

**AN ANALYSIS OF STUDENTS' PERCEPTION ON TEACHER'S
TECHNIQUE IN TEACHING READING COMPREHENSION AT TENTH
GRADE STUDENTS OF SMA N 1 WONOSARI IN ACADEMIC YEAR
2021/2022**

THESIS

Submitted as A Partial Requirements

for the degree of *Sarjana*



By:

NASTITI RETNANINGTYAS

SRN. 163221124

ENGLISH LANGUAGE EDUCATION SUDY PROGRAM

FACULTY OF CULTURES AND LANGUAGES

RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA

2023

ADVISOR SHEET

Subject : Nastiti Retnaningtyas

SRN : 163221124

To :

Dean

Faculty of Cultures and Languages

UIN Raden Mas Said Surakarta

In Sukoharjo

Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of

Name : Nastiti Retnaningtyas

SRN : 163221124

Title : An Analysis of the Students' Perception on Teacher's Technique in Teaching Reading Comprehension at Tenth Grade Students of SMA N 1 Wonosari in Academic Year 2021/2022

The thesis has already fulfilled as the requirements to be presented before the board of examiners (Munaqosyah) to gain *Sarjana* Degree in English Language Education.

Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

Sukoharjo,

Advisor,

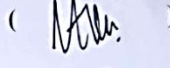



Novianni Anggraini, M.Pd
NIP. 19830130 201101 2 008

RATIFICATION

This is to certify the *Sarjana* thesis entitled “An Analysis of Students’ Perception on Teacher’s Technique in Teaching Reading Comprehension at Tenth Grade Students of SMA N 1 Wonosari in Academic Year 2021/2022” by Nastiti Retnaningtyas has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Language Education.

Chairman : Wildan Mahir Muttaqin, M. A. TESL. ()
NIP. 19860427 201903 1 008

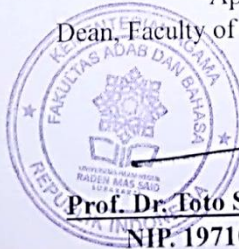
Secretary : Novianni Anggraini, M. Pd. ()
NIP. 19830130 201101 2 008


Main Examiner : Dr. Yusti Arini, M. Pd. ()
NIP. 19750829 200312 2 001

Sukoharjo, June 20th 2023

Approved by,

Dean, Faculty of Cultures and Languages




Prof. Dr. Toto Suharto, S. Ag., M. Ag.

NIP. 19710403 199803 1 005

DEDICATION

This thesis is dedicated to:

1. My beloved family, especially my beloved Mom and my sister who always support me.
2. My Almamater, UIN Raden Mas Said Surakarta
3. All my friends
4. Everyone who helps the researcher's that could not be mentioned the name one by one.

MOTTO

“Allah does not impose upon any soul a duty but to the extent of its ability”

(Al-Baqarah 286)

“Life is a choice, what you do today will determine your future”

PRONOUNCEMENT

Name : Nastiti Retnaningtyas
SRN : 163221124
Study Program : English Language Education Sudy Program
Faculty : Cultures and Languages Faculty

I hereby sincerely state that the thesis entitled **“An Analysis of Students’ Perception on Teacher’s Technique in Teaching Reading Comprehension at Tenth Grade Students of SMA N 1 Wonosari in Academic Year 2021/2022”** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, June 20th 2023

Stated by,



Nastiti Retnaningtyas
SRN. 163221124

ACKNOWLEDGEMENT

Alhamdulillah, all praises be to Allah SWT. The single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled **An Analysis of Students' Perception on Teacher's Technique in Teaching Reading Comprehension at Tenth Grade Students of SMA N 1 Wonosari in Academic Year 2021/2022**. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.


The researcher is sure that this thesis would not be completed without the helps, supports, and suggestion from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Dr. Mudhofir, S. Ag. M. Pd., as the Rector of State Islamic University Raden Mas Said of Surakarta.
2. Prof. Dr. Toto Suharto, S. Ag. M. Ag., as the Dean of Cultures and Languages Faculties.
3. Novianni Anggraini, M.Pd., as the Advisor for the guidance, advice and motivation for the researcher.
4. Drs. Teguh as English teacher of SMA N 1 Wonosari who had given time and power to help the researcher do the research.
5. All the honourable lectures and academic staffs in Cultures and Languages Faculty for always giving precious knowledge, kindness, friendliness, and cooperative work for the researcher.
6. All of students in tenth grade especially in X IIS 2 and IIS 4 who had been ready to be the subject of this research.

The researcher realized that this thesis is still far from perfection. The researcher hopes that this thesis is usefull for every researcher in particular and the readers in general.

Sukoharjo, June 2023

The Researcher,

A handwritten signature in black ink, appearing to be 'Nastiti Retnaningtyas', written on a light gray background.

Nastiti Retnaningtyas

SRN. 163221124

TABLE OF CONTENTS

TITLE	i
ADVISOR SHEET	ii
RATIFICATION	iii
DEDICATION	iv
MOTTO	v
PRONOUNCEMENT	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS	ix
LIST OF TABLE	xi
LIST OF APPRNDICES	xii
ABSTRACT	xiii
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Identification of the Problem	4
C. Limitation of the Problems	5
D. Formulation of the Problems	5
E. Objective of the Study	5
F. Benefits of the Study	6
G. Definition of the Key Terms	6
CHAPTER II LITERATURE REVIEW	8
A. Theoretical Review	8
1. Perception	8

2. Reading Comprehension	16
B. Previous Related Studies	33
CHAPTER III RESEARCH METHODOLOGY	39
A. Research Design	39
B. Research Setting	40
C. Subject and Object of the Study	41
D. Data and Source of the Data	42
E. Research Instrument	43
F. Techniques of Collecting the Data	44
G. Trustworthiness of the Data	47
H. Techniques of Analysing the Data	49
CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS	52
A. Research Findings	52
1. Teacher’s Techniques in Teaching Reading Comprehension on Tenth Grade Students	53
2. The Students’ Perception on Teacher’s Techniques in Teaching Reading Comprehension	70
B. Discussion	79
CHAPTER V CONCLUSSION AND SUGGESTION	87
A. Conclusion	87
B. Suggestions	88
BIBLIOGRAPHY	89
APPENDICES	92

LIST OF TABLES

Table 2.1 The process of perception	13
Table 2.2 Previous studies	36
Table 3.1 Research time	40
Table 3.2 Components of Data Analysis	49
Table 4.1 Students' Perception on Teacher's Technique	71
Table 4.2 Students' Perception on Teacher's Technique	71
Table 4.3 Brainstorming Technique	72
Table 4.4 Prediction Technique	72
Table 4.5 Vocabulary Technique	73
Table 4.6 Question Technique	74
Table 4.7 Task Technique	74
Table 4.8 Discussed Text Types Technique	75
Table 4.9 Silent Reading	75
Table 4.10 Encourage the Use Dictionary	76
Table 4.11 Re-read Technique	77
Table 4.12 Scaffolding Technique	77
Table 4.13 Follow Up Technique	78

LIST OF APPENDICES

Appendix 1 Observation Transcript and Checklist	95
Appendix 2 Interview Guidelines and Transcript	105
Appendix 3 Questionnaire Distribution and Percentage	112
Appendix 4 Content Mapping/Syllabus & Lesson Plan	121
Appendix 5 Documentation	138

ABSTRACT

Nastiti Retnaningtyas. 2023. *An Analysis of Students' Perception on Teacher's Technique in Teaching Reading Comprehension at Tenth Grade Students of SMA N 1 Wonosari in Academic Year 2021/2022*. Thesis. English Language Education Study Program, Faculty of Cultures and Languages.

This research is about students' perception on teacher's technique in teaching reading comprehension. The objectives of the research are (1) To find out the students' perception on teacher's techniques in teaching reading comprehension, (2) To find out the teacher's techniques in teaching reading comprehension.

The methodology of the research was qualitative research design. The subject of the research were the tenth grade students of IIS 2 and IIS 4 consist of 36 students. The researcher collected the data by conducting observation, interview, and questionnaire. They are collecting the data, data reduction, data display, and conclusion drawing/verification.

The result of the research are, (1) the teacher's technique in teaching reading comprehension are; In the pre-reading stage the teacher use brainstorming, scaffolding, discussing text types, and predicting the word and sentence. In the while-reading stage the teacher use encourage used dictionary, silent reading, vocabulary item, and re-reading. In the post-reading stage the teacher use question and task and follow up. (2) the students' have positive perception on teacher's techniques in teaching reading comprehension.

Keywords: *Perception, Technique, Reading Comprehension*

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is the most important language skill in English. Although that is not interesting for some people, reading have the important role in teaching and learning. Sometimes, after reading a text the students do not know the main topic of the text, because students are unable to understand the paragraph they have read. To understand a paragraph, students should understand the meaning of words and connecting one by one to gain the content of the text. In reading activity, there are some additional skills that we get from reading like grammar, vocabulary, idiom, and pronunciation (Fauziati, 2010: 32). The ability on reading enables us to gain new knowledge, enjoy literature, instruction manuals, and maps.

Since reading need more attention in term of understanding some written text, the students should more activate their knowledge in comprehension session. If students did not understand what the text actually talk about because of they are missing many vocabularies, they just scratch the text and can not get the meaning of the text. Because of one of very crucial in reading is comprehending process. After read a text, the reader needs to comprehend the reading text to know the content of the text. Based on Lems and Soro (2010: 170) in Apsari (2015: 4) state that reading comprehension is the ability to construct meaning from a given written text.

Comprehension is the crucial stage in reading activity. Kustaryo (2000: 67) stated that comprehension is the relationship the elements of

reading skills, competence, reading techniques, and good comprehension. Comprehension is about how the reader connecting words by words and then make the conclusion about the writer idea with the reader understanding. Reading comprehension is the process of connecting the reader idea and the writer idea on the reading text. During reading activities, comprehension is the difficult stage depends on the students' experience and prior knowledge. Reading without comprehension is impossible.

The right technique is needed to make sure the students deal with the comprehension process. Teacher should choose the right technique based on the students' background and experience to achieve the goals of teaching reading process. Teaching English especially in reading comprehension for senior high school students are need strategies and techniques. Technique is implementational, something actually takes place in language teaching and learning process in the classroom (Setiyadi, 2006: 14). In other word, all activities in language class are techniques.

The right teachers' techniques can make the students easier to understand teaching and learning process in reading comprehension session. It is in line with Apsari (2015: 7) in the finding of the research written that teachers' technique in teaching reading is regarded as one of the fundamental factors since they can promote students' comprehension in reading. It seems the teacher should observed the students background knowledge first before choose the appropriate techniques for the teaching and learning process. Because if the selection of the techniques in teaching reading comprehension is less precise in accordance with the basic knowledge of the students, it will

affect the students' perception after they pass the comprehension session. And it will also affect the students' perception of how teacher delivered the material of reading comprehension session.

This study will be conducted at SMA N 1 Wonosari on the tenth grade students of social class. Before conduct the research, the researcher did the pre-research in social class. The first pre-research conducted on 11th February. The researcher interviewed the English teacher. The teacher explained that the teaching and learning process of reading comprehension was little bit difficult. The difficulties were in many aspects: students' motivation, background knowledge, and how to applied some techniques in teaching reading comprehension in term to attached the goal of reading comprehension. The teacher also used many techniques for reading text to made the students easier in comprehending some text.

The second interviewed, the researcher interviewed the students of Social Class. The students said that the teacher used many techniques and method in teaching reading comprehension. The problem faced in comprehension for the students were the students had low motivation in reading session. So that, the students faced the difficulties in comprehending the text. Although the teacher used the appropriate techniques and it suitable with the text being learned, some students still faced the difficulties. When the researcher asked about what are their point of view about the teachers' technique in teaching reading comprehension, the students have different perception. The students said positive and negative respon.

Based on the explanation above, it can be seen that the teacher's technique in teaching reading comprehension affect the students' perception. In teaching and learning process, the students have different ways to process and respon something. Unumeri (2009: 18) stated that perception is defined in accordance with the opinions, and views of someone. Each student has the different background knowledge and it affect how someone view something in the environment. Teacher should aware with the students' views in teaching and learning process.

Students' perceptions are very crucial and determine the success of teaching and learning process. Perception is a subjective process of how a human can assess the object. In general, the perception is a vision or understanding of how someone valued something. Considering on the background below, the researcher is interested in conducting the research entitled "An Analysis of Students' Perception on Teacher's Technique in Teaching Reading Comprehension at Tenth Grade Students of SMA N 1 Wonosari in Academic Year 2021/2022".

B. Identification of the Problems

Based on the background of the study above, the researcher found the problems as follow:

1. The teacher techniques in teaching reading comprehension.
2. Most of the students in the tenth grade of SMA N 1 Wonosari have low interest in reading comprehension.
3. Most of the students in tenth grade of SMA N 1 Wonosari have difficulties in reading comprehension session.

4. The students' perception on the teacher technique in teaching reading comprehension.

C. Limitation of the Problems

Based on the identification problem above, the researcher focus on reading comprehension and the students' perception on the teacher's technique in teaching. The research focus on the social students at the tenth grade in academic year 2021/2022.

To make the study focus and easy to understand, the researcher limit the problem as follow:

1. The subject of the research is the social class at the tenth grade students of SMA N 1 Wonosari.
2. The research is focus on the students' perception toward teacher technique in teaching reading comprehension.
3. The research is focus on teacher techniques in teaching reading comprehension.

D. Formulation of the Problems

The research question addressed in this research:

1. What are the teacher's techniques of teaching reading comprehension?
2. How are the students' perception towards the teachers' technique of teaching reading comprehension?

E. Objectives of the Study

Based on the formulation of the problems, this study conducted to:

1. To investigate the teacher technique in teaching reading comprehension.

2. To investigate the students perception towards the teachers' technique in teaching reading comprehension

F. Benefits of the Study

The researcher expected that this research has some benefits as follows:

1. Theoretically
 - a. The result of the research hopefully contribute the development of the English language teaching and learning process.
 - b. The result of the research gives better understanding about the students' perception on the teacher technique in teaching reading.
2. Practically
 - a. The result of the research can help the teacher to improve teachers' teaching variation on technique and strategies in teaching and learning process.
 - b. The result of the research can be used as references for the other researcher in the future.
 - c. The result of the research can give the motivation to the students to improve the students' ability in learning English.

G. Definition of the Key Terms

1. Perception

Walgito (2010:99) stated that perception is a process that is preceded by the sensing process, which is the process of receiving stimulus by individuals through the sensory devices or also called sensory processes.

2. Teaching Technique

According to Brown (2001: 16), technique is any of wide variety of exercise, activities, or tasks used by the language classroom for realizing lesson objectives.

3. Reading Comprehension

Wooley (2011: 15) reading comprehension is the process of making meaning of the text.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Perception

a. Definition

Perception refers to the students' subjective based on their experiences. Different people have different perception. It depends on people's psychologically process such as motivation and needs. Perception is someone thought about something that they learn to measure how their attitude toward using something, whether they agree or not about the method or about something that they learn (Hong, 2003). Each person has their own perception as long as it can be proved by the facts. There are some experts who states the definition of perception.

Blake (2006: 2) stated that perception is a biological process because to be perceived any information about events in the world, it must be registered by the sensory nervous system. Basically, people perception obtained from what they see, hear and feel from the environment. Robbins and Judge (2013: 166) defined that perception is a process by which individual organize and interpret their sensory impression in order to give meaning to their environment. It means, perception is a feed back to the environment relate to what people get from the environment by expressing it in various expressions.

Furthermore, Walgito (2010:99) stated that perception is a process that is preceded by the sensing process, which is the process of receiving stimulus by individuals through the sensory devices or also called sensory processes. But the process does not just stop, but the stimulus is continued and the next process is the process of perception. It can be concluded that everyone has a different thought about whatever information they get from their senses.

Based on the definition above, perception can influence someone actions towards something in life because through perception everyone can see the same thing in the different view. Therefore, it can be concluded that perception is an important cognitive aspect that is influenced by stimuli that allow us to know and understand the world around us. With perception, students will get the meaning of what has been analysed, interpreted and evaluated by the sense.

b. Students' Perception

In the world of teaching and learning, students' perceptions are very crucial because teachers, lecturers, and instructions need to take students' preferences into consideration before they come up with teaching materials and lessons. Muhadjir in Rohman (2009: 105) said that the nature activity in education is always taking part of an important actors in the educational activity. The important actors are the giver subject called teacher and the receiver subject called students.

Students' perceptions were perceptions expressed by students about an action done by the teacher in a learning that is taught. This opinion is reinforced by Sukisno and Suharsono (2017: 08) Students perception is the perception of students about a particular problem or topic discussed, it is adjusted to the situation or atmosphere, according to what is in the field without there is coercion of direction or opinion.

Students are a subject that received what was presented by teacher. Every student has different characteristic and personality. In the process of teaching and learning, the students' characteristics needs to take care because it will affect the outcome of the students. Students' perception is a process of students' behaviour towards the information about an object in the school environment, especially classroom environment by their sensory system, so the students can give meaning and interpret the object being observed.

c. Factors Influencing Perception

According to Walgito (2010: 1001) in individual perception, organizing and interpreting the stimuli that it receives, so that the stimulus it self has the meaning for the individual concerned. It can be stated several factors that influencing perception:

1. The object that is perceived

The object gives rise to a stimulus that hits the sensory organs of the receptor. The stimulus can come from outside the perceiving individual, but it can also come from within the

individual who directly hits the receiving nerve which acts as a receptor. However, most of the stimulus came from outside the individual.

