

**THE ANALYSIS OF TEACHERS' PERCEIVED EFFECTIVE STRATEGIES IN
TEACHING READING**

(A Study at MAS Al Falah Aceh Besar)

THESIS

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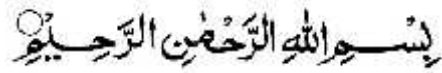
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Finally, I believed that this thesis was far from perfect and need to be criticized in order to be useful especially for Department of English Language Education of UIN Ar-Raniry.

Banda Aceh, Januari 2018

Inas Ghalda

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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 didalamnya akan menjadi sepenuhnya tanggung jawab saya.

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ABSTRACT

Inas Ghalda : The Analysis of Teachers' Perceived Effective Strategies in Teaching Reading

Advisor : Dr. T. Zulfikar, M.Ed

: Dr. Maskur, M.A

Keywords : Teachers' Perceptions, Effective Teaching Reading Strategies

The objectives of this research are to find out the teachers' perceived effective teaching reading strategies at second grade of senior high school MAS Al Falah Aceh Besar and to know the effective strategies that the teachers used in teaching reading. This was qualitative research. The research took 4 participants from the English teachers. The data were collected of this research was collected through observations and interviews. I used analytic process by McCracken to analyze the data. The result of data analysis showed there were four effective strategies that English teachers used during teaching reading. It was concluded based on the data I got from the participants. The final findings of this research there were four effective strategies and perceptions in teaching reading in MAS Al Falah at second grade of senior high school those are: memorizing, question answer relationship, game, and discussion. Furthermore, the results indicated that teachers' perceptions and strategies about effective strategies in teaching reading was significant and suitable to support English learning in the schools. The research findings also showed the positive effects from the use of the strategies that were mentioned before. Finally, based on the findings of the research I gave some suggestions and I hope this research will be useful for improving education in Indonesia.

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is an essential part of language learning in every level. Reading activities can support the learners in learning English in several ways. For instance, the learners may do reading activities in order to master the language. In this case, they used reading material as a language input. By giving students the reading materials, the teachers provide the opportunities for students to gain vocabulary, grammar, sentence structure, and others. Moreover, for Indonesian students this is a bridge in understanding scientific books. Since they have lack of knowledge in English, they often encounter difficulties in reading the English books.

Grabe and Stoller (2011:3) state “reading is the ability to draw meaning from the printed page and interpret this information appropriately”. It means that without having good reading skill, the students cannot understand the English text easily. In education, reading skill is one of requirements for the students to comprehend the material during learning process. For instance, when the students have an examination, the test is given in reading text form. If the students have a good skill in reading, they can understand the text easily and answer the question based on their understanding of the text. Furthermore, by mastering reading skill, students can

practice self-learning to gain more worth information and knowledge to increase their competence in English.

Reading is very important for English learners because reading can improve their knowledge, vocabulary, and information. From reading process, English learners also learn about foreign language, people's habit and culture. When learners want to learn a language, they have to learn about the habit and the culture of the target language first, to make them easy in learning the foreign language.

In 1994, Indonesia has established English as one of primary lessons in elementary school in the fourth, fifth and sixth grades. English as a foreign language is used as an instruction at school, there are many students think that English is the most difficult subject. A successful English learner is a person who mastered all of English skills. In teaching and learning process, most of the teachers in Indonesia have some problems; one of them is the strategy in teaching reading.

According to Aswan (2010), teaching strategy is a teacher's plan in teaching and learning process to achieve the goals. On the other words, teaching strategies are the approaches in teaching the students. The teachers have to apply the appropriate strategy to balance between the method and the way that the teacher uses of the method in teaching the material.

Nunan (1999:249) said that "success in teaching depends on several factors; one of them is teaching strategies. In fact, it is probably true to say that teachers should spend more time in teaching reading than other skills". In teaching learning activities, sometimes, there

are factors that affect students' ability in reading English texts in the classroom. One of them is that they fail in comprehending the reading passages.

Based on the statement above, the teachers should have effective strategies to make the students ready to read. By applying the correct strategies in teaching and learning process, the teachers are able to evoke the students' confidence to read the text comprehensively.

Finally, based on the phenomenon above, it showed that strategy in teaching and learning process is crucial. In addition, teachers' strategy is one of the crucial factors which influence the success in teaching reading. For this reason I would like to interview the teachers to find out their perceptions on effective strategies in teaching reading.

B. Research Questions

1. What are the teachers' perceptions on the effective teaching reading strategies?
2. What strategies do teachers use actually during their teaching reading?

C. The Aim of the Study

Based the research question above, I want to analyze:

1. The teachers' perceptions on the effective teaching reading strategies.
2. The strategies that teachers use in their teaching reading.

D. Significance of the Study

The result of this research is expected to help teachers to teach well and students to read English texts correctly and effectively. For students, the finding of the research can be used as a new reference to learn English, especially reading. They can know various

strategies in teaching reading and they can choose one of the effective strategies that are used by the teachers to comprehend the reading passage.

Meanwhile, for English teachers, the findings are expected to give the contribution that can be transferred to learners based on their characteristics. By considering of this statement, each student may employ the different strategies, the teachers choose one of the strategies in teaching reading to be implemented in the classrooms.

E. Terminology

1. Analysis

According to Meriam Webster Dictionary, analysis is a detailed examination of anything complex in order to understand. It is nature or to determine its essential features; a thorough study.

2. Teachers' Perceptions

Teachers' perceptions are the way the teachers define something based on their point of view. Perception is the ability to see, hear, or become aware of something through the senses. It can be defined as a process which involves seeing, receiving, selecting, organising, interpreting and giving meaning to the environment. In other words, perception is the intellectual process. So, teachers' perception is an idea that the teachers believed about something based on their background knowledge.

3. Teaching reading

Teaching reading is a complex process. The best teachers develop an extensive knowledge base and draw on a repertoire of strategies for working with struggling students.

To dig deeper, visit other sections of the website, including Vocabulary, Fluency, and Comprehension. (Meriam Webster Dictionary).

4. Reading Strategies

English learners always need strategies to read all of the materials in English lesson. Reading strategies are the strategies or the ways that are given by the teachers for all the students that explain how to read the materials or the English reading passages easily and understand them comprehensively. It is important to help the readers to improve reading comprehension in learning. In understanding reading, the students need the strategies. Planned strategies help students to translate the printed word into sounds and meaning.

