final so the students answer that the questions.

According to the teacher, this strategy used to give material to the student in order the students was easy to accept material that given by teacher. This strategy was used by the teacher to see if students really understand it with text they read. The teacher provides the reading text and the students answer the questions in the text and also the students answer questions that the teacher gives or questions in the textbook. If the student could answer the questions, it means they have understood of the text, and if they could not answer the question then the students not understand with those text.

Therefore, with this strategy the teacher able to know how far their students understand what the teacher has given to them. And in this stage the students not only read the passage but also really understand what the content of the content. The teacher using this strategy because the students must understand the reading text and the students guided to more focus on the text.

2.   Students' Perception Toward Teachers Strategies

First, more than a half of the students answered that English was rarely used in teaching by their English teachers. Then, they agreed that the examples for every materials taught were regularly related to the students' daily activies and media needed to teach and to explain the materials given were always included either by their English teachers.

Besides, most tasks for the students to do or to discuss were appropriately designed by the teachers and most of the time, the students were given enough time to practise either. Sometimes, the students were set to learn in pair or group. Then, feedback and correction about each teaching material given in every meeting were always given by the teachers.

In addition, most students acknowledged that English teachers had a set of personalities required to be a teacher. The their class always started on time. Teachers did regularly mark students' tasks and homeworks, did have a good sense of humor, were appreciative to students', always give students motivation to express and discuss their thought in teaching and learning process, open well to students' criticism, always appraise students fairly.

According to most students, were available for them outside classroom Neverthless, most of those teachers always discussed the rules that would be applied in class with students, were friendly, and frequently asked them to appreciate their classmates' opinions.

Based on the research results that are connected with the teacher's strategies and teachers personal competence in teaching reading comprehension, more than half students gave good perception. Therefore, the researcher can make classification for the data is strong or can be said that the teachers' strategy in teaching reading comprehension at the eight grade of SMPN 3 Parepare was good.

CHAPTER V

CONCLUSION AND SUGGESTION

This is the last chapter that discussing about two sections in the first section consists with the conclusion of the findings and the second is suggestion.

A. Conclusion

Based on result of the Research "The Teachers' Strategy in Teaching Reading Comprehension at The Eigh Grade of SMPN 3", the strategies that the teacher used in teaching reading comprehension were two strategies, Scaffolding strategy and QARS (Question Answer Relationship Strategy) . The teachers used these strategies to make the student understand the reading text and also teacher could help students in developing the meaning contained in the text reading so that students more easily understand the contents of reading.

Those strategies were effective in teaching reading comprehension because can help student to comprehend the text. In short, those strategies gave good contribution for teacher. Students who have difficulty in reading would be easier in mastering reading comprehension. With used this strategy the teacher more easily gave the material to the students.

To attract students' interest and to increase their motivation to learn English language espesially in Reading, all English teachers should know and apply the teaching strategies suggested to create an interesting class. They have to use vary the strateges used to explain the materials, provide a set of properly challenging tasks and tests, give feedback and correction for every material taught, and comee up with the development of upcoming technology. Besides, they must have a complete set of required personalities.

B. Suggestion

Based on the research and discussion, researcher offer two points of ideas aimed to the teacher and researchers. These points are described as follow:

1.	For the Teacher, this research can improve the quality of the English teacher in teaching English. Teacher's strategies must be applied because this is the teacher's way to determine learning goals during teaching learning process.

2.	For the student, with the strategy's that use by the teacher, the students hope the students more understand about reading comprehension and enjoy with the lesson.

