

**TEACHERS' STRATEGIES IN TEACHING READING COMPREHENSION  
IN SINGLE GENDER CLASS AT THE SECOND GRADE OF SMA BUDI  
UTOMO SOLO IN ACADEMIC YEAR 2022/2023**

**THESIS**

Submitted as A Partial Requirements for Undergraduate Degree



**By:**

**Prameswari Bulan Samudra**

**SRN: 183221016**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**

**FACULTY OF CULTURES AND LANGUAGES**

**UIN RADEN MAS SAID OF SURAKARTA**

**2023**

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*Assalamu'alaikum Wr. Wb.*

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has already fulfilled the requirements to be presented before The Board of Examiners (*munaqasyah*) to gain Undergraduate Degree in English Language Education Study Program.

Thank you for the attention.  
Wassalamu'alaikum Wr. Wb.

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## RATIFICATION

This is to certify the Sarjana thesis entitled “TEACHERS’ STRATEGIES IN TEACHING READING COMPREHENSION IN SINGLE GENDER CLASS AT THE SECOND GRADE OF SMA BUDI UTOMO SOLO IN ACADEMIC YEAR 2022/2023” by Prameswari Bulan Samudra has been approved by the Board of Thesis Examination at the requirement of the undergraduate degree o in English Language Education Study Program.

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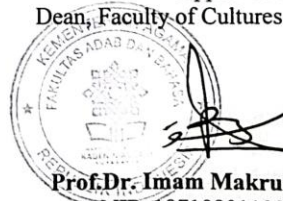
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## **DEDICATION**

This thesis is dedicated to:

1. My beloved parents, Ibu (Almh. Rindy Lindasari) and Bapak (Samudra Muslimin), who always give me many supports, love, and always pray for me.
2. My sister and my brother.
3. Myself, many thanks for always being sure that it will finish well and for all my hard work. Thanks.
4. My Almamater UIN Raden Mas Said Surakarta.

## **MOTTO**

*“because the real hardship comes ease”*

*(Al-Insyirah:3)*

*“Believe in yourself and all that you are. Know that there is something inside you that is greater than any obstacle.”*

*(Christian D. Larson)*

## PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “TEACHERS’ STRATEGIES IN TEACHING READING COMPREHENSION IN SINGLE GENDER CLASS AT THE SECOND GRADE OF SMA BUDI UTOMO SOLO IN ACADEMIC YEAR 2023/2024” is my real masterpiece. The things out of my masterpiece in this thesis are sign by citation and referred in the bibliography.

If I 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, 26<sup>th</sup> December 2023

Stated by,  
  
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The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions 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:

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4. Dr. Budiasih, S.Pd., M.Hum., as the Secretary of Language Department.
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11. All individuals who inquired about the thesis of the researcher.
12. All of the fellow researchers served as both supporters and contributors, providing valuable insights for the completion of this thesis.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 14<sup>th</sup> December 2023

Stated by,

**Prameswari Bulan Samudra**

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## ABSTRACT

Prameswari Bulan Samudra. 2023. *Teacher's Strategies in Teaching Reading Comprehension in Single Gender Class at The Second Grade of SMA Budi Utomo Solo in Academic Year 2022/2023*. Thesis. English Language Education Department, Cultures and Languages Faculty.

Advisor : Nor Laili Fatmawati S.S., M.Pd

In English learning activities in the classroom the teacher has various strategies, especially for students' reading comprehension skills. The objectives of this study are to describe the strategies used by the teachers in teaching reading comprehension in male and female class at the second grade of SMA Budi Utomo Solo in Academic Year 2022/2023, and to know the teachers' consideration in using different strategies for different gender in teaching reading comprehension at the second grade of SMA Budi Utomo Solo in Academic Year 2022/2023.

The subject of this study is an English teachers at SMA Budi Utomo Solo. This research used ethnographic qualitative method. The data of this research were collected by observation, interview and documentation. In analyzing the data, the researcher used the theory by Miles and Huberman: reducing the data, data display and conclusion. Then, to point out the trustworthiness of the data, the researcher used technique of triangulation.

The result of this research showed that English teachers use two strategies in teaching reading comprehension in male class, scaffolding and Question Answer Relationship (QARs), and two strategies in teaching reading comprehension in female class, Reciprocal Teaching and Question Answer Relationship (QARs).

*Keyword: teaching strategy, reading comprehension, single gender class*

# CHAPTER I

## INRODUCTION

### A. Background of the Study

In the classroom, the teacher is one of the keys in teaching and learning. Here, the teacher is the subject of teaching and learning. The teacher plays an important role in organizing teaching and learning activities in the classroom. As stated by Varron (2016), the teacher is referred to as an element that has a major role in the teaching-learning process. The teacher is one of the keys to students' achievement. In the classroom, the teacher tries to do a lot of things related to the student's achievement. The thing that supports the achievement of the student is the strategy used by the teacher.

According to Saputra (2014), strategy is wise planning to perform and achieve goals. Strategy is important in the classroom. Handayani (2019) says that strategy is one of the important aspects that apply in process of teaching and learning. Without a strategy, students cannot achieve the learning objectives that have been set by the teacher.

Teaching strategy is a way or plan in achieving something in the teaching and learning process. (Alfian, 2018) In the field, students face some problems in teaching and learning so the teacher needs some strategies to face the problems in the classroom. The teacher is free to use the strategy in facing the students' problems in the classroom. Teaching strategy is a teacher's plan in teaching and learning process to achieve which have planned. In other word, teaching strategies are approaches to teaching students.

The teacher have to applied the strategy to balance between the method which the teacher's used and the way of the teacher's used to applied the material (Aswan, et. al., 2010). The strategies for teaching the English skills should be made appropriate for each skill in order to attain the expected outcomes. The teaching of reading comprehension as one of the language competency in English is considered being important as through reading, the students will be easier to add and get new information from any kind of text. The reading comprehension activity is also expected to make reading as the students' habit, make the students able to understand the meaning of text, and represent what they have read in their own language.

According to Adler C.R (2022) stated that teaching reading comprehension strategies are conscious plans-sets of steps that good readers use to make sense of text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension, there are seven strategies here appears to have a firm scientific basis for improving text comprehension. There are monitoring comprehension, metacognition, graphic and semantic organizers, answering question, generating question, recognizing story structure, and summarizing. It can be concluded that teaching reading comprehension is the process of helping, facilitating, and guiding students in comprehending the text to provide the students with many opportunities to practice it.

According to Dean (2013), reading is more than seeing words clearly, more than pronouncing printed words correctly and more than recognizing the meaning of isolated words. Reading requires the reader to think and feel.

Reading is not just looking and pronouncing words in the text but comprehending all the components of a text. There are many strategies for teaching reading have developed by experts. Those strategies indicate an important role of a teacher to reach the objectives of teaching and learning process.

In teaching reading, a teacher may use many different strategies. In order to use any instructional technique effectively, anyone who teaches must understand the principles and assumptions upon which each specific technique is based. There is certainly no shortage of descriptions or labels for activities that may be classified as pertaining to instruction. Harmer (2018) has said that a strategy is an action that the teacher takes to attain one or more of her teaching-learning goals. The strategy can also be defined as a general direction set for the teaching process.

Reading is one of the skills in learning a language, so both of them cannot be separated. If his knowledge about the language is good, it is assumed that his reading will be good too. Then, thinking abilities. Thinking abilities refer to the readers' ability to link their new experience with their previous experience. The students should think to recognize the words. Meanwhile, the teachers can develop the students' ability in thinking by giving questions and the questions should be good enough so that the students are not asked to quote of the text only but they must be concerned with the main ideas and understand the purpose of the author (Heilman, 2021). Another definition from Harmer (2018) states that reading is useful for language acquisitions; the more the students read, the better they get at it. In addition, reading also has positive



effect on students' vocabulary knowledge, on their spelling, and on their writing. Furthermore, reading comprehension as "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language".

In line with the fact above, in SMA Budi Utomo Solo many students have problem in understanding English text when they are reading. In reading learning process, the students must understand the content of the text to get the information from it. Students often encounter difficulty in reading especially when they are faced with difficult and ambiguous words. Sometimes it makes them lose interest in reading thereby make them not get the content of the text due to the high level of vocabulary associated with the test

Therefore, it is very important for teachers to apply strategies in teaching reading so that it is easier for teachers to determine information and manage step by step in learning English, especially in reading which will be carried out effectively. Learning will be centered on students where the teacher acts as a facilitator who manages learning. Therefore, learning will be more interesting, so that it will foster student interest in active learning, exchange learning experiences, be able to understand the concept of learning, and be able to express their opinion during learning

In the context of separation of male and female schools, the number of single sex schools in the country prove that Indonesia's learning system has improved and developed. Mostly this school places females and males in a different class for rules and reasons. A study entitled Students' Language

Learning Strategies Difference in an Indonesian EFL Single-Gender Classroom(Asep Kurnia, 2019), “Single sex education means the school system which placed the students into different classes based on the sex and gender differences. Therefore, there will be male and female classroom.

Single gender class is one of a new paradigm that creates successful learning. In other words, the work shows that researching in some schools in Western Australia got a positive impact on succeeding in the students' achievement. (Robert F Cavanagh, 2019) Mutual support and friendship are also found in single gender class. For example, male students more support each other in sports, boost each other's morale and give each other playing time. (Raul Nido, 2018) Meanwhile, the weakness of this type of education is only one of a short-term solution.

This approach might only help students achieve for a moment, not for an extended period and its effect might be better for female students only. (Hardianti Lestari Hamsah, 2018) Most females can express their ideas both through writing and orally. (Iyan Irvaniyah & Reza Oktaviana Akbar, 2014) Thus, females easily make poems or aphorisms with beautiful sentences. On the other hand, females are also able to interpret complex matters because female can be good listeners. This proves that linguistic intelligence level of female and male students are very different.

In getting an achievement, several factors may bring influence; one of which is motivation. If student's motivation is high then the ability to think is also high. But if students' motivation to learn is low then it will be followed by their low ability to think. While Ika (Anit, 2015) said that gender indirectly

affects the formation of attitudes and motivation. Her research shows that female students have a higher level of motivation to learn than male students. On the other hand, student anxiety about various problems also results in decreased learning achievement. Anxious students show special difficulties in receiving and processing information.

Reading comprehension encompasses three elements: the text, the mental representation (world knowledge), and the integrated situation model, according to recent studies in (Gutierrez de Blume, et al., 2021). The reader decodes the words to create a mental image of the text, but this only provides him with a cursory understanding. To gain a better understanding, he or she must combine text-based information with general (Dewantara, et al., 2019).

Based on the interview and observation conducted in pre-research with the teacher and in the classroom during the English teaching-learning process of reading, the researcher obtained information about the differences of teaching strategies in reading comprehension between male class and female class, because there are any significant different between male and female in learning English language, the females more active and pay attention than male when they study. However, gender plays important role in determining someone style in reading. The difference of learning result between female and male need to be known because based on the theory, both of them have different characteristics in their interests and linguistic ability. For example, theoretically, the linguistic ability of female in general can develop earlier better than male. Furthermore, (Al Shumaimeri, 2020) find out that the male

students seem to have performed significantly better than female students in their comprehension performance of gender neutral texts.