2. Sense organs, nerves, and nervous system centers

Sense or receptors are tools for receiving stimuli. Besides that, there must also be sensory nerves as a tool to transmit the stimulus received by the receptors to the center of the nervous system, namely the brain as the center of the vehicle. Motor nerves are needed as a means of responding.

3. Attention

To realize or create a perception requires attention, which is the first step as a preparation in order to create a perception. Attention is the concentration or concentration of all individual activities aimed at something or a group of objects.

From these things it can be argued that in order to create a perception there are several factors, which is a requirement for perception to occur, namely (1) the object or stimulus that is perceived; (2) the sense organs and nerves as well as the nervous system center, which is a physiological requirement; and (3) attention, which is a psychological condition.

d. Process of Perception

According to Qiong (2017: 18) stated that there are steps of constructing perception such as:

1) Selection

Selection is a process of selection by sensory organs toward stimulus which comes from outside of the individual into meaningful experience.

2) Organization

Organization is the process where the receiver sorts the stimulation received into a meaningful thought. There are the characteristics of organization stage:

- a) The organizing process provides the structure of human perception. In this stage, raw stimuli from the outside world are placed into meaningful experiences of structured humans.
- b) The process shows that human perception has stability. In other words, after selecting a stimulus and putting it into a category, the selected stimulus becomes more durable.

3) Interpretation

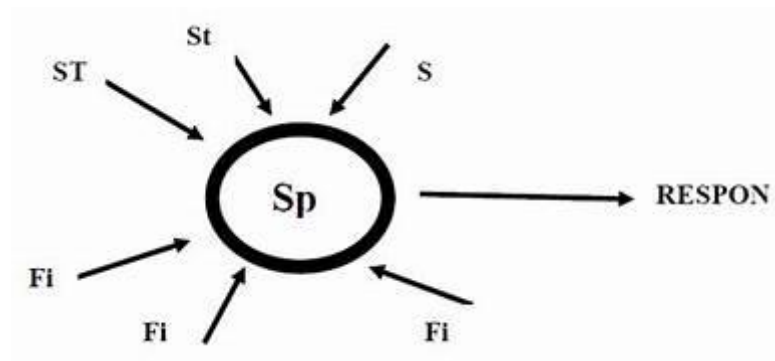
Interpretation is the receiver constructs the information that is sensed, selected, and organized. This process involves the factors of perception such as subjectivity, objectivity, and social value. However, each person will give a different interpretation despite getting the same stimulus.

Waligito (2010:102) explained the process of perception; the object raises a stimulus and the stimulus regarding the senses which is then processed by the recipient. Because of receiving a stimulus, then the individual is aware of what is seen, heard or touched given by the

object. Perceptual responses can be taken by individuals in various forms. In the process of perception needs to be attention as a preparation for that perception. Because each individual does not only receive one stimulus but various stimuli. Which stimulus should be perceived depends on the attention of the individual concerned.

Table 2.1

The Process of Perception



St : Stimulus

Fi : Internal Factor

Sp : Individual Personal Structure

e. Form of Perception

In accordance to identify the students' perception, there were kinds types/form of perception. The form of perception divided into two: positive perception and negative perception. Self-perception has to act by all personal acts, think, and themselves, the capability and their bodies. It is also prejudiced by the reaction of others to them. This perception in turn influences the demeanours each individual obtains and choices each human being makes all the way through life.

There are two forms of perception according to Walgito (2010: 108) they are positive and negative perception.

1) Positive perception

The positive perception is a view of an objects and leads to a situation in which subject tend to receive the subject in accordance with receiver's personality.

2) Negative perception

The negative perception is a view an object and shows the state in which perceived the subject tend to reject or deny the object. The receiver is not in accordance with their personality with the object.

The form and the explanation about form of perception by Catherine., et al., (2009:304).

1) Positive perception is a valuable present that prepares the self-confidence and power to catch on the word, to endure crises, and to focus outside oneself. It increases the construction of relationship and giving to others.

2) Negative perception is disposed to focus on their own desires, trying to acquire and proved their self-worth.

According to Robbins (2013: 110) stated that positive perception is an assessment individual to an object or information with a positive view or as expected from the object that is perceived or from existing rules. Meanwhile, negative perceptions are individual perceptions to certain objects or information with negative

views, contrary to what is expected from object that is perceived or from existing rules. The cause of the emergence of a negative perception can be arises because of individual dissatisfaction with the object being source of perception, the existence of individual ignorance and absence individual experience of the object being perceived and vice versa, the cause of the emergence of a person's positive perception because of satisfaction are individuals to objects that are the source of their perceptions, the existence of individual knowledge, and the existence of individual experiences of objects that are perceived.

According to Walgito (2010) individuals tend to look at things that they think will satisfy their needs, and ignore things that are considered harmful or disturbing. The psychological state becomes very important in the process of interpretation the stimulus, so it is very possible that an individual's perception will be different from other individuals, even though the object or stimulus is the same.

Thomas (2007) adds that interpretation is strongly influenced by the personal characteristics of perceptual actors, including attitudes, motives, needs, interests, past experiences and expectations. The process of perception involves interpretation resulting in the results of perception between one person and another person is different (individualistic).

2. Reading Comprehension

a. Definition

Reading is an important skill which has an important contribution to the success of learning language. Reading can be thought as a way to draw information from the text and from an interpretation of that information. The main purpose of reading is comprehension. Heilman, et al (2005: 4), argues that reading is an interacting with language that has been coded into printed text. The product of interacting with the printed language should be comprehension. Reading can be thought as a way to draw information from the text, and the main purpose of reading is comprehension. In summary, reading is important for students both to develop their knowledge.

Comprehension is the understanding and interpretation of what is read, to be able accurately understand written material, students need to be able to decode what they read, make connections between what they read and what they already know, and think deeply about what they have read. Klingner, Vaugh and Broadman (2007: 8) define reading comprehension is a complex process involving interaction of many components. Those components are readers, their reading strategy, the text, their interest in the topic, and their knowledge of the text types. The components interact with one another in comprehending a printed text. The reader actively engages with the text to construct meaning. This active engagement includes

making use of prior knowledge. It involves drawing inferences from the words and expressions that the writer use to communicate information, ideas, and viewpoints. Comprehension is the reason for reading, if readers can read the words but do not understand or connect to what they are reading, they are not really reading.

Mashuri, et al (2015: 2), said that reading comprehension consists of two words; comprehension and reading. Reading comprehension is a complex and complicated dialogue process, which is done by the author and the reader to process the meaningful interpretation or written verbal symbols through medium of writing.

Reading comprehension is the ability to construct the meaning from a given written text (Lems and Sorro, 2010: 170 in Apsari 2015: 4). Reading comprehension is the ability to read text, process it and understanding the meaning of the text. It is in a line with Wooley (2011: 15) reading comprehension is the process of making meaning of the text. The goal of comprehension, therefore to gain overall understanding of what is described in the text rather than to obtain meaning from isolated words sentences. Comprehensions are not seen merely as passive knowledge receivers, but as active sense builders. Professional understanders use a broad range of language skills to drive meaning from the text while at the same time building a text-based model. They build from and incorporate their own context information to create a situation model of the text related understandings. To be successful, readers need to be actively

involved in the process of reading, using their metacognitive skills to track and regulate their own processes of making meanings.

In conclusion, reading comprehension is a brain process involving several components in which those components interact with one another draw the meaning of the text. Those components are mainly from the reader, the text, and the activity. Those aspects should interact well with each other, if there is an interference growing between them, there will be difficulties in reading.

b. Teaching Reading Comprehension

Teaching is the activities to show or help someone to learn how to do something, give instructions, guide in the study of something, provide with the knowledge, cause to know, understand knowledge and give new knowledge (Brown, 2007: 7). In teaching reading activities, teachers' role in guide reading is to actively enhance students' understanding, the students are more likely to make meaningful connection with the information if they already know something about it. In teaching reading comprehension, the teacher needs some strategies to make the students comprehends the reading text. According to Brown (2003: 306), the following strategies which can be applied by teacher in teaching reading comprehension in the classroom:

- 1) Identifying the purpose in reading by knowing the purpose of what the reader reads, the reader can throw the unwanted information.

- 2) Using graphic rules and patterns to aid in bottom up decoding (especially for the beginning learners). At the beginning levels of learning English, one of the difficulties that students encounter is making the correspondences between spoken and written language.
- 3) Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels). In advanced learner, teacher can apply reading fast to reduce time consuming in reading. Readers do not need to pronounce every word and do not need to know the meaning of every word but the comprehension of the text is more important.
- 4) Skimming the text for the main ideas

Skimming is the one of the most valuable reading strategies for learners. The readers quickly running one's eyes across a whole text to find out the main idea of the text. Skimming gives the readers being able to guess the purpose of passage, the main topic, or message, and possibly some of the support ideas.

- 5) Scanning the text for specific information.

Scanning is quicky searching for some particular piece or pieces of information that the readers need in reading session. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details.

6) Using semantic mapping or clustering. Readers can resume the long string of ideas or events by grouping the important key of the word they get from the reading.

7) Guessing when you are not certain

Guess are an extremely broad category. Learners can guess to the advantages: (a) guess a meaning of the word, (b) guess grammatical relationship, (c) guess a discourse relationship, (d) infer implied meaning, (e) guess about a cultural reference, and (f) guess content messages.

There are three main phases need to be followed in teaching comprehension process includes: pre-reading stage, while reading stage, and post reading stage (Gibbon: 2002; Brown 2001; Wallace, 1992)

1) Pre-reading stage

Pre-reading activities are the activities to prepare students for reading activities. The activities during pre-reading is concerned with the students' background knowledge, objectives of reading class, learning activities, and motivating the students. In this stage, teachers try to activate the students' schemata related to the topic or explaining briefly the contents of the text. Pre-reading is to tell students the purpose of reading and learning.

In this stage, one very popular kind of activities is brainstorming (Wallace, 1992: 91). In line with this, Crawford et al (2005: 29) define brainstorming as a method for creating many

ideas about a topic. In this activity, students are invited to call out words, knowledge and experience that relevant to the text, relevant language and an expectation meaning. Gibbons (2002: 85) suggested activities predicting from title or first paragraph in this stage. The students predict what the kind and what the text tell us about by guessing from the title or the first sentence of the text.

Generating text type or text structure is also the activities that can be created in this stage (Barnet, 1988; Wallace 1992). Discussing the text type in teaching reading comprehension is aimed to familiarize students with the major contextual features of a text or text structure and to show how these features can help them to work out the main function of the text and the possible content

It is also important for teachers to discuss new vocabulary with students in this stage because discussing new vocabulary can help them to comprehend the text. When students have problems of unknown words, teacher can encourage them to use dictionary. It is in line with Wallace (1992: 86) idea stated that teacher can encouraging students to use dictionary in pre-while stage.

2) While reading stage

During reading activities are instructional activities that are going on while reading activities are happening. In this reading stage, a teacher can generate appropriate strategies to help

students in comprehending the text. While reading comprehension, students may face difficulties in comprehending text. Anderson (1999) propose reread to check the students comprehension.

The next activity that teacher can generate in this stage is silent reading. Anderson (2003) in Nunan (2003: 69) said that the majority of reading that we do will be done silently. Anderson (1999) explained that silent reading is primarily in reading comprehension because it focuses on getting meaning from print. Brown (2001: 377) views vocabulary items as a boring list of words that must be defined and memorized by the students, lexical forms are seen in their central role in contextualized, meaningful language.

3) Post-reading stage

Post-reading activities function as a closing mark for reading class. In the classroom, the teacher selects according to the aims of the lesson and exercises. For this stage, a teacher's activity is primarily to evaluate the students' comprehension in particular tasks (Gibbons, 2002: 91). In this case, teachers can conduct such activities; scanning questions, summarizing, learner's purpose, and following-up (Wallace, 1992). In addition, Edmondson (2006) suggests the teacher needs to ask the students to do the summarizing activity.

Anderson (1999) propose, questioning, clarifying, summarizing, monitor comprehension, and justify comprehension as the strategies that can be implemented in classroom activities in teaching reading comprehension.

c. Techniques of Teaching Reading Comprehension

Factors that important in the process in teaching and learning is not just a teacher. There is one factor beside teacher that is important in the process of learning in the classroom used by teacher is called technique. Technique can be defined as method, way, or system. Technique is implementational, something actually takes place in language teaching and learning process in the classroom (Setiyadi, 2006: 14). According to Brown (2001: 16), technique is any of wide variety of exercise, activities, or tasks used by the language classroom for realizing lesson objectives. In another word, all activities done in language class in order to get the objectives of teaching are techniques based on the two definitions above. The meaning of technique in teaching reading comprehension is method, activity, or way used by teacher in carrying out the text by means of extracting the required information from reading texts.

In teaching English, especially in teaching reading comprehension, there are many techniques that can be used by teacher. The most important thing for teacher is to select the most suitable techniques for the subject and develop appropriate technique for that. There are many techniques that teacher can used in the

teaching and learning process. Nunan (2003: 79) organized a teaching system for reading around the word:

1) Activate prior knowledge

Prior to each reading passage, it is beneficial to engage the readers in an activity that gets them thinking about what they already know about the topic of the reading text. One activity that could use is called an anticipation guide. The purpose of the activity is to learn what the readers already know about the topic of the text. For example, ask five key questions about the content of a reading passage based on the reading skill that are trying to develop.

2) Cultivate vocabulary

Word webs are a very good activity for building students' vocabulary skills. Start by writing a main concept right in the centre of the board. Pick a definition that will be key to the reading about to do. Have the students work individually, small groups, or a class to construct from the centre of the word network by incorporating another vocabulary relevant to the key word.

3) Teach for comprehension

Rather than asking students questions about comprehension after reading a passage, a teacher can model the class how comprehension is reached. The students read the passage or text together then discuss how they are interpreted.

what is written on it. For instance, making inferences which can be made while reading process. As the students reads together constantly, the teacher asked the students to verbalize the inferences they are already make.

4) Increase reading rate

One successful activity is called repeated reading. Students repeated read a short passage until achieve the criteria or levels of reading rate and comprehension. The students more understanding after reading some text over and over or twice at a faster reading rate than reading it slowly only one time. The activity helps the students empower second language readers and strengthens metacognitive awareness pf the value of the reading rate.

5) Verify reading strategy

Think-aloud protocols in a guided format get learners to identify the strategies that they use while reading a passage. The teacher does not have to produce a list of all suitable reading strategies. Students work together under the supervision of the teacher in using and sharing assessing strategy.

6) Evaluate progress

Reading a paper is an important way of measuring progress on reading. Each day, students make a journal entry. The students answer various questions they are focused on various area of emphasis in the classroom.

In order to teach reading comprehension, Vacca & Vacca (1999) provide the following strategies:

1) Scaffolding

A key change in the delivery of instruction that would make a difference in the content literacy of all learners, especially students from diverse backgrounds, is to scaffold the strategies for text.

Gasong, 2007 stated that scaffolding is a lesson in which students are given some assistance during the early stages of learning and then reducing the aid and providing opportunities for students. Scaffolding allows teachers help diverse learner negotiate meaning and overcome difficulties in text-related learning situation. Scaffolding is as a process a helped the students solve particular problem beyond its developmental capacity through the help of a teacher as a person with more ability. Scaffolding is a support, support to students of teachers that enable the development of learning ability so that there is a higher level of mastery of material shown by the completion of more complicated problems.

2) Think Aloud

Think Aloud is a strategy that helps students on learning activities, aims to recall more significant information from the texts given by the teacher. The ability of teachers to transfer creativity and control the students in completing each step of the

way think aloud strategy in understanding reading texts and teachers make their thinking explicit by verbalizing their thoughts while reading orally.

3) Reciprocal Teaching

Reciprocal teaching is a method that asks both teachers and students to take turns acting as the teacher during a discussion on a particular reading. Four guiding tactics are used in reciprocal teaching: anticipating, posing questions, summarizing, and clarifying. Reciprocal teaching is an excellent technique to teach students how to extract key concepts from a text while chatting about language, formulating thoughts and inquiries, and summarizing data. It may be applied to many different subject areas, and it works especially well with nonfiction and textbooks. Then each student has a turn playing the part of the teacher. The ability to modify the task demand in order to support the students when difficulties arise is essential to the strategy's success. That is, you help students by decreasing the task's requirements when they are having trouble. You gradually withdraw help as the process progresses to ensure that pupils keep learning. In some aspects, Reciprocal Teaching is a collection of four understanding techniques.