Reading strategies can be used to vary the approach for students by giving various kinds of texts. Some types of reading strategies are summarized in the next chapter. Based on the statements above, teachers have to know the appropriate strategies that will be applied for students in teaching reading. Moreover, by applying an appropriate strategy, it can help students to read a text correctly.

There are some studies conducted on this issue. In order to avoid unnecessarily replication I review some previous studies which have a correlation with this study. They are useful for the reference and comparison of the study I conducted since they have similar topic in the term of reading.

A study conducted by Pratiwi (2010) about the effectiveness of using skimming technique in teaching reading. It is found that skimming/scanning strategy was effective in teaching reading. The finding also shows that the students' mean score in teaching reading before they were taught using skimming technique is only

55,66. It was improved, with the t-test analysis using SPSS 16.0. It means that H_a which states that there was significant effect of using skimming technique on student's achievements in reading. H_o was rejected because there is no significant effect of using skimming technique on student's achievement in reading.

The study was focused on using skimming technique. In other words, it can be concluded that skimming technique is effective to teach English lesson especially for reading section to senior high school students.

Another study was conducted by Antoni (2010) explored EFL teachers' strategies in teaching reading. This study revealed that the teachers use teaching reading strategies in three stages: pre-reading, while-reading and post-reading stages. It also revealed that in general, the students' responses to their teachers' strategies were good.

These findings recommend that the teachers needed to increase their knowledge and experiences in order to understand the concept, the implementation of using the strategies, and the reason in using the strategies in teaching reading.

Meanwhile, I need to find the effective strategies that applied by the teachers during teaching reading in the classroom and want to complete some effective strategies in teaching reading that had not been discussed by the other researchers before.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about the theories to support this study. It includes: the definition of teachers' perceptions, the nature of reading, the technique in teaching reading, the strategies of reading, and the concept of reading aspect.

A. Teachers' Perceptions

Perception is the process by which an organism detects and interprets information from the external world by means of the sensory receptors (Farlex: 2014). According to Thesaurus English Dictionary, perception is the way you defined something about the impression. And according to Schacter and Daniel (2011: 5), "perception is the organization, identification, and interpretation of sensory information in order to represent and understand the presented information, or the environment".

Perception is the recognition of things using your senses, especially the sense of sight. In addition, Angell (2007: 122) stated that perception has sometimes been defined as "the consciousness of particular things presents to sense".

B. Reading

1. The Nature of Reading

There are four skills in English, they are: speaking, listening, writing, and reading. All those skills are very important for English learners. Each skill has different function in English. So, it is better for English learners to master all of those skills. One of those skills is reading skill.

Definition of reading appears in various perspectives. Reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of interrelated information sources (Anderson:1985).

Reading is the process of constructing meaning through the dynamic interaction among: (1) the readers' existing knowledge; (2) the information suggested by the text being read; and (3) the contexts of the reading situation (Wixson, et al., 1987). Reading is a complex conscious and unconscious mental process in which the readers use variety of strategies to reconstruct the meaning that the author is assumed to have intended based on data from the text and from the readers' prior knowledge.

According to Tarigan (1990:7) "reading is as a process that is done by readers to be used for getting the message conveyed by the writer on the medium of writing text. Based on Harmer (2007:99) "reading is useful for language acquisition". Heilman (1981:4) stated "reading is an active ongoing process that is affected directly by an individuals' interaction with their environment".

Reading is a process of understanding written language. It means, reading was the process that starts from viewing the linguistic surface representation and ends with the certain ideas or meaning about the message intended by the writer. Thus, reading is the combination of perceptual process and cognitive process.

Swann (1975:1) said "if we say that student is good as comprehension we means that he or she can read accurately and efficiency to get maximum information from the text". It means the readers try to find the message from what they have read. Moreover, reading is an active process. Active means while the

readers are reading, they try to interact with the printed text and the meaning actively. This message is the ideas of the writer. There are three steps that are involved in reading activities they are; the writer, written text and reader.

Reading involves an interaction between thought and language. It means that the readers carry to the task a formidable amount of information about an ideas, attitudes, and beliefs. This knowledge is joined with the abilities to make the predictions and determines the expectations of the readers. Moreover, based on a modern psycholinguistic perspective, reading is considered as a psycholinguistic guessing game. This activity involves an interaction between thought and language.

2. Teaching Reading

According to Pakhare (2007), teaching reading is the process which individuals are taught to derive meaning from the text. In teaching reading, the students are taught to use critical thinking strategies and to use context to “guess” the words that they do not know the meaning of.

However, teacher plays a key role for the students’ success to read the text in learning. Based on International Reading Association (2003), knowledgeable, strategic, adaptive and reflective teachers make difference in students’ learning. Hedge (2003), stated that any reading component of an English language teaching may include a set of learning goal for:

1. The ability to read a wide range of texts in English. This is the long-range goal most teachers seek to develop through independent readers outside EFL/ESL classroom.

2. Building knowledge of language which will facilitate reading ability.
3. Building schematic knowledge.
4. The ability to adapt the reading technique according to reading purpose (i.e. skimming, scanning).
5. Developing an awareness of the structure of written texts in English.
6. Taking critical stance in contended about the texts.

Alyousef (2005: 143) said that “in teaching reading, contemporary reading tasks, unlike the traditional materials, involve three-phase procedures: pre-, while-, and post-reading stages. The pre-reading stage helps in activating the relevant schema. For example, teachers can ask students the questions that arouse their interest while previewing the text. The aim of while-reading stage (or interactive process) is to develop students’ ability in tackling texts by developing their linguistic and schematic knowledge. Post-reading includes activities, which enhance learning comprehension using matching exercises, close exercises, cut-up sentences, and comprehension questions”.

The aim of teaching is to develop students’ skill so that they can read English texts effectively and efficiently. In teaching reading, the teachers should provide the techniques for students along with the purpose of reading. The purpose of reading also determines the appropriate approach to read comprehensively. Therefore, reading technique should be matched with reading purpose for achieving an effective reading. For example, if the purpose of reading is to find the specific information and main idea of the texts, students should apply scanning and skimming techniques in their reading.