3.	The next researcher, the researcher wishes that other researcher could conduct this research in wider area. The next researcher can conduct the research about the teacher strategies that used by an English teacher which important in teaching and learning process. Therefore, that result will be more advantageous and be applied in a larger area.
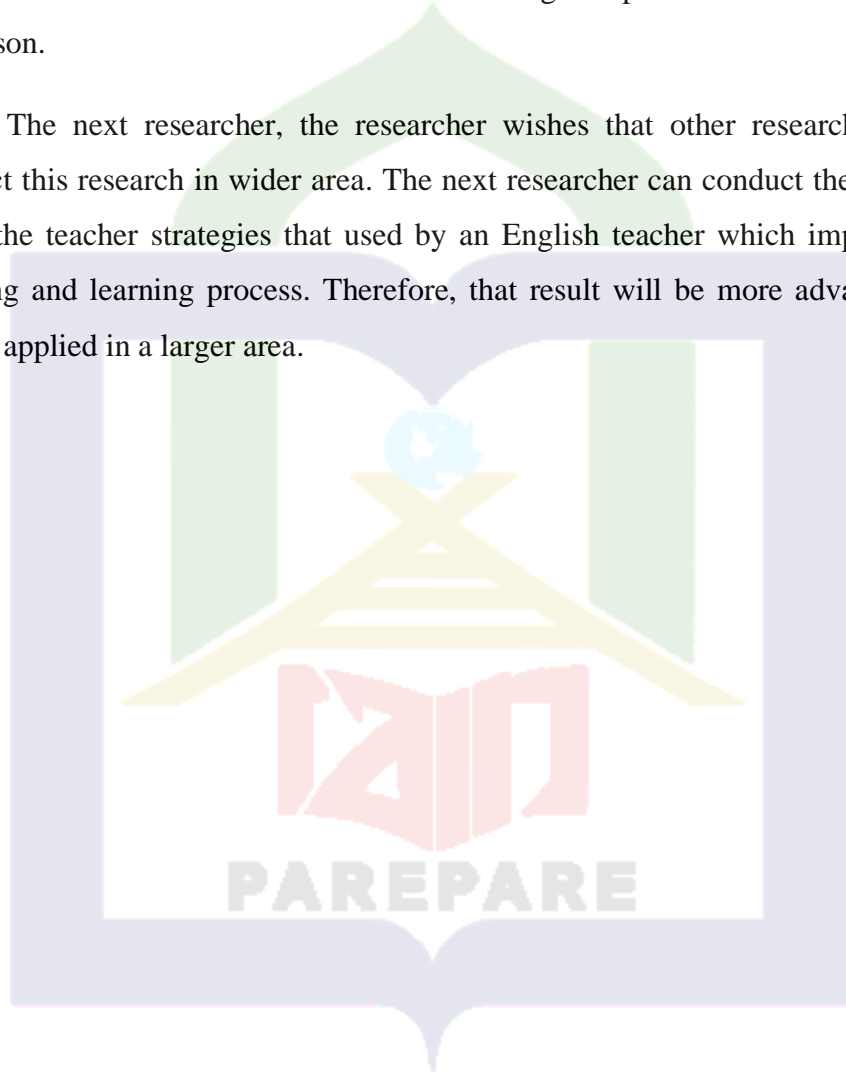
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APPENDICES

Appendix 1 : Interview Transcription

<div align="center">

TRANSKIP WAWANCARA

</div>

Nama Sekolah : SMPN 3 Parepare

Waktu Wawancara : Selasa, 16 Maret 2021

Tempat Wawancara : Via Aplikasi Whatsapp

Masalah : Apa saja strategi guru dalam mengajarkan Reading

Comprehension

Informant : Guru Kelas VIII. 7 (Syamsinar, S.Pd.)

1. **Bagaimana pendapat anda tentang SMPN 3 Parepare ?**

   = Menurut saya, SMPN 3 Parepare merupakan salah satu sekolah besar yang ada di Parepare.

2. **Sejak kapan anda diterima mengajar di SMPN 3 Parepare?**

   = Sejak Tahun 2015.

3. **Apakah mengajar di SMPN 3 Parepare ini begitu menyenangkan?**

   = Ya, tentu saja ada hal yang menyenangkan saat mengajar di kelas namun ada juga suka dukanya.

