

**A COMPARATIVE STUDY OF TEACHING STRATEGIES
USED BY ENGLISH TEACHERS IN TEACHING
READING COMPREHENSION**

THESIS

Submitted by

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**FAKULTAS TARBIYAH DAN KEGURUAN
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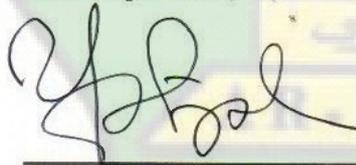
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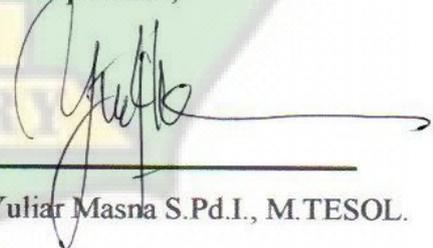
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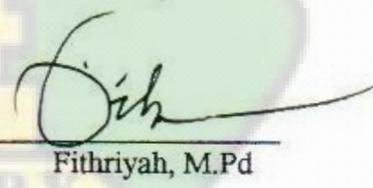
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Menyatakan dengan ini sesungguhnya bahwa skripsi yang berjudul :

**A Comparative Study Of Teaching Strategies Used by English Teachers In Teaching
Reading Comprehension**

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

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ABSTRACT

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This research was conducted to find out what the strategies were used and what is the dominant strategies used by English teachers in teaching reading comprehension at the second grade of Junior High School. The research took place at MTsS Darul Ulum and MTsS Babun Najah Banda Aceh. The research participants are English teachers from the schools. This research used purposeful sampling in involving the participants. Observation and interview instruments were used to get the data needed, and analyzed by using steps: transcription, organizing the data, familiarization, coding, and themes, then it presented in qualitative descriptive. The result of the research found that two strategies that the teachers used at MTsS Darul Ulum and MTsS Babun Najah Banda Aceh, were namely QARs (Question Answer Relationship) and TSI (Transactional Strategies Instruction) and the dominant strategy used TSI (Transactional Strategies Instruction) as the dominant strategy used by the teachers.

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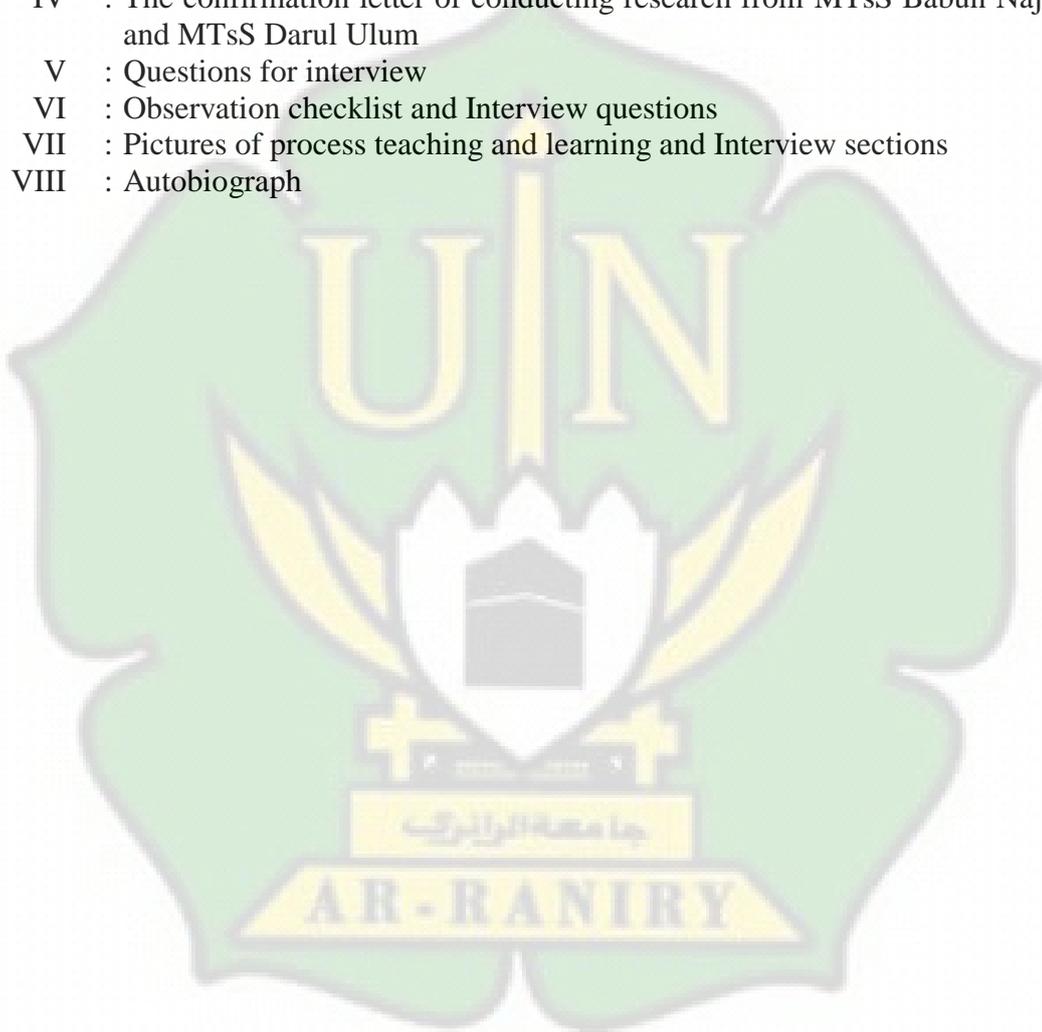
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CHAPTER I

INTRODUCTION

In this research the researcher discusses five topics related with the research. The topics included background of study, research question, the aims of study, significance of the study, and definition of key terms. The researcher will discuss the problem on the above as follows.

A. Background of study

Reading as a one of the skills in English is very important. Reading not only help the students to get knowledge and wisdom from the cultural of heritage, but also very helpful in passing for leisure period and facilitate to getting information. It is a process of getting the information from written language. Reading is believed as a required in learning activity. Alyousef (2005) argues that reading can be seen as an “interactive” process between a reader and a text which leads to automaticity or (reading fluency). Reading has functions as a means to access information in the global era. It means reading is a process of combining information from a text and reader’s background knowledge to build meaning. White (2004, as cited in Lei, at al., 2010) argue that reading is basic in all academic disciplines. According to Snow (2003, as cited in Sudiati et al., 2018) said that reading does not occur in vacuum, it done for a purpose to achievement and during reading the reader processes the text ,with regard to the purpose. To be a good reader the students should learn, how to understand the text, so they can achieve the purpose of reading is done. reading is very important for English

learners, because reading can enlarge their knowledge, vocabulary, and information from reading, able to get complete. Understanding of the text. Reading is one of essential language skill needed, people encounter reading everyday for instance names on the street signs, word on menu (Grabe & Stoller, 2002), and the most common way for students to learn new information is through reading. Therefore, students must be able to understand what they read and do something with it.

“Comprehension is the process of eliciting and making meaning through interaction and involvement with written language” (Sabouri, 2016, p. 230). Students have to know the reading skills and strategies in order to achieve the reading comprehension. From most of all subjects reading has been proved in increasing students’ knowledge. As explained by Baier (2005, p.1) reading comprehension is “an important skill needed for all areas of school.” Comprehension depends not only on characteristics of the reader, such as prior knowledge and working memory, but also on language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inferencing, and motivation. Comprehension also requires effective use of strategic processes, such as metacognition and comprehension monitoring. As readers mature in their comprehension skills, they are able to progress efficiently from the stage of learning to read to the ultimate goal of reading to learn (Yovanoff, Duesbery, Alonzo, & Tindal, 2005).

In reading comprehension teacher should be able to facilitate students in learning reading skills, teachers should help students understand the reading texts

and help students to find main ideas in the text. According to Farris, Fuhler and Walther (2004), teacher should know a wide range of instructional method and how to apply them depending on the needs of students. In teaching reading skill, teachers need to consider the strategies they can use in helping the students during the teaching and learning reading process. Silver, Hanson, Strong and Schwartz (1996) define teaching strategies as a particular set of steps to evoke a specific set of desired behaviors from students. The teaching reading strategies includes reading aloud, guided reading, repeat reading, and silent reading. By having variety of teaching reading strategies and knowing when to use them, teacher can assist their students to gain the skill to achieve the reading comprehension.

In the process of reading lesson, the teachers create the activities based on reading strategies such as preparing teaching materials, teaching in the classroom, or doing evaluation of student learning outcomes, may help students to achieve the goal of reading comprehension. Pressley (2000) states that teacher's effective strategies will engage students and encourage them to be active participants in reading process. When using any teaching strategy, teachers should help students understand why a strategy is useful, and describe explicitly how the strategy should be used. Teachers' demonstration, modeling, and follow-up independent practice are critical factors for success. Reading comprehension looks easy, but there are at least two difficulties that students get. First, in an English text, there are unfamiliar vocabulary. Many vocabulary that students do not understand, thus hampering the understanding of the text itself. Second, ambiguous word. Students

are difficult to get an idea because they have not understood the meaning of the word. The introduction of new vocabulary should also be done so that they do not stutter when encountering varied vocabulary. Reading comprehension requires a process. This is not a capability that students get instantly, to gain good comprehending ability, students should be trained to be able to participate actively in the learning process so that later they can think critically.

