

**EXPLORING TEACHERS' STRATEGY IN DEALING  
WITH SENIOR HIGH SCHOOL STUDENTS' LACKING  
ABILITY IN COMPREHENDING ENGLISH TEXTS**

**THESIS**

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BANDA ACEH 2022 M/1443 H**

## THESIS

Submitted by *Tarbiyah dan Keguruan*  
Universitas *Ar-Raniry Banda Aceh*

In Partial Fulfillment of the Requirements for  
The Bachelor Degree of Education on English Language Teaching

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In front of the board of the Examination for the working paper  
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for the Bachelor Degree of Education in English Language Teaching

On:

Friday, 02 Desember 2022  
08 Jumadil Awal 1444 H

In Darussalam, Banda Aceh

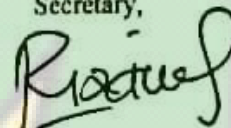
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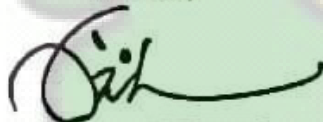
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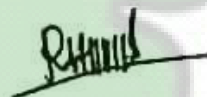
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**Exploring Teachers' Strategy in Dealing with Senior High School Students'  
Lacking Ability in Comprehending English Texts**

adalah benar- benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan keliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat Pernyataan,



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## ACKNOWLEDGEMENT

In the name of Allah the Most of Gracious and The Most Merciful.

Alhamdulillahirrabbi'l'amin, all praises are due to the Almighty Allah, who has blessed and given me the chance, inspiration, and power to finish this thesis. Shalawat and salam always belong to our beloved prophet Muhammad *shalallahu'alalaihi wa Sallam*, who has shown us the perfect example of the greatest human being.

The study recognizes that cannot complete this thesis without the assistance of others and would like to thank some people for their encouragement, love, and support in assisting me in completing this undergraduate journey. First and foremost, would like to express my heartfelt appreciation to my main supervisors, Dr. Jarjani Usman, M.Sc., MS, and my co-supervisor, Fithriyah, S. Ag., M. Pd., for their time, support, invaluable assistance, guidance, encouragement, motivation, and suggestions. Also, would like to thank Drs. Lukmanul Hakim, MA, my academic supervisor, has always guided me since my first semester at this university. Thank you to all of the lecturers in the English Language Education Department of Ar-Raniry University's Teaching and Education Faculty for the knowledge, experiences, and support you have given and shared with me.

Then, the study would not have accomplished this thesis without the support and prayer from my beloved parents, Arni and Suarni. I am grateful to have you as my parents and will always be like that. And also, I would like to

thank my wonderful siblings, brother Dedy Satria,, SE. and Frendy Akbar. Also for my beloved sisters Dr. Yulanda Gusti, Rita Novi Hastuti, S.Km., and Risa Guslianti, A. Md., who also supported, caring, and giving me a spirit to achieve my goals, especially in finishing this thesis; you all of my strength and the most precious people I have. May Allah bestow grace, and well-being, bless them.

Also, for my best and favorite friends, Nadya, Cici Ramadhani, Monalisa, Maya Kasdayanti, Mukharamah, Ria Marisa, Fernanda Silva, and Vonna Rizka, I send you a million thanks for your constant support, spirit, care, and listen to my problem start from the beginning of this college journey until the end. May Allah bless and reward you all for your kindness in Jannah.

Last but not least, I would like to express my most enormous thanks to my respondents who have spent their time participating in this study. Without their participant, this study would not have been completed.

Finally, I realized that this thesis is still far from perfection because the limitation of my abilities, criticism, and suggestions is significant for the future improvement of this study. Hopefully, this thesis will give a valuable contribution to the next researchers.

Banda Aceh, 14 November 2022  
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## ABSTRACT

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Thesis Working Title : Exploring Teachers' Strategy in Dealing with Senior High School Students' Lacking Ability in Comprehending English Texts.  
Main Supervisor : Dr. Jarjani Usman, M.Sc., MS  
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Keywords : Teacher Strategy; Reading Comprehension

This study aimed to investigate the teachers' strategies in dealing with senior high school students lacking ability in comprehending English texts. It involved 65 English teachers of senior high schools in Banda Aceh and Aceh Besar as the sample selected purposively. Questionnaires and semi-structured interviews were used to collect the data. The results show that different English teachers used different strategies in dealing with students lacking ability in comprehending English texts. They are; predicting, reading aloud, skimming, and summarizing. However, most of them also have similar strategies namely; questioning and activating students' prior knowledge. Furthermore, the teachers face challenges are lack of students' vocabulary, lack of motivation, and time constraints in dealing with students lacking ability in comprehending English texts.

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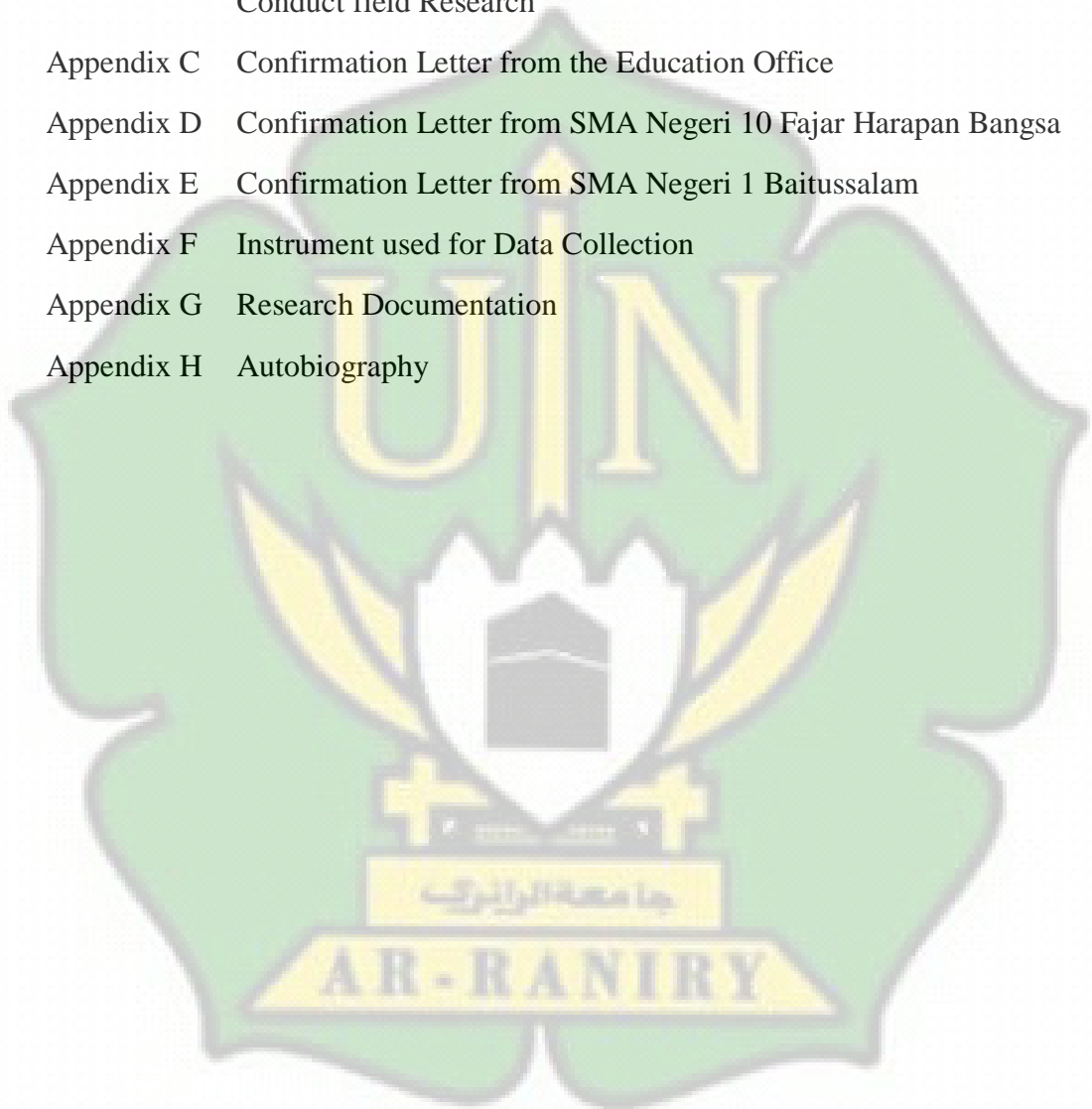
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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

Reading is a developing interaction between the text and the reader's basic knowledge. The essence of reading is comprehension. Reading comprehension is the process by which the reader combines information from the text. According to Lara sati (2019), reading comprehension is the ability to read and understand English texts.

Students of senior high school are required to understand any text, such as descriptive, narrative, recount text, discussion, and explanation, all examples of English texts. According to Permendikbud (No. 22 of 2016), based on Curriculum 13, Indonesian students should engage in three learning types: affective, cognitive, and psychomotor. Therefore, the teacher needs to equip students with the ability to comprehend English texts to more easily get the information contained in the texts.

Meanwhile, many students in Indonesia have difficulties in comprehending English texts even though students have studied English since they were in elementary school. The factors which come for the students can be obstacles to reading comprehension. According to Ruston (2006), these factors can be categorized into two main factors; among students and other parties around students. Factors from outside students relate to teaching techniques, materials,

and media, while students' factors relate to vocabulary, interest, and reading strategies.

According to Duffy (2002), as cited in Ness (2011), teaching reading strategies is an effort that can guide and help the student understand the text. As a result, the teacher plays an essential role in overcoming the students' difficulties in comprehending English texts. The teacher's assistance will make it easier for the students to master the text. As a good teacher, one of the best ways to improve student's reading comprehension is to assist them. The teacher can instruct students in various strategies to get past their challenges. The National Capital Language Resource Center (2009, p. 1) claims that previewing, predicting, skimming and scanning, questioning, and summarizing are all strategies that can help students read more effectively.

Most previous studies were interested in developing strategies in pre-reading for motivating and setting up purpose, such as (e.g., Antoni, 2011; Rasheed, 2014), pre-questioning, activating background knowledge, predicting, previewing and pre-teaching vocabulary. Meanwhile, while reading and post-reading, some activities have been conducted (e.g., Antoni, 2011; Ahmad, 2016; Schimmel & Ness, 2017), Such as oral reading and silent reading, skimming, scanning, reviewing and discussion. Students can easily comprehend the reading comprehension text using these strategies. Research methods: They employ descriptive qualitative research, collecting data in words, phrases, and sentences. The interview method was used to collect data for the study.

Although many previous research reports have provided a comprehensive overview of teaching reading comprehension strategies, it is essential to dig deeper into the strategies used by teachers in this study. This study focuses on the strategies employed by English teachers of senior high schools at SMAN 1 Baitussalam, SMA Negeri Modal Bangsa, and SMA Negeri 10 Fajar Harapan in dealing with students who are unable to comprehend English texts.

## **B. Research Question**

Based on the background of the study, the research question of this study are:

1. What strategies are used by the teacher in dealing with students lacking ability in comprehending English texts?
2. What are the obstacles English teachers face in dealing with the student's lacking ability in comprehending English text?

## **C. Research Objective**

Related to the research question above, the aims of this study are:

1. To find out the strategies the teacher uses in dealing with students lacking ability in comprehending English texts.
2. To find out the obstacles English teachers face in dealing with the student's lacking ability in comprehending English

## **D. Significance of Study**

The results of this study are expected to have a significant impact on the following people: For English teachers, the findings of this study are expected to



aid them in choosing appropriate reading comprehension strategies. A teacher can also change effective teaching strategies for their students. Behind that, for the students, students can use their knowledge and comprehension of this study to apply it to appropriate reading comprehension.

### **E. Definition of the Key Terms**

#### **a. Reading comprehension**

Reading comprehension is the process of reading and comprehending a text. According to Westwood (2008), reading comprehension is an active thinking process in which the reader deliberately builds meaning to form a deeper understanding of the concepts and information presented in the text.

#### **b. Teaching reading comprehension**

Teaching reading comprehension is the process of a teacher guiding students to achieve reading comprehension of a text using a specific strategy. According to Harmer (2007), a strategy is an action taken by a teacher to accomplish one or more of her teaching-learning objectives. A broad framework for the teaching process can also be defined as part of the strategy. Because many students complain about not understanding what they read, this strategy is critical in teaching English, particularly in terms of reading ability.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter reviews one of the most crucial aspects of the teaching-learning process: the teacher's strategy. This study aims to learn about teachers' strategies for getting students more interested in their English learning process, particularly reading skills.