4. **Kurikulum apa yang anda gunakan di SMPN 3 Parepare saat ini?**

   = Kurikulum yang digunakan yaitu kurikulum K13

5. **Apakah anda menyesuaikan materi yang ada di RPP yang anda buat?**

   = Pada dasarnya, kita sebagai guru mengajar berdasarkan RPP, dalam RPP itu sendiri terdapat materi. Jadi, materi yang diajarkan harus sesuai dengan RPP.

6. **Berapa jumlah kelas yang anda ajar di SMPN 3 Parepare ini?**

   = Tiga kelas, yaitu kelas VIII.7, VIII.8, dan VIII.9.

7. **Apakah anda mengalami kesulitan dalam mengajar?**

= Kesulitan pasti ada, itu dialami semua guru. Beberapa penyebabnya misalnya setiap kelas beda anak beda karakter. Jadi disinilah bagaimana guru bisa memanage siswanya sebaik mungkin.

8. **Menurut anda, apakah tehnik dan strategi itu berbeda?**

= Ya, dua hal itu berbeda. Teknik itu adalah jalan/media yang digunakan dalam mengajar, sedangkan strategi adalah cara-cara yang digunakan selama proses pembelajaran agar siswa memahami materi pembelajaran.

9. **Strategi apa yang paling sering anda gunakan saat mengajar materi reading?**

= Strategi yang saya gunakan ada dua yang pertama itu scaffolding, scaffolding ini dimana siswa diharapakan bisa membaca, bisa menyesuaikan kata sesuai dengan apa yang ada didalam teks tersebut dan yang kedua adalah strategi QARs (question answer relationship) dimana siswa mengerjakan soal yang ada di teks tersebut dan juga siswa menjawab yang saya berikan atau pertanyaan yang ada di buku

10. **Apakah anda mempunyai strategi khusus dalam menghilangkan kejenuhan siswa belajar reading?**

= Dalam menghilangkan kejenuhan biasanya saya menggunakan media gambar atau cerita yang menarik bagi siswa. Dalam beberapa keadaan juga saya mengadakan game, namun karena kondisi saat ini saya rasa game agak susah dilakukan jadi ya itu tadi menggunakan media gambar atau cerita.

11. **Apakah strategi tersebut efektif digunakan didalam kelas atau tidak?**

= Efektif, karena dapat memacu siswa agar lebih menarik dan merangsang siswa lebih menyukai pelajaran tersebut dengan baik.

12. **Apakah anda sering melatih pemahaman membaca siswa-siswi anda?**

= Iya saya sering melatih pemahaman membaca siswa.

13. Bagaiamana cara anda melatih pemahaman membaca siswa –siswi anda?

= Dengan menyediakan teks bacaan serta beberapa pertanyaan.

