THE LECTURER STRATEGIES TO INCREASE STUDENTS' INTEREST IN READING COMPREHENSION
(A Study at Department of English Language Education, UIN AR-RANIRY)

THESIS

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DARUSSALAM -BANDA ACEH
2019 M/ 1440H

THESIS

Submitted to Faculty of Education and Teacher Training UIN Ar-Raniry
Darussalam, Banda Aceh as a Partial Fulfillment
of the Requirements for Sarjana Degree (S-1)
on Teacher Education

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Wednesday, January 30th, 2019 M
Jumadil Awal 24th, 1440 H

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ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Alhamdulillahirabbil'alamin, all praises to Allah SWT, who always gives me blessed life to live in this world, air to breathe, chance to try on, inspiration and power to write and finish this thesis. Peace and salutation to our beloved Prophet Muhammad SAW, who has shown us what to do and what to be in this world. He is the perfect example of the greatest human being.

Moreover, I would like to express my sincere gratitude to my supervisors: Dr. Nashriyah, MA and Dr. Jarjani Usman, S. Ag., M. Sc., MA who have guided and advised me with their valuable thought and suggestion to work on this thesis. My appreciation goes out to my academic supervisor Azizah, M.A who has guided me since my first semester in Department of English Language Education. Countless appreciation is also addressed to all lecturers who sincerely taught and shared their knowledge during my studies and all the staff of the Faculty of Education and Teacher Training of UIN Ar-Raniry who helped and guided me during my study in the English Education Department of UIN Ar-Raniry.

Furthermore, I would like to express my greatest gratitude the most important people in my life, my parents Faisal Ar and Nuraini, both of my sisters Atiqah Raihan Ramadhan and Mariah Ulfah Liyudha who always motivate and support me with all of their power, patience, and love. Moreover, I want to deliver my special thanks to my wonderful close friends Ulfa Azkiya, Dian Islami, Cut Intan Hesty, Siti Intan Kharisma, Siti Sabikha Nabila, Ivaqni Maulydia, Maulina, Hujjaturrahmah, Mirlia, Aslim Zahri,

Muhammad Fajri, Chairul Iqbal Aziz, Wirma Suhud, Fathun Qarib Agusni, Zhafar Qarib, Ilham Syafawi, Maisal Rahmadi Aka, Muhammaadin Syah, Nurul Jannah, Darayani Sabrina, Nurul Liza Merry Yanti, Mauliana syafmita, Fitri Rahmawati, Putri Indahna Irda, Fadhila Zikra, Nurchalisah Putri, Cutnyak Merry, Siti Rechal, Putra Fajarna, Muhammadinsyah, Haris Mustaqim, Muhammad Yoka and Hafidh Ilmi for being there when I need you the most. My appreciations also go to all students of the academic year 2013 who have struggled together to finish this program.

Finally, I would like to appreciate all my kind respondents and interviewees and all undergraduate students of Department of English Language Education of UIN Ar-Raniry, for their sincerity to participate in this study.

May Allah the Almighty bless you all forever.

Banda Aceh, 30 January 2019

Nurul Maulydia Hudaya

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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar/benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya akan menjadi sepenuhnya tanggung jawab saya.

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ABSTRACT

Name	: Nurul Maulydia Hudaya
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Thesis Title	: Lecturers' strategies to increase students' interest in Reading Comprehension
Advisor I	: Dr. Nashriyah, MA
Advisor II	: Dr. Jarjani, S.Ag, S.Si, M.Sc, M.S
Keywords	: Teaching Reading Strategies, Reading Interest

The aim of this study is to find out teaching strategies used by lecturers in teaching reading especially in teaching Basic Reading course. This study was conducted at the Department English Language of Ar-Raniry State Islamic University. The qualitative research approach was used in conducting this study and to obtain the data, this study involved two techniques in collecting data; interview and questionnaires. The study took 4 lecturers of Basic Reading course, 2 male and 2 female and 18 students from each lecturers' class of Basic Reading academic year 2018/2019 as the participant. The result showed that 4 strategies used by the lecturers in teaching reading. There were 4 strategies employed by the lecturers in teaching English Reading Comprehension especially on Basic Reading course, including Think Aloud, Reciprocal Teaching, Question Answer Relationship, and SQ3R. This result of this study showed that the strategy was significant and suitable based on the students' need to increase students' interest in Reading. This study also showed that there was no different strategy used by male and female lecturers.

CHAPTER I

INTRODUCTION

This chapter introduces about background of study, research questions, significance of study, aims of study and key terms.

A. Background of study

Reading is an essential part of learning English since the success of students' study depends on the students' reading ability. They have to be able to understand and share their ideas, information, thoughts, opinions, and feelings through spoken and written text. The key to reading is comprehension. The students need to learn the skill of comprehending text. Being able to read English is important because reading is a good way to develop understanding in English. Reading can also help the student to increase their knowledge that they did not know before.

Nowadays many students can not comprehend the text. They are considering reading is difficult to learn. It is because some students admit that they have the problems in understanding and comprehending the text. Research shows that reading is a complex way and the students usually have difficulties in constructing meaning from writing text (Grabe & Stoller, 2002). It was also caused by the lack of vocabulary and background knowledge about the materials.

This problem not only comes from students but also the lecturers. Most of the lecturers have problems in teaching strategy, especially in teaching reading. The students are difficult to comprehend the material because the lecturers give less reading practice in the teaching-learning process. Some of the students are treated

by the lecturers who still uses the conventional strategy in teaching reading. Consequently, the students' interest in reading is decreasing. They prefer to do the things that have no relation and inappropriate during the teaching-learning process. Moreover, for some students reading is a burden because it is boring. The text is too long and contains hard vocabulary. In this case, the role of lecturer strategies is really affecting. The lecturers need to find a good strategy to increase student interest in Reading in order to attach the students during the teaching-learning process. There must be ways to develop the interest of the student in learning English.

There are some studies related to strategies to increase students' interest in reading which is conducting by several researchers. Meita Pratiwi (2013) investigated the effectiveness of using the skimming technique in teaching reading comprehension at Junior High School for second grade of MTs Negeri Pulosari Tanjung. The research findings the strategy positively influence the students' reading comprehension. Another research has been carried out by Nurman Antoni (2010). He investigated about EFL teachers strategies in reading comprehension. The aimed of the research is to reveal how important the strategy in developing a reading skill which participant from students of Foreign Language University Classroom. The result also showed that the strategy positively influences the student interest in reading comprehension.