4) SQ3R

SQ3R is a methodical reading technique that might assist in segmenting the reading process into digestible chunks. It is

composed of five steps: surveying, asking questions, reading, reciting, and reviewing. The SQ3R strategy entails four steps: a) reading the chapter headings quickly to grasp their key points; b) turning the heading into a question; c) reading to discover the answer to the question; and d) reading to recall the key points (the answer to the question) by retelling them or noting them down in one's memory at the key points. Based on the details readers require to respond to the question, the sort of comprehension question that is posed should be used. Teachers should therefore assist students in being aware of potential sources of knowledge as they respond to inquiries (Pearson & Johnson 1978). To answer a question, a reader consults two major sources of information: the text and his or her own memory. A more detailed description of each step presented as follow:

a) Surveying

Before reading stage, students make predictions about the main idea and content by using their background knowledge of the topic. Surveying a text can be done in five ways: (1) read the title, (2) read every sub chapter, (3) pay attention to tables, diagrams, or maps, (4) read the introduction (read the first paragraph), (5) read the first sentence of the sub chapter (the first sentence often

describes the content, read the last sentence because it usually restates the main idea) (Soedarso, 2002).

b) Questioning

It can be their purpose in reading. The students need to have question in their mind in order to guide students to comprehend the text better. It is done before the actual reading. The main function of such questions is to facilitate students in adjusting their reading purposes. By having questions in mind, the students can monitor the comprehension processes to see if the purpose is met. In this step, the students create some questions based on the title of the text. They can also turn the introductory sentence in paragraphs into questions such as what, who, when and how.

c) Reading

The students read the text to answer the purpose of question that have been formulated. In this step, the students are supposed to concentrate on the main ideas of the text and their supporting details (Soedarso, 2002). Students are suggested to lower down their speed of reading in the important parts or in the parts which are considered difficult to understand, and fasten up their reading in the less important parts or in the parts that they have already known. The activity to read the text can be

done in the following way: (1) reading the text silently, (2) answering the prepared questions, (3) the students are asked to get the main idea and its supporting details, (4) making a note of the main points of the text, and (5) discussing in pairs/in groups about what has been found during reading.

d) Reciting

This activity is done after reading session. students try to answer question from memory or without looking at the text. The students have to answer not only by using the information they find in the text but also by using their own knowledge. It can be done through oral or written language.

Recitation is effective because it enables the students to recall the important points of the reading text.

e) Reviewing

The students to reflect what they have read. Students need to re-read several times to check the comprehension of the text. Soedarso (2002) reviewing can be done by scanning the main points of the text through the title, subtitles and other important parts.

5) Question Answer Relationship (QARs)

QARS is a reading strategy through understanding and analysis of questions. In other word this strategy guides students

to understand the questions in order to get an information in a reading itself. So that in practice in the classroom students only glance read the reading and to understand further the focus of students is the questions given by the teacher about the text reading. The information in the text and the reader's own knowledge serves as the reader's two main sources of information. The process Teachers of reading can directly teach QARs to children, and subject-matter experts can reinforce what they have learned. Keep in mind, however, that students may enter your class completely oblivious to the information sources available for obtaining an answer or they may not be aware of the appropriate times to use various sources

According to Glendinning and Holmstorm (1992) in Apsari (2015: 222), there are several techniques in teaching reading and the teacher needs to select the appropriate techniques based on the natural process of reading:

- 1) Establishing the purpose of reading

Specific purpose for reading is one that helps guides students' efforts to focus on important information in the text. This specific focus should be explicitly stated before students begin reading. The recognizing the purpose for reading will help the students to select appropriate reading strategies. Thus, the teacher should provide the students' purpose of reading in order to help the students comprehend the text.

2) Activating and Building Background Knowledge.

In order to make sure the students can comprehend the text properly and quickly, teacher need to know the reading material well to make clear what the background knowledge the students may lack and give an introduction before the students begin to read it.

To activate the students' background knowledge can be done by reviewing students' prior knowledge about the text; and generating students' own questions. Therefore, the effective techniques to activate background knowledge include: brainstorming, pre-reading, questioning, predicting, and topic talking.

3) Questioning Technique and Vocabulary Technique

Question and answer technique is to answer the comprehension question. Anderson (1999) stated that justifying comprehension is a technique that ask the students to read a passage, then ask the comprehension question, and then the class justify the answer.

Explicit vocabulary instruction can be given through providing word definitions, synonym pairs, word lists, word associations, the keyword method, semantic mapping and semantic feature analysis. Marzban (2013) found that explicit instruction of vocabulary better influenced vocabulary learning.

There are many techniques in teaching reading based on the explanation above and suggested by many experts. Based on several definitions it can be interpreted that the technique of teaching reading text is everything that happens in reading comprehension session. In teaching English, the appropriate technique can be applied from pre-reading to post reading.

B. Previous Related Studies

The researcher takes review of related literature from the previous researches that pertinent with this research. There are several researches which related with the study as follow:

1. *“The Students’ Perceptions of Online Learning During the Covid-19 Pandemic”* by Muhammad Riduan (2021) from State Islamic Institute of Palangka Raya.

This study aims to find out (1) what are the perceptions of third semester students at the IAIN Palangka Raya English Education Study Program for the 2020/2021 academic year in participating in online learning during the Covid-19 pandemic. The research used is descriptive qualitative, all data obtained through questionnaires, interviews and documentation, then analysed descriptively after being classified into aspects related to the questionnaire. The subjects of this study were the third semester students of the English Education Study Program at IAIN Palangka Raya for the 2020/2021 academic year. Researchers used random sampling to take samples. The results of this study indicate that most (1) student perceptions of participating in

online learning during the Covid-19 pandemic are positive. Students feel that online learning is easy to follow anytime and anywhere. Besides that, some students have negative perceptions in participating in online learning during the Covid-19 pandemic, due to network problems and the absence of class interaction.

2. *“Teachers’ Technique in Teaching Reading Comprehension at SMA N 1 Kota Sungai Penuh in Academic Year 2017/2018”* (2019) by Dedi Kurniawan from Jambi University.

This research aims to find out: (1) the teachers’ techniques in teaching reading comprehension. The participants of the research were English teachers at SMA N 1 Kota Sungai Penuh. This research used mix method where in collecting the data, used questionnaire and interview. The finding showed that the teachers’ technique in teaching reading comprehension based on the data of questionnaire and interview consist of three techniques: brainstorming, using media, and making group discussion. In addition, the brainstorming activities can make the students think easier and encourage the students to learn or follow the learning process, after that the media can facilitate the students to learn more actively and through making discussion group can make the students enjoy the learning process.

3. *“Students’ Perception Towards Teacher Strategies in Teaching Reading Skill at the Eleventh Grade of SMAN 4 Palopo”* (2021) by Suci Indah Sari from State Islamic Institute of Palopo.

This research aimed to find out how is the students' perception towards teachers' strategies in teaching reading at the eleventh grade of SMAN 4 Palopo. This research applied qualitative method. The data collected from questionnaire. The subject of the research is the eleventh grade of SMAN 4 Palopo consist of 20 students. The result showed that students' perception towards teachers' strategies in teaching reading at SMAN 4 Palopo agreed with all of the teaching strategies. The strategies are: Brainstorming, Predicting, Question and Generating and Answering, Role Plays, Teaching Power-point and Overhead and think pair share. The students had positive perception on the used of teachers' strategies. The most students prefer to predicting. It can be seen from data of the questionnaire that 75% students choose to agree. The strategy that students did not like was summarizing, only 10% students agree the statement.

4. *"Students Perception of Teachers' Strategies in Teaching English"* (2019) by Ahmad and Suziyanti.

The purpose of the study is to know students' perception of teachers' strategy in teaching English at MTS Nurul Huda Parit 5 Sungai Luar. The research design is descriptive quantitative. The data collected by questionnaire. The result showed that the positive of students' perception of teaching strategy in teaching English. From the data analysis, it was known that students' perception on teachers' strategy in teaching English at the fifth generation in 2015 of MTs Nurul Huda Parit 5 Sungai Luar in this research is categorized as good

where the percentage is 86.42%. This percentage counted as good perception so the researcher can conclude that students' perception of teachers' strategy in teaching English as a good perception.

5. “*Students’ Perception on Teachers’ Teaching Reading Through Local Folktale*” (2023) by M. Husni Thamrin and Taufiq Kurniawan.

The purpose of the study is to determine the students’ perception on teachers’ teaching reading through local folktale. This research used qualitative design. The instrument of collecting data: interview and questionnaire. The result showed the use of local folktale in teaching reading was in good response. The open questionnaire indicated: 13.33% strongly agreed, 33.33% agreed, 27.85 was anxious of the application of local folktale, 20.71% disagreed and 4.76% strongly disagree.

Table 2.2

Previous Studies

No	Title	The Similarity	The Differences
1.	The Students’ Perceptions of Online Learning During the Covid-19 Pandemic	The similarity of this research: This research is focus on students’ perception in teaching and learning activities.	The differences of this research : 1. The subject subject of the study is senior high school students. 2. This research is focus on reading comprehension session.

2.	Teachers' Technique in Teaching Reading Comprehension at SMA N 1 Kota Sungai Penuh in Academic Year 2017/2018	<p>The similarity of this research:</p> <p>This research is focus on teachers' technique in teaching reading comprehension.</p>	<p>The difference of this research:</p> <p>The methodology of the research use qualitative research.</p>
3.	Students' Perception Towards Teacher Strategies in Teaching Reading Skill at the Eleventh Grade of SMAN 4 Palopo	<p>The similarities of this research:</p> <ol style="list-style-type: none"> 1. This research is focus on students' perception in teaching and learning process of reading. 2. The subject of this research is senior high school students. 3. The methodology of the research used qualitative design. 	<p>The differences of the research:</p> <ol style="list-style-type: none"> 1. This research is focus on the teachers' technique in teaching reading comprehension. 2. The instrument of collecting data use in this research: observation, interview, and questionnaire.

4.	Students Perception of Teachers' Strategies in Teaching English	The similarity of this study: 1. This research is focus on students' perception in teacher ways in teaching English.	The differences of this research: 1. This research is focused on reading comprehension. 2. The methodology use in this research is qualitative design.
5.	Students' Perception on Teachers' Teaching Reading through Local Folktale	The similarities of this research: 1. The research is focus on students' perception. 2. The methodology used is qualitative.	The differences: The techniques of collecting the data: observation, interview, and questionnaire.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research method on the tenth grade students' perception on teacher teaching technique in teaching reading comprehension designed as a qualitative research. Qualitative research involves the studies use and collection of variety of empirical material, personal experience, life story, interview, historical, international and visual that describes routine problematic moments and meaning in individual's lives (Norman and Lincoln, 2017: 43).

Qualitative research is kind of research that exploring and understanding the meaning individually or in groups related to social or human problems. The process of research involves emerging questions and procedures and the data collection involves in the participants setting. The data analysis built from particular to general themes inductively followed by the researcher's interpretation of data's meaning, so, the final written report can be flexible structure (Creswell, 2014:32). It is in line with Sugiyono (2013) qualitative research studies the data does not obtained from number or calculation but in the form of speech, behaviour and writing.

From the explanation above, can be concluded that descriptive qualitative research is the research that used to collect information from actual fact of tendency. Moreover, this study will use descriptive qualitative research method that focused in students' perception on teacher technique in teaching reading comprehension. The researcher wants to find out and describe the

	Proposal									
3.	Presenting Proposal									
4.	Collecting the Data									
5.	Analyzing the Data									
6.	Submitting the Report									

C. Subject and Object of the Study

1. The subject of the research

The subject of this research were tenth grade students in SMA N 1 Wonosari of the academic year 2021/2022. The class was selected as the subject of the research because based on the interview and the pre-research with the English teacher, the teacher suggested that class to be a subject for the research. There are four class for the Social class for the tenth grade: IIS 1, IIS 2, IIS 3, IIS 4. Total students for social class are 144 students. The subject for this research is the English teacher and the students of IIS 2 and IIS 4 the total of students are 72 students.

2. The object of the research

The object of the research is the students' perception on teacher technique in teaching reading comprehension at tenth grade students of SMA N 1 Wonosari.

D. Data and Source of the Data

The data source in qualitative research are observation, interview, individual or legal document, picture, photo, record, and informal conversation (Emzir, 2012: 37). The researcher collected the data from the reality or phenomenon of the events that are conducted by the subject of the research in real condition. The sources of this research as follow:

1. Event

The researcher gains information or something happens based on direct observation in the event or activity (Sutopo, 2002:53). The events related to the activities of teaching and learning English at the tenth grade students of SMA N 1 Wonosari.

2. Informant

The researcher collect the data from the small number of individual by giving general questions to the participant of research to gather the information (Emzir, 2012: 6). The informant of this research is called respondents who give the information to the research at the tenth grade students of SMA N 1 Wonosari. They are: the English teacher, the students of ninth grade, and other informant who gives the information related the focused of this research.

3. Document

Documents is a someone's notes or works about something related to group of people, event, or report of social condition (Yusuf, 2014: 391). The document as the data sources can be form of syllabus, lesson plan, materials, students hand books, etc. Bogdan in Sugiyono (2013: 240)

stated in most tradition of qualitative research, the phrase personal document is used broadly to refer to any first person narrative produced by an individual which describes his or her own actions, experiences, and beliefs. The document in this research is additional source to support the observation use such as the materials mapping and lesson plan used by the teacher in English teaching and learning process at the tenth grade students.

E. Research Instrument

In the qualitative design, the main instrument is the researcher. Creswell (2014: 261) stated the researcher is the key of instrument. The qualitative researcher collects the data through documentation, observation, and interview with the participant. They can use protocol – such as instrument to collect the data – but the researchers themselves are actually the only instrument for gathering information. According to Lincoln and Guba in Sugiyono (2013: 223) the instrument of choice in naturalistic inquiry is the human. We shall see that other forms of instrumentation may be used in later phases of the inquiry, but the human is the initial and continuing mainstay. But if the human instrument has been used extensively in earlier stages of inquiry, so that the instrument can be constructed that is grounded in the data that the human instrument has product. Based the statement above, the problems of qualitative research have been confirmed before, therefore the problems will be discussed and developed by the researchers as the instrument.

F. Techniques of Collecting the Data

Technique of collecting data is the way the researcher do to collecting the data in the research. Creswell (2014: 253), the step of data collection includes the attempt to limit the research, gather information through observation and interview, structured or unstructured, documentation, visual material, and attempts in design to record or take down the information.

The technique of collecting data applied in this research are observation, interview, and questionnaire.

1. Observation

Observation is one of the techniques of collecting data in qualitative research. Observation is the process collecting data directly from the field to observe individual behaviour and activity at the place of research (Creswell, 2014: 254). The researcher in the research as non-participant observer. Non-participant observer is watching and recording the situation under study without any involvements with the participants or current setting (Creswell, 2014)

During the observation, observer see, hear and smell the object of the research then draw the conclusion from what is observed. The ways to doing observation were: (1) the researcher prepared the materials to conduct the observation such as: paper, pen and camera/handphone. (2) The researcher joined the classroom, (3) The researcher observed the teaching and learning process of the reading comprehension session and the teacher techniques in teaching reading comprehension. This method

used to get any information about the teacher techniques in teaching reading comprehension at tenth grade students of SMA N 1 Wonosari.

2. Interview

Interview is a technique in collecting the data by make conversation between interviewer and interviewee to achieve a specific goal. In accordance with Yusuf (2014: 372) interview is interaction process between interviewer and interviewee through direct communication (face to face). Sugiyono (2013: 137) interview is connecting two people to exchange information through giving and asking question about the topic. The interview was done after finished the teaching and learning process. Furthermore, Creswell (2014: 218) argues that interview gives more opportunities for the researcher to gain detail information that cannot be collected from the observation. The function of the interview in this research were to cross-check the data and to make sure that the data from the observation were really valid.

Interview is divided into three categories, which are: structured, unstructured, and semi-structured interview (Wahyuni 2012). The kind of the interview that used in collecting data is semi-structural interview. The researcher made a question list, but flexibility for the interviewer in asking of clarification and elaboration. Through this interview, the interviewer express their opinion more openly. The researcher used mobile phone to record the interview process. Note taking also used to get the additional information. The interview conducted in order to determine information about teacher's technique used in teaching reading

comprehension. The respondents of the interview is the English teacher at tenth grade and the English teacher.

3. Questionnaire

The instrument used in collecting data in this research was a questionnaire. Sugiyono (2013: 142) explained that questionnaire is technique of collecting data which is done by giving some written questions or statements to the respondent to be answered.

According to Ross (2005), survey questions can be classified into two structures: open-ended and close-ended questionnaire.

a. Close-ended questionnaire

Close-ended questionnaire asks the respondent to choose, among a possible set of answers, the response that most closely represents his/ her viewpoint. The respondent is usually asked to tick or circle the chosen answer. Questions of this kind may offer simple alternatives such as 'Yes' or 'No' and 'Agree', 'Neutral' and 'Disagree'.

b. Open-ended questionnaire

Open-ended or free-response questions are not followed by any choices and the respondent must answer by supplying a response, usually by entering a number, a word, and a short text.

The questionnaire used in this research is close-response questionnaire. When the researcher done pre-observation, the researcher found some techniques that the used by the teacher and the researcher want to know about how is the students' perception about it. The questionnaire

is translated into the Indonesian language to make the students easier to understand and to avoid misinterpretation. Close-ended questionnaire ask the respondent to choose, among a possible set of answers. The researcher used 'Agree', 'Neutral' and 'Disagree' questions.

G. Trustworthiness of the Data

The research is conducted by applying qualitative research, therefore it concerned with the trustworthiness of data that would have been collected in the field. In qualitative analysis, there is a common technique to check the trustworthiness of the data according to Guba (1982) in Anney (2014: 276):

1. Credibility

Credibility is defined as the confidence that can be place in the truth of the research findings (Holloway & Wheeler, 2002; Macnee & McCabe, 2008) in (Anney, 2014: 276). Credibility establishes whether or not the researcher findings represent plausible information drawn from the participants' original data and is a correct interpretation of the participants' original views (Lincoln and Guba, 1985) in Anney (2014: 276). There are Prolonged Engagement, Use of peer debriefing, Triangulation, Member Checks, Negative Case Analysis and Persistence Observation. In this research, the credibility used were data triangulation and peer debriefing. In this research, the researcher used methodological triangulation to analyze the qualitative data. The checking trustworthiness data by examine the data from interview with the result of questionnaire.