#### **A. Reading Comprehension**

The process of comprehending the meaning of a text or sentence is known as reading comprehension. It's a two-way conversation between the text and the audience (Usman, 2020). Reading has deeper meaning of elucidating. Some writers accept a variety of definition of reading comprehension. According to Klingner (2007), Reading comprehension is the process of constructing meaning by coordinating several complex processes such as word recognition, comprehension, and the relationships between ideas conveyed in a text. He also summarized reading comprehension instruction for the teacher as a three-step process that included mentioning, practicing, and assessing. The teacher introduces the skills the students want to learn, then provides opportunities for them to practice them through workbooks or worksheets, and finally considers whether or not they have successfully learned the skill.

## **a. The Process of Reading Comprehension**

### **1) Bottom-up Process**

Bottom-up processing view a variety of linguistic signals, such as letters, morphemes, syllables, words, and phrases, and then use their linguistic data processing mechanism to impose some order on these signals in the bottom-up process (Brown, 2001). The reader must scan from letter to letter, recognize words from one another, associate paraphrases, clauses, sentences, and convert the text into phonemic units.

### **2) Top-down Process**

In the top-down process, readers use their intelligence and experience to comprehend a text by drawing on their prior knowledge, making predictions and searching the text to confirm or refute those predictions (Goodman 1973, as cited in Hudson, 2007). Background knowledge refers to everything the students have learned from various sources, including what they have seen, heard, written, and spoken about. Students are expected to be able to make predictions about what will happen in the text using this ability.

### **3) Interactive Process**

An interactive process is a combination of bottom-up and top-down processes in which information obtained through bottom-up decoding and information provided through top-bottom analysis interacts, both of which rely on specific types of information processing skills (Nuttal 1996 as cited in Brown, 2001). The reader's use of language skills in bottom-up and top-down processes in

interacting or communicating with each other is referred to as the interactive process.

## **B. Teachers' Problem of Reading Comprehension**

Teaching reading is part of the activities of teaching English that teachers must perform. According to Wallace (1992) as cited in Surong (2002) and Li-Juan (2007) mentions that there are three common that usually encountered by the teacher in teaching reading.

1. Vocabulary-oriented teaching (Surong, and Li-Juan, 2007) in this case, the teacher's presentation focuses primarily on vocabulary. As a result, the teachers are unsure of the complexities of reading comprehension.
2. Teachers rarely take the time to learn their students' needs, analyze them, and tailor their teaching methods accordingly (Li-Juan, 2007). The teachers simply adhere to the natural arrangement of texts and exercises using their perceptual experiences. The text is then exploited solely for its own sake, rather than as a tool for teaching students to read effectively.
3. A lack of theoretical EFL knowledge. According to Wallace (1992), as cited in Surong (2002), it can have an impact in situations where teachers typically have little understanding of how to plan a lesson on a regular and systematic basis. Thus, teachers frequently sit at their desks and go through the entire text to be taught, looking up all the words and expressions in dictionaries.

### C. Students' Problem of Reading Comprehension

Reading difficulties occur when students lack adequate background knowledge, vocabulary, and grammar knowledge (Arlina, et al., 2014). As a result, the students must manage their ability to master vocabulary. According to Liu and Nation (1985) as cited in Arlina (2014), students must master at least 95% of the words in a text in order to comprehend it and guess the meaning of unfamiliar words. Students with a limited vocabulary will struggle to understand the texts as well as answer questions about it. Meanwhile, According to Susanti (2018), a student's inability to learn is a condition that causes them to be unable to learn effectively, and it is the same as having difficulty understanding a lesson. There is some problem that students in learning reading are:

1. Students must be able to decode and comprehend the information given
2. to them.
3. The students are unable to comprehend what they have read.
4. The book's poor question design and complicated language in historical texts
5. The students have difficulty reading. When they read, they are unable to identify the main idea correctly.

Based on the above explanation, students' problems with reading comprehension is because they are uninterested or lazy in reading. Reading comprehension is critical for gaining a new idea, which can be referred to as a

skill. As a result, if students have difficulty understanding a reading text, they are expected to read extensively so they do not have trouble completing assignments.

#### **D. Teachers in helping students' Reading Comprehension**

According to Jaremy Harmer (2008), teaching is not an easy job, but it is necessary, and it can be advantageous when we see the progress of our students and know that we are helping to make it happen. Some students and teachers can indeed be difficult and stressful at times, but it's also worth remembering that the best teaching can be a lot of fun. The teacher can assist the students in gaining knowledge by providing facilities such as tasks reading comprehension. The teacher allows the students to study independently by assigning these tasks. To ensure that the teaching and learning processes run smoothly, the teacher must create a conducive learning environment for the students. To create a good atmosphere, the teacher must consider the classroom strategy or technique that will be used, as this will influence how they manage the class. According to Brown (2004), when teaching reading, the teacher should choose the appropriate strategies for the specific purpose of the reading. For students to read well, the teacher must play an essential role in teaching reading comprehension.

1. The teacher must be an organizer, which means they must tell students exactly what their reading goals are, provide them with clear instructions on how to get there, and then tell them how long it took them to get there.
2. The teacher is an observer, meaning she looks at the students' work.



3. The teacher as a feedback provider: When students finish assignments, a teacher can lead a feedback session to ensure that they have completed the task correctly.
4. The teacher serves as a prompter, which means that after students have read a text, the teacher can ask them to point out language features in it.

Based on several explanations about teaching, this study concludes that teaching requires activities and maintaining an excellent environment to create and provide opportunities for students in the learning process to achieve their goals. There are usually two aspects to teaching reading comprehension. It can first apply to teaching students learning to read for the first time. The second aspect of teaching is instructing students who already know how to read in their mother tongue.

#### **E. Teacher Strategy in Teaching Reading Comprehension**

According to Mufarokah (2013), a teacher is one of the educational staff members who bears significant professional-pedagogical responsibility in the learning process for the success of education, particularly for the future success of their students. A teacher should develop strategies to help increase students' understanding of the importance of reading and help them set goals based on their reading activities. However, a strategy used by one teacher may differ from another. This is determined by the needs of students or the learning objectives

they want to achieve. Choosing which teaching strategy to use in class necessitates careful planning and design (Orlich et al., 2010).

In teaching, the teacher is confronted with a diverse group of individuals from various backgrounds, and teaching aims to integrate those differences into the learning process (Silver et al., 2007). Furthermore, teaching reading strategies not only assist students in comprehension but can also assist them in avoiding reading obstacles. According to Bergeron and Bradbury (2002), implementing a reading strategy makes readers independent. This means that strategy is critical for readers and can also assist readers in becoming autonomous language readers.

Generally, the strategies for teaching reading comprehension are divided into three phases (Klingner, Vaughn, and Boardman, 2015). The first phase is pre-reading, the second is while reading, and the last is post-reading. Each phase has some activities. Some experts introduce many activities in each phase.

### **1) Pre- Reading Phase**

Pre-reading activities are the first strategies that teachers can use to teach reading. Pre-reading activities include several activities teachers can do with students before reading. According to Wossabi (2014), teachers used pre-reading activities to help students understand what they were about to read. Activating background knowledge; developing text-specific knowledge; pre-questioning previewing and predicting; and are all strategies that teachers can use.

#### **a. Activating Background Knowledge**

According to Moreillon (2007), to connect new information with prior knowledge before integrating and organizing it, teachers must first connect new information with prior knowledge. It is related to how students and teachers share their experiences in order to build a relationship in this case. Moreover, activating background knowledge can assist students in finding meaning in content learning, and linking to an experience can provide clarity and promote learning retention (Hermann, 2013).

#### **b. Building Text- Specific Knowledge**

For students, having prior knowledge can help with comprehension. When students read the text, teachers can provide information such as models, diagrams, or illustrations to help them connect the new information. So that students can easily comprehend the text. Furthermore, according to Cooper (1993), cited in Mariotti (2012), text-specific knowledge includes information about how the writing is organized and topic-specific knowledge. Topic-specific knowledge of the information to be read, including key concepts and vocabulary to help students understand the text by watching a video, reading the information, or participating in a discussion. As a result, using a tool will assist students in comprehending the text.

#### **c. Pre- questioning**

Pre-questioning activities are activities in which the teacher asks questions about the reading. This is supported by Alhaisoni (2017), which states that the teacher helps students understand the text by asking questions related to the topic.

This activity is important because students' prior knowledge will be activated when they find answers.

#### **d. Previewing**

Previewing is an activity in which teachers must conduct some clues, such as pictures or titles related to the reading text, to encourage students to predict ahead of time. Students are expected to express their opinions based on the reading text after recalling their prior knowledge through pictures or text titles before reading, an activity in which students are allowed to predict. According to Tsung & Huang (2009), a preview is an introductory passage provided to students prior to their confrontation with the reading selection to help promote comprehension.

#### **e. Predicting**

Predicting activities are those in which students make predictions about the text and then read it to see if their predictions are correct or not. According to Geither (2011), a reader involved in making the prediction is focused on the texts, constantly anticipating and refining, revising, and verifying the reader's predictions. This strategy also assists students in connecting their prior knowledge to the text.

### **2) While Reading Phase**

Reading activities that are taking place at the same time as instructional activities are called during reading activities. In this phase, a teacher can develop

effective methods to aid students in reading comprehension. The process of while reading consists of reading aloud, skimming and scanning.

#### **a. Reading Aloud**

Reading aloud is commonly used to assess students' pronunciation. Reading aloud to students is an essential strategy for developing print awareness. The teacher can assign each student a score after reading a text. According to Wilson (2006), that reading aloud has a profound impact of students. It improves students' skills, interests, and development in various ways that go far beyond simply improving their reading interests and abilities. One of the primary goals of reading aloud is to help students recognize the sounds of words; however, teachers can also vary their activities to help students develop their reading comprehension.

#### **b. Skimming**

Skimming is the process of quickly scanning a whole text (such as an essay, article, or chapter) for its gist. Skimming allows readers to anticipate the purpose of the passage, the main topic or message, and possibly some developing or supporting ideas. To give them an advantage when it comes to more focused reading. According to the National Capital Language Resource Center (2009), skimming is a versatile strategy that can be applied to various situations, including determining the main idea and the text structure.

#### **c. Scanning**

Meanwhile, According to the National Capital Language Resource Center (2009), scanning is a speed reading activity used to find specific information. Even though this strategy is only used for a few activities, scanning is beneficial for quickly obtaining specific information from a text. This strategy is only used for a few purposes, such as obtaining textual references or factual information.

### **3) Post-Reading Phase**

Post- reading is use to ensure that the texts has been correctly understood. When students read a text and find misunderstandings, teachers can use post-reading strategies to assist them in deriving meaning from the texts. In this case, teachers can conduct such activities; summarizing, questioning, and think aloud.

#### **a. Summarizing**

Summarizing can assist students in efficiently constructing meaning from information and storing it in their long-term memory. Kissner (2006) defines summarizing as "taking the main ideas from a piece of text in various forms and explaining them in your own words".

#### **b. Questioning**

Teachers mainly use questioning students at the end of class teaching because it is essential to know students' understanding, assess students' learning, test students' input, and evaluate both teachers' teaching quality and whether the teaching-learning process has been running well not. In this section, it is essential for teachers to apply a recall question, a referential question, to check



students' understanding. It supports by Akkaya and Demire (2012) that in post-reading, the question is one of the most critical factors that can able students to combine new knowledge with previously acquired knowledge, enhance imagination, and improve creativity.

### **c. Think Aloud**

According to Jahandar et al. (2012), using the Think Aloud strategy to teach EFL reading comprehension will help students become more aware of the importance of being strategic readers. Teachers will also benefit from using the Think Aloud Method because it will provide information about individual student's needs, allowing them to provide appropriate instruction for students learning to read and improve their comprehension.

## **F. Relevant Studies**

In this study, there are some relevant studies that the researchers takes about the teacher strategy in teaching English texts.

### **1. Strategies**

In the Indonesian context, English teachers especially have an essential role in reading comprehension using strategy. This has been proved by pulungan (2015) that the teacher strategy was fundamental to be applied in teaching English. The teacher can use more than two strategies in teaching reading comprehension. However, some teachers use pre-reading strategies to overcome student's disabilities in teaching reading comprehension, such as pre-questioning (e.g., Aziz et al., 2017), activating background knowledge found (e.g., Magsoudi, 2012) and predicting (e.g., Wulandari, et al., 2017). Meanwhile, some strategies

were also found during reading, such as skimming (e.g., Ahmad, 2016), retell the text (Antoni, 2011). Next to strategy in post-reading found the use of summarizing (e.g., Lestari, 2021), questioning, reviewing (e.g., Apsari et al., 2015), and think aloud (e.g., jahandar et al., 2012).

## **2. *Application***

Teachers help students overcome difficulties in comprehending English texts by carrying out three strategies in teaching reading comprehension: pre-reading, while reading, and post-reading. This has been proved by Ahmad (2013), Lestari (2021), and Safrida (2020). They discovered that the use of these strategies seems that average students are good, active, and enthusiastic in teaching-learning the strategy. Then this strategy can make students quickly comprehend the reading comprehension.