Based on the two studies above, none of them describe descriptively about how the lecturer strategies affect the interest of students in learning reading especially in reading comprehension. This is why this study intended to focus on

the lecturers' strategies in reading comprehension. Here I want to know more about the strategies used by the lecturers of Ar-Raniry State Islamic University and how the strategy affect student interest in learning reading comprehension.

B. Research Question

To guide this study, three research questions are addressed :

1. What are the strategies the lecturers use to increase students' interest in teaching English Reading Comprehension?
2. Are there any the differences between the strategies used by male and female lecturers in teaching English Reading Comprehension?
3. What strategy did students mostly prefer?

C. Aims of Study

The aims of this study are to find out the strategies used by the lecturers to increase student interest in reading comprehension classroom. Then, to find out the different strategies used by lecturers, male and female.

D. Significance of Study

The study is expected to contribute to the body of knowledge by providing insights about the strategies that are effectively used in teaching English Reading Comprehension in higher education in Aceh.

E. Key Terms

This research explains about three educational theories, there are Reading Comprehension, Teaching strategies in Reading and Reading Interest.

a. Reading Comprehension

Harmer (2001) claims reading is an interaction through language that has been coded into printed text. The students communicate through written and information based on the text. In reading, the reader uses words to construct the meaning of the text. the readers should have basic knowledge in order to help them to comprehend and catch the intention of the author. While Sadoski (2004) explains comprehension is getting the meaning, understand something and construct the message from the authors. This is considered as the process of the reader to get the author's mind. By those process, the reader can obtain the new knowledge about reading skill. Therefore the student should read more book as much as they can.

b. Teaching strategies in Reading

According to Presley (2004), students should be encouraged to connect the strategies with some strategies then good reading should elaborate with appropriate teaching materials. The student needs to do so in case they feel not interested in one strategy so they can connect it with some other strategies. They can use to engage the students in learning reading. However good strategy truly affects the interest of the student in learning. The lecturer should use the appropriate strategy and good materials while teaching in the classroom. Presley (2002) stated that teachers need

to teach student by using strategies as much as needed. This is important since the interest of student depends on the materials given bylecturer to engage them in the classroom. In this study, the strategy refers to the lecturers, for instance, there are using group discussion or their own strategy to manage their class well.

c. Reading Interest

Xiang et al. (2005) state interest are considered as the most important motivation to describe the future intention. The student will put the interest while they feel happy in doing something. This prevails to learning because the student will have no intention in reading if they don't have interest and they can fail in enhancing the skill ability in reading. The US Department (2005) mentions reading interest is the total books students read in a week and in a month and also their favorite genres. They should get used to reading anything to improve their reading skill. This is good for the student to spend their spare time reading a book, they will be more engaged in the classroom. This is effective for the student to increase the interest in learning reading.

CHAPTER II

LITERATURE REVIEW

This chapter introduces the theories related to reading comprehension, importance of reading, problems of reading, reading comprehension strategies for learners, teaching strategies in reading, reading interest and previous study.

A. Reading Comprehension

According to Farrel (2009), reading is a process of constructing meaning through the reader existing knowledge, the information from the written language, and context of the reading situation. Lipka and Linda (2011) claim comprehension means to understand the meaning of the words and sentence which is communicating. This is why the reader is required to comprehend their text in reading in order to understand the information or the message from the authors. Similarly, Sheng (2000) states reading comprehension is a process of interaction among the reader and the writer through the text and try to find out what the message or information conveyed by the author.

Klinger, Vaughn, and Broadman (2007) define reading comprehension is a process involving many components. There are readers, background knowledge, reading strategy, text, interest in the topic, and the knowledge of text types. The components connect one another in comprehending the text. The readers will find difficulty in reading comprehension when they find an obstacle in those components. Weiner (2008), reading comprehension is processed on a reader to

gain an understanding material that they read. he needs to be able to process and understand the text so he will get the meaning.

Therefore, Snow (2002) defines reading comprehension has three components, those are: the reader, the text and the activity. He also includes the ability, knowledge, capability, and experience as the part of components. So, with these components, the reader can expand their skill in reading comprehension. Anderson (2003) states in reading comprehension reader must know how to identify the main idea, the procedure of the text, and the written intention. This is why the reader should have previous knowledge to recognize unfamiliar words so the reader will not get difficulty while trying to find the meaning.

In conclusion, reading comprehension is the process of understanding language which involving the interaction in many components. The reader, the text and basic knowledge is the main components. Without these components, the student will find difficulty in understanding the text. These components should interact with each other since it helps the reader in understanding the meaning of the text in reading comprehension.

B. Importance of Reading

Razali and Razali (2003) mention some reader use their background of knowledge and experience to catch the meaning from the text in the reading process, then the reader will use their ideas to connect it with their previous knowledge. Harrison (2004) argues the importance of reading is not only related to the

development of knowledge but also to the people thinking capability. This capability is emotional, moral and verbal intelligence. Moreover, these developments determine what kind of person the reader would be.

Reading well means to understand what writers try to present in their writing. This means that a reader needs background knowledge and competence while reading. As cited from Grabe and Stoller (2002), the purpose of reading can be included to:

1. Reading to get information

   The reader can find the information by understanding the meaning of the text.

2. Reading to skim quickly

   the skim can help the reader to find the meaning of the text very fast. This is using basic reading comprehension and guess the information from the text.

3. Reading to learn from the text

   The reader requires to remember the main idea and supporting idea, connect it with the reader previous knowledge.

4. Reading to write

   The readers need to integrate the information that they want. It includes the ability such as detecting, composing, and making sense of text from the material.

C. Problems of Reading

Snow (2002) states the text, the reader and the activity affect the reading. The text affects reading by how the writer builds the text. The readers affect their reading through the information about their background knowledge. Every reader has a different interpretation of meaning. The activity of reading will affect reading through the way of readers construct the meaning. According to Rahim (2006), there are some difficulties experienced by the reader, internal and external. Internal factors include physic, intellectual and psychological while the external factors include family and school environments. The internal factors that influence the reader in difficulty in understanding long text and sentence, difficult in reading strategies, difficulty which caused by a lack of background knowledge and difficult by concentration.

First, difficulty in understanding long text and sentence. A very long sentence causes the problem in reading comprehension. Commonly, the reader finds difficulty in understanding the long sentences with the complicated structure which caused them to fail to understand the main idea from the text. Second, difficult caused by lack of background knowledge. Sometimes the reader finds difficult in reading because they don't know the basic of knowledge about reading such as the main idea and supporting an idea. Third, difficult in reading strategies. The reader who is not familiar with reading strategies such as skimming and scanning will feel down and frustrated while in the reading process (Duarte, 2005). They will find difficulty in determining the main idea, supporting idea etc. Third, difficulty in concentration. Bad concentration will lead the reader to fail to understand the

reading, they easily get lost when they try to understand the main idea of the text. Last, low vocabulary. Limited vocabulary is including one of the main problems in reading comprehension (Gunning, 2002). the reader often this as the difficulty in reading especially in reading comprehension. This interferes succeed of the student to increase their reading skill ability. Moreover, the knowledge of vocabulary in reading is essential to determine the meaning of the text.

