ABSTRACT


Advisor : Budiasih, M. Hum.

The key word : Strategies in Teaching Reading Comprehension

This research describes the strategies in teaching reading comprehension at the eighth grade of SMP N 2 Ngaringan in the academic year of 2016/2017. The objectives of this research were (1) to investigate the strategies that used by the English teacher in teaching reading at the eighth grade of SMP N 2 Ngaringan in the academic year of 2016/2017, (2) to analyze the advantages of each strategies that used by the English teacher in teaching reading at the eighth grade students of SMP N 2 Ngaringan in the academic year of 2016/2017.

The research design applied in this research was descriptive qualitative. This research was conducted in SMP N 2 Ngaringan. The subject of this research was the English teacher of eight grade. The data were collected by observation, interview, and documentation. The data were analyzed by reducing the data, presenting the data, and taking the conclusion and verification. The researcher used data triangulation to show trustworthiness of the data.

The result of the research was shown that strategies that are used by the English teacher are group and individual class. Group class is dealing with group discussion and guided reading while individual class dealing with story maps. The advantages of each strategy, group discussion; (1) to explore ideas of children in expressing opinions, (2) group discussion can be medium to equalize the existence of students between one anothers, and (3) it can train mental of students. Guided reading; (1) it can accelerate students to get fluency, (2) in guided reading students can find difficult words in the text, and (3) it gives chance to the students to practice reading and understanding the text. Story maps; (1) it helps the students to convey their opinion appropriate with context and (2) it trains the students to make or arrange sentences well and appropriate with the generic structure of the text.
ABSTRAK


Pembimbing : Budiasih, M.Hum

Kata Kunci : Strategi pada Pembelajaran Reading Comprehension


Hasil dari penelitian ini dijelaskan bahwa strategi mengajar yang digunakan oleh guru bahasa inggris adalah kelas grup dan kelas individu. Grup kelas berhadapan dengan guide reading dan grup discussion dan kelas individu berhadapan dengan story maps. Keuntungan masing-masing strategi, grup diskusi (1) untuk menggali ide siswa dalam mengungkapkan pendapat, (2) grup diskusi bisa menjadi alat untuk penyaman keberadaan siswa antara satu dengan lainnya, (3) grup diskusi sebagai latihan mental pada siswa. Guided reading, (1) guided reading bisa mempercepat siswa untuk kecakapan membaca, (2) di guided reading, siswa bisa menemukan kata-kata yang sulit secara detail, (3) guided reading member kesempatan pada siswa untuk berlatih membaca dan pemahaman bacaan. Story maps,(1) story maps bisa membantu siswa untuk mengutarkan pendapat sesuai dengan konten isi bacaan, (2) story maps bisa melatih siswa untuk membuat atau menyusun kalimat dengan baik sesuai dengan structur bacaan.
STRATEGIES IN TEACHING READING COMPREHENSION
AT THE EIGHTH GRADE OF SMP N 2 NGARINGAN IN THE
ACADEMIC YEAR OF 2016/2017

Submitted as A Partial Requirements
for the Undergraduate Degree in English Education Department

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Aprilia Anis Sholikhatun
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DEDICATION

This Thesis is dedicated to:

1. My Beloved Father, Joni Martono, S.Pd
2. My Beloved Mother, Wiyati
3. My Beloved Sister, (Ilma Nurul Nafiah and Linta Desti Fitrianda)
4. My Almamater IAIN Surakarta
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Do not let anything or anyone get you down

(The researcher)
PRONOUNCEMENT

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2. Dr. H. Giyoto, M.Hum as the Dean of Islamic Education and Teacher Training Faculty.
3. Dr. Imroatus Solikhah, M.Pd as the Head of the English Education Department of Islamic Education and Teaching Training Faculty.
4. Budiasih, S.Pd, M. Hum as the advisor for all her guidance, precious advice, patience, corrections, help to revise the mistake during the entire process of writing this thesis, and motivation for the researcher.
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9. Her biggest inspirator, Suwanto, S.Pd.


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12. Everybody who cannot be mentioned here one by one.

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Surakarta, July 17, 2017

The Researcher

Aprilia Anis Sholikhatun
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ABSTRACT


Advisor : Budiasih, M. Hum.

The key word : Strategies in Teaching Reading Comprehension

This research describes the strategies in teaching reading comprehension at the eighth grade of SMP N 2 Ngaringan in the academic year of 2016/2017. The objectives of this research were (1) to investigate the strategies used by the English teacher in teaching reading at the eighth grade of SMP N 2 Ngaringan in the academic year of 2016/2017, (2) to analyze the advantages of each strategies used by the English teacher in teaching reading at the eighth grade students of SMP N 2 Ngaringan in the academic year of 2016/2017.

The research design applied in this research was descriptive qualitative. This research was conducted in SMP N 2 Ngaringan. The subject of this research was the English teacher of eight grade. The data were collected by observation, interview, and documentation. The data were analyzed by reducing the data, presenting the data, and taking the conclusion and verification. The researcher used data triangulation to show trustworthiness of the data.

The result of the research was shown that strategies that are used by the English teacher are group and individual class. Group class is dealing with group discussion and guided reading while individual class dealing with story maps. The advantages of each strategy, group discussion; (1) to explore ideas of children in expressing opinions, (2) group discussion can be medium to equalize the existence of students between one anothers, and (3) it can train mental of students. Guided reading; (1) it can accelerate students to get fluency, (2) in guided reading students can find difficult words in the text, and (3) it gives chance to the students to practice reading and understanding the text. Story maps; (1) it helps the students to convey their opinion appropriate with context and (2) it trains the students to make or arrange sentences well and appropriate with the generic structure of the text.
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CHAPTER I
INTRODUCTION

A. Background of the Study

The real phenomenon in the classroom, the researcher takes a note that almost all of the students enjoy the class. It can be seen when the teacher gives the materials, the students easy to get the main point of the materials. While teaching learning process, the students follow the rules that given by the teacher. It makes teaching learning successful. It is as a result from the teacher’s strategy in teaching learning process. Based on the observation, the score while teaching by using appropriate strategy almost all students get good grades. The special thing while teaching learning process, the students are more active to follow all of the rules from the teacher. In this case, the teacher as the controller that is one of the teacher’s roles. According to Harmer (2007: 108) when the teacher as the controller, they are in charge of the class and of the activity taking place and are often leading from the front. The teacher takes a part to control the situation while teaching learning process.

Based on the explanation above, the teacher has the important role in teaching learning process. Furthermore, the strategies that used by the English teacher are very influential to student’s success in learning activity. In this case, the teacher should have strategy to support teaching learning process.
The result of the interview with the English teacher, in teaching learning process especially in teaching reading comprehension, the English teacher uses many strategies in teaching reading comprehension. The implementation of each strategy, the English teacher said that not at every meeting uses different strategy but one strategy it could use two or three meetings. The important of strategy, the English teacher said that teaching strategy is important to help the teacher to convey the materials. It facilitates the students to learn all of the materials. The English teacher said that the important things in the class while teaching learning process are the students enjoy the condition in the class and the students take a part in teaching learning process.

From the explanations above, the researcher concluded that to get successful teaching learning process the teacher should have appropriate strategy to support conveying the material. The teacher must also know the advantages of each strategy. If the teacher knows the advantages, the teacher will give good aim while teaching learning process. Not only the teacher gets success when conveying the material, but also the student will give good effect from the successful of teacher strategy.

The researcher chooses SMP N 2 Ngaringan because this school located in the village but the English teacher has many strategies in teaching reading comprehension. According to the pre-interview with the English teacher, he said that the score especially while reading class almost all of students get good grades by using three of teaching strategies.
that used by the English teacher. The researcher chooses VIII D class because this class in the most active while teaching English. The researcher takes this class based on observation in the classroom. This school especially in second grade consists of four classes that are VIII A, VIII B, VIII C, and VIII D. All of the class have different characteristic and VIII D is the most active class. In addition, the researcher wants to know how the implementation of teaching strategy in teaching reading comprehension in this active class. By using appropriate strategies in teaching reading, the student will get an interestingly thing that make them happily in teaching learning process.

In this case, the teacher’s role is the important because they have to teach reading in the classroom. In teaching learning process, the teacher should have a strategy to develop teaching learning activity. According to Brown (2007: 112) teaching strategy are specific methods of approaching a problem or task, modes of operation for achieving particular and planned designs for controlling and manipulating certain information. In other word, teaching strategies are approaches to teach students. The teacher have to applied the strategy to balance between the method which the teacher’s used and the way of the teacher’s used to applied the material. Nunan (1991: 249) said that success in teaching depends on many factors, one of them is teaching strategies. In fact, it is probably true to say that, more time is spent teaching reading.
In teaching learning activities, sometimes many factors affect the student’s reading in the class. One of them is the student fail in reading comprehension. Reading comprehension is the ability to read text, process it, and understand its meaning. According to Yee (2010: 4) reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency; furthermore, they state that reading comprehension involves much more than readers responses to the text. Based on the explanation, reading comprehension is the important parts of reading to the students get all of the meaning of the text.

In addition, according to Harmer (1998: 68) mentions the reason why getting student to read. English text is important for the students either for their careers for study purposes or simply for pleasure. Reading text also provides good models for English writing. When the teacher teaches the skill of writing, he will need to show students models of what he are encouraging them to do. Reading text also provides opportunities to study language: vocabulary, grammar, punctuation, and the way of constructing sentences, paragraph and text. Because of that, reading is very important to be thought to the students. The reason for teaching reading to the student that is belongs to the basic language skill in English. Most of the materials are presented by written form. It means that understanding materials, the students’ ability have to look at, and get the meaning of written text.
Harmer (1991: 188) describes the job of the teacher is to train students in a number of skills they will need for understanding of reading text.

English language teaching is a continuous process, which needs many changes from time to time. In this case, the teacher has an important role in teaching English. According to Harmer (2007: 108) the aim of all committed teachers is to facilitate learning, however they go about it, it makes more sense to describe different teacher roles in more detail and say what they are useful for, rather than make value judgments about their effectiveness in terms of their facilitator credentials. The teacher should determine the aim of language teaching in relation to the needs and expectations of the students. In order to bring real world content into the classroom, teachers must step outside the field of English language teaching to access materials and information from outside sources. That is why the teacher should be more creative to teach the students in the classroom.

Based on the explanations above the researcher takes a note that English teacher uses many strategies in teaching reading comprehension. Finally, the researcher decides the title of this research “STRATEGIES IN TEACHING READING COMPREHENSION AT THE EIGHT GRADE OF SMP N 2 NGARINGAN IN THE ACADEMIC YEAR OF 2016/2017” The researcher hopes this descriptive study of this research will give positive effect to the education field.
B. Identification of the Problem

1. Students are lack of vocabulary, it makes the student waste too much time to finish reading the text.
2. Students are still have less motivation in reading.
3. Students are still have less of self-confidence, it can be seen when the teacher gives instruction to reading aloud not all of students do it.
4. Most of the students are still confuse to get the main idea from the text.
5. The students think that reading is a bored activity.
6. The students get the difficulties to match what they read with background knowledge that they have.

C. Limitation of the Study

The researcher limits strategies in teaching reading comprehension to teach recount text for the second grade students of SMP N 2 Ngaringan in the academic year of 2017/2018. In this study the researcher had taken VIII D for the subject.

D. Problem Statement

1. What strategies do the teacher use to teach reading comprehension at the eighth grade students of SMP N 2 Ngaringan in the academic year of 2016/2017?
2. What advantages do each strategy used by the English teacher in teaching reading at the eighth grade students of SMP N 2 Ngaringan in the academic year of 2016/2017 have?

E. Objective of the Study

1. To investigate the strategies that used by the English teacher in teaching reading at the eighth grade students of SMP N 2 Ngaringan in the academic year of 2016/2017.

2. To analyze the advantages of each strategies that used by the English teacher in teaching reading at the eighth grade students of SMP N 2 Ngaringan in the academic year of 2016/2017.

F. Benefit of the Study

The researcher expects that the result of this research will be useful to both of theoretically and practically.

1. Theoretical benefit

   The result of this research, it will be one of the studied that give good effect to teaching learning process especially in teaching reading.

2. Practical benefit

   a. For the teacher
The result of this research for the teacher, it gives feedback to the teacher to improve English teaching learning process by using an appropriate strategy.

b. For the student

1) This research, it can be used to motivate the student to increase their reading.

2) This research, it will help the student to learn more about reading.

c. For the school

The result of this research for school, it gives motivation that this school have an appropriate strategy to teach reading comprehension. Moreover, it is a good model to other school.

d. For the researcher

The result of this research, it gives the understanding about strategy that used by the English teacher in teaching reading comprehension.

G. Key Term

1. Teaching strategies is a plan, method, or series of activities designed to achieves a particular educational goal (David, 1971:80).

2. Reading comprehension
Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002: 11).
CHAPTER II

REVIEW ON RELATED LITERATURE

A. Theoretical Description

1. Review on Reading Comprehension

   a. Definition of Reading Comprehension

      Being able to read, not only in first language but also in foreign language is the important foundation to achieve information and knowledge. According to Nunan (2005: 69), he says reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode the printed words and comprehend what we read. In this case, the important thing while reading is to comprehend the text. Snow (2002: 11) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The use of word extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.

      Another definition about reading comprehension come from Kennedy (1981: 192) reading comprehension is a thought processes through which the reader become aware an idea, understand it in terms of their experiential background, and interpret it in relation to their own needs and purposes.
Meanwhile, according to Scoot (2009: 24) reading comprehension is an interactive process and that reading comprehension instruction is an interaction between students and teachers as they negotiate text.

Based on the explanation above, it can be concluded that reading comprehension are a thought processes through which the reader become aware an idea then understand it in term of their experiential background and an active process which the reader uses code, analysis with executive control strategies. It also an interactive process that is reading comprehension instruction is an interaction between students and teachers as they negotiate text.

b. Component of Reading Comprehension

Heilman (1981: 241) states that are five components in reading comprehension, those are: 1) recalling word meaning (vocabulary knowledge); 2) drawing inferences from content; 3) following the structure of the passage; 4) recognizing a writer’s purpose, attitude, tone and mood; 5) finding answer to questions answered explicitly or in paraphrase. Therefore, by knowing the components of comprehension, the students can understand the text well.

In addition, Elizabeth,at.al (1986: 9-14) mentions five of component reading. The explanation as follows:

1) Phonological and phonemic awareness
Phonological awareness refers to the ability to attend to the sounds of language as distinct from its meaning. Studies of both alphabetic and non-alphabetic language show that phonological awareness is highly correlated with reading ability. For alphabetic language, phonemic awareness is especially important because the letters of the alphabet map into individual sound units (phonemes).

2) Fluency

Fluency is important because it is closely related to comprehension. Fluency in reading means being able to read text accurately, quickly and with expression. Fluent readers can do this because they do not have problems with word recognition. As a result, they can focus on the meaning of a text.

3) Vocabulary

Many studies have shown that good readers have good vocabulary knowledge. In order to understand a text, readers need to know the meaning of individual words. They construct an understanding of the text by assembling and making sense of the words in context. Vocabulary knowledge is difficult to measure. It is, however, very
important in learning to read and in future reading development.

4) Prior knowledge

Having more prior knowledge generally aids comprehension. There are many aspects to prior knowledge, including knowledge of the world, cultural knowledge, subject-matter knowledge and linguistic knowledge.

5) Comprehension

Comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one.

Based on the explanation above, there are five components of reading. The reader to get the meaning of the text clearly must master it.

c. Level of Reading Comprehension

Kennedy (1981: 199) states that there are three kinds of reading comprehension. They are literal comprehension, inferential comprehension, and evaluate comprehension. The explanation of each level as follows:
1) Literal comprehension

It means reading to understand, remember or recall the information explicitly contained in a passage such as identifying explicitly stated main ideas, details, sequence, cause-effect relationship, and patterns.

2) Inferential comprehension

It means reading in order to find information, which is not explicitly stated in passage. The readers use her experience and intuition. This activity includes inferring main ideas, details, comparison, cause-effect relationship which is not explicitly stated, drawing conclusion, or generalizations from a text, predicting outcome.

3) Evaluate comprehension

It means reading in order to compare information in passage with the reader’s own knowledge and values, for examples, distinguishing between fact and opinions, reacting to the text’s content, characters, and use of language.

Based on the explanation above, it can be concluded that comprehension the text means: (1) gain the main idea of the text, (2) find the explicit and implicit detailed information of the text, (3) identify the contextual reference from the text, (4) and analyze the language used in the text.
d. Strategies of Reading Comprehension

Brown (2001: 306-310) gives some ways to understand the text by using strategies, the explanation as follows:

1) Identify the purpose in reading

Efficient reading consists of clearly identifying the purpose in reading something. By doing so, you know what you are looking for and can weed out potential distracting information. Whenever you are teaching a reading technique, make sure students know their purpose in reading something.

2) Use graphemic rules and pattern to aid in bottom-up decoding

At the beginning levels of learning English, one of the difficulties students encounter in learning to read is making the correspondences between spoken and written English. In many cases, learners have become acquainted with oral language and have some difficulty learning English spelling conventions. They may need hints and explanation about certain English orthographic rules and peculiarities. While you can often assume that one-to-one grapheme-phoneme correspondences will be acquired with ease, other relationships might prove difficult.

3) Use efficient silent reading techniques for relatively rapid
comprehension (for intermediate to advanced levels)

If you are teaching beginning level students, this particular strategy will not apply because they are still struggling with the control of a limited vocabulary and grammatical pattern. Your intermediate to advanced level students need not be speed readers, but you can help them increase efficiency by teaching silent reading.

4) Skim the text for main ideas

Skimming consists of quickly running one’s eyes across a whole text for its gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas.

5) Scan the text for specific information

Scanning exercises may ask students to look for names of dates, to find a definition of a key concept, or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text.

6) Use semantic mapping or clustering

The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader provide some order to the chaos. Making such semantic maps can
be done individually, but they make for a productive group work technique as students collectively induce order and hierarchy to a passage.

7) Guess when you are not certain

The key to successful guessing is to make it reasonable accurate to become accurate guesser by encouraging them to use effective compensation strategies in which they fill gaps in their competence by intelligent attempt to use whatever clues are available to them.

8) Analyze vocabulary

One way for learners to make guessing pay off when they do not immediately recognize a word is to analyze in the term of what they know about it.

9) Distinguish between literal and implied meaning

This requires the application of top down skill; the fact is not all language can be interpreted by attending to its literal. Syntactic surface structure makes special demand on readers. Implied meaning usually has to be derived from processing pragmatic information.

10) Capitalized on discourse makers to process relationship

Many discourse makers in English signal relationships among idea as expressed through phrases, clauses, and sentence. A clear comprehension of such
makers can greatly enhance earner’s reading efficiency.

2. Review of Teaching Reading Comprehension

a. Definition of Teaching Reading Comprehension

Teaching reading is an activity that done by the English teacher in class. According to Nuttal (2982: 18) states teaching reading can help the student to improve their background knowledge and change their inefficient habit such as reading word and relying heavily on dictionary. The purpose of it is to learn more about reading not only read the text but also get the main point. In teaching reading, teacher must be aware of the progress that students are making and adjust instruction to the changing abilities of students (Elizabeth,et.al, 1986: 21). Then they add it is also important to remember that the goal of reading is to understand the texts and to be able to learn from them. Good teaching enables students to learn, to read, and to learn to read.

According to (Brown, 2001: 315) a good rubric to keep in mind for teaching reading is the following three-part framework:

a. Before you read

Spend some time introducing a topic, encouraging skimming, scanning, predicting, and activating schemata. Students can bring the best of their knowledge and skills to a text when they have been given a chance to “ease into” the passage.
b. While you read

Not all reading is simply extensive or global reading. There may be certain facts or rhetorical devices that students should take note of while they read. Give students a sense of purpose for reading rather than just reading because you ordered it.

c. After you read

Comprehension questions are just one form of activity appropriate for post-reading. Also consider vocabulary study, identifying the author’s purpose, discussing the author’s line of reasoning, examining grammatical structures, or steering students toward a follow up writing exercise.

Based on the explanation above, it can be concluded that teaching reading is an activity that done by the English teacher in the class. It help the student to improve their background knowledge and the goal of teaching reading the students understand the text clearly.

b. Roles of Teacher

According to Harmer (2007: 108-110) there are some the roles of a teacher, the explanation as follows:
1) Controller

When teachers act as controllers, they are in charge of the class and of the activity taking place and are often leading from the front. Controllers take the register, tell students things, organise drills, read aloud and in various other ways exemplify the qualities of a teacher-fronted classroom.

2) Prompter

When the teacher act as prompter, they may not be quite sure how to proceed but they have to hold back and let the students work things out for themselves. When the teacher prompt, they need to do it sensitively and encouragingly but, above all, with discretion. If the teachers are too adamant, they risk taking initiative away from the student. If on the other hand, the teachers are too retiring, they may not supply the right amount of encouragement.

3) Participant

When the teacher act as the participant, they have to take part in a discussion, role-plays or group decision-making activities. It means the teacher an liven things up from the instead of always having to prompt or organise from outside the group. When it goes well,
the students enjoy having teacher with them, and for the teacher, participating is often more enjoyable than acting as a resource.

4) **Resource**

When the students are involved in a piece of group writing, or that they are preparing for a presentation they are to make to the class. In such situation, having the teacher take part or try to control them or even turn up to prompt them might be entirely unwelcome. However, the students may still have need of their teacher as a resource. When the teacher are acting as a resource, the teacher will want to be helpful and available, but at the same time the teacher have to resist the urge to spoonfeed out students so that they become over reliant on us.

5) **Tutor**

When the teacher act as the tutor, the teacher needs to make sure that they do not intrude either too much (which will impede learner autonomy) or too little (which will be unhelpful). The role that the teacher takes on is dependent, as we seen on what it is the teacher wish the students to achieve.
c. Roles of Students

According to Watkins (2005: 18-19), there are many student’s roles in the classroom:

1) Participant
By participating fully in the lesson students gain practice. They can test out how they think the language works in a non-threatening environment and may benefit from feedback from the teacher on their efforts.

2) Discoverer
This is strongly linked to the teacher’s role of language guided. By taking the opportunities to work out patterns and rules for themselves, student can benefit in the ways described in that section.

3) Questioner
This is linked to the above role. By asking questions student can take responsibility for their own learning to some extent. They can set the agenda of what gets taught, rather than simply being the passive recipient of what the teacher presents. They can also tap and benefit from the teacher’s expertise.
4) Recorder of information

When we have to remember something important most of us write it down. This means that we can refer back to the information. Students need to record new words and phrases, new bits of grammar and so on, to help them remember what they learn. They can also make these records outside the classroom when they study independently.

d. Teaching Materials

There are three of teaching materials, the explanation of each material as follows:

1) Curriculum

According to Alistair (2000: 8) a curriculum is a definition of what is to be learned. Curriculum usually contains a statement of aims and of specific objectives; it indicates some selection and organization of content; it either implies or manifests certain patterns of learning and teaching, whether because the objectives demand them or because the content organization requires them. Finally, it includes a program of evaluation of the outcomes. Every school should follow the rules of the curriculum. Jack Richard (2001: 2) adds curriculum focuses on determining what knowledge,
skills, and values students learn in school, what experiences should be provided to bring about intended learning outcomes, and how teaching learning in schools or educational systems can be planned, measured, and evaluated. The best brief definition of curriculum was that offered by HM Inspectorate (HMI) in Alistair (2000: 9) as a contribution to the then current debate on curriculum aims: A school’s curriculum consists of all those activities designed or encouraged within its organisational framework to promote the intellectual, personal, social and physical development of its pupils.