In the process of reading lesson, the teacher used different strategies, in teaching reading comprehension in female classroom used question answer strategy and, based on the teacher's statement with those strategies the female students easily understand the text of reading comprehension. Meanwhile teaching strategies used in male classroom were transactional strategy instruction and game and discussion strategy.

This finding indicates that teachers need to be equipped by strategies in teaching reading comprehension in order to help the students to cope with the difficulties in learning English reading. In line with the previous explanation that reading comprehension is necessary in language teaching. Teachers are confronting some problems in the process of reading comprehension. There are many teachers taught about reading comprehension by explaining about the text, main idea, and purpose of the text.

Based on the problem that the researcher found on the pre-research, the research has been conducted by some other researchers. The first researcher is research conducted by Namaziandost E, Fadhly F & Solihat D (2019) the title is "Males and Females Discrepancies in Reading Fluency: Focusing on Advanced EFL Learners". They found that in reading comprehension female participants performed more fluent than male participants. The second researcher is research from Arina Millaty Ardila, Hilda Izzati Madjid, MA. Dr. Phil. Khoirun Niam (2017). The title is "Single Gender Classroom Climate in Learning Speaking" who explored the

differences of classroom climate between male and female in learning speaking at MTsN Krian. They found that female students are feeling more confident to come forward and speak in front of the class rather than male students. Those previous studies have concentrated on the investigation in different areas mainly about single sex class. It can be assumed that there are so many differences between males and female students in single sex class.

There are some differences between this study and two previous studies. In this study, the researcher will find the difference teachers' strategies use in teaching reading between male and female students in single gender class at the second grade of SMA Budi Utomo Solo in Academic Year 2022/2023. This research is designed to explore various strategies used by teachers in teaching reading in a single gender class. This research is an attempt to find out which type of strategy is more suitable to be applied in learning reading based on gender differences. This research was carried out at Senior High School Budi Utomo Surakarta. This school was selected because it is one of the schools that apply a single gender classroom in which male and female students are in a co-educational school but attend classes separately.

This result of the study is expected to be knowledge to develop and create some teaching strategies in learning reading in a single gender classroom. Based on the explanation above, the researcher are interested to conduct the research with the title **“TEACHERS’ STRATEGIES IN TEACHING READING COMPREHENSION IN SINGLE GENDER CLASS AT THE SECOND GRADE OF SMA BUDI UTOMO SURAKARTA IN ACADEMIC YEAR 2023/2024”**.

## **B. Identification of the Problems**

According to the background of study, the researcher identifies the problems of this study that would be investigated in the study, as follows:

1. Teacher used different strategy for male and female students in teaching reading comprehension
2. The students were bored learning reading
3. The students still have difficulty understanding texts and answering questions in process of teaching reading comprehension.

## **C. Limitations of the Problems**

In this research, the writer focused on the strategies used by teacher who teach reading comprehension in English literature subject in single gender classes both male and female students at SMA Budi Utomo Solo. There is only one teacher on literature subject at the second grade in academic year 2022/2023, which applied the single gender class system. So, the appropriate teaching reading strategies for male and female student differences may be detected clearly.

## **D. Formulation of the Problems**

1. What are strategies used by teacher in teaching reading comprehension in male classroom at the second grade of SMA Budi Utomo Solo in Academic Year 2022/2023?
2. What are strategies used by teacher in teaching reading comprehension in female classroom at the second grade of SMA Budi Utomo Solo in Academic Year 2022/2023?

3. What are the teachers' consideration in using different strategies for different gender in teaching reading comprehension at the second grade of SMA Budi Utomo Solo in Academic Year 2022/2023?

#### **E. Objectives of the Study**

The objectives of this study are as follow:

1. To know the English teachers' strategies use in teaching reading in male students in single gender class at the second grade of SMA Budi Utomo Solo in Academic Year 2022/2023.
2. To know the English teachers' strategies use in teaching reading in female students in single gender class at the second grade of SMA Budi Utomo Solo in Academic Year 2022/2023.
3. To know the teachers' consideration in using different strategies for different gender in teaching reading comprehension at the second grade of SMA Budi Utomo Solo in Academic Year 2022/2023.

#### **F. Benefits of the Study**

From this study, it is expected that the result of the research can give a contribution to the language teaching, and learning activity.

1. Theoretical benefit

The result of this study is hoped to develop the valuable information and new knowledge about strategies of teaching reading male and female students in single gender class.

## 2. Practical benefit

### a. For teacher

The finding of this study is hoped to be a resource in practicing the English learning and teaching reading process by using some kinds of strategies in teaching reading. This research can also develop the creativity of English teachers in creating learning for diverse students to face the difficulties that maybe come.

### b. For further researcher

This study is useful to provide more academic information for further research, especially in the single gender class. So, the next research related to the single gender class can make this study as the previous study.

## **G. Definitions of Key Terms**

The researcher gives the definition of key words below:

### 1. Teaching Strategy

Strategy is a particular method that is used as a mode of operation to achieve certain objectives, as a design plan to organize and manipulate information specifically and as an approach to solving a problem or task. (Brown, 2021) In this study, the strategy is the specific way of controlling the problem, lesson plan, or task to achieve particular goals in English teaching learning process.

### 2. Teaching Reading

Teaching reading is a way transferring knowledge from teacher to students by using a certain technique of strategy and a certain material in



order to master reading itself. Teaching is a complex process it doesn't only give the information from the teacher to the students. Reading is one of ways to make the students understanding in teaching – learning process.

### 3. Single Gender Class

Single gender class is an educational environment where males and females learn in separate classes or separate buildings (Hartman, 2013).

In this study, single gender class refers to educational system that requires both male and female students to attend separate classes at each level for all subjects including English at SMA Budi Utomo Solo.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Review**

##### **1. Teaching Strategy**

###### **a. Definition of Teaching Strategy**

Teachers normally employ a strategy to achieve the learning objective and assist students to master the material effectively. Brown (2021) stated that strategies are those "attacks" that we made on a given problem, and that vary considerably within each individual. (Cole, in Miftakhul, 2020) stated that teachers' role in accomplishing students' educational needs is to provide effective plans/ strategies whose general purpose is to be able to communicate in the language goal.

Furthermore Miftakhul (2020), teaching strategies can be said as the first step, and English teachers to master teaching English because there are many kinds of teaching strategies that can be used. Every strategy also has a different result. For example, the teacher can apply many kinds of strategies in the English class to create the student's interest and also to increase the student's attention in the learning process. A good strategy in teaching the English process will give a different value to the learner. So, English teachers must master effective strategies if they want success in the learning process.

Rosidyana (2018) stated that teaching strategies are approaches, technique, or deliberate actions that teacher take in order

to deliver the objects in effective ways. It helps teacher to make the framework for easier teaching process in scooping the target language, Sarode (2018) stated teaching strategies refer to methods used to help students learn the contents of the desired lesson and can develop goals that can be achieved in the future. Sarjan and Mardiana(2018) stated that teaching strategy is general plans for lessons that include structure, student behavior desires, in terms of teaching goal, and outlines of tactics needed to implement strategies that must be mastered by the English teacher to teach the lesson to the student the class. So, that lesson will be understood and be used as good as possible.

Brown (2021) stated that strategies are specific methods of approaching a problem or task, modes of operation of achieving a particular end, planned designs for controlling and manipulating certain information. In another statement, Iskandar wassid and Sunendar (2021) say that teaching strategy is habitual and action used by the teacher to get the successfully of learning, directional and interesting. This definition, is more learning to an action which can be observed, even that definition may also include the cognitive measures that were not observed.

Herrell and Jordan (2017) stated that teaching English strategies are important for teachers of English learners to recognize important ways in which they must adapt their lessons and assessments to meet the unique needs of these students. The teacher needs to understand the basic support that must be provided for mastering

English in the context of the classroom. English students can comprehensively acquire language and content if they are given scaffolding that is appropriate and assessed in a way that enables them to demonstrate their understanding and knowledge.

According to the definition above the researcher takes conclusion that teaching strategies is general plans for lessons that include structure, techniques or methods to face the problems in teaching for an effective learning. it is one of important factors for helping learning process in achieving the goals. Strategy choose by the teacher is adjusted in keeping with the characteristics of the student. Using strategy in teaching reading is related to teacher's plan in deliver the material to the student.

#### **b. The Factors Influence Teaching Strategy**

In the process of language teaching and learning required the selection of appropriate learning strategies so that learning objectives can be achieved with maximum. There are many factors that must be considered by the teacher choosing the teaching strategy that will be used. These factors are explained below.

##### **a. Student Characteristics**

Students are the main subject in the learning process where each individual has many differences with other individuals. Thus there are several characteristics of students that need attention. First is intelligence. Some students are better at language learning than others. But some are also better at learning science. Therefore, a

teacher must understand the level of language ability of students whether students fall into the category of beginner, elementary, intermediate or advance. Second is learning style. Every student has different preference for learning. Among the different ways to learn, studies prove that each student is different; some prefer to learn by hearing, some by seeing, and some by doing, some by reading and others by asking questions(Gurian, 2021). So, this becomes an important influence for the teacher to determine the strategy. This is because the strategy chosen by the teacher will determine the amount of student understanding of the material presented. Third is age. According to Brown, student age affects mental maturity. A child aged 6-12 years is different from a child aged 15-17 years, i.e., how to solve problems, how to control emotions or how to respond. So, the teacher must understand the grouping of students to be taught such as young children, adolescents or adults. Fourth is gender. Biologically, men and women are different. Many studies also prove the difference between the psychological sides. Michael Gurian concluded that the differences between men and women included; interest, motivation, mindset, anxiety, habits and others(Gurian, 2021). Thus not all strategies that are applied to male students will be successfully applied to female students.

b. Learning Objectives

Learning objectives are goals that must be achieved at the end of learning. This means that the learning objectives are abilities

(competencies) that are expected to be achieved by students after conducting certain learning processes (Iskandarwassid & Sunendar, 2013). Meanwhile, to achieve these objectives, the teacher must consider and determine the suitable strategy. For instance, students are requested to mention the vocabulary of objects around. Then the teacher can use memorizing strategies to encourage students to achieve learning goals.

c. Learning Materials

Learning material is a set of information that students must understand. In general, the nature of learning material can be divided into several categories namely; facts, concepts, principles and skills (S. Majid, 2020). These categories require different ways of learning. For example, fact categories can be applied using information from diagram drawings. This is different from the category of skills that the application can use role play. Thus, teachers must understand the categories of learning material before determining teaching strategies.

d. Time Allotment

In general, every learning always refers to the curriculum that has been created. The language learning curriculum has several basic competencies that must be achieved within a certain period time. For example one semester or one school year where each meeting has the same amount of time. This is adjusted to the grade level of the students. Meanwhile, each language learning material has a different

level of difficulty. So learning time is an important factor that must be considered when determining teaching strategies. The goal is that the teacher can deliver all the material, both easy and difficult, to the maximum in accordance with the allotted time.