In short, in teaching reading, the teachers should provide some techniques for the students with the purpose to anticipate the various types of reading texts. Reading technique should be matched with reading purpose to read efficiently and effectively. As Suparman (2005: 1) stated that “there are two major reasons for reading (1) reading for pleasure; (2) reading for information (in order to find out something or to do something to get the information).

In order to apply scanning as the technique in teaching reading means the students can get the specific information quickly without reading the whole passage. I assume that in teaching reading, the appropriate and possible technique should be applied based on the purpose of reading in order to get the comprehension. Scanning and skimming techniques are possible to be applied for the students in their reading to find the specific information and main idea in various types of texts.

Teaching is a complex process, it does not only give the information from the teacher to the students. There are many activities that can be done during teaching and learning process in the classroom. According to Harmer, teaching is not an easy job, but it is a necessary one, and it can be very rewarding when the teachers see the students’ progress and know that they have helped them to make it happen. Harmer (2008:23) stated that “it is true that some students can be difficult and stressful as times, but it also worth remembering that good teaching strategy can also be extremely enjoyable”.

Regarding to some explanation of the teaching, I conclude that teaching is managing the environment in a good condition to make and give the opportunity

for the students in learning process to achieve the goals. Teaching reading usually has at least two aspects. First, it can refer to teach the learners in learning the reading text for the first time. A second aspect of teaching refers to teach the learners who already have reading skill in their first language.

In the classroom, reading is one of the ways to make the students understand in teaching learning process. Every student has different character, so the teachers are expected to present some ways to attract students' attention.

From the statement above, it is clear that the strategies influence the students' learning in reading. So, it can be concluded that strategies are important for students to learn reading.

3. Techniques in Teaching Reading

Psychologically, reading is an interactive process between language and thought. Farrel (2006: 40) stated that "there are many activities involved in reading class activities: pre-reading activities, while-reading activities, and post reading activities".

a. Pre-reading activities

Pre-reading activities are interactional activities carried out before students conduct the real reading activities. In pre-reading activities, activation is concerned with the students' background knowledge, objectives of reading class, learning activities, and motivating the students. In this stage, teachers try to activate the students' schemata related to the topic or explain briefly the contents of the text (Farrell: 2006; 40).

Pre-reading is aimed to let the students know the purposes of reading and learning. Pre-reading is also to motivate the students. Motivation in reading attracts students' attention to the text. The activities of pre-reading are the activities aiming to facilitate the students' understanding about the reading text.

b. While-reading activities

While-reading activities are the activities were done by the readers when reading took place. Mukhroji (2011:15) mentioned that "while- includes: (a) identifying the main idea, (b) finding detail the text, (c) following sequence, (d) inferring from the text, and (e) recognizing the discourse patterns".

While- reading activities are the instructional activities are going on during reading activities are happening. According to Mukhroji (2011:5) "there are five activities to do while-reading. First, the readers identify main idea of the text and identify the topic sentence through skimming. Second, the readers find the detail and specific informations in the text. Third, the readers follow a sequence by relating items in particular order. Fourth, the readers infer from the text by trying to understand the text using their schemata and experience. Fifth, the readers recognize the discourse patterns to understand the text holistically".

c. Post-reading activities

Post-reading activities are the activities were done by readers after reading. Post-reading activities are the instructional activities that the students and teachers do after reading take place. According to Mukhroji (2011:7) "post- question, feedback, group or whole class discussion are activities that can be done in the

phase of post-reading activities”. The activities that function to check students’ comprehension about the text being read. In post-reading activities, students will answer the post-question, and give the feedback. The post questions are more active in incidental comprehension, since information of both greater and lesser importance is learned.

Besides, asking question and summarizing the contents of the text are also applicable for the students. The activities of post-reading can also be in the form of discussion. Thus discussion can be in group or whole-class discussion. The discussion depends on the class size. If the class size is large, it will be better to have a group discussion. If it is small, it will be better to have a whole class discussion.

4. Strategies of Reading

Reading strategies are conscious plans sets of steps that good readers use to make sense of the text. Strategy instruction helps students become purposeful. Active readers are who in control of their own reading. According to one of the famous writer “reading is the understanding of written word, the understanding of the content that is being read, and the construction meanings of text” (Cathy and Healy 2002:3). According to Nunan (2005:79) “reading refers to reading for meaning, understanding, and entertaining. It involves higher-order thinking skills and it much complex than merely decoding specific words. According to Camille “reading is comprehending and making sense of what is read” (Camille, 2008: 1).

a. Scanning Strategies

1). Definition of scanning strategies

When the students need to locate the specific information, they might not read carefully or even skim. Instead, they might be able to scan and find the information they need.

Scanning is not a reading process in the true sense of the word. It is a searching that requires readers to float over the material until they find what they need. Hancock (1999:30) stated that “they stop and read as much as necessary in order to answer their questions”

Students normally look for the text features that jump out from the page without reading everything written to scan informations. In order to scan efficiently, students should have a clear idea of what they are looking for, where to find it, and how they can recognize the information when they see it.

According to (Suparman, 2005: 55), reading through scanning technique has some advantages and disadvantages. The Advantages can be explained as follows:

1. The students are able to get the information quickly, directly and specifically.
2. The students are trained to run their eyes over into the text in order to locate the specific information quickly.
3. The students are practiced to think of clues to find the specific information.

4. The students are stimulated to be creative and active in both asking and answering the question about specific information and clues related to the texts.

The disadvantages can be explained as follows:

1. Scanning means reading quickly. In this case sometimes the students ignore to select which one the most important information.
2. The students might not read all of the information, they just scanning the basic information.

I assume that scanning is a possible technique for students to apply in their reading. The students can be creative and active to think of clues and to find the specific information of their reading texts. Beside identifying the specific information, the students are trained to think of the clues for the detail information. Nevertheless, scanning technique can motivate them to be active in finding the specific information in texts.

b. Skimming strategies

1). Definition of skimming strategies

Skimming refers to process of reading only main ideas within passage to get an overall impression about the content of the reading selection. Skimming is a strategy used to look for the ‘gist’ of what the author is says without a lot of details. This is used if students want an overview of the material. According to Hancock (1999:34) “skimming is also used after students have already carefully studied and they need to review the major ideas and concepts”.