2. Dependability

According to Bitsch (2005) in Anney (2014: 278) dependability refers to “the stability of findings over time”. There are An Audit Trail, Stepwise Replication, Code-Recode Strategy and Peer Examination. In this research, the term of dependability used an audit trail to strengthen and to balance the finding over time the data display should be show in specific complete data. They were separated and showed the raw and final data such as interview, document and collected data record. An audit trail involves an examination of the inquiry process and product to validate the data, whereby a researcher accounts for all the research decisions and activities to show how the data were collected, recorded and analysed (Anney, 2014: 278).

3. Transferability

Transferability refers to the degree to which the results of qualitative research can be transferred to other context with other respondents – It is the interpretative equivalent of generalizability (Bitsch, 2005; Tobin and Begley, 2004) in Anney (2014: 277), the researcher are providing thick description and doing theoretical/purposive sampling. Thick description involves the researcher elucidating all the research process, from data collection, context of the study to production of the final report. Thick description make the reader understand without read it twice or more this research provided the description as rich as possible. This research can be used in doing further research.

4. Confirmability

Confirmability refers to the degree to which the results of an inquiry could be confirmed or corroborated by other researchers (Baxter & Eyles, 1997) in Anney (2014:279) he also mentioned by using Reflexive Journal or Practice to make the good confirmability. As mentioned above the confirmability uses side by side as credibility in addition, the researcher used the reflective journal in order to establish the finding and the confirmable from this research among journal kept by the researcher and a practice used by some communities, individual or institution was checked in order to get the confirmability to this research.

H. Techniques of Analyzing the Data

Bogdan in Sugiyono (2013: 319) defined data analysis as the process of systematically searching and arranging the interview transcripts, field notes, and other materials that can accumulate to increase understanding of them and to enable to present what have discovered to others. The research adopted Miles and Huberman model, namely data collection, data reduction, data display and conclusion drawing and verification.

1. Data Collection

Data collection means collecting data from many sources. The researcher collected the data from interview, observation, and questionnaire. The researcher interview with the teacher, give questionnaire from the students and observation the process of reading comprehension session in X Social of SMA N 1 Wonosari.

2. Data reduction

Data reduction means summarizing, choosing the main things, focusing on the things that are important, looking for themes and pattern. In this step, the researcher selected, focuses, and abstracted the data in the field note. Based on Miles and Huberman theory, the researcher reduced the unnecessary data from the observation findings, interview findings, and questionnaire findings. From the observation and interview findings, the researcher got the data about the teachers' technique in teaching reading comprehension. From the questionnaire findings, the researcher got the data of students' perception in teachers' technique in teaching reading comprehension. Then, the researcher took the needed data and reduce the rest. After reducing the unnecessary data, the next step was data display.

3. Data Display

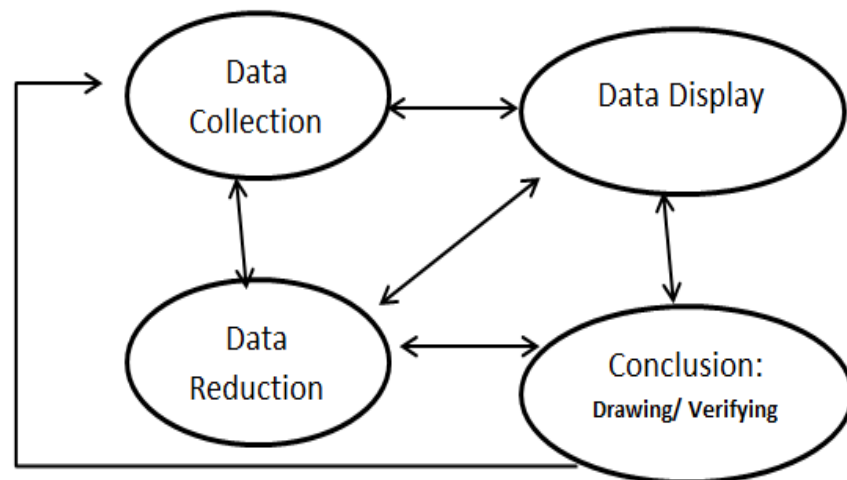
In qualitative research, data display can be done in the form of brief description, charts, relationship between categories, flowcharts and others. It will be easier to understand what is happening, plan further work based on what has been understood. Researcher display the data then described and analysed the data. After describing the data, the researcher analysed the data. The researcher described the data about students' perception on teachers' technique in teaching reading comprehension at tenth grade of SMA N 1 Wonosari.

4. Drawing conclusion and verification.

In this stage, after all of the data has been processed and analysed. The researcher drew its conclusion. The conclusion will answer the problem statements that was formulated in the beginning. Researcher choose the data that are relevant to the formulation of the problem. Then, the researcher made the data in a simple explanation. The last, the researcher concludes by looking at the data reduction and data display after collecting the data.

Table 3.2

Components of Data Analysis: Interactive Model in Miles and Huberman (1994: 12)



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

The research finding consist of the description of the data are found by analysing the observation, interview, and questionnaire. It describes about (1) The Students' Perception on Teacher's Techniques in Teaching Reading Comprehension and (2) The Teacher's Techniques in Teaching Reading Comprehension. The researcher held the classroom observation on 15th march 2022 until 4th April 2022 at the IIS 2 and IIS 4 on reading comprehension class. The researcher conducted the observation by following the teaching and learning process of reading comprehension session. The interview held on 5th April 2022 with the English teacher of tenth grade students' social class. The interview is about the teacher techniques in teaching reading comprehension.

Based on the observation and interview, the researcher has been found the teachers' technique in teaching reading comprehension. The researcher also gave the questionnaire to the students to measure the students' perception on teacher technique in teaching reading comprehension.

The procedures of teaching and learning process of reading are devided into three steps; opening (pre-reading), main activities (while reading), and closing (post-reading). The researcher did the interview to the English teacher who used some techniques applied in teaching reading comprehension at the tenth grade. The researcher presented the data of interview results to strengthen the data from observation in classroom.

Moreover, the researcher also gave the questionnaire to the sample of the students of tenth grade. The questionnaire consists of 15 questions of students' perception. The questionnaire formed was google form. The link was distributed to the sample of students by WhatsApp.

1. Teacher's Techniques in Teaching Reading Comprehension on Tenth Grade Students at SMA N 1 Wonosari in Academic Year 2021/2022

The researcher analysed the data of observation and interview to describe the teacher technique in teaching reading comprehension in the class. Based on the observation and interview, the researcher found many techniques that the teacher used in reading comprehension session. The techniques were used to help the students understand the material and easier in comprehension session.

From the interview with the English teacher and the observation in the classroom, the researcher has been found the techniques that used by the English teacher in the teaching and learning process. The techniques used by English teacher in reading comprehension based on observation and interview explain in the description below.

a. The Result from Observation

The researcher did six times observation in two class of IIS. The researcher observed three times each class to determine the teachers' techniques in teaching reading comprehension session. The description of the teacher techniques describes in each observation below.

1) The result of first observation

The first observation did on 15 March at the tenth grade students of IIS 4. The researcher found the techniques used by teacher in teaching reading comprehension. The explanation of the first observation were described as below.

a) Opening activity

The teacher opened the class by greeting and check the students' attendance. The teacher gave some questions to warming up the class. The teacher also reviewed the previous material and gave some instructions to the students. The teacher asked the students to opened the text book/hand book.

b) Main activity

The teacher started the class with some questions to activate the students' background knowledge. The teacher asked about the structure of recount text. After the questions and answer session, the teacher asked the students to read the vocabularies list on the table. The vocabulary consists of list vocabulary in the text. The teacher asked the students to read the story individually after studied the vocabulary. After read individually, the teacher checked the comprehension by gave some questions about the story. If students still difficult in comprehending the text, they should read again. The third activity was exercise of comprehension in the text written on the text book.

c) Closing activity

At the closing activity the teacher review again the material. The teacher also reminder to students to study at home and explore more about the today's material. The material will be continued on the next week. *“Thank you for your attention. Don't forget to study. Wassalamu'alaikum. Wr. Wb”*. The students respond with *“Thank you, Sir.”* and *“Wassalamu'alaikum. Wr. Wb.”*

Based on the observation above, the teacher applied some techniques. The discussing text types used before reading activity. The vocabulary list or new vocabulary was for introduce to students the vocabulary inside the text. At the reading session, the teacher used silent reading technique to the students and used dictionary if the students faced difficulties. In the last activities was did the exercise/answered some question about the text.

2) The result of second observation

The first observation did on 16 March at the tenth grade students of IIS 2. The researcher found the techniques used by teacher in teaching reading comprehension. The explanation of the second observation were described as below.

a) Opening activity

The teacher opened the class by greeting and check the students' attendance. The teacher gave some questions to warming up the class. The teacher also reviewed the previous

material and gave some instructions to the students. The teacher asked the students to open the text book/hand book.

b) Main activity

The teacher started the teaching and learning with review or checked the students' comprehension exercise from the last meeting. After checking the task, the teacher asked, "What do you think about this text? This text is the same text with the previous text. Did you still remember?". The students answered "Yes, sir. This is a story about Cut Nyak Dhien.". The next session was reading text, and students were allowed to open the dictionary. After the reading session was ended, the teacher gave questions to random students. After questions and answers, the teacher asked students who still had low comprehension to read again. The last session was a matching vocabulary exercise. The last activity before closing the class was homework about comprehension questions.

c) Closing activity

Because the time for teaching and learning was over, the teacher closed the class. Before closing the activity, the teacher gave homework to students in the form of comprehension questions from the text book. The teacher ended the class by saying "Thank you for your attention. Don't forget to study. Wassalamu'alaikum. Wr. Wb". The students responded with "Thank you, Sir. and Wassalamu'alaikum. Wr. Wb."

Based on the second observation above, the researcher found the teachers' techniques in teaching reading comprehension. The teacher used question and answer techniques to recall the students' memory about the text. The teacher applied silent reading techniques in reading activity. For the students who faced difficulties in comprehension session, the teacher applied re-read technique. The used of dictionary also applied by the teacher during reading session. The homework given was to follow up the students' comprehension.

3) The result of third observation

The third observation did on 22 March at the tenth grade students of IIS 4. The researcher found the techniques used by teacher in teaching reading comprehension. The explanation of the second observation were described as below.

a) Opening activity

The teacher opened the class by greeting and check the students' attendance. The teacher gave some questions to warming up the class. The teacher also reviewed the previous material and gave some instructions to the students. The teacher asked the students to opened the text book/hand book.

b) Main activity

The teacher started with pattern of phrase and clause. After gave the pattern, the students did the exercise on the board one by one. Students and teacher checked the

grammatical structure of the sentences together. The students did the task on the text book after the second activity was ended. Students allowed to used dictionary in all activity of teaching and learning process.

c) Closing activity

The teacher asked students to collect the task book. Before closed the class the teacher reminds to studied first about narrative text in the next meeting. The teacher closed the class by saying “*Thank you for your attention. Don’t forget to study. Wassalamu’alaikum. Wr. Wb*”. The students respond with “Thank you, Sir. and “*Wa’alaikumussalam. Wr. Wb.*”

Based on the third observation, the teacher used many techniques in teaching and learning process. The phase/session at the third observation was grammatical review. The students allowed used dictionary in classroom. The activity of the class was not in reading comprehension activities.

4) The result of fourth observation

The fourth observation did on 23 March at the tenth grade students of IIS 2. The researcher found the techniques used by teacher in teaching reading comprehension. The explanation of the second observation were described as below.

a) Opening Activity

The teacher opened the class by greeting and check the students' attendance. The teacher gave some questions to warming up the class. The teacher also reviewed the previous material and gave some instructions to the students. The teacher asked the students to opened the text book/hand book.

b) Main activity

The main activity started with question about recount text. After finished the question and answer, the teacher checked the homework. The next activity was the students searched the materials about narrative text. the teacher gave question "*After searched the material, what are the part of narrative and what is the definition?*". The class discuss about the part and definition of text. Then, the students read the text individually and opened the dictionary to translated unfamiliar vocabulary. After finished the reading session, the next activity was the exercise/answered questions.

c) Closing activity

Before closed the class, the teacher gave instruction to collect the task in teachers' office. And also reminds to did all the task. The teacher closed the class by saying "*Wassalamu'alaikum, Wr. Wb*" "*Did the task correctly and do not exit from the class. Thank you*". The students respons "*Yes, Sir. Wassalamu'alaikum, Wr. Wb*".

Based on the fourth observation, the researcher found some techniques. The teacher technique discussed the text structure first with the students. The used of dictionary was allowed in this observation. The teacher also used vocabulary technique in reading session. After finished the reading session, the teacher used question and answer technique or task for the last technique on the last process of comprehension.

5) The result of fifth observation

The fifth observation did on 29 March at the tenth grade students of IIS 4. The researcher found the techniques used by teacher in teaching reading comprehension. The explanation of the second observation were described as below.

a) Opening activity

The teacher opened the class by greeting and check the students' attendance. The teacher gave some questions to warming up the class. The teacher also reviewed the previous material and gave some instructions to the students. The teacher asked the students to opened the text book/hand book.

b) Main activity

The teacher started the reading session with a question *"Students, look at the text. From the title above please guess what is the topic of the text?"*. *"It is a story Sir"*. After gave the questions and answers, the teacher asked the students to read the passage. The next step was discussion the topic of the

text. teacher and students explain the topic of the text. One of students asked the differences of narrative and recount to the teacher. The teacher answered it and explained to other students at the class.

c) Closing activity

The teacher reminds to studied at home and did some exercise individually to add the students' knowledge. The teacher closed the class by saying "*Thank you for your attention. Don't forget to study. Wassalamu'alaikum. Wr. Wb*". The students respond with "Thank you, Sir. and "*Wassalamu'alaikum. Wr. Wb.*"

Based on the fifth observation, the researcher found the techniques used by teacher in teaching reading comprehension. The teacher started with predicting the text by giving question. After gave question, the teacher used silent reading technique to started the reading comprehension. When the students faced difficulties in differences one text to other, the teacher explained with the relatable answer to all of the students.

6) The result of sixth observation

The sixth observation did on 30 March at the tenth grade students of IIS 2. The researcher found the techniques used by teacher in teaching reading comprehension. The explanation of the second observation were described as follow.

a) Opening activity

The teacher opened the class by greeting and check the students' attendance. The teacher gave some questions to warming up the class. The teacher also reviewed the previous material and gave some instructions to the students. The teacher asked the students to opened the text book/hand book.

b) Main activity

The teacher started the reading session with asked the question: "*Did you still remember about the narrative text?*" "*What is the Issumboshi tell us about?*". "*Now, please read again if you forget about it?*". The second activity, the teacher explained again the structure and definition about narrative text. the third activity was students read again the text to got better comprehension based on teachers' instruction. The third activity was, the teacher and students checked the assignment of the previous meeting. The last activity was continued the grammatical structure.

c) Closing activity

After finished the teaching and learning process of that day. The teacher closed the class and reminds reminds to study at home and by saying "*Thank you for your attention, don't forget to study at home. Wassalamu'alaikum, Wr. Wb*" ,reminds to study at home and "*Thank you for your attention, don't forget to study at home.*"

Based on the sixth observation, the researcher found some techniques used by teacher in teaching reading comprehension. The teacher used brainstorming technique and predicting the text before the next activity. After warming up the students with that technique, the teacher discussed again about the definition and structure of the text. The next technique was re-read to check the comprehension.

b. The Result from Interview

The researcher interview the English teacher to clarify the data from classroom observation. The interview did on 5 April 2022. The data from interview was to found the teacher techniques in teaching reading comprehension. The data from interview with English teacher explained as follow.

1) Brainstorming

Besides the observation, the researcher did the interview to teacher to get the information related to the used of brainstorming as a technique in teaching reading comprehension. It can be proven from the teacher answered as follow:

“Biasanya diawal itu ya tadi seperti yang saya katakan sebelumnya. Siswa diberi semacam pemancing dulu. Apa jenis teks itu, dll. Kemudian mereka cari-cari dulu materinya lalu kita jelaskan rinci dan jika belum paham bisa ditanyakan kembali.” (Interview transcript).

Based on the teachers' statement above, the technique that applied by teacher in teaching reading comprehension at the first stage is brainstorming. The teacher gives some questions that attract the students background knowledge to explain the text. The function of brainstorming is to activate the students' brain before reading comprehension activity.

2) Discussing text type

Besides the observation, the researcher did the interview with the teacher to get information of the used the technique in teaching reading comprehension. It can be approved in the following interview:

“Biasanya siswa saya minta untuk mencari tahu dulu bentuknya seperti itu kira kira teks apa, nah kalau sudah masuk ke pemahaman jenis teks kemudian kita giring dulu biar paham dulu ciri dan lainnya dari teks itu.”

“Baca dulu secara umum seluruh teks kemudian kita lanjut diskusi bedah teks itu jenisnya apa” (Interview transcript).

Based on the statement above, the technique used by the teacher in the text of narrative and recount is discussing text types. The teacher had done a strategy discussing text type or the text structure. This technique used as a introducing the students to the kind of text. The teacher used the techniques frequently before reading activity.