Peter (2001) defines the external factors are reader environment, home, and school. First, Home. Parents have an important role in their children at home. Learning without attention at home will make the student feel difficult. Second, School. Students are difficult to learn English at school because they lack experience and media. Consequently, students teaching-learning become not effective in understanding material.

D. Reading Comprehension Strategies for Learners

According to Nunan (2005), reading is process of reader to get the meaning, understanding, and entertaining in the text. In order to get those components effectively, the reader should have the strategy. Yan (2000) states reading strategies are the abilities that help the reader to comprehend and interact with the message the writer conveys. Another expert, Abott (2006) claims reading strategies are the process of comprehending the text by using several ways which reader select to catch the meaning of the text.

Brown (2003) defines there are some particular things that people need to know in comprehending the text such as main idea, expression in the context, basic knowledge, detail information, unstated fact, supporting idea, identify synonym and antonym. Therefore there are two strategies in reading to help the reader in comprehending the text which stated by Brown (2004) namely bottom up strategy and top down strategy.

1. Bottom up strategy

This strategy considered as the process of the reader to reconstruct the meaning of the text. (Gough 2000, as cited in gascoine 2005). The reader will understand the meaning by combining the letter and sound of the words to form words, phrases, clauses, and sentences. (gascoine, 2005). Bottom up strategy is necessary for students on beginner level to learn and recognize words.

2. Top down strategy

According Mei (2007), this strategy helps the reader to predicting and processing information by relating the text with the reader's previous knowledge about the reading text. The reader needs to do the strategy to understand the meaning of the text. This strategy involves skimming, scanning, guessing meaning from context, predicting, inferring and summarizing.

a. Skimming

Skimming can help the reader to understand the main idea of the text before reading the whole text. according to Islam and Steenburgh (2009), the reader can do skimming in several ways such as look at the picture, reading the first or last sentence, and reading the heading

b. Scanning

This strategy is very useful for the reader to get specific information quickly. This is high speed reading that helps the reader to find information without paying attention with the unimportant information.

c. Guessing meaning from the text

In understanding the unknown words in a text, the reader should guess it by using word context clue. According to Spears (2000) word context used in a sentences which includes some components namely definition, example, synonym, antonym, and description. The reader should know all those components to learn the text effectively.

d. Predicting

This model strategy is used by the reader to make hypothesis from the text. the reader can make the assumptions by relating with their previous knowledge to get the specific information from the text.

e. Inferring

This strategy required the reader to connect the text with their previous knowledge. In other words, the reader can make the assumption and conclusion about the text they have read.

f. Summarizing

This strategy used by the reader to identify the main idea, determine the important information in the text and make a sentence by using the reader's words. Summarizing can help the reader to memorize and recognize words in the text they have read longer.

Pani (as cited in Karami, 2008) states reading is the process which involved the readers to use some approach to make sense of the text effectively. They know how to get the information from the text and connect the new knowledge with their previous knowledge. Furthermore, the other experts have identified the strategies that used in reading.

In conclusion, by learning comprehension, readers need to know how to use the skills to understand the reading material effectively. In this case, the strategies play a role in reading comprehension. Reading strategies are being one of the important things in reading comprehension. Student or teacher/lecturer should use appropriate strategies for improving students ability in reading comprehension. the appropriate strategy can help the student get interested and motivated, it will more increasing their skills in understanding reading comprehension.

E. Teaching strategies in Reading

A good teacher must have skills in teaching especially in reading. He must be good at grammar and vocabulary understanding. Pakhare (2007) states teaching reading is the process of deriving meaning from the text that student taught to use their critical thinking and guessing the meaning from each word that they don't understand. The aim of teaching is to develop students' skill in English in order they can read effectively and efficiently. Harmer (2008) claims he argues that some student can be difficult and stressful, but remember the good teaching strategy can also be extremely interesting.

According to Nunan (2005), the contains of reading is including the meaning, understanding, and entertaining that needs thinking skill to decoding the specific words in reading text. Camille (2008) argues reading is comprehending and making sense of what is read. It means that when we read a text, we have to understand the meaning of the text and know about the main idea of the text.

Harvey and Goudvis (2000) declare strategies are used to solve the problem, to consider the text and to check the understanding. Teaching reading should focus on thinking, problem solving and understanding. Presley (2000) states to increase reading comprehension ability of students, the lecturer should do these things:

1. Teach decoding skill.
2. Teach vocabulary
3. Build word knowledge

4. Teach comprehension strategies such as predicting, analyzing, imagery, asking questions, and summarizing.
5. Monitoring comprehension, check their understanding of the material.

Another expert, Vacca & Vacca (1999) claim there are some teaching strategies in teaching reading comprehension :

1. Scaffolding

One of the strategies related literacy of student. This strategy supports the student to learn how to scaffold the strategies for the text, so the student would be able to understand the meaning. This strategy helps the student to overcome text-related learning.

2. Think – aloud

This strategy required the teacher to make their clear explanation by expressed in words while reading. Davey (1983) claims five steps to use think aloud. They are :

a. Select passage to read aloud that contains ambiguous words, different meaning, and unknown words.
b. Students asked to follow and find where the problem is.
c. Students work with partners to practice by reading quick and sharing thought.
d. Ask students to practice. Use a checklist to involve all of the students in the class.

3. Reciprocal Teaching

This strategy supports the students to learn how to use comprehend the sentences by generating the question, summarizing, predicting, and clarifying. This model very helpful for students to solve the problem in reading on his own.

4. Question-Answer Relationship

This strategy direct students to answer the questions given by the teacher. The Question-Answer helps the student to understand the text and information found in the text before asked by the teacher.

5. SQ3R

This model of strategy helps student in the process. The strategy consists of five steps. They are:

a. Surveying: this activity is done in a few minutes. Student directed to find the main idea and supporting idea in the text. It can be done in five ways:

1) Read the title
2) Pay attention to tables, diagrams, and maps
3) Read every subchapter
4) Read the introduction
5) Read the first sentences

b. Questioning: this second of S3QR strategy required the students to make question based on what they have surveyed. This question should be related to the title of the text. They can use what, when, who and how.

c. Reading: This step has required the students to read the text and find the answer of questions they have made before. Soedarso (2002) states student should focus on the main idea and supporting idea.

d. Reciting: This step is when the student have read the text and their answers about the question they have been made before. The student has to answer the question with their knowledge and the information they find in the text.

e. Reviewing: This is the last step in S3QR strategy. It can be done when the student has read the important parts of the text again. According to Soedarso (1973), the way to review the text by scanning the main points at the text through the title, subtitle and the other important text.