Skimming is used to get an overview is an important skill for college students. They will be assigned lot of reading materials to improve their understanding of their field. By using skimming, they obtain the ‘gist’ of the material and they are able to overcome their reading tasks.

a) Concept of Scanning Technique

Scanning technique is used to get specific information quickly. Scanning is very high-speed reading that you do when you are looking for a specific piece of information (McWhorter: 2005). In scanning, the readers want to examine the text using a regular plan without searching for something closely. In reading, the students search for some particular pieces of information in the text quickly and practice to think the clues, they move their eyes rapidly. This technique is useful to minimize boredom in classroom.

Scanning is very useful for students to find the specific information, answers the questions in assignment or exam, and also to minimize their time in answering the questions in the text. According to Casey (2003: 2) “scanning is a device used to locate details-specific information that may be asked at the end of the assignment”.

As Brown (1994) said that the purpose of scanning is to extract the specific information without reading through the whole text. Scanning technique is used to discover required information to complete given tasks such as making a decision about what to watch on TV schedule, a name or a date on advertisement, or looking for specific information of the short articles. Specific information is the goal of scanning the reading text without reading through the whole text.

Nuttal (1982: 34) said that “scanning means glancing rapidly through the text either to search for specific information (e.g. name, a date) or to get an initial impression of whether the text is suitable for given purpose”. Thus, scanning is a technique of reading to look for detail and specific information based on the purpose of the reader, e.g. when the reader want to identify or look for the specific information (time, name, date, place) in advertisement (functional text). I assume, scanning technique is an appropriate and possible technique to be used in teaching reading in the classroom.

b) Concept of Skimming Technique

Skimming as well as scanning is a speed reading technique. Yet, they are not the same. These two strategies have different purposes, even though both of them include getting the ideas of the text quickly. When reading, the readers need to know every single word in the text. Sutarsyah (2010: 64) stated that “some of the words are not so important to understand that the readers may neglect them, sometimes they do not really connect to the idea being searched”

Merriam Webster Dictionary (2001: 376) stated that “skimming is the type of reading that is used to read, study, or examine superficially and rapidly, especially to glance the main ideas through a book or the plots”. Hancock in Simanjuntak (1989: 58) also said that “in preview skimming, the readers read the introductory information, the heading and subheading, and the summary, if provided. After skimming, the readers decide to read the material thoroughly, and select the appropriate text to read speedily”.

There are many strategies that can be used when skimming. Some people read the first and last paragraph using headings, summarizing. They might read the title, subtitle, subheading and illustration, consider reading the first sentence of each paragraph. Skimming is the process of rapid coverage of reading to determine the gist or the main idea (Brown, 2004: 213). It is mostly used quickly to identify the main ideas of a text when the readers have lots of materials to read in limited time or skim when they are want to answer the questions based on the text.

There are many strategies of teaching reading that the teachers could implemented in the classroom. In fact, the students need an appropriate technique in teaching reading. This is important for the students before reading a text; the students have a purpose and goal for certain of material. So, based on the precious explanation, skimming could be implemented in teaching reading which is used when the students want to study the text only to get the main idea from the texts by reading quickly without pausing to stead the details. I can conclude that skimming is a useful skill to be applied in teaching reading. The students must know the reason they are reading a text, what they want to know about text, what they do after reading the text and what is the appropriate technique used to read the text.

c. Summarizing

Jones (2007: 4) said that “summarizing is how someone takes larger selections of text and reduces them to their bare essentials: the gist, the key ideas, and the main points that are worth noting and remembering”. Webster calls a

summary as the "general idea in brief form"; it's the distillation, condensation, or reduction of a larger work into its primary notions. Summarizing teaches students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. Teaching the students to summarize and improves their memorizes for what they have read. Summarization strategies can be used in every content area.

d. Questioning

Questioning is one of the most important dimensions in teaching and learning. It gives teachers the chance to find out what students know and understand, and it allows students to seek clarification and help. According to (Vacca,1999), a reader draws on two broad information sources to answer the questions: informations in the text and the information inside the reader's head. After reading the text, the students answer the questions related to the text to check their comprehension and also to check their understanding about the information contained in the text. So, questioning strategy is one of the important strategies in teaching reading.

5. Concept of Reading Aspect

I use five reading aspects in conducting the research, they are:

1. Identify Main Idea

In line with Mc. Whother (2005: 36) "the sentence that states in main idea called the topic sentence". She adds that the topic sentence tells what the rest of the paragraph is about. In some paragraphs, the main idea is not explicitly stated in any sentence. Instead, the readers have to infer or to give a reason. In the other

words, the main idea is the most important idea that the author develops throughout the paragraph.

2. Getting Specific information

McWhorter (2005:36) stated that “supporting sentence or specific information develops the topic sentence by giving definitions, examples, facts, incidents, comparisons, analogies, causes and effect statistics and quotations.

3. References

According to Latulippe in Marsiyah (2009) “reference is words or phrase used either before or after the reference in the reading material”. They are used to avoid unnecessary repetition of words or phrases. It means that words are used as the signals to the readers to find the meaning in the text.

4. Inference

In order to make inferences, Katherleen (1986: 31) stated that “an inference is an educational guess or prediction about something unknown based on the facts and information”. It is the logical connection that the readers draw between their observation and known what they do not know.

5. Vocabulary

According to Barnhart (2008: 697) “vocabulary is stock of words used by persons”. Concerning with that statement, vocabulary is a foundation for everyone who want to speak or to produce the utterances. In reading session, vocabulary is important for understanding the reading text, so the readers catch easily the information written in the passages.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter I describe about the research methodology. It consists of; the research design, the research subject, the research instrument, the research procedure, and the data analysis.

A. Research Design

This section presents the design used in conducting this research. This is a qualitative research, which focuses on understanding social phenomena from the perspective of research participants. Qualitative research is a study designed to obtain information concerning the phenomenon (Ary, 1985:325). According to Moelong (2006:5), “qualitative research is a method which researcher used to interpret the objects as the fact”. So, qualitative research is conducted in the purpose to describe systematically about the fact and characteristics of the subject (the English teachers of senior high school Al-Falah Aceh Besar).