This is very broad conceptualization, but one that properly emphasizes that anything that school do that effects pupils’ learning, whether through deliberate planning and organization, unwitting encouragement, or hidden and realized assumptions, can all be properly seen as elements of the school’s whole curriculum. The other definition about the curriculum is from Government Rule No. 20 Year 2003 about National Education stated:

“kurikulum adalah seperangkat rencana dan pengaturan mengenai tujuan, isi, dan bahan"
Based on the statement above, it means that the function of the teachers activity is as developer the curriculum in the school, the teacher should be smart on using the material on the subject of the study. It means that the curriculum has some functions.

2) Syllabus

According to Jack Richard (2001: 2), a syllabus is a specific of the content of a course of instructions and lists what will be taught and tested by the teacher. Generally a syllabus should include some elements, they are:

a) The purpose of the subject study that should be taught
b) The target of subject study
c) The skill that is needed to dominate well
d) The formation of topics that are taught.
e) The activities and the source of the study to support the success of teaching.
f) Some evaluation techniques that are used.
From the explanations above, it can be conclude that the syllabus is a specific course of instruction and can be used by the teacher as the orientation in arranging the material that should be taught. Teacher also can prepare the skill that should be used to teach the students appropriate what grade and students that will be taught.

Related to the components of syllabus in government role no. 22 year 2016, it says that syllabus consist of some programs that tell: a) the subject of study that is taught; b) the grade of school or Islamic school; c) the group of standard competency; d) the main material; e) indicator; f) teaching strategy; g) the time allocation; h) material, i) instrument, j) media. It means that in syllabus explain some points to make the teacher easier in teaching learning process.

3) Lesson plan

Government Rule No. 65 Year 2013 about the standard of process stated that;

"Rencana Pelaksanaan Pembelajaran adalah
rencana kegiatan pembelajaran tatap muka
untuk satu pertemuan atau lebih. RPP
dikembangkan dari silabus untuk"


mengarahkan kegiatan pembelajaran peserta didik dalam upaya mencapai Kompetensi Dasar (KD)”

e. Reading Evaluation

According to Brown (2004), there are four evaluations involved in reading evaluation:

1) Perceptive

Perceptive is reading task involve attending to components of large stretches of discourse; letters, words, punctuation, and other grapheme symbols. Bottom-up processing is implied.

2) Selective

Selective is largely an artifact of assessment are used picture cued task, matching, true false, multiple choice, etc. stimuli include sentence, brief responses are method as well. A combination bottom-up and top-down processing may be used.

3) Interactive reading

Interactive reading is a process of negotiating meaning the reader brings to the text a set of schemata for understanding it, and intake is the product of the interaction. Typical genres of interactive reading are recount text, memos, questionnaire, announcement,
direction, and the like. The focus of this type is to identify relevant features (lexical, symbolic, grammatical, and discourse) with texts, of moderately shorts length with objective of retaining the information that is processed. Top-down processing is typical such task, although same instances of bottom-up performance may be necessary.

4) Extensive

Extensive applies to text of more than one page, up to and including profession articles, essays, technical report, short stories and books. Top-down processing is assumed most extensive task.

f. Assessment of Teaching Reading

Brown (2004: 190-216), there are some reading assessment, the explanation as follows:

1) Designing assessment tasks: perceptive reading

At the beginning level of reading a second language lies a set of tasks that are fundamental and basic: recognition of alphabetic symbols, capitalize and lowercase letters, punctuation, words, and grapheme-phoneme correspondences. Assessment of basic reading skills may be carried out in a number of different ways.
Here the design of assessment of perceptive reading, as follows:

a) Reading aloud

The test-taker sees separate letters, words, and/or short sentences and reads them aloud, one by one, in the presence of an administrator. Since the assessment is a reading comprehension, any recognizable oral approximation of the target response is considered correct.

b) Written response

The same stimuli are presented and the test-taker’s task is to reproduce the problem in writing. Because of the transfer across different skills here, evaluation of the test-taker’s response must be carefully treated. If an error occurs, make sure you determine its source; what might be assumed to be a writing error.

c) Multiple-choice

Multiple-choice responses are not only a matter of choosing one of four or five possible answers. Other formats, some of which are
especially useful at the low levels of reading, include same/different, circle the answer, true/false, choose the letter, and matching.

d) Picture-cued items

Test-takes are shown a picture, such as the one on the text page, along with a written text and are given one of a number of possible tasks to perform.

2) Designing assessment tasks: selective reading

This category includes what many correctly think of as testing “vocabulary and grammar”. Lexical and grammatical aspects of language are simply the forms we use to perform all four of the skills of listening, speaking, reading, and writing. Here are some of the possible tasks you can use to assess lexical and grammatical aspects of reading ability:

a) Multiple-choice (for form-focused criteria)

Mainly for reasons of practicality: it is easy to administer and can be scored quickly. The most straightforward multiple-choice items may have little context, but might serve as a vocabulary or grammar check.
b) Matching tasks

At this selective level of reading, the test-taker’s task is simply to respond correctly, which makes matching an appropriate format. The most frequently appearing criterion in matching procedures is vocabulary.

c) Editing tasks

Editing for grammatical or rhetorical errors is a widely used test method for assessing linguistic competence in reading. Its authenticity may be supported if you consider proof reading as a real-world skill that is being tested.

d) Picture-cued tasks

In the previous section we looked at picture-cued tasks for perceptive recognition of symbols and words. Picture and photographs may be equally well utilized for examining ability.

e) Gap-filling tasks

Many of the multiple-choice tasks described above can be converted into gap-filling or fill-in-the-blank items in which the test-taker’s
response is to write a word or phrase. An extension of simple gap-filling tasks is to create sentence completion items where test-takers read part of a sentence and then complete it by writing a phrase.

3) Designing assessment tasks: interactive reading

Tasks at this level, like selective tasks a combination of form-focused and meaning focused objectives but with more emphasis on meaning. Interactive tasks may therefore imply a little more focus on top-down processing than on bottom-up. Here some design for interactive reading:

a) Cloze tasks

The test-taker should give the answer to deleting paragraph based on their mastering the vocabulary. Even, cloze task also made in the form of multiple choices to make raped scoring.

b) Impromptu reading plus comprehension question

Virtually every proficiency test uses the format and one would rarely consider assessing reading without some component of the
assessment involving impromptu reading and responding to questions.

c) Short-answer tasks

A popular alternative to multiple choice questions following reading passage is the age old short answer format. A reading passage is presented, and test taker reads questions that must be answered in a sentence or two.

d) Editing (longer text)

The previous section of this chapter (on selective reading) described editing tasks but there the discussion was limited to a list of unrelated sentences, each presented with an error to be detected by the test taker.

e) Scanning

Assessment of scanning is carried out by presenting test takers with a text. Scoring of such scanning tasks is amenable to specificity if the initial directions are specific. Since one of the purposes of scanning is to quickly identify important elements, timing may also be calculated into a scoring procedure.

4) Designing assessment tasks: extensive reading
Extensive reading involves somewhat longer texts than we have been dealing with up to this point. Journal articles, technical reports, longer essays, short stories, and books fall into this category. Here the applications are tasks that are unique to extensive reading:

a) Skimming tasks

Skimming is the process of rapid coverage of reading matter to determine its gist or main idea. Assessment of skimming strategies is usually straightforward: the test taker skims a text and answer the questions.

b) Summarizing and responding

One criterion for a good response here is the extent to which the test taker accurately reflects the content of the article and some of the arguments there in. Scoring is also difficult here because of the subjectivity of determining an accurate reflection of the article itself.

c) Note-taking and outlining

A reader’s comprehension of extensive texts may be assessed through an evaluation of a process of note-taking and/or outlining. Because of the difficulty of controlling the
conditions and time frame for both these techniques, they rest firmly in the category of informal assessment. Their utility is in the strategic training that learners gain in retaining information through marginal notes that highlight key information or organizational outlines that put supporting ideas into a visually manageable framework. A teacher, perhaps in one-on-one conferences with students, can use student note/outlines as indicators of the presence or absence of effective reading strategies, and thereby point the learners in positive directions.

g. Problems in Teaching Reading Comprehension

There are some problems appear in teaching reading. These kinds of problems are produced by some crucial factors in the teaching reading. The factors in teaching which are most often responsible for people to comprehend reading materials according to Kennedy (1981: 195-197) are:

1) Inadequate instruction

Many teachers are poorly prepared to teach the basic reading skills. As a result, they may follow the general instruction given in a teaching manual, without
regard the specific needs to the pupils. On the other hand, they may teach as they were taught when they were in grade school, or without any systematic plan. Inadequate instruction practice includes selecting the wrong skills emphasize, presenting the skills to rapidly for groups, individuals, to grasp them adequately, or neglecting to evaluate progress adequately.

2) Lack of pupil interest

   It is difficult to any readers but the most thoroughly disciplined readers to concentrate on material they dislike or that is unrelated to their personal interest. Without thoughtful attention to content comprehension of such materials will be negligible. Lack or interest causes the mind to wander, eliminates any desire to excel, encourage a dislike for the task, and reduces consciousness effort.

3) Unsuitable materials

   When reading materials are adopted for an entire school system and each teacher is expected to use them, regardless of whether they are appropriate for pupils in a particular classroom, difficulties in comprehension can result. Such required materials may be too difficult or too easy, stress the wrong skills, have
little relationship to the pupil interest, or generally be of poor quality. If unsuitable materials are used exclusively, interest lags, skills development is unbalanced, and all forms of comprehension discouraged.

4) Vocabulary difficult

An excessive vocabulary burden forces the readers to rely on dictionary or to bypass many important words. When any appreciable number or words are left out, understanding must suffer.

h. Classroom Management

According to Richard and Renandya (2002:40) classroom management is the ability of the teacher as the leader also the manager who create the conductive atmosphere to success in teaching learning process. It means that as the leader in the class, teachers should motivate the students and teach good moral that should be applied by the students. While, as the manager the teacher should manage the tool of class. That is manage the students potential, use the media and technology in the class that can create the efficient, on time, work, productively, and the quality of teaching learning process. Therefore, the teachers can exploit all of the potential.

In teaching learning process, the teachers need to make their
class be fun, so the students can enjoy in accepting the material that have been taught by the teacher. The teacher also have task to make the teaching learning process be active. It needs to create the good competition in every student. According to Brown (2004: 65) there are three main activities in classroom management, includes;

1) The teacher creates the appropriate teaching learning atmosphere.

2) Manage the study room.

3) Manage the teaching learning interaction.

In addition, Harmer (2007: 34-37) states there are four-classroom management, the explanation as follows:

1) Proximity

Teacher need to consider how close they should be to the students they are working with. Some students are uncomfortable if their teacher stands or sits close to them. For some, on the other hand, distance is a sign of coldness. Teacher should be conscious of how close they are to their students, should take this into account when assessing their students’ reactions and should, if necessary, modify their behavior.
2) Appropriacy

Deciding how close to the students you should be when you work with them is a matter of appropriacy. So is the general way in which teachers sit or stand in classroom. Many teachers create an extremely friendly atmosphere by crouching down when they work with students in pairs.

All the positions teacher take – sitting on the edge of tables, standing behind a lectern, standing on a raised dais, etc – make strong statements about the kind of person the teacher is. It is important, therefore, to consider what kind of effect such physical behavior has so that we can behave in a way which is appropriate to the students we are teaching and the relationship we wish to create with them. If we want to manage a class effectively, such a relationship is crucial.

3) Movement

Most successful teachers move around the classroom to some extent. That way they can retain their students’ interest (if they are leading an activity) or work more closely with smaller groups (when they go to help a pair or group). How much we move around the classroom will depend on our personal style, where
we feel most comfortable for the management of the class and whether or not we want to work with smaller groups.

4) Awareness

In order to manage a class successfully, the teacher as to be aware of what students are doing and, where possible, how they are feeling. This means watching and listening just as carefully as teaching. This will be difficult if we keep too much distance or if we are perceived by the students to be cold. Awareness means assessing what students have said and responding appropriately.

3. Review of Media

a. Definition of Media

Etymology, the word “Media” comes from Latin “Medius”. Literary, it means mediator or companion. Media is the messages mediator or companion from the sender to the receiver (Arsyad, 2013: 3). According to Association for Education and Comunicating Teachnology (AECT) in Indriana (2011: 14) defines media as al forms and lines which used by people to convey information. It means that all of media such as printed or audiovisual is a tool to convey information.

In the educational field, media education is a teaching
learning tool. It can be used to stimulate thoughts, feeling, concerns and abilities or skills of learners to facilitate the process of learning. Gagne in Sadiman, et al (2005: 6) defines media is many kinds of components in students’ environment that can stimulate them to study. Hamalik in Arsyad (2013: 19) argued that using of media of teaching in the teaching learning process can evoke new desires and interests, evoke motivation and stimulation in teaching activities, and bring the psychological influences toward students.

b. Type of Media

According to Sadiman, et al (2005: 27-84) there are three kinds of learning media:


   Visual is composed of photographs, graphics, pictures, maps, models, spacemen, games, puzzles, wall charts, etc. These make visual impression to the learner. They attract pupils’ attention and aid concentration, as they illustrate meaning more directly and quickly than through verbal explanation.

2) Audio media: radio, tape recorders, language laboratory, and the like.
The sound of audio media also can attract the pupils’ attention.

3) Projected still media: slides, over head projector (OHP).

When the teacher teaches using OHP, the students will give their attention to the teacher because through OHP they will see the display of the material different to the usual when only use whiteboard.

4. The Review of Genre of Reading

a. Definition of Genre

Genre is type of text. according to Byram (in fauziati, 2009: 211), genre refers to a tagged, goal oriented, purposeful activity in which speakers engage as members of their culture. Meanwhile, (Pardiyono, 2007: 2) states that genre is text type that has functions as a frame reference that a text can construct effectively, effective purpose and construction of text element also diction. Furthermore, (Hartono, 2005: 4) states that genre is used to refer to particular text types, not to traditional varieties of literature.

From the explanation above, it can be concluded that the definition of genre is text type that has function as a frame reference, it refers to particular text type not to traditional varieties of literature, it also refers to a tagged, goal oriented, purposeful activity.
b. Kind of Genre

There are many kinds of genre in reading. According to (Pardiyono, 2007: 2), the text can be classified into nine types, those are: descriptive, recount, narrative, discussion, exposition, news item, report, anecdote, and review. It can be explained as below:

1) Descriptive

It is a type of text, which has the specific function to give description about object, thing or people.

2) Recount

It is a type of text which has the specific function to inform about the past activity.

3) Narrative

It is a type of text to retell activity or past event for narrating problematic and resolution to amuse or entertain and often intended to give morality to the reader.

4) Discussion

It is kind of text to package information in the generak ideas or opinions about the phenomenon that occur in the community from the two point of view.

5) Exposition
It is kind of text to argue that something is the case (analytical exposition) and something should be or not (hortatory exposition).

6) News item

It informs the readers, listeners or viewers about newsworthy event.

7) Report

It is a type of text to give national information or non-natural phenomena or things in the world to add knowledge to the reader,

8) Anecdote

The text uses for sharing with other an account of unusual or amusing event.

9) Review

It is kind of text to evaluate the quality of books and other works of art.

Based on explanation above, there are many types of text with each explanation. The researcher takes one of kind of genre of the text, that is narrative text because one of the genre that learned by the second grade students in SMP N 2 Ngaringan in second semester is Recount text.
c. Review of Recount Text

1) The definition of recount text

According to Pardiyono (2007: 63) recount text is a text that tells about past events, for example; holiday, seminar. Djiwandono (2001) said that recount text is text to tell what happened by using simple past tense for special cases.

Based on the explanation above, it can be concluded that recount text is a text that tells about past event.

2) The structure of recount text

According to Anderson & Anderson (2003: 48), there are three structure of recount text.

(a) Orientation

Orientation, it provides the setting and introduces participants. Usually use descriptive words to give detailed information about who, when, where, why, and what.

(b) Events

Events, it tells about what happened in what sequence.

(c) Reorientation
Reorientation, it expresses personal attitude about activity or event that tells in record of events. It is the conclusion of the story.

3) Language features of recount text.
   (a) Using simple past tense, past perfect tense, past continuous tense.
   (b) Using verb of doing like; went, took, saw, got, left, visited, looked, wanted, etc.
   (c) Using sequence markers to tell the activity or event chronologically and sequentially, like; first, second, third, etc or first, next, after that, the, finally.

4) Social function of recount text
   There are two social function of recount text, they are:
   (a) To retell past activity or event to readers
   (b) To entertain the reader

5. Review of Teaching Strategy
   a. Definition of Teaching Strategy
      Brown (2007: 119) stated that strategies are special methods of approaching a problems or task modes of operation for achieving a particular end, planned design for controlling and manipulating certain information. Based on the explanation above, these mean that strategy that is used by the teacher is based on the approach that has been used by the implementation
of the method. Strategy also used by the teacher to make planning about what material and manner to success on teaching learning process.

According to David (1971: 80) teaching strategies is a plan, method, or series of activities designed to achieves a particular educational goals.

Based on the explanation above, it can be concluded that teaching strategy is plan that contains a series of activities the teacher and students to achieve specific educational goals.

Davison and Dowson (2003: 124) stated that there are three strategies for teaching reading, that are individual class, group class, and whole class. The explanation as follows:

1) Individual class

Pressure to prepare classes for common examination texts can make it seem a luxury to allow pupils the time to read their own choice of books in English lesson, especially to allow sufficient time for real engagement in such text. Private reading is crucial to meeting the different needs of pupils, through access to appropriate reading material and task tailored to the individual.

2) Group class

This strategy of reading is suitable for small groups of pupils reading a core text, author or genre, and
working on a task, either as a group or individually: pupils show that they have taken account of the responses and views of others in their reading of the text. Group reading is demanding in terms of class organization and sufficient resources. It is however a critical bridge between individual reading and class set text, between pupils exercising their own purely personal criteria for responding to a text, and learning about the prevailing literary discourses of examinations, and how to be critical readers. It allows for guided choice, for the teacher to ensure range, while supporting the autonomy n reader. It is a way of keeping a personal dialogue going, and maintaining an individual reading position, while pupils move towards examinations, which increasingly prescribe what to read and how to respond.

Group reading is an important way of addressing difference, and requires both the class and support teachers to give guidance and allocate appropriate targets for reading.

3) Whole class

Many pupils love to read aloud to the class, some with an enthusiasm that is not always matched by competence. The dynamic of the text is quickly lost by
just a few minutes of inexperienced, hesitant reading, which frustrates readers that are more able. When a whole class is sharing a text, practice in reading can be built into the scheme of work, which gives everyone an opportunity to develop reading skills. Pupils need to hear good models for reading on a whole class basis, from the teacher, and from pupils who have a mutual agreement with the teacher about reading aloud sometimes.

In addition, Chamot (2005: 112) (in Brown, 2007: 132) defines strategies quite broadly as “procedures” that facilitates a learning task. Whereas Brown (2001: 29) mentions a couple of decades later, Jack Richards & Theodore Rodgers (1982, 1986) proposed a reformulation of the concept of “method”. Antony’s approach, method, and technique were renamed respectively approach, design, and procedure, with a subordinate term to describe this three steps process, now called “method”.

From the additional term above, the researcher concluded that strategy and technique is same part of methodology in teaching learning activity.

b. Technique of teaching reading comprehension

Brown (2001: 14) defined that technique were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well.
Askov (1982: 294-295) suggest some ways to teaching reading comprehension. There are a number of suggestions to provide guidance to content teacher:

1) Either present new content is concept visually or verbally there are introduce in English.

2) Promote discussion, interest, and concept development as well as in English.

3) Promote reading activities, which incorporate content concept.

4) Promote writing activities, as well as in English start with short, structured writing exercises (like answering direct question) and move gradually to longer.

5) Only after the students understand and concepts the vocabulary be introduced in English.

6) Follow with the same concept in written.

7) Early writing activities should be simple, even the copying from the chalkboard into notebook

8) Move on to more advanced reading comprehension activities which include other sources of information, include also higher level of reading comprehension, such as critical and evaluate thinking.

9) In general, use as must concrete, hands-on activity as possible.
Wallace (1996: 54-56) defined there are two techniques for teaching reading comprehension namely: silent reading and reading aloud.

1) Silent reading

This skill is particularly important in society that calls for making one’s way through much reading material. In silent reading, depend largely on the development of good set of physical habits. Eye focus, effective eye-hand coordination, and smooth left-to-right eye movement are basic perceptual and motor skills not must be well develop. Make sure the material they are reading is not too difficult for them, because these habits are sometimes the result of frustration with too hard reading material.

2) Reading aloud

It is students listen with the book closed as he/she read selection aloud. Go through it a second time with books open and the students following a long time select students at random. In the reading aloud focusing on how they pronounce the words, teacher and learner might profit from sharing knowledge of particular topics and discussing of particular genres in the actual course of reading.
These techniques for teaching reading comprehension are easier to incorporate in some contents areas than in others. In science, the emphasize on concrete, hands-on activities can be readily accomplish. Experiment, demonstration, models and many visual are useful. Reading can be used to supplement concept already introduced orally and visually. The contents teacher in any class can find useful and challenging activities and provide practice in various language skills.

6. Review of strategies in teaching reading comprehension that is used by the teacher.

a. Guided Reading Strategy

1) Definition of guided reading strategy

Fountas and Pinnell (in Herrell, 2003 : 211) state a guided reading lesson begins with a book walk, in which the students and teacher look through the book and predict what will happen. During this time, the teacher moves from student to student in the group, listening to them read and coaching them on decoding, self-monitoring, and comprehension strategies. (Angela et.al, 2006: 3) states guided reading is just one ingredient of a balanced reading diet; like shared reading, it involves explicit teaching,
but it carried out in small groups of similar reading attainment.

According to (Fauziati, 2002: 138) in guided reading, students can learn how to read in different ways at different speeds and for different purposes. In addition, (Jeanne, 2002: 3) says the teacher’s role in guided reading is to scaffold literacy learning, that is, to actively enhance students’ understanding. She adds, for guided to be used effectively, however, teachers need to be aware of and appreciate the basic understandings or underlying theoretical perspectives on which the approach is based.

From the explanation above, it can be concluded that guided reading strategy is an instructional strategy that involve the teacher working in a small group of student of similar reading attainment. The teacher’s role in guided reading is to scaffold literacy learning and the teacher need to be aware of and appreciate the basic understanding theoretical perspective on which the approach is based.