## **3. *Problems***

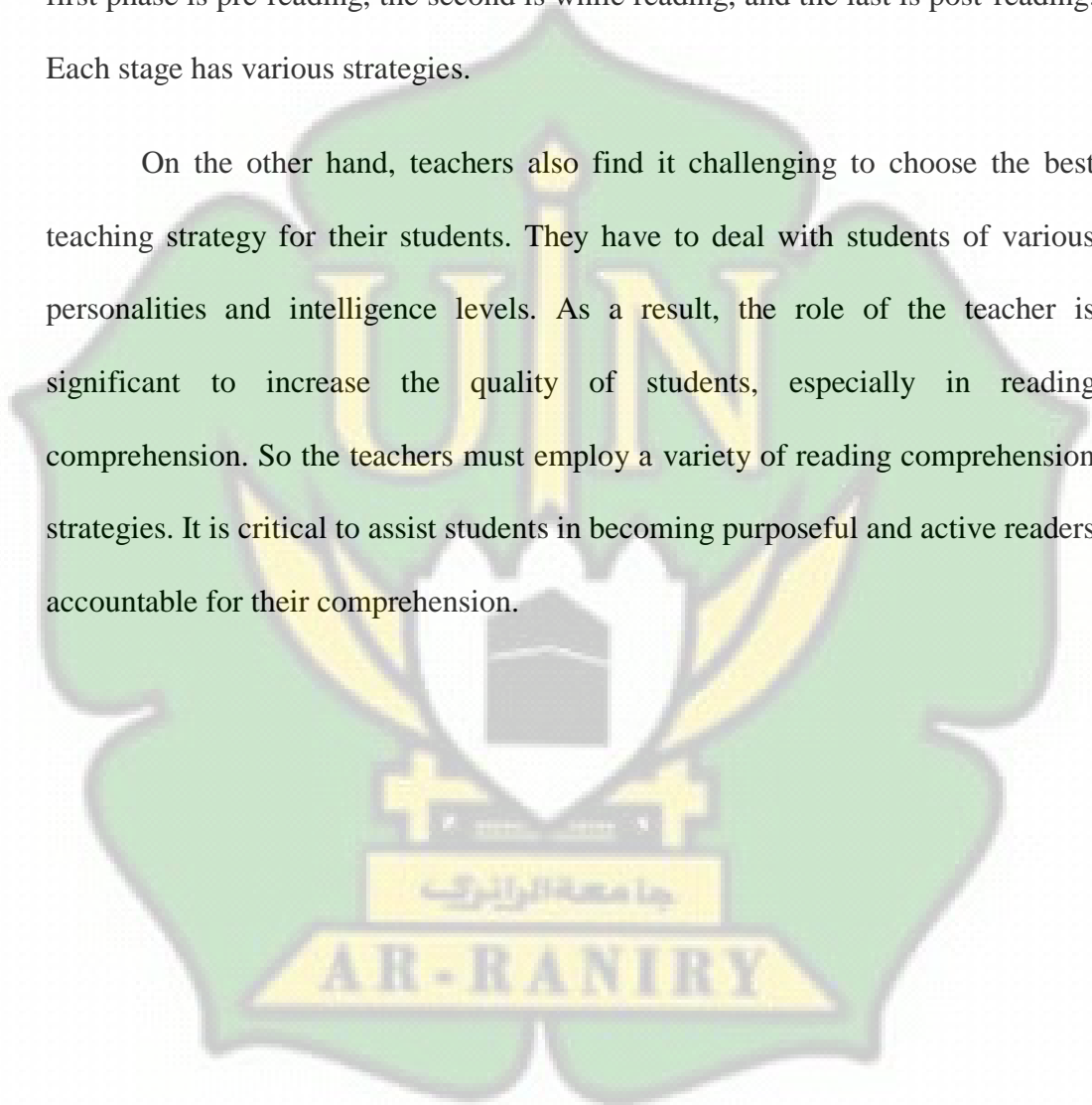
The teacher has difficulty teaching reading comprehension when there are students who do not understand the meaning of the text they read and need time to understand the content of the text. It has been provided (Azizifar, 2015) that students' difficulties in pre-reading comprehension occur because of non-linguistic factors such as a lack of motivation and interest. Meanwhile, Ganie et al. (2019) state that the problem the teachers that occurred while reading was not using any teaching strategy and unsuitable strategy.

## **G. *Concluding remarks***

This chapter has reviewed the literature on teachers' strategy in dealing with students lacking ability in comprehending English texts and conclude that the

chapter explains reading comprehension, teacher and student problems with reading comprehension, and teachers' strategies. Then, the strategies used by English in dealing with students lacking ability are divided into three phases. The first phase is pre-reading, the second is while reading, and the last is post-reading. Each stage has various strategies.

On the other hand, teachers also find it challenging to choose the best teaching strategy for their students. They have to deal with students of various personalities and intelligence levels. As a result, the role of the teacher is significant to increase the quality of students, especially in reading comprehension. So the teachers must employ a variety of reading comprehension strategies. It is critical to assist students in becoming purposeful and active readers accountable for their comprehension.



### **BAB III**

## **RESEARCH METHODOLOGY**

This chapter describes the methodology used for this study. Section A about the research design, section B about a participant, namely the population and sample, section C about the technique of data collection, and section D about data analysis.

### **A. Research Design**

This study used mixed- methods. According to Tashakkori & Teddlie (2008), mixed-methods is a study that combines both qualitative and quantitative methods in one or different phases of the study process. The study question will be addressed through a quantitative methods closed-ended questionnaire and qualitative semi-structured interview.

In detail, this study has several steps to acquired interview data. First, this study has taken care of a research permit on academics online at the student portal. This study conducted research in senior high school, so it also required a license from the education office. Then, the permit was brought to the schools and given to the head of administration for permission to research.

### **B. Participants**

The study had to ascertain the population before the sample was collected. According to Creswell (2012, p. 142), a population is a set of individuals with the same feature, which are then inferred by the study. So, the population of this study

is the teacher strategy in teaching tenth-grade classes at senior high schools with approximately 65 teachers. After that, this study took the sample amount of 60 teachers for the questionnaire through snowball sampling and five teachers for the in-depth interview at the SMAN 1 Baitussalam (one English teacher), SMA Negeri Modal Bangsa (two English teachers), SMA Negeri 10 Fajar Harapan (two English Teachers) with A level accreditation in Banda Aceh and Aceh Besar because there are problem related with students lacking ability in comprehending English texts and the study explored the strategies that employed by English teachers in dealing with students in a good qualities and schools.

### **C. Technique of Data Collection**

This study used two techniques by using questionnaires and interviews, to obtain the data.

#### **1. Questionnaire**

This study used a closed-ended questionnaire adopted from Muhamed (2016), which built the structure of the questionnaire by using Likert scale items. It was a 5-point Likert scale with the options always, often, sometimes, rarely, and never. All the questionnaire items were created using the Google form platform and sent to the teacher's via online like What Sapp.

#### **2. Interview**

This study interviewed five English teachers to support the data. The study used interview techniques, namely face-to-face and semi-structured interviews. According to Creswell (2013), interviews can be helpful tools for

obtaining a description of actions and events. Nonetheless, an interview protocol as the basis of the initial question was prepared before being semi-structured. The study asked for consent from the participants that would record the interviews. Before the interview started, the study showed the interview question sheet to the participants and continued the interview for 10 minutes. The interview consisted of demographic information regarding teachers' experience and background knowledge. The study recorded the interview using a smartphone.

#### **D. Data Analysis**

##### **1. *Analysis of Questionnaire data***

This questionnaire is the common method in educational research. Each item should be in line with what is required to complete this research. Furthermore, each item should be written in easy-to-read and comprehended language so that it is simple to give a response to. The questionnaire data were analyzed based on the teacher's responses. The data obtained from the questionnaire is analyzed by calculating the mean of the teacher's answers in each item of the questionnaire. The item was in the form of likert scale questions; with 5 options (1) never, (2) rarely, (3) sometimes, (4) often, and (5) always. All means score referred to the number of teachers who always or often and sometimes (or rarely and never) with statements indicative of teachers' strategies in overcoming students lacking ability in comprehending English texts. The higher of the total point are the most strategies that used by English teachers. The researcher guided and gave directions to teachers about the question to facilitate



them in answering the question. The data from the questionnaire were analyzed by calculating the means of teachers' answers to each question.

## *2. Analysis of Interview data*

The data was analyzed using Creswell's (2007) approach as a guide. The researcher performs data transcription during data analysis. According to Creswell (2008), analyzing qualitative data requires four stages; data reduction, data coding, data analysis, and discussion of the findings.

The data was transcribed after the interviews were completed. The researcher whittled down the data to what was necessary for this study. The data was also coded to facilitate analysis. The data were analyzed by identifying patterns and connecting each of these data sets. Following data analysis, it would be interpreted and discussed in light of the theme. The findings of the interviews can be used to make decisions.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the study. The finding of this study are consistent with the research questions, it is concerned with teachers' strategy in dealing with students lacking ability in comprehending English texts. The discussion focuses on how the results should be interpreted based on the relevant theories and previous findings.

#### A. FINDINGS

This section describes and analyzes the findings of several categories including teachers' demographics, teachers' strategies, and the obstacles faced by English teachers. The table below shows teachers' demographics.

**Table 4.1. Respondents' Demographics**

<b>Age</b>		<b>%</b>
1. 20-29	9	13
2. 30-39	25	38
3. 40-49	25	38
4. 50-59	6	9
<b>Gender</b>		
1. Female	37	56,9
2. Male	28	43
<b>Years of Teaching Experiences</b>		
1. 1990-1999	7	
2. 2000-2009	30	
3. 2010-2022	28	

<b>Educational Background</b>	
1. Bachelor's Degree	58
2. Master's Degree	7
	<b>65</b>

The above table shows that the participants have experiences and degree background knowledge different in teaching learning English.

### **1. Questionnaire**

In this section, the research findings are presented to answer the research questions in chapter one. Point one in the research findings answers the first question about "what are the teachers' strategies in dealing with students lacking ability in comprehending English texts? The finding shows that the teachers had different ways of teaching reading comprehension.

**Table 4.2. Pre- Reading Strategy Instruction**

NO	Types of Teachers Strategy	Frequency					Means
		Never	Rarely	Sometimes	Often	Always	
1.	In teaching reading comprehension, I give motivation to students about something related to the lesson or lesson material	0	0	7	48	5	3.96
2.	I explain to students the background before going into the material	0	0	3	57	0	3.95
3.	Before beginning the discussion, I outlined the main points of the reading material and the activities that would be performed on the students.	0	0	7	52	1	3.9

4. I try to engage students in the process of learning to understand English texts by using fun conditions such as brainstorming	0	3	2	55	0	3.86
5. Before moving on the material, I give a specific key term to know the material will be discussed.	0	4	14	41	1	3.65
6. I help students gain a general idea of the text's organization and contents.	0	0	5	53	2	3.95
7. In reading texts, I emphasize students to learning the key vocabulary.	0	0	7	52	1	3.9

8. I demand students discussed and explained the text types.	0	0	13	46	1	3.8
9. I encourage students to generate a question about the reading texts.	0	3	27	28	2	3.48
10 To make it easier for students to comprehend English texts, I give pictures related to the reading texts to trigger students' prior knowledge.	0	1	3	50	6	4.01

Table 4.2 above clearly shows the means (average) strategies used by teachers in dealing with senior high school students lacking ability in comprehending English texts in the pre-reading phase. Most of the means are almost 4 (often) and more like in no. 1, 2, 3, 6, 7, and 10. This means that most teachers employ all of these strategies during the pre-reading stage because pre-reading activities prepare students by connecting what they will read to prior knowledge.

**Table 4.3. While- Strategy Instruction**

NO	Types of Teachers Strategy	Frequency					Means
		Never	Rarely	Some times	Often	Always	
1.	I instruct students to produce readings aloud and check students understanding of the text by asking questions while reading it.	0	0	5	53	2	3.95
2.	I ask students to translate the reading texts front of class in pairs	0	1	20	35	4	3.7
3.	In teaching reading, I instruct students to find generic structures of the text.	0	6	11	38	5	3.7
4.	I ask students to identify new words, write the word on the board, and allowed them to use the	0	4	28	23	5	3.48



dictionary to find meaning.						
5. In teaching reading, I ask students to retell the texts by using their own words.	0	1	3	21	35	4.5

Table 4.3 shows the average (means) of the reading phase. Most of the averages are also between 3 (sometimes) and 4 (often) and some are closest to 4 and more as in no 1, and 5. This means that generally teachers also often use all of these strategies in dealing with students lacking ability in comprehending English texts and make students more active.