I use qualitative design in this research because it focused on a certain phenomenon in the school environment. In this case the phenomenon is the activities of teaching and learning English in Islamic Private Senior High School (MAS) Al Falah Aceh Besar. This research also does not need to give the treatment to the object of the research. Then, I observed and described the phenomena in the fact as clear as possible without manipulation.

Therefore, the appropriate design that can be used in conducting this research is qualitative research. The design consists of two stages. The first stage is observing the teachers. I observed the class and teaching learning process conditions. The second stage is interviewing the English teachers. The interview was done after the observation stage. In interview process, I asked the teachers about the strategies that they used during teaching reading process.

B. Research Participants

My research participants are four English teachers of senior high school in Al Falah Aceh Besar. They are six English teachers in this school but I selected four of them purposively as the participants for collecting the data. Purposive sampling technique is used for specific purpose to generate a more efficient non-probability sample in term of monetary and/or time resources (Teddlie and Yu, 2007). My specific purposes in this study, the participants should be the teachers who already taught English in Al Falah for about five years.

No	Teachers' Initials	Devotion Period
1	Mr. F	7 years
2	Ms. H	8 years
3	Ms. S	6 years
4	Ms. U	6 years
5	Ms. N	2 years
6	Ms. SW	2 years

Table 3.1 the Subject Population

Based on the table, it can be concluded that there are four teachers chosen as the participants for this research, they are; Mr. F, Ms. H, Ms. S, and Ms. U. The reason I chose them because they are long tenure at Al Falah.

C. Research Instrument

In order to collect the data, I should be able to access the data that needs to be collected for the study. Data can be gathered from number of sources including the observation sheet and the interviews' questions. The observation sheet and interviews' questions are used as the research instrument in this research.

According to Creswell (2008), interview generally occurs when a researcher ask one or more participants, the open-ended questions and record their answers. I transcribe and type the data into a computer file for analysis. Interview is a systematic way of talking and listening people and another way to collect data from individuals through conversations. Cohen et, al., (2000) defined the interviews as the ways for participants to get involved and talk about their views. In addition, the participants are able to discuss about their perceptions and interpretations regarding to a given situation or the expression from their point of view.

There are many types of interviews, which include: structured interviews, semi-structured interviews, and unstructured interviews (Kajornboon, 2005). I tend to use semi-structure interview in collecting data. Semi-structured interviews are non-standardized and are frequently used in qualitative analysis. I have list of key questions to be covered. There are 5 key questions were asked to the participants but in this type of interview, the questions can be changed depending

on the direction of the interview. The participants were interviewed in Indonesian language but I translated the interview transcripts into English in data analysis. Additionally, the tape recorder is used by me as the instrument to record the interview session. After interviewing the participants, I wrote the interview transcription.

D. Research procedure

I conducted the research on April 03, 2017 and April 10, 2017 at MAS Al Falah Aceh Besar which is located in Desa Lamjampok, Kecamatan Ingin Jaya, Aceh Besar. There are two classes of the second grade I observed, with four different English teachers. On April 3rd, 2017 I observe the XI A class. They had 2 English sessions on that day. The first session was at 08.00 PM to 09.30 PM, this session was taught by Mr. F, I observed the way he taught reading to students then I interviewed him after the class ended. The second session start at 13.00 PM to 14.30 PM that was taught by Ms. H, I observed her way in teaching reading and I interviewed her in the end of the class.

On April 10th, 2017 I observed the XI B class. On that day, the XI B class also had 2 sessions of English subject. The first session was taught by Ms. S and the second session teacher was Ms. U. I did the same activities as the first meeting. I observed the whole teaching learning process. Then, I interviewed the teacher about the effective strategies that they used to teach reading for students.

E. Method of Data Collection

As it is mentioned earlier, this study employed qualitative research, precisely a qualitative case study. So, to explore the characteristics and phenomenon of the single case, multiple data collection techniques was intended to use. They were observation, and interview. I prepared the materials to conduct the observation such as: paper and pen. I observed the teachers when teaching learning process in the classroom. After observation, I interviewed them. This method is used to get any information about the teacher strategies in teaching reading at MAS Al-Falah Aceh Besar.

1. Observation

The observation was conducted in order to identify the strategies used by the teachers toward teachers' strategies in teaching reading. The idea of using an observation as the main data collection is related to the Flander (1960) as cited in Allwright (1988) who proposed observation as the key procedure for a number of researchers who were interested not so much in comparing 'methods' as in investigating 'teaching style' in the hope of being able to find which one was the most effective. In this study, I am as non-participant observer (Fraenkel et.al., 2007: 450) conducted the observation on April 3rd, 2017 and April 10, 2017.

The observation divided on two session. The first session, I joined the first participant (Mr. F) in XI A class was at 08.00 PM to 09.30 PM, this session was taught by Mr. F, I observed the way he taught reading to students and wrote some notes narratively on the piece of paper about the reading strategies that Mr. F used in learning process. The second session start at 13.00 PM to 14.30 PM

that was taught by Ms. H, I observed her way in teaching reading and I did the same activities as the first participant which is observed the strategies in teaching reading process by writing some notes on the piece of paper narratively.

The second session was conducted on April 10th, 2017. I joined the third participant (Ms. S) in teaching the XI B class. On that day, the XI B class also had two sessions of English subject. The first session was taught by Ms. S and the second session teacher was Ms. U. I also did the same activities as the first meeting. I observed the whole teaching learning process and take a note about the strategies that they used in teaching reading.

In expecting to get the valid data as a whole, besides writing the field notes, I also had recorded the class situation by using mobile camera, taking some pictures about all the situations during teaching reading practice in the classrooms. In doing this activity, I was helped by a volunteer assistance to portrait all the interactions by using a mobile camera.

2. Interview

The interview was carried out after the classroom observation. Cohen and Manion (1994) defined interview as an interaction between two-person with the interviewer for the specific purpose of obtaining research and with equally influencing each other. The interview was used merely to support the data from observation, because of that; the interview's questions should be related to the points that observed in the classroom observation. The semi structured interview was used for this stage. It was used because I have a general idea where the interview should go and what should come out of it. Gay (1992: 232) explained

that the most interviews use semi structured approach involving the asking of structured questions followed by clarifying unstructured or open-ended questions. I used open-ended questions when interviewing the participants. The results can tabulated as well as explained.