F. Reading Interest

Subramaniam (2009) argue that interest and goals have been identified as two important motivational construct that influences student engagement and achievement. the student who loves reading and spends a lot of time in reading activity has the ability to write well. Reading can improve their vocabulary and writing skill, while the student who has the low reading ability will find difficulty in the learning process. Moreover, Powell (2011) categorized student interest in two types, pre-existing interest, and potential interest. Pre-existing interest means the

student existing curiosity and passion on some subject topic and activities. They may be interest in learning at school or the outside with their own activity. While potential interest as powerful as pre-existing interest which lecturer/teacher needs to mediate their relevance for the student. Kreitler (2013) mentions interest is a feeling or emotion that causes attention to focus on subject, event or process. When people feel interested in something, this will be important for them. Student interest is one of the important things in achieving successful learning.

Pehlivan (2010) states there is the suggestion to improve student interest in reading :

1. In increasing student interest in reading, the problems in reading should be determined, this should be gained with proper technique and strategies.
2. Libraries in school and university should be enriched.
3. the lecturer should direct a student to read at least two essays to increase student interest.
4. Reading events or festival should be held to increase students' interest in reading.

According to Hidi and Reninger (2006), the level of a person's interest has been found as powerful influence and learning. It is an important increasing student in learning achievement in reading comprehension. When students interested in something they will more enthusiastic. This is important for developing student

interest because it can help them enjoy the process of reading. If the student has an interest in reading they will get the good achievement while the student has no interest in reading, they will get difficult in reading so that can influence their achievement. Good interest will affect more in student reading comprehension.

G. Previous Study

Many studies about teaching strategies to increase students' interest have been carried. Meita pratiwi (2013) discussed the effectiveness of using the skimming technique in teaching reading comprehension. this study conducted to find out what method or technique suitable for the students' condition. quantitative used as the method in this research. Based on the result, the study showed that students' mean in Reading Comprehension before taught using skimming technique is only 55,66. While after being taught using the skimming technique is 70,56. It was improved with the t-test analysis using SPSS 16.0 used by the researcher at Junior High School for second grade of MTs Negeri Pulosari Tanjung. Another study has been carried out by Nurman Antoni (2010) with the same method, the strategies used by the teacher, three stages: pre-reading, while reading and post-reading. The result also showed that the students' responses to their teachers' strategies were good.

From the previous findings reviewed, it can be understood that the strategies are very supporting the students' interest in learning reading.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the procedure of conducting the research ranging from research design, the setting, participant, technique of data collection and technique of data analysis.

A. Research Design

This study used qualitative research. According to Creswell (2003), qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The procedure of research includes developing inquiries and methods, data regularly gathered in the participant's setting, data analysis inductively going from particulars to general subjects, and explain clarification of the meaning of the data (Creswell, 2014). The purpose of qualitative research is to promote a deep and complex understanding of particular phenomena such as an environment, proses, or even a belief (Airasian, Mills & Gay, 2006). This study used descriptive qualitative research. It is designed with the qualitative approach to present a fact about the lecturers' strategy in teaching reading course.

B. The Setting

This study conducted at the English Department of Faculty of Education and Teacher Training, Ar-Raniry state Islamic University According to the President

Decree number 64 of 2013, UIN Ar-Raniry was given as a new name for the previous IAIN (The State Institute for Islamic Studies) Ar-Raniry. UIN Ar-Raniry was firstly established on 5th of October 1963. It is located at Jl. Ar-RaniryKopelma Darussalam, Banda Aceh. The name of Ar-Raniry was taken from SyeikhNuruddinAr-Raniry who reigned from 1637-1641.

C. The Respondents

The sample is the group of the respondent in a study which is selected from the target population from which the writer generalizes to the target population (Creswell, 2012). Hence, in this case, the writer was chose the respondents purposively. Purposive sampling is one of the techniques in taking a sampling of data sources with a certain consideration. There are 8 lecturers who taught Basic Reading in this semester but this study only took 4 lecturers to be interviewed and 18 students from each class.

D. Data Collection

In collecting data, interview and questionnaire were used as the instruments.

1. Interview

In order to capture all detail about the participants, the interviews were recorded and then transcribed. This study was conducted with an in-depth interview (face-to-face). Bungin (2007) states in-depth interview is a process

to obtain information for the purpose of research by face to face questioning between the interviewer and informant or interviewee, with or without the use of an interview guide. This face-to-face in-depth interview was the primary sources of data in this study to obtain a better understanding of the various participant's perspective. The aims of the interview in this study to gather the information from the lecturers about the strategies that they have used in teaching English Reading Comprehension. Furthermore, I provide some general questions for the lecturers who was teaching English Reading Comprehension and I took the lecturers of Basic Reading course this semester at Ar-Raniry Islamic State University. General questions used to obtain the information about their teaching strategy in Reading. I used the formal and informal questions to get more detail information about their strategies.

2. Questionnaire

In collecting data, one of instruments that writer used to collect the data in this research was a questionnaire. Allison and Susan in Brown (2001) defined that questionnaire as the written instrument that present respondent with several questions of statements. This is a research document which consists of questions or statements to gain information and it must be answered by participants based on their opinions. The questionnaire had been validating before they were distributed to the students in order to obtain more valid and reliable data. This was administered to 72 students in 4 class of

Basic Reading course with 7 questions about student's interest and their lecturer strategy in reading the used in Likert's scale from then the students were supposed to choose an option that best represents their ideas. The questionnaires were distributed to obtain the data about students interest and their lecturer strategies in reading.

Table 3.1 Summary of Data Collection

No.	Research Question	Instrument	Respondent	Reasons
1	Lecturer strategies in the classroom to increase student interest in English Reading Comprehension	Interview and Questionnaire	4 Lecturers and 18 Student on Basic Reading course	To find out what kind of strategies the lecturer use in the classroom to increase students' interest in Reading
2	Differences strategies that used male and female lecturers in teaching English Reading Comprehension	Interview	4 Lecturers on Basic Reading course	To compare which strategies more help the student to increase their interest in reading
3.	What strategy did students mostly prefer?	Questionnaire	18 Students on the Basic Reading course	To find out what strategy is more increasing students interest in learning reading

Table 3.1 displays the summary of data collection. The lecturers and the students were chosen from Ar-Raniry State Islamic University.