**Table 4.4. Post Reading Strategy Instruction**

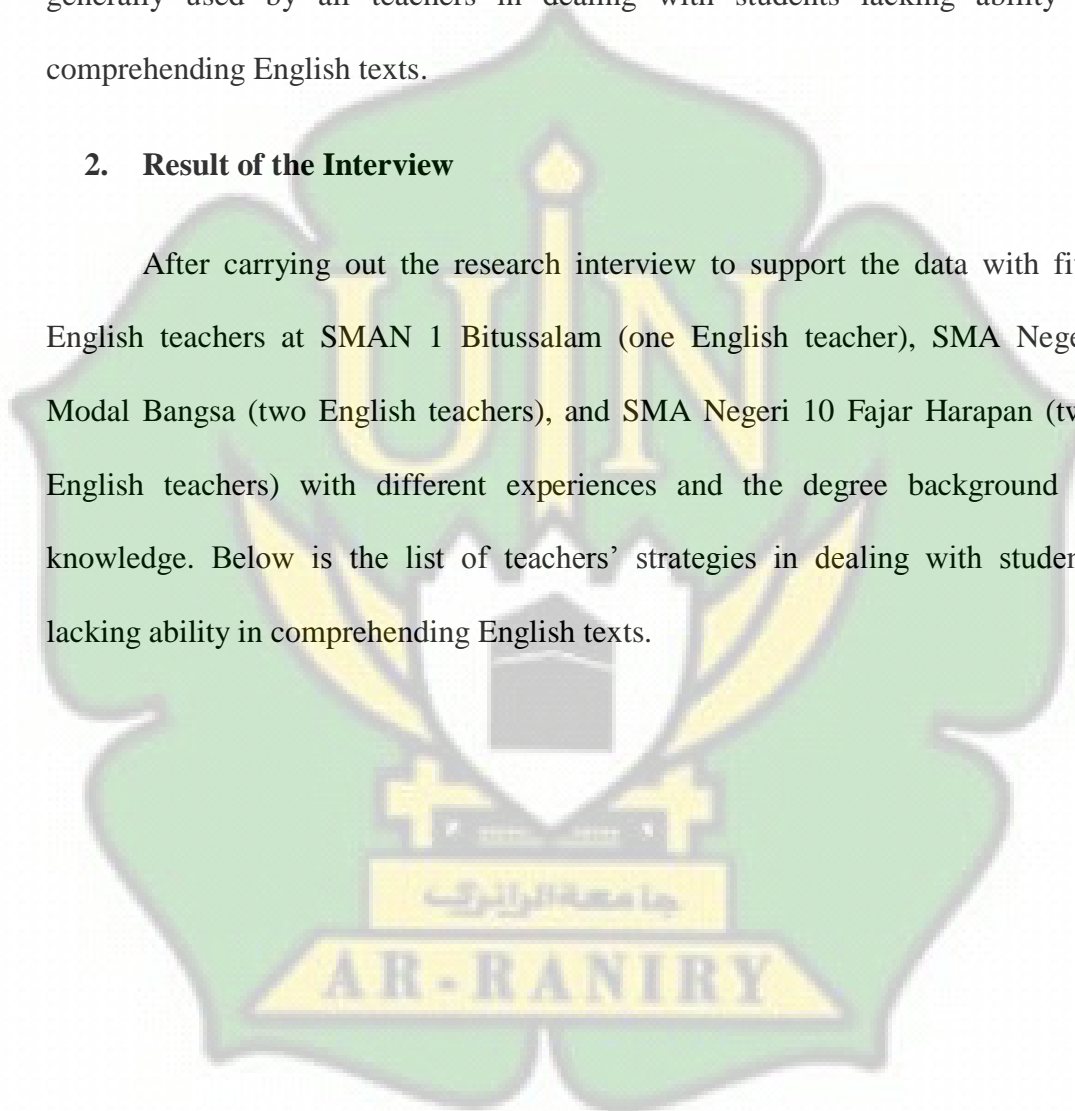
NO	Types of Teachers Strategy	Frequency					Means
		Never	Rarely	Sometimes	Often	Always	
16.	I instruct students to pay attention to the passage						

	in the text that require students to make inferences and develop inference skills.	0	0	2	49	9	4.11
17	In reading texts, I students to do individual tasks by reading the text to find information	0	2	9	31	18	4.08
18	I ask various questions about the reading text that I provide	0	1	1	35	5	4.03
19	I direct the students to know the meaning of the question by using the dictionary.	0	3	37	48	2	3.81
20.	I ask students to review the lesson by giving a conclusion about reading text that I provide.	0	2	11	46	1	3.76

Table 4.4 above clearly shows the mean (average) in the post-reading phase. Most of the averages are between 3 (sometimes) and 4 (often), and some fall into 4 and more, like in no 1, 2, and 3. This means that this strategy is generally used by all teachers in dealing with students lacking ability in comprehending English texts.

## **2. Result of the Interview**

After carrying out the research interview to support the data with five English teachers at SMAN 1 Bitussalam (one English teacher), SMA Negeri Modal Bangsa (two English teachers), and SMA Negeri 10 Fajar Harapan (two English teachers) with different experiences and the degree background of knowledge. Below is the list of teachers' strategies in dealing with students lacking ability in comprehending English texts.



**Table 4.5. Teachers Strategy in Dealing with Students Lacking Ability in Comprehending English Texts**

NO	SCHOOLS	Types of Teachers Strategy					
		Activate prior knowled ge	Predictin g	Rea ding Alo ud	Skim ming	Summ arizing	Questio ning
1.	MB	√	√	-	-	√	√
2.	FH	√	-	-	√	-	√
3.	BS	√	-	√	-	-	√

The table above shows that from the resulting interview. This study obtained information that the strategies in teaching reading comprehension are divided into three phases. Pre-reading, while reading, and Post-reading. So, there

are 6 types of activities used by English teachers in each phase to overcome students lacking the ability in comprehending English text. This strategy is very helpful for the students. In the pre-reading phase, the interviewed teachers stated that English teachers often activate students' background knowledge before reading. As expressed by the teachers. As expressed by the teachers

NH: *"Usually, I give students motivation first".*

RN: *"I give assignments to students to read first the material that will be delivered at the next meeting".*

HN: *"Firstly, I provide text, and the only thing I'm showing is the title".*

EF: *"In teaching reading, I usually give the pictures for the students related to the texts that will be discussed".*

The four excerpts above reveal that the teachers engage students in the process of learning in comprehending English texts by using the interesting way the teachers *activate prior knowledge to students* about something related to the lesson material. Hence, these strategies used by the teachers are very important to make students more aware of their thinking and to be active learners.

However, to make students could in developing the meaning of the texts read. One of the participants used predicting strategy. Predicting strategy is an important part of teaching students to make a connection between new information and what the students already know. For students to learn reading comprehension, the teacher applies the predicting strategy. This strategy can allow the students to easily understand the content of texts reading.

HN: *“Usually, the text that I give is in the form of title. They would to predict from the title of a text that I showed related to the text to be discussed.*

From the answer of the participants above, it can be concluded that the prediction strategy is very instrumental. Students are asked to *predict* related to the text that will be discussed in the reading text through titles, titles, pictures, and diagrams, to form opinions about the main topics that can appear in the reading text.

Another strategy in while reading contributed to teaching reading comprehension that was used by one of the participants is reading aloud. This strategy is applied by teachers often.

RN: *“Usually, I ask students to take turns reading different parts of the text aloud so their classmates can hear them”*

The above contains show that the teachers ask *students to take turns reading different parts of the text aloud* which can help students to increase fluency, strengthen understanding and build confidence.

Whereas, NH mentioned that skimming also can assist students in quickly completing reading material in order to grasp the gist of the text.

NH: *“I ask students to read and find the main idea of the text”.*

From the answers above, it can be concluded that using skimming would help students *find the main idea* of the text quickly and students can understand how the text is organized.

Another strategy found in post-reading used by English teachers in dealing with students lacking the ability in comprehending English text is summarizing. This strategy can help students identify the topic and the main idea, to make it easier to understand the text.

MT: *"I often give reading texts along with exercises. For example, there are 10 questions. First, I ask them to read the text. After that, I will ask them to answer the questions. So, from the information they read, they will be able to make their summary".*

The expression above include that before the students make *a summary*. The students must be able to identify the topic and the main idea, to make it easier to get the information from the texts.

In terms of other strategies, the participants reported that they generated questions to guide students more actively in the classroom and students easier to comprehend the reading texts given. Not only that, the students are free to express their opinion in front of the class. This is relevant to the interview answers that were given by the participants.

RN:” *I will also address the question of what they understand from the text”.*



MT:” *First, I ask them to read it. After that, I will ask them to answer the questions in the text”.*

EF:” *in each learning session, I usually always ask some questions to students”.*

The two excerpts above reveal that the teacher always give questions to students and answer the question about what they read. The teachers used this strategy because teachers have an important role to guided students more actively in the classroom.

***Table 4.6. The Obstacle English Teachers Faced in Dealing with Students Lacking Ability in Comprehending English Texts.***

		Obstacle English teachers		
NO	SCHOOLS	Lack of students Vocabulary	Motivation Students	Time constraints
1.	MB	√	-	-
2.	FH	-	√	√

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3.	BS	√	-	-
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Based on table 4.6. There are three obstacles faced by teachers in dealing with students lacking ability in comprehending English texts. Where the students still lacking in mastering vocabulary.

MT: *"I still found that students limited vocabulary".*

RN: *"Students' lack of mastering vocabulary makes them difficult to understand reading comprehension".*

The *limited vocabulary* of students will affect their reading comprehension ability. Students with a *lacking mastering vocabulary* will struggle to understand the content of the reading text, making it more difficult for them to obtain the information contained within.

Another problem is the lack of students' motivation. This is a significant obstacle to learning English. Motivation is one of the key factors to assist learners reading comprehension. This is relevant to the interview answers that has given by NH

NH: *"the students feel bored learning because they are not interested".*

It can be concluded that the students have difficulty in reading comprehension because they lack mastering vocabulary, lack of student

motivation. So that makes them unable to identify the meaning words of in reading text. Behind that, the students look passive in class when during learning activities and all of this becomes an obstacle faced by the teachers in teaching reading comprehension.

Besides, another problem faced by English teachers is time constraints for teaching, the time allocation provided material is not enough. This is relevant to the interview answers that has given by HN.

*HN: "the problem is a limited time because many students take a relatively long time to understand the reading."*

It can be concluded that this time allocation makes it difficult to manage between classes; the time allotted is insufficient for students to comprehend English texts, apply teaching ideas in the classroom, and further their professional development.

## **B. Discussion**

This part compares and contrasts the findings from the previous section with the research findings. The discussion focuses on the two research questions listed in chapter one.

1. What strategies are used by the teacher in dealing with students lacking the ability in comprehending English texts?

After based on research findings, this study found three-phase strategies in teaching reading comprehension. The first phase is pre-reading, the second is

while reading, and the last is post-reading. All of these strategies are generally often used by English teachers in dealing with students lacking ability in comprehending English texts.

This study is different from the research conducted (Apsari & Yana, 2015; Ahmad, 2016; Antoni, 2011). They showed that the teachers used previewing, vocabulary instruction, encouraging the use of the dictionary, discussing text types, and predicting in the pre-reading stage. In while reading, the teacher applied questioning, recitation, skimming, direct reading, re-telling text, discussing unknown words, and reading aloud. In post-reading they applied evaluating comprehension in particular tasks, questioning, reviewing, and follow-up strategy.

Similarly, some of those strategies from three previous studies were also found in this study such as; predicting, reading aloud, skimming, and questioning. In contrast, this study found other strategies in dealing with students lacking ability in comprehending English texts that are used by English teachers. Those strategies activate the knowledge of students in pre-reading. Meanwhile, in the post-reading phase, there was summarizing.

2. What are the obstacles English teachers face in dealing with students lacking the ability in comprehending English texts?

The result of this study found that the obstacle faced by English teachers in dealing with students lacking ability in comprehending English texts is the student's lack in mastering vocabulary, lack of motivation, and time constraints.

Rahmawati (2016), in his present study, revealed that the problem is divided into two parts. The first is a student's side, which explains that students' lack of vocabulary, causes them to read texts without understanding them and not knowing the instructions given by teachers. The next one is on the teachers' side, which is caused by ineffective strategy implementation by teachers in giving instruction or failing to prepare students to understand what they should do first. Interestingly, The research conducted by Novianti (2021), revealed that most of the challenges faced by teachers stemmed from the students' lack of vocabulary mastery, their motivation to be actively involved in class participation, limited teaching time, and lack of facilities.

In contrast, based on the finding from both research that there is no teacher's mistake in implementing the strategy. However, this study found similar obstacles faced by English teachers such as students' lack of vocabulary, lack of motivation, and time constraints.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

Based on the findings and discussion, this chapter presents the conclusion and recommendations. The findings and discussion would be summarized in this section. Meanwhile, the advice would be useful to a future researcher.