2) Steps in teaching guided reading strategy
According to Fountas & Pinnell (in Herrell et.al, 2003:212) there steps in teaching guided reading strategy:

(a) Grouping the students for instruction

Place students in groups of four to six, based on information from running records. Choose a book at the appropriate reading level for the students in the group and based on their interests whenever possible. Although guided reading can be used with any text, it is most effective when used with authentic texts that are interest to the students.

(b) Beginning the process

Gather the group at a table and take a book walk through the book to be read. A book walk involves looking at the illustrations on each page, predicting what will happen on that page, discussing and modeling the meaning of vocabulary that will be needed to read the page, and building background knowledge. Sometimes it wil be necessary to use visuals, gestures, or real objects to support the students’ understanding of the vocabulary. It is also very
helpful to relate vocabulary words to words in the child’s home language whenever possible.

(c) Reading aloud but not unison

Give the students copies of the book and encourage them to read aloud at their own pace. Move from student to student, listening to their oral reading and giving them instruction as needed in decoding, reading fluently, or self-monitoring. Ask questions to help them learn to self-monitor. Encourage the students to reread the story if they finish before you have listened to and coached each child.

(d) Pairing student for additional practice

Pair the students up to read to each other and listen to their oral reading one more time.

(e) Teaching mini lessons based on student needs

Introduce a minilesson based on the needs you see as you coach individuals. Focus on self-monitoring and problem solving, strategies. Conclude the lesson with a discussion of the story, writing the students’ words down in the form of a dictated story or interactive writing
lesson. Encourage all the students to participate in an oral rereading of the story written.

In addition, Westwood (2001: 67) gives explanation about main stages in teaching by using guided reading strategy. There are three main stages at which guidance from the teacher is provided: before reading text, during the reading, and after the reading. To enable these processes to operate effectively, the learning environment needs to be supportive and encouraging.

(a) Before reading

Guidance before reading is in many ways similar to the advance organizer activity typical of some textbooks or programmed materials. It prepares the reader to enter the text with some clear purpose and a plan of action in mind.

(b) During reading

The guidance during reading may again encourage the children to generate questions, look for cause-effect relationships, compare and contrast information, react critically, check for understanding and highlight main ideas.

(c) After reading
The guidance after reading may help the children to summaries and retell, check for understanding and recall and encourage critical reflection and evaluation.

3) The advantages of guided reading strategy

(a) Guided reading strategy provides the opportunity for students to write about reading.

(b) Guided reading strategy creates engagement in and motivation for reading.

(c) Guided reading strategy provides daily opportunities to expand vocabulary through reading conversation, and explicit instruction.

(d) Guided reading strategy increases the quantity of independent reading that students do.

(e) Guided reading strategy provides explicit instruction in fluency.

b. Story Maps

1) Definition of story maps

Mapping is a simple practical tool for improving creative thinking, planning and problem-solving abilities. According to Buzan (2006:139), he states that mapping helps to manage information effectively, and increase the potential for personal success. One of
the strategies to teach reading that is story maps. A Story map is a strategy that uses a graphic organizer to help students learn the elements of a book or story. By identifying story characters, plot, setting, problem and solution, students read carefully to learn the details. According to Idol (1987) story mapping is a procedure which trains the students to recognize the basic framework of narrative stories in order to enhance their comprehension of text.

Another explanation come from Daqi (2000: 94), he states that story mapping may have helped some of the subjects to think about the story organization, content, development, and outcome. A story map is like a visual aid that can serve students in planning stories. In addition, Daqi (2000: 95) said that story-mapping strategy focuses on the plan, organization, and story components, rather than the variety of vocabulary. Therefore, even if students become more fluent in story production, there are no guaranteeing that an increase in word diversity will be found.

Based on the explanation above, it can be summarized that story mapping is a procedure which trains the students to recognize the framework, it may
have helped some of the subjects to think about the story organization.

2) Procedures of story mapping

According to Idol (1987) there are four procedures of story mapping:

(a) After the students silently read a story, the teacher shows the group an overhead transparency of the story map. Each student has a paper copy of the map. With the teacher’s assistance, the students complete the story map together.

(b) After completing the story map, the students answer the comprehension questions independently.

(c) When the students understand the mapping procedure, they complete the story maps without the teacher’s guidance. Upon completion, the teacher regroups the children so they can share and correct their story maps.

(d) Eventually, students are able to answer the comprehension questions without the preceding story map exercise, as they have internalized the framework of the narrative.
The advantages of story maps

According to Idol (1987) there are four advantages of story maps, there are:

(a) Story Maps can be used with the entire class, small groups, or for individual work.
(b) This strategy helps students examine the different components of an assigned text or story.
(c) Story Maps can be used with both fiction (i.e., defining characters; events) and nonfiction (i.e., main ideas; details).
(d) The use of Story Maps as a comprehension strategy can be beneficial for all students, and are especially helpful for students needing the additional support of a graphic organizer.

c. Group Discussion

1) Definition of group discussion

Discussion is one of teaching strategy that needs cooperation among a number of students to discuss something. Discussion is active process of a group in a problem solving. It is effective way in making students active leaner. Brown (2001: 177) assumes that group discussion or groupwork is a general term
recovering a variety of technique in which two or more students are assigned a task that involves collaboration and self-initiated language.

Orlich (1998: 260) states that discussion is an active process of student-teacher involvement in the classroom environment. He also adds that a discussion allows the students to discover and state their personal opinion, idea or argument.

A group size of discussion is an important aspect that can influence learner achievement and participation. Groupwork or group discussion gives the students chances for greater independence (Harmer, 2007:43). Because the students are working together without the teacher controlling every move, they take some of their own learning decisions. Group discussion also give teacher opportunity to give help to the students which need special treatment.

Based on the definition above, group discussion is one of teaching strategy, an active process of student-teacher involvement in the classroom that can influence learner achievement and participation.

2) Stages in teaching group discussion
According to Jacobs et al. (2012: 35-37), he states that all groups go through three stages, regardless of the type of group or style of leadership: the beginning stage; the middle or working stage; and the ending or closing stage. It is important that the leader attend to each.

(a) The beginning stage

The beginning stage refers to the time used for introduction and for discussion of such topics as the purpose of the group, what to expect, fears, group rules, comfort levels, and the content of the group. In this stage, members are checking out other members and their own level of comfort with sharing in the group. This is the period when the members determine the focus of the group.

(b) The middle stage

The middle or working stage is the stage of the group when the members focus on the purpose. In this stage, the members learn new material, thoroughly discuss various topics, complete tasks, or engage in personal sharing and therapeutic work. This stage is the core of
the group process. It is the time when members benefit from being in a group.

During this stage, many different dynamics can occur, because the members are interacting in several different ways. The teacher must pay particular attention to the interaction patterns and attitudes of the members toward each other and the teacher. This is the time when members decide how much they want to get involved or share. If multicultural issues exist in the group, the teacher needs to pay close attention to group dynamics because the members may be acting and reacting in very different ways, which can be misunderstood by others in the group.

(c) The closing stage

The closing or ending stage is devoted to terminating the group. During this period, members share what they have learned. Members also say goodbye and deal with the ending of the group. For some groups, the ending will be an emotional experience, whereas for others the closing will simply mean
that the group has done what it was supposed to do.

3) Advantages of group discussion

Teaching by using group work or group discussion, it will give good effect to the students while teaching learning process. According to Harmer (2007: 178-179), there are four advantages of group discussion:

(a) Group work generate interactive language

Group work helps to solve the problem of classes that are too large to offer many opportunities to speak. With traditional methods, language tends to be restricted to initiation only by the teacher in an artificial setting where the whole class becomes a group interlocutor. Small groups provide opportunities for student initiation, for face to face give and take, for practice in negotiation of meaning, for extended conversational exchanges, and for students adoption of roles that would otherwise be impossible.

(b) Group work offers an embracing effective climate
The second important advantages offered by group work is the security of a smaller group of students where each individual is not starkly on public display, vulnerable to what the student may perceive as criticism and rejection. The small group becomes a community of learners cooperating with each other in pursuit of common goals. A further affective benefit of small-group work is an increase in student motivation.

(c) Group work promotes learner responsibility and autonomy

Group work places responsibility for action and progress upon each of the members of the group somewhat equally. It is difficult to hide in a small group.

(d) Group work is a step toward individualizing instruction

Each student in a classroom has needs and abilities that are unique. Usually the most silent individual difference that you observe is a range of proficiency levels across your class and, even more specifically, differences among students in
their speaking, listening, writing, and reading abilities. Small groups can help students with varying abilities to accomplish separate goals.

B. Previous Related Study

In this research, there are two previous related study. The first comes from Tiin nurlaili with the title *A Study on Teacher’s Strategies in Teaching reading Comprehension in Second Grade of Student’s MTS Tarbiyatul Ulum Panungasrii Panggungrejo Blitar Academic Year 2013/2014.* English has four skills; they are speaking, writing, listening, and reading. One of those skills is reading. To understand the contents of the text, the students faced many problems. Therefore, as an English teacher, we have to able to find an interesting strategy in teaching English especially in mastering reading comprehension. The teacher should be able to find and use the right strategy, which is suitable with student’s condition. Based on explaining above, the researcher interested to find out the teacher’s strategies in teaching reading comprehension in second grade of MTS Tarbiyah Ulum Panungasri Panggungrejo Blitar. The research problems of the research were: 1) what are the teacher’s strategies in teaching reading comprehension in second grade of MTS Tarbiyatul Panungasri Panggungrejo Blitar? 2) to what extent those strategies help the teacher in teaching reading comprehension in second grade of MTS Tarbiyatul Panungasri Panggungrejo Blitar.
Research method, the researcher used descriptive qualitative research consisting of some data in the form of word, phrase and sentences. It is used to describing something that is known to have happened in the process of teaching activity. In conducting the research, the researcher collected data through observation. Then the researcher interviewed the English teacher to get more information. The subjects of this research were the English teacher at MTS Tarbiyatul Ulum Panungasri Panggungrejo Blitar. The result showed that teacher’s strategies in teaching reading comprehension is used fourth strategies, they are memorizing strategy, question answer strategy, game, and discussion strategy. With those strategies, the students easily understand the text of reading comprehension.

According to this previous related study, there are some similarities and differences with this study:

1. The similarities between previous related study and this study are:
   a. The previous related study with this study have same topic, which is analysis about teaching strategy in teaching reading comprehension.
   b. The research design that is used by the researcher’s previous study and this study is same, which is descriptive qualitative research.

2. The differences between previous related study and this study are:
a. The school that becomes place of research is different. The previous related study takes place in MTs Tarbiyatul Ulum Panggungrejo Blitar and this study takes place SMP N 2 Ngaringan.

b. The strategies that used by the researcher’s previous study with the researcher’s this study is different. The researcher’s previous study mention four strategies; memorizing strategy, question answer strategy, game and discussion. The other way this study mention four strategies also; discussion, guided reading strategy, reading aloud, and story maps.

Second previous related study of this research was conducted by Indriana desi susanti with the title A Study on Teaching Strategies in Reading Comprehension at SMA N 1 Weru Academic Year 2015/2016. The aims of this research are 1) To describe the teaching strategy the implemented by the teacher to student in teaching English reading at SMA N 1 Weru academic year 2015/2016. 2) To describe the dominant teaching reading strategy that teacher used at SMA N 1 Weru academic year 2015/2016. 3) To describe the strength and weaknesses of implementation the teaching strategy that used at SMA N 1 Weru academic year 2015/2016. 4) To describe the student’s response toward the implementation of teaching strategy that used at SMA N 1 Weru academic year 2015/2016.
The research design that is used in this research is qualitative research. The sources of the data were come from events, information, and documents. The data were collected by observation, interview, and document analysis and checked of the trustworthiness in the form of triangulation. The data were analyzed by reducing the data, presenting the data, and taking the conclusion and verification.

The research finding shows that the teacher used varieties of method and technique in teaching English reading. The teacher used some strategies including the choosing of appropriate teaching techniques and methods, teaching media, source of material, classroom management, and assessment and evaluation. The method used by the teacher is K (Know), W (Want), L (Learn) methods. While the techniques that are used by the teacher; silent reading and reading aloud. The dominant strategy that used by the teacher is rehearsal strategy. The strength of strategy implemented by the teacher are 1) silent reading, it makes the student to comprehend about the material based on their opinion; 2) reading aloud, it makes the student understand about the word’s pronunciation and learner might from sharing knowledge of particular topics; 3) guessing difficult word, it makes the student’s vocabulary increase. The weakness of strategy implemented by the teacher is the discussion technique, there is only the clever student that can answer quickly about the material and it spends a many time to prepare. Student’s response positively toward the implementation of strategies including 1) the students get their spirit in
teaching learning process and able to understand their reading comprehension by using the variation teaching technique and method; 2) giving a task can makes the students more understand about the material that has been taught by the teacher. While, student’s response negatively is showed especially in discussion, this technique is wasting time.

According to this previous related study, there are some similarities and differences with this study:

1. The similarities between previous related study and this study are:
   a. The previous related study with this study have same topic, which is analysis about teaching strategy in teaching reading comprehension.
   b. The research design that is used by the researcher’s previous study and this study is same, which is descriptive qualitative research.

2. The differences between previous related study and this study are:
   a. The school that becomes place of research is different. The previous related study takes place in SMA N 1 Weru and this study takes place SMP N 2 Ngaringan.
   b. The strategies that used by the researcher’s previous study with the researcher’s this study is different. The researcher’s previous study mention one strategy, which is rehearsal strategy. The other way this study mention four strategies also;
discussion, guided reading strategy, reading aloud, and story maps.
CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In doing this research, the researcher uses the descriptive qualitative research. Research is a process of trying to gain a better understanding of complexities of human experience and to take action based on that understanding. Research itself has design. The research design that had been taken by the researcher is descriptive research that employs qualitative approach. Qualitative focuses on data in the form of word that is language in the form of extended text (Miles & Huberman, 1994: 2). In addition, (Alisan & Susan, 2005: 162) state that the term qualitative research can be taken to refer to research that is based on descriptive data that does not make (regular) use of statistical procedures. Denzin and Lincoln (2005: 3) offer an ‘initial, generic definition’: Qualitative research is a situated activity that locates the observer in the world.

Based on the explanations above, it can be concluded that descriptive qualitative research is a situated activity that locates the observer in the world. It focuses on data in the form of word based on descriptive of the data.

In conclusion, this research is a descriptive qualitative research. This research is qualitative since the data are in the form of words.
Meanwhile the research is a descriptive one since the researcher used descriptive method. This is caused the researcher is intended to describe teaching strategy that are used by the English teacher in teaching reading comprehension and the advantages of each strategy at SMP N 2 Ngaringan.

B. Setting of the Research

1. Setting of place

This research was conducted in SMP N 2 Ngaringan. It is located at jl. Salak No.13 Kalanglundo Ngaringan with Nurhadi, M.Pd as the headmaster. This school consists of three grades of students. They are the seventh grade, eighth grade, and ninth grade and each grade consists of four locals. Suwanto, S.Pd is the English teacher. The researcher took eighth grade of VIII D that consists of 27 students as the subject.

2. Setting of time

The research was conducted on April until May 2017.

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>April 2017</th>
<th>May 2017</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Ask permission</td>
<td>Monday, April 3 2017</td>
<td>_</td>
</tr>
<tr>
<td>2</td>
<td>Interview</td>
<td>Wednesday, April 4 2017</td>
<td>_</td>
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<tr>
<td>3</td>
<td>1st observation</td>
<td>Wednesday, April 26 2017</td>
<td>_</td>
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<tr>
<td>4</td>
<td>2nd observation</td>
<td>Thursday, April 27 2017</td>
<td>_</td>
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<tr>
<td>5</td>
<td>Interview</td>
<td>Friday, April 28 2017</td>
<td>_</td>
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<tr>
<td>6</td>
<td>Interview</td>
<td>Saturday, April 29 2017</td>
<td>_</td>
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<tr>
<td>7</td>
<td>3rd observation</td>
<td>_</td>
<td>Wednesday, May</td>
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<tr>
<td>No</td>
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<td>Activity</td>
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<tr>
<td>2</td>
<td>April 2017</td>
<td>Pre-observation</td>
<td></td>
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<tr>
<td>3</td>
<td>3rd April - 24th May 2017</td>
<td>Observation</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>3rd April – 10th July 2017</td>
<td>Collecting and Analyzing the Data</td>
<td></td>
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</tbody>
</table>

### C. Subject and Informant of the Research

The subject and informant of this research is the English teacher of SMP N 2 Ngaringan. There are two English teachers in SMP N 2 Ngaringan, Suwanto, S.Pd and Lina, S.Pd. The teacher that became an informant in this research is Suwanto, S.Pd.

### D. Data and Data Source

Qualitative research is a research relying primarily on the collection of qualitative data non-numerical data for example words and documents. Source of the data is the subject where the data to get.
Therefore, the data materials are in the form of word because the data taken describe the information about phenomena being studied. Meanwhile Lofland (in Moleong, 2010: 157) says the main idea in the qualitative research is word and action, another data is addition data such as document etc. in getting the data, the researcher derives the source of data. They are field notes of the classroom observation during the learning process, the transcript of English teacher’s interview. Moreover, related document from official’s documents dealing with the teaching strategy in teaching English reading comprehension.

In this study, the researcher used field notes as the one of data source. It is used to write down anything happened during collecting the data, include during observation. The transcript consists of the person interviewed, the time of the interviewed occurred, the list of the interview. There are three of data sources in this research. As follows:

1. Event

In this research, the events were processes of teaching learning process. The researcher focuses on VIII D class and the researcher makes the real observation based on the real condition. Events in this research were processes of teaching learning activity in teaching reading comprehension at the eighth grade of SMP N 2 Ngaringan.
2. Informant

Informant is the person who gives the researcher data when doing the research. The informant in this research is the English teacher. The purpose of it is to get the specific information about the teaching learning process in the English class especially for the implementation of strategies in teaching reading comprehension and the advantages of each strategy.

3. Document

Document is a written material, which related with certain event or activities. Document was used in research because of some reasons; document was source of research, which was stable, rich and supported. It was as evidence to a testing and it has natural characteristic so it was appropriate to qualitative research.

The documents in this research were all achieves or written information such as syllabus of the recount, lesson plan of the recount, and field note of this research.

E. Technique of Collecting Data

The way to get the data in research activity is usually known as a technique of collecting data. In this research, the researcher uses observation, interview, and documentation to get the data.

1. Observation

According to Cresswell (2009: 181), Observations are those in which the researcher takes field notes on the behavior and
activities of individuals at the research site. Observation has purpose to find out the strategies that used by the English teacher in teaching reading comprehension and to get the data on teaching learning process of teaching English reading comprehension.

During the implementation of strategies in teaching reading comprehension, the researcher is an observer. The researcher observes the process on teaching learning activity in the class.

The advantages of this technique according to Cresswell (2009: 180) are the researcher has a first-hand experience with participant; the researcher can record information as it occurs; and unusual aspects can be uncomfortable for participants to discuss.

2. Interview

Burns (1999: 17) says that interviews and discussion are face-to-face personal interaction, which generate data about the research issue and allow specific to be discussed from other people perspective.

In this research, the researcher takes an interview with the English teacher. Suwanto, S.Pd is an interviewee who gives the researcher information about teaching strategy that are used by the English teacher in teaching reading and the advantages of each strategy.
The advantages of this technique according to Cresswell (2009: 180) are participants can provide historical information and allows researcher control over the line of questioning.

3. Documentation

Qualitative researcher examines various types of document, including archival documents, journals, maps, videotapes, audiotapes, and artifact. Gay, R.et.al (2005: 421) describes many of these instrument are naturally occurring in educational settings and require only that the researcher locate them within the research setting.

In this research, the researcher collects the data from the teacher such as syllabus of the recount text, lesson plan of the recount text, and the name list of the students in the VIII D grade. The researcher takes some video and photo to know the real condition in the class during implementation of teaching strategy in teaching reading comprehension.

The advantages of this technique according to Cresswell (2009: 181) are enables a researcher to obtain the language and words of participants, can be accessed at a time convenient to researcher, represents data which are thoughtful in that participant have given attention to compiling them and as written evidence, it saves a researcher the time and expance of transcribing.
F. Technique of Analyzing Data

Analysis the data is process to find and arrange systematic the data by result of interview, field notes, and documentation. (Cresswell, 2009: 184) says data analysis involves collecting open-ended data, based on asking general questions and developing an analysis from the information supplied by participants.

The technique of data analysis, which is used in this research, was interactive model of analysis, the model of data analysis from Miles and Huberman. This model is well known as interactive model. Miles and Huberman (1994: 11) describe the components of interactive model. They are data reduction, data display, and drawing conclusion/verification. The explanation of those components as follows:

1. Data reduction

Data reductions are the process of selecting, focusing, simplifying, and transforming the data. Miles and Huberman (1994: 11) states data reduction is a form of analysis that sharpens, sorts, focuses, discards, and organizes the data in such a way that final conclusions can be drawn and verified. It means that data reduction had been done by the researcher during she was doing research activities, such as when the researcher reduced the data from documentation.
In this research, the researcher selects and took the important information that was needed from the data observation, interview, and documentation. After that, the researcher classified and chose those data based on the research focus. Those step facilitated the researcher to do the next process of analysis data.

2. Data display

Display in this component means elaborate the important data that had been reduced by using extended text. Display is a major avenue to valid qualitative analysis that is designed to assemble the organized information (Miles and Huberman, 1994: 11).

In other word, this technique was used in arranging in formations, descriptions or narrations in order to draw the conclusion. Data display is a data description in this research. The researcher described the data that had been reduced. The researcher displayed the data then describes it, after that, the researcher makes analysis based on the data.

3. Conclusion Drawing /verification

The last component is conclusion drawing/verification. In this research, conclusions were drawn continuously throughout the research phase. The researcher wrote interpretation from the data that have obtained as the conclusion. After that, the conclusion was verified to be more convinced on the conclusion. The researcher took conclusion after presenting the data and analyzing data.
Interactive model by Miles and Huberman

![Interactive model diagram]

Figure 3.1 Miles and Huberman Interactive models (1997).

G. Trustworthiness

To get the validity and reliability the research, the researcher used triangulation. Moleong (2013: 330) says triangulation is a technique of examining the trustworthiness of data by using something excluding the data to check or to compare the data. Cohen et.al (2007: 141) define triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behavior. In addition, Silverman (2005: 212) says triangulation refers to the attempt to get a true fix on a situation by combining different ways of looking at it or different finding.

Based on the explanation, it can be concluded that triangulation is a technique of examining the trustworthiness of data by using two or more methods of data collection to get a true fix on situation by combining different ways.
According to Denzin (in Cohen et.al, 2007: 142), there are six kinds of triangulation, they are time triangulation, space triangulation, combined levels of triangulation, theoretical triangulation, investigator triangulation, methodological triangulation. The explanation as follows:

1. Time triangulation: this type attempts to take into consideration the factors of change and process by utilizing cross-sectional and longitudinal designs.

2. Space triangulation: this type attempts to overcome the parochialism of studies conducted in the same country or within the same subculture by making use of cross-cultural technique.