3) Vocabulary item

The result from the observation related to the interview of the teachers' technique in teaching reading comprehension. The used of vocabulary technique was applied at the process reading stage. The students who difficulties in memorizing the meaning of the vocab should list and translate it. It can be proven from the teachers' statement below:

“Kadang saya suruh dulu itu baca keseluruhan teksnya, terus saya minta itu mereka coba tulis kosakata apa aja yang belum tau artinya”

“Iya seperti itu untuk vocabnya memang saya suruh list ada berapa terserah tidak saya batasi” (Interview transcript)

Based on the statement above, the teacher describes that students who found new vocabulary while reading the text, write the vocabulary on the book. The list of vocabulary depends on the students' difficulties and it different from one students to another. The students translate the vocabulary after ended the reading process.

4) Silent reading

The result from the observation related to the interview of the teachers' technique in teaching reading comprehension. The teacher used silent reading at the process of reading to get the comprehension. The students read whole text individually on reading comprehension stage before next step of comprehension. It can be proven from the statements below:

“Terus pahami dulu teksnya secara keseluruhan”

“Baca dulu secara umum seluruh teks” (Interview transcript)

Based on the teachers' statement above, the teacher asked students to understand the reading text first. The students read whole text and got the topic of the text by them self. In this step, the teacher guide to students independently read whole text and comprehend the text. The students may discuss with another students in this technique.

5) Question technique

The result from the observation related to the interview of the teachers' technique in teaching reading comprehension. The teacher used questioning technique or tasks in the last step of comprehension session. It can be proven as follows:

“Baru kemudian jawab soal-soal untuk memeriksa kembali pemahaman mereka terhadap teksnya.” (Interview transcript)

Based on the teachers' statement it can be seen that the teacher gives some question to the students after reading the text. The aim of the exercise or task is to check the students' comprehension of the reading text. The question is printed on the text book.

6) Encourage used dictionary

The result from the observation related to the interview of the teachers' technique in teaching reading comprehension. The teacher allowed the students used dictionary in the process of reading comprehension. The dictionary can be form of printed/book and digital dictionary/phone. It can be proven from the teacher statements as follows:

“Kalau ada siswa yang seperti itu saya suruh dia untuk translate saja. Kan kalau SMA boleh bawa HP jadi bisalah mereka translate ke google” (Interview transcript)

Based on the statement above, the teacher suggested the tudents to translate the text by dictionary if faced the difficulties. Because of in the senior high school, students allowed to brought the phone to the classroom in teaching and learning process. The used of dictionary can be a technique at the pre to post reading comprehension session.

7) Predicting the word and sentence

The result from the observation related to the interview of the teachers' technique in teaching reading comprehension. The teacher used predicting technique in proses of teaching and learning reading comprehension. It can be proven as follows:

“Kemudian untuk teknik lainnya yang tadi saya jelaskan diawal mereka membaca keseluruhan dulu. Misal ada topik teks tentang ini coba dipikir dulu kira-kira nanti teksnya ini

tentang apa kalau judulnya kayak gini.” (Interview transcript)

Based on the teachers’ statements, the teacher used the predicting technique at the first stage of reading. The teacher guides the students to predicting the text by look at the tittle and the style of the text. The technique used to identify the topic and kind of the text. The technique applied before the students read the whole text.

8) Re-read

The result from the observation related to the interview of the teachers’ technique in teaching reading comprehension. The teacher used re-read technique. Re-read technique mean the students read again the text after one time reading. It can be proven from the following statement:

“Biasanya kalau mereka kesulitan njawab soal, minta waktu lagi buat baca lagi. Mereka mesti bilang bentar pak, belum paham ulangi baca lagi ya pak, gitu.”

Based on the statement above, the teacher used the technique while students difficult in answer the questions. The students asked more time to read again the text to get better comprehension. The re-read technique make the students better in comprehension stage.

9) Scaffolding

The result from the observation related to the interview of the teachers' technique in teaching reading comprehension. The teacher used scaffolding in term of deliver the material about text. Each students have different background in teaching and learning activity. Scaffolding is one of technique that can be make students easier in learning the text. The used of scaffolding can be proven as follow:

“Tapi seringnya tetap saya harus menjelaskan dulu itu materinya baru mereka mencari tahu jika dibutuhkan”

(Interview transcript)

Based on the teacher statement, the teacher control still dominates in deliver the material in teaching and learning process. The teacher support the students in a process of understanding material or text. The teacher can help the students during reading comprehension session to support the students learning activity.

10) Follow up

The result from the observation related to the interview of the teachers' technique in teaching reading comprehension. The teacher used follow up technique. The follow up technique can be form of task related to the text given. the follow up technique can be proven as follow:

“Iya untuk PR ya kadang dikasih lah. Biar ada bahan buat belajar dirumah. Kalau sudah selesai pembelajaran

biasanya dikasih PR biar tambah paham di materi yang disampaikan.”. (Interview transcript)

Based on the teachers’ statement, the teacher sometimes gave homework to the students. Sometimes means not after teaching and learning the teacher gave the homework. The aim of the homework is to add the students’ comprehension about the text.

2. The Students’ Perception on Teacher’s Techniques in Teaching Reading Comprehension on Tenth Grade Students at SMA N 1 Wonosari in Academic Year 2021/2022

From the observation and interview, the researcher found that the teacher used some techniques in teaching reading comprehension. The teacher used: brainstorming, predicting, scaffolding, discuss the text type, encourage used dictionary, silent reading, vocabulary item, re-reading, task/question, and follow up technique. The teacher implemented the technique in reading comprehension session during pre-reading to post reading. The students’ perception to teachers’ technique is very important to know the quality of teaching and learning process. The researcher concluded the students’ perception on teacher techniques based on questionnaire. The questionnaire delivers to the tenth grade students of IIS. The finding of questionnaire is presented in the following explanation:

a. The students’ perception on teacher’s technique in teaching reading comprehension in overall teaching and learning activities

Table 4.1

Statement	A	N	D
Pembelajaran bahasa Inggris menyenangkan karena guru memakai berbagai teknik	40%	32.5%	27.5%

Based on the table above, 16 students were agree with a percentage of 40%, 13 students were neutral with a percentage of 32.5%, and 11 students were disagree with a percentage of 27.5%. The teacher's technique from the higher percentage in agree shows that students feel confident, focus, and happy in teaching and learning activities. The percentage shown that the students have positive perception in teachers' technique in teaching process.

Table 4.2

Statement	A	N	D
Teknik atau cara mengajar guru membuat saya lebih menyukai pelajaran bahasa Inggris	45%	40%	15%

Based on the table above, 18 students were agree with a percentage of 45%, 16 students were neutral with a percentage of 40%, and 6 students were disagree with a percentage of 15%. The teacher's technique improved the students' motivation in teaching and learning process. The students' interest also increase based on the questionnaire above. It can be seen based on the higher

percentage in agree, the students have positive perception in teaching reading comprehension process.

b. Brainstorming Technique

Table 4.3

Statement	A	N	D
Pertanyaan pemantik/pemancing saat pembelajaran teks bacaan, membuat saya lebih memahami teks.	70%	27.5%	2.5%

From the table above, 28 students were agree with a percentage of 70%, 11 students were neutral with a percentage of 27.5%, and 1 students was disagree with a percentage of 2.5% disagree. It shows, most of the students have positive perception on brainstorming technique. The indicator of positive students' perception were students focus, confident, satisfied and have motivation in teaching and learning reading comprehension beside the material and brainstorming technique. The indicators of negative perceptions, students behave in contrast to indicators of positive perception.

c. Prediction

Table 4.4

Statement	A	N	D
Teknik memprediksi isi teks dengan melihat judul dan beberapa kalimat membuat saya	60%	30%	10%

mudah dalam pembelajaran			
--------------------------	--	--	--

From the table above, 24 students were agree with a percentage of 60%, 12 students were neutral with a percentage of 30%, and 4 students were disagree with a percentage of 10%. It shows, most of the students have positive perception in prediction technique. The indicator of positive students' perception were students focus, confident, satisfied and have motivation in teaching and learning reading comprehension beside the material and prediction technique. The indicators of negative perceptions, students behave in contrast to indicators of positive perception.

d. Vocabulary

Table 4.5

Statement	A	N	D
Saya merasa senang ketika saya menemukan kata – kata sulit dalam teks kemudian guru meminta saya untuk mencari dalam kamus dan menghafalkan	57.5%	25%	12.5%

From the table above, 23 students were agree with a percentage of 57.5%, 10 students were neutral with a percentage of 25%, and 7 students were disagree with a percentage of 12.5%. It shows, most of the students have positive perception in vocabulary technique. The indicator of positive students' perception were students focus, confident, satisfied and have motivation in

teaching and learning reading comprehension beside the material and vocabulary technique. The indicators of negative perceptions, students behave in contrast to indicators of positive perception.

e. **Question and Task**

Table 4.6

Statement	A	N	D
Saya senang mengerjakan soal pemahaman teks yang diberikan guru dalam buku pegangan	60%	30%	10%

Table 4.7

Statement	A	N	D
Pemahaman saya terhadap teks selalu diperiksa oleh guru dengan berbagai pertanyaan pemahaman	72.5%	25%	2.5%

From the table above, 29 students were agree with a percentage of 72.5, 10 students were neutral with a percentage of 25, and 1 student disagree with a percentage of 2.5% for the questioning technique. 24 students were agree with a percentage of 60%, 12 students were neutral with a percentage of 30%, and 4 students were disagree with a percentage of 10% for the task technique. It shows, most of the students have positive perception in question and task technique. The indicator of positive students' perception were students focus, confident, satisfied and have motivation in teaching

and learning reading comprehension beside the material and question and task technique. The indicators of negative perceptions, students behave in contrast to indicators of positive perception.

f. Discussed text types

Table 4.8

Statement	A	N	D
Ketika guru meminta mencari tahu lebih banyak tentang materi, saya menjadi tertarik dan senang dalam pembelajaran teks bacaan	72.5%	22.5%	5%

From the table above, 29 students were agree with a percentage of 72.5%, 9 students were neutral with a percentage of 22.5%, and 2 students were disagree with a percentage of 5%. It shows, most of the students have positive perception in discussing text types technique. The indicator of positive students' perception were students focus, confident, satisfied and have motivation in teaching and learning reading comprehension beside the material and discussing text types technique. The indicators of negative perceptions, students behave in contrast to indicators of positive perception.

g. Silent reading

Table 4.9

Statement	A	N	D

Saya mudah memahami teks bacaan saat guru meminta untuk membaca teks secara mandiri	60%	37.5%	2.5%
---	-----	-------	------

From the table above, 24 students were agree with a percentage of 60%, 15 students were neutral with a percentage of 37.5, 1 student disagree and with a percentage of 2.5%. It shows, most of the students have positive perception in silent reading technique. The indicator of positive students' perception were students focus, confident, satisfied and have motivation in teaching and learning reading comprehension beside the material and silent reading technique. The indicators of negative perceptions, students behave in contrast to indicators of positive perception.

h. Encourage the use dictionary

Table 4.10

Statement	A	N	D
Penggunaan kamus dalam pembelajaran mempermudah dalam memahami teks dan pembelajaran menjadi menyenangkan	57.5%	37.5%	5%

From the table above, 19 students were agree with a percentage of 57.5%, 16 students were neutral with a percentage of 37.5%, and 5 students were disagree with a percentage of 5%. It shows, most of the students have positive perception in silent reading technique. The indicator of positive students' perception were

students focus, confident, satisfied and have motivation in teaching and learning reading comprehension beside the material and encourage the use dictionary technique. The indicators of negative perceptions, students behave in contrast to indicators of positive perception.

i. Re-read technique

Table 4.12

Statement	A	N	D
Teknik mengulang kembali membaca teks membuat saya lebih mudah memahami jenis teks dan isi pada teks bacaan	47.5%	40%	12.5%

From the table above, 18 students were agree with a percentage of 47.5, 9 students neutral with a percentage of 40%, and 13 students disagree with a percentage of 12.5%. It shows, most of the students have positive perception on teacher's technique used re-read technique. The indicator of positive students' perception were students focus, confident, satisfied and have motivation in teaching and learning reading comprehension beside the material and re-read technique. The indicators of negative perceptions, students behave in contrast to indicators of positive perception.

j. Scaffolding

Table 4.12

Statement	A	N	D
Dalam pembelajaran teks bacaan, guru mendampingi dan mengarahkan dalam menyampaikan materi teks seperti jenis, ciri – ciri, dll	75%	25%	0%

From the table above, 30 students were agree with a percentage of 75%, 10 students neutral with a percentage of 25%, and no one disagree with a percentage of 0%. It shows, most of the students have positive perception in teacher technique used scaffolding technique. The indicator of positive students' perception were students focus, confident, satisfied and have motivation in teaching and learning reading comprehension beside the material and scaffolding technique. The indicators of negative perceptions, students behave in contrast to indicators of positive perception.

k. Follow up

Table 4.13

Statement	A	N	D
PR yang diberikan guru terkait dengan pemahaman teks bacaan membuat saya lebih memahami materi	40%	32.5%	27.5%

From the table above, 16 students were agree with a percentage of 40, 13 students were neutral with a percentage of 32.5%, and 11 students were disagree with a percentage of 27.5%. It

shows, most of the students have positive perception in follow up technique. The indicator of positive students' perception were students focus, confident, satisfied and have motivation in teaching and learning reading comprehension beside the material and follow up technique. The indicators of negative perceptions, students behave in contrast to indicators of positive perception.

Based on the findings of questionnaire above, shown that teacher techniques in teaching reading comprehension gave the positive perception and negative perception. In the percentage of the students' perception was higher in the positive perception than negative perception. Most of students focus, confident, motivated, and satisfied in teaching and learning of reading comprehension. The students also easier in comprehending the text based on teacher technique used in teaching reading comprehension.

B. Discussion

In the section of discussion, the researcher discusses the findings to the other references. The researcher described the research findings with relevant references of theories related to teachers' technique in teaching reading comprehension. Based on the research findings, the teacher used some technique in teaching reading comprehension in the tenth grade students of SMA N 1 Wonosari.

1. Teacher's Techniques in Teaching Reading Comprehension on Tenth Grade Students at SMA N 1 Wonosari in Academic Year 2021/2022

From the classroom observation and interview with English teacher, the researcher found the techniques used by teacher in teaching reading comprehension. According to Brown (2001: 16), technique is any of wide variety of exercise, activities, or tasks used by the language classroom for realizing lesson objectives. The researcher explained the techniques of reading comprehension session based on observation and interview with the English teacher. The technique explained based on reading stage/phases in teaching comprehension process includes: pre-reading stage, while reading stage, and post reading stage (Gibbon: 2002; Brown 2001; Wallace, 1992).

a. Pre-reading

During this stage, there were some techniques done by the teacher in teaching reading comprehension. In general, the teacher use brainstorming, scaffolding, discussing text types, and predicting the word and sentence.

1) Brainstorming

Brainstorming is the preparation of students before reading comprehension session. Wallace (1992) stated that brainstorming is one of popular activities in this stage. This technique function to activate students' background knowledge and as a guidance. The brainstorming technique found on the second, fourth, and sixth observation and the result of interview. The teacher gave some question to the students related to the text. The students identify the text by answered the teachers' question.

2) Scaffolding

The teacher technique in deliver the material about text called scaffolding. The teacher used scaffolding frequently based on the observation and interview. Gasong, 2007 stated that scaffolding is a lesson in which students are given some assistance during the early stages of learning and then reducing the aid and providing opportunities for students. Based on the explanation, the teacher role in teaching and learning can support the students in understanding the material. If the students have good understanding, it will be increasing the students' mastery.

3) Discussing text types

Discussing the text type is also can created in pre-reading stage (Wallace, 1992). Based on the data, one of the most frequent used by the teacher is pre-reading stage is the discussion on text types. Before the reading comprehension activity, the teacher asked students to searched about the text first and guide students to this activity. The use of this technique is to add the students' knowledge about the structure, definition, and many things about the text. discussing text type found at the first, four, and sixth observation. This technique found on the first and four classroom observation.

4) Predicting word and sentence

From the data of classroom observation and interview, teacher use predicting word and sentence technique. Based on the

Gibbons (2002: 85) suggested activities predicting from title or first paragraph in this stage. The students predict what the kind and what the text tell us about by guessing from the title or the first sentence of the text. Predicting word and sentence found at the fifth and sixth observation. The students predict the kind and the topic of the text by guessing from the title or the first sentence.

b. While reading

1) Encourage used dictionary

The use of dictionary in teaching reading comprehension is very dominant. It is in line with Wallace's (1992: 86) idea stated that teacher can encouraging students to use dictionary in pre-while stage. In senior high school students, the students allowed to use phone in teaching and learning activities. The technique used when the students have problems in finding the meaning of the new or difficult words. Teacher allowed the students used dictionary but under the teachers' control.

2) Silent reading

The main activity of reading comprehension is reading process. For this stage, teacher can use many strategies and techniques. Based form the observation and interview, the teacher asked to students read the text individually. Brown (2003: 306) suggested the silent reading in the process of comprehension. It is in line with Anderson (1999) explained that silent reading is

primarily in reading comprehension because it focuses on getting meaning from print. The purpose of silent reading is to get better comprehension. the silent reading frequently used in while-reading stage. At this stage, teachers allowed students used dictionary if faced the difficulties while reading process.