#### **A. Conclusion**

After discussing the findings, this study concluded that two main things about strategies and challenges. First, there are three-phase strategies used by English teachers in dealing with students lacking ability in comprehending English texts. The first is pre-reading, the second is while reading, and the last is post-reading. This study revealed that all these strategies are generally often used by teachers in dealing with students lacking ability in comprehending English texts. The study found that different English teachers used different strategies in dealing with students lacking ability in comprehending English texts. They are; predicting, reading aloud, skimming, and summarizing. However, most of them also have similar strategies namely; questioning and activating students' prior knowledge.

Second, the teachers face challenges are lack of students' vocabulary, lack of motivation, and time constraints in dealing with students lacking ability in comprehending English texts.



## **B. Recommendation**

Based on the results of the data obtained, the teacher must first ensure that there are students with different abilities in understanding reading comprehension. Suggestions for teachers are divided into three parts; Teachers are encouraged to be creative when deciding on the type of pre-reading strategy that can be used to activate students' background knowledge, such as pictures, videos, and so on. EFL teachers must improve the quality of their teaching materials while reading. In post-reading, teachers must devise novel strategies to keep students engaged in class and maintain tight control over classroom activities. However, this study is limited to focusing only on tenth-grade students in senior high schools. Therefore, future researcher needs to be done with a wider number of classes.

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## APPENDIX A

  
**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
Nomor : B - 993/Un.08/FTK/KP.07.6/01/2023

**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 meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-5705/Un.08/FTK/KP.07.6/4/2022 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang Undang Nomor 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 Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;

5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;

6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;

7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI

8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;

9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;

11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 04 Januari 2022

**MEMUTUSKAN**

Menetapkan :  
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: B-5705/Un.08/FTK/KP.07.6/4/2022 tanggal 25 April 2022

KEDUA : Menunjuk Saudara:

1. Dr. Jarjani, M.Sc., M.A. Sebagai Pembimbing Pertama

2. Fithriyah, S. Ag., M.Pd Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : Riva Purnama

NIM : 170203163

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Exploring Teachers' Strategy in Dealing with Senior High School Students' Lacking Ability in Comprehending English Text

KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;

KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2023/2024

KELIMA : 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: 11 Januari 2023  
Dekan,

  
Saiful Muluk

## APPENDIX B



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN  
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-5909/Un.08/FTK.1/TL.00/05/2022  
Lamp :-  
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

1. Kepala Sekolah SMAN 1 Baitussalam
2. Kepala Sekolah SMA Negeri Modal Bangsa
3. Kepala Sekolah SMA Negeri 10 Fajar Harapan Bangsa
4. Kepala Cabang Dinas Pendidikan Wilayah Kota Banda Aceh dan Aceh Besar

Assalamu'alaikum Wr.Wb.  
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : RIVA PURNAMA / 170203163  
Semester/Jurusan : X / Pendidikan Bahasa Inggris  
Alamat sekarang : Jl. Laks. Malahayati Gampoeng Kajhu, Kec. Baitussalam Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Exploring Teachers' Strategy in Dealing with Students Lacking Ability in Comprehending English Texts at Senior High School*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.


Banda Aceh, 13 Mei 2022  
an. Dekan  
Wakil Dekan Bidang Akademik dan  
Kelembagaan,



Berlaku sampai : 13 Juni 2022

Dr. M. Chalis, M.Ag.

## APPENDIX C



**PEMERINTAH ACEH**  
**DINAS PENDIDIKAN**  
**CABANG DINAS WILAYAH KOTA BANDA ACEH**  
**DAN KABUPATEN ACEH BESAR**

Alamat: Jalan Geuchik H. Abd. Jalil No. 1 Gampong Lamlagang, Kec. Banda Raya, Kota Banda Aceh KodePos: 23239  
Telepon: (0651) 7559512, Faksimile: (0651) 7559513 7559513, E-mail : [cabang.disdik1@gmail.com](mailto:cabang.disdik1@gmail.com)

---

### REKOMENDASI

Nomor: 421.3/G.1/ 1278/2022

Kepala Cabang Dinas Pendidikan Wilayah Kota Banda Aceh dan Kabupaten Aceh Besar dengan ini memberikan Rekomendasi kepada :

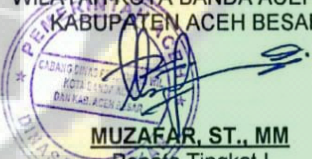
Nama	: Riva Purnama
NIM	: 170203163
Jurusan/Prodi	: Pendidikan Bahasa Inggris
Judul	: <i>Exploring Teacher's Strategy in Dealing with Student Lacking Ability in Cempreheding English Texts at Senior Hight School.</i>

Untuk mengumpulkan data dalam rangka penyusunan Skripsi di SMAN 1 Baitussalam, SMAN Modal Bangsa, dan SMAN 10 Fajar Harapan. Sesuai dengan surat dari Wakil Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor : B-5909/Un.08/FTK.1/TL/05/2022, tanggal 13 Mei 2022.

Demikianlah Rekomendasi ini dikeluarkan untuk dapat digunakan sebagaimana mestinya.

Banda Aceh, 19 Mei 2022

**KEPALA CABANG DINAS PENDIDIKAN**  
**WILAYAH KOTA BANDA ACEH DAN**  
**KABUPATEN ACEH BESAR,**

  
**MUZAFAR, ST., MM**  
Penata Tingkat I  
NIP. 19800710 201103 1 001  
ND. Nomor: 800/G.1/1243/2022 tanggal 13 Mei 2022



**AR-RANIRY**

CS Dipindai dengan CamScanner

## APPENDIX D





**PEMERINTAH ACEH**  
**DINAS PENDIDIKAN**  
**SMAN 10 FAJAR HARAPAN BANDA ACEH**

Jalan Fajar Harapan Ateuk Jawa Tel/Fax: 0651-7460433 Banda Aceh  
 E-mail: sman10@fajarharapan.sch.id Website: <http://fajarharapan.sch.id> Kode Pos: 23245

Banda Aceh, 6 Juni 2022

Nomor : 010/722/2022  
 Lampiran : -  
 Perihal : Telah Mengumpulkan Data

Yth. Wakil Dekan Fakultas Tarbiyah  
 Dan Keguruan UIN AR-Raniry  
 Darussalam Banda Aceh  
 di-  
 Banda Aceh.

Sehubungan surat saudara nomor : 13-5909/UN.08/FTK.I-TL.00/05/2022 Tanggal 13 Mei 2022 perihal Penelitian Ilmiah Mahasiswa maka dengan ini kami sampaikan bahwa:

Nama : Riva Purnama  
 NIM : 170203163  
 Prodi : Pendidikan Bahasa Inggris  
 Jenjang : S-1

Telah mengadakan penelitian/ mengumpulkan data pada SMA Negeri 10 Fajar Harapan Banda Aceh mulai Tanggal, 20 s.d 23 Mei 2022 dalam rangka penulisan skripsi dengan judul Exploring Teachers' Strategy in Dealing With Students Lacking Ability in Comprehending English Texts at Senior High School.

Demikian surat ini kami buat agar dapat dipergunakan seperlunya. Atas kerja sama yang baik, kami ucapkan terima kasih.




Dr. Anwar, S.Pd, M.Ed

Pembina

720621 199903 1 005

## APPENDIX E



PEMERINTAH ACEH  
DINAS PENDIDIKAN  
**SMA NEGERI I BAITUSSALAM**  
Jalan Lambaro Angan Desa klieng Cot Aron Kecamatan Baitussalam Kab Aceh Besar telp.(0651) 8051128  
Email: SMAN1baitussalamacehbesar@gmail.com Website: <http://sman1baitussalam.sch.id>

**SURAT KETERANGAN HASIL PENELITIAN**  
Nomor : 422.1/502/2022

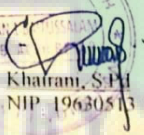
Sehubungan dengan Surat dari Wakil Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Nomor : B-5909/Un.08/FTK.1/TL.00/05/2022, Kepala SMA Negeri 1 Baitussalam Kabupaten Aceh Besar Provinsi Aceh, dengan ini menerangkan bahwa :


Nama	: Riva Purnama
NIM	: 170203163
Jurusan	: Pendidikan Bahasa Inggris
Universitas	: Islam Negeri Ar-Raniry

Benar yang namanya tersebut di atas telah melakukan Pengumpulan Data pada Sekolah Kami dari tanggal 25 Mei s/d 28 Mei yang berjudul :

*"Exploring Teachers' Strategy in Dealing With Students Lacking Ability in Comprehending English Texts at Senior High School".*

Demikianlah surat keterangan ini kami buat, untuk dipergunakan seperlunya.

Baitussalam, 10 Oktober 2022  
Kepala Sekolah,  
  
Khatrami, S.Pd  
NIP. 19630513 198512 2 003



## **APPENDIX F**

### **KUESIONER PENELITIAN "EXPLORING TEACHERS' STRATEGY IN DEALING WITH STUDENTS LACKING ABILITY IN COMPREHENDING ENGLISH TEXTS AT SENIOR HIGH SCHOOL"**

Questionnaire ini saya adaptasi dari Muhamed (2016)

Assalamualaikum wr. wb

Yth bapak/ibu Guru

Izinkan saya memperkenalkan diri. Nama saya Riva Purnama, mahasiswi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah UIN Ar-Raniry Banda Aceh, saat ini saya sedang melakukan penelitian yang berjudul “Exploring Teachers’ Strategy in Dealing with Students Lacking Ability in Comprehending English Texts at Senior High School” sebagai salah satu persyaratan untuk menyelesaikan tugas akhir Pendidikan Sarjana (S1). Untuk itu, saya memohon bantuan kepada bapak/ibu untuk berpartisipasi dalam mengisi questioner ini.

Terimakasih atas waktunya. Wassalamualaikum wr.wb.

#### **PETUNJUK**

1. Questioner ini di tujukan untuk guru bahasa inggris yang mengajar di SMA khususnya kelas X.
2. Questioner ini bertujuan untuk mengumpyulkan informasi terkait strategy guru dalam menangani siswa yang kemampuannya kurang dalam memahami teks bahasa inggris.
3. Pada questioner ini bapak/ibu diharapkan mengisi identitas dibawah dengan benar
4. Questioner ini di susun dengan menggunakan skala likert yaitu:
  1. Selalu = 5
  2. Sering = 4
  3. Kadang-kadang = 3
  4. Jarang = 2
  5. Tidak pernah = 1
5. Pilihlah salah satu dari lima jawaban yang di atas untuk questioner.

Atas kesediaan dan bantuan yang bapak/ibu berikan, saya ucapkan terimakasih

Wassalamualaikum wr.wb.



### Demographic information

Umur :

Jenis kelamin :

Pendidikan terakhir :

Mengajar sejak tahun :

A.	Pre-Reading Strategy	Score				
	Instruction					
1.	Dalam mengajar reading comprehension, saya memotivasi siswa tentang sesuatu yang berkaitan dengan lesson atau bahan pelajaran.	Selalu (1)	Sering (2)	Kadang-Kadang (3)	Jarang (4)	Tidak Pernah (5)
2.	Saya menjelaskan kepada siswa latar belakang sebelum masuk ke materi					
3.	Saya menyebutkan garis besar atau pokok-pokok bahan bacaan dan kegiatan yang akan dilakukan					
4.	Saya mencoba melibatkan siswa dalam proses belajar memahami teks					