14. Bagaimana cara anda menyikapi ketika siswa-siswi anda sulit memahami teks?

= Dengan membagi kelompok. Kebetulan di sekolah kami ini setiap kelas telah dibentuk kelompok. Dimana kelompok tersebut terdiri dari siswa yang cepat memahami materi, agak lambat dan lambat memahami materi. Jadi, siswa yang cepat memahami materi pelajaran membimbing siswa yang kurang mampu atau lambat memahami materi reading yang diajarkan.
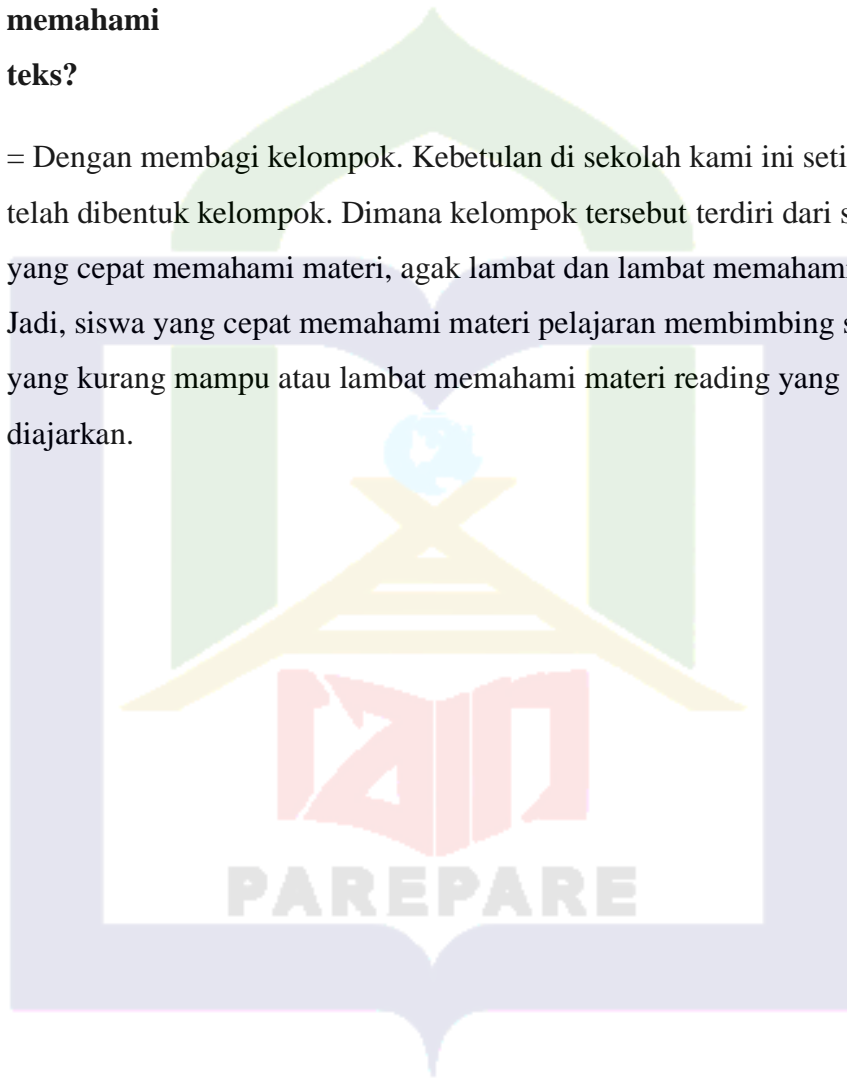
Appendix 2: Questionnaire

NAMA MAHASISWA : NURDIANA NURDIN
NIM : 16.1300.034
FAKULTAS/PRODI : TARBIYAH/PENDIDIKAN BAHASA INGGRIS
JUDUL : TEACHERS' STRATEGY IN TEACING READING COMPREHENSION AT THE EIGHT GRADE OF SMPN 3 PAREPARE

I. Identitas Responden

Nama :

Kelas :

II. Pilih Jawaban yang Benar, dengan mencentang (✓) salah satu kolom jawaban yang tersedia

III. Pernyataan jawaban

SS = Sangat Setuju

S = Setuju

TS = Tidak Setuju

STS = Sangat Tidak Setuju

Pernyataan

NO	Pernyataan	Jawaban			
		SS	S	TS	STS
1.	Guru menggunakan bahasa Inggris saat mengajar di kelas.				
2.	Guru dalam menyampaikan pelajaran reading, mengaitkan dengan kehidupan sehari-hari.				
3.	Guru menggunakan media yang dibutuhkan untuk mengajarkan materi pelajaran reading.				
4.	Kegiatan mengajar guru bervariasi.				
5.	Guru memberikan penjelasan atau instruksi yang dapat dimengerti.				
6.	Guru memberikan tugas yang sesuai untuk dikerjakan atau didiskusikan oleh siswa.				
7.	Guru mengatur siswa belajar secara berpasangan atau berkelompok di kelas.				
8.	Guru menyediakan waktu yang cukup bagi siswa untuk berlatih/praktik materi pelajaran yang telah diajarkan.				
9.	Guru memberikan umpan balik dan koreksi untuk setiap bahan ajar di setiap pertemuan.				
10.	Guru memulai kelas tepat waktu.				
11.	Guru memeriksa semua tugas dan pekerjaan rumah siswa secara teratur.				
12.	Guru konsisten terhadap aturan yang telah didiskusikan dan disepakati dengan siswa sebelumnya.				