3. Combined levels of triangulation: this type uses more than one level of analysis from three principal levels used in the social sciences, namely, the individual level, the interactive level (groups), and the level of collectivities (organizational, cultural or societal).

4. Theoretical triangulation: this type draws upon alternative or competing theories in preference to utilizing one viewpoint only.

5. Investigator triangulation: this type engages more than one observer; more than one observer discovers data independently.

6. Methodological triangulation: this type uses the same method either on different occasions, or different methods on the same object of study.
In this research, methodological triangulation was being applied in trustworthiness of the data. Methodological triangulation is used based on the some methods that used by the researcher in gathering the data such as observation, interview, and documentation. The researcher observed the process of the teaching learning process, while also observing the problem appear, the researcher does the crosschecking by comparing them to the data of interview.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the research finding and discussion. The purpose of research findings and discussion is to answer the problems statement. In this chapter will discuss two points related to the teaching reading comprehension. The first point is the identification of teacher’s strategy that used by the English teacher in teaching reading comprehension. The second point is the advantages of each strategy that used by the English teacher in teaching reading comprehension. The data from the field that have been collected will be presented based on the observation in the classroom and interview with the English teacher.

A. Research Findings

1. Result of observation and interview

   a. The data from observations

      1) Observation I

      The teaching learning process was held in April 26, 2017. The students in VIII D consist of 27 students. The English lesson was held in the first subject. After the bell rang at 07.00 a.m, the teacher went to the classroom. In this meeting, the material was Recount text. At the previous meeting, the teacher asked the student to learn about text that will be discussed. The material was written in LKS page 45. In this meeting, the teacher made a small group
consist of 4 until 5 students. There are six groups in this class. The small group was made based on students’ seating. After student sat on each group, the teacher asked to the students to discuss the text and answer the questions related to the text. There are five questions related to the text. The last group should be concluded the text tells about.

The teacher was waiting a group that is finished firstly. While students discuss, the teacher was tried read paragraph by paragraph and give a few knowledge from outside related to the text. The teacher was kept pay attention to the students while group activities. After 15 minutes left, students already to present the result of discussion. In this section, teacher randomly points the group to answer the first question. Luckily, five of all groups had same answer and one group failed.

At the last section, the last group asked to give conclusion of the text and write down on the white board. In this section, the teacher did not only silent in the corner but also he gave a review about the text. It makes the students easy to write the conclusion from the text. After the last group writes their opinion, the teacher asked to other group to give opinion also. Finally, one of the students walked in
front of class and wrote the conclusion of her group. Then the teacher said that it is a good job because she was brave to give opinion in front of class. In addition, the teacher asked to the students to keep learns the material at home.

The teaching learning process for this text is finished. The next part of class, teacher asked to the student to keep on the each group. The teacher told that the next meeting we would work group and discuss the next text in this book. To preparing for next meeting, the teacher asked to the student to read carefully and translate the difficult word.

The teacher was close the class with say “Alhamdulilah and Wassalamualaikum wr.wb”.

2) Observation II

The second observation was held on April 27 2017. When the bell was rang at 07.00 a.m., the teacher directly asked to the students to make a group with same members like last meeting. Group consists of 4 until 5 members and there are six groups in this class. Before start the lesson, the teacher point one of each members to be a leader of the group. While each group has a leader, the teacher gave material or text that written in LKS on page 46 with the title “My Personal Experience”.
In this situation, each group read the sentence one by one. The teachers said that he asked to the student to find the difficult words then try to find the meaning of each word. While the student read the text, the teacher was checked their pronunciation, and intonation.

The teacher tried to give explanation about the generic structure of recount text. To know the student’s respond, the teacher tried to ask to the student about generic structure. Finally, one of the students was raise her hand and answer the question. The teacher said that the generic structures of recount text are orientation, event, and reorientation. The teacher wrote generic structure in the white board and asked to the students to write down in their book.

In this situation, the teacher’s roles are as the controller and prompter. Controller when the teacher was stand beside each group when the student read the sentence. Prompter when the teacher tries to prompt the students when they get difficult do pronounce the sentence clearly.

After all of groups read the sentence, the teacher was gave brief explanation about the text. Automatically, the teacher is the center of the class who is giving the material.
The teacher said that he asked to the student to pair and read again the text. He gave 10 minutes to the students to discuss what topic and specific information from the text. While students discuss the material, the teacher took around in each group. It means the teacher was control the situation in the class.

After 10 minutes left and the teacher want to know the result of discussion of pair work. Students gave some questions to the teacher related to the text. All of questions come from the students. The researcher sees that after the teacher receive the question, he tried to answer the entire question with reread the text and gave brief explanation of the text.

The teacher said that why in the text use “was” because this is a recount text. Recount text is the text that told about past time. Therefore, to be that is used in this text is “was”. This is explanation about grammar of the text. Then the teacher said that he ever give explanation that writer has specific purpose. That is why in the end of story the writer gives moral value to the reader. The last question is “I” in text is refers to?. The teacher said that “I” in the teaxt refers to the writer of the text automatically. The last session the teacher asked to the student to keep learn at
home. The bell was ringed; it means teaching learning process for was done. The teacher close the class by saying “thank you and Wassalamualaikum”

3) Observation III

The third observation was held on May 10 2017. When the bell rang at 07.00 a.m., after opened the class, the teacher directly asked one by one student to forward in front of the class to make literacy as usual in the first subject. The theme of literacy today is about ideal future. The teacher called name of students one by one and the students stand in front of the class to give opinion about this theme. The purposes of this literacy are to make the student confident to give an opinion and practicing the students’ mental.

The teacher said to the students to open the LKS page 62 and ask to read silently. In this situation, the teacher acted as controller. It means the teacher control the condition of class while students read and take comprehension of the text.

After 7 minutes was left, the teacher gave paper of blank form and said that this is a blank form of story maps and give brief explanation about how to fill it.
The task was beginning and the teacher took around to see the students with their paper. The condition of class at that time was quite. All of students try to finish the task and the teacher keep take around to monitor the students.

After 30 minutes was left, the teacher said that the students have to answer the question in form based on the text. If you get the difficulties, you can ask to me.

After the student finish the task, orally the students answer the question after the teacher read the question. After that, the teacher said to the student that they grouping the student consist of six until seven students. The teacher said that the purpose of grouping is to share the result of individual task.

The condition of class at that time is very noisy but the teacher knows that it results of discussion. The teacher moves from one group to another. The researcher took a note that the teacher’s role in this situation is participant. It can be seen when the teacher takes part in discussion to give other opinion.

The bell was ringed; the teacher gave brief explanation about the purpose of this activity. The teacher said that the purpose of this activity is to identify the text
easily. The teacher was close the class by saying “thanks and wassalamualaikum”.

4) Observation VI

The fourth observation was held on May 17 2017. When the bell rang at 07.00 a.m., After opened the class, the teacher directly asked one by one student to forward in front of the class to make literacy as usual in the first subject. The theme of literacy was about occupation. The teacher called name of students one by one and the students stand in front of the class to give opinion about this theme. The purposes of this literacy are to make the student confident to give opinions and practicing the students’ mental.

Before the teacher continues the teaching learning process, the teacher said that he asked permission to the students because today he is very busy and cannot give material full time until pass. Then he starts the lesson by saying “ok, sekarang kalian melanjutkan pekerjaan kalian minggu kemarin tentang story maps”. The students as soon as move to each group.

While students move to each group, the teacher read one by one the result of story maps in the last meeting. Then the teacher said that he asked to leader of class to give
the paper to the student. In this condition, class is very noisy because they discussing their work. The teacher was walk around into one group to another to see the way the students discuss their story maps.

After 30 minutes left and the teacher tried to stop all of activities in discussion class. Then the teacher said that he asked to present the result of discussion. Luckily, one of the students was raised his hand and presents the result of discussion.

In this condition, class is conditional because when the student’s presentations in front of class other students pay attention and listen carefully with the presentation.

After 20 minutes before pass time of class, the teacher said that he asked permission because he has other activity that make he has to go out from school. Before he went to other place, he gave review about all of activities related to story maps.

Then he closed the class by saying “I’m sorry, thank you dan alhamdulilahirobbil’alamin”.

b. The data from interviews

Another technique of collecting data used by the researcher here was interview. By doing interviews, the researcher got information needed in this research. The interview were done with the English teacher.
1) Interview I

Wednesday, April 5 2017, 10.25-11.00 WIB, the researcher did first interview with the English teacher of the Eighth grade. The teacher is Mr. Suwanto. The question was about what are the strategies that used by the English teacher in teaching reading comprehension.

Firstly, the researcher asked about what are the strategies that used by the English teacher in teaching reading comprehension. The teacher said that there are three strategies that used by the English teacher in teaching reading comprehension, they are group discussion, guided reading, and story maps.

The next question was how the implementation of each strategies. The teacher said that the implementation of strategy in teaching reading comprehension is conditional because not all of students in a good condition to receive the material. Therefore, the teacher was choose group work or group discussion than others because while the student work in-group he can handle the student’s activities.

The next question was how is student’s respond toward strategy that is used in teaching reading comprehension. The teacher said that the student’s respond toward strategies that is used is very good. He added VIII D
class is very active class. However, during implementation of strategy, the teacher confronts a problem from student that is there are some students that not interaction yet with teacher or with others. In addition, the teacher said that the goal of teaching learning process is the students understand the material from the lesson.

Then, the next question was about teacher’s role and student’s role. The teacher said that while teaching learning process, he stands for controller, facilitator, and participant.

Then student’s roles, they are as a recorder of information, questioner, and participant. It can be seen when the teacher gave material, the students kept silent and took an attention to the teacher. The teacher was acted as questioner, when teacher finished conveys the material, students was gave an opportunity to ask to the teacher about material that was not clear enough. Sometimes, the teacher was gave opportunity to the student to convey their opinion about the material.

The next question was about media of teaching; the teacher said that teaching by using white board, as the media is more practice than teaching by using LCD as the media.
The question about teacher’s management, the teacher said that he always prepare well before go to the classroom. He was a teacher who is always pay attention to the students. Therefore, he always prepares well to teach students in the classroom. He was put students’ necessary as the main priority.

The question was the important of teaching strategy. The teacher said that teaching strategy is very important. Teaching strategy, it helps the teacher to convey the material, and it facilitates the students to learn while teaching learning process.

About the teaching material, the teacher said that he used LKS as the source of material. The teacher not uses other book to support the material. In addition, teacher also used curriculum and lesson plan as the source of material.

According to interview, the teacher said that this school used KTSP as the curriculum. In KTSP itself, it has special part in reading because reading creates based on generic structure. Therefore, he concluded that teaching by using KTSP curriculum is not constraint.

Talk about syllabus and lesson plan, the teacher also used this source to arrange the material. To arranging the
lesson plan, the teacher was creating it based on the points that written in syllabus then develop it into material in lesson plan. If talk about the material, the teacher was thought that, the material must have interested to the students.

Then about evaluation in reading comprehension, the teacher applies answer the essays question in the text, find the main idea of each paragraph, and analyze the generic structure of the text.

The last question, what are the problems that appear in teaching reading comprehension. The teacher said that the problem in teaching reading comprehension is student lack of vocabulary. Therefore, the teacher demands the students to bring dictionary. It helps the students to find difficult word and it can increase vocabularies. The reason why the teacher asked to bring dictionary because not all of the students are understand the word in the text. In other word, they faced different difficult word in the text.

In addition, another problem comes from students itself. The teacher said that another problem is background knowledge of the student. The teacher was mention that the student’s motivation to learn English is still low. It means
that the students learn English lesson when they come to school. In the home, they did not study English. It was caused not all of parent support their child to learn English. Therefore, the teacher feels difficult to give understanding about the important of English lesson. However, the teacher did not give up giving motivation to the students.

The last question was about classroom management. The teacher said that the condition of the class must be in a good condition. The teacher said that he tries to make a good condition in the class. The teacher has a purpose to make the students can take interaction with each other. At every time when the students bored, he tries to make initiative to call them. For example “Hai…” they answered “Hai…” Then he pay attention to the students which one that concentration to the lesson which one that not concentration.

2) Interview II

The second interview, the researcher asked the teacher about the strategy that used by the English teacher in teaching reading comprehension. This interview conducted by the researcher and the teacher. The researcher did interview on Friday, May 28\textsuperscript{th} 2017 at 12.00-12.45 WIB. In teacher’s room.
Firstly, the researcher was review about what strategy that used by the teacher. The teacher said that he used guided reading strategy. Then about the stages of teaching, the teacher said that he still remember about the theory of guided reading. Firstly, the teacher was made a small group and point one of the student as the leader of group. Then the teacher asked to read loud but not unison. To make an intensive reading, the teacher made pair of students. Then the teacher said that he asked to the student to give some questions related to the text.

Second was about teacher’s role, he said that teacher’s roles are controller and prompter. Then about student’s role is recorder information.

The next question was about source of material or teaching material. He said that teaching material that he used is LKS.

Then media of teaching that he used was white board and board marker. It can be seen when the teacher asked to the students to write down what he written in the white board.

Next are about evaluation and assessment. Evaluation, the teacher said that he did the evaluation orally
related to the material when the teacher did the teaching learning process.

About assessment, the teacher said that implementation of assessment was four times in semester, and then he said that there are two assignments, orally and written. Orally, the teacher asked to the student to read then the teacher take point about fluency, pronunciation, intonation. Written, it deals with task.

The last question was about classroom management, the teacher said that classroom management he tried to conditional. In addition, to make conditional class when the student sleepy or bored is he tried to call them or make a funny atmosphere in class.

3) Interview III

The third interview was about next strategy that he used in previous meeting. The researcher did interview on Saturday, ay 29 2017 at 10.25-11.00 WIB in office room. The teacher said that he used group discussion. It can be seen when the teacher make a group to discuss text that written in LKS. The stages of teaching by using group discussion as follows; the teacher made a group consist of 4 until 5. Then he asked to discuss about material that written in the LKS. After finish read the text, the teacher pointed
the group to read the question and answer the question. In addition, the last group was giving the conclusion of the text.

Next was about teacher’s role, he said that the teacher’s role is controller. It means he control all of activities while teaching learning process by using group discussion. Then the student’s role in teaching by using group discussion is recorder information.

Teaching media of this activity was white board and board maker. This media used when the teacher needs to write down the material in the white board. Then source of material of this activity was LKS. He used only one source of material that is LKS. He did not use any books because he knows that LKS is simple book to learn.

Next was about classroom management. While teaching learning process, the teacher said that he tried to make a good condition because teaching by using group discussion it makes noisy class so that the teacher should handle all of activity.

In addition, he was checked one by one group to know interaction between one and others.
4) Interview VI

The fourth interview, the researcher asked about teaching strategy that used by the English teacher in previous meeting. This researcher did interview on Thursday, May 18 2017 at 10.25-11.00 WIB in office room.

Firstly, the researcher asked about strategy that used by the teacher. The teacher said that story maps strategy. Then the researcher asked about implementation of story maps. The teacher said that he asked to the student to read silently. While student read the text, the teacher gave a form of story maps to the students. The teacher tried to give explanation how to fill the form. Then the teacher asked to fill the form according to the information that they got. After that, the teacher gave questions related to the text and asked to the student to make a group to share their information related to the text. The last, the students asked to present the result of discussion and after that the teacher made a conclusion and gave the answer of the question in the form of story maps.

Then teacher’s roles in this strategy were controller and participant. Teacher acted as controller when the teacher as the center of class. He was control all of activity
while teaching learning process. Teacher act as participant when the students discuss with others, he tried to be participant of this class. Then student’s role in this activity was recorder information.

Teaching media that is used in this activity is paper of story maps. The teacher gave blank paper it consist of form that must be filled by the students according to the information if the text.

Source of material was still same with last meeting. the teacher said that he used LKS as the one source of material.

In this interview, the teacher did not talk about evaluation, assessment, and classroom management because the answer was same with last interview in interview of guided reading strategy and group discussion.

5) Interview V

The fifth interview, the researcher asked the teacher about the advantages of each strategy. This interview conducted by the researcher and the teacher. The researcher did interview on Wednesday, May 24 2017 at 12.15- 13.00 WIB in teacher’s room.

Firstly, the researcher was review the result of observation focus on teaching strategy. The researcher
found three strategies that used by the English teacher that are guided reading, group discussion, and story maps. Then the researcher asked to the teacher about the advantages of each strategy. When the researcher asked “*apa saja keunggulan-keunggulan diskusi pak?*” The teacher said that the advantages of group discussion are means to equalizer students’ existence with the others, to train the mental of student, and to explore the idea of students.

Secondly, the researcher asked about the advantages of guided reading strategy. “*apa saja keunggulan dari guided reading strategy pak?*, the teacher said that the advantages of guided reading strategy; it can accelerate students to get fluency, in guided reading students can find difficult words in the text, and it gives chance to the students to practice reading and understanding the text.

The last question is “*apa keunggulan dari story maps*”. The teacher said that the advantages of story maps; it helps the students to convey their opinion appropriate with context and it trains the students to make or arrange sentences well and appropriate with the generic structure of the text.
2. Teaching strategies that used by teacher

   Based on observation and interview that had done by the researcher with the English teacher, the English teacher used two strategies in teaching reading comprehension. They are guided reading strategy and story maps. In this case, the researcher wants to analyze of each part in teaching learning process by using teaching strategies.

   a. Implementation of guided reading strategy

   1) Stages of teaching by using guided reading strategy

   Teaching reading comprehension by using guided reading strategy, there are some stages that should be done by the teacher.

   Based on the result of observation that held on Thursday, April 27 2017, the researcher seen that the teacher;

   a) The teacher make a small group consist of 4 until 5 members. Therefore, there are six small groups in class.
   b) After small group formed, the teacher point one of members as the leader of each group.
   c) The teacher asks to the students to read aloud one by one. When students read the text, other students have to listen and pay attention to the sound. In this activity, the teacher not only silent in the corner but also he helps the students to analyze the text. He stands by if the students get the difficult word of the text.
d) After all of text read, the teacher pair the students and ask to reread again. It helps the students to share understanding with other. In this activity, the teacher walks around to listen once more the sound from students.

e) The last stage, the students have to ask question to the teacher related to the text. it can improve understanding the students to the text because in this case the teacher will give conclusion of the text. (Observation on Thursday, April 27 2017)

Based on the interview, it can be seen that the teacher grouping the students, point the one of students as the leader, read aloud but not unison, pairing students to reread the text once more, and give conclusion of the text. He said;

“kalau step mengajarnya saya masih ingat teorinya mbak. Ya seperti kemarin, saya buat kelompok kemudian saya tunjuk siswa sebagai ketua kelompok ini bertujuan supaya dia bertanggung jawab jalannya diskusi. Setelah itu saya minta anak untuk membaca keras tapi tidak berbarengan, jadi saya tunjuk siapa yang membaca itu, terus yang lainnya mendengarkan. Setelah semuanya membaca, saya gabungkan anak-anak untuk berpasangan. Ini bertujuan untuk lebih intensif mereka membaca. Setelah mereka berpasangan, mereka harus bertanya tentang kesulitan apa yang mereka temui di dalam diskusi berpasangan maupun diskusi
kelompok. Nah disini tugas saya menjawab pertanyaan yang mereka tanyakan. Kan otomatis saya juga memberi kesimpulan dari bacaan teks”.

(Interview on Friday, April 28 2017)

2) Teacher’s roles

Teacher has a role in teaching learning process. Based on observation that held on Thursday, April 27 2017 the teacher act as Controller and Prompter. Controller when the teacher stands beside each group when the student read the sentence. Prompter when the teacher tries to prompt the students when they get difficult to pronounce the sentence clearly.

Teacher’s role as prompter, it can be seen when one of students that read the sentence not clear enough the teacher came near to the students and correct the wrong word or correct the pronunciation and intonation.

Teacher’s role as controller, it can be seen when the teacher make a small group he control all of activities while teaching learning process in-group work. The teacher walks around in each group to know the student activities. He also addresses the students that not participate at group work.

Based on the result of interview, the teacher said;
“untuk peran guru itu sendiri ya kadang saya mengontrol semua kegiatan selama KBM. Kalau semisal guru tidak mengontrol kan pasti kelas akan gaduh sekali mbak. Seperti kemarin kan. Saya membagi kelompok kecil. Itu juga bertujuan itu mengontrol bagaimana caranya agar siswa itu mau berfikir atau berbagi pendapat dengan teman lainnya”. (Interview on Friday, April 28 2017)

In this case, the teacher as the controller, it means that he control all of activities while teaching learning process. Then, he added;

“ya itu juga termasuk peran guru mbak. Guru membimbing atau membenarkan juga saat siswa membaca ada kata yang salah pelafalan guru harus membenarkan. Jika ada yang salah pronunciationnya ya guru juga harus membenarkan”. (Interview on Friday, April 28 2017)

Another role is the teacher as prompter; he clarified wrong word or wrong pronunciation that students did. It means that he has a good role while teaching learning process.

Based on the statement above, the researcher concluded that the teacher’s role in guided reading strategy that researcher found in research are controller and prompter.
3) Student roles

In class, students also have a role; it is a part of students to make a position in class. Based on the result of interview, the teacher said;

“untuk peran siswa sudah lazim ya mbak, anak pasti penerima informasi dari gurunya. Gurunya menyampaikan materi si anak harunya ya memperhatikan. tapi tidak itu juga, anak juga berhak bertanya apapun yang mereka belum paham atau belum dimengerti. Nah disini guru harus bisa menjelaskan kembali materi yang dibutuhkan siswanya”. (Interview on Friday, April 28 2017)

According to statement above, the teacher role in guided reading class is student as recorder information or receiver information and questioner.

This statement reinforced with the result of observation. While teaching learning process, the students pay attention to the teacher when the teacher conveys the material. When the students get difficulties, they do not shy to ask to the teacher.

“pak, kenapa di bacaan ini banyak menggunakan was?, kenapa disetiap cerita ada pesan moralnya?, disini kata I mengacu ke siapa ya pak?”. (Observation on Thursday, April 27 2017)
Based on the all of statement above, the researcher concluded that the student’s roles in guided reading are recorder information and questioner.

4) Source of material

The teacher needs to choose appropriate source of material to teach the students. By appropriate material, the students can be easy in receiving the material. Based on the appropriate source of material, students will be enjoy and happy in teaching learning process.

The result of observation that held on Thursday, April 27 2017, the teacher used LKS as the source of material.

“While each group has a leader, the teacher gives material or text that written in LKS on page 46 with the title “My Personal Experience”. (Observation on Thursday, April 27 2017)

The statement above reinforced with the result of interview. While the researcher asks about what source of material that used by the teacher, he said;

“sebenarnya saya ada buku lain mbak seperti buku pegangan gitu, tapi saya lebih enak pakai LKS. Soalnya LKS kan praktis mbak. Anak juga lebih focus belajarnya. Ya kadang juga saya suruh nyari di internet tapi jarang dan jika diperlukan”. (Interview on Friday, April 28 2017)
The reason why the teacher used LKS as the only one source of material is that it makes the student focus to learn.

Based on the statement above, the researcher concluded that the teacher LKS as the only one source of material.

