AN ANALYSIS OF TEACHERS’ STRATEGIES IN TEACHING READING COMPREHENSION AT TENTH GRADE STUDENTS OF VOCATIONAL HIGH SCHOOL 2 MALANG

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BY
ANIS RAHMAWATI KHUSNUL CHOTIMAH
NPM 21701073029

UNIVERSITY OF ISLAM MALANG
FACULTY OF TEACHER TRAINING AND EDUCATION
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NOVEMBER, 2021
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Presented to
Faculty of Teacher Training and Education
Islamic University of Malang
In partial fulfillment of the requirements for degree of
Sarjana in English Language Education

BY
ANIS RAHMAWATI KHUSNUL CHOTIMAH
NPM 21701073029

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ABSTRACT

Chotimah, Anis Rahmawati Khusnul. 2021. An Analysis of Teachers’ Strategies in Teaching Reading Comprehension at Tenth Grade Students of Vocational High School 2 Malang. Skripsi, English Education Department Faculty of Teacher Training and Education Islamic University of Malang. Advisor I: Dr. Drs. Alfan Zuhairi, M.Pd; Advisor II: Dr. Hamiddin, S.Pd., M.Pd.

Key words: Teacher strategies, teaching reading

Reading is one of basic English skills that has an important role for exploring and getting knowledge and information, especially for learners. Therefore, teaching reading also became an important thing for improving students’ reading skill. To make an effective teaching reading class, the teacher certainly should apply teaching strategy especially in online learning since it was more challenging for the teacher.

This study aimed to provide teachers’ strategies in teaching reading comprehension conducted by the English teacher of tenth grade of Vocational High School 2 Malang. This study used a descriptive qualitative research. The researcher chose one of the senior English teachers of Vocational High School 2 Malang who had good quality in teaching English, especially reading comprehension. In addition, to obtain the data, the researcher used observation, interview, and questionnaire as the main instruments, and some supportive instruments such as document.

The finding of the study indicated that the observed teacher had made the lesson plan with considering the essential elements of creating the lesson plan such as objectives, activities, and media used. Moreover, the observed teacher applied (QARs) Question Answer Relationship and meta-cognitive strategy in teaching reading comprehension. The observed teacher also divided the activities into three steps, namely in pre-reading activities, during-reading activities, and post-reading activities and implemented various activities to the students either using Mclass, Google Classroom, Live Worksheet, ISL Collective, Youtube, WhatsApp Mesengger, and Google Meet.

Based on the findings of the study, it is strongly requested that further exploration and investigation about teaching reading should be carried out in order to conduct in-depth research in future research. The suggestion was addressed to the teacher for considering the strategy used in teaching reading comprehension. It was also needed to apply interactive and interesting activities for the students in order to enhance students’ motivation in learning reading comprehension.
CHAPTER I
INTRODUCTION

This chapter presented about background of the study, research problems, objectives of research, significance of research, scope and limitation of the research, and definition of key terms.

1.1 Background of the Study

In learning English, there are four language skills that must be mastered, namely listening, speaking, reading, and writing. Learners can understand words by reading and listening, and communicate our feelings by speaking and writing. One of the basic skills in learning English is reading, which is very important for students to learn. Sudiran (2015) stated that reading is skill that guides everyone to achieve their goals of life. By reading, students can improve their language and find ideas or information based on what they read or their own experiences. As well as, learners will be able to know what they did not know before. Wibowo, Syafrizal and Syafryadin (2020) said that students who have mastered reading skills can easily extract meaning from reading English texts because the vocabulary is better in context.

Reading can be defined as the process of a person can receive and interpret a message or information from something written. Reading is the process of processing information from text into meaning. Reading can train the reader's brain to
remember things easily. Talking about reading, one of the pillars of reading is reading comprehension which the aim of processing text, understanding the meaning of something, and integrating it with what has been read. According to Martina et al., (2020) reading comprehension is a reader's ability to understand and be able to convey about something, an expository, or read a description of a particular topic.

Moreover, Nurhasanah (2020) stated that reading comprehension is one of the basic language skills that enable learners to improve their grades. Therefore, it is certain that reading is important for learners because they can obtain a lot of information by reading.

With regard to the importance of reading ability itself, so teaching reading effectively is also indispensable for students. Effective learning in reading refers to designed activities and strategies performed during teacher teaching. Nwagwu (as cited in Ayua, 2009) stated that teachers are the most necessary factor in the school system, even if all facilities are complete, without effective teachers it will be difficult to achieve the desired goals of the school. Therefore, effective learning in reading can be easily implemented certainly by using teaching strategies in reading comprehension. However, the teacher who teaches English especially in reading skills should consider the right teaching strategies that can be used in the classroom.