Furthermore, to support the important of this research, there have been some studies conducted about the reading comprehension in English classroom. Nurlaila (2014) conducted the reseach about the reading comprehension. She was interested to find out the teacher's strategies in teaching reading comprehension in second grade of MTs Tarbiyatul Ulum Panungasri Panggungrejo Blitar. The result showed that teacher's strategies in teaching reading comprehension used were memorizing strategy, question answer strategy, game and discussion strategy. With those strategies the students easily understand the text of reading comprehension. In the following year, Sarjan and Mardiana (2017) analyzed, the English teachers' strategies in teaching reading comprehension in SMP 1 Wonomulyo. The result of the research found that two strategies that the teacher used; Scaffolding and QARs (Question Answer Relationship). Scaffolding strategy student can develop about idea which is readable by the student. In QARs (Question Answer Relationship), teachers were able to know how far their students understand what teachers have given to them and the teachers were able to know how far understanding of the students in doing the task after reading the

text that has been given and the students guided to be more focused on the text and understand what the content of the text.

Therefore, based on theoretical background and previous studies, the researcher would conduct the research related to the strategies used by teachers at two schools; at MTsS Babun Najah Banda Aceh and MTsS Darul Ulum Banda Aceh. It aims to compare the strategies used by the teachers. It is expected to get the similarities and differences of strategies to teach reading comprehension skill.

B. Research Question

Based on the background above, the problem can be formulated as follow:

1. What are strategies used by the English teachers in reading comprehension skills ?
2. What is the dominant strategy used by the English teacher in teaching reading comprehension skill ?

C. The Aims of Study

Based on the background of the study, this study is aims :

1. To find out the strategies used by the English teachers in reading comprehension at MTsS Babun Najah Banda Aceh and MTsS Darul Ulum Banda Aceh.
2. To examine the dominant strategy used by the English teacher in teaching reading comprehension MTsS Babun Najah Banda Aceh and

MTsS Darul Ulum Banda Aceh that can facilitate teaching and learning reading comprehension.

D. Significance of the study

The result of this study is significant for three users.

1. For teachers

This study is expect to provide ideas and information to teachers about reading comprehension strategies, and teachers can use the strategy of teaching reading comprehension in accordance with the needs of diverse students during teaching and learning process. This study also hopes to help teachers develop students' ability in reading comprehension.

2. For students

The result of this study are expected to be a reference in reading comprenesion for students at MTsS Babun Najah Banda Aceh and MTsS Darul Ulum Banda Aceh. Students develop skills in reading comprehension and they can use reading strategies to support them in determining the main ideas in reading. Thus, students will be easy to get important information in reading comprehension.

3. For next researcher.

The researcher expects that the result of this study can be a reference related to the topic of reading comprehension and can be a reference to future researches and readers who want to discuss the topic of reading comprehension.

E. Terminology

1. Teaching strategies

Leask (2001, as cited in Mahmud, 2008) defined, teaching strategies as a choice and range of teaching method used for a lesson. Strategies used by teachers can help the students to have better understanding on text that they read. With regard to this study, the method used by the teachers in teaching reading are the strategies used by the teachers to facilitate their students in learning reading. In this research, the researcher compared the teaching strategies used by the teachers in MTsS Al-Manar Banda Aceh and MTsS Darul Ulum.

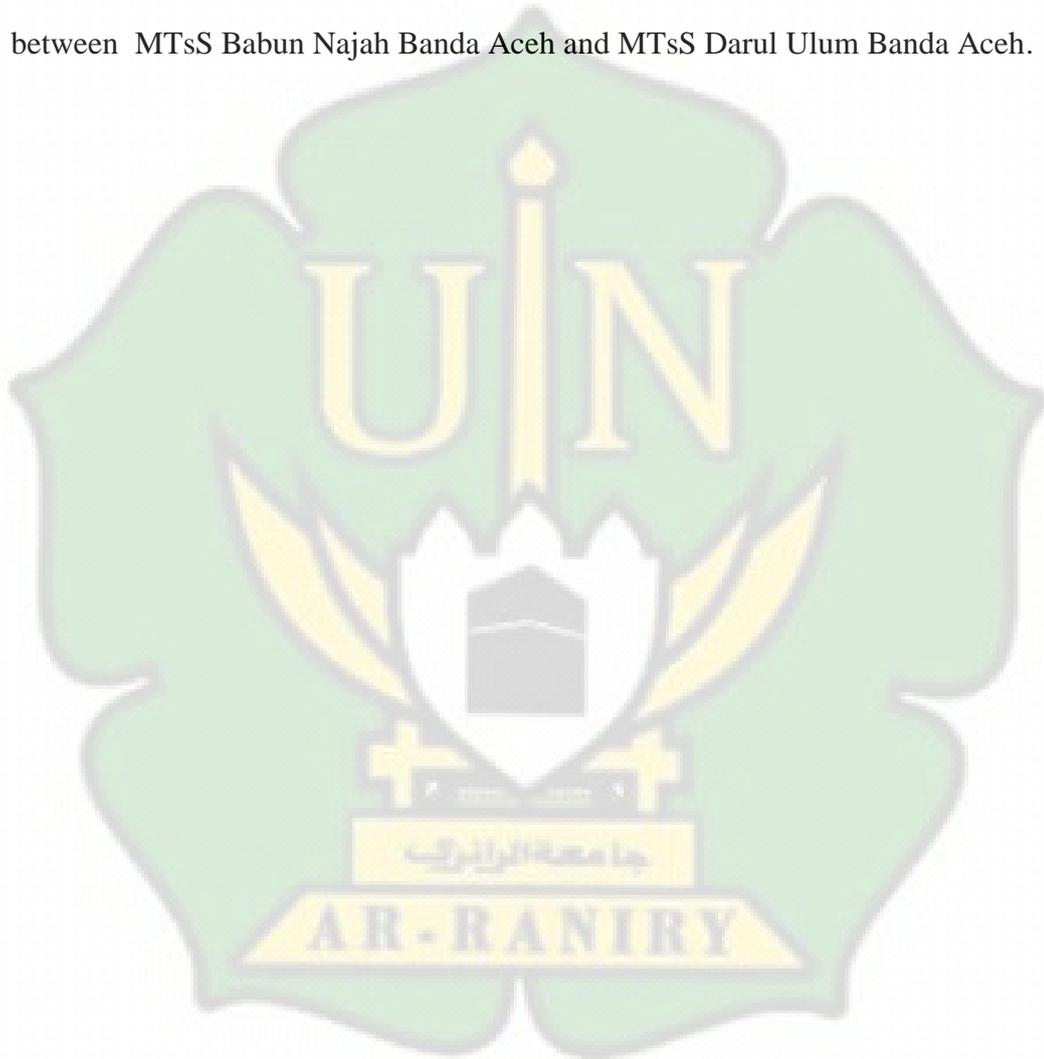
2. Reading comprehension

Reading comprehension is generally defined as “a process by which meaning is constructed through coordinating a number of complex processes such as reading of words, knowledge of words, text organization, strategies and even knowledge of the world” (Cain, Oakhill, & Bryant, 2004, as cited in Rastegar et. al, 2017, p.67). In this context, reading comprehension refers to students’ skill that are taught through the text by using reading strategies applied by English teachers at MTsS Babun Najah Banda Aceh and MTsS Darul Ulum Banda Aceh.

3. Comparative study

According to Bukhari (2011), Comparative study is a type of research that is used to compare between two or more objects or ideas. Comparative study shows how two subject are similar or shows how two subject are different. In comparative study we compare and contrast two or more things. This comparison often focuses on a few specific characteristics. The purpose of comparative

research is to see the difference between two or more situations, events, activities, or programs that are similar or almost the same that involve all elements or components. In this context, the researcher conducted a comparative research to find a comparison between the teaching and reading comprehension strategies between MTsS Babun Najah Banda Aceh and MTsS Darul Ulum Banda Aceh.



CHAPTER II LITERATUR REVIEW

This chapter discussed related theories to support the study. This includes: definition of reading, definition of Comprehension, reading Comprehension, definition of reading strategies and strategies of reading comprehension.

A. Definition of Reading

Based on Daiek and Anter (2004, as cited in Fitrotunnisa, 2015, p. 14) “reading is an extraordinary achievement when one considers the number of levels and componens that must be mastered.” Hence, reading is an important and basic skill for students which is necessary for english comprehension and reading is not only for facilities to getting information but also for language.

According to Carnie (1990, as cited in Nurainun, 2017, p. 13) purposed the definition of reading as “getting information from the printed text and interpretation. In other words, reading is the ability to understand information from the text and interpret the information correctly.”

Related to the research conducted by researcher, reading process carried out by students to get information from reading texts is a complex process, because when reading students can identify each word and sentence contained in the text, so that students find the main idea of the text being read and understand the contents of the reading texts correctly. According to Rumptz (2003, as cited in Souhila, 2014, p. 4) explains “Reading is a complex process. It involves visual action in analyzing printed letters, and then identifying these letters as the components of

words, until reaching the interpretation of the meaning of these words". In the reading process there are several steps that are done, such as observing each word. Students find meaning in words that they do not know from dictionary, then they analyze and understand the meaning of the sentences, so students can comprehend the whole text that they read.

B. Definition of Comprehension

At the time someone understands the meaning of written or spoken language it is the process of comprehension (Richards, Platt, and Weber, 1998, as cited in Nurainun, 2017). According to Seyed et al. (2010), the capability to comprehend the ideas delivered in entire the text. Furthermore, Snow (2002), said comprehension refers to the ability of the reader to understand of meaning through their involvement with the text being read.

Comprehension is the ability that had readers have when reading a text. Comprehension is very necessary in reading; with comprehension readers can build understanding of the meaning of a text that is read then readers are able to take knowledge and apply it using their creations. The purpose of reading instructions is developing students understanding in reading texts. Students need these abilities to understand concepts that are presented in text for relevant purposes.