5) Teaching media

Media is an important component in teaching learning process. It is used to support the teacher in teaching and help the student in accepting the material because media can be used as variation in teaching learning process. Teaching media helps the students for getting material easily and clearly, so they can get comprehension about the material.

Based on the result of observation, the researcher found that English teacher used white board and board marker. It can be seen below;

“Knowing the students answer what the generic structure of recount text is, the teacher write down it in the white board and say “ini bisa kalian tulis lagi supaya kalian bisa ingat terus apa generic structure dari recount text” (Observation on Thursday, April 27 2017)
Based on the interview, it can be seen that teacher prefers used white board and board maker as the only one media in teaching by using guided reading strategy. He said;


Based on the result of interview and observation above, the teacher used white board and marker as the media to support in teaching learning process.

6) Evaluation and assessment

Evaluation and assessment are important things in teaching learning process. it is used to know whether the teaching learning process run well and the purpose of teaching learning process be success, because it is used by the teacher to give correction about strategies that are implemented to the students. It also can be used to measure the development of the student comprehension
about the subject materials that have been taught by their teacher.

The teacher gave her opinion about evaluation and assessment. The researcher took interview about this case. The result of this interview as follows:


The teacher did evaluation in the post-activity while teaching learning process. He did with orally or directly. It means, when the students do not understand yet, he already to give brief explanation once more.

If talk about assessment, he said;

There are two assessment, written and orally. Orally, he asks to the student to read the text. Assessment includes fluency, pronunciation, and intonation. While written assessment, the teacher gives written question related to the text.

In addition, he said that implementation of assessment is four times in a semester.

“pelaksanaannya sendiri, saya ambil satu semester 4 kali mbak”. (Interview on Friday, April 28 2017)

Based on the statement above, the researcher concluded that implementation of evaluation in the post-activity and assessment four times in a semester include written and orally assessment.

7) Classroom management

One of important thing that indicate teacher success in teaching learning process is how he or she can manage class well by creates effective teaching. The teacher should be smart to manage the condition.

Based on the result of interview, he said that to manage the classroom, he try to conditional because he does not know the condition of class. He also has a rule “serius tapi santai”. It means that while teaching
learning process, he wants to serious to teach and students serious to learn but he want to enjoyable while teaching learning process.

“untuk classroom management saya berusaha untuk kondisional saja mbak. Melihat keadaan anak selalu berubah-ubah. Tapi tetap saya berlakukan aturan “serius tapi santai”. Itu yang selalu saya tekan kan pada anak mbak”. (Interview on Friday, April 28 2017)

Then when the researcher asks about, what do you do when the student feel bored or not concentration. The teacher said;


Here, he tries to make funny class when the students feel bored or sleepy. In addition, he also said that reward and punishment. Reward when the students get good score but student that cannot answer task he do not give punishment but motivation.
“untuk hal itu, semisal ada yang bisa menjawab pertanyaan atau nilainya bagus ya saya ucapkan selamat atau pujian. Supaya mereka merasa dihargai atau sebagai reward buat mereka. Untuk yang tidak bisa menjawab ya saya kasih motivasi terus mbak supaya tetap mau belajar. Untuk yang tidak mengerjakan tugas biasanya saya tanya dulu kenapa tidak mengerjakan tugasnya. Tidak langsung dimarahi atau diapakan, nanti malah down si anaknya”. (Interview on Friday, April 28 2017)

Then the result of observation on Thursday, April 27 2017. The teacher gives motivation to the student to learn at home.

“ini gunanya belajar. Dirumah, kalian juga harus belajar jangan hanya di kelas. Kalian harus rajin belajar ya”.

Based on the statement above, the researcher concluded that the teacher manages the classroom not only the condition of class but also the condition of the students.

b. Implementation of story maps

1) Stages of teaching by using story maps

Teaching reading comprehension by using story maps, there are some stages that should be done by the English teacher. The researcher seen that the teacher;
The teacher asks to the students to read silently.

b) The teacher gives a piece of empty paper and gives instruction how to fill the empty paper.

c) After that, the teacher let the students to fill the empty paper with information that they got from the text.

d) Then the teacher asked to answer the questions related to the text.

e) The teacher make a group consist of 6 until 7 members to share opinion about the text.

f) After that, the teacher asked to present the result of discussion orally.

g) The last, teacher gives conclusion of story maps’ purposes. (Observation on Wednesday, May 10 & 17 2017)

This stages reinforced by the result of interview as follows;

Tujuannya untuk diskusi atau share informasi yang mereka dapat dengan yang lainnya. Bahasa lainnya ya mencocokan. Setelah diskusi selesai saya minta mereka untuk mempresentasikan hasilnya. Kemudian yang terakhir saya memerikan kesimpulan dan juga member jawaban dari pertanyaan yang ada di form story maps tersebut”. (Interview on Thursday, May 18 2017)

2) Teacher roles

Teacher has a role in teaching learning process. Based on observation that held on Wednesday, May 10 & 17 2017, the teacher acts as controller and participant.

While the students read the text, the teacher takes around to monitor the students. In this situation, the teacher acts as controller. It means the teacher control the condition of class while students read and take comprehension of the text.

Based on the result of interview, the teacher acts as controller while teaching learning process.

The teacher moves from one group to another. The researcher takes a note that the teacher’s role in this situation is participant. It can be seen when the teacher takes part in discussion to give other opinion. (Observation on Wednesday, May 10 2017)

The statement reinforced with the result of interview;

“guru bisa ikut berpasipasi atau mengambil partisipasi dari KBM ini mbak. Jadi saat anak-anak diskusi berbagi informasi seperti itu, guru hanya bisa melihat memperhatikan dan jika ada anak-anak yang membutuhkan bantuan ya guru harus membantunya”. (Interview on Thursday, May 18 2017)

From the definition above, the researcher concluded that teacher’s roles in teaching by using story maps are controller and participant.

3) Student roles

In class, students also have a role; it is a part of students to make a position in class. Based on the result of interview, the teacher said;

“kalau peran siswa ya hampir sama seperti kemarin-kemarin mbak. Anak bisa diberi kesempatan untuk bebas bertanya tentang apapun yang mereka belum ketahui. Dan anak juga sudah
sewajarnya menerima semua informasi dari guru. Apalagi saat guru menjelaskan tentang bagaimana mengisi form story maps itu sendiri”. (Interview on Thursday, May 10 2017)

Based on the statement above, the teacher said that student’s roles in teaching by using story maps are recorder information and questioner.

Questioner, it can be seen when the students ask about the material that not clear enough form the text.

“Suddenly, one of student raise her hand and call the teacher “pak maksutnya event 1 event 2 event 3 kejadianya kan pak, kalau lebih dari 3 ditulis sendiri gitu ya pak?”. (Observation on Thursday, May 10 2017)

Student’s roles as the recorder information, it can be seen after the teacher give explanation about procedure of story maps, the students said “paham pak”. (Observation on Thursday, May 10 2017)

The conclusion from the statement above is student’s roles in teaching by using story maps are recorder information and questioner.

4) Source of material

The teacher needs to choose appropriate source of material to teach the students. By appropriate material, the students can be easy in receiving the material. Based
on the appropriate source of material, students will be enjoy and happy in teaching learning process.

The result of observation that held on Wednesday, May 10 2017, the teacher uses LKS as the one source of material. It can be seen when the teacher asked to the students to open LKS page 62.

This statement reinforced with the result of interview, as follows;

“materinya ya seperti kemarin itu mbak. Saya menggunakan LKS untuk materinya”. (Interview on Thursday, May 18 2017)

From the statement above, the researcher concluded that source of material in teaching by using story maps is LKS.

5) Teaching media

Media is an important component in teaching learning process. It is used to support the teacher in teaching and help the student in accepting the material because media can be used as variation in teaching learning process. Teaching media helps the students for getting material easily and clearly, so they can get comprehension about the material.
Based on the observation, the teacher used paper of story maps. It can be seen when the teacher prepare of paper on the table. He said;

“After students finished read the text, the teacher gives empty paper to each student. Before the task begins, the teacher gives instruction to fill the blank. form ini harus kalian isi sesuai dengan intruksi. jika kalian sudah memahami bacaan tadi pastinya kalian akan paham bagian mana yang harus disebutkan”. (Observation on Wednesday, May 10 2017)

Based on the result of interview, the teacher used paper as the media in teaching by using story maps strategy in teaching reading comprehension. It can be seen bellow:


From the statement above, the researcher concluded that teaching media that used by the English teacher in teaching reading by using story maps strategy is paper.
6) Reading evaluation and assessment

Evaluation and assessment are important things in teaching learning process. It is used to know whether the teaching learning process run well and the purpose of teaching learning process be success, because it is used by the teacher to give correction about teacher’s strategies that are implemented to the students. It also can be used to measure the development of the students’ comprehension about the subject materials that have been taught by their teacher.

The teacher gave her opinion about evaluation and assessment. The researcher took interview about this case. The result of this interview as follows;


The teacher did evaluation in the post-activity while teaching learning process. He did with orally or directly. It means, when the students do not understand yet, he already to give brief explanation once more.
If talk about assessment, he said;


There are two assessment, written and orally. Orally, he asks to the student to read the text. Assessment includes fluency, pronunciation, and intonation. While written assessment, the teacher gives written question related to the text.

In addition, he said that implementation of assessment is four times in a semester.

“pelaksanaannya sendiri, saya ambil satu semester 4 kali mbak”. (Interview on Friday, April 28 2017)

Based on the statement above, the researcher concluded that implementation of evaluation in the post-activity and assessment four times in a semester include written and orally assessment.
7) Classroom management

One of important thing that indicate teacher success in teaching learning process is how he or she can manage class well by creates effective teaching. The teacher should be smart to manage the condition.

Based on the result of interview, he said that to manage the classroom, he try to conditional because he does not know the condition of class. He also has a rule “serius tapi santai”. It means that while teaching learning process, he wants to serious to teach and students serious to learn but he want to enjoyable while teaching learning process.

“untuk classroom management saya berusaha untuk kondisional saja mbak. Melihat keadaan anak selalu berubah-ubah. Tapi tetap saya berlakukan aturan “serius tapi santai”. Itu yang selalu saya tekankan pada anak mbak”. (Interview on Friday, April 28 2017)

Then when the researcher asks about, what do you do when the student feel bored or not concentration. The teacher said;

“nah saya paling suka manggil mereka mbak. Misalnya begini, “haii....” Otomatis mereka akan menjawab “hai juga”. Jika mereka masih merasa bosan atau ngantuk ya coba hibur mereka dengan
Here, he tries to make funny class when the students feel bored or sleepy. In addition, he also said that reward and punishment. Reward when the students get good score but student that cannot answer task he do not give punishment but motivation.

“untuk hal itu, semisal ada yang bisa menjawab pertanyaan atau nilainya bagus ya saya ucapkan selamat atau pujian. Supaya mereka merasa dihargai atau sebagai reward buat mereka. Untuk yang tidak bisa menjawab ya saya kasih motivasi terus mbak supaya tetap mau belajar. Untuk yang tidak mengerjakan tugas biasanya saya tanya dulu kenapa tidak mengerjakan tugasnya. Tidak langsung dimarahi atau diapakan, nanti malah down si anaknya”. (Interview on Friday, April 28 2017)

Then the result of observation on Thursday, April 27 2017. The teacher motivation to the student to learn at home.

“ini gunanya belajar. Dirumah, kalian juga harus belajar jangan hanya di kelas. Kalian harus rajin belajar ya”. 
Based on the statement above, the researcher concluded that the teacher manages the classroom not only the condition of class but also the condition of the students.

c. Implementation of group discussion

1) Stages of teaching

Teaching reading comprehension by Group discussion, there are some stages that should be done by the English teacher. The researcher seen that the teacher;

a) Teacher asks to the students to make a group consist of 4 until 5 students.

b) Teacher asks to students to discuss the text and answer the questions related to the text.

c) After discussion finished, the teacher point the group to share the result of discussion to others.

d) The last session, the last group makes a conclusion of the text. (Observation on Wednesday, April 26 2017)

Then this observation reinforced by the result of interview, as follows;

“ya yang seperti mbak lihat kemarin. Saya buat kelompok kecil terdiri dari 4 sampai 5 anak. Kemudian saya minta untuk berdiskusi tentang bacaan yang sudah ada di LKS. Jika sudah selesai, saya tunjuk secara acak kelompok mana yang membaca dan menjawab soal dan jawaban. Begitu
seterusnya sampai soalnya habis. Nah kelompok terakhir yang membuat kesimpulan dari bacaan tersebut. Dan yang lain bisa memberi tambahan atau komen. Saya juga member koreksi atas kerjaan anak itu sendiri”’. (Interview on Saturday, April 29 2017)

2) Teacher’s roles

Teacher has a role in teaching learning process. The result of observation that held on Wednesday, April 26 2017, the teacher; in this section, the teacher not only silent in the corner but also he gives a review about the text. It makes the students easy to write the conclusion from the text.

Then this result reinforced by the result of interview, as follows;

“untuk peran gurunya ya seperti yang saya bicarakan diatas tadi mbak. Guru tetap harus memantau berjalannya diskusi. Mengontrol siswa agar bisa merata diskusinya. Kan kadang ada mbak, meskipun diskusi tapi tetap ada yang pasif”’. (Interview on Saturday, April 29 2017)

Based on the statement above, the researcher concluded that the teacher’s role in teaching reading by using group discussion is controller.
3) Student’s roles

In class, students also have a role; it is a part of students to make a position in class. Based on the result of interview, the teacher said;

“peran siswa ya sebagai penerima materi mbak tetap. Dan saat diskusi seperti ini ya anak dibebaskan untuk berpendapat dan mengeluarkan ide gagasan mereka tanpa batas. Namanya saja diskusi”. (Interview on Saturday, April 29 2017)

4) Source of material

The teacher needs to choose appropriate source of material to teach the students. By appropriate material, the students can be easy in receiving the material. Based on the appropriate source of material, students will be enjoy and happy in teaching learning process.

The result of observation that held on Wednesday, April 26 2017, the teacher used LKS as the source of material.

“The material was written in LKS page 45”. (Observation on Wednesday, April 26 2017)

This result reinforced by the result of interview, as follows;

“kalau sumber materinya saya hanya menggunakan LKS saja mbak. Lebih praktis dan menurut saya
memudahkan siswa untuk belajar. Tapi saya kadang juga meminta siswa untuk searching di internet. Kalau nyari di internet biasanya materi yang saya minta untuk membuat makalah. Seperti itu mbak”.

(Interview on Saturday, April 29 2017)

Based on the statement above, the researcher concluded that the source of material in teaching by using group discussion, the teacher used LKS as the only one of source of material.

5) Teaching media

Media is an important component in teaching learning process. It is used to support the teacher in teaching and help the student in accepting the material because media can be used as variation in teaching learning process. Teaching media helps the students for getting material easily and clearly, so they can get comprehension about the material.

Based on the result of observation, the teacher said that “At the last section, the last group asked to give conclusion of the text and write down on the white board”.

(Observation on Wednesday, April 26 2017)

Based on interview, the teacher said;

“untuk media dikelas diskusi kelas ini saya hanya menggunakan papan tulis dan spidol saja mbak
In the statement above, the English teacher used white board and board marker as the media of teaching.

Based on the result of observation and interview, the researcher concluded that white board and board marker are the media of teaching in teaching reading comprehension by using group discussion.

6) Evaluation and assessment

Evaluation and assessment are important things in teaching learning process. It is used to know whether the teaching learning process run well and the purpose of teaching learning process be success, because it is used by the teacher to give correction about strategies that are implemented to the students. It also can be used to measure the development of the student comprehension about the subject materials that have been taught by their teacher.

The teacher gave her opinion about evaluation and assessment. The researcher took interview about this case. The result of this interview as follows;

The teacher did evaluation in the post-activity while teaching learning process. He did with orally or directly. It means, when the students do not understand yet, he already to give brief explanation once more.

If talk about assessment, he said;


There are two assessment, written and orally. Orally, he asks to the student to read the text. Assessment includes fluency, pronunciation, and intonation. While written assessment, the teacher gives written question related to the text.
In addition, he said that implementation of assessment is four times in a semester.

“pelaksanaannya sendiri, saya ambil satu semester 4 kali mbak”. (Interview on Friday, April 28 2017)

Based on the statement above, the researcher concluded that implementation of evaluation in the post-activity and assessment four times in a semester include written and orally assessment.

7) Classroom management

One of important thing that indicate teacher success in teaching learning process is how he or she can manage class well by creates effective teaching. The teacher should be smart to manage the condition.

Based on the result of interview, he said that to manage the classroom, he try to conditional because he does not know the condition of class. He also has a rule “serius tapi santai”. It means that while teaching learning process, he wants to serious to teach and students serious to learn but he want to enjoyable while teaching learning process.

“untuk classroom management saya berusaha untuk kondisional saja mbak. Melihat keadaan anak selalu...
berubah-ubah. Tapi tetap saya berlakukan aturan “serius tapi santai”. Itu yang selalu saya tekan kan pada anak mbak”. (Interview on Friday, April 28 2017)

In addition, he said that in-group discussion class he tries to control all of activities while discussion.

“untuk kelas dikusi ya saya tetap harus menghandle keadaan dan suasana kelas ketika diskusi. Kan kalau diskusi otomatis rame, ya jadi saya berusaha untuk mengkondisikanya”. (Interview on Saturday, April 29 2017)

Then when the researcher asks about, what do you do when the student feel bored or not concentration. The teacher said;


Here, he tries to make funny class when the students feel bored or sleepy. In addition, he also said that reward and punishment. Reward when the students get good score but student that cannot answer task he do not give punishment but motivation.
“untuk hal itu, semisal ada yang bisa menjawab pertanyaan atau nilainya bagus, saya ucapkan selamat atau pujian. Supaya mereka merasa dihargai atau sebagai reward buat mereka. Untuk yang tidak bisa menjawab, saya kasih motivasi terus mbak supaya tetap mau belajar. Untuk yang tidak mengerjakan tugas biasanya saya tanya dulu kenapa tidak mengerjakan tugasnya. Tidak langsung dimarahi atau diapakan, nanti malah down si anaknya”. (Interview on Friday, April 28 2017)

Then the result of observation on Saturday, April 29 2017. The teacher gives motivation to the student to learn at home.

“To preparing for next meeting, the teacher asked to the student to read carefully and translate the difficult word”. (Observation on Wednesday, April 26th 2017)

Based on the statement above, the researcher concluded that the teacher manages the classroom not only the condition of class but also the condition of the students.

3. Advantages of each strategy

Every strategies that used by the English teacher has advantages. Here the researcher did interview and observation with the English teacher. The result as follows;
a. Advantages of guided reading strategy

The result of interview, the advantages of guided reading strategy are guided reading strategy it will accelerate student’s fluency process, while activity in guided reading the students given opportunities by the teacher to reading practice and try to understanding the text by themselves. The teacher said;


b. Advantages of story maps

The result of interview, the advantages of story maps are story maps it helps the students to convey opinion based on context and story maps it is as a tool to train the student to make or arrange sentences based on the generic structure. The teacher said;

“Untuk keunggulannya story maps ini membantu siswa untuk mengutarakan pendapat sesuai konteks. Kan tidak selalu benar pendapat siswa, jadi harus dibenarkan jika ada yang kurang pas. Kemudian story maps ini bisa melatih siswa untuk membuat atau
c. Advantages of group discussion

The result of interview, the advantages of group discussion are means to equalizer students’ existence with the others, to practice students’ mental, and to dig the students’ idea.


B. Discussions

This section tells the justification about theories constructed by the researcher based on the research finding and theories proposed by the experts. In this section, the researcher will answer the problem statement that have been presented in the research finding based on the analysis of the data. Then, the research finding will be discussed with the relevant reference from the expert to justify the research finding on teaching
English reading comprehension at the eighth grade of SMP N 2 Ngaringan in the academic year of 2016/2017.

1. Strategies in teaching reading comprehension at the eighth grade of SMP N 2 Ngaringan in the academic year of 2016/2017

Teaching strategies are an essential point in teaching learning process. The appropriate strategies will give positive effect in teaching and learning process. While teaching learning reading comprehension, sometimes students are faced many difficulties and lose their concentration to focus on the text. Therefore, that is why the teacher should have an appropriate strategy to solve that problem.

In teaching reading comprehension, Suwanto, S.Pd as the English teacher uses some strategies to teach the students. He wants to make the students understand about the explanation or instruction, so that the students can understand about the material by practicing or doing the task. Based on the first observation and second observation, the English teacher makes a small group discussion. It can be seen when the teacher asks to the students to make a small group consist of four until five students. The purpose of these activities is to solve the text easily. By expression lesson, students can convey the ideas with other friends on group. It is line with Davidson and Dowson (2003: 124-136), they mentions three strategies in teaching reading, that are:

Individual class, Pressure to prepare classes for common examination texts can make it seem a luxury to allow pupils the time to read their own choice of books in English lesson, especially to allow sufficient time for real engagement in such text. Private reading is crucial to meeting the different needs of pupils, through access to appropriate reading material and task tailored to the individual.
Group class, this strategy of reading is suitable for small groups of pupils reading a core text, author or genre, and working on a task, either as a group or individually: pupils show that they have taken account of the responses and views of others in their reading of the text. Group reading is demanding in terms of class organization and sufficient resources. It is however a critical bridge between individual reading and class set text, between pupils exercising their own purely personal criteria for responding to a text, and learning about the prevailing literary discourses of examinations, and how to be critical readers. It allows for guided choice, for the teacher to ensure range, while supporting the autonomy of the reader. It is a way of keeping a personal dialogue going, and maintaining an individual reading position, while pupils move towards examinations, which increasingly prescribe what to read and how to respond. Group reading is an important way of addressing difference, and requires both the class and support teachers to give guidance and allocate appropriate targets for reading.

Whole class, many pupils love to read aloud to the class, some with an enthusiasm that is not always matched by competence. The dynamic of the text is quickly lost by just a few minutes of inexperienced, hesitant reading, which frustrates readers that are more able. When a whole class is sharing a text, practice in reading can be built into the scheme of work, which gives everyone an opportunity to develop reading skills. Pupils need to hear good models for reading on a whole class basis, from the teacher, and from pupils who have a mutual agreement with the teacher about reading aloud sometimes.

The second point from Davidson and Dowson theory tells about group class. It means that the class designed into group to
make the students easily to solve the problem or task. The researcher sees that the students feel enjoy and interest with teaching learning activity by using group work. In addition, teaching by using group work it can make equality with others.

In the first observation, the researcher knows that all of students very noisy with each argument in their group. They convey an argument based on the background knowledge that they have. It is a goal of group work. It is line with Davidson and Dowson (2003: 129), who state that group reading is demanding in terms of class organization and sufficient resources.

Group discussion in observation class is suitable to teach reading comprehension especially teaching with the purposes. It means teaching with the purpose to increase students’ self-confident to share their ideas, increase their motivation to read critically, and increase equality with others.

The result of second observation is guided reading. This strategy also uses group work as the main point while teaching learning process. The teacher makes a small group to share their idea about the material. The special thing in this strategy is the teacher take part while group work. The teacher has an important part that is he as a controller and instructor. So, all of activities in this strategy is based on teacher’s instruction.