Teaching strategies are methods that teacher uses to convey materials by getting students involved and practicing the material. According to Nanda (2016) stated that the strategy in teaching reading is necessary to achieve the goal of successful teaching learning due to the effective learning strategy in the classroom.
With this a wide range of strategies are used to achieve the purpose of teaching and supporting students. (Wibowo et al., 2020) Teaching strategies in reading comprehension are important in the learning process and could affect the students reading comprehension. One kind of the effect to students when teacher using teaching strategies is students can improve more their reading skill and make students more excited when they are learning about reading comprehension.

In addition, teacher is the most important part in the school teaching system. With effective teacher learning will be very easy to achieve. The effectiveness of the teacher can be seen from what the teacher teaches, how the teacher teaches the material to the student and how the student easily received what teacher teaches. Harmer (2007) indicates:

One of the most important tasks that teachers must perform is to organize students to carry out various activities. This usually involves providing information to students, telling them how they will perform the activity, dividing them into pairs, and ending the activity when it needs to be stopped. (Page 111)

It means that without an effective teacher, students will not learn on their own during the learning process. Furthermore, teachers as educators who are directly related to learners must have special skills or special qualifications in the academic field. Based on the parameters which have been stated in Undang-Undang No. 20 Tahun 2003 tentang Sisdiknas Pasal 42 ayat (1) “Educators must have minimum qualifications and certifications in accordance with the level of teaching authority, physical and spiritual health, and have the ability to realize national educational
objectives”. It means that teachers must have minimum qualifications and follow certifications to improve academic qualifications and teacher competencies.

There were studies that had been conducted by some researchers related to this research. It was conducted by 1) Aini, Muslem, & Usman, (2020) found there are two lecturers used two strategies in the reading subject; question and answer and cooperative learning. 2) Sarjan (2020) the researchers found two strategies used by the teacher, namely Scaffolding and QARs (Question Answer Relationship). 3) Wibowo, Syafrizal and Syafryadin (2020) who found that two teachers used nine strategies to teach reading comprehension, namely Question Generating, Question Answering, Encouraging the Use of Dictionaries, Predicting, Monitor Comprehension, Generating Text, Skimming, Scanning, and summarizing.

All of those previous studies are related to this research and also it is used the same method, namely descriptive qualitative research. However, the first researcher conducted the research focused on the university environment, the second researcher focused on the Junior High School, and the third focused on the Senior High School. Meanwhile, the present researcher wanted to deeply analyze and conduct a research about what are the strategies of English teacher in teaching reading comprehension in Vocational High School.

The researcher was interested in analyzing teachers’ strategies in teaching reading comprehension in a school environment especially in Vocational High School for several reasons. The researcher had several reasons in choosing Vocational High School 2 Malang as a place for this research. First, the school has English teachers of
good academic quality. Additionally, the researcher also chose the tenth grade because this was the basic value of learning English, so it was important to know the learning strategy. Thus, the researcher compiled related studies at the Vocational High School level. Then the researcher wanted to obtain information by describing the teaching strategies used by English teacher in teaching reading comprehension and how to implement these strategies. Therefore, related to those reasons above, the researcher decided to take the research title "An Analysis of Teachers’ Strategies in Teaching Reading Comprehension at Tenth Grade Students of Vocational High School 2 Malang".

1.2 Research Problems

Based on the discussion above, the research problem is formulated by the researcher as below:

1. How does the English teacher plan in teaching reading comprehension at Tenth Grade Students of Vocational High School 2 Malang?

2. What are the strategies used by the English teacher in teaching reading comprehension at Tenth Grade Students of Vocational High School 2 Malang?

3. How are the reading class activities implemented by the English teacher in teaching reading comprehension at Tenth Grade Students of Vocational High School 2 Malang?
1.3 Objectives of Research

Based on the research problems, the purpose of the study was to analyze the teachers’ strategies in teaching reading comprehension. The researcher wanted to know what English teachers’ strategies were used and how the teacher implemented the strategies in teaching reading comprehension. The specific objectives of this research were:

1. To describe how the English teacher plans in teaching reading comprehension at Tenth Grade Students of Vocational High School 2 Malang

2. To describe what the strategies used by the English teacher in teaching reading comprehension at Tenth Grade Students of Vocational High School 2 Malang?