C. Reading Comprehension

Reading comprehension is very important for everyone who wants to enlarge their knowledge and information. According to Cahyono et.al (2011, as

cited in Nurlaila, 2014, p.14) reading means the relationship between the author and the reader to understanding the information delivered by the author. When the author conveys his idea through writing and the reader can understand the idea. The reader, read a text then he can connect with the author through the text that being read, so the message and meaning that written by the author can be understood by the reader and the reader can comprehend the text that is read.

Moreover, The National Council of Teacher of English (NCTE) Commission on Reading (2004), defines reading as a complex, purposeful, social and cognitive process in that readers simultaneously use prior knowledge of spoken and written language, their knowledge of the topic of the text, and their knowledge of their culture to construct meaning.

Reading comprehension is an activity done by students in reading to receive and understand the meanings conveyed by the text. The students try to associate the various things that are owned to understand the message conveyed by the writer. In reading comprehension, students can build new knowledge by connecting the reasoning and knowledge that they already have, so students can formulate and deduce the necessary information from the text.

D. Definition of Reading Strategies

There are many different views about the definition of reading strategies. Barnett (2002, as cited in Souhila, 2014, p.10), has used the term reading strategy to refer to “the cognitive operations that take place when readers approach a text with the purpose to make sense of what they read. In this sense, reading strategies

are as the comprehension processes that readers use in order to make sense of what they read". Based on Mc Namara et al. (2009), to achieve reading comprehension for students who show a lack of knowledge in the field of reading also students who have low reading skills really need a reading strategy because the strategies in reading comprehension are very helpful and useful for students.

Wang et al. (2009), found that those learners who could use reading strategies were more successful in their reading and learning program. In line with this, Sen (2009) found that there is a statistically significant relationship between reading comprehension achievement scores and reading strategies use. Moreover, The finding of the research by Nur and Ahmad (2017), indicated that the implementation of teaching reading strategies was successful and the students could pass the target score and also the students become more active involved in teaching learning process.

Reading strategies are used to absorb information conveyed through written media. In reading, a strategy is needed to make it easier for students to understand the text and get information from the text. The teachers give several reading strategies to students to help them easily understand the text. Relating to this research, researcher wants to compare what strategies are taught and used by teachers to students. In this study researcher compared reading strategies between MTsS Babun Najah Banda Aceh and MTsS Darul Ulum Banda Aceh.

E. Strategies of reading Comprehension

Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension. Teachers can help improve student comprehension through instruction of reading strategies. In the area of reading strategies, Feng and Chen (2016), said that a teacher can help the students to internalize those reading comprehension strategies through direct, transactional, and interactive constructive.

1. Direct explanation

According to Feng and Chen (2016), direct explanation is the possibility of students to imitate the cognitive process of reading comprehension through the Direct explanation puts emphasis on direct exemplary role of teachers. Teachers try to combine the interpretation of the reading comprehension strategies with usage of them to make strategic activities be immediately applied in reading. Feng and Chen (2016), also write the following interconnected teaching procedures or steps of this strategy. *Firstly*, to show how to develop a reading strategy for students, the teachers determine and explains directly to students reading comprehension strategies. Then the teacher choose reading material and use a reading strategy of thinking aloud to make students visually observe process of reading comprehension. *Secondly*, the teachers guide students to be trained. The teachers instruct students to carry out the task of reading comprehension according with the requirements and apply the reading strategy that have been explained. Then, the teachers will improve their performance and give feedback. *Thirdly*, to improve students' ability to use reading comprehension strategies, the

teacher explains about the application of reading comprehension strategies learned in other types and genres of writing.

2. Transactional

Transactional Strategies Instruction (TSI) is one of the appropriate reading strategy that can be used to help students comprehend the text well. Transactional Strategies Instruction is comprehensive strategy to teach reading comprehension. According to Apel et. al (2007, as cited in Oktaria et al. 2017) , transactional terms are used to emphasize that students are involved in finding out the meaning of text through transactions between members of their group rather than being done individually. Transactional Strategies Instruction is an instructional reading strategy used to guide students through a text. Students start by predicting the topic or title using the clues that available in the text. The clue in the text allow them to predict the title or topic of the text. It also helps the students to find main idea because the main idea relates to the topic of the text.

Feng and Chen (2016) said, transactional puts emphasis on dialogue between teachers and students. These strategies connect the teachers and the students and also the students with their group friends to discuss a text. There are several types of strategies including predicting, questioning, clarifying and summarizing. In small group settings, the strategies are used to coordinate dialogue about text when students read aloud. In their groups, students are encouraged to associate text into the background of their knowledge to summarize the text, to describe each mental picture they make during reading and predict what will happen next in the text. As students read aloud, they engage in and

exchange individual interpretations and respond to the reading. The goal of TSI is to have students independently use the comprehension strategies as they read any text and this goal is for all the students.

3. Interactive constructive

Interactive constructive strategies “involves the interaction of readers’ prior knowledge, beliefs, concurrent experience, and the text in a sociocultural context to construct new meaning and understanding” Spence (1995, as cited in Feng Chen, 2016). This is a strategy that is used as a medium to build understanding. This constructive strategy emphasizes interaction between students and text and also between students and teachers. It argues that students’ reaction will affect their understanding of the text. Feng and Chen (2016) add that, in interactive constructive strategy there are Several important teaching links;

a. Teachers’ explanation and demonstration.

At the beginning of the teaching, teachers explain and demonstrate flexible use of several kinds of reading comprehension strategies, including different applications in different context.

b. Practice of students

The students practice using reading comprehension strategies with necessary guidance from the teachers.

c. Group discussion and communication

In the group, the students take turns by thinking aloud strategy to make their process of understanding and monitoring manifested. In particular, students tell others how they connect previous knowledge with

the content and how they make summary. They describe the mental image appeared in their minds and how they predict the content. In this process, teachers and students will construct their own understanding respectively. They can communicate and discuss by brain storm.

In the other hand, there are some strategies in teaching reading based on Vacca & Vacca(1999); scaffolding, think-aloud, reciprocal, SQ3R, and QARs.

4. Scaffolding

Scaffolding is a process where a teacher or other person with more ability helps students to solve certain problems beyond their developmental capacity. In this case the teacher helps students to negotiate meaning and overcome difficulties in learning situations related to the text.

5. Think-aloud

Think Aloud is a strategy that helps students in learning activities, aims to remember information that is more significant from the text given by the teacher. With this strategy, the teacher verbalize aloud when reading orally. The ability of the teacher to transfer creativity and control students in understanding reading the text in their own think-aloud and the teachers makes them express their thoughts when reading verbally. The purpose of think aloud strategy is to model for students how skilled readers construct the meaning of a text.

Davey (1983, as cited in Ranggi 2019), suggest five basic steps when using think-aloud. First, select passage to read aloud that contain points of difficulty, ambiguities, contradictions, or unknown words. Second, while orally reading

thinking-aloud, have students follow silently and listen to how trouble spots are through. Third, have students work with partners to practice think-aloud by taking reading short, carefully prepared passages and sharing thoughts. Fourth, have students practice independently, using a checklist to involve all students while verifying use of the procedures. Finally, to provide for transfer, integrate practice with other lessons, and provide occasional demonstration of how, why, and when to use think-aloud.

Five points that can be made during think-aloud are showing how (1) To develop hypotheses by making predictions, (2) To develop images by describing pictures forming in one's head from the information being read, (3) To link new information with prior knowledge by sharing analogies (4), and to monitor comprehension by verbalizing a confusing point (5) To regulate comprehension by demonstrating strategies.

- 1) Developing hypotheses by making predictions teacher might model how to develop hypotheses by making predictions from the title of a chapter or from subheadings within the chapter.
- 2) Develop images to model how to develop imaging, at this point the teacher may stop and say. "I have a picture in my head from a scene I saw in a movie about the Old West. I see blacksmith pumping bellows in a forgetto heat up an iron horseshoe. When the iron turns a reddish orange, he picks it up with his tongs, and he hammers. The sparks fly, but slowly the horseshoe changes shape to fit the horse's hoof."

- 3) Share analogies to model how to link new information with prior knowledge, the teacher might share the following analogies. “this is like a time when I tried to eat a piece of pizza with extra cheese. Every time I took a bite, the cheese kept stretching and stretching into these long strings. It is also like a time when I went to the county fair and watched people make taffy.”
- 4) Monitor comprehension to model how to monitor comprehension, the teacher can verbalize a confusing point. “This is telling that metals have metallic luster. I don’t know what that is. I’m also confused because I thought this section was going to be about things that are made out of different minerals. This is different from what I expected”.
- 5) Regulate comprehension to model how to correct lagging comprehension, the teacher can demonstrate a strategy: “I’m confused about what metallic luster means, and I don’t know why the authors are talking about this when I expected them to talk about stuff made out of minerals. Maybe if I ignore the term metallic luster and keep on reading, I’ll be able to make some connections to what I expected and figure it all out.”