E. Data Analysis

In this study, data were analyzed by descriptive qualitative analysis. Moleong (2008) argued that data analysis is a process of organizing and sorting into patterns, categorized and a basic description. Data analysis will be done by compiling data, data linking, the reduction of data, the presentation and draw the conclusion. The data of the interview gathered, analyzed and concluded descriptively. Moreover, the researcher transcribed each data of the interview. In analyzing the data, the writer needs to read the transcript of the interview several times for having a deeper understanding of the information from participants' statements. During the analysis of the digital recording was used to transcribe the data. First, the data were gathered through interview and then the researcher was making the transcript of interviews, sorting and arranging the important data depending on the purposes of this study. I recorded interviewees' answer and opinion with an audio recorder before transcribing them. Each respondent received the same questions that should be answered. While the data from questionnaires were analyzed by using the following formula from Sudijono (2008) :

$$M\ (\text{Average}) = \frac{\square\square\square\square\square\ \square\square\ \square\square\square\square\square}{4\ (\square\square\square\square\square\ \square\square\ \square\square\square\square\square\square\square)}$$

CHAPTER IV

FINDING AND DISCUSSION

This chapter discusses the research finding and discussion based on the data obtained from the interview and questionnaire. It attempts to answer the questions of the study and discuss the findings by comparing and contrast to the existing research findings.

A. The Setting

This study took place at Department of English Language Education of Ar-Raniry State Islamic University. The university was established on October 5th in 1963 and is located at Jl. Ar-Raniry, Kopelma Darussalam, Banda Aceh. The university is headed by Prof. Dr.Warul Walidin AK MA as the rector. It has nine faculties and one of them is Faculty of Education and Teacher Training. The faculty concentrates on education and consists of several departments under its authority; one of them is Department of English Language Education. The objective of the Department of English Language Education is to educate and prepare its undergraduate students to be educational experts and professional teachers in teaching English.

The Department of English Language Education (*PBI*) which at that time of research was led by Dr. T. Zulfikar, S.Ag. M.Ed, with 32 permanent and 35 adjunct lecturers and 918 students hailing from several regions in Aceh. PBI is one of the most favorite departments not only within the Faculty of Education but also within Ar-Raniry State Islamic University. This is evident from the rapid development of

registration every year, enrolling more than a thousand students. The majority of students completed their study within the expected candidature period, which is 4 years. Most students graduate with high qualification and good merit. A large number of graduates receive job immediately with some of them awarded scholarships, such as LPDP, AAS, NZAID, Fulbright, USAID, LPSDM, DAADto undertake their master's degree in Australia, the United State of America, the United Kingdom, New Zealand, and some other developed countries.

PBI is one of the departments employing teaching staffs, graduating from overseas universities. It has 11 teaching staffs holding a doctorate degree from Australia, Germany, and Malaysia, and has more than 15 teaching staffs graduating from overseas universities. PBI also employs adjunct teaching staffs whose degrees are from different universities in USA, UK, Australia, and some other foreign countries.

PBI also provides some supporting facilities for academic activities such as multimedia room, which provides sound system, radio, television, DVD player, projector, and computers; library which provides academic and non-academic books, cassettes, newspapers, encyclopaedia, dictionaries and theses which had been written by the students of the Department of English Language Education as the partial fulfilment of the requirement for Degree of Bachelor Education.

B. The Analysis Procedure

There were interconnected steps used in the process of analyzing data. The first step was to arrange and prepare the data for analysis. This involved interview

the lecturer of basic reading transcribed the interviewee record, analyzed the interview result, distributed the questionnaire for the students on Basic Reading course in this semester, and analyzed the questionnaires.

C. The Interview Result

The interview section had been done by interviewing four basic reading lecturers. Actually, the respondents are eight of basic reading lecturers at Department of English language education this semester, but only four lecturers were available to be interviewed. The available lecturers in this study as the participants were :

1. Lecturer 1 (male)
2. Lecturer 2 (male)
3. Lecturer 3 (female)
4. Lecturer 4 (female)

The interview was based on the interview guide that focused on lecturers strategies in increasing students' interest in basic reading. The interview result was divided into six categories and to help the reader understand the interview result, the researcher presents the topic as following :

1. Lecturer strategies
2. The differences og strategies have used by the lectures before
3. The most helpful strategies
4. Students’ progress learning basic reading

1. Lecturer Strategies

This category it concluded that the lecturers used some strategies in increasing students' interest in basic reading. There are such as reciprocal teaching, SQ3R, Question-Answer Relationship, and Think Aloud by using the techniques such as homework, group discussion, giving the materials before the first meeting. For the first lecturer he used reciprocal teaching but he made up the strategy super simple based on the students' need in the classroom. he believed by using the interesting materials, it will attach the students in learning reading. he often uses the attractive material to attach students in the classroom in order to make the class more fun so the students will enjoy learning reading. The interesting material is very supporting teaching learning reading process.

The lecturer 1 said: "In reading, of course, we teach them reading text. by finding the learning materials as interesting as possible that suitable for students to read in the class".

Based on participant 2, he said his method is very simple. He uses the strategy based on the students' conditions. He used S3QR and Question Answer Relationship. He prefers to use a group discussion in teaching reading because he thinks that if the students learn by themselves it would be hard for them.

The lecturer 2 stated:

> "my method is classic, it depends on the classroom condition. I give the materials to the students and I ask them to discuss it in a group. The reason I choose a group because if I ask them one by one it might be hard for them".

The participant 3 also had the same statement about her strategy in teaching reading, she uses SQ3R and Think Aloud. She prefers to use group discussion as

her method in teaching, she claimed that she is being picky about her strategies and method while it does not suit with the classroom condition.

The lecturer 3 said: “I am more like directing the students make a group discussion and then they underline the text to find the main idea, supporting idea. I use the strategy depends on the students' mood.”

Same statement has been told by the Participant 4, she prefers to give the students material for teaching so the students can learn the material at home and when teaching learning reading process in the classroom, she can just explain ask the question about the materials and the student can get more understand about the strategy. she used Question-Answer Relationship.

The lecturer 4 stated: “I give them 3 to 4 paragraphs easy text. I also gave them a material that I copied for next week so they can bring it home and read it first at home”

2. The differences of strategies have used by the lecturer before

The topic explained there are no different strategies used by the lecturers but there some different method in increasing students' interest in Reading. Some of them are fit using one strategy in the classroom because they think it suitable for students learning reading. The participant 1 chose the reciprocal teaching as the most helpful strategy.