NO	Pernyataan	Jawaban			
		SS	S	TS	STS
13.	Guru ramah saat mengajar di dalam kelas.				
14.	Guru humoris (lucu) saat mengajar di kelas.				
15.	Guru tidak mempermalukan siswa yang menjawab salah.				
16.	Guru memotivasi siswa untuk mengungkapkan dan mendiskusikan pemikirannya dalam proses pembelajaran reading.				
17.	Guru menilai siswa dengan adil.				
18.	Guru meminta siswa untuk menghargai pendapat teman sekelasnya.				
19.	Guru terbuka untuk kritik dan saran siswa.				
20.	Guru bersedia membantu siswa belajar bahasa Inggris di luar kelas.				

Mengetahui,
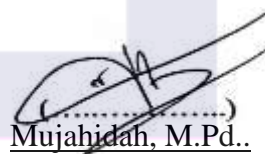
Pembimbing Utama   Pembimbing Pendamping

(.................)   (.................)

<u>Drs. Amzah, M.Pd..</u>   <u>Mujahidah, M.Pd..</u>
NIP. 19710208 2001 12 2 002   NIP. 19790220 20003 1 002

Appendix 3: Screenshoot Wawancara

Appendix 4: Pembagian Angket Kuesioner

Appendix 5: Google Form Respons

Guru memberikan penjelasan atau
instruksi yang dapat dimengerti *

○ Sangat Setuju

◉ Setuju

○ Tidak Setuju

○ Sangat Tidak Setuju

Guru memberikan tugas yang sesuai
untuk dikerjakan atau didiskusikan
oleh siswa *

○ Sangat Setuju

◉ Setuju

○ Tidak Setuju

○ Sanga' ✏ Minta akses pengeditan

Guru mengatur siswa belajar secara
berpasangan atau berkelompok di
kelas *

○ Sangat Setuju

◉ Setuju

○ Tidak Setuju

○ Sangat Tidak Setuju

Guru menyediakan waktu yang cukup
bagi siswa untuk berlatih/praktik
materi pelajaran yang telah diajarkan
*

○ Sangat Setuju

◉ Setuju

○ Tidak Setuju

○ Sangat Tidak Setuju

XI

Guru memberikan umpan balik dan koreksi untuk setiap bahan ajar di setiap pertemuan *

○ Sangat Setuju

◉ Setuju

○ Tidak Setuju

○ Sangat Tidak Setuju

Guru memulai kelas tepat waktu *

○ Sangat Setuju

◉ Setuju

○ Tidak Setuju

○ Sangat Tidak Setuju

Guru memeriksa semua tugas dan pekerjaan rumah siswa secara teratur *

○ Sangat Setuju

◉ Setuju

○ Tidak Setuju

○ Sangat Tidak Setuju

Guru konsisten terhadap aturan yang telah didiskusikan dan disepakati dengan siswa sebelumnya *

○ Sangat Setuju

◉ Setuju

○ Tidak Setuju

○ Sangat Tidak Setuju

✎ Minta akses pengeditan

Guru ramah saat mengajar di dalam kelas *

○ Sangat Setuju

◉ Setuju

○ Tidak Setuju

○ Sangat Tidak Setuju

Guru humoris (lucu) saat mengajar di kelas *

○ Sangat Setuju

○ Setuju

◉ Tidak Setuju

○ Sangat Tidak Setuju

✎ Minta akses pengeditan

Guru tidak mempermalukan siswa

Guru tidak mempermalukan siswa yang menjawab salah *

○ Sangat Setuju

◉ Setuju

○ Tidak Setuju

○ Sangat Tidak Setuju

Guru memotivasi siswa untuk mengungkapkan dan mendiskusikan pemikirannya dalam proses pembelajaran reading *