The next strategy is story maps. This main point of this strategy is a form of story maps itself. The first activity is the students read silently all of the text. Then they have to fill the form dealing with the information that they get. This activity is supported by Davidson and Dowson (2003: 127), who state that reading private is crucial to meeting the different needs of pupils, through access to appropriate reading material and task tailored to the individual.
Based on the statement above, the students need to think aloud while reading private. They have to find specific information to fill the blank form of story maps. Every student has different opinion or different way of thinking to solve the information of the text. After all of students finished read and fill the blank form of story maps, they grouped by the teacher. The purpose of it is to share their idea with others. It deals with Davidson and Dowson (2003: 127) that pupils show that they have taken account of the responses and views of others in their reading of the text.

The special thing while teaching learning process by using story maps is this strategy suitable to teach narrative text, especially for long text. Because the form of story maps is, consist of general question such as characters of the story, setting, event, and moral value.

Based on the result above, the researcher concluded that the teacher uses two strategies according to Davidson and Dowson that are individual and group class. Individual class dealing with story maps while group class dealing with group discussion and guided reading

2. Advantages of each strategies in teaching reading comprehension at the eighth grade of SMP N 2 Ngaringan in the academic year of 2016/2017

Teaching by using strategy, it can be support the teaching learning process to get the goal of teaching. Every strategy has advantages; it is the reason why the teacher uses it to develop teaching learning process.

a. Group discussion

Teaching by using group work or discussion, it will give good effect to the students while teaching learning process. It is line with Harmer (2007: 178-179) he mentions
four advantages of group discussion; they are group work generate interactive language, group work offers an embracing effective climate, group work promotes learner responsibility and autonomy, and group work is a step toward individualizing instruction.

Based on the result of observation and interview, the researcher finds the advantages of group discussion are to explore ideas of children in expressing opinions, Group discussion can be medium to equalize the existence of students between one anothers, and it can train mental of students.

b. Guided reading

Guided reading is an instructional strategy that involves the teacher working in a small group of student of similar reading attainment. It means that guided reding is an activity in group work. Teaching by using guided reading, it has advantages. It is line with Fountas & Pinnell (in Herrel, 2003), they mention five advantages of guided reading strategy; guided reading strategy provides the opportunity for students to write about reading, guided reading strategy creates engagement in and motivation for reading, guided reading strategy provides daily opportunities to expand vocabulary through reading conversation, in addition, explicit instruction, guided reading strategy increases the quantity of independent reading that student do, guided reading strategy provides explicit instruction in fluency.

Based on the result of observation and interview, the researcher finds the advantages of guided reading are it can accelerate students to get fluency, in guided reading students can find difficult words in the text, and it gives
chance to the students to practice reading and understanding the text.

c. Story maps

Story maps is a procedure, which trains the students to recognize the framework, it may have helped some of the subjects to think about story organization.

The advantages of story maps, it is line with Idol (1987) he mentions four advantages of story maps; story maps can be used with the entire class, small groups, or for individual work, this strategy helps students examine the different components of an assigned text or story, story maps can be used with both fiction (i.e., defining characters; events) and nonfiction (i.e., main ideas; details), and the use of story maps as a comprehension strategy can be beneficial for all students, and are especially helpful for students needing the additional support of a graphic organizer.

Based on the result of observation and interview, the researcher finds the advantages of story maps are it helps the students to convey their opinion appropriate with context and it trains the students to make or arrange sentences well and appropriate with the generic structure of the text.
CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion of the research and suggestion for developing strategies in teaching reading comprehension at the eighth grade of SMP N 2 Ngaringan in the academic year of 2016/2017. The following discussion provides the conclusion and suggestion of the study:

A. Conclusion

Based on the result of the research, it can be concluded that the researcher finds strategies in teaching reading comprehension and the advantages of each strategies.

In teaching reading comprehension, every teacher has different strategies. The English teacher in SMP N 2 Ngaringan uses group and individual class. Group class is dealing with group discussion and guided reading while individual class dealing with story maps. Based on this research, those strategies are effective in teaching reading comprehension because can help student to comprehend the text. In short, those strategies give good contribution for teacher. With uses, this strategy the teacher more easily gives the material to the students.

All of strategies that are used by the English teacher automatically give advantages for the students. First, group discussion, it gives opportunity to the students to explore ideas in expressing opinions. While activities in discussion,
it can be medium to equalize the existence of students between one another. Then when they share their idea with each other, it can train mental of student.

Second, guided reading, it gives opportunity to accelerate students to get fluency. When the student read the text with teacher’s guide, they can find the difficult words on the text critically. Then guided reading, it gives opportunity to the students to practice reading and understanding the text.

The last is story maps. Activities in story maps, it helps the students to convey their opinion appropriate with the context. In story maps, the students have to fill in the blank related to the text, it trains the students to make or arrange sentences well and appropriate with the generic structure of the text.

B. Suggestion

After conducting a descriptive research and based on the research findings, the researcher would like to propose some suggestion for English teacher, students, institution, and other researchers. The researcher hopes, it can at least become an input in determining the appropriate strategy in teaching reading comprehension as follows:

1. For the English teacher
   a. The teacher should have variation strategies to teach reading to make the reading class more interesting.
   b. Teacher’s strategies must be applied because this is the teacher’s way to determine learning goals during teaching learning process
2. For the students
   a. The students have to prepare the material first before they join the reading class. It can support the implementation of teaching strategies that used by the teacher.
   b. The students should be more active, high self-confidence and participate during the teaching learning process by using strategies that are used by the teacher.

3. For the institution
   The institution should be more emphasize the teachers to have variation strategies in the teaching learning. Having many variations teaching strategies, it can attract the students toward the subject.

4. For the other researcher
   The researcher hopes that this research will guide them as references to conduct the next research or similar problem in strategies in teaching reading comprehension. In addition, the result of this research is expected to be able to encourage other researchers to conduct research dealing with the teaching strategies in teaching reading comprehension.
BIBLIOGRAPHY


file:///C:/Users/Acer%20E1471/Downloads/PP%20Nomor%2065%20Tahun%202013%20(PP%20Nomor%2065%20Tahun%202013).pdf, *Peraturan Pemerintah No.65 Tahun 2013*, 08-12-2016, 07:00a.m.


### SILABUS

Sekolah: SMP NEGERI 2 NGARINGAN  
Kelas: VIII (Delapan)  
Mata Pelajaran: Bahasa Inggris  
Semester: 2 (Dua)  
Standar Kompetensi: Mendengarkan

1. Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
</table>
| 1.1 Menjawab berbagai informasi yang terdapat dalam percakapan | Percakapan yang memuat ungkapan-ungkapan berikut: A: Do you mind lending me some money? B: No Problem / I want to, but ... A: Can I have a bit B: Sure, here you are A: Here’s some money for you B: I can’t take this, sorry A: Do you like it? B: Yes I do A: Have you done it? B: Sorry, I haven’t A: Do you think it’s good? B: I think so / Sorry, I can’t say anything A: Would you like some... B: Yes, please / No, thanks | 1. Eliciting kosakata terkait topik yang akan dibahas (noun, verb, adjective, adverb) 2. Menentukan makna kata dan menggunakan dalam kalimat 3. Mendengarkan guru dan menirukan ungkapan-ungkapan terkait materi 4. Mendengarkan percakapan tentang materi terkait 5. Menjawab berbagai informasi yang terdapat dalam percakapan 6. Menjawab berbagai informasi yang terdapat dalam percakapan | Merespon ungkapan meminta, memberi, menolak jasa  
Merespon ungkapan meminta, memberi, menolak barang  
Merespon ungkapan meminta, memberi, mengingkari informasi  
Merespon ungkapan meminta, memberi, menolak pendapat  
Merespon ungkapan meminta, menerima, menolak tawaran | Tes tertulis  
Tertulis  
Jawaban singkat  
Jawaban singkat | 2 x 40 menit | 1. Script per uku teks yang relevan  
2. Rekaman percakapan  
3. Tape recorder  
4. CD  
5. CD player  
6. gambar  
7. Benda sekitar  
8. model benda |
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Merespon makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, dan mengawali, memperpanjang, dan menutup percakapan telepon</td>
<td>Percakapan yang memuat ungkapan-ungkapan berikut: A: What if I do it again. B: Fine, with me. A: I have to go now. B: Do you have to? A: .......... B: Right / I see / Hm...m. • Hello, excuse me ..... • Did you? / Were you ? • Thanks/ Bye.../ See you. • Could I speak to .... please? • Well, I’m calling to.... • Nice talking to you</td>
<td>1. Tanya jawab berbagai hal terkait tema/topik yang akan dibahas 2. Mendaftar kosakata yang digunakan dalam percakapan 3. Menentukan makna kosakata dalam daftar 4. Menggunakan kosakata dalam kalimat 5. Tanya jawab menggunakan ungkapan – ungkapan terkait 6. Menirukan ungkapan yang disampaikan guru 7. Mendengarkan percakapan 8. Menjawab pertanyaan tentang percakapan</td>
<td>• Merespon ungkapan meminta, memberi persetujuan • Merespon ungkapan pernyataan • Merespon ungkapan memberi perhatian terhadap pembicara • Mengawali, memperpanjang an menutup percakapan • Merespon ungkapan mengawali, memperpanjang dan menutup percakapan telepon</td>
<td>Tes lisan</td>
<td>Melengkapi percakapan</td>
<td>2 x 40 menit</td>
</tr>
</tbody>
</table>
### Standar Kompetensi: Mendengarkan

2. Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
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<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
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<tbody>
<tr>
<td>8.1</td>
<td>Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar</td>
<td>Percakapan yang memuat ungkapan-ungkapan berikut: A: Do you mind lending me some money? B: No Problem / I want to, but ... A: Can I have a bit B: Sure, here you are A: Here’s some money for you B: I can’t take this, sorry A: Do you like it? B: Yes I do A: Have you done it? B: Sorry, I haven’t A: Do you think it’s good? B: I think so / Sorry, I can’t say anything</td>
<td>Eliciting kosakata terkait topik yang akan dibahas (noun, verb, adjective, adverb)</td>
<td>Mengidentifikasi berbagai informasi dalam teks fungsional pendek undangan, penganun, pesan singkat</td>
<td>1. Tanya jawab tentang berbagai hal menggunakan kosakata dan ungkapan yang telah dipelajari 2. Review berbagai jenis teks fungsional pendek yang sering dijumpai</td>
<td>2 x 40 menit</td>
<td>1. Buku teks yang relevan 2. Script teks fungsional pendek 3. Rekaman teks 4. Tape recorder 5. Contoh teks fungsional 6. Gambar yang relevan</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Teknik</th>
<th>Bentuk Instrumen</th>
<th>Contoh Instrumen</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tes tulis</td>
<td>Melengkapi rumpang</td>
<td>Listen to the dialogue and complete the following text.</td>
<td>2 x 40 menit</td>
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<td>Pilihan ganda</td>
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<td>Kompetensi Dasar</td>
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<td>B: Do you have to?</td>
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<td>A: ............</td>
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<td>B: Right / I see / Hm...m.</td>
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<td>• Hello, excuse me .....</td>
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<td>• Did you? / Were you ?</td>
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<td>• Thanks/ Bye../ See you.</td>
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<td>• Could I speak to .... please?</td>
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<td>• Well, I’m calling to....</td>
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<td>• Nice talking to you</td>
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<td>kosakata dalam kalimat</td>
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<td>12. Menggunakan kosakata dalam kalimat</td>
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<td>13. Tanya jawab menggunakan ungkapan – ungkapan terkait</td>
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<td>14. Menirukan ungkapan yang diucapkan guru</td>
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<td>15. Mendengarkan percakapan</td>
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<td>16. Menjawab pertanyaan tentang percakapan</td>
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<td>4. Mendengarkan cerita terkait tema/topik dari guru/teman</td>
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<td>5. Tanya jawab tentang informasi dalam cerita yang di dengar</td>
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<tr>
<td>6. Tanya jawab tentang tujuan komunikatif dari teks yang di dengar</td>
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</tbody>
</table>
### Standar Kompetensi : Berbicara

3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
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<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
</table>
| | A: Do you mind lending me some money?  
B: No, problems  
A: Can I have a bit?  
B: Sure, here you are.  
A: Here is some money for you.  
B: Sorry, I can’t take this.  
A: Do you like it ?  
B: Yes, I do.  
A: Have you done it?  
B: No, I haven’t.  
A: Do you think it’s good?  
B: I think it is / Sorry I can’t say any thing  
A: Would you like some .....?  
B: Yes, please / No, Thanks | | 2. Tanya jawab tentang berbagai hal menggunakan ungkapan terkait materi/topik tema yang di pilih | | | 2. Gambar yang relevan |
<p>| | 4. Latihan bertanya dan menjawab menggunakan ungkapan yang telah dipelajari secara berpasangan | | 4. Bertanya dan menjawab tentang meminta,memberi dan menolak pendapat | | | |
| | 5. Bermain peran melakukan percakapan berdasarkan situasi yang diberikan | | 5. Bertanya dan menjawab tentang menawarkan,menerima, menolak sesuatu | | | |
| | 1. Tanya jawab menggunakan berbagai kosakata dan ungkapan yang telah dipelajari | | 1. Bertanya dan menjawab tentang meminta,memberi persetujuan | | | |
| | Teks percakapan memuat ungkapan Bergerak: | | 1. Bertanya dan menjawab tentang meminta,memberi | | | |
| | A: what if I do it again? | | 2. Bermain peran | | Create a dialogue based on the role cards and perform in front of the class | 2 x 40 menit | 1. Buku teks yang relevan |
| | 2 x 40 menit | 2. Gambar yang relevan | 3. Benda sekitar | | | |</p>
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>akurat, lancar, dan berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, serta mengawali, memperpanjang, dan menutup percakapan telepon</td>
<td>B: Fine with me. A: I Must go now B: Do you have to? • Right. • I see. • Hm...m yeah • Hello, excuse me • Did you? / Were you? • Thanks! Bye / see you • Could I speak to ...? • Well, I'm calling to ...? • Nice talking to you.</td>
<td>2. Mendengarkan yang memuat ungkapan-ungkapan yang telah dipelajari 3. Menjawab pertanyaan tentang isi percakapan 4. Menjawab pertanyaan tentang makna dan fungsi ungkapan terkait 5. Menggunakan ungkapan – ungkapan terkait berdasarkan konteks 6. Bermain peran menggunakan ungkapan yang telah dipelajari</td>
<td>tentang merespon pernyataan • Bertanya dan menjawab tentang memberi perhatian terhadap lawan bicara • Mengawali, memperpanjang, dan menutup percakapan</td>
<td>it in front of the class.</td>
<td>relevan</td>
<td>3. Benda sekitar 4. Kartu peran</td>
</tr>
</tbody>
</table>
Standar Kompetensi: Berbicara

4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kompetensi Dasar</td>
<td>Materi Pokok/Pembelajaran</td>
<td>Kegiatan Pembelajaran</td>
<td>Indikator</td>
<td>Penilaian</td>
<td>Alokasi Waktu</td>
<td>Sumber Belajar</td>
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<tr>
<td>------------------</td>
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<td>-----------------------</td>
<td>-----------</td>
<td>-----------</td>
<td>----------------</td>
<td>----------------</td>
</tr>
</tbody>
</table>
| recount dan narrative | - simple past  
- past continuous  
- temporal conjunctions  
- connective words  
- adverbs  
- adjectives  
3. Melakukan percakapan terkait cerita populer di kotanya menggunakan gambit-gambit yang sesuai. Contoh: Really? That’s terrible!, How then?, First..... then..... finally...  
4. Menceritakan kembali teks narative yang pernah didengar  
5. Menceritakan berdasarkan Gambar cerita populer. | | | | | |
Standar Kompetensi : Membaca

5. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.1 Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk <em>recount</em> dan <em>narrative</em> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar</td>
<td>Teks Essai berbentuk <em>narrative / recount</em></td>
<td>Membaca nyaring dan bermakna teks essai berbentuk <em>narrative / recount</em></td>
<td>Tes lisan</td>
<td>Membaca nyaring</td>
<td>4 x 40 menit</td>
<td>1. Buku teks yang relevan</td>
</tr>
<tr>
<td></td>
<td>Ciri kebahasaan Teks Essai berbentuk <em>narrative / recount</em></td>
<td>Mengidentifikasi berbagai makna teks <em>narrative / recount</em></td>
<td>Tes tulisan</td>
<td>Pilihan ganda</td>
<td>2. Buku cerita bahasa Inggris</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tujuan komunikatif teks essai <em>narrative / recount</em></td>
<td>Mengidentifikasi tujuan komunikatif teks <em>narrative / recount</em></td>
<td></td>
<td>Pilihan ganda</td>
<td>3. Gambar - gambar terkait cerita</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Langkah retorika <em>narrative / recount</em></td>
<td>Mengidentifikasi langkah retorika dan ciri kebahasaan teks <em>narrative / recount</em></td>
<td></td>
<td>Pilihan ganda</td>
<td>4. Rekaman cerita</td>
<td></td>
</tr>
<tr>
<td>11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <em>recount</em> dan <em>narrative</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5. Tape recorder</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>6. CD</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7. VCD player</td>
<td></td>
</tr>
</tbody>
</table>

*Teknik Instrumen* : 
- Membaca nyaring
- Mengidentifikasi berbagai makna teks
- Mengidentifikasi tujuan komunikatif teks
- Mengidentifikasi langkah retorika dan ciri kebahasaan teks

*Contoh Instrumen* : 
- *Read the story aloud.*
- *Choose the right answer based on the text.*
- *Complete the following sentences using the information from the text.*
- *Answer the following questions based on the text.*
<table>
<thead>
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<th>Kompetensi Dasar</th>
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<th>Kegiatan Pembelajaran</th>
<th>Indikator</th>
<th>Penilaian</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar</td>
<td>narrative / recount lainnya</td>
<td>• Teks fungsional : - undangan - pengumuman - pesan • Tujuan komunikatif • Ciri kebahasaan</td>
<td>• Mengidentifikasi berbagai informasi dalam teks fungsional • Mengidentifikasi tujuan komunikatif teks fungsional • Mengidentifikasi ciri kebahasaan teks fungsional</td>
<td></td>
</tr>
</tbody>
</table>
Standar Kompetensi : Menulis

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar

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<tr>
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<tbody>
<tr>
<td></td>
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<td></td>
<td>Teknik</td>
<td>Bentuk Instrumen</td>
<td>Contoh Instrumen</td>
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<td>Kegiatan Pembelajaran</td>
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<td>Penilaian</td>
<td>Alokasi Waktu</td>
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<td>Bentuk Instrumen</td>
<td>Contoh Instrumen</td>
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<tr>
<td>6. Memajang hasil tulisan di dinding</td>
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</tr>
</tbody>
</table>

Mengetahui
Kepala SMP N 2 Ngaringan

NURHADI, M.Pd
NIP.

Purwodadi, Januari 2017
Guru Mapel Bahasa Inggris,

SUWANTO, S.Pd
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

SMP/MTS : SMP Negeri 2 Ngaringan
Kelas/Semester : VIII (Delapan) / 2
Standar Kompetensi : 11. Memahami makna dalam esei pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar : 11.1 Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk recount dan narrative dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar
Jenis teks : monolog descriptive/recount
Tema : Travelling and Holidays dan Places and Buildings
Aspek/Skill : Membaca
Alokasi Waktu : 4 x 40 menit ( 2x pertemuan )

1. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat merespon makna dalam:
   a. Membaca ‘Adolence’ dengan intonasi dan ekspresi yang tepat
   b. Membaca ‘Adolence’ dengan intonasi dan pelafalan yang tepat

    Karakter siswa yang diharapkan :
      Dapat dipercaya ( Trustworthiness)
      Rasa hormat dan perhatian ( respect )
      Tekun ( diligence )

2. Materi Pembelajaran
   LKS hal 35 tentang text bacaan Adolescence

3. Metode Pembelajaran: guided reading strategy

4. Langkah-langkah Kegiatan
   Pertemuan pertama dan kedua.
   A.Kegiatan Pendahuluan
      Apersepsi :
         • Guru memberikan literasi berupa pendapat tentang cerita singkat yang diminati oleh siswa.
         • Menjawab berbagai pertanyaan yang berhubungan dengan tema bacaan.
      Motivasi :
         • Menjelaskan pentingnya materi yang akan dipelari berikut kompetensi yang harus dikuasi siswa

   B. Kegiatan Inti
      Eksplorasi
      Dalam kegiatan eksplorasi, guru:
       Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
       Mengeksplorasi ekspresi yang tepat untuk membacakan bacaan dengan tema tersebut
       Membaca ‘Adolescence’ dengan intonasi dan ekspresi yang tepat
       Mendengarkan kembali kata-kata yang memuat pelafalan th
       Membaca ‘Adolescence’ dengan intonasi dan pelafalan yang tepat
Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

**Elaborasi**
Dalam kegiatan elaborasi, guru:
- Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- Memberi kesempatan untuk berpikir, menganalisis, menyela, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
- Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

**Konfirmasi**
Dalam kegiatan konfirmasi, guru:
- Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik;
- Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
  - Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;
  - Membantu menyelesaikan masalah;
  - Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;
  - Memberi informasi untuk bereksplorasi lebih jauh;
  - Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.
- Guru bertanya jawab tentang hal-hal yang belum dikhadihui siswa
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

**C. Kegiatan Penutup**
Dalam kegiatan penutup, guru:
- bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- memberikan umpan balik terhadap proses dan hasil pembelajaran;
- merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber belajar
   a. Buku teks yang relevan..
   b. CD / kaset.
   c. Gambar-gambar yang relevan
   d. Script percakapan dan/atau rekaman percakapan

6. Penilaian

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen/ Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membaca nyaring dan bermakna teks essai berbentuk narrative / recount</td>
<td>Tes lisan</td>
<td>Membaca nyaring</td>
<td>Read the story aloud.</td>
</tr>
<tr>
<td>Mengidentifikasi berbagai makna teks narrative / recount</td>
<td>Tes tulis</td>
<td>Jawaban singkat</td>
<td>Choose the right answer based on the text.</td>
</tr>
</tbody>
</table>

a. Instrumen:
Daftar petunjuk:
Choose one of the titles of the reading passages below and make a summary in your own words. The students are to retell the summary in front of the class in ±5 mins.
The titles:
   a. Haunted Castles
   b. The United Kingdom
   c. The United States of America

b. Pedoman Penilaian\nJumlah skor maksimal keseluruhan 100

c. Rubrik Penilaian

<table>
<thead>
<tr>
<th>Element</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronunciation</td>
<td>25</td>
</tr>
<tr>
<td>Delivery</td>
<td>25</td>
</tr>
<tr>
<td>Performance</td>
<td>25</td>
</tr>
<tr>
<td>Clarity</td>
<td>25</td>
</tr>
</tbody>
</table>

Standard of each element:
Mengetahui
Kepala SMP N2 Ngaringan

Ngaringan, 22 Januari 2017
Guru Mapel Bahasa Inggris,

NURHADI, M.Pd.  
NIP. 19710103 199702 1 003

SUWANTO, S.Pd  
NIP. 19671220 200212 1 003
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