In conclusion, the review of related literature is a theoretical guideline for all researchers. Then, every research must be supported by an appropriate theory. So, the theories above are written to guide the answer of three research questions in this study. In addition, this theory is also important to add to the writer's insight in compiling instruments and presenting data. Written theories are also useful to clarify the direction and scope of research.

## **2. Reading Comprehension**

### **a. Definition of Reading**

Reading is an important language skill in learning English. Reading is an active process of identifying words that involves the writer and reader. Christine Simanjuntak stated that reading is a meaningful interpretation of the interaction between the writer and the reader (Risma, 2019) . According to (Asmawati, 2015) reading is an activity that is often done and cannot be found in our life. It aims to search information and knowledge from articles, books, news, and magazines written in English. Reading skills is very necessary for many students. Teaching of reading is very necessary, it aims to help students have more skills in understanding English texts (Mardianti, V., Ohoiwutun, J. E., 2014). It can be concluded that reading is an

important activity for everyone. By reading, students can increase their knowledge and obtain information from reading a text.

Reading is a fantastic way to learn a new language. According to Teresa Walated, reading is an efficient activity in which children examine, reason, and use abilities to generate meaning (Hasanah, 2019). According to some expert definitions, reading is an active action or process of interpreting written text that requires extracting as much information as possible from it as rapidly as possible. Both Deborah Daiek and Nancy Anter agree with the previous statement, arguing that there is some definition of reading (Febrianti, 2014). Then it is claimed that reading is an active process that requires two means of communication between an author and a reader through writer language or symbol (text). It requires interpretation and comprehending.

So, it can be concluded that reading is the activity of understanding and interpreting the meaning of the text to obtain information and knowledge. By reading, students will get new information and knowledge about some new things that they did not know.

#### **b. Definition of Reading Comprehension**

Reading is one of four language skills that must be learned and mastered by the students. Reading is process for the reader to understand the meaning contained in the text. According to Namara (2007:3) reading is an extraordinary achievement when viewed from



the number of levels and components that must be mastered by the students. Comprehension is the ability to understand something with full knowledge and meaning. It means that comprehension is an activity of extracting meaning from written material with complete understanding. According to Collins English Learner's Dictionary, reading comprehension is a text used by the students to help them improve their reading skills and answer questions related to the text (Meylana, 2019).

According to Mayer reading comprehension is a technique to increase students' success in extracting beneficial knowledge from a text (Mayer, 2003). Reading comprehension means understanding the content of the text and pronounce it. Reading comprehension is a complex skills that must be mastered by the students (Erlindawati, 2018). Reading comprehension is taught at all levels of education from kindergarten to university. The type of reading task that student must complete is reading comprehension. Reading comprehension is a process to gain knowledge about the information contained in the text (Tarchi, 2017).

It can be concluded that reading comprehension is the ability of the reader to process, understand the meaning of the text and integrate it with what the reader knows.

### **3. Teaching Reading**

#### **a. Definition of Teaching Reading**

In the classroom, teaching reading is a way transferring knowledge from teacher to students by using a certain technique of strategy and a certain material in order to master reading itself. Teaching is a complex process it doesn't only give the information from the teacher to the students. Reading is one of ways to make the students understanding in teaching – learning process.

According to Harmer (2018) teaching is not an easy job, but it is a necessary one and can be very rewarding when we see our student's progress and know that we have helped to make it happen. It is true that some students can be difficult and stressful at times, but it is also worth remembering that at its best teaching can also be extremely enjoyable. Based on explanation, the writer concludes that teaching activities and manages the environment in a good condition to make and give the opportunity for the students in learning process to get the purpose. Based on Harmer (2018) reading is useful for other purposes too: any exposure to English provided students understand it more or less is a good thing for language students.

In teaching reading, the teacher's responsibilities in helping learners achieve these goals is to motivate reading by selecting or creating appropriate texts, to design useful reading tasks, to set up effective classroom procedure, to encourage critical reading, and to create supportive environment for practicing reading. In the classroom, teacher has to decide what the purpose in reading will be done. It is reading for pleasure or getting understands the passage. If the purpose

of reading that will be done is for pleasure, the topic of reading text can be free. And if the purpose of reading text that will be done is for getting understands the passage, so the topic of reading text should be prepared before teacher teach in reading class.

Teaching Reading for teaching students, the teacher needs strategies to facilitate teaching so that students understand the text. According to Brown (2023), there are six strategies for teaching reading in the classroom that teachers can used as follows:

a) Identifying the purpose of reading

In reading, focus on the information you are looking for and want. So that the purpose of the reader to read can be known clearly. In addition, get rid of unwanted information in reading the text, so that reading activities will not be disturbed.

b) Using graphemic rules and patterns to aid in bottom-up decoding (especially for the beginning level learners)

As a beginner in learning English, one of the difficulties in learning in the early stages is adjusting between spoken and written English. Then the teacher can teach you how to spell in English.

c) Using efficient silent reading techniques for relatively rapid Comprehension (for intermediate to advanced levels)

Understanding the meaning of a text in reading is important for advanced learners. Silent reading strategies can make it casier for

students to improve understanding and do not need to be fast readers.

d) Skimming the text for the main ideas

Skimming is a quick way to get to the main points of an entire text.

The advantage of skimming for readers is that they can determine the main ideas or topics that develop and support them.

e) Scanning the text for specific information

Scanning is a speed-reading technique to find specific information in a text. Such as searching for a name or date as well as a list of some supporting details. Scanning reading practice is needed without having to read the entire text.

f) Using semantic mapping or clustering

The semantic mapping strategy is to collect the important words they get from a text. Which can help the reader to know again the meaning of the contents of the text.

**b. Strategies in Teaching Reading Comprehension**

Teaching strategies are a general description of the plan of a lesson such as the needs or objectives for implementing teaching strategies (Antoni, 2010). It can be concluded that the teacher is a means of knowledge that can help the student learning process. That way students can gain knowledge about learning, especially in English. Teaching strategies are related to teaching and learning activities used by teachers such as techniques, structures, methods, approaches, and procedures (Harmer 2018). It is a tool for teachers to help students

meet specific learning goals. Teachers must also be creative in their content selection and inspire their students to learn. Teachers must therefore adapt a number of ways to support teaching and learning (Purwanto & Atmaja, 2022).

A proficient reader can also read for in-depth understanding. This indicates that they read in order to fully comprehend a passage. This type of reading is frequently done in academic settings and other circumstances where thorough comprehension is required. In teaching reading comprehension in the classroom, the teacher can use some strategies. There are some strategies in teaching reading comprehension according to Vacca & Vacca (Sarjan & Mardiana, 2017):

#### 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. 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 Alouds 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. They then control the students in completing each step of the way. Think alouds 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 you in segmenting the reading process into digestible chunks. It is only one of 25 different approaches you can use to increase comprehension. It is composed of five steps: surveying, asking questions, reading, reciting, and reviewing. The SQ3R strategy entails four steps: reading the chapter headings quickly to grasp their key points; turning the heading into a question; reading to discover the answer to the question; and 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(Almutairi, 2018). To answer a question, a reader consults two major sources of information: the text and his or her own memory.

##### 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.

#### **4. Gender**

##### **a. Terminology of Gender**

Gender studies emerge nowadays, thus there are many terms can be used to classify the sexes differences or gender differences. According to Delfabbro he states that gender refers to the social construction of female and male identity(Delfabbro, et al., 2018). It can be defined as more than biological differences between men and women. It includes the ways in which those differences, whether real or perceived, have been valued, used and relied upon to classify women and men and to assign roles and expectations to them.

##### **1) Biological Sex**

Sex refers to our biological and physical anatomy. Biological sex is used to assign gender at birth. For most people, biological sex and gender are aligned. However, many variables can factor into one's biological sex; for example, a person's chromosomal or anatomical configurations. These and other factors can combine



in such a way as to make biological sex much more complex than two distinct categories.

## 2) Gender Identity

Unlike biological sex, which is assigned at birth and based on physical characteristics, gender identity refers to a person's innate, deeply felt sense of being male or female (sometimes even both or neither). While it is most common for a person's gender identity to align with their biological sex, this is not always the case. A person's gender identity can be different from their biological sex.

Increased societal understanding and scientific research exploring the origins of gender are serving to expand formerly simplistic societal notions of limited gender categorization. Gender identity and other recently defined terms are ones that are more inclusive of these normal variations of gender. Because gender identity is internal and not always visible to others, it is something determined by the individual alone.

## 3) Gender Expression

In contrast to gender identity, gender expression is external and is based on individual and societal conceptions and expectations. It encompasses everything that communicates our gender to others: clothing, hairstyles, body language, mannerisms, how we speak, how we play, and our social interactions and roles. Most people have some blend of masculine

and feminine qualities that comprise their gender expression, and this expression can also vary depending on the social context i.e.; attire worn at work rather than play, hobbies or interests, etc.

#### 4) Sexual Orientation

Sexual orientation is a term that refers to being romantically or sexually attracted to people of a specific gender. Our sexual orientation and our gender identity are separate, distinct parts of our overall identity. Although a child may not yet be aware of their sexual orientation, they usually have a strong sense of their gender identity from a very early age.

#### 5) Gender Variance/Gender Non-Conformity

Gender variance refers to behaviors and interests that fit outside of what we consider 'normal' for a child or adult's assigned biological sex. We think of these people as having interests that are more typical of the "opposite" sex; in children, for example, a girl who insists on having short hair and prefers to play football with the boys, or a boy who wears dresses and wishes to be a princess. These are considered gender-variant or gender non-conforming behaviors and interests. It should be noted that gender nonconformity is a term not typically applied to children who have only a brief, passing curiosity in trying out these behaviors or interests.

#### 6) Transgender

This term refers to an individual whose gender identity does not match their assigned birth sex. For example, a transgender person may self-identify as a woman but was born biologically male. Being transgender does not imply any specific sexual orientation (attraction to people of a specific gender). Therefore, transgender people may additionally identify as straight, gay, lesbian, or bisexual. In its broadest sense, the term transgender can encompass anyone whose identity or behavior falls outside of stereotypical gender norms.

#### 7) Gender Fluidity

Gender fluidity conveys a wider, more flexible range of gender expression, with interests and behaviors that may even change from day to day. Gender fluid people do not feel confined by restrictive boundaries of stereotypical expectations of women and men. For some people, gender fluidity extends beyond behavior and interests, and actually serves to specifically define their gender identity. In other words, a person may feel they are more female on some days and more male on others, or possibly feel that neither term describes them accurately. Their identity is seen as being gender fluid.