6. Reciprocal Teaching Strategies

Reciprocal Teaching is a strategy that asks students and teachers to share the role of teacher by allowing both to lead the discussion about a given reading. Reciprocal Teaching involves four strategies that guide the discussion: predicting, question generating, clarifying, and summarizing. According to Palinscar & Brown (1984, as cited in Herlina 2017), Reciprocal teaching is defined as a

dialogic instructional strategy to promote students reading comprehension that supports students within the context of a collaborative community of learners, to be active leaders in small group reading discussions in a small group of four or five, students begin by all reading the first paragraph or passage of the same text silently

Furthermore, based on Palinscar and Brown (1984, as cited in Prianggoro 2016) One way to get students prepared to use reciprocal teaching

- a. Put students in groups of four.
- b. Distribute hand out to each member of the group identifying each person's unique role: Summarizer, Questioner, Clarifier, Predictor.
- c. Have students read a few paragraphs of the assigned text selection. Encourage them to use note-taking strategies such as selective underlining or sticky-notes to help them better prepare for their role in the discussion.
- d. At the given stopping point, the Summarizer will highlight the key ideas up to this point in the reading.
- e. The Questioner will then pose questions about the selection: (1) Unclear parts, (2) Puzzling information, (3) Connections to other concepts already learned.
- f. The Clarifier will address confusing parts and attempt to answer the questions that were just posed.
- g. The Predictor can offer predictions about what the author will tell the group next or, if it's a literary selection, the predictor might suggest what the next events in the story will be.

- h. The roles in the group then switch one person to the right, and the next selection is read. Students repeat the process using their new roles. This continues until the entire selection is read.
- i. Throughout the process, the teacher's role is to guide and nurture the students' ability to use the four strategies successfully within the small group. The teacher's role is lessened as students develop skill.

According to McAllum (2014, as cited in Prianggoro 2016) Reciprocal Teaching contains four strategies:

1. Predicting

This strategy is a strategy in which students conduct a hypothesis or assumption about the concept of what will be discussed further by the teacher.

2. Question Generating

In this strategy, Students are given the chance to make questions in connection with the material that being discussed. The question is expected to reveal the mastery of the concept of material that will being discussed.

3. Clarifying

Clarifying strategy is an important activity during the learning, particularly for students who have difficulty in understanding the material. Students can ask the teacher about the concept that it is still difficult or cannot be solved with his group. In addition, teachers can also clarify the concept by giving the question to the students.

4. Summarizing

In summarizing this strategy there is an opportunity for students to identify and integrate the information contained in the material.

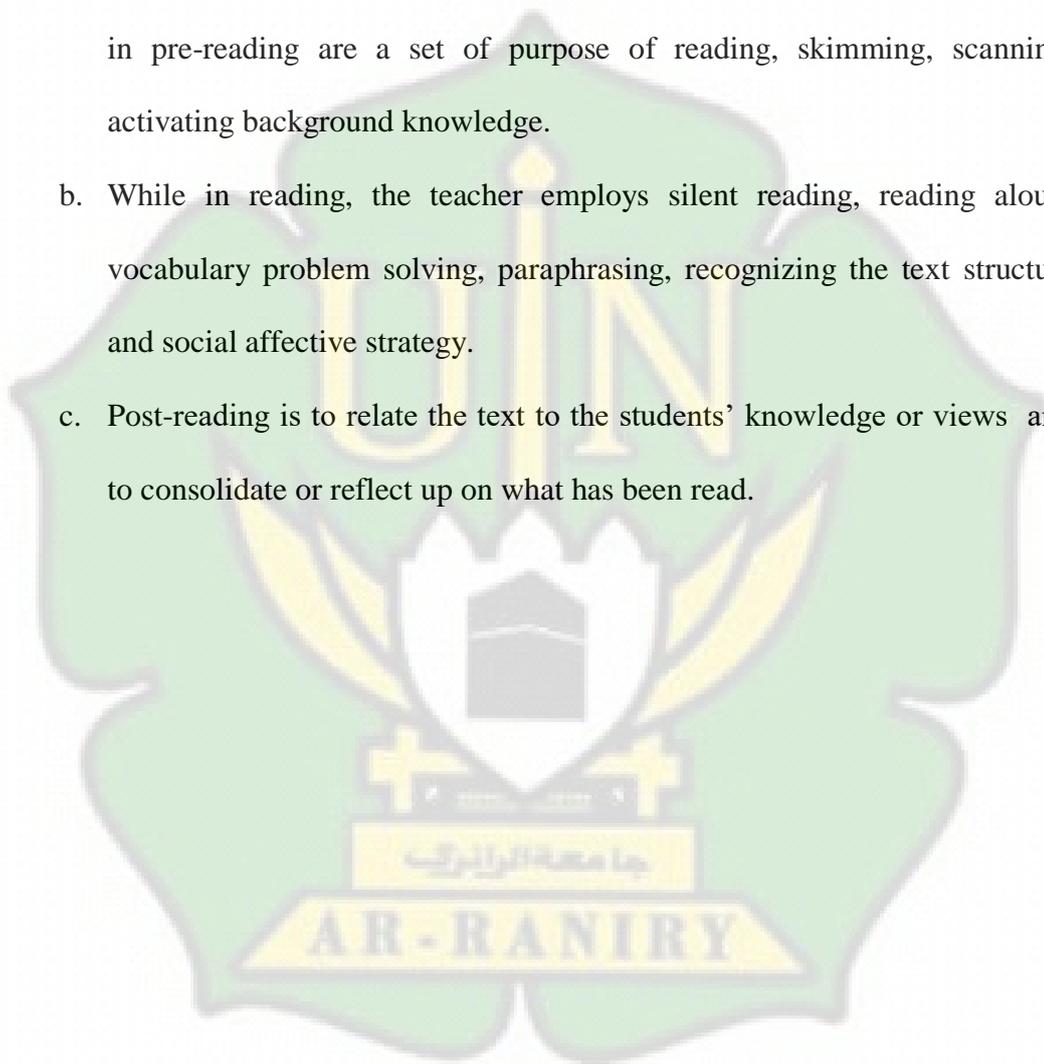
7. SQ3R (surveying, questioning, reading, reciting, and reviewing)

SQ3R is a systematic reading strategy to help you organize the reading process into manageable units. It is only one of many similar strategies that you can use to improve comprehension. It consists of five steps, they are: surveying, questioning, reading, reciting, and reviewing. The SQ3R strategy involves (1) reading the headings in the chapter quickly to get its important part, (2) turning the heading into a question, (3) reading to find the answer to the question, (4) recall the important point (the answer to the question) by retelling them or writing them in one's memory at the important point.

8. QARs (Question-Answer relationship)

QARs is a reading strategy through understanding and analysis of questions. In other words, this strategy guides students to understand the questions in order to get an information in a reading itself. Based on Pearson & Johnson (1978, as cited in Nurlaili, 2014, p.23), the type of question asked to guide comprehension should be based on the information readers need to answer the question. Therefore, teachers must help the students become aware of likely sources of information as they respond to questions. Next, Hartmann and Pamela (1997) point out that there are three steps that the teacher does to improve the students' ability in reading as follows:

- a. Pre-reading, there are variety of questions and exercises to help students expend their passive and active knowledge of vocabulary, followed by activities to aid students in acquiring essential skill for academic reading by using dictionary. The comprehension strategies employed by teachers in pre-reading are a set of purpose of reading, skimming, scanning, activating background knowledge.
- b. While in reading, the teacher employs silent reading, reading aloud, vocabulary problem solving, paraphrasing, recognizing the text structure and social affective strategy.
- c. Post-reading is to relate the text to the students' knowledge or views and to consolidate or reflect up on what has been read.



CHAPTER III RESEARCH METHODOLOGY

This chapter consists of some aspects of research methodology, as follow: research design, research participant, method of data collection, and data analysis.

A. Research Design

After defining the problem of the research, the following step is organizing the design of the research plan which called by research design, Mukherjee (2017). This research used descriptive qualitative with the direct observation and interviews. Sugiyono (2008) has argued that, descriptive method was a method used to examine the status of human groups, an object, a condition, the thoughts, and the events that will occur. As explain by Lambert and Lambert (2012) the aim of qualitative descriptive research is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals. It is useful to regarding events, who were involved, what was involved, and where the things happen focuses on study on social phenomena and on giving voice to the feelings and perceptions of the participants under research. Data collection and analysis in qualitative research are inductive processes. It indicates the meaning of numerous small pieces of data are collected and gradually combined or related to from boarder, more general descriptions and conclusions (Marquerite, 2006). Then, this research used form of observation and interview guided as instrument to collect the data.

B. Research participants

In this research the researcher used purposeful sampling technique in choosing research participants. Purposeful sampling is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources (Patton 2002, as cited in Palinkas et al., 2013). Creswell (2012, p. 206) states that the individuals and site are selected purposefully by the researcher to find out the phenomenon. The Participants of the research were teachers at MTsS Babun Najah Banda Aceh and MTsS Darul Ulum Banda Aceh.

1. Population

According to Suharsimi (2007), population is a set or collection of all elements possessing one or more attributes of interest, while sampling is the small part of the population that is taken for representative of all the population becoming the object of the research. Population in this research were the total number of the English teachers in both schools chosen by researchers, MTsS Babun Najah Banda Aceh and MTsS Darul Ulum Banda Aceh.

2. Sample

According to Sutrisno (2002), sample is number of people that are less than population. In choosing the participants the researcher used purposeful sampling as a technique. Virtually, any purposeful sampling technique may be used regarding the use of sampling in a qualitative descriptive design (Lambert & Lambert, 2012). This involves selecting and identifying individuals or groups of

individuals that are knowledgeable about experienced with a phenomenon of interest quoted from (Cresswell & Clark 2011, as cited in Palinkas et al., 2013).

In this reseach, the sample was English teacher in both schools and researcher chose the English teachers who taught in second grade at MTsS Babun Najah Banda Aceh and MTsS Darul Ulum Banda Aceh. The researcher chose those schools as location and the teachers as participants because the researcher did preliminary research to convince this research is feasible conducted in this school. The preliminary research was done by interviewing several students about their class especially during the English lesson. Based on the interview, the researcher found that there were several strategies applied by English teacher in the classroom.