○ Sangat Setuju

◉ Setuju

○ Tidak Setuju

○ Sangat Tidak Setuju

✎ Minta akses pengeditan

Appendix 6: The Score of the Instrument

Respond Ents	Pernyataan																			
1	2	4	3	3	4	4	4	3	2	3	3	3	4	4	4	4	4	4	3	3
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24	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
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Appendix 7: Documentasi
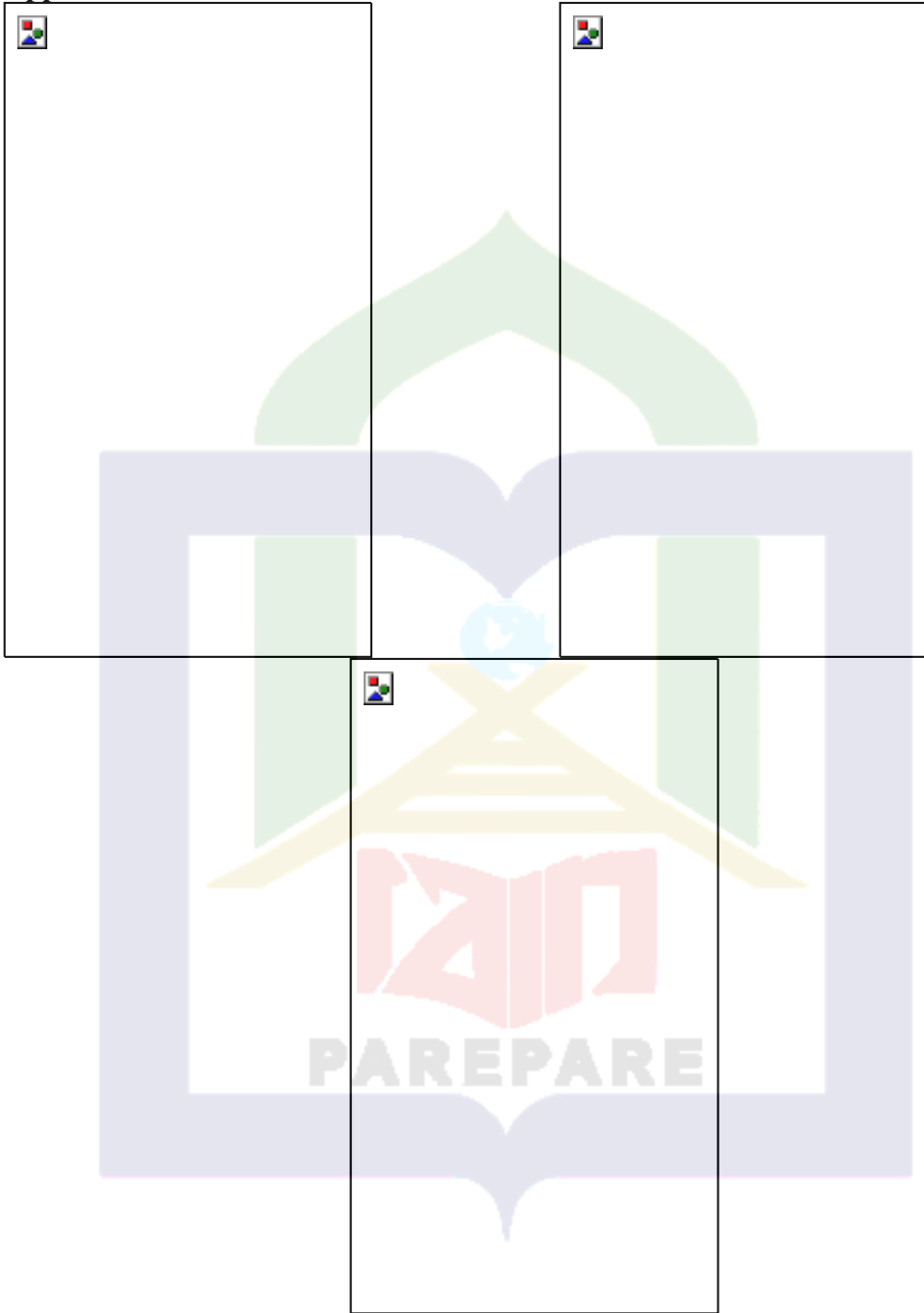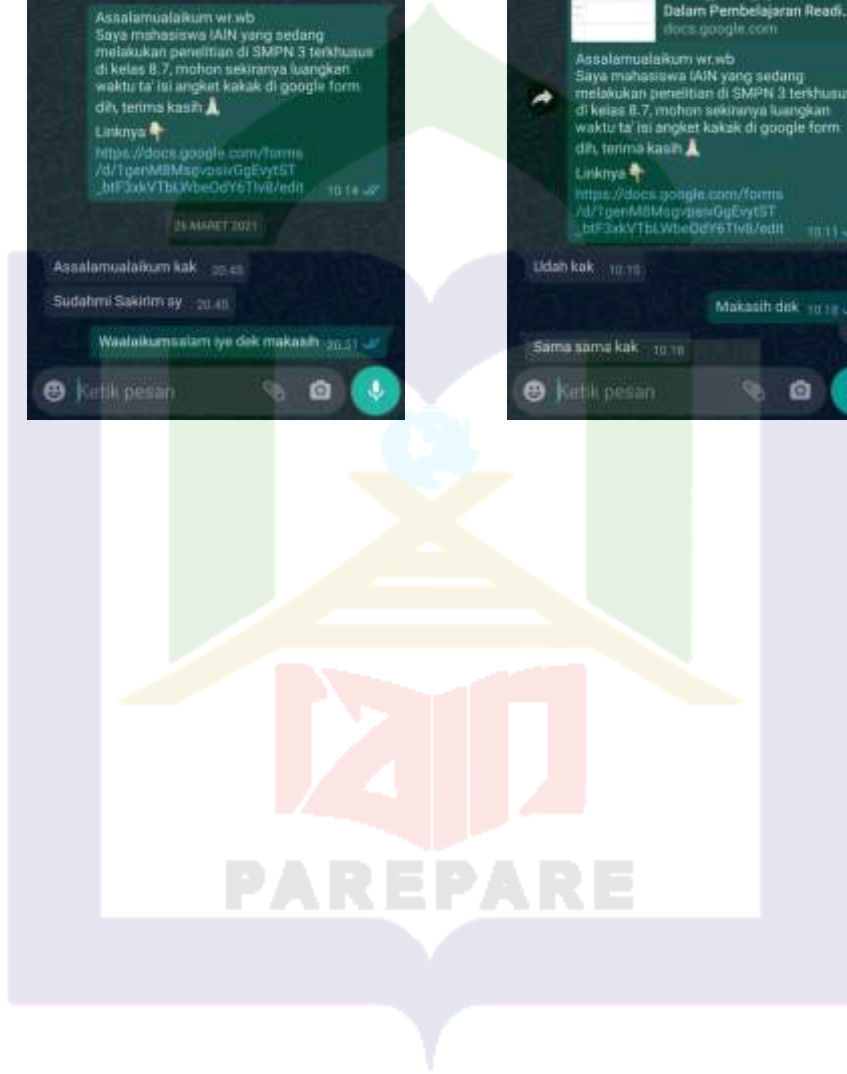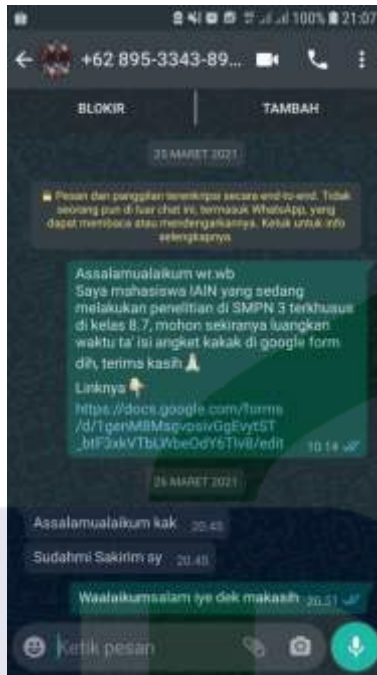
Appendix 8: Recommendation of the Research