3) Vocabulary item

Based on the data of observation, the students frequently faced problem in understanding the text because of many unfamiliar vocabularies. The teacher used the vocabulary technique to increase the students' comprehension and get the meaning of the text. Brown (2001: 377) views vocabulary items as a boring list of words that must be defined and memorized by the students, lexical forms are seen in their central role in contextualized, meaningful language. The vocabulary can be a form of new vocabulary list and unfamiliar vocabulary.

4) Re-reading

The data based on while-reading observation, the teacher used re-reading technique to students who difficulties in comprehend the text. Anderson (1999) proposed reread to check the students' comprehension. After silent reading or once reading activity, the teacher checked the students' comprehension based on the text. When checked the comprehension and still find that students did not get the comprehension, the teacher suggested to

re-read again the text. the teacher expected from re-read, students get better comprehension on the text.

c. Post-reading

1) Question and task

At the end of the reading stage on the post-reading, the teacher checked the comprehension by question and task. It is in line with Anderson (1999) propose, questioning, clarifying, summarizing, monitor comprehension, and justify comprehension as the strategies that can be implemented in classroom activities in teaching reading comprehension. The aims of the technique are to check the students' comprehension and increase the students to get the meaning in the higher level. The form of the task can be a comprehension question or question and answer.

2) Follow up

The last activity of reading comprehension is follow up. Follow up is the teacher give homework to students after teaching and learning process. In this case, teachers can conduct such activities; scanning questions, summarizing, learner's purpose, and following-up (Wallace, 1992). Based on the explanation, the homework can be one of technique can uses in reading comprehension at the end of the process of teaching and learning. The students can improve the comprehension by answered some homework comprehension question or another question.

From the explanation above, in the teaching and learning of reading comprehension the teacher uses various techniques in teaching reading comprehension: brainstorming, scaffolding, discussing text types, predicting, silent reading, encourage use dictionary, vocabulary item, re-reading, question and task technique and follow up technique. The frequency of each technique was based on the teaching and learning situation and the stage. It is also supported and in line by the previous related study by Kurniawan (2019) that explain the teacher technique in teaching reading comprehension: brainstorming, using media, and making group discussion.

2. Students' Perception on Teachers' Techniques in Teaching Reading Comprehension at the Tenth Grade Students of SMA N 1 Wonosari in Academic Year 2021/2022

The students' perception towards the teacher techniques are different each other. It causes the applying of the techniques are appropriate with the materials and the students perceive. Based on that, the students give their own perception in teaching and learning process. Walgito (2010:99) stated that perception is a process that is preceded by the sensing process, which is the process of receiving stimulus by individuals through the sensory devices or also called sensory processes. The differences of students' perception affected by the different process of receiving stimulus.

The using of techniques helps the students accepting the material in a better way. The techniques used by teacher in teaching reading

comprehension as follow: brainstorming, scaffolding, discussing text types, predicting, silent reading, encourage use dictionary, vocabulary item, re-reading, question and task technique and follow up technique. The positive perception frequently chose by students in terms of 'agree' from the questionnaire. Based on the questionnaire finding, the techniques by the teacher give the positive perception to the students in teaching and learning process of reading comprehension. It is in line with the previous research from Sari (2021) that the students had positive perception on teachers' technique in teaching reading comprehension. The higher percentage of the questionnaire: discussion text types and question and task technique. Both techniques are used in the stage of reading comprehension frequently in the classroom. The discussion of text types used in the pre-reading process. The question and task technique used in the post-reading process. The whole techniques applied by the teacher in all stage of teaching and learning process of reading comprehension from pre-reading to post-reading.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter discusses about the conclusion of the research and suggestion for the English teacher, the and the other researchers. The discussion of each selection will be delivered as follow:

A. Conclusion

Based on the research findings, the teacher used some techniques to applied and implemented in teaching reading comprehension. From the findings of the research and discussion in chapter IV, the researcher proposed the following conclusion as follow:

First, the teachers' technique in teaching reading comprehension based on the results and analysis from classroom observation and interview. It can conclude that the teacher had used several techniques to encourage the students in comprehend the text that formulated in pre-reading, while reading, and post-reading stages. In the pre-reading stage the teacher conducted brainstorming, scaffolding, discussing text types, and predicting the word and sentence. In the while-reading stage the teacher conducted encourage used dictionary, silent reading, vocabulary item, and re-reading. In the post-reading stage the teacher conducted question and task and follow up.

Second, the students' perception on teachers' technique in teaching reading comprehension based on the result of questionnaire. The finding of the percentage the questionnaire show the teachers' technique gives a positive perception to the students. The teachers' technique in teaching reading comprehension make the students motivated, focus, confidence, and satisfied

in comprehension proses during pre-reading to post reading. The right techniques also affect the students' perception on teachers' technique. Therefore, teacher as a facilitator should choose the best and right technique related to students' background knowledge to achieving the goals of learning.

B. Suggestions

Based on the result of the research above, the researcher would offer some suggestions, as follows:

1. For the next researcher

For the next researcher, the researcher hopes the result of the research will be more helpful as reference. The future researcher can conduct in wider area about the teachers' technique in teaching reading comprehension.

2. For the teacher

For the teacher, the result of the research can improve the quality of the teaching and learning process. The result of the research can be an inspiration in selected techniques for students. The teacher can be added more technique include using of technology to increase the students' ability in teaching and learning especially in reading comprehension.

3. For students

For students, the students should learn English seriously to achieve better goals in learning. Students must motivate themselves to learn and motivate to read more about the material to increase students' abilities and knowledge.

BIBLIOGRAPHY

- Ahmad & Suziyanti. 2019. "Students Perception of Teachers' Strategies in Teaching English". English Journal of Indragiri.
- Anderson, N. 1999. *Exploring Second Language Reading: Issues and Strategies*. Boston, MA: Heinle & Heinle.
- Anney, Vincent N. 2014. *Ensuring the Quality of the Findings of Qualitative Research: Looking at Trustworthiness Criteria*. Tanzania: Journal of Emerging Trends in Educational Research and Policy Studies.
- Apsari, Yanuarti. 2015. *Teachers' Techniques and Problems in Teaching Reading*. P2M STKIP Siliwangi Vol. 2, No. 2.
- Blair, Heilman, Rupley. 2005. *Principles and Practice of Teaching Reading*. United States of America: A bell & Howell Company.
- Blake, R. & Maggie. 2006. *Perception of Human Motion*. Nashville: Vanderbilt University.
- Brown, H. Douglas. 2001. *Teaching by Principles an Interactive Approach to Language Pedagogy*. Addison Wesley Longman Inc.
- Brown, H. Douglas. 2007. *Principles Language Learning and Teaching*. New York: Pearson Education.
- Catherine E. Burns, Ardys M. Dunn, Margaret A. Brady, Nancy Barber Starr, Catherine G. Blosser. 2009. *Pediatric Primary Care Fifth Edition*. United States of America: Library of Congress Cataloging.
- Crawford, A., Saul, E.W., Mathews, S. And Makinstner, J. 2005. *Teaching and Learning Strategies for Thinking Classroom*. New York: The International Debate Education Association.
- Creswell, John W. 2014. *Research Design (Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran) Edisi ke-4*. Yogyakarta: Pustaka Belajar.
- Edmondson, Patricia. 2006. *Scaffolding: Strategies for Improving Reading Comprehension Skills*.
- Emzir. 2014. *Metode Penelitian Kualitatif: Analisis Data*. Jakarta: Rajawali Pers.
- Fauziati, Endang. 2010. *Teaching English as a Foreign Language*. Surakarta: Pustaka Utama.
- Gasong, D. 2007. *Model Pembelajaran Konstruktivistik sebagai Alternative Mengatasi Masalah Pembelajaran*. Jakarta: UNJ

- Gibbons, P. 2002. *Scaffolding Language Scaffolding Learning: Teaching Second Language Learners in The Mainstream Classroom*. USA. Portsmouth: Heinemann.
- Glendinning, Eric H, and Holmstrom, B. 1992. *Study Reading: a Course in Reading Skill for Academic Purposes*. Cambridge: Cambridge University Press.
- Heilman, A.W., Blair, T.R., & Rupley, W.H. 2005. *Principles and Practices of Teaching Reading*. Ohio: Charles E. Merrill Publishing Company.
- Hong, K-S., Ridzuan, A. A, & Kuek, M-K. 2003. *STUDENTS' Attitudes Toward the use of the Internet for Learning: A study at University in Malaysia*. Educational Technology & Society.
- Klingner, J. K., Vaughn, S., & Boardman, A. 2007. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press.
- Kurniawan, Dedi. 2019. *“Teachers’ Technique in Teaching Reading Comprehension at SMA N 1 Kota Sungai Penuh in Academic Year 2017/2018*. Jambi: Jambi University.
- Kustaryo, S. 2000. *Reading Techniques for College Students*. Jakarta: Depdikbud Dirjen Dikti PPLPTK.
- Nunan, D. 2003. *Practical English Language Teaching (1St Edition)*. New York: McGraw Hill.
- Nuriati, Ohoiwutun, J. E., & Mashuri. 2015. *Improving Students’ Reading Comprehension by Using Buzz Group Technique*. e-Journal of English Language Teaching Society (ELTS).
- Qiong, O. 2017. *A Brief Introduction to Perception. Studies in Literature and Language*. CS Canada.
- Riduan, Muhammad. 2021. *“The Students’ Perceptions of Online Learning During the Covid-19 Pandemic”*. Palangka Raya: State Islamic Institute of Palangka Raya.
- Robbins, S. P., & Judge, T. A. 2013. *Organizational Behavior (15th Edition)*. New Jersey: Pearson Education.
- Rohman, Arif. 2009. *Memahami Pendidikan dan Ilmu Pendidikan*. Yogyakarta: LaksBang Mediatama.

- Ross, K.N. 2005. *Questionnaire Design: Quantitative Research Methods in Educational Planning*. Paris: UNESCO International Institute for Educational Planning.
- Sari, Suci I. 2021. “*Students’ Perception Towards Teacher Strategies in Teaching Reading Skill at the Eleventh Grade of SMAN 4 Palopo*”. Palopo: State Islamic Institute of Palopo.
- Setiyadi, Bambang. 2006. *Teaching English as a Foreign Language*. Yogyakarta: Graha Ilmu
- Sobur, Alex. 2003. *Psikologi Umum*. Bandung: Pustaka Setia.
- Soedarso. 2002. *Speed Reading: Sistem Membaca Cepat dan Efektif*. Jakarta: Gramedia Pustaka.
- Sugiyono. 2015. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan (R&D))*. Bandung: Alfabeta.
- Sutopo, H. B. *Metodologi Penelitian Kualitatif*. 2002. Surakarta: Sebelas Maret University Press.
- Thamrin, M. Husni., & Taufik K. 2023. “*Students’ Perception on Teachers’ Teaching Reading Through Local Folktale*”. Purwokerto: JUPENSI.
- Unumeri, G. 2009. *Perception and Conflict*. Abuja: National Open University.
- Vacca, Richard T & Vacca, Jo Anne L. 1999. *Content Area Reading*. Longman.
- Wahyuni, S. 2012. *Qualitative Research Method: Theory and Practice*. Jakarta: Salemba Empat.
- Walgito, Bimo. 2010. *Pengantar Psikologi Umum*. Yogyakarta: CV Andi.
- Wallace, C. 1992. *Reading*. Oxford University Press.
- Woolley, G. 2011. *Reading comprehension: Assisting children with learning difficulties*. London and New York: Springer.
- Yusuf, Muri. 2014. *Metode Penelitian Kuantitatif, Kualitatif, dan Penelitian Gabungan*. Jakarta: Prenadamedia.

APPENDICES

Appendix 1

Observation Transcript and Checklist

OBSERVATION

Teacher : Drs. Teguh S

Class : IIS 4

Materials : Recount text and Narrative

1. First Observation

The researcher did the first observation on 15 March at the tenth grade students of IIS 4. The teacher opened the class with greeting “*Assalamu’alaikum*” and the students answered “*Wa’alaikumussalam*”. The teacher greeting the students, pray together, checked the students’ attendance, giving students motivation and warming up the class with some questions and answers session. After the opening session was ended, the teacher reviewed little bit about the material given before. The teacher asked “*did you still remembered about the structure of past tense?*” and one of the students answered “*yes, sir*”. After checked the students understanding, the teacher asked the students to opened the text book. In the previous meeting, the students already studied about the structure and example about recount text.

In the main activities, the teacher started the class with question: “*What is the structure of recount text based on our last meeting?*”. Then, the students answered the question from the teacher. After finished the review question and answer, the next was reading text. Before read the text, the teacher asked the students to read the vocabulary list on text book. The next activity was reading process. The teacher asked students to read the text

individually. The teacher checked and make sure all of students did the instruction.

The activity after reading the text was random question about the text to students. At the end, the teacher found students still did not read the text like other students. The teacher asked to students to read again until they got the comprehension. The next step was exercise based on the text given/comprehension question. If the students difficult in comprehend and did the task, the teacher allowed to open the phone in order to access dictionary. Beside the reading session, the other activity was about grammatical phrase and clause. The students looked at the example of page 151 and the teacher explained the patterns little bit because the time was over.

Before closed the class the teacher asked about today's material. The teacher reminds to study at home and explore more about clause and phrase. The teacher closed the class by saying "*Thank you for your nice attention. See you next week. Wassalamu'alaikum. Wr, wb*"

2. Second Observation

The researcher did the second observation on 22 March in the tenth grades students of IIS 4. The material when the researcher observation at the class, the material was not in reading activities at the first session of teaching process. The material was continued grammatical structure of adverbial phrase and clause.

The teacher opened the class with greeting "*Assalamu'alaikum*" and the students answered "*Wa'alaikumussalam*". The teacher greeting the students, pray together, checked the students' attendance, giving students

motivation and warming up the class with some questions and answers session. After the opening session was ended, the teacher reviewed little bit about the material given before.

The teacher started with review pattern of phrase and clause. After review, the students did the exercise given from students in the white board about phrase and clause sentences. The teacher and students checked the answered on the board after all question answered by students. At the second session the teacher asked the students to did the task 2 page 152. The students did the text individually and allowed to use a dictionary (printed/online by phone). After finished all the exercise, the time was over. The teacher asked to collect all the book to the teachers' office.

Before closed the class the teacher asked to studied about narrative to prepare the next meeting. The students should study first about the definition etc before next meeting. The teacher closed the class by saying "*Thank you for your attention. Don't forget to study. Wassalamu'alaikum. Wr. Wb*". The students respond with "Thank you, Sir. and "*Wa'alaikumussalam. Wr. Wb.*"

3. Third Observation

The researcher did the second observation on 29 March in the tenth grades students of IIS 4. The material when the researcher observation at the class, was narrative text. The teacher opened the class with greeting "*Assalamu'alaikum*" and the students answered "*Wa'alaikumussalam*". The teacher greeting the students, pray together, checked the students' attendance, giving students motivation and warming up the class with some questions and

answers session. After the opening session was ended, the teacher reviewed little bit about the material given before.

The main activity, the teacher asked students to opened text entitled 'Isumboshi'. "*Students, look at the text. From the title above please guess what is the topic of the text?*". "*It is a story Sir.*". And the teacher did many questions and answer about the story before reading session. At the end of questions and answers session, the class conclude the text was narrative. Then, teacher asked students to explore the material. After ended the first session, the next session was reading activity. The students should read the text given. After reading was ended the students translate the vocabulary. The next activity was discussion the topic of the text and one of the students asked "*what is the difference between narrative and recount?*". The teacher answered it and explained to other students at the class.

The teacher closed the class because of the time was over. The teacher reminds to studied at home and did some exercise individually to add the students' knowledge. The teacher closed the class by saying "*Thank you for your attention. Don't forget to study. Wassalamu'alaikum. Wr. Wb*". The students respond with "Thank you, Sir. and "*Wassalamu'alaikum. Wr. Wb.*"

Teacher : Drs. Teguh S

Class : IIS 2

Materials : Recount text and Narrative

1. First Observation

The researcher did the second observation on 16 March in the tenth grades students of IIS 4. The material when the researcher observation at the class was recount text BJ. Habibie. The teacher opened the class with greeting “*Assalamu’alaikum*” and the students answered “*Wa’alaikumussalam*”. The teacher greeting the students, pray together, checked the students’ attendance, giving students motivation and warming up the class with some questions and answers session. After the opening session was ended, the teacher reviewed little bit about the material given before.

The teacher asked to the students to review together the last task comprehension question. After checked the task, the teacher answered “*What do you think about this text? This text is the same text with previous text. Did you still remember?*”. The students answered “*Yes, sir. This is story about Cut Nyak Dhien.*”. Then, the teacher confirmed the students answered. The next step was reading session. The teacher allowed to open the dictionary if they faced difficulties. After the reading session was ended, the teacher checked by giving questions to random students. Students who difficult in comprehend should read again the text. The next activity was match vocabulary from the text.

Because the time was over, the teacher gave homework on task 2 (comprehension question). The teacher reminds to studied at home and did

some exercise individually to add the students' knowledge. The teacher closed the class by saying "*Thank you for your attention. Don't forget to study. Wassalamu'alaikum. Wr. Wb*". The students respond with "Thank you, Sir. and "*Wassalamu'alaikum. Wr. Wb.*"

2. Second Observation

The researcher did the second observation on 23 March in the tenth grades students of IIS 2. The material when the researcher observation at the class was narrative text. The teacher opened the class with greeting "*Assalamu'alaikum*" and the students answered "*Wa'alaikumussalam*". The teacher greeting the students, pray together, checked the students' attendance, giving students motivation and warming up the class with some questions and answers session about recount text. "*Do you remember what is the structure of recount text?*" and the students answered the questions. After questions and answers session, the class checked the last homework.