#### 8) Genderqueer

Genderqueer is a term that is growing in usage, representing a blurring of the lines surrounding society's rigid views of both gender identity and sexual orientation. Genderqueer people

embrace a fluidity of gender expression that is not limiting. They may not identify as male or female, but as both, neither, or as a blend. Similarly, genderqueer is a more inclusive term with respect to sexual orientation. It does not limit a person to identifying strictly as heterosexual or homosexual. (Note: This term is NOT typically used in connection with gender identity in pre- adolescent children).

Gender equality, equality between men and women, entails the concept that all human beings, both men and women, are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles and prejudices. Gender equity means fairness of treatment for women and men, according to their respective needs. Arrelano (2013).

Based on the definitions of gender previous, the searcher can conclude that gender refers to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes.

#### **b. Male and Female**

Male and Female Based on the terminology of gender above, the writer is going to the brain activity of male and female. Collier

Cool, in the Webster's New World College Dictionary, defines male and female as the following:

- 1) Women have more connections going left and right across the two halves of the brain. This could give them an advantage in pulling together information from different sources and drawing conclusions. The left half of the brain handles logical thinking, and the right is associated with intuition (Collier, 2016).
- 2) Men's brains have more connections from front to back, which may heighten their perception. They may be more attuned to what's going on around them so they can take action. Men have stronger connections between brain areas for motor and spatial skills. That means males tend to do a better job at tasks that need hand-eye coordination and understanding where objects are in space, such as throwing a ball or hammering a nail (Collier, 2016).

**c. Definition of Single Gender Class**

Single-gender classroom or single-sex classroom is the chosen school system recently almost all over the world. The single-gender classroom is the school system which placed the students into different classes based on the sex and gender differences. Therefore, there will be "male" and "female" classroom. The main reason for separation education is as follows, indeed confirmed that due to gender differences, and in most cases, boys and girls have different learning styles. According to the existing neuroscience

research, there are profound differences between the "male brain" and the "female brain" at different levels, and there will be some differences in their way of thinking and perception of things (Eliot, 2013). Therefore, to the characteristics of students of different genders, a teaching environment suitable for boys or girls is specially set up.

Smyth (2010) found that single-sex school is sufficient for both males and females achievement. Male students are more likely to study female subject in a single-sex classroom. As a result, they achieve better in that type of class. Moreover, this truth is for female students, but the weakness of this type of education is the adverse effect regarding personal and social development. It means that the students of the single-sex classroom will be disturbed in their development because they do not usually interact with another gender which is sometimes needed to succeed in their social development. The last is the gap.

As a school, the indispensable purpose is to better develop conducive to children's early development and especially the healthy development of personality characteristics. However, in co-educational schools, there will still be issues of gender prejudice and stereotypes. Girls would be more afraid or shy to show themselves in school and often reduce their enthusiasm for learning or participating in campus activities. According to research, the establishment of single-sex classes can be used to improve girls' academic performance so that girls can gain inner self-confidence through the school model

(Pollard, 1999). Single-sex schools become the most direct way to reduce discrimination and inequality caused by different genders in education. The purpose of these types of courses is to better prepare girls and boys for the different social roles as adults in the future.

There are many kinds or system in applying the single-gender education, which are:

- a. The schools which all the students in every level or grades are one sex, so it can be male schools or female schools,
- b. The schools which direct the students into different program based on gender, for example math and science for the female students and business program for the male students,
- c. The schools which is accepted male and female students but place them into different classes based on gender (“male” and “female” classroom)
- d. The schools which accepted the students in different sex for every level, such as first grade for male students and the second grade for the female students, and the concept of students accepted will be different for every years.
- e. The schools which accepted all gender students, but then separated them in the different building with the same facilities.

## **B. Previous Related Study**

This chapter covers definitions and theories which are related to the research objects in this proposal, the writer uses several the other previous studies which can be found in the following paragraphs.

The first previous study is “*Males and Females Discrepancies in Reading Fluency: Focusing on Advanced EFL Learners*” Which has been researched by Namaziandost E, Fadhly F & Solihat D (2019). The writer used quantitative method in his research. The main focus of this study is to check if there is any significant difference among Iranian advanced males and females EFL learners’ reading fluency. The findings showed that in reading comprehension female participants performed more fluent than male participants. Besides, several factors also underlie gender differences between females and males in learning to speak and write. One is like females looking further ahead and smarter than males. This is caused by female having analysis and motors to organize the activities smoothly.

Thesis from Namaziandost E, Fadhly F & Solihat D has similarity with the research made by researcher, which is both of them are about male and female has difference in reading. The difference between Namaziandost E, Fadhly F & Solihat D research and this research is their research focused on difference among Iranian advanced males and females EFL learners’ reading fluency. Meanwhile, this study focused on teaching strategy in male and female students in teaching reading comprehension.

The second previous study is “*The Relationship between Gender and Reading Comprehension at College Level*” Which has been researched by Prof. Ala H. Oda and Mohsen R. Abdul-Kadhim (2017). The researcher quantitative method in his research. The researcher revealed the result that there are no statistically significant differences between the two groups of gender on three levels of reading comprehension (literal, inferential, and



appreciative), but for the “critical level”, females are outperforming males to a statistically significant level.

The thesis from Prof. Ala H. Oda and Mohsen R. Abdul-Kadhim has similarities with research made by the researcher, in which both of them are about gender and reading comprehension. The difference between their research and this research is their research focused on the relationship between gender and reading comprehension achievement at college level. Meanwhile, this research focused on the teacher’s strategy for male and female students.

The third previous study is “*Gender Differences in Reading Comprehension Achievement*” Which has been researched by Jefi Fauzan Anantasa (2016) The writer used a qualitative study case analysis. This study is about gender differences in reading comprehension which concern to students’ ability toward comprehending such factual text. It investigates a case study at English Language Teaching Department Tarbiyah and Teacher Training of IAIN Syekh Nurjati Cirebon on the 6th semester. The researcher only focus on the use of factual text in relation with students comprehension and achievement. The findings showed that gender differences influence in reading comprehension achievement. Different trait from family and society will influence students reading achievement. It is found that 25% of boys’ participants get high score in reading comprehension test and 33% girls participants get high score in reading comprehension test and those differences are caused by different trait of their family and society toward reading.

Jefi Fauzan Anantasa’s research has similarities with this research. Both of them use descriptive qualitative design, interview, and observation to

collect the data . The differences between both studies are research conducted by Jefi Fauzan Anantasa used the student of IAIN Syekh Nurjati Cirebon on the 6th semester. Meanwhile, in this study, the researcher used English teachers at SMA Budi Utomo Surakarta as subject.

The fourth previous study is “*The Influence of Gender on Reading Comprehension*” Which has been researched by Gabriela Ngongare, Nurmin Samola Aloysius Rettob (2020). The writer used a quantitative method by experimental design. In their research they analyze the effect of gender differences on reading comprehension. The result of the analysis showed that at p .05 and df 58, the t-observed is larger than t-table [ $3.333 \geq 2.000$ ]. This indicates that female students outperformed their male counterparts in reading comprehension. In other words, it can be stated that gender differences affect reading comprehension.

The research from Gabriela Ngongare, Nurmin Samola Aloysius Rettob has similarities with the research that carried out by researcher. They research are about gender and reading comprehension. The difference between both studies is the research conducted by Gabriela Ngongare, Nurmin Samola Aloysius Rettob focused on the effect of gender differences on reading comprehension, but in this research, researcher wanted to find out teachers' strategies use in teaching reading in male and female students.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

In this research, the researcher used a descriptive design with a qualitative case study method and rather ethnographic with the identification on the teacher's strategy in teaching reading comprehension in single gender class. Descriptive qualitative is used because in this research, the researcher wants to analyze the teachers' strategies in teaching reading comprehension and the factors influencing the teachers apply the strategies in teaching reading comprehension in single gender class at the second grade of SMA Budi Utomo Solo. A qualitative approach is an inquiry strategy that emphasizes the search for meaning, understanding, concepts, characteristics, symptoms, symbols, and descriptions of a phenomenon, focused and multi-method, natural and holistic, and explained in a narrative manner (Choiri & Miftachul, 2019). According to Gays, Mills, and Airasian (2015) state that qualitative research is the collection, analysis, and interpretation of data that has a comprehensive narrative and visual data in order to gain insight into a particular phenomenon. According to Sugiyono (2016), qualitative research method is research method used to assess the condition of natural project. It means that the students' difficulties in reading comprehension text is only described as it. In this study, the researcher used a descriptive qualitative method because it only analyzing the facts found during the research.

## B. Research Setting

### 1. Place of Research

The research is carried out at SMA Budi Utomo Surakarta in class XI, especially in English literature class. It is located at St. Bromo, Banjarsari District, Surakarta Regency, Central Java Province. The researcher chooses this school because the school is one of the best Islamic Senior High Schools in Surakarta. The other reason is the school has followed some Olympics in the English language. So, the researcher wants to know how the teaching strategies and the factors influencing the teachers apply the strategies in teaching reading comprehension in English literature class, especially in single gender class.

### 2. Time of Research

The time of this research was conducted pre-research in September 2022. The research timeline can be seen as follows.

No	Activities	Okt -Nov 2022	Dec 2022- Aug 2023	Sept 2023	Oct 2023	Nov 2023	Dec 2023
1.	Title Submission and Approval						
2.	Pre-research						
3.	Writing Proposal						
4.	Consultation and Guidance						
5.	Proposal Seminar						

6.	Collecting Data and Analyzing Data						
7.	Finish Writing Chapter IV – V						
8.	Consultation and Guidance						
9.	Report the Research / Munaqasyah						

### C. Research Subject

The subject of this research was conducted at teachers' strategies in teaching reading comprehension in single gender class at the second grade of SMA Budi Utomo Solo in academic year 2022/2023. The subjects of this research is the teacher who taught English Literature at the second grades, especially male class (XI MIPA 1) and female class (XI MIPA 2). She is Ms. Hidayati Khoirun Ni'mah, S.Pd.

### D. Data and Source of the Data

#### 1. Data

The data in this research are strategies for the teaching process performed by the teacher and the factors influencing the teachers apply the strategies in teaching reading comprehension in single gender class at the second grade of SMA Budi Utomo Surakarta in the teaching process. Moreover, in collecting the data, the researcher supports it by written

language or speaking language, such as a voice recorder and notebook. The spoken types of data that consist of words, phrases, clauses, and sentences are necessarily transferred to written data to make the analysis easier.

## **2. Source of the Data**

The data source is the basic information. As stated by (Bogdan & Biklen, 2014) the rough materials that researchers collected from researchers use the data source to support this research because the data source is the key that is used to explore this research more. In other words, stated by Lofland (Moleong, 2019), defined that the main data sources in qualitative research are words and actions, the rest is additional data such as documents and others..

The researcher wants to analyze the teaching strategies in the learning process. In this research, the data was collected by observing the teaching strategies of the teacher and students in the class and interviewing the teacher. Therefore, the data source of this research included qualitative data because the form of the data did not number, but teaching strategies on teaching reading.