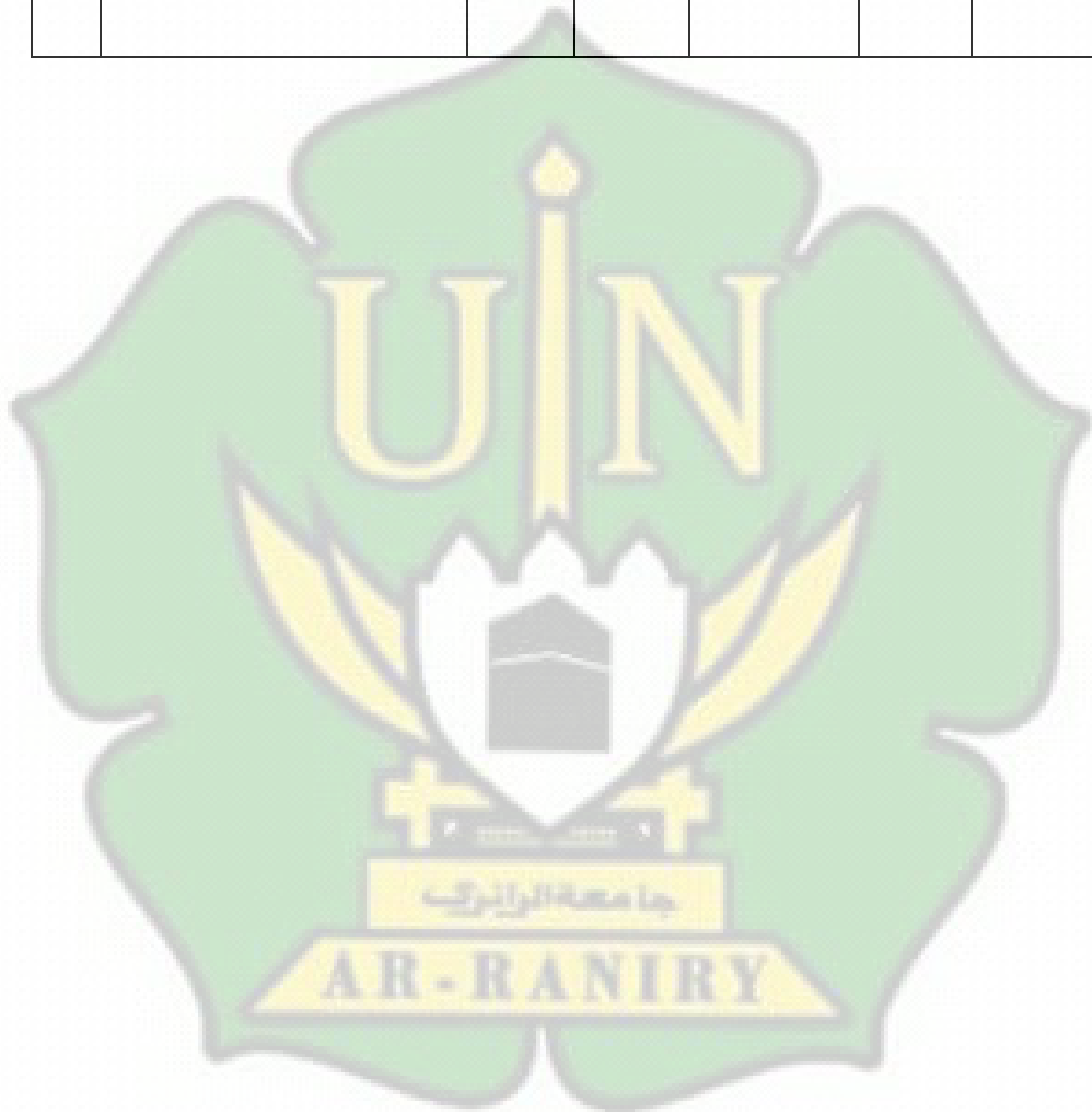
	bahasa Inggris dengan menggunakan kondisi yang menyenangkan seperti brainstorming					
5.	Sebelum masuk ke materi, saya berikan istilah kunci khusus untuk mengetahui materi yang akan dibahas.					
6.	Saya membantu siswa mendapatkan gambaran umum tentang organisasi teks dan isinya.					
7.	Dalam membaca teks, saya menekankan siswa untuk mempelajari kunci dari vocabulary.					
8.	Saya meminta siswa mendiskusikan dan menjelaskan jenis teks yang akan di bahas.					
9.	Saya mendorong siswa					

	untuk membuat pertanyaan tentang teks bacaan.					
10.	Untuk memudahkan siswa memahami teks bahasa Inggris, saya memberikan gambar terkait teks bacaan untuk memicu pengetahuan awal siswa.					
<b>B.</b>	<b>While Reading Strategy Instruction</b>					
1.	Saya menginstruksikan siswa untuk menghasilkan bacaan dengan lantang dan memeriksa pemahaman siswa tentang teks dengan mengajukan pertanyaan saat membacanya.					
2.	Saya meminta siswa untuk menerjemahkan teks bacaan di depan					

	kelas secara berpasangan					
3.	Dalam pengajaran membaca, saya menginstruksikan siswa untuk menemukan struktur umum teks.					
4.	Saya meminta siswa untuk mengidentifikasi kata-kata baru, menulis kata di papan tulis dan mengizinkan mereka menggunakan kamus untuk menemukan makna.					
5.	Dalam pengajaran membaca, saya meminta siswa untuk menceritakan kembali teks dengan menggunakan kata-kata mereka sendiri.					
<b>C</b>	<b>Post Reading Strategy Instruction</b>					
1.	Saya menginstruksikan siswa untuk					

	memperhatikan bagian dalam teks yang mengharuskan siswa untuk membuat kesimpulan dan mengembangkan keterampilan menyimpulkan.					
2.	Dalam membaca teks, siswa melakukan tugas individu dengan membaca teks untuk mencari informasi					
3.	Saya mengajukan berbagai pertanyaan tentang teks bacaan yang saya sediakan					
4.	Saya mengarahkan siswa untuk mengetahui arti pertanyaan dengan menggunakan kamus.					
5	Saya meminta siswa untuk mereview pelajaran					

	dengan memberikan kesimpulan tentang teks bacaan yang saya berikan					



### TEACHERS DEMOGRAPHIC

NO	Participants	Gender	Age	Last Education	Start Teaching
1.	P1	Female	40	S1	2001
2.	P2	Male	42	S1	2007
3.	P3	Female	48	S1	2003
4.	P4	Female	46	S1	2000
5.	P5	Female	39	S1	2004
6.	P6	Female	40	S2	2006
7.	P7	Male	32	S1	2009
8.	P8	Female	48	S2	1994
9.	P9	Male	48	S1	1996
10.	P10	Male	53	S1	1994
11.	P11	Male	40	S2	2008
12.	P12	Female	46	S1	2000
13.	P13	Female	35	S1	2012
14.	P14	Female	51	S2	1997
15.	P15	Female	53	S1	1993
16.	P16	Female	30	S1	2017
17.	P17	Male	34	S1	2013
18.	P18	Male	50	S1	1997
19.	P19	Female	48	S1	2003
20.	P20	Female	44	S1	2008
21.	P21	Female	39	S1	2004



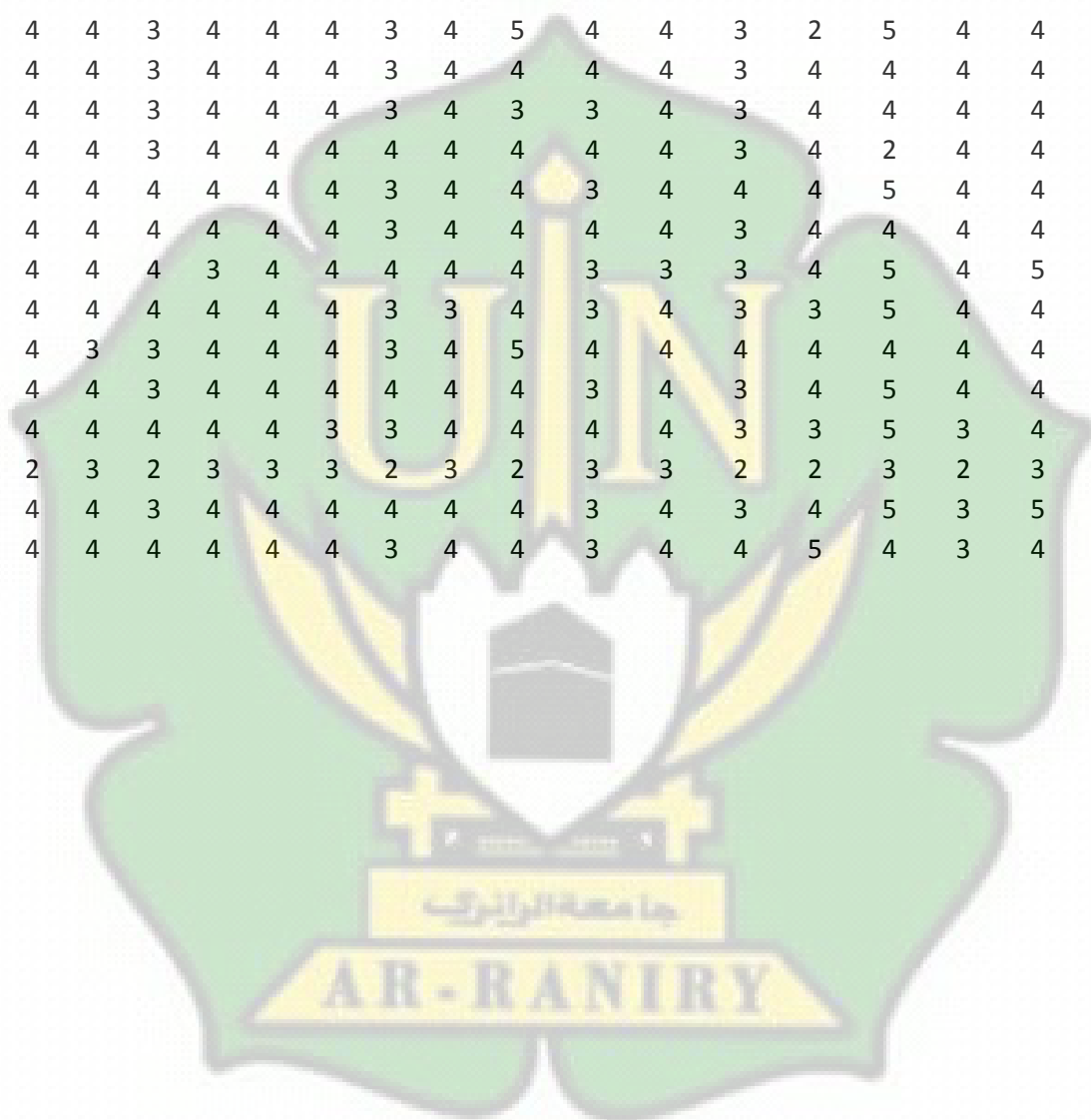
22.	P22	Female	34	S1	2006
23.	P23	Female	35	S1	2016
24.	P24	Female	38	S2	2006
25.	P25	Male	41	S1	2005
26.	P26	Male	25	S1	2018
27.	P27	Female	22	S1	2022
28.	P28	Female	31	S1	2018
29.	P29	Male	28	S1	2017
30.	P30	Female	40	S2	2006
31.	P31	Male	32	S1	2009
32.	P32	Female	43	S1	2007
33.	P33	Male	46	S2	2008
34.	P34	Male	50	S1	2000
35.	P35	Female	35	S1	2015
36.	P36	Female	33	S1	2017
37.	P37	Female	27	S1	2019
38.	P38	Female	32	S1	2011
39.	P39	Male	30	S1	2015
40.	P40	Female	29	S1	2019
41.	P41	Male	36	S1	2012
42.	P42	Male	53	S1	1994
43.	P43	Male	42	S1	2009
44.	P44	Female	38	S1	2014
45.	P45	Male	45	S1	2001

46.	P46	Female	36	S1	2016
47.	P47	Male	34	S1	2011
48.	P48	Male	40	S1	2008
49.	P49	Female	37	S1	2013
50.	P50	Male	42	S1	2006
51.	P51	Female	28	S1	2019
52.	P52	Male	31	S1	2013
53.	P53	Male	45	S1	2004
54.	P54	Female	40	S2	2006
55.	P55	Male	33	S1	2010
56.	P56	Female	42	S1	2005
57.	P57	Male	44	S1	2004
58.	P58	Male	26	S1	2020
59.	P59	Female	45	S1	2002
60.	P60	Female	38	S1	2010
61.	P61	Female	41	S1	2011
62.	P62	Female	33	S1	2014
63.	P63	Male	27	S1	2016
64.	P64	Female	29	S1	2015
65.	P65	Male	39	S1	2007

# TABULASI DATA

Participants	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20
P1	5	4	4	4	4	4	4	4	4	4	3	4	4	4	3	4	5	4	4	4
P2	4	4	4	4	4	5	4	3	4	4	4	4	3	3	4	4	4	5	4	4
P3	4	4	4	3	4	4	3	4	3	4	4	4	2	4	5	2	4	5	3	4
P4	3	4	4	4	4	4	3	4	4	4	3	5	3	3	5	4	5	5	4	4
P5	4	4	4	4	4	4	3	3	5	4	4	4	3	4	5	4	4	4	2	4
P6	4	4	4	4	4	4	3	3	4	3	4	4	4	4	5	4	4	5	4	4
P7	3	4	4	4	4	4	4	3	4	4	4	4	3	3	5	3	4	5	2	4
P8	5	2	4	3	4	4	4	4	4	4	4	4	4	4	4	3	4	5	4	4
P9	4	4	5	4	4	4	4	5	4	4	4	4	5	4	5	4	4	5	3	5
P10	4	4	4	4	4	3	3	4	3	5	4	4	2	3	5	5	4	4	4	4
P11	4	4	4	4	4	4	3	4	4	4	4	4	3	4	4	4	5	4	5	4
P12	4	4	4	4	4	4	4	4	4	4	5	4	3	2	5	4	4	5	4	4
P13	4	4	3	4	4	4	4	3	4	4	4	4	3	4	5	4	5	4	4	4
P14	4	4	4	3	4	3	4	4	4	4	4	3	4	2	4	4	4	5	4	4
P15	4	4	3	3	3	4	4	3	4	4	3	4	3	4	5	4	4	4	4	4
P16	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
P17	4	4	3	2	4	4	4	3	4	5	4	4	5	2	5	3	4	5	4	4
P18	4	4	4	4	4	4	4	4	4	4	4	4	3	4	5	4	4	4	4	4
P19	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4
P20	5	4	4	4	4	5	4	3	4	4	4	4	4	4	5	3	4	5	4	5
P21	4	3	4	4	4	4	4	4	4	4	4	3	4	2	5	4	5	4	4	4
P22	3	4	4	2	4	4	4	3	4	4	4	4	3	4	4	4	4	5	3	4
P23	3	4	4	4	4	4	4	4	4	4	4	4	4	3	5	3	4	5	4	4
P24	4	2	4	4	4	4	4	4	4	4	3	4	5	4	5	4	4	5	4	4
P25	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4
P26	4	4	3	4	4	4	4	4	4	4	4	4	3	4	5	4	4	3	4	4
P27	5	4	4	3	4	4	4	2	4	4	4	4	4	3	5	4	4	4	4	4
P28	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	5	4	4
P29	4	4	4	3	4	4	4	3	4	4	4	4	3	3	5	4	4	4	4	4
P30	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4
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P39	4	4	4	4	4	4	4	3	4	4	3	4	4	4	4	4	4	4	4	4
P40	4	4	4	4	4	4	3	3	3	4	3	4	4	4	5	3	3	4	4	4