In this stage, I called the first and second interview. The first interview was conducted after the classroom observation on April 3rd, 2017 which applied to find out the teachers' perceptions on effective teaching reading strategies. In the end of teaching learning process, I asked the teachers to sit on the chair and also asked them to answer about five interview questions that were prepared by me. So, the teachers answer all the questions one by one. I recorded all of the answers by mobile phone. The interview runs about 15 minutes.

Then, the second interview conducted on April 10th, 2017 after the class observation. As the first interview, I prepared five questions to answer by the teachers. I asked their preceptions about the effective strategies that the teachers use in teaching reading. I kept the answers by recording with my mobile phone and the interview runs about 15 minutes as the first meeting.

F. Data Analysis.

1. Observation

In analyzing the data I used five steps analytic process proposed by Mc Crackens (1988). The first step is to read the transcript carefully. The second step is to create some free coding. In this step, I code the observation fieldnote for further review. The third step is to examine the preliminary codes in order to identify the connection and develop the pattern codes. I return to my research

questions which were the teachers' perceptions on effective teaching reading strategies and the strategies that teachers use during teaching reading. Thus, I focused on developing observation about them.

The fourth step is to determine the basic themes by examining clusters of participants' responses. At this point, I deleted the codes that did not seem to fit the research. The final step is grouping the themes contained in the data. These themes then serve as the answers to the research questions and form the basis for writing up the data.

2. Interview

In this case, I used semi structured interview. The interview was done with English teachers about 15 minutes by recording directly after finished the teaching and learning process. This interview will be conducted to gain a spoken responses from the participants. I adopted steps in analyzing qualitative interview proposed by Cohen, et. al (2007).

a. Transcribing the tape recording.

After collecting the data, I need to re-listen to audio and read transcripts a few times.

b. Coding (labeling) the whole transcribed text

Manually, I code the interesting features of the data in a systematic fashion across the entire data set.

c. Seeking for naming the themes

This is the active process. I found the themes and described the themes in a way that captured the essence of the theme.

- d. Reviewing themes to make sure they fit the data.

Those candidate themes have to be reviewed. They are candidates because some may not have enough data to support them. I want to merge and separate themes or even remove certain themes.

- e. The write-up (creating a coherent narrative)

The analytic narrative was provided as the report of the interview findings.

The functions of interview in this research were to cross-check the data and to make sure that the data from the observation was really valid.

CHAPTER IV

FINDINGS AND DISCUSSION

The findings are explained as follows: This part includes the data presentation and the finding of the research itself. It presents about the Teachers' perceptions on effective strategies in teaching reading in MAS Al-Falah Aceh Besar and the results of interview about the effective strategies in teaching reading.

A. Data Findings

a. Teachers' perceptions in teaching reading

According to the results of the research conducted in MAS Al Falah by observing and interviewing four English teachers about their strategies. There are four strategies used by the teachers in teaching reading. Each teacher used different strategies. The strategies are: memorizing, question-answer relationship, game, and discussion strategies. Those strategies used by the teachers in teaching reading are effective, because the students understand the materials easily.

Mr. F, one of the teachers in MAS Al Falah, Aceh Besar, said that the effective strategy in teaching reading is memorizing strategy. Mr. F as the first participant utilized memorizing strategy in the classroom for learning reading. Every final exam, Mr. F asked the students to memorize at least 5 vocabularies from the reading texts that were taught, and then the students were given a few minutes to memorize the vocabularies. After that, the students were asked to speak out the vocabularies based on the attendance list. According to Mr. F, this strategy is utilized to make the students understand the content of the reading

texts easily. This strategy can help students to understand the reading text. After memorizing and comprehending the texts, students will understand the texts easily. But, this strategy cannot work properly if the students do not have a good mood in learning and the class atmosphere is less comfortable.

The second strategy is *question-answer relationship*. Based on Ms. H as the second participant, she utilized the question-answer relationship strategy among students for reading learning at the class. This strategy is utilized by Ms. H to give the questions or problems to the students about one to two questions. So, the students answered the questions. According to Ms. H, this strategy was used for students in order the students easy to accept the materials given by the teacher. This strategy was used to find out whether the students really understand the texts they have read. If the students can answer the questions, it means they have understood the texts. This Strategy can help students to answer the questions with their own words based on the text. In contrast, if the students cannot answer the questions, the students do not understand with those texts. Therefore, this strategy cannot help students if they do not use their own words or they get the answers from their friends.

The third strategy is *game*. Based on the third participant (Ms. S), this strategy used Picture Dictionaries' game in reading class. In this game, she divided the students into some groups. Ms. S used cards or pieces of paper that consist of some pictures. Then, Ms. S shows that card in front of the class and all of students observed them. Next, the students were asked to find the word in the dictionary quickly, guess the picture, and then spell it. In the final session, the

group who had the low score will get the punishment. This punishment done by the teacher in order the students participated actively. This strategy helps the students because the students felt enjoy in participating the lesson. But, the disadvantage of this strategy is the students will not be serious in learning process.

The fourth strategy is *discussion*. The fourth participant (Ms. U) divided the students in some groups and gave the text to each group with different titles. Mrs. U asked each group to translate the reading texts. After that, she asked one of the students each group to present in front of the class. Then, the other groups commented the result of presentation.

This strategy can help students in sharing ideas to the other friends. In discussion, each group should give ideas in order to get the right answer. Unfortunately, this strategy cannot run well if only a few students are active in the discussion. The findings are arranged and presented in such a way in which research problem become the basis of reference of the arrangement and presentation.

1. Memorizing

Memorizing strategy is used by Mr. F in XI A class when teaching reading. For example, in every meeting, the students had to memorize five vocabularies and their meaning individually related to the topic that they had discussed. It was done at the end of the lesson. The students memorized ten vocabularies each week, because they learned English lesson twice a week. The first participant (Mr. F) said:

Memorizing, in every meeting the students should memorize five vocabularies and their meaning. They memorized the vocabularies from the reading text that they have read. In a week, the students were able to memorize ten vocabularies, because in a week only two meetings. I called the students one by one to memorize the difficult vocabularies in front of the class after reading the text. This strategy is effective in teaching reading because the students participated actively in memorizing the vocabularies. They were demanded to remember the vocabularies that they have recognized.