The lecturer 1 stated: “In teaching Basic reading I only use text as the material, I always change the material, since it's basic reading I usually use the strategy more like short stories like in the newspaper and so on”

The participant 1 thinks that the students will be more engaged in the classroom if he uses the picture as the material in his classroom. he thinks it is very supportive for students in learning reading, especially on Basic Reading course.

The lecturer 2 said: "there is a lot of differences of strategies ya, but I prefer using the strategy depends on the student need. The aim is to make the students more enthusiast about the material."

Based on participant 2, he uses a lot of strategies while teaching reading. It is because he thinks the attention of students in the classroom is very important while teaching learning reading process. The students will not get bored to learn reading if the lecturer uses the variation of strategy.

The lecturer 3 said: "I prefer to mix the strategy, for example, I gave them an easy text to learn so they could understand a little bit about the material that I gave".

Mix strategy used to make the students more attached in the classroom, so the students can be easy to get bored while teaching learning reading process.

The lecturer 4 said:

> "At the moment I use a strategy which I give student questions then whoever gets the answer right, will get a point, so they will get motivated. I used to give them some materials that they could bring them home and study"

Based on participant 4, she uses another strategy to make her students more active the classroom. she uses the same strategy because she thinks the strategy that she adopted is very supporting students' learning in reading.

3. The most helpful strategies

This category conclude that all the strategies are very helpful but each of lecturer has their own method in increasing students' interest in reading. The lecturer 1 said: "The material like a picture with a short story behind it. The students love it. I choose it as the materials because students love to read it and they can understand easily".

According to participant 1, the students will get more enthusiastic in the classroom with interesting material like a picture, short story. it will more engage the students in the classroom and if the student like the material they will more easy to understand the text. The lecturer 2 stated: " I usually give them homework and assignment in class. So I'll know who's the lazy one and the smart one. This strategy is very helpful.

Based on the lecturer 2, homework is very helping the students in learning. They easy to remember the materials because they have practice in their home.

The Lecturer 3 argued:

> "they are not interested in reading, but if we modify the way we teach in the class, such as group discussion and then playing games at the end of the class such as word guessing. It will help so much "

According to lecturer 3, her students are not very good at reading but she didn't need to work hard because the students are very supportive when she tried to teach them any strategies. Games is one of the strategies and the students were very active in the classroom.

The Lecturer 4 claimed: “to increase their interest, as I already said it before I like to give them reward or point if they answer the question correctly. So they will be motivated”

While participant 4 chose the strategy by giving a reward to attract students in the classroom. it is very helpful to attach and get the student to participate in the classroom.

4. Students' progress in learning basic Reading

This category above we know that every reading classroom has good progress in reading especially this semester even it reached 90% that students understand the text. Related to lecturer 1: "almost 90% of students are good in understanding materials. No challenge in teaching reading"

According to participant 1, his students are very good at understanding materials, he claimed that the strategy that he applied in teaching reading worked on Basic Reading course but not only this semester. Lecturer 2 said:

> Good. They are good and creative. In my class, I tend to apply the strategy which related to absence, clothes, and hair. if the student does not come 3 times in a row they may not attend the next meeting and if they wear tight clothes or have long hair it will worsen their score in reading.

Based on participant 2, he often uses his own strategy to affect students learning. It is because he applied the discipline thing in his classroom such absence, the way students wear their clothes, and long hair. Lecturer 3 said:

> "I think there is no significant progress in this semester. Some of them are natural in English either because their English are good in senior high school or they have motivated to learn I don't know but the rest of them not too good in English obviously because they are not active in the class"

Based on the Participant, her students have experienced good process this semester because most of them are good in English. They understand the materials so she did not have to work hard to explain the materials to the student while in the classroom.

Lecturer 4 said: “good. For this semester they were really good in the class. They had never objected the materials that I gave to them maybe because they are motivated by the interesting materials for leaning"

As an above explanation it can be deduced that the strategy used by the lecturers is not very significant, the lecturer more focus to sudents’ condition which was why the lecturers have different techniques to increase students' interest in Reading class. According to the result of an interview about this topic the lecturer needs to focus on student who passive while teaching-learning process. Furthermore, besides focusing on passive students, the lecturer should find more techniques to make students more active and participate in the classroom . When the lecturer applied their strategy/technique, the lecturer should find interesting

material, good environment, good material to reach the goal of the teaching-learning process.

D. Questionnaire Result

In order to complete the data needed, this research not only conducted the interview but also questionnaires to students. It was aimed to find out students' perceptions of toward lecturers strategies in teaching reading. questionnaires would be displayed in details in the following table:

Questions No.	Questions
1	Students are interested in learning basic reading
2	The strategy used by the lecturer is very supporting reading learning
3	The lecturer helps the student in learning reading
4	The strategy used by lecturers affects students reading skill
5	The lecturer using interesting media in teaching reading
6	The lecturer using attractive materials to develop students interest in teaching reading
7	The student difficulties in learning reading because of lack of vocabulary

Table 4.2 Lecturer 1
Questions Result for Students Interest in Learning Reading

Respondents	Q1	Q2	Q3	Q4	Q5	Q6	Q7
IM	3	3	3	4	2	3	3
AF	3	4	3	3	2	3	3
AP	3	3	4	3	3	4	4
RA	4	3	3	4	2	4	4
AR	3	3	3	2	3	3	3
JP	2	3	4	4	2	4	3
IB	3	3	3	3	3	3	3
RM	3	3	3	3	3	3	3
DR	4	4	3	3	4	3	3
RE	3	3	3	3	3	3	3
MA	3	3	3	4	4	3	3
OP	3	4	3	3	3	3	3
RS	4	3	4	3	2	3	3
SH	4	4	4	4	2	4	4
NN	3	4	3	3	3	3	3
NL	4	3	3	3	4	3	3
MJ	3	4	4	3	4	3	3
RA	3	3	3	3	3	3	3
Total	81	60	59	58	52	61	57
Means	**4.50**	**3.33**	**3.27**	**3.22**	**2.88**	**3.38**	**3.16**

The data in table 4.4 above shows the means of each question, from question 1 (Q1) to question 6 (Q6) for 18 students from 72 participating in this research. It can be seen that the mean range is from 4.50 to 2.88 which means that the means (average) of students' interest in learning reading by using the strategies that applied by the lecturers in the classroom get high-level means. The highest mean leads 4.50 as in question number 1, the students strongly agreed that they are interested in learning basic reading. The second highest mean level is question number 6 with total means 3.38. Next the middle level of means as in question number 2, 3, 4 and 7 with means 3.33 to 3.16. The students agreed that the strategy used by lecturer was very helpful and supporting their reading learning. the lecturer uses attractive

material in teaching reading, so it affected the students reading skill. The lowest means comes from the questions number 5 with means 2.88. It indicates the student agreed that the media used by lecturers, not interesting lecturer while teaching-learning reading process.