SMP/MTS : SMP Negeri 2 Ngaringan
Kelas/Semester : VIII (Delapan) / 2
Standar Kompetensi : 11. Memahami makna dalam esei pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar : 11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar
Jenis teks : lisan fungsional
Tema : Traveling and Holidays dan Places and Buildings
Aspek/Skill : Membaca
Alokasi Waktu : 4 x 40 menit ( 2x pertemuan )

1. Tujuan Pembelajaran
   Pada akhir pembelajaran, siswa dapat merespon makna dalam:
   a. Menentukan kalimat yang tepat berdasarkan gambar
   b. Menentukan instruksi dan larangan yang tepat berdasarkan tanda dan gambar
   c. Memilih jawaban berdasarkan gambar dan tanda yang tersedia
   d. Menjawab pertanyaan berdasarkan arah mata angin
   e. Melengkapi kalimat berdasarkan bacaan
   f. Melengkapi dialog berdasarkan informasi pada jadwal

   ❖ Karakter siswa yang diharapkan :
     Dapat dipercaya ( Trustworthines)
     Rasa hormat dan perhatian ( respect )
     Tekun ( diligence )

2. Materi Pembelajaran
   • LKS hal 46

3. Metode Pembelajaran: group discussion

4. Langkah-langkah Kegiatan
   Pertemuan pertama dan kedua.
   A. Kegiatan Pendahuluan
      Apersepsi :
      • Guru memberikan literasi tentang Game kepada siswa
      • Siswa maju satu persatu untuk menyampaikan pendapatnya
      Motivasi :
      • Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

   B. Kegiatan Inti
      Eksplorasi
      Dalam kegiatan eksplorasi, guru:
      ❖ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
      ❖ Mendengarkan penjelasan tentang perjalanan Julia dan teman-temannya
Menentukan kalimat yang tepat berdasarkan gambar
Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi
Dalam kegiatan elaborasi, guru:
Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
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Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi
Dalam kegiatan konfirmasi, guru:
Guru bertanya jawab tentang hal-hal yang belum diktahui siswa
Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup
Dalam kegiatan penutup, guru:
bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
memberikan umpan balik terhadap proses dan hasil pembelajaran;
merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber belajar
   e. Buku teks yang relevan..
   f. CD / kaset.
   g. Gambar-gambar yang relevan
6. Penilaian

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<tr>
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<tr>
<td>• Mengidentifikasi tujuan komunikatif teks narrative / recount</td>
<td>Tes tulis</td>
<td>Isian singkat</td>
<td>Complete the following sentences using the information from the text.</td>
</tr>
<tr>
<td>• Mengidentifikasi langkah retorika dan ciri kebahasaan teks narrative / recount</td>
<td>Pertanyaan tertulis</td>
<td></td>
<td>Answer the following questions based on the text</td>
</tr>
</tbody>
</table>

a. Instrumen:
   • Soal no.24-28 yang tercantum dalam LKS

b. Pedoman Penilaian
   Jumlah skor maksimal keseluruhan 100

c. Rubrik Penilaian

<table>
<thead>
<tr>
<th>Element</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling</td>
<td>25</td>
</tr>
<tr>
<td>Cohesion</td>
<td>25</td>
</tr>
<tr>
<td>Diction</td>
<td>25</td>
</tr>
<tr>
<td>Grammar</td>
<td>25</td>
</tr>
</tbody>
</table>

Standard of each element:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>21-25</td>
</tr>
<tr>
<td>Very good</td>
<td>16-20</td>
</tr>
<tr>
<td>Good</td>
<td>11-15</td>
</tr>
</tbody>
</table>

Mengetahui
Kepala SMP N 2 Ngaringan

Ngaringan, 22 Januari 2017
Guru Mapel Bahasa Inggris,

NURHADI, M.Pd.
NIP. 19710103 199702 1 003

SUWANTO S.Pd
NIP. 19671220 200212 1 003
**RENCANA PELAKSANAAN PEMBELAJARAN**
*(RPP)*

**SMP/MTS** : SMP Negeri 2 Ngaringan  
**Kelas/Semester** : VIII (Delapan) / 2  
**Standar Kompetensi** : 11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar  
**Kompetensi Dasar** : 11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*  
**Jenis teks** : *recount/narrative*  
**Tema** : *Traveling and Holidays* dan *Places and Buildings*  
**Aspek/Skill** : Membaca  
**Alokasi Waktu** : 4 x 40 menit (2x pertemuan)

1. **Tujuan Pembelajaran**
   Pada akhir pembelajaran, siswa dapat merespon makna dalam:
   a. Menjawab pertanyaan berdasarkan informasi dalam bacaan  
   b. Menulis jawaban singkat atas suatu pernyataan

   ❖ **Karakter siswa yang diharapkan** :  
     Dapat dipercaya (Trustworthiness)  
     Rasa hormat dan perhatian (respect)  
     Tekun (diligence)

2. **Materi Pembelajaran**
   LKS hal 60

3. **Metode Pembelajaran** : story maps

4. **Langkah-langkah Kegiatan**
   Pertemuan pertama dan kedua.
   
   A. **Kegiatan Pendahuluan**
   Apersepsi :
   • Menulis hal-hal yang ingin diketahui berkaitan dengan bacaan yang akan dibahas  
   Motivasi :
   • Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

   B. **Kegiatan Inti**
   Eksplorasi
   Dalam kegiatan eksplorasi, guru:
   ❖ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambarjading guru dan belajar dari aneka sumber;  
   ❖ Menjawab pertanyaan berdasarkan informasi dalam bacaan  
   ❖ Menggunaka beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;  
   ❖ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;  
   ❖ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan  
   ❖ Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

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Elaborasi
Dalam kegiatan elaborasi, guru:
 Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
 Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
 Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
 Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
 Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
 Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
 Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
 Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
 Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi
Dalam kegiatan konfirmasi, guru:
 Guru bertanya jawab tentang hal-hal yang belum diktahui siswa
 Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup
Dalam kegiatan penutup, guru:
 bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
 melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
 memberikan umpan balik terhadap proses dan hasil pembelajaran;
 merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
 menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber belajar
   a. Buku teks yang relevan..
   b. CD / kaset.
   c. Gambar-gambar yang relevan

6. Penilaian

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen/ Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mengidentifikasi berbagai informasi dalam teks fungsional</td>
<td>Tes Tulis</td>
<td>Jawaban singkat</td>
<td>Choose the best option, a,b,c or d</td>
</tr>
<tr>
<td>Mengidentifikasi tujuan komunikatif teks</td>
<td></td>
<td></td>
<td>Answer the following questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Give short answers !</td>
</tr>
</tbody>
</table>
a. Instrumen:
Read the text about ‘Aji Saka’ and answer the questions below. (copies on page 53, Workbook)
Questions:
1. Who was prabu Dewata Cengkar?
2. Why did the people feel scared?
3. How did the genie and aji saka fight?
4. Who was the winner?
5. Why did the king get angry with patih jugul muda?
6. Where did aji saka live?
7. What did aji saka want from the king?
8. How did the story end?
9. Analyze the generic structure of the story?

b. Pedoman Penilaian
1. Untuk tiap nomor, tiap jawaban benar skor 3
2. Jumlah skor maksimal x 3 = 15
3. Nilai maksimal = 10
4. Nilai Siswa = \( \frac{SkorPerolehan}{SkorMaksimal} \times 10 \)

c. Rubrik Penilaian

<table>
<thead>
<tr>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Isi benar, tata bahasa benar</td>
<td>3</td>
</tr>
<tr>
<td>Isi benar, tata bahasa kurang tepat</td>
<td>2</td>
</tr>
<tr>
<td>Isi dan tata bahasa kurang tepat</td>
<td>1</td>
</tr>
<tr>
<td>Tidak menjawab</td>
<td>0</td>
</tr>
</tbody>
</table>

Ngaringan, 22 Januari 2017
Guru Mapel Bahasa Inggris,

Mengetahui
Kepala SMP N 2 Ngaringan

NURHADI, M.Pd.
NIP. 19710103 199702 1 003

SUWANTO, S.Pd
NIP. 19671220 200212 1 003
<table>
<thead>
<tr>
<th>NO</th>
<th>NIS</th>
<th>NAMA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1328</td>
<td>Abdul Rois</td>
</tr>
<tr>
<td>2</td>
<td>1329</td>
<td>Afifatul Khasanah</td>
</tr>
<tr>
<td>3</td>
<td>1330</td>
<td>Ahmad Abu Thohir</td>
</tr>
<tr>
<td>4</td>
<td>1331</td>
<td>Ahmad Ali Mahmudi</td>
</tr>
<tr>
<td>5</td>
<td>1332</td>
<td>Ahmad Arifin</td>
</tr>
<tr>
<td>6</td>
<td>1333</td>
<td>Ahmad Eko Bowo Saputro</td>
</tr>
<tr>
<td>7</td>
<td>1334</td>
<td>Alfin Amirul Abidin</td>
</tr>
<tr>
<td>8</td>
<td>1335</td>
<td>Alfiyatul Purwaningsih</td>
</tr>
<tr>
<td>9</td>
<td>1336</td>
<td>Dewi Erwanda</td>
</tr>
<tr>
<td>10</td>
<td>1337</td>
<td>Dimas Hadi Nur Wibawa</td>
</tr>
<tr>
<td>11</td>
<td>1338</td>
<td>Emi Mauladia Ilmiati</td>
</tr>
<tr>
<td>12</td>
<td>1339</td>
<td>Eni Puji Lestari</td>
</tr>
<tr>
<td>13</td>
<td>1340</td>
<td>Febri Andika Rahman</td>
</tr>
<tr>
<td>14</td>
<td>1341</td>
<td>Khusnul Fadhilah</td>
</tr>
<tr>
<td>15</td>
<td>1342</td>
<td>Langgeng Setyo Ariwibowo</td>
</tr>
<tr>
<td>16</td>
<td>1343</td>
<td>Muchamad Miftachur Rohman</td>
</tr>
<tr>
<td>17</td>
<td>1344</td>
<td>Muhamad Zaenal Anwar</td>
</tr>
<tr>
<td>18</td>
<td>1345</td>
<td>Nunung Widiani</td>
</tr>
<tr>
<td>19</td>
<td>1346</td>
<td>Nurul Chamidah</td>
</tr>
<tr>
<td>20</td>
<td>1347</td>
<td>Puji Astutik</td>
</tr>
<tr>
<td>21</td>
<td>1348</td>
<td>Renata Kusumaningsih</td>
</tr>
<tr>
<td>22</td>
<td>1349</td>
<td>Said Tafsir Anom</td>
</tr>
<tr>
<td>23</td>
<td>1350</td>
<td>Siti Nuraizizah</td>
</tr>
<tr>
<td>24</td>
<td>1351</td>
<td>Zanik Dwi Ardani</td>
</tr>
<tr>
<td>25</td>
<td>1352</td>
<td>Zumrotun Naimah</td>
</tr>
<tr>
<td>26</td>
<td>1325</td>
<td>Ulin Naimatun</td>
</tr>
<tr>
<td>27</td>
<td>1354</td>
<td>Khoirur Rozikin</td>
</tr>
</tbody>
</table>
FIELD NOTE

Interview 1

Title: Interview with the teacher about teaching strategy
Day/date: Wednesday, April 5th 2017
Time: 10:25 – 11:00 WIB
Place: Office room
Interviewee: Suwanto, S.Pd (TS)
Researcher: Aprilia Anis Sholikhatun (AA)

Aprilia Anis Sholikhatun had done the interview as the researcher. The object of this interview is Suwanto, S.Pd as the English teacher in SMP N 2 Ngaringan. The interview had been taken place in office room in break time. The condition was so quite because the other teacher studied in the class. The interview was about the teaching strategy in teaching reading comprehension. The interview was done in 35 minutes. The interview is as follow:

AA: Assalamualaikum pak totok,
TS: Waalaikum salam, iya mbak.

AA: sebelumnya saya minta maaf pak, karena sudah meminta waktu bapak. Saya juga berterima kasih karena bapak sudah bersedia sebagai objek untuk saya interview berkenaan dengan skripsi saya.

TS: santai saja mbak, saya juga pernah kuliah jadi saya tahu bagaimana susahnya mahasiswa bikin skripsi. Dulu saya juga seperti kamu mbak, kesana kemari nyari sekolah yang bisa dipake untuk penelitian. Jadi disini saya harus bagaimana mbak? Ngomong-ngomong skripsinya tentang apa?

AA: bisa dijadikan pengalaman ya pak. Jadi seperti ini pak, skrispi saya akan menganalisis tentang strategi apa saja yang bapak terapkan di kelas khususnya di reading comprehension. Jadi bapak mengajar seperti biasa tapi saya juga ada dikelas untuk mengamati strategi apa yang bapak terapkan dan juga bagaimana proses belajar mengajar selama bapak menerapkan strategi tersebut.

TS: materinya tentang apa mbak?
AA: untuk materinya menyesuaikan RPP dan silabus pak. Kalau tidak salah semester 2 kelas 8 materinya tentang recount ya pak?

AA: iya pak. O ya pak. Mengenai strategi mengejar biasanya bapak memakai strategi apa saja?


AA: kalau seperti itu berarti strategi yang bapak terapkan adalah group discussion, reading aloud, guided reading, dan story maps. Kemudian pelaksanaannya bagaimana pak?

TS: untuk pelaksanaan ya seperti biasa mbak. Sebelum pelajaran diawali dengan berdoa setelah itu saya ada literasi untuk siswa agar siswa itu bisa berkonsentrasi ketika belajar. Untuk strategi mengajar saya tidak selalu ganti strategi setiap kali mengajar. Karena mbak tau sendiri kan bagaimana kondisi siswa. Tidak semua siswa
mempunyai kondisi yang sama. Jadi saya kondisional saja kalau mengajar. Tapi lebih enak itu mengajar dengan diskusi kelompok jadi enak muridnya bisa di kondisikan.

AA: berarti tidak selalu ganti strategi setiap meeting ya pak. Untuk respon siswanya bagaimana pak?


AA: jadi seperti itu ya pak. Berarti kebutuhan siswa dinomor satukan dalam hal proses belajar mengajar di kelas ya pak. Mengenai peran siswa dan peran guru bagaimana pak? Apa bapak juga memperhatikan hal tersebut?


AA: o ya pak tadi kelewatan, untuk keunggulan masing-masing strateginya bagaimana?

TS: kalau itu nanti bisa dilihat sendiri ketika mbak masuk ke dalam kelas dan melihat apa saja keunggulan strategi tersebut.

AA: mengenai media pembelajaran, biasanya bapak menggunakan media apa saja untuk mengajar?


AA: untuk kesiapan bapak sebelum mengajar, apakah bapak juga sangat mempersiapkan segala materi dan apa-apa yang perlu dibawa atau tidak?


AA: bapak ternyata orangnya super sekali. Apa pentingnya dibutuhkan strategi dalam mengajar?


AA: mengenai materi atau referensi mengajar, biasanya bapak menggunakan materi dari mana?

TS: saya cukup dari LKS saja mbak. tapi untuk kelas saya berlakukan untuk wajib membawa kamus. Jadi setiap siswa memegang satu kamus.
AA : mengenai kurikulum, disekolah ini menggunakan kurikulum apa dan bagaimana peran kurikulum di sekolah ini?


AA : lalu peran syllabus dan RPP dalam pemilihan materi bagaimana pak?

TS : untuk membuat RPP itu kita dasarkan dari silabus mbak. Dalam silabus kan nanti ada point-pointnya, ya kita tinggal mengembangkan point-point tersebut. Setelah itu baru kita pilih topik yang tepat buat siswa. Dalam pemilihan materi kita juga memikirkan agar siswa tertarik pada materi tersebut mbak.

AA : untuk masalah evaluasi reading comprehension, disitu bagaimana bapak menerapkan evaluasinya?

TS : kalau untuk evaluasi saya suruh menjawab soal essay sesuai dengan bacaan, kemudian menemukan main idea dalam tiap paragraph, dan menganalisis teks berdasarkan strukturnya. Begitu mbak.

AA : selain vocabulary, kendala apa lagi yang bapak temui pada siswa?


AA : jadi seperti itu ya pak. Untuk classroom managementnya sendiri bagaimana pak?


AA : terima kasih bapak sudah meluangkan waktunya untuk saya interview. Untuk kedepannya, saya juga minta ijin untuk masuk ke dalam kelas bapak untuk melakukan penelitian.


AA : o iya pak. Boleh saya minta silabus, RPP, dan juga daftar nama siswa anak kelas VIII D.

TS : boleh mbak. Untuk lampiran kan itu. Ya harus ada lampiran seperti itu, bila perlu nanti foto saya juga dilampirkan ya hehehe

The teaching learning process held in April 26, 2017. The students in VIII D consist of 27 students. The English lesson held in the first subject today. After the bell rang at 07.00 a.m, the teacher went to the classroom. The students were ready on their seat, the teacher began the lesson by greeting, “Assalamualaikum wr.wb, and good morning students!” and they replied eagerly. After that, the teacher and the students in the same time pray and sing a national’s song Indonesia Raya. After that, he asked who did not attend today. Luckily, no one was absent. After opened the class, the teacher directly asked one by one student to forward in front of the class to make literacy as usual in the first subject. The theme of literacy today is about game. The teacher called name of students one by one and the students stand in front of the class to give opinion about this theme. The purposes of this literacy are to make the student confident to give an opinion and practicing the students’ mental.

In this meeting, the material was Recount text. At the previous meeting, the teacher asked the student to learn about text that will be discussed today. The material was written in LKS page 45. In this meeting, the teacher made a small group consist of 4 until 5 students. There are six groups in this class. The small group made based on students’ seating. After student sit on each group, the teacher asked to the students to discuss the text and answer the questions related to the text. There are five questions related to the text. The last group should be concluded the text tells about.

The teacher was waiting a group that is finished firstly. While students discuss, the teacher try to read paragraph by paragraph and give a few knowledge from outside related to
the text. The researcher sees the teacher try to close on the students. It means, he keep pay attention to the students while group activities. 15 minutes left, students already to present the result of discussion. In this section, teacher randomly points the group to answer the first question. The first group is Rois’s group. firstly, Rois read the question and answer, after that teacher asked to other group about the right answer. Luckily, all of group has same answer with Rois’s answer and the answer is correct.

The second question answered by Dewi’s group. After Dewi convey the answer, the teacher asked to other group. Unfortunately, Rois’s group has different answer. The teacher tries to give detail information for this case. The teacher read the question and compare with the text. Finally, the correct answer is Dewi’s group. For the second question, Rois’s group is failed. Until the last question teacher points the group to answer and asked to other group to know the correct answer.

At the last section, the last group ask to give conclusion of the text and write down on the white board. In this section, the teacher not only silent in the corner but also he gives a review about the text. It makes the students easy to write the conclusion from the text. After the last group writes their opinion, the teacher asked to other group to give opinion also. “Who is the next?” the teacher said. Fortunately, there is Nurul from third group walk in front of class and write the conclusion from her group. “Good job, Nurul!” the teacher said. Then, as the evaluation, the teacher gives conclusion of the text and ask to the students to keep learn the material at home.

The teaching learning process for this text is finished. The next part of class, teacher asked to the student to keep on the each group. Teacher tells that the next meeting we will work group and discuss the next text in this book. To preparing for next meeting, the teacher asked to the student to read carefully and translate the difficult word.
The bell rang; it means the class today was done. The teacher closes the class with say “Alhamdulilah and Wassalamualaikum wr.wb”.
The second observation held in April 27 2017. When the bell rang at 07.00 a.m., the students were ready on their seat, the teacher began the lesson by greeting, “Assalamualaikum wr.wb, and good morning students!”, and they replied eagerly. After that, the teacher and the students in the same time pray and sing a national’s song Indonesia Raya. After that, he asked who did not attend today. Luckily, no one was absent. After opened the class, the teacher directly asked one by one student to forward in front of the class to make literacy as usual in the first subject. The theme of literacy today is about short story. The teacher called name of students one by one and the students stand in front of the class to give opinion about this theme. The purposes of this literacy are to make the student confident to give an opinion and practicing the students’ mental.

Today, the teacher directly ask to the students to make a group with same members like last meeting. Group consists of 4 until 5 members and there are six groups in this class. Before start the lesson, the teacher point one of each members to be a leader of the group. While each group has a leader, the teacher gives material or text that written in LKS on page 46 with the title “My Personal Experience”.

In this situation, each group read the sentence one by one by reading aloud. The first one that read the text is the leader of first group called Rois. After Rois finished read, the teacher asked to the student to find the difficult word. Then do together find it the meaning of word in the dictionary. The second sentence read by Bowo, after Bowo finished read the text teacher asked to find the difficult word in that sentence. Luckily, there is no one difficult word. Next is Ilmiati, she read the third sentence. When Ilmiati read the sentence, in here
teacher also correct the pronunciation and try to pronounce well after student read the sentence.

Before continue to the next group, teacher explain and review about generic structure of recount text. “anak-anak siapa yang masih ingat tentang generic struturenya recount dan tenses apa yang digunakan?” class was quite suddenly. Nevertheless, one of student called Febri raises her hand and answer “generic structure nya itu orientation, event, sama reaorientation pak”. The teacher said, “Ok that is right. The generic structures for recount text are orientation, events, and reorientation”. Knowing the students answer what the generic structure of recount text is, the teacher write down it in the white board and say “ini bisa kalian tulis lagi supaya kalian bisa ingat terus apa generic structure dari recount text”. The researcher thinks that it makes the students easy to remember the generic structure of recount text. Then after that, the teacher continues to point the leader of fourth group that is Langgeng. Langgeng read the fourth sentence, he read carefully and clearly, and then the teacher gives applause to langgeng. Next group is Renata. Renata read the fifth sentence, but she not clearly read the sentence. Therefore, the teacher helps her to finish the sentence. Then the last group is Zumrotun. She read clearly the sentence.

In this situation, the teacher’s roles are as the controller and prompter. Controller when the teacher stands beside each group when the student read the sentence. Prompter when the teacher tries to prompt the students when they get difficult to pronounce the sentence clearly.

After all of groups read the sentence, the teacher gives brief explanation about the text. He reads every sentence and tries to connect with real life related to the text. Automatically, the teacher is the center of the class who is giving the material.

Next, the teacher asks to the student to pair and read again specifically. He gives 10 minutes to the students to discuss what topic and specific information from the text. While
students discuss the material, the teacher takes around in each group. It means the teacher controls the situation in the class.

10 minutes left, and the teacher wants to know the result of discussion of pair work. Students give some question to the teacher such as, “pak, kenapa di bacaan ini banyak menggunakan was?, kenapa disetiap cerita ada pesan moralnya?, disini kata I mengacu ke siapa ya pak?”. All of questions come from the students. The researcher sees that after the teacher receive the question, he tries to answer the entire question with reread the text and give brief explanation of the text.