According to the first participant (Mr. F), memorizing was the effective strategies that used for teaching reading, the students memorized at least five difficult vocabularies after reading the text and 10 difficult vocabularies every week. The students memorized the vocabularies that they had recognized in front of the class one by one based on the topic that they were discussed. By using memorizing strategy, the teacher believed that the students could read and understood the topic easily.

2. Question Answer relationship

In this strategy, the teacher (Ms. H) as the second participant gave one or two questions to the students. So the students answered these questions. These questions were about the reading text that they had discussed. It was done by Mrs. H to find out whether students' understand or not understand about the text. This strategy was applied at the end of the session. Ms. H called one or two students to answer the questions given.

Question-answer relationship, the material related to the topic that we have discussed together in the class. I give one or two questions to the students. So, the students answer these questions. I think this strategy is effective in teaching reading because I know how far the students understood the text or how far the students catch the information in the text.

Based on the second participants' perception (Ms. H), she has her own way or strategy to make the teaching reading effective, by using question-answer relationship strategy. This strategy is used by the teacher to the students by asking one or two questions based on the material which they had studied before. The students answered the questions that were asked by the teacher individually. The second participant believed that this strategy was effective for the students in learning reading by analyzing the students understanding about the text that they had discussed.

3. Game

Usually the students are happy with this activity because it was fun. The third participant (Ms. S) divided the students into groups. Ms. S showed various card with pictures on it in front of the class. Students should mention the correct words for the picture. The picture are related to the topic they were discussed. They were allowed to look up the correct words on the dictionary during the learning process.

Game, the game is the effective strategy in teaching reading, because the students more enjoy in learning. I divided the students into groups. Then, I stood in front of the class and showed piece of paper or the pictured card. The students answered what was the picture and how to spell it. If the students do not know the English language related to the picture, the students are allowed to open the dictionary. The group with lowest score will get the punishment. This punishment is given in order to increase the students' performance.

According to the third participant (Ms. S), game was an effective strategy in teaching reading, because game was a fun strategy that teacher applied in reading class. This strategy needed the quick action to open dictionary based on

the picture that showed by Ms. S in front of the class. After the students looked at the card or picture that showed by the teacher, the students guessed the meaning and open the dictionary quickly looked up the correct meaning and how to pronounce it. So, the group with the lowest score would get the punishment. Ms. S believed that game strategy was effective for the students in practicing the fast action, and the correct meaning.

4. Discussion

In this strategy the students were divided into small groups. The fourth participant (Ms. U) gave them difference topic to discuss with their group. She asked them to translate the text. Then, they discussed in their group, while the teacher walked around from one group to another group, sometime the teacher helped the students. So, Ms. U pointed one student from each group as the representatives to do presentation what they had discussed. After one student did the presentation, the other members of the class gave some comments and feedback.

Discussion, this strategy was done to know the students solidarity in doing task given by me. In this case, I called one person each group in order to write down students' name that did not do the task. So, all members were done the task actively. In this group, I asked to give the students the reading text. After that, I pointed the representative for presentation in front of class, and the other groups gave the comment. I think discussion strategy is effective in teaching reading.

According to the fourth participant (Ms. U) perceived that the discussion strategy was effective for teaching reading, because discussion was the strategy works in group, every students must responsible with the groups assignment. So, the teacher chose one of student in group randomly for presentation. That's way

all of students in group may prepare themselves for presentation the topic that was discussed in group. Therefore, the fourth participant (Ms.U) believed this strategy was effective for teaching reading in class.

b. Teachers' strategies in teaching reading

In this part, I wrote the effective strategies based on the participants who I had interviewed. The strategies that teachers used during teaching are suitable with their perceptions. The strategies are:

1. Memorizing

The first participant (Mr. F) believed this strategy was effective in teaching reading and he used this strategy when teaching reading subject. By memorizing the words that the teacher gave, the students would remember the vocabularies they had learned. The words that were memorized by the students were the words from the reading text. The teacher applied memorizing strategy in order to ease the students to remember the difficult words that they did not know the meaning. The teacher also taught the students not totally depend on the teachers help when they found the difficult words, because the teacher encouraged them to use dictionary.

Memorizing, this strategy can help me and also students because after the students know the difficult words that they have memorized, the students try to recognize the difficult words in the text themselves. In this strategy, the students are participated actively in learning process. And also they can understand the text easily depended on their understanding about the text.

Memorizing strategy was the effective strategy used by Mr.F in teaching reading. He believed that this strategy helped him introduce them the new words or vocabularies. Mr. F used this strategy because he saw the students participated actively in learning. So, he believed this strategy was effective in teaching reading.

2. Question-answer Relationship

This strategy gave a good impact for students in learning reading subject and it helped Mrs. H (second participant) in teaching reading. Ms. H was able to know how far the students understood the texts that they had discussed. In this stage, the students not only read the text but also fully understand the content of the text.

Question-answer relationship, this strategy can help me in teaching process because I can know how far the students can join and understand the material that I already taught for them. Based on my teaching experience, this strategy is effective in teaching reading. The students are required to understand the text before I ask them the questions.

The second participant (Mrs. H) believed that the effective strategy in teaching reading is by using question-answer relationship because the strategy gave her the answer how far that the students could understand the material or the text in learning reading subject. The question-answer relationship strategy helped her in teaching reading process because the students need to understand the text and all of the informations found in text before asked by the teacher.

3. Game

This strategy helped the teacher in teaching reading. By using this strategy, the students felt enjoy to join the class. The students learned the materials given without feeling pressured.

Game, this game helps me in teaching and learning process, because the students learned English lesson in the fun way. This game used by the teacher to interest student anxiety in learning reading. So, this strategy is effective in teaching reading because I saw the raising in their study to comprehend the text.

Game was one of the effective strategies that used by the third participant (Ms. S), she used this strategy in teaching reading because she relized that she, as a teacher cuold give some interesting moments for the students during learning reading. She believed that this strategy was useful and helped her during teaching reading because their desire in study were increased and also gave them the ease in comprehending the text.

4. Discussion

This strategy was suitable in teaching reading. It helped the teacher to invite the students to enrich the informations.. It helped the teacher because it allowed the students to gain more information from the other friends. This strategy used by the teacher to build the students' confident to share their opinion in discussion.