C. Methods Data Collection

1. Observation

Esiri, et al. (2017, p. 88) define “Observation research is an invaluable qualitative method utilized in communication research.” The Observation research can be combined with other types of data collection methods and it is feasible and beneficial for practitioners. In this case, the researcher observed the classroom and whatever done by the English teacher in MTsS Babun Najah Banda Aceh and MTsS Darul Ulum Banda Aceh related to the teachers’ strategies in teaching reading comprehension in the classroom. It was used to investigate the English teaching and learning process in the classroom.

2. Interview

According to Schostak (2006, as cited in Alshenqeeti, 2014) adds that interview is conversation between partners to get deep information about a certain topic and through which a phenomenon could be interpreted based on the meanings interviewees bring to it. In this research, the researcher used semi-structured interview. The semi-structured interview is a more flexible version of the structured interview as “it allows depth to be achieved by providing the opportunity on the part of the interviewer to probe and expand the interviewee’s responses” (Rubin & Rubin, 2005, as cited in Alshenqeeti, 2014, p. 40). The interview was done with the English teacher of the class after finishing he teaching and learning process. This interview was conducted to gain a spoken response especially about their perspective about the strategies in teaching reading from the participants. In interviewing, the researcher prepared the list of questions emphasized on the teachers strategies in teaching reading, the facilities of teaching reading and the problems faced by teacher and students in teaching reading process.

D. Methods of data analysis

After collecting the data, the researcher had analyzed the observation and interview data in qualitative research. The researcher highlights several steps from theory from Lacey & Luff (2009) who points of framework analysis the data. Those are:

- a. Transcription: researcher transcribe the data from recorded interviews and observation list.
- b. Organizing the data: giving the interview a code, breaking up field notes into sections identified by date or context. Here, the researcher gave the number of data, section, and time.
- c. Familiarisation: researcher listens to the recorded interview, making memos and summaries before the formal analysis begins.
- d. Coding: labeling or preliminary code. In this stage, after all the data were collected, the researcher places all units having the same coding together. It will be easier to read the data. Researcher underline the significant data that are appropriate with the topic of research. So, it would be easier to analyse the data.
- e. Themes: identifying themes or emergent concepts, and re-coding to develop well defined categories. This was the end of process analyzing the data thereby the researcher categorized the data into some categories and it presented and discussed descriptively.

In this research, researcher coded English teacher in MTsS Babun Najah Banda Aceh as TC1, and English teacher in MTsS Daru Ulum Banda Aceh as TC2.

E. Brief Description of Research Locations

1. MTsS Babun Najah Banda Aceh

In order to collect the data for this research, the researcher conducted a qualitative research at MTsS Babun Najah Banda Aceh and MTsS Darul Ulum Banda Aceh.

MTsS Babun Najah Banda Aceh is located at Jln. Kebon Raja Desa Doy Ulee Kareng Banda Aceh, Prov. Aceh, Kab. Banda Aceh, Kec. Ulee Kareng.

According to the data obtained at MTsS Babun Najah Banda Aceh, this school was established on September 27, 1994. This school is led by headmaster named Sri Muliana. MTsS Babun Najah has its own building and is a permanent building. There are 14 classrooms in MTsS Babun Najah. This school has 2 dormitory buildings, 1 male dormitory and 1 female dormitory. The students at the MTsS Babun Najah use English in speaking and also during the teaching English and learning process. The Teacher also use English when interacting with students in class and sometimes also mixed into Bahasa. MTsS Babun Najah has two English classes, namely English class and grammar class.

2. MTsS Darul Ulum Banda Aceh

MTsS Darul Ulum Banda Aceh is located at Jl. Syiah Kuala, Keuramat, Kuta Alam, Kota Banda Aceh, Aceh. MTsS Darul Ulum has 33 teachers as a total number. (according to the data obtained in 2018/2019 from MTsS Darul Ulum). Based on the data, the total number of the Students in MTsS Darul Ulum Banda Aceh is 349 students, with details of 173 male students and 176 female students. MTsS Darul Ulum also uses English and Arabic when interacting between

students and students as well as students and teachers. In the classroom, the students and the teachers also use English. Darul Ulum has a language laboratory which is quite actively used to develop the language skills of its students.



CHAPTER IV RESEARCH FINDING AND DISCUSSION

In this chapter presents the finding and discussion of the teacher strategies used in teaching reading at MTsS Babun Najah Banda Aceh and MTsS Darul Ulum Banda Aceh.

A. RESEARCH FINDING

1. Observation result

a. Observation result at MTsS Babun Najah

- The first observation

In the first observation at MTsS Babun Najah, in the initial activity, the students pray, after that the teacher attends the students. After all the guidance and warm-up in the early minutes, next the teacher asks to the students about the assignment given last week. The teacher corrects students' answers that have been done together in the classroom.

Furthermore, after correcting the students' homework, the teacher explain about the whole text to the students around 20 minute. Then, he asks to the students to read the text in the LKS. In this classroom the teacher used LKS as a main media and sometimes use a white board. The teacher tells the students to come in front of class and read the text loudly. When the teaching and learning process in the classroom, the students are very cooperative. They are very excited to get the chance to read the text. Next, the teacher asks the students to read the question relate to the tasks

until the students understand the meaning of the text well. Sometimes he also help the students to translate some difficult word. After all students have finished doing the exercises and answered all the questions from the text, and he also explain to the students about what is the important point from the text. At the end of the class, the teacher and the students correct the answers from the questions that have been done by students together.

- The second observation

In the second observation at TC1, at the beginning of teaching and learning process is not much different from the first observation. The teacher attends the students. After warm-up and all the briefing in the early minutes of the English teaching and learning process is complete, he always reviewed the material at the previous meeting and refresh the students vocabulary. The students always prepare an English dictionary during the teaching and learning process.

After that, in the middle of the English teaching and learning process, the teacher instructs to the students to found difficult words that they do not understand from the text and find the meaning in the dictionary.

Furthermore, the teacher divides the students into several group to do the task and understanding the texts such as determining main ideas and finding the meaning of difficult words contained in the text. While the students doing the tasks with their group, the teacher monitoring the class and the group, sometimes he also help the students understand some difficult sentences in the text. In the classroom, in each group the students

are very active and excited to answer questions and understand the text with their group members. Some of them also help each other when their friends do not understand about the text.

After all groups have finished answering questions from the text and understanding the contents of the text, at the end of the lesson the teacher and the students review the text and tasks together. The teacher call the students randomly to come in front of the class for answer the question relate to the text, also sometime he correct the students the pronunciation. After all the questions have been discussed, at the end of the lesson the teacher gives homework to the students.

- The third observation

In the third observation in MTsS Babun Najah Banda Aceh, Similar to the previous meeting. At the beginning of English teaching and learning process the teacher attends the member of the class. Next, around 10 minute before the English teaching and learning process he asks to the students about the material last week whether there are questions and difficulties or not. Also he is always reminds the students to bring an English dictionary during the English teaching and learning process.

After all the warming up, the teacher instructs the students to read the text in the LKS about 10 to 15 minutes, he also asks students to ask if there is a sentence that is not understood from the text. In the classroom students use English when interacting with the teacher and also with students. The class atmosphere is quite active, students read the text and

ask if there are sentences they do not understand. When the students finished reading the text, the teacher divides the students into group pairs. He explain the questions from the students with English and sometimes mixed into Bahasa.

At the time when the teacher explain about the text and answer the question from the student, all the students pay attention and interact well with the teacher. After the teacher finished explaining the material, he instructs the students to do the exercises in the LKS based on the text with pairs. After the students done the task, the teacher inquire the students about meaning from the text. The teacher also pointed the students randomly to read the text quickly and asked them the answer and main ideas that contain from the text.

b. Observation result at MTs Darul Ulum

- The first observation

The first observation at MTs Darul Ulum, the initial activity before the teaching and learning process takes place, the teacher attends the students first and greeting with the students around 10 minute. After all, the teacher asks the students whether they have read today's material at home or not. Then the teacher instructs the student to open the book. The teacher write a sentences and explain some example in the whiteboard and all the students pay attention to the explanation.

After the teacher explained the material about preposition, she asked whether the students had understood or not and whether the students had

other questions related to the material being taught. Some students ask some points which they have not understood. In the classroom, students dominantly use English with the teacher and sometimes use Bahasa.

Then the teacher re-explains the material and reviews some examples so that students understand better. After that, the teacher writes a few sentences on the whiteboard and asks students to complete the questions on the whiteboard. The class is very crowded, students are very enthusiastic, they want to come in front of the class to solve the questions on the whiteboard. The teacher also help the students to finish the question. The teacher appoints several students at random to come in front of the class and solve the sentences on the whiteboard. At the last minute of class, before time runs out the teacher reviews the material that has been taught that day.

- The second observation

In the second observation at MTsS Darul Ulum, the students start the class with do'a. After that, the teacher absent all the members in the classroom and greeting with the students around 15 minute. Next, she start the reading the text from task in LKS. In the classroom the teacher use English when she explain the material to the student, she also mixed into Bahasa sometimes. The teacher read the text twice and the students repeat after that. Afterward the teacher instructs to the student to read the text in LKS around 10 minute. The teacher ask to the students what is an appropriate title for the text and some students give their answers.

Next, the teacher divided the students into group pairs to answer question from the text and translate the text. The teacher also help the student to translate the difficult vocabulary and write them on the white board. Then, she instruct the students to understand the text and answer the question from the text with pairs.

Furthermore, after all the students finished reading the text and answer the question, the teacher check the students task in their chair. She discussed about the text together with the students, In this time the students are very excited to give their answers. The teacher chose the students randomly to answer questions from the text and the teacher review the answer together with the students.