P41	4	4	4	4	4	4	4	4	4	4	3	4	4	4	5	4	4	4	4
P42	4	4	4	3	4	4	4	4	4	4	4	4	4	4	5	4	4	3	3
P43	4	4	4	4	4	4	4	3	4	4	3	4	3	4	4	4	4	4	4
P44	4	4	4	4	4	4	4	4	4	4	3	4	3	3	5	4	4	4	4
P45	5	4	4	4	4	4	5	5	4	4	5	4	4	3	5	4	4	4	5
P46	4	4	4	4	4	4	4	3	4	4	3	4	4	5	5	4	4	4	4
P47	4	4	4	3	4	4	4	3	4	5	4	4	3	2	5	4	4	2	4
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P49	4	4	4	3	4	4	4	3	4	3	3	4	3	4	4	4	4	3	4
P50	4	4	4	3	4	4	4	4	4	4	4	4	3	4	2	4	4	3	4
P51	4	4	4	4	4	4	4	3	4	4	3	4	4	4	5	4	4	4	4
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P56	4	4	4	3	4	4	4	4	4	4	3	4	3	4	5	4	4	3	4
P57	4	4	4	4	4	4	3	3	4	4	4	4	3	3	5	3	4	4	4
P58	3	2	3	2	3	3	3	2	3	2	3	3	2	2	3	2	3	2	2
P59	4	4	4	3	4	4	4	4	4	4	3	4	3	4	5	3	5	4	3
P60	3	4	4	4	4	4	4	3	4	4	3	4	4	5	4	3	4	3	4



**Table 3. The answer teachers used pre-reading strategy instruction**

No	Types of Teachers Strategy	Always		Often		Sometimes		Rarely		Never		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
	S1	5	8,3	48	80	7	11,6	0	0	0	0	60	100
	S2	0	0	55	91,6	2	3,33	3	5	0	0	60	100
	S3	1	1,66	52	86,6	7	11,6	0	0	0	0	60	100
	S4	1	1,66	41	68,3	14	23,3	4	6,66	0	0	60	100
	S5	0	0	57	95	3	5	0	0	0	0	60	100
	S6	2	2,33	53	88,3	5	8,33	0	0	0	0	60	100
	S7	1	1,66	46	76,6	13	21,6	0	0	0	0	60	100
	S8	2	2,33	28	46,6	27	45	3	5	0	0	60	100
	S9	1	1,66	52	86,6	7	11,6	0	0	0	0	60	100
	S10	6	10	50	83,3	3	5	1	1,66	0	0	60	100
	<b>Total</b>	<b>19</b>		<b>48</b>		<b>88</b>		<b>11</b>		<b>0</b>		<b>600</b>	

**Table 3. The answer teachers used while reading strategy instruction**

No	Types of Teachers Strategy	Always		Often		Sometimes		Rarely		Never		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
	S11	4	6,66	35	58,33	20	33,33	1	1,66	0	0	60	100
	S12	2	3,33	53	88,33	5	8,33	0	0	0	0	60	100
	S13	5	8,33	23	38,33	28	46,66	4	6,66	0	0	60	100
	S14	5	8,33	38	63,33	11	18,33	6	10	0	0	60	100
	S15	35	58,33	21	35	3	5	1	1,66	0	0	60	100
	<b>Total</b>	<b>51</b>		<b>170</b>		<b>67</b>		<b>12</b>		<b>0</b>		<b>300</b>	

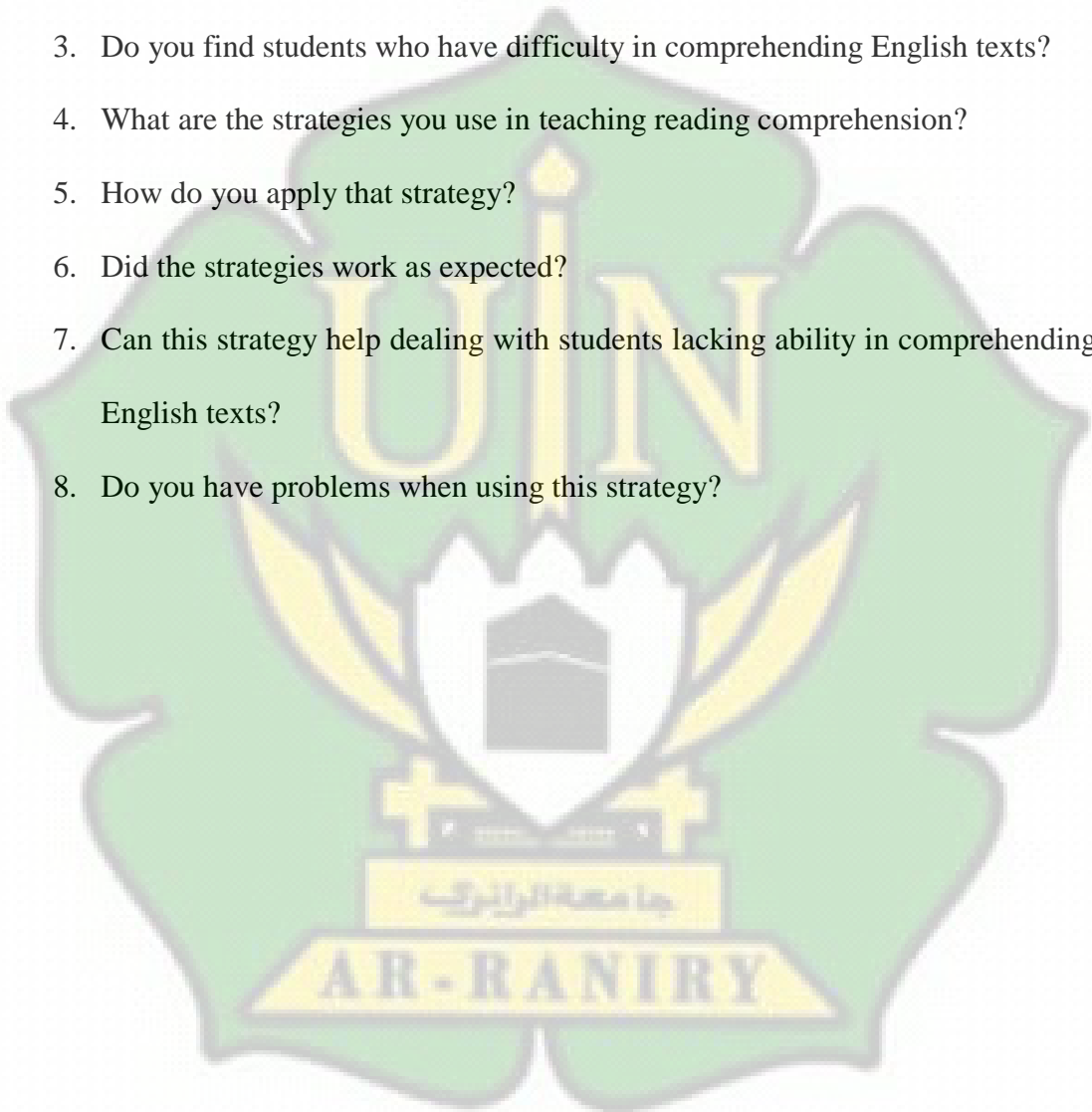
**Table 3. The answer teachers used post-reading strategy instruction**

No	Types of Teachers Strategy	Always		Often		Sometimes		Rarely		Never		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
	S16	1	1,66	46	76,6	11	18,3	2	3,33	0	0	60	100
	S17	9	15	49	81,6	2	3,33	0	0	0	0	60	100
	S18	18	30	31	51,6	9	15	2	3,33	0	0	60	100
	S19	2	3,33	48	80	7	11,6	3	5	0	0	60	100
	S20	5	5	53	88,3	1	1,66	1	1,66	0	0	60	100
	<b>Total</b>	<b>35</b>		<b>227</b>		<b>19</b>		<b>8</b>		<b>0</b>		<b>300</b>	



## INTERVIEW QUESTION SHEET

1. Do you like teaching English?
2. Have you ever attended training in teaching English?
3. Do you find students who have difficulty in comprehending English texts?
4. What are the strategies you use in teaching reading comprehension?
5. How do you apply that strategy?
6. Did the strategies work as expected?
7. Can this strategy help dealing with students lacking ability in comprehending English texts?
8. Do you have problems when using this strategy?



## INTERVIEW TRANSCRIPT

**Nama Guru** : NH (P1)  
**Umur** : 40  
**Jenis Kelamin** : PR  
**Pendidikan Terakhir** : S2 of University Sains Malaysia Penang  
**Tahun Mengajar di Sekolah** : 2006

Questions	Answers
1. Apakah anda suka mengajar bahasa inggris?	Ya, tentu. Bahasa inggris dirumah saya sudah menjadi bahasa kedua karena bahasa inggris memang bahasa favorit dari sejak masa SMA.
2. Apakah anda pernah mengikuti training tentang mengajar bahasa inggris?	Pernah, yaitu training MGMP yang dibuat oleh dinas sekitar 2 tahun yang lalu.
3. Apakah anda ada menemukan siswa yang kesulitan dalam memahami teks bahasa inggris?	Ya. Dalam pembelajaran bahasa inggris, menurut mereka yang paling boring itu belajar reading teks karena mereka kurang interest sehingga membuat mereka tidak suka.
4. Apa strategi yang anda gunakan untuk menangani siswa yang kesulitan dalam memahami teks bahasa inggris?	Saya banyak menemukan siswa yang kurang interest dalam belajar. Jadi sebelum memulai pembelajaran itu, saya memberikan motivasi terhadap siswa terlebih dahulu. Kemudian, siswa membaca teks dan menemukan main

	idea dari teks tersebut.
5. Bagaimana anda mengimplementasikan strategi tersebut?	sebelum memulai pembelajaran itu, saya memberikan motivasi terhadap siswa terlebih dahulu. Kemudian, saya memberikan teks yang tidak terlalu panjang. setelah itu, saya meminta siswa untuk membaca dan menemukan main idea dari teks tersebut.
6. Apakah strategi tersebut berjalan sesuai dengan harapan anda?	Ya, sejauh ini berjalan ya sesai dengan yang di harapkan karena dapat membuat mereka active.
7. Dapatkah strategi ini membantu menangani siswa yang kurang mampu dalam memahami teks bahasa inggris?	Tentu sangat membantu.
8. Apakah anda mengalami masalah saat menggunakan strategy ini?	Kalau untuk ke strategy nya sih tidak ada masalah.