At the second observation, the teacher continued the new material about narrative text because that day the teacher got an assignment from the headmaster. The teacher asked the students to searched and studied about the text by their self. "*After searched the material, what are the part of narrative and what is the definition?*". The students answered in a good way. The teacher asked the students to read the text and allowed to opened the dictionary. If there are many unfamiliar vocabularies, the students list and write in the task book. The teacher gave the instructions: did the comprehension question, if they still had time continued at vocabulary

exercise page 162. All the task should be collected at the teachers' office after the end of the class.

The teacher closed the class and reminds to did all the task given. The teacher closed the class by saying "*Wassalamu'alaikum, Wr. Wb*" "*Did the task correctly and do not exit from the class. Thank you*". The students respons "*Yes, Sir. Wassalamu'alaikum, Wr. Wb*".

3. Third Observation

The researcher did the second observation on 30 March in the tenth grades students of IIS 2. The material when the researcher observation at the class was narrative text. The teacher opened the class with greeting "*Assalamu'alaikum*" and the students answered "*Wa'alaikumussalam*". The teacher greeting the students, pray together, checked the students' attendance, giving students motivation and warming up the class with some questions and answers session. After the opening session was ended, the teacher reviewed little bit about the material given before.

The last meeting, the teacher left students for other assignment. The first activity was teacher checked whether the students really did the task well or not. The teacher asked the question: "*Did you still remember about the narrative text?*" "*What is the Issumboshi tell us about?*". "*Now, please read again if you forget about it*". The next activity after reading session, the teacher explained the narrative text structure and definition. After explained about the narrative text, the teacher asked students to read again the text and checked the last assignment with whole class. The teacher make sure all of students did the task and checked together with the class member.

The teacher continued the grammar structure at the previous page. After the time was over, teacher closed the class by reminds to study at home and by saying “*Thank you for your attention, don’t forget to study at home. Wassalamu’alaikum, Wr. Wb*”

OBSERVATION CHECKLIST

Material : Reading Text

Teacher name : Drs. Teguh S

No	Activity	Indicator	Option		Description
			Yes	No	
1.	Opening	Teacher opens the lesson by greeting the students	✓		
		Pray before study	✓		
		Giving motivation to the students	✓		
		Teacher checks the student's attendance list	✓		
		Teacher tells the aim of the subject that will be reached	✓		
		Teacher asks students randomly about their activities in the past	✓		
2.	Main Activity	Teacher explained the material	✓		

		Teacher uses dialogue for teaching	✓		
		Make some examples of text	✓		
		Helps the students	✓		
		Explain the material about text	✓		
		Lead the students to comprehend the text	✓		
		Exercise session	✓		
3.	Closing	Tell the students to study	✓		
		Tell the next material	✓		
		The conclusion of material		✓	
		Close the class	✓		

Appendix 2

Interview Guidelines and Transcript

INTERVIEW GUIDELINES

The list of question for English teacher interview:

1. Bagaimana pembelajaran bahasa Inggris di kelas X?
2. Sekolah menggunakan kurikulum apa?
3. Bagaimanakah proses dari pembelajaran reading comprehension?
4. Apa saja materi reading comprehension di kelas X pada K13?
5. Apakah pembelajaran reading khususnya terkait reading comprehension dalam pembelajarannya bapak menggunakan cara/teknik tertentu sesuai dengan teks?
6. Step atau langkah dalam mengajar reading comprehension seperti apa?
7. Apa saja teknik yang digunakan dalam mengajar reading comprehension?
8. Apakah teknik yang digunakan selalu sama untuk semua materi dan semua kelas?
9. Bagaimana teknik untuk menghadapi siswa yang kesulitan dalam memahami teks?
10. Apakah siswa selalu mengerjakan soal untuk menambah pemahaman?

Interview Transcript with English Teacher

Q : Researcher

A : English teacher

Q : “Assalamu’alaikum, selamat pagi. Hari ini saya akan mewawancarai bapak terkait dengan pembelajaran reading teks khususnya reading comprehension untuk kelas 10.”

A : “Wa’alaikumussalam. Ya silahkan saja mbak.”

Q : “Baik. Terimakasih atas waktunya, bapak. Sebelum masuk ke pertanyaan inti, bagaimana pembelajaran bahasa Inggris di sekolah ini khususnya untuk kelas X dan kurikulumnya bagaimana, pak?”

A : “Pembelajarannya Alhamdulillah baik dan lancar. Hanya saja kan kelas X itu peralihan dari jenjang SMP ke SMA jadi membutuhkan penyesuaian untuk kemampuan siswanya. Kalau kurikulum tentu saja kurikulum 2013.”

Q : “Kalau begitu lanjut saja ke pertanyaan inti. Untuk pertanyaan pertama. Bagaimanakah pembelajaran reading comprehension dikelas X IIS?”

A : “Untuk pembelajaran reading khususnya comprehension yang berkaitan dengan pemahaman teks ya seperti biasa. Siswa mempelajari teks kemudian nanti ada pengerjaan soal, atau diskusi dll.”

Q : “Kalau untuk materi reading comprehension dikelas X itu apa saja ya pak?”

A : “Banyak mbak. Ada narrative, deskripsi, report, recount, eksposisi, letter adalagi beberapa saya agak lupa nanti cek saja di buku pegangan saya mbak. Kalau untuk saat ini recount dan narative. Tapi ada yang masih di teks announcement sepertinya.”

Q : “Apakah pembelajaran reading khususnya terkait reading comprehension dalam pembelajarannya bapak menggunakan cara/teknik tertentu sesuai dengan teks? Atau menggunakan cara yang sama dalam menyampaikan reading comprehension?”

A : “Kalau untuk cara menyampaikan materi mungkin bisa berbeda tergantung kesulitan teksnya juga ya. Kalau secara garis besar kan sesuai dengan K13 itu siswa yang aktif mencari informasi sedangkan guru cuma mendampingi dan mengarahkan.”

Q : “Iya benar, pak. Kemudian untuk step pembelajarannya biasanya bapak melaksanakan dengan model seperti apa? Mulai dari awal pengenalan teks sampai dengan proses comprehension atau pemahaman teks itu sendiri.”

A : “Biasanya siswa saya minta untuk mencari tahu dulu bentuknya seperti itu kira kira teks apa, nah kalau sudah masuk ke pemahaman jenis teks kemudian kita giring dulu biar paham dulu ciri dan lainnya dari teks itu. Kalau sudah selesai pemahaman tentang teksnya secara umum lalu lanjut ke teks bacaannya. Baca dulu secara umum seluruh teks kemudian kita lanjut diskusi bedah teks itu jenisnya apa langsung menjawab pertanyaan komphensi di bawahnya. Kan biasanya ada itu beberapa soal dibawah teksnya ya, ya secara garis besar seperti itu.”

Q : “Lalu dalam penyampaian awal jenis teks dan lain-lain tadi, apakah bapak menjelaskan secara langsung keseluruhan materi atau seperti apa ya pak?”

A : “Biasanya diawal itu ya tadi seperti yang saya katakana sebelumnya. Siswa diberi semacam pemancing dulu. Apa jenis teks itu,dll. Kemudian

mereka cari-cari dulu materinya lalu kita jelaskan rinci dan jika belum paham bisa ditanyakan Kembali. Tapi seringnya tetap saya harus menjelaskan dulu itu materinya baru mereka mencari tahu jika dibutuhkan”

Q : “Nah kemudian di proses reading comprehensionnya itu adakah cara tertentu yang bapak gunakan kepada siswa untuk mempermudah siswa itu dalam memahami teks bacaannya? Kalau ada kira- kira apa saja ya pak?”

A : “Oo kalau itu jelas ada. Kan siswa itu kadang ya mbak kalau disuruh baca aja itu susah betul. Yakin saya, kalau cuma disuruh baca itu separuh dari total siswa yang baca saja itu sudah bagus. Nah karena ada kasus seperti itu kemudian saya akali. Jadi di selang-seling tergantung situasi dan kondisi. Kadang saya suruh dulu itu baca keseluruhan teksnya, terus saya minta itu mereka coba tulis kosakata apa aja yang belum tau artinya. Nah ditulis terus nanti dicari di google translate atau di kamus cetak. Kemudian juga ada itu sesi hafalan vocab biar tambah banyak kosakata yang diketahui.”

Q : “Oo begitu ya, pak. Jadi selain tujuan membaca untuk memahami, ada juga sesi hafalan vocabnya. selain itu mungkin ada lagi teknik dalam mengajar reading teks yang Bapak gunakan?”

A : “Iya seperti itu untuk vocabnya memang saya suruh list ada berapa terserah tidak saya batasi. Ada lagi teknik lainnya tu kan baru satu cara. Kemudian untuk teknik lainnya yang tadi saya jelaskan diawal mereka membaca keseluruhan dulu. Misal ada topik teks tentang ini coba dipikir dulu kira-kira nanti teksnya ini tentang apa kalau judulnya kayak gini.

Terus pahami dulu teksnya secara keseluruhan baru kemudian jawab soal-soal untuk memeriksa kembali pemahaman mereka terhadap teksnya. Nah disini biasanya kalau mereka kesulitan njawab soal, minta waktu lagi buat baca lagi. Mereka mesti bilang bentar pak, belum paham ulangi baca lagi ya pak, gitu. Jadi memang seperti itu menyesuaikan teksnya dan juga situasi kondisi di kelas.”

Q : “Jadi memang dalam memahami teks siswa membutuhkan beragam cara dan karena kemampuannya juga berbeda jadi pelaksanaannya juga menyesuaikan ya pak? Kalau untuk soal pemahaman itu tadi apakah selalu dilakukan individu atau kelompok atau bagaimana?”

A : “Yang bagian soal pemahaman itu ada yang individu ada yang diskusi kelompok. Kan kita juga harus tetap berpegangan sama kurikulum ya mbak ya. Jadi ya kondisional. Kalaupun tidak diminta diskusi itu siswa biasanya ya cari partner sendiri kok kadang”

Q : “Oiya pak. Tetap berpegangan pada kurikulum tadi ya dalam pembelajarannya. Untuk yang vocab tadi apa harus semua menghafal apa bagaimana?”

A : “Tergantung lagi kalau itu. Kalau kira-kira semakin kesini pemahaman ke reading comprehension semakin sulit, kita pakai hafalan vocab satu-satu. Tapi untuk jenjang sekarang saya tidak menerapkan itu. Mereka mandiri menghafal saja.”

Q : “Kalau untuk yang setelah membaca kemudian memeriksa pemahaman dengan soal-soal. Berarti itu nanti dicocokkan bersama-sama atau bagaimana?”

A : “Iya. Itu nanti ada sesi mencocokkan biar tujuan dari pembelajaran pemahaman teks itu bisa tercapai. Kalau tidak begitu nanti nggak mau mengerjakan dan memahami mbak. Jadi harus dengan dicocokkan biar mereka usaha mau baca mau mengerjakan.”

Q : “Baik. Terimakasih untuk informasinya terkait yang saya butuhkan untuk pembelajaran reading comprehension. Lalu jika ada siswa yang kesulitan dalam memahami teks treatment yang bapak berikan seperti apa?”

A : “Kalau ada siswa yang seperti itu saya suruh dia untuk translate saja. Kan kalau SMA boleh bawa HP jadi bisalah mereka translate ke google. Tapi diawal saya peringati dulu untuk jangan gunakan ponsel sebelum benar-benar terdesak. Kalau saya memang membuat aturan pemakaian HP hanya jika diijinkan saja.”

Q : “Ooo seperti itu ya, pak. Memang era digital seperti ini pembelajaran pun harus menyesuaikan juga ya.”

A : “Iya betul. Tapi tetap dalam control guru dalam penggunaan dalam belajar. Ada lagi mungkin yang ditanyakan?”

Q : “Ada yang terlewat pak, mohon maaf bagian PR atau tugas siswa. Apakah bapak juga memberikan PR setelah menyampaikan materi?”

A : “Iya untuk PR ya kadang dikasih lah. Biar ada bahan buat belajar dirumah. Kalau sudah selesai pembelajaran biasanya dikasih PR biar tambah paham di materi yang disampaikan. Masih ada lagi pertanyaannya?”

Q : “Untuk pertanyaan terkait pembelajaran sementara itu dulu, pak. Kalau nanti ada pertanyaan lanjutan ada yang kurang paham, nanti saya tanyakan

via Wa saja, pak. Untuk sementara cukup seperti ini dulu yang saya tanyakan.”

A : “Nanti langsung hubungi saja. Takutnya nanti kesulitan kalau harus menemui saya soalnya jamnya banyak.”

Q : “Baik, pak. Terimakasih atas waktu dan kesempatan yang diberikan kepada saya. Apa yang bapak sampaikan sangat berarti sekali bagi penelitian saya. Kapan-kapan saya menemui bapak lagi jika ada beberapa hal yang saya butuhkan.”

A : “Ya. Sama-sama mbak. Silahkan dating jika ada yang masih kurang. Nanti langsung hubungi saja.”

Appendix 3

Questionnaire Distribution and Percentage

QUESTIONNAIRE DISTRIBUTION

No	Theory	Indicator
1. Students Perception	<p>A. Catherine., et al (2009:304)</p> <p>Positive perception is a valuable present that prepares the self-confidence and power to catch on the word, to endure crises, and to focus outside oneself. It increases the construction of relationship and giving to others.</p>	<p>1) Self-confidence</p> <p>a) Students confident in teaching and learning process of teaching reading comprehension.</p> <p>b) Students confident with the teacher technique in teaching reading comprehension.</p> <p>c) Focus</p> <p>a) Students become more focus in learning process of reading comprehension.</p> <p>b) The students easier in comprehension session with the</p>

		teacher technique.
	<p>B. Robbins (2013:110)</p> <p>Negative perceptions are individual perceptions to certain objects or information with negative views, contrary to what is expected from the object that is perceived or from existing rules</p>	<p>1) Dissatisfaction with the object</p> <p>a) Students are not satisfied with the materials.</p> <p>b) Students are not satisfied with the teacher technique used by teacher.</p> <p>1) The existence of individual ignorance</p> <p>a) Students lack of motivation in learning English</p> <p>b) Students do not confident while comprehension session.</p>
<p>2. Teachers</p> <p>Technique in Teaching Reading Comprehension</p>	<p>A. Pre-reading</p> <p>1. In this stage, one very popular kind of activities is brainstorming</p>	<p>1) The teacher give guessing question to activate students' background knowledge.</p>

	<p>(Wallace, 1992: 91).</p> <p>2. Gibbons (2002: 85) suggested activities predicting from title or first paragraph in this stage.</p> <p>3. Wallace's (1992: 86) idea stated that teacher can encouraging students to use dictionary in pre-while stage.</p>	<p>2) The teacher guide students to predict the text by seeing the first sentence or the title of the text.</p> <p>3) The teacher allow the students to use dictionary in comprehension session.</p>
	<p>B. While reading stage</p> <p>1. Brown (2001: 377) views vocabulary items as a boring list of words that must be defined and memorized by the students, lexical forms are seen in their central role in contextualized, meaningful language.</p>	<p>1) The teacher guides the students in teaching and learning process.</p> <p>2) The teacher explained the material to the students.</p> <p>3) The teacher lead the students to searched about the material given.</p> <p>4) The teacher checked the students</p>

	<p>2. Anderson (1999) explained that silent reading is primarily in reading comprehension because it focuses on getting meaning from print.</p> <p>3. Gasong, 2007 stated that scaffolding is a lesson in which students are given some assistance during the early stages of learning and then reducing the aid and providing opportunities for students.</p> <p>4. Anderson (1999) propose reread to check the students comprehension.</p>	<p>vocabularies by giving question about meaning in Indonesian.</p> <p>5) The list of vocabularies based on the difficulties.</p> <p>6) The teacher technique used silent reading.</p> <p>7) The teacher asked the students to re-read the text if still difficult in comprehend the text.</p>
	C. Post Reading	1) The use of