Table 4.3 Lecturer 2
Questions Result for Students Interest in Learning Reading

Respondents	Q1	Q2	Q3	Q4	Q5	Q6	Q7
CR	3	2	3	2	3	3	3
BG	3	3	3	2	2	3	3
AL	4	3	3	2	3	4	3
WF	3	4	3	3	3	4	3
NP	3	3	3	2	3	3	3
LN	3	3	4	2	1	2	2
HN	4	3	4	3	2	3	3
IA	3	3	4	3	3	4	3
MI	3	3	4	3	3	4	3
FN	3	3	4	3	2	3	3
AR	3	3	4	3	3	4	3
MD	3	3	4	3	3	3	3
RZ	3	3	3	4	3	2	3
SS	3	3	3	3	3	3	3
RN	4	3	4	3	3	3	3
EM	3	3	3	4	3	4	3
DI	4	4	2	2	3	2	4
FA	3	3	3	3	2	3	3
Total	68	55	73	50	45	55	54
Means	**3.77**	**3.05**	**3.88**	**2.77**	**2.50**	**3.05**	**3.00**

The data in table 4.3 above shows the means of each question, from question 1 (Q1) to question 6 (Q6) for 18 students from 72 participating in this research. It can be seen that the mean range is from 3.88 to 2.77, which means that the means (average) of students' interest in learning reading by using the strategies that applied by the lecturers in the classroom get high-level means. The highest mean leads 3.88

as in question number 3, the students strongly agreed that the strategy used by lecturer affected their reading skill. The second highest mean level is question number 1 with total means 3.77. the students very interested in learning basic reading. Next the middle level of means as in the question number 2,4 and 6 with means 3.05 to 2.77. The students agreed that the strategy used by lecturer was very helpful and supporting their reading learning. The lowest means comes from the questions number 5 with means 2.05. It indicates the student agree that the media used by the lecturers was not interesting.

Table 4.4 Lecturer 3
Questions Result for Students Interest in Learning Reading

Respondents	Q1	Q2	Q3	Q4	Q5	Q6	Q7
SS	3	3	2	2	4	4	4
FR	3	4	4	4	3	3	3
IF	3	4	3	3	2	3	3
IG	3	4	4	4	2	4	4
NS	4	3	4	4	2	3	3
FR	3	3	3	3	3	3	3
FD	4	4	4	4	3	4	4
SR	3	3	3	3	2	3	3
MF	3	3	3	3	2	3	3
AS	3	3	3	3	4	3	4
AP	3	3	3	2	4	3	4
HJ	3	3	3	2	3	3	3
OP	3	3	4	4	4	3	4
TW	4	3	4	2	3	3	3
UH	3	4	3	4	3	3	4
GI	3	3	3	3	3	3	3
NU	3	4	3	3	3	4	4
HE	4	3	4	3	4	3	3
Total	58	60	60	56	54	58	62
Means	**3.22**	**3.33**	**3.33**	**3.11**	**3.00**	**3.22**	**3.44**

The data in table 4.2 above shows the means of each question, from question 1 (Q1) to question 6 (Q6) for 18 students from 72 participating in this research. It can be seen that the mean range is from 3.00 to 3.44, which means that the means (average) of students' interest in learning reading by using the strategies that applied by the lecturers in the classroom get high-level means. The highest mean leads 3.44 as in question number 7, the students strongly agreed that they have an obstacle in learning reading because of lack of vocabulary. The second highest mean level is question number 2 and 3 with total means 3.33. Next the middle level of means as in question number 1, 4 and 6 with means 3.11 to 3.22. The students agreed that learning basic reading was interesting and the lecturer used attractive materials so the strategy used by lecturer affected students' interest. The lowest means comes from the questions number 5 with means 3.00. It indicates the student felt the lecturer did not use interesting media while teaching-learning reading process.

Table 4.6 Lecturer 4
Questions Result for Students Interest in Learning Reading

Respondents	Q1	Q2	Q3	Q4	Q5	Q6	Q7
CI	3	4	3	4	2	4	4
DH	2	3	3	3	3	3	3
FR	4	3	3	2	4	4	3
TM	3	3	3	3	3	2	3
RH	2	1	1	4	1	1	1
HN	1	3	1	3	1	1	2
ZR	4	3	4	3	3	4	3
IZ	3	1	2	3	3	3	1
VR	3	3	1	3	3	2	3
FT	1	4	4	2	1	3	3
AN	1	4	4	2	1	3	3
AF	3	3	3	3	3	3	3
MA	3	3	1	3	2	2	3
SP	3	3	3	3	3	3	3
EL	4	2	3	4	2	3	3
IS	4	3	3	3	1	3	3
AS	3	4	3	3	4	3	3
LA	3	2	4	3	2	2	2
Total	50	52	49	54	42	49	49
Means	**2.77**	**2.88**	**2.72**	**3.00**	**2.33**	**2.72**	**2.72**

Note:

N= 29, Note: 1: Strongly Disagree, 2: Disagree, 3: Agree, 4: Strongly Agree

The data in table 4.5 above shows the means of each question, from question 1 (Q1) to question 6 (Q6) for 18 students from 72 participating in this research. It can be seen that the mean range is from 3.00 to 2.33 which means that the means (average) of students' interest in learning reading by using the strategies that applied by the lecturers in the classroom get high-level means. The highest mean leads 3.00 as in question number 4, the students strongly agreed that the lecturer used interesting media. The second highest mean level is question number 2 with total means 2.88. Next the middle level of means as in question number 1, 3, 6 and 7

with means 2.77 to 2.72. The students were very interested in learning reading because of the material used by the lecturer. But, the students experienced the difficulty in vocabulary while learning reading. The lowest means comes from the questions number 5 with means 2.33. It indicates the students agreed that media used by the lecturer in learning reading.

E. Discussion

This section discussed the research findings that have conducted at the department of English Language education. Based on the research finding, the researcher has elaborated the important point in this part to answer the research question. According to the research result, the researcher will answer the research question sequentially.