The teacher said, “ok, untuk kenapa bacaan ini menggunakan was karena kalian ingat bahwa recount merupakan bacaan yang telah terjadi dimasa lampau, jadi tenses yang digunakan adalah past tense. Oleh karena itu to be nya menggunakan was”. This is explanation about grammar of the text. Then he said, "saya pernah berkata sebelumnya bahwa penulis menulis cerita itu pasti punya maksut tersendiri. Itulah kenapa disetiap akhir cerita penulis memberikan pesan tersurat maupun tersirat diakhir cerita”. The last question is “I” in text refers to?. The teacher said, "untuk pertanyaan selanjutnya, mari kita teliti lagi textnya. See the first sentence “when I was in Junior High School. It means “I” refers to the writer of the text. You get the point?. The students answer “yes sir”. Then he said “ini gunanya belajar. Dirumah, kalian juga harus belajar jangan hanya di kelas. Kalian harus rajin belajar ya”.

The bell was ringed; it means teaching learning process for today was done. The teacher close the class by saying “thank you and Wassalamualaikum”
FIELD NOTE

Interview 2

Title : Interview with about guided reading
Day/Date : Thursday, April 28th 2017
Time : 12.00-12.45 WIB
Place : Teacher’s office
Interviewee : Suwanto, S.Pd (TS)
Researcher : Aprilia Anis Shalikhatun (AA)

Aprilia Anis Sholikhatun had done the interview as the researcher. The object of this interview is Suwanto, S.Pd as the English teacher in SMP N 2 Ngaringan. The interview had been taken place in office room in break time. The interview was about the implementation of guided reading strategy in teaching reading comprehension. The interview was done in 35 minutes. The interview is as follow:

AA : Assalamualaikum pak, maaf siang-siang ke kantor. Bisa minta waktunya sebentar pak?
TS : Waalaikumsalam, iya mbak tidak apa-apa. Ada perlu apa ya?
AA : ini pak mau Tanya, untuk KBM pada hari Kamis kemarin itu menggunakan strategy apa ya pak?
TS : guided reading mbak. Kalau yang kemarinnya lagi itu diskusi.
TS : o...saya kira sudah paham mbak. Jadi apa yang mau ditanyakan?
AA : untuk yang pertama. Bagaimana langkah-langkah mengajar menggunakan guided reading strategy?
AA : o...seperti itu ya pak. Berarti cocok dengan yang dipraktekan kemarin ya pak. Untuk selanjutnya,bagaimana peran bapak atau peran guru dalam penerapan guided reading strategy?
TS : untuk peran guru itu sendiri ya kadang saya mengontrol semua kegiatan selama KBM. Kalau semisal guru tidak mengontrol kan pasti kelas akan gaduh sekali mbak. Seperti kemarin kan. Saya membagi kelompok kecil. Itu juga bertujuan itu mengontrol bagaimana caranya agar siswa itu mau berfikir atau berbagi pendapat dengan teman lainnya.


AA: kalau untuk peran siswanya sendiri bagaimana pak?

TS: untuk peran siswa sudah lazim ya mbak, anak pasti penerima informasi dari gurunya. Gurunya menyampaikan materi si anak harunya ya memperhatikan. tapi tidak itu juga, anak juga berhak bertanya apapun yang mereka belum paham atau belum dimengerti. Nah disini guru harus bisa menjelaskan kembali materi yang dibutuhkan siswanya.

AA: untuk materinya bagaimana pak? Apa bapak menggunakan buku lain selain LKS?

TS: sebenarnya saya ada buku lain mbak seperti buku pegangan itu, tapi saya lebih enak pakai LKS. Soalnya LKS kan praktis mbak. Anak juga lebih focus belajarnya. Ya kadang juga saya suruh nyari di internet tapi jarang dan jika diperlukan.

AA: untuk medianya sendiri bagaimana pak?


AA: cukup itu pak? Ada tambahan lagi mengenai penjelasan media pembelajaran?

TS: tidak mbak. Ada lagi pertanyaaannya?

AA: mengenai evaluasi dan penilaianya bagaimana pak?

TS: kalau masalah evaluasi dan penilaian itu tetap saya lakukan mbak. Kadang saya lakukan bebarengan kadang juga sendiri-sendiri.

AA: maf pak, bisa dijelaskan sedikit?


AA: itu evaluasi, kalau penilaianya bagaimana pak?


AA: untuk pelaksanaan penilaiaannya bagaimana pak?

TS: pelaksanaannya sendiri, saya ambil satu semester 4 kali mbak.

AA: pertanyaan terakhir saya pak untuk kelas guided reading stategy. Bagaimana classroom managementnya pak?


AA: kemudian jika anak-anak mulai bosan dengan pelajaran bagaimana pak?


AA: untuk anak-anak yang semisal bisa menjawab pertanyaan dengan anak-anak yang tidak bisa menjawab atau tidak mengerjakan tugas bagaimana pak?
TS : untuk hal itu, semisal ada yang bisa menjawab pertanyaan atau nilainya bagus ya saya ucapkan selamat atau pujian. Supaya mereka merasa dihargai atau sebagai reward buat mereka. Untuk yang tidak bisa menjawab ya saya kasih motivasi terus mbak supaya tetap mau belajar. Untuk yang tidak mengerjakan tugas biasanya saya tanya dulu kenapa tidak mengerjakan tugasnya. Tidak langsung dimarahi atau diapakan, nanti malah down si anaknya.

AA : ok bapak terima kasih untuk waktunya. Untuk saat ini cukup dulu.nanti kalau masih ada yang ditanyakan saya menghubungi papak lagi. Bolehkan pak?

TS : boleh-boleh saja dong mbak, santai saja.

AA : saya pamit dulu ya pak, Assalamualaikum

TS : iya mbak. Ati-ati dijalan. Wassalamualaikum

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**Question list for interview guided reading strategy**

1. How are stages of teaching by using guided reading strategy?
2. What are teacher’s roles in teaching by using guided reading strategy?
3. What are student’s roles in teaching by using guided reading strategy?
4. What are the teaching materials used by the teacher?
5. What are the teaching media used by the teacher?
6. How implement of reading evaluation and assessment?
7. How the classroom management in teaching by using guided reading strategy?
FIELD NOTE

**Interview 3**

**Title**: Interview about group discussion

**Day/date**: Saturday, April 29th 2017

**Time**: 10:25 – 11:00 WIB

**Place**: Office room

**Interviewee**: Suwanto, S.Pd (TS)

**Researcher**: Aprilia Anis Sholikhatun (AA)

Aprilia Anis Sholikhatun had done the interview as the researcher. The object of this interview is Suwanto, S.Pd as the English teacher in SMP N 2 Ngaringan. The interview had been taken place in office room in break time. The interview was about the teaching strategy in teaching reading comprehension. The interview was done in 35 minutes. The interview is as follow:

**AA**: Assalamualaikum pak,

**TS**: Waalaikumsalam,

**AA**: maaf pak sebelumnya. Bolak balik kesini lagi. Saya interview tentang KBM kemarin pak.

**TS**: iya mbak tidak apa-apa. apa yang mau ditanyakan?

**AA**: ini pak, saya kesini untuk menanyakan strategy yang bapak gunakan pada hari rabu kemarin. Itu bapak menggunakan strategy apa ya pak?

**TS**: o… yang hari rabu itu. Kelasnya saya bentuk diskusi kelas mbak.

**AA**: group discussion berarti nggih pak. Untuk langkah-langkahnya bagaimana pak?

**TS**: ya yang seperti mbak lihat kemarin. Saya buat kelompok kecil terdiri dari 4 sampai 5 anak. Kemudian saya minta untuk berdiskusi tentang bacaan yang sudah ada di LKS. Jika sudah selesai, saya tunjuk secara acak kelompok mana yang membaca dan menjawab soal dan jawaban. Begitu seterusnya sampai soalnya habis. Nah kelompok terakhir yang membuat kesimpulan dari bacaan tersebut. Dan yang lain bisa memberi tambahan atau komen. Saya juga memberi koreksi atas kerjaan anak itu sendiri.

**AA**: seperti itu ya pak. Kemudian bapak juga memperhatikan ketika anak berdiskusi atau tidak pak?


**AA**: untuk peran guru dalam diskusi bagaimana pak?


**AA**: ada tambahan lagi pak?

**TS**: tambahan apa ya mbak, mungkin itu cukup.

**AA**: selanjutnya, peran siswa sendiri bagaimana pak?

**TS**: peran siswa ya sebagai penerima materi mbak tetap. Dan saat diskusi seperti ini ya anak dibebaskan untuk berpendapat dan mengeluarkan ide gagasan mereka tanpa batas. Namanya saja diskusi.

**AA**: untuk sumber materinya pak, apakah bapak menggunakan buku dari luar atau hanya LKS yang dari sekolahan itu pak?

AA : tapi guru lainnya apa ya hanya pakai LKS seperti itu pak?

TS : ya sama mbak, apalagi guru lain.

AA : ok pak. Kalau untuk media pembelajarannya menggunakan media apa pak?

TS : untuk media dikelas diskusi kelas ini saya hanya menggunakan papan tulis dan spidol saja mbak dikelas diskusi ini. Kadang saya juga pakai LCD, tapi karena kemarin saya sedikit buru-buru ya jadinya tidak pakai LCD.

AA : untuk evaluasi dan penilainya bagaimana pak?

TS : untuk evaluasi dan penilainya disamakan dengan wawancara yang kemarin saja ya mbak.

AA : baik pak. Untuk classroom management di kelas diskusi sendiri bagaimana pak?

TS : untuk kelas diskusi saya tetap harus menghandle keadaan dan suasana kelas ketika diskusi. Kan kalau diskusi otomatis rame, ya jadi saya berusaha untuk mengkondisikannya.

AA : kalau seperti itu, posisi babak bagaimana? Hanya berdiri di depan kelas atau berkeliling mendekati perkelompok?

TS : tetap saya control satu persatu kelompok mbak. Biar saya juga tau bagaimana cara siswa menjalankan kerja kelompoknya.

AA : ada tambahan lainnya mungkin pak mengenai classroom managementnya?

TS : tambahannya ya seperti yang saya jelaskan di interview kemarin saja mbak.

AA : terima kasih babak atas waktunya. Maaf mengganggu untuk yang ke sekian kalinya.

TS : tidak apa-apa mbak. Semoga skripsinya lancar dan cepat selesai ya mbak.


TS : iya mbak. Sama-sama. Waalaikumsalam…

**Question list for interview of group discussion**

1. How are stages of teaching by using group discussion?
2. What are teacher’s roles in teaching by using group discussion?
3. What are student’s roles in teaching by using group discussion?
4. What are the teaching materials used by the teacher?
5. What are the teaching media used by the teacher?
6. How implement of reading evaluation and assessment?
7. How the classroom management in teaching by using group discussion?
The third observation was held on May 10 2017. When the bell rang at 07.00 a.m., the students were ready on their seat, the teacher began the lesson by greeting, “Assalamualaikum wr.wb, and good morning students!”, and they replied eagerly. After that, the teacher and the students in the same time pray and sing a national’s song Indonesia Raya. After that, he asked who did not attend today. Luckily, no one was absent. After opened the class, the teacher directly asked one by one student to forward in front of the class to make literacy as usual in the first subject. The theme of literacy today is about ideal future. The teacher called name of students one by one and the students stand in front of the class to give opinion about this theme. The purposes of this literacy are to make the student confident to give an opinion and practicing the students’ mental.

Today, the teacher does not make a group of class first but he asked to the students open the LKS pages 62. He asked to read silently and he gives 10 minutes to read critically. While the students read the text, the teacher takes around to monitor the students. In this situation, the teacher acts as controller. It means the teacher control the condition of class while students read and take comprehension of the text.

7 minutes was left, the teacher back to his table and prepare some paper. After students finished read the text, the teacher gives empty paper to each student. Before the task begins, the teacher gives instruction to fill the blank form “form ini harus kalian isi sesuai dengan intruksi, jika kalian sudah memahami bacaan tadi pastinya kalian akan paham bagian mana yang harus disebutkan”. Siapa yang belum paham tentang isi dari form ini?. The students said “paham pak”.

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The task is beginning and the teacher takes around again to see the students with their paper. Suddenly, one of student raise her hand and call the teacher “pak maksutnya event 1 event 2 event 3 kejadianya kan pak, kalau lebih dari 3 ditulis sendiri gitu ya pak?”. The teacher answered “yes dear student”. The condition of class at that time is quite. All of students try to finish the task and the teacher keep take around to monitor the students.

30 minutes was left, the teacher stops the students “have you finished?” the students answered “not yet sir”. The teacher said “ok, mari kita lihat bagaimana pekerjaan kalian. Siapa yang sudah selesai? The students were silent.

Next, the teacher said “selanjutnya kalian punya beberapa pertanyaan di halaman selanjutnya. Kalian bisa lihat sendiri. Kalian jawab sesuai dengan yang kalian ketahui”. The researcher also looks at next page to know the questions. The researcher thinks that they are questions of reading comprehension. The questions are 1) who are Prabu Dewata Cengkar?, 2) why did the people feel scared?, 3) where did Aji Saka live?, 4) how did the genie and Aji Saka fight?, 5) who was the winner?, 6) why did the King get angry with Patih Jugul Muda?, 7) what did Aji Saka want from the King?, 8) how did the story end?, 9) Analyze the generic structure of the story!.

Then, orally the students answer the question after the teacher read the question. After that, the teacher asked to the students to make a group consist of 6 until 7 students in each group. “sekarang, kalian dipersatukan dalam satu grup. Jadi saya minta kalian untuk mempresentasikan masing-masing hasil kalian membuat story maps. Tujuannya agar kalian tau dimana kurangnya pekerjaan kalian. Faham?. Mari kita diskusikan” the teacher said.

The condition of class at that time is very noisy but the teacher knows that it results of discussion. The teacher moves from one group to another. The researcher takes a note that the teacher’s role in this situation is participant. It can be seen when the teacher takes part in discussion to give other opinion.
The bell was ringed; the teacher gives brief explanation about the purpose of this activity. The teacher said “sebenarnya tujuan saya memberikan story maps adalah supaya kalian bisa lebih mudah mengidentifikasi isi dari bacaan. Jika pada kegiatan awal kalian sudah faham apa isi bacaan, maka story maps hanya sebagai review. Ok, untuk lembar kerjanya bisa dikumpulkan. Pertemuan selanjutnya kita lanjutkan untuk membahas kerja kalian.” The teacher closes the class by saying “thank you and wassalamualaikum”.
The fourth observation was held on May 17 2017. When the bell rang at 07.00 a.m., the students were ready on their seat, the teacher began the lesson by greeting, “Assalamualaikum wr.wb, and good morning students!”, and they replied eagerly. After that, the teacher and the students in the same time pray and sing a national’s song Indonesia Raya. After that, he asked who did not attend today. Luckily, no one was absent. After opened the class, the teacher directly asked one by one student to forward in front of the class to make literacy as usual in the first subject. The theme of literacy today is about occupation. The teacher called name of students one by one and the students stand in front of the class to give opinion about this theme. The purposes of this literacy are to make the student confident to give an opinion and practicing the students’ mental.

Before the teacher continues the teaching learning process, he asks permission to the students because today he is very busy and cannot give material full time until pass. Then he starts the lesson by saying “ok, sekarang kalian melanjutkan pekerjaan kalian minggu kemarin tentang story maps”. The students as soon as move to each group.

While students move to each group, the teacher read one by one the result of story maps in the last meeting. Then the teacher asks to leader of class to give the paper to the student. In this condition, class is very noisy because they discussing their work. The teacher walks around into one group to another to see the way the students discuss their story maps. Suddenly the teacher stop in one group that passive in discussing activity then he addresses “kok kalian diam saja, yang namanya diskusi itu ya saling tukar menukar idea atau gagasan.”
"Kalau diam berarti buka diskusi namanya". The class is quite suddenly when the teacher addresses one of the groups.

30 minutes left, and the teacher try to stop all of activities in discussion class. Then he asks to present the result of discussion. Zainal raises his hand and present the result of discussing. He said that;


Teacher : “Good job Zainal”
(Then the teacher ask to other group “who is the next group to present or give feedback or give suggestion?”).

(Ulin raises her hand)

Ulin : “saya mau Tanya pak, untuk old mannya termasuk tokoh tidak? Kan Cuma lewat itu”.

Teacher : “ok students, who is character in the story?”.

Students : “semua orang yang disebutkan didalam cerita pak”.

Teacher : “Ok, Ulin. You get the point?”.

Ulin : “yes sir”.

Then, the teacher asks to all of groups about Zainal’s presentation. All at once, all of groups agree with Zainal’s presentation. In this condition, class is conditional because when the student’s presentations in front of class other students pay attention and listen carefully with the presentation.
20 minutes before pass time of class, the teacher asks permission because he has other activity that make he has to go out from school. Before he goes to other place, he gives review about all of activities related to story maps. He said that “bagaimana menurut kalian tentang mengerjakan soal dari bacaan yang panjang dengan story maps seperti ini?” bapak rasa kalian lebih enjoy dan rata-rata bisa menjawab semua pertanyaan yang ada kaitannya dengan bacaan. Please do not be noisy. Sebentar lagi ganti jam”.

Then he closes the class by saying “I’m sorry, thank you dan alhamdulilahirobbil’alamin”. He also say sorry to me because cannot do research full time today.
FIELD NOTE

Interview 4

Title : Interview about story maps
Day/date : Thursday, May 18th 2017
Time : 10: 25 – 11:00 WIB
Place : Office room
Interviewee : Suwanto, S.Pd (TS)
Researcher : Aprilia Anis Sholikhatun (AA)

Aprilia Anis Sholikhatun had done the interview as the researcher. The object of this interview is Suwanto, S.Pd as the English teacher in SMP N 2 Ngaringan. The interview had been taken place in office room in break time. The interview was about the teaching strategy in teaching reading comprehension. The interview was done in 35 minutes. The interview is as follow:

AA : Assalamualaikum pak,
TS : Waalaikumsalam,
TS : iya mbak tidak apa-apa. apa yang mau ditanyakan?
AA : untuk KBM yang hari rabu tanggal 10 dan tanggal 17 itu kan lanjutan ya pak, itu menggunakan strategy apa ya pak?
AA : iya pak. Story maps berarti nggih. Untuk pelaksana atau step-step mengajarnya bagaimana pak?
AA : rinci sekali pak, selanjutnya. Peran guru selama KBM menggunakan strategy story maps?
AA : ada tambahan lagi mungkin pak selainin mengontrol?
TS : guru bisa ikut berpasipasi atau mengambil partisipasi dari KBM ini mbak. Jadi saat anak-anak diskusi berbagi informasi seperti itu, guru hanya bisa melihat memperhatikan dan jika ada anak-anak yang membutuhkan bantuan ya guru harus membantunya.

AA : seperti itu ya pak, ada tambahan lagi tidak pak?

TS : belum ada tambahan mbak, apalagi pertanyaannya?

AA : kalau tadi peran guru, sekarang peran siswanya sendiri saat KBM dengan strategy story maps bagaimana pak?


AA : ada tambahan lagi pak?

TS : belum ada mbak.

AA : untuk teaching materialnya bagaimana pak?

TS : materinya ya seperti kemarin itu mbak. Saya menggunakan LKS untuk materinya.

AA : tidak ada buku lainnya pak?

TS : tidak mbak. Sebenarnya kalau buku lain ada, tapi saya lebih enak menggunakan LKS saja.

AA : untuk media pembelajarannya pak?


AA : kalau mengenai evaluasi dan penilaiannya bagaimana pak?

TS : evaluasi dan penilainnya sama seperti yang pas mbak interview tentang guided reading itu mbak.

AA : o iya pak, sama berarti nggih. yang terakhir mengenai classroom managementnya bagaimana pak?

TS : classroom managementnya juga disamakan dengan yang kemarin mbak.


AA : Assalamualaikum

TS : Waalaikumsalam

**Question list for interview story maps strategy**

1. How are stages of teaching by using story maps strategy?
2. What are teacher’s roles in teaching by using story maps strategy?
3. What are student’s roles in teaching by using story maps strategy?
4. What are the teaching materials used by the teacher?
5. What are the teaching media used by the teacher?
6. How implement of reading evaluation and assessment?
7. How the classroom management in teaching by using story maps strategy?
FIELD NOTE

Interview 5

Title : Interview about the advantages of each strategy
Day/Date : Thursday, 24 May 2017
Time : 09.15-09.45 WIB
Place : in front of Teacher’s office
Interviewee : Suwanto, S.Pd (TS)
Researcher : Aprilia Anis Shalikhatun (AA)

The second interview with Mr. Totok Suwanto, S.Pd had done in teacher’s office. The interview is about the teaching strategy in teaching reading comprehension. Some additional information about teaching strategy also showed in this interview. The script of this interview as follow:

AA : Assalamualaikum wr.wb
TS : Waalaikumsalam wr.wb
TS : alhamdulilah sehat mbak, tidak apa-apa mbak santai saja kalau sama saya.trus ada apa ini kok tumben siang-siang ke kantor.?
AA : jadi seperti ini pak, setelah beberapa kali saya masuk ke kelas dan mengobservasi seluruh kegiatan belajar mengajar dari awal sampai akhir. Saya ingin mereview dari semua itu. Jadi saya ada beberapa pertanyaan untuk bapak mengenai hal-hal yang belum saya temukan ketika melakukan observasi.
AA : untuk keunggulan pada masing-masing strategi, mungkin bapak bisa menyebutkan keunggulannya.
AA : itu keunggulan untuk grup diskusi ya pak. Untuk managemen kelas di grup diskusi itu bagaimana pak?
itu saya beri materi dan meminta mereka untuk menyiapkan kamus agar nanti kalau ada kata yang sulit bisa langsung membuka kamusnya masing. Kalau suasana kelas ketika diskusi ya seperti itu mbak. Ramai otomatis. Tapi saya juga berusaha untuk menjadi controller. Supaya bisa mengontrol agar siswa bekerja sewajarnya dalam grup masing-masing. Untuk materinya jela saya ambil dari LKS. Tapi ketika ada bacaan, saya mencoba untuk menggali gagasan mereka keluar dari bacaan tapi tetap bersangkutan. Jadi seperti itu mbak untuk yang grup diskusi.

AA : lengkap pak, terima kasih. Selanjutnya untuk guided reading dan story mapsnya pak?


AA : untuk managemen kelasnya bagaimana pak?


AA : jadi seperti itu ya pak. Trima kasih bapak. Saya kira ini dulu. Sekiranya nanti masih ada data yang kurang saya mohon bantuannya bapak lagi. O iya pak, dimana saya bisa minta RPP, silabus, dan daftar siswa kelas VIII D?

TS : iya mbak sama-sama, tidak usah sungkan untuk whatsapp atau sms kalau ada data yang masih kurang. Kamu bawa flashdisk tidak mbak?

AA : bawa pak ini,

TS : sini saya kopikan RPP dan silabusnya. Untuk daftar nama siswa kamu minta ke kurikulum ya. Itu ketemu sama bu kuku.


TS : iya mbak Waalaikumsalam…hati-hati dijalan ya mbak.
Photos of Teaching Learning Process

Picture 1

Picture 2

Picture 3

Picture 4

Picture 5

Picture 6