The data source of this research was taken from a teacher in teaching strategies reading comprehension from Ms. HKN. Who taught 11 MIPA 1 and 11 IPS 2 English literature class in the second grade at SMA Budi Utomo Surakarta.

### **E. Research Instrument**

The key instrument in this research was researcher herself. Researcher helped by some equipment's. As stated by Ravitch & Carl (2019), research instrument is related tool that researcher uses to collect the data in research. So, research instrument has a close relationship with data collecting technique. For example, interview data collecting technique uses interview instrument or interview guide as a reference when research asks to participants. In this research, researcher used observation, interview and documentation to collect the data.

### **F. Techniques of Collecting the Data**

The technique of collecting data is the most strategic step in research because the main purpose of the research is to get data. In collecting the data, the researcher used the observation, interviews, and documentation. Furthermore, Siyoto (2015) stated that the most important research activity is data collection. There are several data collection techniques, three of which are observation, interview, and documentation.

The technique of collecting data applies in this research are to carry out this method, as follows:

#### **1. Observation**

Observation is an important data collection tool in qualitative research. Nasution (2016: 226) states that observation is the basis of all science. Scientists can only work with data and facts about the natural world obtained through observation. According to Marshall (Apriyanti

Hasibuan, 2018), through observation, the researcher learns about behavior and the meaning attached to that behavior. In this study, researcher made some observations related to strategies used by English teacher in teaching reading comprehension in the single gender class at the second grades of SMA Budi Utomo Surakarta in the academic year 2022/2023.

## 2. Interview

Interview is a data collection technique by giving some questions to participants directly and they are free to give the answers. As stated by Busetto, Wick, & Gumbinger (2020), interview is a way that researchers use to get the views based on person's subjective experience, their opinions. In this study, researcher used structured interview. The reason is structured interview make the researcher arrange the data easily and more structured. The researcher used Indonesian languages in interviewing the participants.

In this research, the participants is an English teacher who teach English Literature at the second grades of SMA Budi Utomo Surakarta in the academic year 2022/2023. This technique is used to find out the factors influencing the teachers to apply the strategies in teaching reading comprehension at the second grades of SMA Budi Utomo Surakarta in the academic year 2022/2023.

## 3. Documentation

Documentation is used as a source of data that can be used to examine, interpret, and even assess the validity of the data. Sugiyono



(2016) stated that documentation is a record of events that have passed. Moreover, Moleong (2019) stated that documentation has long been used in research. Therefore, documentation method is a technique of collecting data is indirectly given to research subject. The document in this research is RPP and pictures of teaching and learning process in the classroom. The researcher used this technique to support the data collection from observation and interview.

#### **G. Trustworthiness of the Data**

In qualitative research, triangulation used by researcher to ensure the credibility of the data that has been collected. Triangulation is a multi-method used by researchers in collecting data based on an understanding of the research phenomenon in order to get a better truth. In addition, according to Creswell (2018), triangulation is verifying data using two or more data collection methods in research. Triangulation is a tool to check the data that has been obtained, to ensure that the data obtained is credible. The triangulation that will be used by researcher in this study is triangulation of method. The triangulation method is to compare data in different ways. In this study, researchers used observations, interviews, and documentation to find the truth of information based on data obtained from informants.

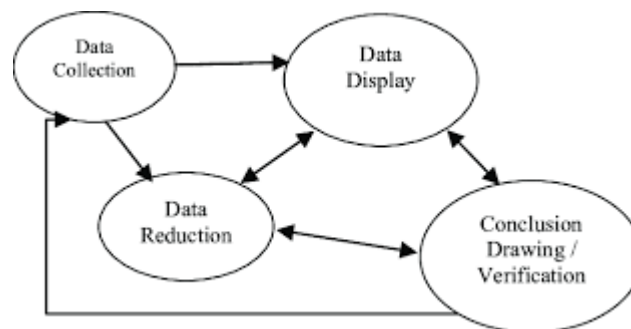
The researcher concludes that applying the triangulation approach involves checking the consistency of the findings produced by various data collection techniques. It clarifies different but related aspects of the same phenomenon.

Qualitative research often finds great interest and derives the best insights from the data obtained.

## **H. Techniques of Analyzing the Data**

Techniques of analyzing data is the process of collecting data systematically to facilitate researchers in obtaining conclusions. According to Sugiyono (2010), data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and other materials so that they can be understood easily and the findings can be informed to others (Notia, 2021). Qualitative data analysis is inductive that is analysis based on the data obtained.

To analyze data, the researcher used interactive analysis from Milles and Huberman (2014) Activities in qualitative data analysis are carried out interactively and take place continuously until complete so that the data is saturated. Data analysis was carried out with the aim that the information collected would be clear and explicit (Sugiyono, 2019). The data analysis technique in a study is carried out using descriptive qualitative so that the researcher describes the situation or phenomenon obtained and then analyzes it in the form of words to obtain conclusions The technique of analyzing the data consists of several steps: data reduction, data display, conclusion drawing, and verification(Miles & Huberman, 2014). These three components can be explained through the following figure:



### 1. Data Reduction

Data reduction is the process of data simplification and transformation in selecting and focusing attention on the raw data that has been collected. Data reduction requires summarizing and selecting important information. In conclusion, data reduction is getting more correct data and easier data collection.

### 2. Data Display

Data display is an organized way of summarizing information. Researcher would understand all the data that has been collected to be managed to be able to take the results of the teachers' strategy according to the conditions. Then the data that has been selected is presented in a qualitative method. The data would be presented in the form of descriptive narratives that explain the teachers' situation in using teaching strategies.

### 3. Conclusion Drawing/Verification

The conclusion is the final result of data processing. The purpose of reducing and displaying data is to draw conclusions. Then note down the important things to get accurate results. After that, the last action was to conclude the research and verify the data about the reading teaching strategies used by teacher in teaching in the classroom.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter deals with the result of the research finding and discussion of the researcher that has been done in SMA Budi Utomo Solo. From the research finding and discussion the previous chapter and referring to the problem statement, it could be drawn the conclusion:

#### **A. Research Findings**

Based on the data findings. In this research there are three points to discuss, there are teachers' strategy in teaching reading comprehension in male classroom, teachers' strategy in teaching reading comprehension in female classroom, and teacher's consideration in choosing strategy in teaching reading comprehension at the second grade of SMA Budi Utomo Solo in Academic Year 2022/2023.

##### **1. Teacher's Strategies in Teaching Reading Comprehension in Male Classroom Used by The Teacher Who Taught XI MIPA 1 of The Second Grade at SMA Budi Utomo Surakarta in Academic Year 2022/2023**

The researcher conducted three observations from October 3<sup>rd</sup> to October 11<sup>th</sup> in classes XI MIPA 1. The data was collected by the researcher in the form of classroom observations and structured interviews with the teachers. Class observation aims to analyze the teacher's way of teaching in class, especially on reading comprehension, while the interviews are conducted to dig for further information from the teachers regarding reading comprehension strategies.

The researcher interviewed English teacher at SMA Budi Utomo Solo, namely Mrs. HKN S.Pd.. This interview was conducted on, October 10<sup>th</sup>, 2023, with Mrs. HKN S.Pd, in the lobby SMA Budi Utomo Solo. In this interview, the researcher asked 11 questions about the strategies teachers use in teaching reading comprehension in class and the teacher's consideration in choosing strategies in teaching reading comprehension in male and class.

**a. Scaffolding**

1) The Result of Observation

Based on the result of observation that have been made from October 3<sup>rd</sup> to October 11<sup>th</sup>, the researcher can conclude that there are two strategies that teachers used teach reading comprehension in XI MIPA 1, that is Scaffolding and Question Answer Relationship (QARs)

a) Opening

The teacher enters the classroom and the students prepare themselves and then salute. The teacher opens the lesson with greetings, and students answer greetings. Then the teacher checks the attendance of the students one by one. Before learning begins, the teacher gives some words of motivation to students. Then the teacher asked again about last week's material. After ensuring the students have understood last week's material, the teacher introduces new material about narrative text.

b) Main Activity

The teacher explains about the narrative text to the students. The teacher gives an example of a narrative text, there are three things in the narrative text; social function/purpose, generic structure and language feature. Then the teacher opens a discussion session by grouping students into one group of two people. Before beginning the discussion, the teacher gave the students an example of narrative text, which is “The Legend of Prambanan” to explain what is the main idea of the legend. The teacher will allow two students to explain the legend to their friends according to their personal understandings in English. The teacher will appreciate the students by adding a score to the test score.

Some students often asked for the meaning of the word, and most of them used dictionaries to do the translation. So that, the teacher gave assistance to the students in the classroom by writing on the board some important vocabulary when the students did not know the meaning of the word or felt difficulty in understanding a text, and also giving feedback according to what the students asked, such as new vocabulary or something that need more explanations from the teacher and reducing it as students progressed so that it could help students understand the text that was given by the teacher. In this session, other students confidently express or ask their own word. This makes the classroom situation conducive and active.

### c) Closing

Before the lesson ends, the teacher evaluates students about today's learning and provides comments or suggestions to students regarding the material. Then the teacher closed the lesson with greetings and students answered greetings. The students continued to salute the teacher and the teacher left the classroom.

## 2) The Result of Interview

From the interview that was conducted on November 11<sup>th</sup>, English teacher explain some things about the strategies they used to prove that the strategy was used in class.

Scaffolding strategy was used by Mrs. HKN, S.Pd in class XI MIPA

1. This is in accordance with the statement given by the English teacher in the fourth question interview 'Strategi apa yang miss gunakan dalam mengajar reading di kelas laki-laki?'

*"Untuk di kelas laki-laki, yang disini itu termasuk dikelas XI MIPA 1, Strategi yang saya gunakan yaitu Scaffolding dan QARs, gitu miss, Untuk strategi yang paling efektif saya gunakan dalam mengajar reading comprehension di kelas XI MIPA 1 ini adalah scaffolding strategi karena, siswa menjadi pembaca yang lebih efektif dan percaya diri, sambil juga mengembangkan keterampilan berpikir kritis dan pemecahan masalah yang penting"*

The procedured that the English teacher used also supports the fifth question 'Bisa dijelaskan bagaimana atau prosedur miss dalam menggunakan strategi tersebut?' in the interview the English teacher gave a statement.