Discussion, discussion strategy is effective in learning reading because discussion strategy helped me to encourage students more active in learning process. The students share their ideas each other. By applying discussion strategy, the students are able to share their opinion with their friends and they can enrich their information's. In my opinion, this strategy is suitable and effective for students in learning reading.

Discussion could help the fourth participant (Ms. U) in teaching reading process, because she believed that discussion strategy allowed the students to rechange the information each other in the classroom. The students were more active by using this strategy. This strategy also gave the good impact for the students because the students would be more confident in delivering informations with their friends.

B. Discussions

According to the results of the observation and interview which was conducted in MAS Al-Falah Aceh Besar especially in second grade with English teachers about they strategies in teaching reading. It could be summarized that there are several strategies on teaching reading:

1. Memorizing strategy

Memorizing was usually found in the class activity. Based on my experience, memorizing was a boring activity and some students also not interesting in memorizing. The teacher applied this strategy in teaching reading. After using memorizing strategy, the students were enthused in learning. So, when the teachers asked them to memorize, the students awarded the importance of using this strategy. By using memorizing strategy, the students were encouraged to study more and it improved their English ability. It was encouraging because by using memorizing strategy, students understood the content of text from the reading passage. If someday the students found the same words as they had memorized, they will know the meaning of them because they have learn them before. It was suitable with theory of La Garanderie in

Robin Brown (1997: 157). “Memorization opens the future to learning up”.

2. Question-answer relationship

Question-answer relationship was usually applied by English teacher in second grade class at MAS Al-Falah Aceh Besar. The teacher usually used this strategy in the end of learning. The teacher wanted to know the students' understanding about the reading text. In this strategy, the teacher asked the students about the information's in the text that the students had read. Then, the students answered the questions based on the information's they got in their mind. According to (Vacca: 1999) “A reader draw on two broad information sources to answer question: information in the text and information inside the reader's head”. To answer those questions, the teacher pointed one of students to answer the questions. The students shouldn't go forward in front of the class but, they could answer those questions by sitting in their chair.

3. Game

This strategy functioned to student in enriching vocabulary. This game used dictionary as a source. According to Vacca (1999: 76), “a dictionary is a logical alternative and a valuable resource for students”. The students used the dictionary when they struggled to get the meaning of the word. Rarely does context or words structure help the students got precise definition for key words. This strategy was applied to make the students enthusiasm in learning. The procedures of applying this strategy were the teacher stood up in front of the class and gave the instruction to the students to guess the pictures that he hold. The students were allowed to answer those pictures by looking up the correct

words on the dictionary. The students participated actively in learning reading by using this strategy.

4. Discussion

This strategy was usually used by the teacher in teaching reading. By implementing discussion strategy, the teacher gave the opportunity for students (student groups) to arrange the conference in order to gather opinions, to draw conclusion, or to arrange various alternative in solving a problem. Discussion was a communicating process between two or more individual which involved verbal interaction and face to face for the purposed goals (Hasibun: 1985).

It was applied by the teacher in group. The students were divided into some groups and the teacher gave the material to translate the text. The text had different topic each group. After that, the teacher asked them to present in front of the class. Students who did presentation were the representative of their groups. In presentation in front of the class the teacher points one of student of each group. The representatives were selected some minutes before the presentation session. In this way, all of students worked and actively participated in discussion because each of them had the opportunity to be chosen as the representative. If the preventatives were determined before the discussion, some students did not participate actively in discussion. They depended on their friends.

CHAPTER V

CONCLUSION

A. Conclusion

There are four strategies are effective based on teachers' perceived in teaching reading. There are;

- 1) Memorizing strategy
- 2) Questions Answer Relationship strategy
- 3) Game strategy
- 4) Discussion strategy

They were concluded based on the data I got. The final findings of this research there were four strategies and perceptions that can be effective in teaching reading in MAS Al Falah at second grade of senior high school those are: memorizing, question answer relationship, game, and discussion.

B. Suggestions

After getting the results of this research, I suggested some points according to the findings:

1. Other researchers may want to identify different issues regarding strategies in teaching reading.
2. English teachers may refer to this findings as alternative in teaching reading.
3. Other teachers are suggested to interview more teachers to understand more comprehensive idea in teaching reading.

4. My colleagues in Al Falah may look at my findings and encourage them to use those strategies in teaching reading.

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THESIS

Submitted to Faculty of Education and Teacher Training of UIN Ar-Raniry

Darussalam Banda Aceh as a partial fulfillment

Of the requirements for Sarjana-Degree (S1)

On Teacher Education

By:

INAS GHALDA

The students of English Language Education Department

Faculty of Education and Teaching Training

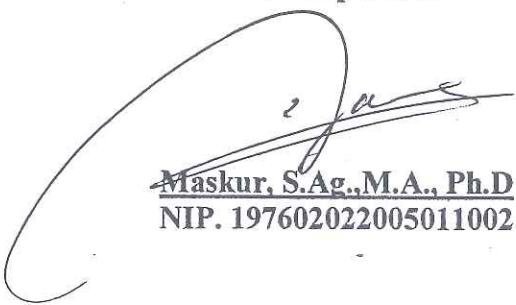
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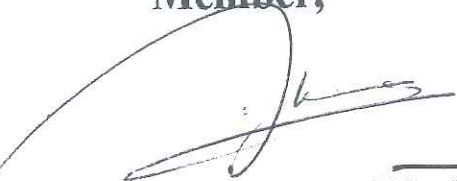
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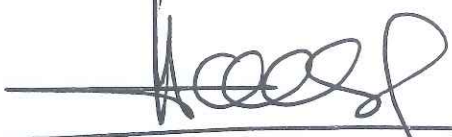
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Judul Skripsi : The Analysis of Teachers' Perceived on Effective Strategies in Teaching
Reading (A study at MAS Al Falah Aceh Besar)

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

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 10 Januari 2018,
Saya yang membuat surat pernyataan,



Inas Ghalda

The Instrument About Teachers' Perceptions on Effective Strategies in Teaching Reading

The questions for interview :

1. What is your name?
2. Please tell me about your self!
3. What are the effective strategies in teaching reading?
4. Why do you think those strategies are effective in teaching reading?
5. Did you implemented that strategy when you teach?