- The third observation

The third observation at MTsS Darul Ulum, similar to the previous observation, the teacher attend all of the member in the classroom and greeting with the students. Afterward, the teacher used the worksheet and share it to all of the students. The teacher ask to the students to read the questions and the whole text from the worksheet, than she explain to the students about the meaning of the question. The teacher also write some difficult vocabulary in the whiteboard to make the students easy to understand the meaning of the text.

The text chosen by the teacher is the recount text, in the worksheet there are also some questions that students should understand well so that they can answer these questions correctly. The teacher asks some

important information in the text to the students. After all explanation, the teacher instruct the student to finish the task. In the end of the meeting the students discuss and correct the answer together with the teacher.

This is the table of the teaching reading strategies used by english Teacher in MTsS Babun Najah Banda Aceh.

Table. 4.1
The teaching reading strategies used by English Teacher in TC1

Meeting	Strategies Used
First meeting	QARs
Seond meeting	TSI
Third meeting	TSI

Furthermore, the strategies used by english teacherin MTsS Darul Ulum Banda Aceh are presented below.

Table 4.2
The teaching reading strategies Used by TC2

Meeting	Strategies Used
First meeting	
Seond meeting	TSI
Third meeting	QARs

2. Interview result

a. Interview result at MTsS Babun Najah

1) Question : Do you prepare lesson plan before you teach English ?.

Respond : *“yes, i have been prepare the lesson plan and applied the lesson plan in classroom”*

2) Question : What kind of method/techniques that are applied in teaching reading?

Respond : *“ I use some method, such as Grammar Translation Method, group works activities, dialog, problem solving.*

3) Question : What strategies do you usually apply in teaching reading?

Respond : *"..Directly dealing with the text, I do not interpret text per-word. first we read the whole text, then we discuss to determine the main ideas of the text."*

4) Question : Did you have special strategies in teaching reading ?.

Respond : *"..The specific strategies, probably we could see from the ability of students, the extent of student ability, than we can assess where students lack in English whether in vocabulary mastery or word cluster, sometimes students difficult to interpret the text because they do not really understand nouns, verbs."*

5) Question : Did you have any difficulty in teaching reading to the students ?

Respond : *"..There are several things, such as reading and listening. Reading because they still lack of vocabulary, so they do not know much about the meaning of the text and how to pronounce the word, they sometimes switched between British and American because it may also still rarely listening section. Even though doing listening section, sometimes they often unfocused ... "*

6) Question : How do you solve those difficulties in teaching reading?

Respond : *"Yes, sometimes I help the students to understanding the*

texts, but before that I ask other students who might know and understand to help their friends interpret or understand texts.."

7) Question : Did you focus on certain aspect in teaching reading ? for example grammar or vocabulary?

Respond : *"..Both, general. Because the students also have special grammar classes, namely gramm-posts, I often summarize both, grammar and vocabulary, so that sometimes it becomes less effective."*

8) Question : What is the most important aspect to be taught in reading; text comprehension, vocabulaary or grammar usage ?.

Respond : *"I think the vocabulary is first."*

b. Interview result at MTsS MTsS Darul Ulum

1) Question : Do you prepare lesson plan before you teach English?

Respond : *"Yes, of course, I prepared the lesson plan based on what the material will teach."*

2) Question : What kind of method/techniques that are applied in teaching reading?

Respond : *"Yes, the method used should be adapted to the material being taught. I use several methods but more often use the group activities in the classroom."*

3) Question: What strategies do you usually apply in teaching reading?

Respond : *" read the whole text that have been provided and*

comprehence the text”

4) Question: Did you have special strategies in teaching reading ?

Respond : *“the strategy, ask to the student to read first and understand the meaning of the text”*

5) Question: Did you have any difficulty in teaching reading to the students?

Respond : *“about vocabulary because sometimes the students unwilling to open the dictionary”*

6) Question: How do you solve those difficulties in teaching reading ?

Respond : *“ help students with give and provide difficult vocabulary”*

7) Question : Did you focus on certain aspect in teaching reading ? for example grammar or vocabulary?

Respond : *“Yes of course, I am more focused on vocabulary development “*

8) Question: What is the most important aspect to be taught in reading; text comprehension, vocabulaary or grammar usage ?.

Respond : *“vocabulary first and then understanding the meaning of the text“*

B. DISCUSSION

1. Strategies used in teaching reading comprehension at MTsS Babun Najah and MTsS Darul Ulum Banda Aceh.

In this section, researcher presented the discussion based on the research result that has been conducted from observation in order to answer the first research question about what are strategies used by the English teachers in teaching reading comprehension at MTsS Babun Najah and MTsS Darul Ulum Banda Aceh. In the first meeting of observation English teacher in MTsN Babun Najah Banda Aceh, the teacher used QARs (Question-Answer relationship) strategies when the English teaching and learning process. In the second meeting of observation in MTsS Babun Najah Banda Aceh, the teacher used TSI (Transactional Strategies Instruction). The teacher divided the students into several groups to comprehend the text in their worksheet. In the third meeting of observation in MTsS Babun Najah Banda Aceh, the teacher also used TSI (Transactional Strategies Instruction). The students divided into several groups. The teacher inquired the students some questions related to text and asked the students to comprehend the text.

Furthermore, the result of the observation at MTsS Darul Ulum Banda Aceh. The first meeting of observation in TC2, there is no reading strategies used in the classroom because at that time, the subject matter is about grammar and not about reading comprehension. Moreover, in the second observation at TC2, the teacher used Transactional Strategies Instructional (TSI), almost similar with TC1, The teacher in TC2 also divided the students into several groups to

comprehend the text in their worksheet. The last observation at TC2, the strategies used by the English teacher is QARs. As the same media which is LKS, TC2 ask the student to practice the tasks in the worksheet based on the available text. According to the result of observation MTsS Babun Najah and Darul Ulum, both of them use QARs and TSI strategies when teaching reading comprehension. The students in both schools are active during the teaching and learning process of reading comprehension.

2. The dominant strategy used in teaching reading comprehension at MTsS Babun Najah and MTsS Darul Ulum Banda Aceh.

In this section, researcher presented the answer from the second research question about what is the dominant strategy used by the English teacher in teaching reading comprehension. Based on the research result that has been conducted from the observation. Teacher in MTsS Babun Najah Banda Aceh and MTsS Darul Ulum Banda Aceh used two strategies in teaching reading comprehension in the classroom, namely QARs (Question Answer relationship) and TSI strategy in teaching reading comprehension. However, based on the results of observations that has been conducted, the researcher found that the dominant strategies that the teachers used in teaching reading comprehend in both schools is TSI (Transactional Strategies Instruction).

MTsS Babun Najah and MTsS Darul Ulum Banda Aceh, both of these schools use the TSI (Transactional Strategies Instructional) strategy, however the implementation of the TSI strategy in Darul Ulum looks more fun than Babun Najah. TC1 is more dominant using the TSI strategy, where the teacher divides

students into small groups to understand the text. Darul Ulum also applies the TSI strategy during the teaching and learning process. However, the application of the TSI strategy in TC2 was not only effective in the classroom but also seemed more fun, because the teacher was enthusiastic when explaining the material and helping students understand the text. During the teaching and learning process of reading comprehension, the teacher invites students to raise the spirit of learning by doing warm-ups so that the class atmosphere becomes fun. It makes students more enthusiastic in classroom.

1. QARs (Question Answer relationship)

The first strategies that the teachers used QARs (Question Answer relationship) for reading comprehension's learning at the class. In this strategy utilized by teacher, the teacher gives question to student around one or two question based on the text provided so the students answer that the question. According to the teacher, this strategy used to give material to the student in order the students easy to accept material that gave by teacher.

This strategy is used by the teacher to find out whether the students really understand with text they read. The teacher gave several questions related to the text to students and then the students wrote the answer in their book or their worksheet. This strategy was used by the teacher to see if students really understand with text that they read. if they could answer that question with their own words or with the answer from the text it means they already understand the text.