*“... penggunaan strategi scaffolding itu lebih seperti Ketika siswa merasa kesulitan membaca kata Bahasa Inggris, saya contohkan cara pengucapan yang benar, atau Ketika mereka saya minta untuk membacakan teks seperti halnya tadi di kelas saya meminta salah satu dari mereka membaca teks legenda dengan suara keras, saya biarkan dulu mereka membaca dengan cara mereka, baru kemudian saya sesekali menyela bacaan mereka dengan memberi contoh pengucapan yg benar, terkadang ada beberapa anak yang menanyakan penlafalan Bahasa Inggris yang menggunakan aksen British, maupun aksen American ...”*

It was further explained by the teacher;

*“Dengan menggunakan scaffolding strategi suasana kelas laki-laki itu lebih aktif, mereka lebih sering bertanya karena selalu mendapat feedback sehingga mereka akan terus termotivasi untuk terus belajar, ya meskipun cukup memakan waktu yang sangat banyak dengan memberikan feedback dari setiap pertanyaan dari siswa tapi, saya sangat senang dengan hal itu, yang terpenting murid memperoleh sesuatu daripada banyak pelajaran tapi tidak mendapatkan apa-apa”*

The scaffolding strategy was used by the class XI MIPA 1 English teacher in the text narrative material and in accordance with the interviews that had been conducted. The teacher employed the scaffolding strategy for teaching reading comprehension by providing assistance to the students who experienced difficulties in understanding the text and gradually reducing the assistance as the students gained understanding.

## **b. QARs**

### 1) The Result of Observation

#### a) Opening

The teacher enters the classroom and the students prepare themselves and then salute. The teacher opens the lesson with



greetings, and students answer greetings. Then the teacher checks the attendance of the students one by one. Before learning begins, the teacher gives some words of motivation to students. Then the teacher asked again about last week's material. After ensuring the students have understood last week's material, the teacher introduces new material about narrative text.

b) Main Activity

The learning process began after the teacher delivered the material by asking the students about the legend, the question is “who are the characters in the story”, “where is the place of the story?”, “what is the social function of the story?”, “where is the complication start to raised?”, “what kind of the tenses that used in the story?”. The teacher will ask students to tell the answer of the question by offering them two options: not being selected and being chosen by the teacher. The teacher will offer 5 students the opportunity to advance. The rule is that students may read their notes, the teacher frees students to express and tell the answer according to their abilities. After each student answer, the teacher then ask them to tell about the meaning in Indonesia. The teacher then asks students to collect recount text assignment books to be examined and assessed

c) Closing

Before the lesson ends, the teacher evaluates students about today's learning and provides comments or suggestions to

students regarding the material. Then the teacher closed the lesson with greetings and students answered greetings. The students continued to salute the teacher and the teacher left the classroom.

## 2) The result of interview

From the interview that was conducted on November 11<sup>th</sup>, English teacher explain some things about the strategies they used to prove that the strategy was used in class.

QARs strategy was used by Mrs. HKN, S.Pd in class XI MIPA 1. This is in accordance with the statement given by the English teacher in the fourth question interview ‘Strategi apa yang miss gunakan dalam mengajar reading di kelas laki-laki?’.

*“Untuk di kelas laki-laki, yang disini itu termasuk dikelas XI MIPA 1, Strategi yang dominan saya gunakan yaitu Scaffolding dan QARs, gitu miss”*

The procedured that the English teacher used also supports the fifth question ‘Bisa dijelaskan bagaimana atau prosedur miss dalam menggunakan startegi tersebut?’ in the interview the English teacher gave a statement.

*“strategi lain yang saya pakai di kelas XI MIPA 1 itu QARs, saya rasa strategi ini paling dominan saya pakai, karena secara tidak langsung penggunaan strategi ini sangat efektif untuk memeriksa pemahaman mereka dari teks yang saya berikan, semisal di dalam kelas saya berikan materi tentang teks legenda, saya minta mereka membaca dan memahami isi teks kemudian setelahnya saya tanyakan baik terkait tokoh, latar, nilai moral nya, jadi dari sini saya bisa kira-kira sejauh apa pemahaman mereka...”*

The interview indicated that the Question Answer Relationship (QAR) strategy was used by the English teacher at the second grade of SMA Budi Utomo Solo to teach reading comprehension. Mrs. HKN S.Pd., as the English teacher, explained that QAR helped students understand the relationship between different types of questions and how to find the answers in the text.

## **2. Teacher's Strategies in Teaching Reading Comprehension in Female Classroom Used by The Teacher Who Taught XI IPS 2 of The Second Grade at SMA Budi Utomo Surakarta in Academic Year 2022/2023**

The researcher conducted three observations from November 9<sup>th</sup> to November 15<sup>th</sup> in classes XI IPS 2. The data was collected by the researcher in the form of classroom observations and structured interviews with the teachers. Class observation aims to analyze the teacher's way of teaching in class, especially on reading comprehension, while the interviews are conducted to dig for further information from the teachers regarding reading comprehension strategies.

The researcher interviewed English teacher at SMA Budi Utomo Solo, namely Mrs. HKN S.Pd.. This interview was conducted on, October 10<sup>th</sup>, 2023, with Mrs. HKN S.Pd, in the lobby SMA Budi Utomo Solo. In this interview, the researcher asked 11 questions about the strategies teachers use in teaching reading comprehension in class and the teacher's consideration in choosing strategies in teaching reading comprehension in male and class.

### **a. Reciprocal Teaching**

#### **1) The Result of Observation**

a) Opening

The teacher enters the classroom and the students prepare themselves and then salute. The teacher opens the lesson with greetings, and students answer greetings. Then the teacher checks the attendance of the students one by one. Before learning begins, the teacher gives some words of motivation to students. Then the teacher asked again about last week's material. After ensuring the students have understood last week's material, the teacher introduces new material about narrative text.

b) Main Activity

The teacher selected reading materials to be used in learning activities, the same material with the male class, which is “The Legend of Prambanan”. Then, the teacher required the students to make a group. After the students were ready in a small group, the teacher gives a little review of the reading material in the form of an outline only.

The teacher gives the reading text for each group. Then, the students discuss to predict the meaning of “The Legend of Prambanan”. Next, the one students of members group tell the other group about the meaning of “The Legend of Prambanan” that they read. Then, the teacher gives the opportunity to other members of group to give the question and the other group were also can responds or help the group that was given the question.

The teacher clarifies the students answer. Then, the students summarizing of the material in reading comprehension.

c) Closing

Before the lesson ends, the teacher evaluates students about today's learning and provides comments or suggestions to students regarding the material. Then the teacher closed the lesson with greetings and students answered greetings. The students continued to salute the teacher and the teacher left the classroom.

2) The Result of Interview

Reciprocal Teaching strategy was used by Mrs. HKN, S.Pd in class XI IPS 2. This is in accordance with the statement given by the English teacher in the fourth question interview ‘Strategi apa yang miss gunakan dalam mengajar reading di kelas Perempuan?’

*“Untuk di kelas Perempuan yaitu XI IPS 2. Strategi yang saya gunakan yaitu Reciprocal Teaching dan QARs, seperti yang saya bilang sebelumnya QARs itu saya pasti gunakan, jadi ada kesamaan strategi mengajar baik di kelas Perempuan maupun laki-laki...”*

For the procedure carried out by the English teacher, it is answered in the fourth question ‘Bisa dijelaskan bagaimana atau prosedur miss dalam menggunakan strategi tersebut?’ the statement submitted.

*“terkait pelaksanaannya seperti yang miss bisa lihat di kelas tadi nggih, siswi disini cenderung lebih kompetitif dan bersemangat jika saya ajak untuk diskusi sendiri dan saling tanya jawab antar teman, mereka lebih mudah menangkap materinya dibanding saya tuntun step by step, istilahnya mereka akan melangkah 5 langkah dulu baru bertanya, kalau kelas laki-laki ‘kan mereka cenderung maunya*

*dituntun step by step dan kritis di setiap penjelasan yang saya berikan”*

From the data above, it can be concluded that in female class the teacher prefer to use reciprocal teaching strategy because This strategy can help students to understanding the material because students can share ideas with their friends, and increasing their willing to learning in class.

## **b. QARs**

### 1) The Result of Observation

#### a) Opening

The teacher enters the classroom and the students prepare themselves and then salute. The teacher opens the lesson with greetings, and students answer greetings. Then the teacher checks the attendance of the students one by one. Before learning begins, the teacher gives some words of motivation to students. Then the teacher asked again about last week's material. After ensuring the students have understood last week's material, the teacher introduces new material about narrative text.

#### b) Main Activity

This strategy found in the same time while reciprocal teaching used in the class, there are the question and answer of the students. the students are required to read and discuss the materials then do the task. And the end of the task the students ask to the other group. Then the other group answer it. The differentiate of Reciprocal teaching is the question and answer of the students

occur in the middle of discussion but in Question-Answer relationship (QARS) question and answer are given in the end of discussion or task.

c) Closing

Before the lesson ends, the teacher evaluates students about today's learning and provides comments or suggestions to students regarding the material. Then the teacher closed the lesson with greetings and students answered greetings. The students continued to salute the teacher and the teacher left the classroom.

2) The Result of Interview

QARs strategy was used by Mrs. HKN, S.Pd in class XI IPS 2. This is in accordance with the statement given by the English teacher in the fourth question interview 'Strategi apa yang miss gunakan dalam mengajar reading di kelas perempuan?'

*"Strategi ke dua yang saya gunakan untuk mengajar reading comprehension di kelas perempuan ini adalah Question Answer Relationship (QAR), strategi ini membantu siswa memahami hubungan antara berbagai jenis pertanyaan dan bagaimana menemukan jawaban dalam teks, umumnya dari pertanyaan dan jawaban itu kan sebenarnya ada kemiripan dari kata-katanya. Jadi, jika siswa itu jeli dalam dalam hal itu maka seharusnya mereka bisa menjawabnya atau menemukan jawaban itu dalam teks tersebut meski mereka tidak tahu arti secara keseluruhan dari teks tersebut."*

For the procedure carried out by the English teacher, it is answered in the fourth question 'Bisa dijelaskan bagaimana atau prosedur miss dalam menggunakan strategi tersebut?' the statement submitted.

*"Untuk penerapannya hampir sama dengan reciprocal teaching tadi ya miss, Cuma ya seperti yang miss lihat sendiri juga, adegan QARs*

*ini terjadinya kan setelah materi sudah tersampaikan, jadi mereka sudah tau jawabannya apa, kemudian timbullah pertanyaan lain yang berkaitan dengan isi teks, kalau reciprocal kan terjadinya pas pertengahan pembelajaran”*

From the data above, it can be concluded that this strategy is used after the students read the material that has been given to the teacher but in this strategy students provide questions after that where they find the answer.

### **3. Teachers’ consideration in using different strategies for different gender in Teaching Reading Comprehension at The Second Grade of SMA Budi Utomo Solo in Academic Year 2022/2023**

In case of teacher’s consideration, the researcher found several considerations used by teachers in using different strategies for different gender in teaching reading comprehension. Through the interview data gathered, the researcher obtained several teachers' consideration. The teachers’ consideration spelled up below.

#### **a. Learning material**

Based on the result of the interview with the English teacher, it gained that English teacher must pay attention to the learning material as the first consideration in choosing a strategy. This was stated by teacher in the interview session that

*“...dalam memilih strategi mengajar ada beberapa hal yang harus diperhatikan, yang pertama mungkin materi pembelajarannya...”*

So, in this condition the teacher must understand the various kinds of learning material that will be delivered at every level of education. First, the teacher must understand the type of knowledge



that will be conveyed to students, whether it includes text, expressions and others. Then, the teacher can determine what strategies are suitable for these different materials. It is because each type of knowledge requires a different way of teaching and learning.