The first question is about the strategies the lectures use in the classroom to increase students' interest in basic reading. Based on the interview result the researcher found that the strategies used by the lecturers are: Think Aloud, SQ3R, Reciprocal Teaching, Question Answer Relationship. but sometimes the lecturers applied the strategies based on what students need. They made a very simple strategy to make students more enjoyable and easy to understand the material while the teaching-learning process in Reading Comprehension. The lecturer used the reciprocal teaching to make students want to participate actively while learning reading. Sometimes the lecturer used SQ3R to make the students understand more about the material. But there was a time that lecturer uses the Think Aloud to make their students good at comprehending text. Question Answer Relationship strategy

is good for students to understand the text so they can be ready when their lecturer ask the question about the materials. Thus, it can be concluded that the strategies used by the lecturers to increase students' interest in learning reading were depended on the condition of students. The lecturers applied the strategy because they considered the strategy is very supporting their teaching materials and it helped the students more actively participate in reading the teaching-learning process.

The second research question is about the differences between the strategies used by male and female lecturer in teaching reading. Based on the research found there is no specific different strategies used by lecturers. The strategies applied based on the students' need in the classroom because the students' need every year in reading learning process is same as the years before since that was the first semester for learning reading in academic.

And the third research question, the students mostly prefer reciprocal teaching because based on the finding, the strategy used by the lecturer A is very helpful to increase students interest in reading. This finding showed that strategies are very affecting students interest in learning reading.

CHAPTER V

CONCLUSIONS AND SUGESSTION

A. Conclusion

Based on the research finding it can be concluded that the strategy used by the lecturers in increasing students interest in teaching reading is Think Aloud, Reciprocal Teaching, Question Answer Relationship, and S3QR. There are no specific different strategies between female and male lecturers because based on the finding the lecturer used the simple strategy to make students understand the materials so they can be more active in learning reading. But there is a strategy that is very increasing students in learning reading, Reciprocal teaching. This strategy more attracted students in learning reading comprehension. The lecturer strategies helped the students in learning reading. It could attach the students to more active in the teaching-learning reading process.

B. Suggestion

Based on the result of the study, the writer wants to give some suggestion for the lecturers and future researcher.

1. The lecturer should use an interesting strategy in teaching reading, the lecturer can give the instruction. The lecturer should be more active in teaching learning reading process and should use the appropriate

strategy in order students can enhance their vocabulary to support better reading teaching-learning process.

2. This study would provide further recommendations for future research in light of the limitations of this study. The limitation of this study comes from the problems in data collection. The future study should add an observation to collect more information about the strategy used by the lecturers.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 11488/UN.08/FTK/KP.07.6/11/2018
TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat :
1. Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 7 Desember 2016

MEMUTUSKAN

Menetapkan :

PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-3862/UN.08/FTK/KP.07.6/04/2018 tanggal 3 April 2018

Menunjuk Saudara:
1. Dr. Nashriyah, MA — Sebagai Pembimbing Pertama
2. Dr. Jarjani, S.Ag., S.Si., M.Sc., MA — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Nurul Maulydia Hudaya**
NIM	:	**231324356**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**The Lecturers' Strategy to Increase Students' Interest in Reading Comprehension Class**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 2 November 2018
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.ftk@ar-raniry.ac.id.Website http://ar-raniry.ac.id

Surat Keterangan
Nomor: B-28/Un.08/KJ.PBI/TL.00/01/2019

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh An. Dekan, Kepala Bagian Tata Usaha, Nomor: B-14383/Un.08/ TU. FTK/TL.00/12/2018 tanggal 31 Desember 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Nurul Maulydia Hudaya
NIM : 231324356
Prodi : Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data Mahasiswa pada Prodi Pendidikan Bahasa Inggris (PBI) Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

The Lecturers' Strategy to Increase Students' Interest in Reading Comprehension Class.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 23 Januari 2019
Ketua Prodi Pendidikan Bahasa Inggris,

T. Zulfikar

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.ftk@ar-raniry.ac.id.Website http://ar-raniry.ac.id

Surat Keterangan
Nomor: B-28/Un.08/KJ.PBI/TL.00/01/2019

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh An. Dekan, Kepala Bagian Tata Usaha, Nomor: B-14383/Un.08/ TU. FTK/TL.00/12/2018 tanggal 31 Desember 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama	: Nurul Maulydia Hudaya
NIM	: 231324356
Prodi	: Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data Mahasiswa pada Prodi Pendidikan Bahasa Inggris (PBI) Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

The Lecturers' Strategy to Increase Students' Interest in Reading Comprehension Class.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 23 Januari 2019
Ketua Prodi Pendidikan Bahasa Inggris,

T. Zulfikar

INTERVIEW

1. What kind of strategy did you use in teaching basic reading?
2. What are differences between strategies you have used in teaching basic reading?
3. Which strategy is more increase students' interest in learning basic reading?
4. How was students' improvements in learning basic reading?
5. How you motivate your students to improve their Basic Reading?

QUESTIONNAIRE

To support the interview result the writer conduct the questionnaire. The questionnaire is about the lecturers' strategies to increase students' interest in reading comprehension. The writer distributed the questionnaire to students' of English language education department who were taking basic reading course in this semester. The questionnaire was distributed by using google form. Based on the data that was collected and was analyzed from the students, the writer would explain how students perceive about the lecturer strategy in basic reading class. The writer presents the result of questionnaire in the table bellow:

No	The statement of questionnaire	The Alternative Answer			
		SD	D	SA	A
1	The students are interested in learning basic reading				
2	The strategy used by the lecturers is very supporting students basic reading learning				
3	The strategy used by the lecturer affect students reading skill				
4	The lecturer using interesting media in teaching basic reading				
5	The lecturer helps the students in learning basic reading				
6	The lectures used attractive material to develop students' interest in reading class.				
7	The students difficult in learning reading because lack of vocabulary				

AUTOBIOGRAPHY

1. Name : Nurul Maulydia Hudaya
2. Place/Date of birth : Banda Aceh, 15 Agustus 1995
3. Religion : Islam
4. Nationality : Indonesian
5. Sex : Female
6. Marital status : Single
7. Occupation : Student
8. Student's Reg Number : 231 324 356
9. Address : Jl. Garot No. 1 Keutapang Banda Aceh
10. Email : Nurullidia95@gmail.com
11. Parents' names
    a. Father's Name : Faisal Ar
    b. Mother's Name : Nuraini
12. Educational Background
    a. Elementary School : SD GAROT Aceh Besar (2001-2007)
    b. Junior High School : SMP Percontohan Banda Aceh(2007-2010)
    c. Senior High School : MAN Model Banda Aceh (2010-2013)
    d. University : UIN Ar-Raniry Banda Aceh (2013-2019)

Banda Aceh, January 30th, 2019

Nurul Maulydia Hudaya