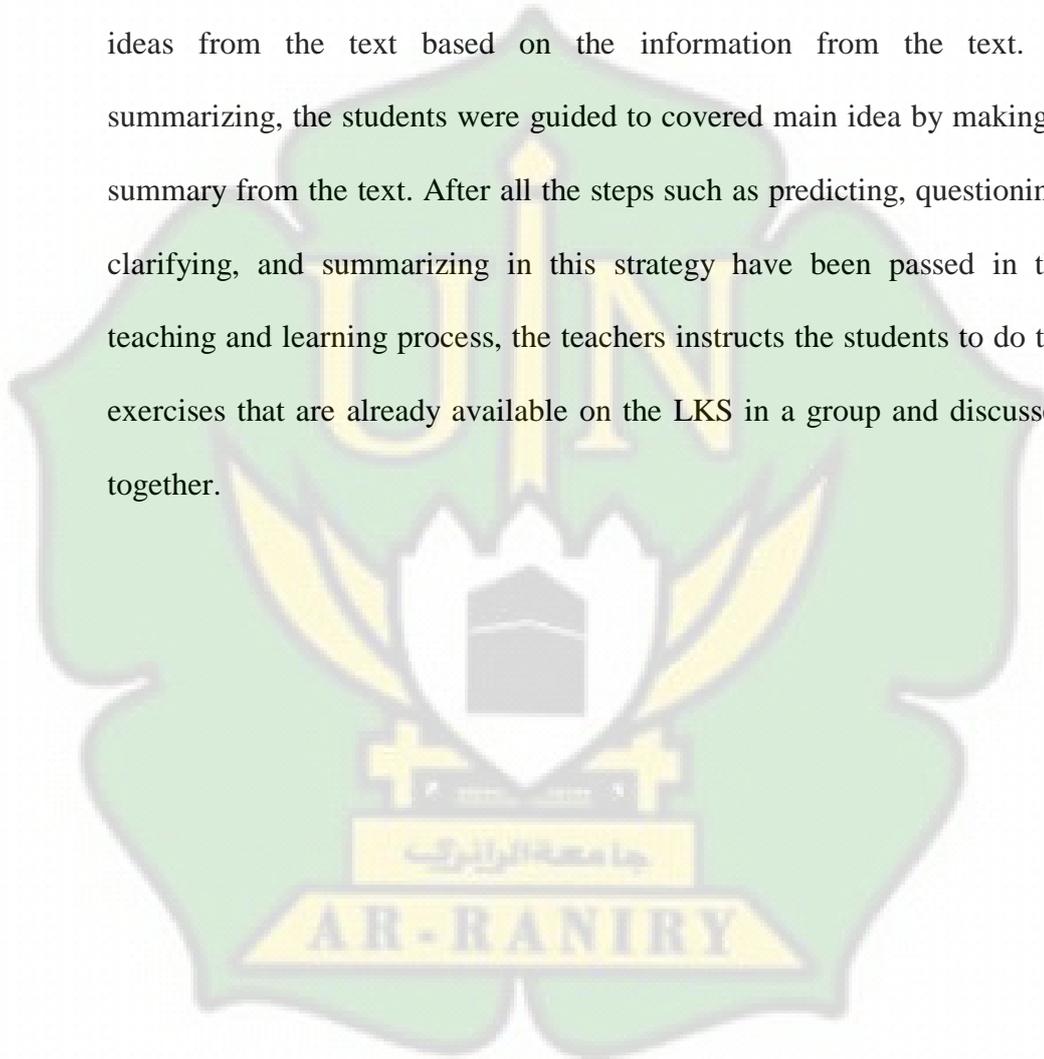
The QARs strategy shows the relationship between questions and answers, how to search the information from the text based in the different types of question. The use of QARs can help the students to analyze, comprehend, and respond to text concepts. According to Crist (2002, as cited in Nurhayati, et al. 2019, p. 99) “QAR strategy is a questioning strategy that emphasizes a relationship between the question, the text, and the background knowledge of readers.” Based on the explanation above, it can be concluded that question-answer Relationship strategy is a teaching reading strategy that assists students relate their prior knowledge to the information provided in the text.

2. Transactional

The second strategy was Transactional Strategies Instructional (TSI). Transactional Strategies Instruction is one of the appropriate reading strategy that teachers can used to help students comprehend the text well. Transactional Strategies Instruction is a strategy to teach reading through several types namely predicting, questioning, clarifying, and summarizing.

The teachers taught about recount text and then the teachers divided the students into small group which consisted of 3 students for each group or also pairs. In predicting, the students were guided to predict the topic by using the clues from the text provided. The teacher instruct to the students to read the questions and text based on LKS, then the students wrote down some informations on their worksheets related with the topic or words from the text which they had known. In clarifying, the students were

guided to find the meaning of unfamiliar words and referent from the text using context clues. The teachers also help and guided the students to find out the meaning of unfamiliar words and referent from the text. In questioning and answering, they were guided how to cover supporting ideas from the text based on the information from the text. In summarizing, the students were guided to covered main idea by making a summary from the text. After all the steps such as predicting, questioning, clarifying, and summarizing in this strategy have been passed in the teaching and learning process, the teachers instructs the students to do the exercises that are already available on the LKS in a group and discussed together.



CHAPTER V CONCLUSION AND SUGGESTION

In this chapter, researcher presented conclusion and suggestion based on the finding in this research.

A. Conclusion

Researcher draws the following conclusions from the research that have been conducted in MTsS Babun Najah and MTsS Darul Ulum Banda Aceh. The result of this study showed that the strategies that the teachers used in teaching reading comprehension in MTsS Babun Najah and MTsS Darul Ulum Banda Aceh were QARs (Question Answer Relationship) and TSI (Transactional Strategy Instruction). The teachers used these strategies to make the student comprehend the reading text and guided the students more focus on the text. The teachers could also help the students in developing the meaning contained in the text reading so that students more easily understand the contents of reading. TC1 and TC2 applied reading strategies in teaching reading comprehension. Both believed that it is important to use strategies in teaching reading comprehension to help students understand the text.

Transactional Strategies Instruction was used to help the students to comprehend the text, such as how to find main idea, supporting idea, inference and vocabulary. QARs (Question Answer Relationship) this strategy was used so that the students understand the reading text and understand the contents of the reading. Based on this research, those strategies were effective in teaching reading comprehension because can help the students to comprehend the text. In shor

those strategies gave good contribution for the teacher. The students who have difficulty in reading would be easier in mastering reading comprehension. Those strategies could help the teacher because the students would be active, and the students could exchange their opinion with their friends.

B. Suggestion

Based on the finding of this research, the researcher draws several suggestions to achieve the goals of teaching and learning process. The teachers can use QARs (Question Answer Relationship) and Transactional Strategies Instruction as an alternative strategies in teaching reading comprehension. In applying this strategy the students could be more active and also, the teachers can use this strategy in different kinds of text at other grade level and to be more effective for the students in the classroom when learning reading. With the results of this research, the researcher hopes that English teachers can continue to develop reading strategies, and can apply various reading strategies in the classroom, to be able to improve students' understanding when learning reading comprehension.

Finally, the next researcher might utilize this research as a prior reference to conduct the next research in the same interest. Afterward, the next researcher can develop the results of this research to investigate further, such as, whether by applying a reading comprehension strategy in the classroom can increase students' scores in doing reading comprehension. Also, the next researchers can conduct the

research by analyzing how effective reading comprehension learning is, if teachers combine QARs and TSI with other strategies.



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SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
 Nomor : B-11844/UN.08/FTK/KP.07.6/11/2020

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

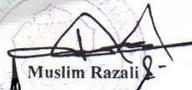
- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-6090/Un.08FTK/KP.07.6/05/2019** tentang pengangkatan pembimbing skripsi 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 14 Desember 2017

MEMUTUSKAN

- Menetapkan : **PERTAMA** : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **B-6090/Un.08FTK/KP.07.6/05/2019** tanggal 21 Mei 2019
- KEDUA** : Menunjuk Saudara:
- | | |
|-----------------------------------|----------------------------|
| 1. Yuni Setianingsih, M.Ag | Sebagai Pembimbing Pertama |
| 2. Yuliar Masna S.Pd.I., M.TESOL. | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- Nama : **Rahmanida**
- NIM : **140203004**
- Program Studi : **Pendidikan Bahasa Inggris**
- Judul Skripsi : **A Comparative Study of Teaching Strategies Used by English Teachers in Teaching Reading Comprehension**
- KETIGA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2020 tanggal 12 November 2019;
- KEEMPAT** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2020/2021
- 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: 03 November 2020

An. Rektor
 Dekan,


 Muslim Razali

Tembusan

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



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN
 Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh, 23111
 Telpn : (0651)7551423, Fax : (0651)7553020
 E-mail: ftk.uin@ar-raniry.ac.id Laman: ftk.uin.ar-raniry.ac.id

Nomor : B-15128/Un.08/FTK.1/TL.00/10/2019
 Lamp : -
 Hal : Mohon Izin Untuk Mengumpul Data
 Penyusun Skripsi

Banda Aceh, 16 Oktober 2019

Kepada Yth.
Kepala Sekolah
MTsS Babun Najah Banda Aceh

Di -
 Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : RAHMANIDA
N I M : 140203004
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : XI
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry
A l a m a t : Lamlagang Jl. Residen Danubroto Lr. Kembar II Gang Sakti

Untuk mengumpulkan data pada:

MTsS Babun Najah Banda Aceh dan MTsS Darul Ulum Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

A Comparative Study Of Teaching Strategies Used by English Teachers in Teaching Reading Comprehension

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
 Wakil Dekan Bidang Akademik
 dan Kelembagaan,


 Mustafaj



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN

Jl. Syaikh Abdur Rauf Kopelma Darussalam Banda Aceh, 23111
 Telpn : (0651)7551423, Fax : (0651)7553020
 E-mail: ftk.um@ar-raniry.ac.id Laman: ftk.um.ar-raniry.ac.id

Nomor : B-15128/Un.08/FTK.1/TL.00/10/2019
 Lamp : -
 Hal : Mohon Izin Untuk Mengumpul Data
 Penyusun Skripsi

Banda Aceh, 16 Oktober 2019

Kepada Yth.
Kepala Sekolah
MTsS Darul Ulum Banda Aceh

Di -
 Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : RAHMANIDA
N I M : 140203004
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : XI
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry
A l a m a t : Lamiagang Jl. Residen Danubroto Lr. Kembar II Gang Sakti

Untuk mengumpulkan data pada:

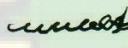
MTsS Babun Najah Banda Aceh dan MTsS Darul Ulum Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

A Comparative Study Of Teaching Strategies Used by English Teachers in Teaching Reading Comprehension

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
 Wakil Dekan Bidang Akademik
 dan Kelembagaan,


 Mustafa



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA BANDA ACEH
Jalan Mohd. Jam No. 29 Telp 6300597 Fax. 22907 Banda Aceh Kode Pos 23242
Website : kemenagbna.web.id

Nomor : B- 1760 /Kk.01.07/4/TL.00/10/2019 28 Oktober 2019
Sifat : Biasa
Lampiran : Nihil
Hal : **Rekomendasi Melakukan Penelitian**

Yth, Kepala MTsS Babun Najah dan MTsS Darul Ulum
Kota Banda Aceh

Assalāmu'alaikum Wr. Wb.