Meanwhile, the example was also delivered by teacher that  
*“...contoh misalnya gini miss, Ketika saya mengajar materi greeting ya, otomatis strategi yang saya gunakan lebih berfokus ke praktek speaking. Nah beda hal kalau saya mengajar teks naratif, tentu saja strategi yang saya gunakan fokusnya ke reading-nya atau writing-nya”*

This statement shows that the teacher cannot apply only one strategy for all the material to be taught although the four skills in English are always continuous.

#### b. Learning Objective

The second consideration in choosing a strategy is learning objectives. Learning objectives are very important because they are used to determine the goals that must students achieve in the learning process. In this case, the teacher stated that

*“goals yang harus diraih atau dicapai oleh siswa pada akhir pembelajaran kan berbeda-beda miss.”*

So, based on the research results, learning objectives have several aspects that need to be understood by teachers, such as whether the learning objectives to be achieved are cognitive, effective, and psycho-

morphic aspects. Besides, the teacher delivered another explanation that

*“selain memperhatikan pada tujuan pembelajaran. Guru pun harus memperhatikan kemampuan dan kondisi siswa-siswinya”*

For example, if the majority of students have intermediate abilities the object can be paraphrased, but if the majority of students are at beginner level, you can make simple dialogues. So, teacher also must considerate whether the complexity of the learning objectives to be achieved is high or low level. Then, the teacher can determine appropriate and suitable teaching strategy in the teaching and learning process.

#### c. Student Characteristics

The next consideration found is students characteristic. Teachers must realize that every student is different, including male and female students. In interview session, the teacher stated that

*“Baik siswa maupun siswi, mereka itu kan pasti ada perbedaan yang tidak bisa dipungkiri, semisal kemampuan logikanya, kepekaannya, pola fikirnya.”*

As for the difference seen in the learning process was male students are superior in the mathematical reasoning, do not like a cooperative environment, their motivation to learn is only focused on a favorite subject. This is very different from the character of female students who are more comfortable with competitive situations, like to form close relationships with others, have a passion for achievement in all fields, have good verbal skills.”

In addition, student's characteristic also includes students' ability to learn English. This is because the same teaching strategy cannot be applied to differences in students' learning abilities. Thus, the teacher must understand and classify students' English learning abilities first before implementing teaching strategies in the classroom. In this case, the teacher stated that

*“Guru harus mampu memahami tingkat kemahiran bahasa Inggris siswa, apakah termasuk dalam kategori pemula, sedang, atau lainnya.”*

This statement shows that when the teacher is able to classify the strategy can be determined easily. Because the strategies used for students at the beginner level will of course be different from those at the elementary level.

Then learning styles are also included in student characteristics. The differences in student learning styles are strongly influenced by the innate intelligence they have such as visual, auditory and kinesthetic. The teacher statement that

*“Strategi yang digunakan harus seimbang”*

It means that the teacher can not only prioritize strategies for auditory student types but also must pay attention to students with kinesthetic, visual and other types. So, in teaching the teacher cannot impose one learning style for all students. Meanwhile teacher also delivered an explanation that

*“Guru tidak boleh memfasilitasi gaya belajar siswa satu per satu dalam satu pertemuan. Sehingga dalam kegiatan belajar biasanya*

*saya merancangnya menjadi 2 atau lebih kegiatan yang berbeda. Jadi belajar tidak monoton."*

It shows that teacher may chose more than one teaching strategy in the learning process. For example, the teacher uses mind mapping in the first activity so that it can match students who have visual intelligence.

Then the second activity is a presentation so that it can facilitate students who have auditory intelligence and so on at every meeting. So, teachers can provide appropriate strategy that is equal to the differences in student learning styles.

In conclusion, based on interview the researcher found there are some factors the teacher in choosing strategy in teaching reading comprehension in the male and female classes. The teacher consideration; learning material, learning objective, and student characteristics.

## **B. Discussion**

The researcher discusses the findings in this part to explain the findings that have been made and obtained using a data collecting technique, namely: interviews, observations, and documentation. The researcher refers to the theories and strategies used in teaching reading comprehension in this research study.

### **1. Teacher's Strategies in Teaching Reading Comprehension in Male Classroom**

Teacher's strategies in teaching reading comprehension in male classroom are the first research questions According to the key term before, strategy is defined as certain ways and approaches to solve a

problem or task in achieving certain goals (Heilman, 2021). While in this study, strategy meant specific way of controlling the problem, lesson plan, or task to achieve particular goals in English teaching learning process in male class. Based on interviews and classroom observations that have been carried out by the researcher, the teacher used two teaching strategies, this study found 2 teaching strategy used in male class stated by Vacca and Vacca(2018), those are scaffolding strategy and Question Answer Relationship strategy.

Scaffolding is strategy that the teacher used for teaching reading comprehension at the second grade of SMA Budi Utomo Solo. The teacher provides support to facilitate students' ability to build on prior knowledge, lack of vocabulary, and understand what they read. It was related with what Isjoni said. He explained that scaffolding is providing a certain amount of assistance to students in the early stages of learning, then reducing it and providing opportunities for students to take over responsibility when they are able. The help is in the form of hints, warnings, encouragement, breaking down the problem into steps, giving examples or other things that allow learners to be independent. It meant that teachers provide support to students according to what students need in this case in the form of hints, warnings, encouragement, breaking down the problem into steps, giving examples or other things that make students able to do it by themselves.

The statement above was strengthened by the Brunner and Ross theory cited by Yufita in her research that the term of scaffolding has

been developed as a metaphor to describe the type of assistance offered by a teacher or peer to support learning. In the process of scaffolding, the teacher helps the student master a task or concept that the student cannot understand easily. The teacher offers assistance with only those skills that are beyond the student's capability. The most important is allowing the students to complete the task as much as possible, unassisted. Student errors are expected, but, with teacher feedback and prompting, the student is able to achieve the task or goal. When the student takes responsibility for or masters the task, the teacher begins the process of "fading", or the gradual removal of the scaffolding, which allows the student to work independently.

Regarding it, it was also related with what Vygotsky said. He said that scaffolding as the role of teachers and others in supporting the learner's development and providing support structures to get to the next stage or level. Teachers are the main point off successfully education so that is why teachers have to support their students in any kinds of difficultines in learning as like giving them explanation, giving example, or solution to overcome the problem in learning.

The teacher used scaffolding strategy in teaching reading comprehension because it could help the students became more effective and confident readers, while also developing important critical thinking and problem-solving skills. It was related with what Harvey (2023) said that the use of scaffolding strategies in teaching reading comprehension has several advantages, including:

- a) Gradual skill-building: Scaffolding allows students to build their reading skills gradually, starting with simpler texts and gradually increasing in complexity as they gain confidence and proficiency.
- b) Increased comprehension: By providing support and guidance, scaffolding helps students better understand the text and its meaning, leading to increased comprehension.
- c) Improved critical thinking: Scaffolding encourages students to think critically about the text and its underlying ideas, leading to enhance critical thinking skills.
- d) Enhanced motivation: As students gain confidence in their reading abilities, they become more motivated to continue learning and engaging with the material.

Regarding it, it was relevant with what Archer (2011) said, she said that the key to helping struggling readers is scaffolding instruction, providing guided practice, and ensuring the instruction is delivered at the right pace for the student. To help students make sense of text, we need to teach them how to decode words, how to read fluently, how to develop a strong vocabulary, and how to build their background knowledge about the topic they are reading. By providing explicit and systematic instruction in these areas, teachers can help struggling readers become more proficient and confident readers.

It could be concluded that to help struggling readers enhance their reading skills, teachers needed to use scaffolding instruction, provide guided practice, and deliver instruction at a pace that was

appropriate for each student. Additionally, teachers needed to teach students how to decode words, read fluently, develop a strong vocabulary, and build background knowledge related to the topic they were reading. By providing explicit and systematic instruction in these areas, teachers could help struggling readers become more confident and proficient readers. The goal was to enhance students' comprehension and critical thinking skills, which could lead to better academic performance and lifelong learning.

QAR is the second strategy that the teacher used for teaching reading comprehension at the second grade of SMA Budi Utomo Solo. The teacher help students to understand the relationship between different types of questions and how to find the answers in the text. It was related with what Crist said cited by Nurhayati (2019) in her research that QAR strategy is a questioning strategy that emphasizes a relationship between the question, the text, and the background knowledge of readers. It meant that QAR is a method for teaching reading comprehension that focuses on how the reader's prior knowledge and understanding of a text can be used to infer the meaning of questions and find answers. It helps readers understand the relationship between the questions and the text and use their background knowledge to make connections and clarify meaning.

The statement above was strengthened with what Raphael said cited by Dyah (2020). He said that QAR strategy was designed as a means for students to know the relationship between answers and



questions directly through the types of questions. QAR strategies to help students consider information obtained by text or their background knowledge own. It meant that QAR strategy is a powerful tool for teaching reading comprehension because it allows students to develop the ability to understand the relationship between questions and answers and use their background knowledge to make connections and clarify meaning while reading. Additionally, it is designed to help students understand how to use different types of questions to comprehend texts and to actively engage with the information presented in texts

## **2. Teacher's Strategies in Teaching Reading Comprehension in Female Classroom**

Teacher's strategies in teaching reading comprehension in female classroom are the second research questions. While in this study, strategy meant specific way of controlling the problem, lesson plan, or task to achieve particular goals in English teaching learning process in male class (Brown, 2021). Based on interviews and classroom observations that have been carried out by the researcher, the teacher used two teaching strategies, this study found 2 teaching strategy used in female class stated by Vacca and Vacca (2017), those are Reciprocal Teaching strategy and Question Answer Relationship strategy.

Based on the findings that researcher explained before, there are two strategies used by the teacher. Those are Reciprocal Teaching and Question-Answer Relationship (QARs). Reciprocal Teaching is one of

the learning strategy implemented so that the learning objectives are achieved quickly through independent learning process, and the students are able to present it in front of the class(Hamdani, 2020). Expected, the purpose of learning is achieved and the ability of students in self-learning can be improved. Students used these four comprehension strategies on a common text, in pairs or small groups they were predicting, question, clarify and summarizing. The teacher selected reading materials to be used in learning activities. Then, the teacher required the students to make aa group. After the students were ready in a small group, the teacher gives a little review of the reading material in the form of an outline only.

The teacher gives the reading text for each group. Then, the students discuss to predict the meaning of task reading. Next, the one students of members group tell the other group about the meaning of the task reading that they read. Then, the teacher gives the opportunity to other members of group to give the question and the other group were also can responds or help the group that was given the question. The teacher clarifies the students answer. Then, the students summarizing of the material in reading comprehension.