3. To describe how the reading class activities implemented by the English teacher in teaching reading comprehension at Tenth Grade Students of Vocational High School 2 Malang

1.4 Significances of Research

This result of this research was expected into several significances to the teaching and learning reading. It had two major significances, namely practical and theoretical significances. Theoretically, the teaching strategies in reading class were useful for the teacher to make the reading class effectively. While for the students, it was useful to improve the students’ achievement on their reading skill. Practically, this research could be used by English teacher as a reference how the way of teaching reading strategies implemented. Moreover, it could help other teacher to know how the
English teacher implemented the teaching reading strategies conducted by online learning which focused on Vocational High School students.

1.5 Scope and Limitation of the Research

This research was focused on several points such as strategies, teachers’ ways of implementing these strategies which were carried out in the Vocational High School 2 Malang. In addition, in conducting this research, the researcher had limitations in the data, and the researcher could not conduct research directly because of the pandemic situation, which meant that the researcher must conduct the research through online-based. Therefore it made the researcher only two times in collecting the data by conducting observation. Moreover, the sources of the data also became the limitation of the study which the researcher gained the information only from the English teacher.

1.6 Definition of Key Terms

To avoid some mistakes and misunderstanding about the terms which were used in this research, it was important for the researcher to define the following key terms.

1. Teaching Strategies

Teaching strategies refers to the way of the reading teacher to deliver course material using certain method or technique to the students in online teaching reading skill, especially in terms of recount text at tenth grade students of Vocational High School 2 Malang.
2. **Reading Comprehension**

   Reading comprehension refers to the ability which tries to get the main idea and detail information from certain English text, specifically about recount text. The study emphasized tenth grade students of Vocational High School 2 Malang.

3. **Online Learning**

   Online learning refers to the learning of activity which made both the teacher and the students cannot directly conduct the learning in the classroom so that the learning requires using certain digital application such as *WhatsApp Messengger, Google Meet, Mclass, Zoom, and Live Worksheet.*
CHAPTER V
CONCLUSION AND SUGGESTIONS

This chapter would present some (1) conclusions and (2) suggestions based on the findings and the discussions in the chapter IV dealing with the teaching plan of reading, the strategy used in reading class, teaching online in reading class, the activities of reading class, and the students’ perception.

5.1 Conclusions

Related to the findings and the discussions presented in the previous chapter, the researcher drew some conclusions regarding to the teaching reading through online learning as follows.

Dealing with the teaching plan, the English teacher of Vocational High School 2 Malang used a lesson plan by making a syllabus and made it once in each topic or material. Moreover, the teaching plan generally consisted of learning objectives, time allocation, materials, and assessment.

Dealing with the strategy used in reading class, teacher implemented QARs (Question Answer Relationship) and metacognitive strategy to teach reading in tenth grade. The teachers used these strategies to make students understand the reading text and guide students to more focus on the text. Besides, teacher could help students in developing the meaning contained in the reading text so that students more easily understand the content of the reading. The teacher also tried to organize by arranging
the platform used in order the teaching process especially in online learning could be done effectively. Moreover, in terms of teaching online, both teacher and the students suffered some difficulties in conducting the teaching class. However, the teacher tried to solve the obstacles by using several platforms or application to the reading class.

Related to the reading activities, the teacher divided the activities into three phases like pre-reading activities, during-reading activities, and post-reading activities. Students gave a positive perception of the strategies implemented by teacher. It means that the strategies used are effective enough to be applied in reading learning, especially online.

**5.2 Suggestions**

Based on the findings and the discussions in this research, some suggestions are suggested to English teacher, students, and the future researchers for improvement of teaching reading through online learning in particular.

Related to the teaching plan for reading class, the researcher suggested to the teacher to emphasize the teaching strategy in reading comprehension class. Moreover, the teacher needs to find and implement an interesting activity in order to attract more the students to be more active in participating in the class.

In addition, the researcher also gave the suggestion for students. The researcher suggested that the students should have more practice in order to be able to improve the students’ reading skill based on what the students had been learnt in the English class especially in reading material.
For the next researchers, due to the several limitations and weakness in the data collection, it was highly recommended to carefully consider and determine the time of the data collection in order to improve the data quality and validity. The future researchers could investigate more exceed which related to this study in conducting research in ELT field such as the teaching of reading skill which focuses on the strategies and activities of reading skill at university level. Additionally, it was recommended to next researchers to develop and it could be used for references. Since this study had several limited scope and areas, and it certainly consisted of several limitations in its data, it is strongly demanded to the future researchers to do large coverage areas of the study.
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