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh Nomor : B-15128/Un.08/FTK.1/TL.00/10/2019 tanggal 16 Oktober 2019, perihal sebagaimana tersebut dipokok surat, maka dengan ini kami mohon bantuan Saudara untuk dapat memberikan data maupun informasi lainnya yang dibutuhkan dalam rangka memenuhi persyaratan bahan penulisan **Skripsi**, kepada saudara/i :

Nama : Rahmanida
NIM : 140203004
Prodi/Jurusan : Pendidikan Bahasa Inggris
Semester : XI

Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan kepala madrasah, Sepanjang Tidak mengganggu proses belajar mengajar
2. Tidak memberatkan madrasah.
3. Tidak menimbulkan keresahan-keresahan lainnya di Madrasah.
4. Foto Copy hasil penelitian sebanyak 1 (satu) eksemplar diserahkan ke Kantor Kementerian Agama Kota Banda Aceh

Demikian rekomendasi ini kami keluarkan, Atas perhatian dan kerja sama yang baik kami ucapkan terima kasih.

An. Kepala
Kasi Pendidikan Madrasah,

Mulizar

Tembusan :

1. Kepala Kantor Wilayah Kementerian Agama Provinsi Aceh.
2. Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
3. Yang bersangkutan



YAYASAN PEMBANGUNAN UMAT ISLAM BANDA ACEH
KEMENTERIAN AGAMA KOTA BANDA ACEH
MADRASAH TSANAWIYAH DARUL ULUM YPUI BANDA ACEH
Jl. Syiah Kuala No. 5 Gp.Keuramat Kec.Kuta Alam
KOTA BANDA ACEH – 23126



NSM	1	2	1	2	1	1	7	1	0	0	0	4
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SURAT KETERANGAN

Nomor : B-230/MTs.01.07.6/PP.005/2021

Kepala Madrasah Tsanawiyah Swasta Darul Ulum YPUI Banda Aceh, menerangkan bahwa :

Nama : RAHMANIDA
NIM : 140203004
Program Studi : Pendidikan Bahasa Inggris
Semester : XIV

Benar yang namanya tersebut di atas telah melakukan penelitian/pengumpulan data dalam rangka penyelesaian tugas akhir (Tesis), di MTs Darul Ulum YPUI Banda Aceh dengan judul ***“A COMPARATIVE STUDY OF TEACHING STRATEGIES USED BY ENGLISH TEACHER IN TEACHING READING COMPREHENSION”***. Tanggal penelitian: 6 s.d 29 Nopember 2021.

Demikian surat keterangan penelitian ini dikeluarkan, untuk dapat dipergunakan seperlunya.

Banda Aceh, 18 Juni 2021

Kepala,

Mahdi, S.Ag
NIP. 197203191999051001



يُؤَيِّنُ سَنَةَ الْإِسْلَامِ الْبَابِ الْبَنَاجِ

YAYASAN PESANTREN BABUN NAJAH
MADRASAH TSANAWIYAH SWASTA (MTsS) BABUN NAJAH
NSM : 121211710005 / NPSN : 10114184



Jl. Kebon Raja Desa Doy Kec. Ulee Kareng - Kota Banda Aceh, Telp. (0651) 33138, Kode Pos. 23117. Email : mtss_bna@yahoo.com

SURAT KETERANGAN PENELITIAN

Nomor : B-138/Mts.01.07.9/TL.00/06/2021

Kepala Madrasah Tsanawiyah Swasta (MTsS) Babun Najah Banda Aceh menerangkan bahwa:

Nama : RAHMANIDA
NIM : 140203004
Prodi : Pendidikan Bahasa Inggris

Sehubungan surat Izin Penelitian dari Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Nomor : B-15128/Un.08/FTK.1/TL.00/10/2019 Tanggal 16 Oktober 2019 Perihal Bantuan dan Keizinan Pengumpulan Data Untuk Penyusunan Skripsi, dan surat Kepala Kantor Kementerian Agama Kota Banda Aceh Nomor : B-1760/kk.01.07/4/TL.00/10/2019 Tanggal 28 Oktober 2019, Perihal Rekomendasi Melakukan Penelitian, maka benar yang tersebut namanya di atas telah mengadakan penelitian dan pengumpulan data pada MTsS Babun Najah Kota Banda Aceh untuk memenuhi persyaratan dalam menyusun Skripsinya, dengan Judul: *"A Comparative Study Of strategies Used by English Teachers in Teaching Reading Comprehension"*

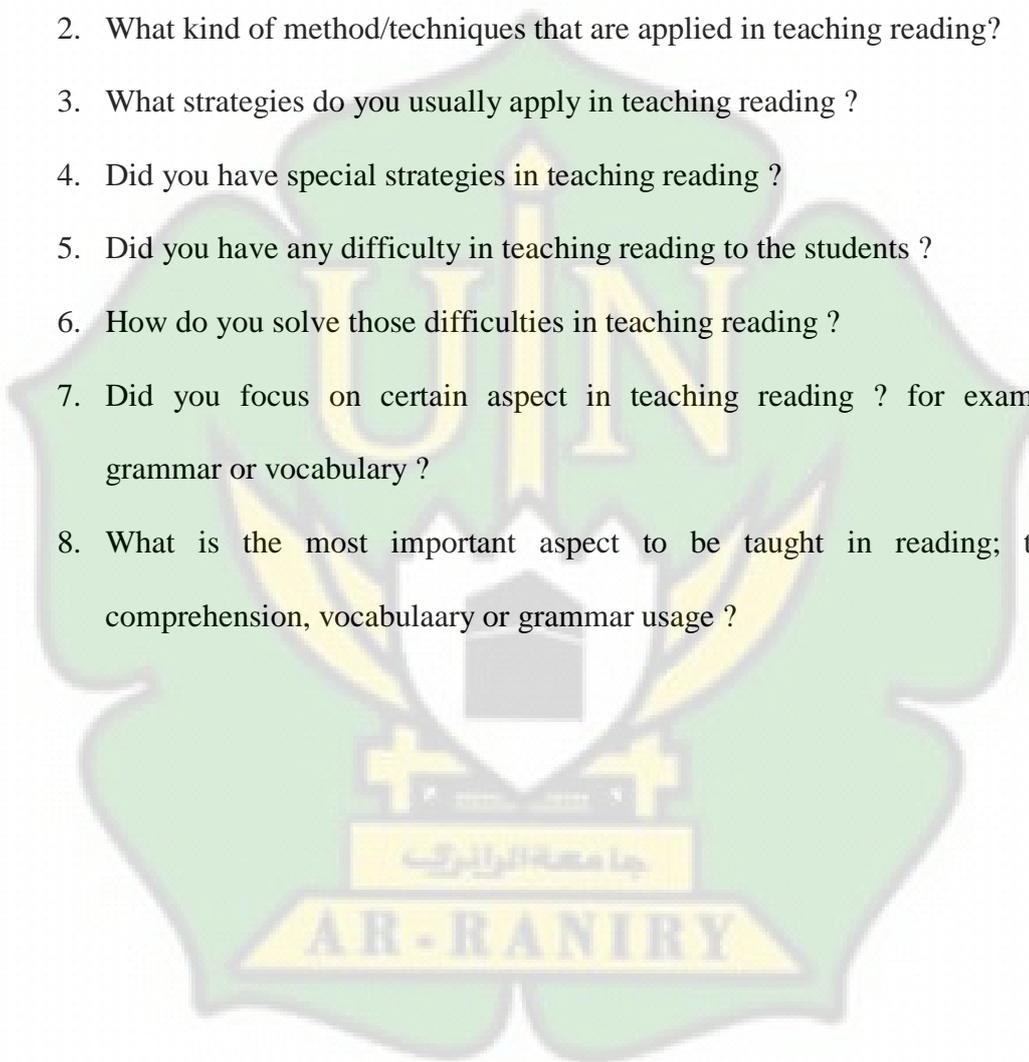
Demikianlah kami berikan surat keterangan ini untuk dapat dipergunakan seperlunya



Appendix V

Questions for interview

1. Do you prepare lesson plan before you teach English
2. What kind of method/techniques that are applied in teaching reading?
3. What strategies do you usually apply in teaching reading ?
4. Did you have special strategies in teaching reading ?
5. Did you have any difficulty in teaching reading to the students ?
6. How do you solve those difficulties in teaching reading ?
7. Did you focus on certain aspect in teaching reading ? for example grammar or vocabulary ?
8. What is the most important aspect to be taught in reading; text comprehension, vocabulaary or grammar usage ?



Observation Sheet VI

MTsS Babun Najah Banda Aceh			
Meeting	Activity	Descriptive	Stategies used
First meeting	- Kegiatan awal - Kegiatan inti - Kegiatan akhir		
Second meeting	- Kegiatan awal - Kegiatan inti - Kegiatan akhir		
Third meeting	- Kegiatan awal - Kegiatan inti - Kegiatan akhir		

MTsS Darul Ulum Banda Aceh			
Meeting	Activity	Descriptive	Stategies used
First meeting	- Kegiatan awal - Kegiatan inti - Kegiatan akhir		
Second meeting	- Kegiatan awal - Kegiatan inti - Kegiatan akhir		
Third meeting	- Kegiatan awal - Kegiatan inti - Kegiatan akhir		

Appendix VII

Pictures of process teaching and learning and Interview sections

Pictures of teaching and learning process in MTsS Babun Najah

Day one observation





Day two observation



Day three observation



The researcher interviewed the teacher in MTsS Babun Najah

Pictures of teaching and learning process in MTsS Darul Ulum





Day one observation





Day two observation





Day three observation



The researcher interviewed the teacher in MTsS Babun Najah