**Nama Guru** : EF (P2)  
**Umur** : 46  
**Jenis Kelamin** : PR  
**Pendidikan Terakhir** : S2 Australia  
**Tahun Mengajar di Sekolah** : 2015

Question	Answer
1. Apakah anda suka mengajar bahasa inggris?	Ya, saya suka.
2. Apakah anda pernah mengikuti training tentang mengajar bahasa inggris?	Pernah.
3. Apakah anda ada menemukan siswa yang kesulitan dalam memahami teks bahasa inggris?	Lumayan banyak ya. Kesulitan yang paling dasar dari dulu saya lihat memang dari vocabularinya. Karena kan pada reading comprehension yang paling utama sekali itu harus bisa memahami teks reading. jadi kebanyakan siswa itu vocab nya kurang sehingga membuat mereka kesulitan dalam memahami teks reading.
4. Apa strategi yang anda gunakan untuk menangani siswa yang kesulitan dalam	Saya sering memberikan media berupa gambar yang berkaitan teks yang akan di

memahami teks bahasa inggris?	bahas.
5. Bagaimana anda mengimplementasikan strategi tersebut?	<p>Pertama itu, saya berikan gambar ke siswa yang berkaitan dengan teks.setelah itu saya mengarahkan anak-anak pada topik yang akan saya jelaskan.contohnya gambar itu tentang siklus kehidupan burung. Jadi, saya berikan gambar burung. Lalu nantinya saya akan mengajukan beberapa pertanyaan umum yang sangat mudah berkaitan dengan teks yang akan di bahas. Setelah itu baru saya bagikan teks pada mereka dan menyuruh mereka membaca dan memahami teks tersebut. Selanjutnya, saya juga akan ajukan pertanyaan tentang apa yang mereka sudah pahami dari teks tersebut. Jadi, di setiap sesi pembelajaran itu, saya biasanya selalu mengajukan beberapa pertanyaan kepada siswa.</p>
6. Apakah strategi tersebut berjalan sesuai dengan harapan anda?	<p>Dan itu selalu berkembang, jadi kalau saya katakan itu sesuai untuk kelas yang lain hal itu belum tentu sesuai karena dalam</p>

	<p>satu kelas itu kompetensi anak berbeda, jadi kalau tidak berhasil dengan cara ini, kita akan follow up lagi dengan cara yang lebih supportive lagi.</p>
<p>7. Dapatkah strategi ini membantu menangani siswa yang kurang mampu dalam memahami teks bahasa inggris?</p>	<p>Of course, karena ibaratnya disini saya sudah sediakan prior knowledgenya. Jadi, sudah ada kosakata awal dan pemahaman awal sehingga akan membuat mereka lebih confident ketika memahami bacaan.</p>
<p>8. Apakah anda mengalami masalah saat menggunakan strategy ini?</p>	<p>kita harus mampu mengenali kemampuan siswa di kelas. Namun, kalau dari strategy sendiri mostly tidak ada masalah.</p>

**Nama Guru** : MT (P3)

**Umur** : 46

**Jenis Kelamin** : LK

**Pendidikan Terakhir** : S2 Unsyiah

**Tahun Mengajar di Sekolah** : 2005

Question	Answer
1. Apakah anda suka mengajar bahasa inggris?	Ya, sudah pasti suka.
2. Apakah anda pernah mengikuti training tentang mengajar bahasa inggris?	Pernah. Salah satunya terkait pembekalan mengajar tentang ujian nasional bahasa inggris
3. Apakah anda ada menemukan siswa yang kesulitan dalam memahami teks bahasa inggris?	ya, itu sudah pasti ada terkait reading comprehension umumnya terkait kesulitan vocabulary dan saya banyak menemukan siswa yang limited vocabularynya.
4. Apa strategi yang anda gunakan untuk menangani siswa yang kesulitan dalam memahami teks bahasa inggris?	Strategi yang biasanya untuk mengatasi kesulitan siswa dalam reading comprehension ini seperti ya kita tingkatkan dalam hal summarizing kemudian memahami struktur teks.
5. Bagaimana anda mengimplementasikan strategi tersebut?	Biasanya, di awal pembelajaran itu, saya berikan motivasi pada mereka. Setelah



	<p>itu saya memberikan teks dan meminta siswa untuk membacanya. Kemudian, saya fokuskan siswa pada how to identify the topic, main idea, dengan tujuan agar memudahkan dalam memahami teks. Selanjutnya, saya memberikan bacaan kepada siswa. Pertama, saya minta mereka untuk membacanya. setelah itu, mereka akan saya suruh untuk menjawab pertanyaan yang ada pada teks tersebut. Nah, dari informasi yang mereka baca, mereka akan membuat kesimpulan.</p>
6. Apakah strategi tersebut berjalan sesuai dengan harapan anda?	<p>Ya, Alhamdulillah berjalan sesuai dengan yang di harapkan dan ini di pengaruhi oleh prior knowledge mereka lumayan bagus dalam bahasa inggris.</p>
7. Dapatkah strategi ini membantu menangani siswa yang kurang mampu dalam memahami teks bahasa inggris?	<p>Iya, karena siswa tidak hanya di ajarkan membaca. Tetapi mereka juga di ajarkan bagaimana menentukan main ide, the topic dari suatu teks.</p>
8. Apakah anda mengalami masalah saat menggunakan strategy ini?	<p>tidak ada masalah, sejauh ini berjalan sesuai dengan yang di harapkan.</p>

**Nama Guru** : HN (P4)

**Umur** : 36-37

**Jenis Kelamin** : PR

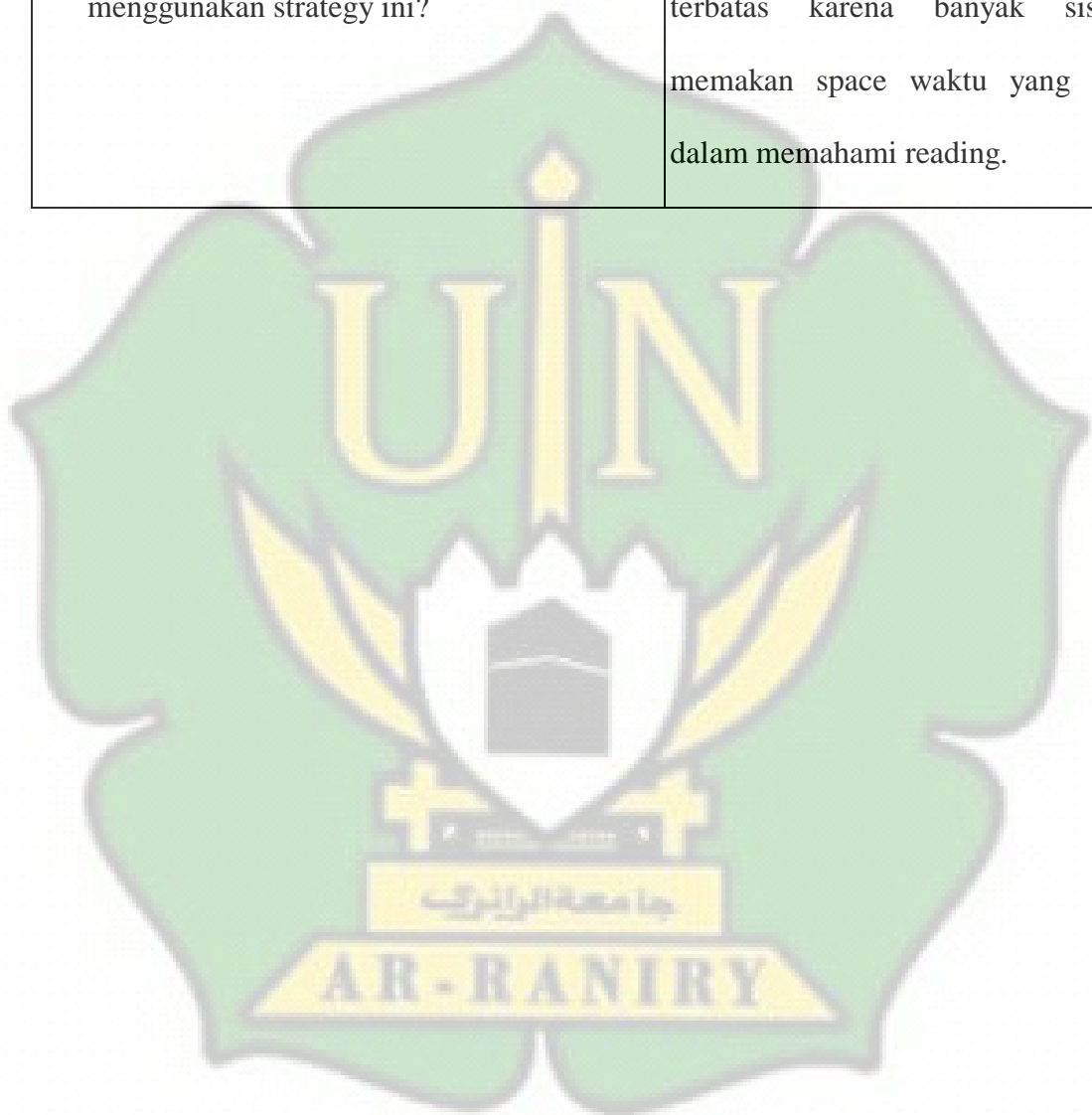
**Pendidikan Terakhir** : S1 Unsyiah

**Tahun Mengajar di Sekolah** : 2007

Question	Answer
1. Apakah anda suka mengajar bahasa inggris?	itu pasti ya, awalnya dulu memang saya kurang suka. Namun, sekarang saya menyukainya karena sudah emnjadi kebiasaan
2. Apakah anda pernah mengikuti training tentang mengajar bahasa inggris?	Pernah. Ada beberapa kali dengan kemendikbud di Jakarta.
3. Apakah anda menemukan siswa yang kesulitan dalam memahami teks bahasa inggris?	Ada banyak sih, tapi tergantung kalo kelas 1 lebih dominan, kelas 2 sudah sedikit berkurang, dan kelas 3 sudah mulai lancar.
4. Apa strategi yang anda gunakan untuk menangani siswa yang kesulitan dalam memahami teks bahasa inggris?	I do brainstorming biasanya di awal agar anak-anak tidak memikirkan yang lain kan. Dan tujuannya membuat anak mereka iti fokus pada satu topic yang akan kita bahas.lanjut dengan membaca teks dan sesi pertanyaan.
5. Bagaimana anda mengimplementasikan strategi tersebut?	saya memberikan teks dan itu hanya judul yang saya perlihatkan. setelah menebak

	<p>tentang judul tersebut terkait teks yang akan di bahas. Kemudian, saya meminta mereka membaca, dan setelah itu tanya jawab tentang teks tersebut. Langkah selanjutnya itu, saya memberikan teks dan membagikan kelompok secara berpasang-pasangan. Lalu saya meminta mereka untuk menjawab pertanyaan yang saya berikan.. Nah,nanti ketika mereka menjawab,,mereka akan menyatukan jawaban nya dengan dengan kelompok lain. Setelah itu, saya memberitahukan jawabanya dan mereka berdiskusi sesama pasangannya apakah jawabannya sesuai ataupun tidak. Dan yang terakhir saya akan memberikan latihan reading jawab sendiri dan tanpa teman.</p>
<p>6. Apakah strategi tersebut berjalan sesuai dengan harapan anda?</p>	<p>berjalan sesuai dengan yang di harapkan karena mungkin saya sudah terbiasa menerapkan strategy tersebut</p>
<p>7. Dapatkah strategi ini membantu menangani siswa yang kurang mampu dalam</p>	<p>Sangat membantu karena kelas 1 kekurangannya di vocabulary. Basicnya</p>

memahami teks bahasa inggris?	amereka lebih kuat ke extra dan banyak diantara mereka vocabnya tidak tahu.
8. Apakah anda mengalami masalah saat menggunakan strategy ini?	untuk masalahnya itu lebih ke waktu yang terbatas karena banyak siswa yang memakan space waktu yang agak lama dalam memahami reading.



**Nama Guru** : RN (P5)  
**Umur** : 46-47  
**Jenis Kelamin** : PR  
**Pendidikan Terakhir** : S1 Unsyiah  
**Tahun Mengajar di Sekolah** : 2003

Question	Answer
1. Apakah anda suka mengajar bahasa inggris?	Ya, suka karena belajar bahasa inggris itu menyenangkan kalau menurut saya sih..
2. Apakah anda pernah mengikuti training tentang mengajar bahasa inggris?	pernah, 2 tahun yang lalu.
3. Apakah anda menemukan siswa yang kesulitan dalam memahami teks bahasa inggris?	Tentu ada ya, karena banyak dintar mereka yang masih kurang vocabularynya sehingga menyulitkan mereka dalam memahami teks bahasa inggris.
4. Apa strategi yang anda gunakan untuk menangani siswa yang kesulitan dalam memahami teks bahasa inggris?	Biasanya, saya meminta siswa untuk bergiliran membaca bagian yang berbeda dari teks dengan lantang sehingga teman sekelas mereka bisa kedengar.
5. Bagaimana anda mengimplementasikan strategi tersebut?	Saya memberikan tugas kepada siswa untuk membaca lebih dulu materi yang akan disampaikan di pertemuan selanjutnya. Setelah itu, saya meminta

	<p>mereka untuk bergeliran membaca bagian yang berbeda dari teks dengan lantang sehingga teman sekelas mereka bisa ke dengar. Setelah itu, saya akan mengajukan pertanyaa terkait apa yang sudah mereka dapatkan dan pahami dari teks tersebut.</p>
6. Apakah strategi tersebut berjalan sesuai dengan harapan anda?	Sejauh ini berjalan sesuai dengan harapan saya.
7. Dapatkah strategi ini membantu menangani siswa yang kurang mampu dalam memahami teks bahasa inggris?	Ya, sudah pasti karena strategi ini juga sangat membantu siswa.
8. Apakah anda mengalami masalah saat menggunakan strategy ini?	Sejauh ini aman- aman saja dan tidak ada masalah.

## APPENDIX G

### RESEARCH DOCUMENTATION