	<p>1. Gibbons, (2002: 91)</p> <p>For this stage, a teacher's activity is primarily to evaluate the students' comprehension in particular tasks.</p> <p>2. Anderson (1999)</p> <p>propose predicting, questioning, clarifying, summarizing, monitor comprehension, and justify comprehension as the strategies that can be implemented in classroom activities in teaching reading comprehension.</p> <p>In this case, teachers can conduct such activities; scanning questions, summarizing, learner's</p>	<p>comprehension question after reading activities.</p> <p>2) The students answered the question based on the text comprehend.</p> <p>3) The teacher give homework to clarify the students' comprehension.</p>
--	--	--

	purpose, and following-up (Wallace, 1992).	
--	--	--

QUESTIONNAIRE PRECENTAGE

NO	QUESTION	AGREE	NEUTRAL	DISAGREE
1.	Pembelajaran bahasa Inggris menyenangkan karena guru memakai berbagai teknik	40%	32.5%	27.5%
2.	Pertanyaan pemantik/pemancing saat pembelajaran teks bacaan, membuat saya lebih memahami teks bacaan	70%	27.5%	2.5%
3.	Teknik memprediksi isi teks dengan melihat judul dan beberapa kalimat membuat saya mudah dalam pembelajaran	60%	30%	10%
4.	Saya merasa senang ketika saya menemukan kata-kata sulit dalam teks kemudian guru meminta saya untuk mencari dalam kamus dan menghafalkan	57.5%	25%	17.5%
5.	Saya senang mengerjakan	60%	30%	10%

	soal pemahaman teks yang diberikan oleh guru dalam buku pegangan			
6.	Pemahaman saya terhadap teks selalu di periksa oleh guru dengan berbagai pertanyaan pemahaman	72.5%	25%	2.5%
7.	Ketika guru meminta mencari tahu lebih banyak tentang materi, saya menjadi tertarik dan senang dalam pembelajaran teks bacaan	72.5%	22.5%	5%
8.	Teknik atau cara guru mengajar membuat saya lebih menyukai pelajaran bahasa Inggris	45%	40%	15%
9.	Saya mudah memahami teks bacaan saat guru meminta untuk membaca teks secara mandiri	60%	37.5%	3.5%
10.	Pelajaran bahasa Inggris tidak terlalu sulit bagi saya	30%	45%	25%

11.	Kelas pada sesi pemahaman teks sangat menyenangkan karena guru memakai banyak cara/teknik	45 %	22.5%	32.5%
12.	Penggunaan kamus dalam pembelajaran mempermudah dalam memahami teks dan pembelajaran menjadi menyenangkan	57.5%	37.5%	5%
13.	Teknik mengulang kembali membaca teks membuat saya lebih mudah memahami jenis teks dan isi pada teks bacaan	47.5%	40%	12.5%
14.	Dalam pembelajaran teks bacaan, guru mendampingi dan mengarahkan dalam menyampaikan materi teks seperti jenis, ciri, dll	75%	25%	0%
15.	PR yang diberikan guru	40%	32.5%	27.5%

	terkait dengan pemahaman teks bacaan membuat saya lebih memahami materi			
--	---	--	--	--

Appendix 4

Content Mapping/Syllabus & Lesson Plan

CONTENT MAPPING

Chapter	KD	Social Function	Text Structure	Language Feature	Topic-Related Activities	Skill Focus
1 Talking about Self	3.1 4.1	Introducing and mentioning identity to develop interactional communication with others	Transactional text: Opening; exchange (talking about identity); closing	- Vocabulary: name, family relationship, jobs, friends. - Grammar: Pronouns	- Introducing oneself, parents, friends - Writing an e-mail	Listening, Reading, Speaking, Writing
2 Congratulating and Complimenting Others	3.2 4.2	Congratulating and complimenting to develop interactional communication with others	Transactional text: Opening; exchange (congratulating and complimenting); closing	- Vocabulary: words related to adjectives and the topic, congratulating and complementing expressions - Grammar: simple past, present perfect, present perfect continuous; singular-plural	- Using different ways of developing interaction with teachers, friends, family members, especially, by congratulating and complimenting others	Reading, Speaking, Writing
3 Expressing Intentions	3.3 4.3	Telling and asking about intentions of doing something to develop interactional communication with others	Transactional text: Opening; exchange (talking about intentions); closing	- Vocabulary: names of recreational facilities, holiday and school activities. - Grammar: would like, be going to	- Talking about intentions of doing weekend/holiday/school activities and school projects	Speaking, Reading, writing
4 Which One is Your Best Get-away?	3.4 4.4.1 4.4.2	Describing or presenting information about a particular place and a historical building	Descriptive text (identification, description)	- Vocabulary: words related to ecotourism destinations and historical building - Grammar: noun phrases (structure of modification)	- Understanding descriptions of ecotourism destinations and historical building and describing them.	Speaking, Reading, writing

Chapter	KD	Social Function	Text Structure	Language Feature	Topic-Related Activities	Skill Focus
5 Let's Visit Niagara Falls	3.4 4.4.1 4.4.2	Describing or presenting information about a particular place	Descriptive text (identification, description)	- Vocabulary: words related to recreational places - Grammar: adjectives and adverbs (quite, very, extremely); verbs to describe; passive voice	- Understanding descriptions of recreational places and describing them	Reading Speaking Writing
6 Giving Announcement	3.5 4.5.1 4.5.2	Giving information to public	Opening; contents of announcement; closing	- Vocabulary: topic-related words - Derivatives: nouns from verbs	- Understanding and giving announcements	Listening Reading Speaking Writing
7 My Idol	3.7 4.7.1 4.7.2	Retelling a series of past events, usually in the order they occurred	Recount text (Opening; events; closing)	- Vocabulary: words related to meeting an idol - Grammar: simple past (was/were); adjectives	- Recounting an experience of meeting an idol/favorite singer	Reading Speaking Writing
8 The Battle of Surabaya	3.7 4.7.1 4.7.2	Retelling a series of past events, usually in the order they occurred	Recount text (Opening; events; closing)	- Vocabulary: words related to past events - Grammar: Simple past (was/were)	- Recounting a historical event, The Battle of Surabaya	Reading Speaking Writing
9 B.J. Habibie	3.7 4.7.1 4.7.2	Retelling a series of past events, usually in the order they occurred	Recount text (Opening; events; closing)	- Vocabulary: topic-related words - Grammar: simple past; adverbs (three years later, in May 1963, on 21 May, immediately, initially)	- Retelling about past events related to the life of prominent figures, e.g., B.J. Habibie	Reading Speaking Writing
10 Cut Nyak Dien	3.7 4.7.1 4.7.2	Retelling a series of past events, usually in the order they occurred	Recount text (Opening; events; closing)	- Vocabulary: topic-related words - Grammar: simple past; adverbial clauses; adverbial phrases;	- Retelling about past events related to the life of prominent figures, e.g., Cut Nyak Dien	Reading Speaking Writing

Chapter	KD	Social Function	Text Structure	Language Feature	Topic-Related Activities	Skill Focus
				adverbs (finally, some time later, two years later, on November 1908)		
11 Issumboshi	3.8 4.8	Entertaining, introducing moral values, and appreciating cultural values (folktales)	Narrative text (orientation, complication, resolution)	- Vocabulary: topic-related words - Grammar: reported speech (indirect speech) vs direct speech	- Telling about folktales (e.g., Issumboshi) to entertain	Listening Reading Speaking Writing
12 Malin Kundang	3.8 4.8	Entertaining, introducing moral values, and appreciating cultural values (folktales)	Narrative text (orientation, complication, resolution)	- Vocabulary related to character and characterization as well as settings. - Grammar: simple past; adverb of time (clauses)	- Telling about folktales (e.g., Malin Kundang) to entertain	Listening Reading Speaking Writing
13 The Wright Brothers	3.6 4.6	Talking about past events to develop interactional communication with others	Opening; exchange (talking about past events); closing	- Vocabulary: words related to Wright's experiences - Grammar: simple past and present perfect	- Talking about the life of The Wright Brothers	Reading Speaking Writing
14 Strong Wind	3.8 4.8	Entertaining, introducing moral values, and appreciating cultural values	Narrative text (orientation, complication, resolution)	- Vocabulary: words related to characters and characterization as well as settings. - Grammar: simple past; past continuous; adverbs (e.g., once, one day, ever since that day)	- Telling about folktales (e.g., Strong Wind) to entertain	Listening Reading Speaking Writing
15 You've Got a Friend	3.9 4.9	Entertaining, introducing moral values, and appreciating cultural values through songs	Structure of songs	- Vocabulary: words related to friendship - Grammar: adverb clauses (if, when)	- Discussing the moral and cultural values of songs, e.g., You've Got a Friend	Reading Writing Speaking

RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran	:	Bahasa Inggris
Materi	:	Teks Naratif; Informasi Terkait Legenda Rakyat
Alokasi Waktu	:	2 x 45 menit
Kelas/Semester	:	X/2

A. TUJUAN

- Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan
- Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif
- Memahami struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
- Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
- Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi

B. LANGKAH-LANGKAH PEMBELAJARAN

Pertemuan 1

<p>Media :</p> <ul style="list-style-type: none"> ➤ <i>Worksheet atau lembar kerja (siswa)</i> ➤ <i>Lembar penilaian</i> ➤ <i>LCD Proyektor/ Slide presentasi (ppt)</i> 	<p>Alat/Bahan :</p> <ul style="list-style-type: none"> ➤ Penggaris, spidol, papan tulis ➤ Laptop & Buku Bahasa Inggris kelas X ➤ Kemendikbud
---	--

PENDAHULUAN	<ul style="list-style-type: none"> • Guru mengecek kehadiran peserta didik dan memberi motivasi (yel-yel/ice breaking) • Guru menyampaikan tujuan dan manfaat
--------------------	---

		<p>pembelajaran tentang topik yang akan diajarkan</p> <ul style="list-style-type: none"> • Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran
KEGIATAN INTI	Kegiatan Literasi	<p>Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita</i></p>
	Critical Thinking	<p>Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita</i></p>
	Collaboration	<p>Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <i>Kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita</i></p>
	Communication	<p>Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan</p>
	Creativity	<p>Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita</i> Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami</p>

PENUTUP	<ul style="list-style-type: none"> • Guru bersama peserta didik merefleksikan pengalaman belajar • Guru memberikan penilaian lisan secara acak dan singkat • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa
----------------	---

Pertemuan 2

Media : <ul style="list-style-type: none"> ➤ <i>Worksheet atau lembar kerja (siswa)</i> ➤ <i>Lembar penilaian</i> ➤ <i>LCD Proyektor/ Slide presentasi (ppt)</i> 	Alat/Bahan : <ul style="list-style-type: none"> ➤ Penggaris, spidol, papan tulis ➤ Laptop & infocus
--	--

PENDAHULUAN		<ul style="list-style-type: none"> • Guru mengecek kehadiran peserta didik dan memberi motivasi (yel-yel/ice breaking) • Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan • Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran
KEGIATAN INTI	Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Struktur teks dan unsur kebahasaan naratif dalam memberi dan meminta informasi terkait legenda rakyat</i>
	Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik.

	Pertanyaan ini harus tetap berkaitan dengan materi <i>Struktur teks naratif dan unsur kebahasaan dalam memberi dan meminta informasi terkait legenda rakyat</i>
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <i>Struktur teks dan unsur kebahasaan naratif dalam memberi dan meminta informasi terkait legenda rakyat</i>
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Struktur teks dan unsur kebahasaan naratif dalam memberi dan meminta informasi terkait legenda rakyat</i> Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
PENUTUP	<ul style="list-style-type: none"> • Guru bersama peserta didik merefleksikan pengalaman belajar • Guru memberikan penilaian lisan secara acak dan singkat • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa

C. PENILAIAN

- Sikap : Lembar pengamatan,

- Pengetahuan : LK peserta didik,
- Keterampilan: Kinerja & observasi diskusi

D. Penilaian Hasil Pembelajaran

1. Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1								
2								

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggun Jawab
- DS : Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria:

100 = Sangat Baik

75 = Baik

50 = Cukup

25 = Kurang

2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria
 $= 100 \times 4 = 400$

3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4$
 $= 68,75$

4. Kode nilai / predikat :

75,01 – 100,00 = Sangat Baik (SB)

- 50,01 – 75,00 = Baik (B)
 25,01 – 50,00 = Cukup (C)
 00,00 – 25,00 = Kurang (K)

5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

2. Penilaian Pengetahuan

Tabel Penilaian Aspek Pengetahuan

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Tujuan Komunikatif	Sangat memahami		5	4
		Memahami		4	3
		Cukup memahami		3	2
		Kurang memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	
2	Keruntutan Teks	Struktur teks yang digunakan sangat runtut		5	4
		Struktur teks yang digunakan runtut		4	3
		Struktur teks yang digunakan cukup runtut		3	2
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut		1	

3	Pilihan Kosakata	Sangat variatif dan tepat		5	4
		Variatif dan tepat		4	3
		Cukup variatif dan tepat		3	2
		Kurang variatif dan tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan tepat		1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

3. Penilaian Keterampilan

a. Penilaian Presentasi/Monolog

Nama peserta didik: _____

Kelas: _____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		
	Ucapan		
	Tata bahasa		

	Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
Skor yang dicapai			
Skor maksimum		10	

Keterangan:

Baik mendapat skor 2

Kurang baik mendapat skor 1

b. Rubrik untuk Penilaian Unjuk Kerja

AKTIVITAS	KRITERIA		
	TERBATAS	MEMUASKAN	MAHIR
Melakukan Observasi	Tidak jelas pelaksanaannya	Beberapa kegiatan jelas dan terperinci	Semua kegiatan jelas dan terperinci
Role Play	Membaca script, kosakata terbatas, dan tidak lancar	Lancar dan kosakata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai
Simulasi	Fungsi social tidak tercapai, ungkapan dan unsur kebahasaan tidak tepat	Fungsi social kurang tercapai, ungkapan dan unsure kebahasaan kurang tepat	Fungsi social tercapai, ungkapan dan unsure kebahasaan tepat
Presentasi	Tidak lancar, topik kurang jelas, dan tidak menggunakan slide presentasi	Lancar, topik jelas, dan menggunakan slide presentasi tetapi kurang	Sangat lancar, topic jelas, menggunakan slide presentasi yang menarik

		menarik	
Melakukan Monolog	Membaca teks, fungsi social kurang tercapai, ungkapan dan unsur kebahasaan kurang tepat, serta tidak lancar	Kurang lancar, fungsi social tercapai, struktur dan unsure kebahasaan tepat dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai, kalimat berkembang, serta ada transisi

Keterangan:

MAHIR mendapat skor 3

MEMUASKAN mendapat skor 2

TERBATAS mendapat skor 1

c. Penilaian Portofolio

Mata Pelajaran : Bahasa Inggris

Alokasi Waktu : 1 Semester

Sampel yang Dikumpulkan : karangan

Nama Peserta didik : _____

Kelas : _____

No	Kompetensi Dasar	Periode	Contoh aspek yang dinilai				Catatan pendidik
			Tata bahasa	Perben daharan kata	Kelengkapan gagasan	Sistematika	
1.	Menulis karangan deskriptif	30/7					
		10/8					
	 dst					
2.	Membuat Resensi Buku	1/9					
		30/9					
	 dst					

d. Penilaian Kemampuan Menulis

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Keaslian Penulisan	Sangat original	5	4	
		Original	4	3	
		Cukup original	3	2	
		Kurang memahami	Hampir tidak original	2	1
		Tidak original		1	
2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul	5	4	
		Isi sesuai dengan judul	4	3	
		Isi cukup sesuai dengan judul	3	2	
		Isi kurang sesuai dengan judul	Isi hampir tidak sesuai dengan judul	2	1
		Isi tidak sesuai dengan judul		1	
3	Keruntutan Teks	Keruntutan teks sangat tepat	5	4	
		Keruntutan teks tepat	4	3	
		Keruntutan teks cukup tepat	3	2	
		Keruntutan teks kurang tepat	Isi hampir tidak sesuai dengan judul	2	1
		Keruntutan teks tidak tepat		1	
4	Pilihan Kosakata	Pilihan kosakata sangat tepat	5	4	
		Pilihan kosakata tepat	4	3	
		Pilihan kosakata cukup tepat	3	2	
		Pilihan kosakata kurang tepat	Pilihan kosakata	2	1

		Pilihan kosakata tidak tepat	hampir tidak tepat	1	
5	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hamper tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	
6	Penulisan Kosakata	Penulisan kosakata sangat tepat		5	4
		Penulisan kosakata tepat		4	3
		Penulisan kosakata cukup tepat		3	2
		Penulisan kosakata kurang tepat	Penulisan kosakata hamper tidak tepat	2	1
		Penulisan kosakata tidak tepat		1	
7	Kerapihan Tulisan	Tulisan rapi dan mudah terbaca		5	4
		Tulisan tidak rapi tetapi mudah terbaca		4	3
		Tulisan tidak rapi dan tidak mudah terbaca		3	2
		Tulisan tidak rapi dan sulit terbaca	Tulisan rapi dan hamper tidak terbaca	2	1
		Tulisan tidak rapi dan tidak terbaca		1	

e. **Penilaian Kemampuan Berbicara (*Speaking Skill*)**

No	Aspek yang	Kriteria	Skor	Skor
----	------------	----------	------	------

	Dinilai		1-5	1-4	
1	Pengucapan (<i>pronunciation</i>)	Hampir sempurna	5	4	
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3	
		Ada beberapa kesalahan dan mengganggu makna	3	2	
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
2	Intonasi (<i>intonation</i>)	Hampir sempurna	5	4	
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3	
		Ada beberapa kesalahan dan mengganggu makna	3	2	
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	

3	Kelancaran (<i>fluency</i>)	Sangat lancar		5	4
		Lancar		4	3
		Cukup lancar		3	2
		Kurang lancar	Sangat tidak lancar	2	1
		Tidak lancar		1	
4	Ketepatan Makna (<i>accuracy</i>)	Sangat tepat		5	4
		Tepat		4	3
		Cukup tepat		3	2
		Kurang tepat	Hampir tidak tepat	2	1
		Tidak tepat		1	

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

4. Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

5. Remedial

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

Mengetahui,
Kepala Sekolah

Klaten, Juli 2023
Guru Mata Pelajaran

Drs. Teguh S

Appendix 5

Documentation



Pre-research observation in social class



Pre-research observation in social class



Teaching and learning process of reading comprehension



Teaching and learning process of reading comprehension