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor   : B.680/In.39.5.1/PP.00.9/03/2021
Lampiran : 1 Bundel Proposal Penelitian
H a l   : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-

     Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :
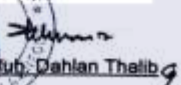
Nama	: Nurdiana Nurdin
Tempat/Tgl. Lahir	: Parepare, 21 Agustus 1998
NIM	: 16.1300.034
Fakultas / Program Studi	: Tarbiyah / Tadris Bahasa Inggris
Semester	: X (Sepuluh)
Alamat	: BTN Pondok Bahagia Blok C No 6, Kel. Bumi Harapan, Kec. Bacukiki Barat, Kota Parepare

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul :

"The Teachers' Strategy In Teaching Reading Comprehension At The Eight Grade Of SMPN 3 Parepare "

Pelaksanaan penelitian ini direncanakan pada bulan Maret sampai bulan April Tahun 2021.
Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 02 Maret 2021
Wakil Dekan I,

Muh. Dahlan Thalib

Tembusan :

1 Rektor IAIN Parepare
2 Dekan Fakultas Tarbiyah

Appendix 9: Research Aggrement

Appendix 10: Research Information

PEMERINTAH KOTA PAREPARE
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 3 PAREPARE

JL. Jenderal Sudirman No. 4 Telp. 22498 Parepare 91122, Email : smepti@yahoo.com, Website : www.smepti.blogspot.com

SURAT KETERANGAN

Nomor : 422 / 020 / UPTD SMP.03/IV/2021

Yang bertanda tangan di bawah ini Kepala UPTD SMP Negeri 3 Parepare menerangkan bahwa :

N a m a	: NURDIANA NURDIN
Tempat / tanggal Lahir	: Parepare, 21 Agustus 1998
N I M	: 16.1300.034
Jurusan	: TADRIS BAHASA INGGRIS
Fakultas	: TARBIYAH
Alamat	: BTN Pondok Bahagia Blok C.No,6 Kel.Bukit Harapan Kec. Bacukiki Barat Kota Parepare
Sasaran Penelitian	: Siswa

Telah melaksanakan Penelitian di UPTD SMP Negeri 3 Parepare dengan judul " **The Teaachers' Strategy in Teaching Randing Comprehension at The Eight Grade of UPTD SMPN 3 Parepare**" Mulai Tanggal 5 Maret sampai 5 April 2021

Demikian surat keterangan ini diberikan untuk dipergunakan seperlunya.

Parepare, 6 April 2021

K e p a l a,

JAYALUDDIN, S.Pd
19660922 200003 1 007

CURRICULUM VITAE

Nurdiana Nurdin, the writer was born on August 21st 1998 in Parepare, Sulawesi Selatan. She is the second child from two children in her family. Her father's name is Nurdinn and Her mother's name is Sumiati. She is student of English Education Program in Tarbiyah Faculty at State Islam Institute (IAIN) Parepare. She began her study on Kindergarten Hafidziyah and 2004 at SDN 56 Parepare, and graduated 2010. While at the same year she studied at Junior High School 1 Parepare on and finished on 2013. She continued her study in Senior High School 4 Parepare and graduated 2016 and She continued her study at Tarbiyah Faculty of STAIN Parepare and completed her study with her skripsi in the tittle " The Teachers' Strategy in Teaching reading Comprehension at The Eight Grade of SMPN 3 Parepare".