Reciprocal Teaching because occur the interaction between teacher and students when the students ask to the teacher or when the teacher requires the students' answer and also occur the interaction between students when the others group ask to the one group and the other group answer the one group. It seems the definition of Reciprocal

Teaching that is a teaching procedure designed to teach students about self-understanding strategies in the form of discussions between teachers with students and students with students who provide opportunities to think and exchange learning experiences based on the principles of questioning through direct instruction and modeling by teachers to improve students' reading performance in reading comprehension, students are very fond of learning as they work in group (Dew et al., 2021). It is evident at the time of the teacher after sharing the group, the teacher gives the reading to each group and the result they work together and exchange ideas with each other.

Then, it is Question-Answer relationship (QARS) because there are the question and answer of the students. the students are required to read and discuss the materials then do the task. And the end of the task the students ask to the other group. Then the other group answer it. The differentiate of Reciprocal teaching is the question and answer of the students occur in the middle of discussion but in Question-Answer relationship (QARS) question and answer are given in the end of discussion or task. It seems the definition of Question-Answer relationship (QARS) that is a strategy that will be used after students read (Pratiwi, 2020). QARS Teachers' teachers how to describe what kind of questions they are asking and where to find the answers. This strategy is used after the students read the material that has been given to the teacher but in this strategy students provide questions after that where they find the answer.

### **3. Teachers' consideration in using different strategies for different gender Teaching Reading Comprehension in Male and Female Classroom**

The third research question asked about what the teachers' consideration in using different strategies for different gender. According to the teachers' interview result, the researcher got some considerations to determine different strategy for different gender. The first thing to consider is learning material. In teaching, the strategies used must be able to develop all aspects of student personality in an integrated manner. So, the strategy to be used must be designed in advance. In addition, the learning strategy must also be adapted to the material. So, some of the considerations related to the learning material are whether the material is in the form of certain facts, concepts, or theories, or whether to study the learning material requires certain prerequisites or not. Thus, before determining a strategy the teacher must consider the material or subject that will be conveyed in learning.

The second consideration is learning objectives. In the world of education, the teacher must clearly understand the goals, directions and objectives in the English class process. In general, the stages of educational goals include general goals, final goals, provisional goals and operational objectives. In particular, the learning objectives are the goals to be achieved at the end of teaching, as well as the abilities that students must have (Drajat, 2014). Learning objectives can determine a strategy that an educator must use. In line with what Abdul Majid (2014)

explained, the importance of preparing the lessons is as follows: first, teachers can choose strategies, materials, methods, media, and the sequence of activities; second, teachers have a commitment to create a learning environment so goals are achieved; third, assisting teachers in ensuring correct evaluation.

In this case, the first point shows that learning objectives are one of the urgencies in choosing a teaching strategy. Thus, the teacher can determine the appropriate teaching strategy by knowing which aspects of learning to be achieved are cognitive, effective and psychomotor aspects. The third consideration is related to the students themselves. Each student has different characteristics, especially male and female students.

Apart from natural differences, male and female students also have different learning characteristics. One of them is learning English. An example in this case is male students need more effort in learning reading. Meanwhile, female students can learn more quickly and effectively. So the teacher must use a different and more creative strategy when teaching in the male class than in the female class.

Then were students' learning styles. The term learning styles speaks to the understanding that every students learns differently. Technically, a students' learning style refers to the preferred way in which the students absorb, process, comprehends and retains information. While, individual learning styles depend on cognitive, emotional and environmental factors, as well as one's prior experience.

In other word, every student is different. It is important for teacher to understand the differences in their students' learning styles. So, teacher can implement best practice strategies into their daily learning activities, curriculum and assessment.

The last one relates to students' abilities. Typically, a class might have students at different ability levels and they also learn differently. So a teacher must be able to understand what level of ability the students are being taught. In addition, teachers also must understand the needs of students with different levels of ability. If this can be applied properly, the teacher can determine the appropriate learning strategy so that each student can learn optimally even though they have different abilities.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter provides conclusions based on research findings that are about English teachers' strategies to teach male and female students in single gender classes and teachers' consideration in using different strategies for different gender. Then, it also shows some suggestions for English teacher which relate with this study and the next researcher.

#### A. Conclusion

Based on the observations and interviews conducted by the researcher at SMA Budi Utomo Solo, teacher for class XI MIPA 1 the learning steps start from the opening, the main activity, and the closing. In the main activity the teacher uses two strategies in teaching reading comprehension, there are scaffolding and question answer relationship strategy (QARs).

Meanwhile for class XI IPS 2 the teacher in teaching and learning activities, the learning steps start from the opening, the main activity, and the closing. The teacher uses two strategies in teaching reading comprehension in this class, there are reciprocal teaching and question answer relationship strategy (QARs).

Based on the findings the researcher found the differences of teacher's strategies in teaching reading comprehension in male class, which are scaffolding and question answer relationship strategy (QARs), meanwhile in female class the teacher choose reciprocal teaching and question answer relationship strategy (QARs).

In determine those kinds of different teaching strategies, the teachers have 3 reasons for considering that. For the first, the teacher must pay attention to various kinds of learning material. Then, the teacher has to know the learning objective of the lesson. The last, the teacher must understand how the students' characteristic is.

## **B. Suggestion**

### **1) For English Teacher**

The English teacher is recommended to extra improve and pay attention in understanding the teaching strategies at a single gender class. By comprehending the kinds of teaching strategies, the teachers be able to manage the male and female class using the suitable actions. As we know before that needs, behaviors and characteristics of students have diverse solutions. So, the teachers have to be mindful in controlling that. Knowing the appropriate teaching strategies at a single gender class can help the teachers control the class easier.

### **2) For Students**

For students, With the strategy's that use by the teacher, the students hope the students more understand about reading comprehension and enjoy with his lesson.

### **3) For Other Researcher**

The suggestion is that it is hoped that this research can make other researchers interested in researching the same thing, which is related to strategy in teaching reading comprehension in single gender class.



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**APPENDIX 1**  
**INTERVIEW TRANSCRIPT**

## Interview Transcript

**Date : 14 April 2022**

**Teacher : Hidayatun Khoirun Ni'mah, S.Pd.**

**T : Teacher**

**R : Researcher**

R : Selamat siang miss

T : Selamat siang

R : Sebelumnya saya mohon maaf apabila mengganggu waktunya dan saya ucapkan terimakasih banyak karena sudah berkenan untuk diwawancarai. Saya disini ingin menanyakan beberapa hal terkait strategi yang miss gunakan dalam mengajar reading comprehension di kelas 2 ini miss, baik di kelas laki-laki maupun perempuan

T : Oh iya, silahkan

R : Apa strategi yang miss gunakan dalam mengajar reading comprehension di kelas laki-lak?

T : Untuk di kelas laki-laki, yang disini itu termasuk dikelas XI MIPA 1, Strategi yang saya gunakan yaitu Scaffolding dan QARs, gitu miss, Untuk strategi yang paling efektif saya gunakan dalam mengajar reading comprehension di kelas XI MIPA 1 ini adalah scaffolding strategi karena, siswa menjadi pembaca yang lebih efektif dan percaya diri, sambil juga mengembangkan keterampilan berpikir kritis dan pemecahan masalah yang penting

R : Bisa dijelaskan bagaimana atau prosedur miss dalam menggunakan strategi tersebut?

T : penggunaan strategi scaffolding itu lebih seperti Ketika siswa merasa kesulitan membaca kata Bahasa Inggris, saya contohkan cara pengucapan yang benar, atau Ketika mereka saya minta untuk membacakan teks seperti halnya tadi di kelas saya meminta salah satu dari mereka membaca teks legenda dengan suara keras, saya biarkan dulu mereka membaca dengan cara mereka, baru kemudian saya sesekali menyela bacaan mereka dengan memberi contoh pengucapan yg benar, terkadang ada beberapa anak yang menanyakan penulisan Bahasa Inggris yang menggunakan aksen British, maupun aksen American, strategi lain yang saya pakai di kelas XI MIPA 1 itu QARs, saya rasa strategi ini paling dominan saya pakai, karena secara tidak langsung penggunaan strategi ini sangat efektif untuk memeriksa pemahaman mereka dari teks yang saya berikan, semisal di dalam kelas saya berikan materi tentang teks legenda, saya minta mereka membaca dan memahami isi teks kemudian setelahnya saya

tanyakan baik terkait tokoh, latar, nilai moral nya, jadi dari sini saya bisa kira-kira sejauh apa pemahaman mereka.

R: Apa yang miss rasakan ketika menggunakan strategi ini didalam kelas laki-laki?

T: Dengan menggunakan scaffolding strategi suasana kelas laki-laki itu lebih aktif, mereka lebih sering bertanya karena selalu mendapat feedback sehingga mereka akan terus termotivasi untuk terus belajar, ya meskipun cukup memakan waktu yang sangat banyak dengan memberikan feedback dari setiap pertanyaan dari siswa tapi, saya sangat senang dengan hal itu, yang terpenting murid memperoleh sesuatu daripada banyak pelajaran tapi tidak mendapatkan apa-apa

R: Apa strategi yang miss gunakan dalam mengajar reading comprehension di kelas perempuan?

T: Untuk di kelas Perempuan yaitu XI IPS 2. Strategi yang saya gunakan yaitu Reciprocal Teaching dan QARs, seperti yang saya bilang sebelumnya QARs itu saya pasti gunakan, jadi ada kesamaan strategi mengajar baik dikelas Perempuan maupun laki-laki. Strategi ke dua yang saya gunakan untuk mengajar reading comprehension di kelas perempuan ini adalah Question Answer Relationship (QAR), strategi ini membantu siswa memahami hubungan antara berbagai jenis pertanyaan dan bagaimana menemukan jawaban dalam teks, umumnya dari pertanyaan dan jawaban itu kan sebenarnya ada kemiripan dari kata-katanya. Jadi, jika siswa itu jeli dalam dalam hal itu maka seharusnya mereka bisa menjawabnya atau menemukan jawaban itu dalam teks tersebut meski mereka tidak tahu arti secara keseluruhan dari teks tersebut.

R : Bisa dijelaskan bagaimana atau prosedur miss dalam menggunakan strategi tersebut?

T: terkait pelaksanaannya seperti yang miss bisa lihat di kelas tadi nggih, siswi disini cenderung lebih kompetitif dan bersemangat jika saya ajak untuk diskusi sendiri dan saling tanya jawab antar teman, mereka lebih mudah menangkap materinya dibanding saya tuntun step by step, istilahnya mereka akan melangkah 5 langkah dulu baru bertanya, kalau kelas laki-laki 'kan mereka cenderung maunya dituntun step by step dan kritis di setiap penjelasan yang saya berikan. Untuk penerapannya hampir sama dengan reciprocal teaching tadi ya miss, Cuma ya seperti yang miss lihat sendiri juga, adegan QARs ini terjadinya kan setelah materi sudah tersampaikan, jadi mereka sudah tau jawabannya apa, kemudian timbullah pertanyaan lain yang berkaitan dengan isi teks, kalau reciprocal kan terjadinya pas pertengahan pembelajaran

R: factor apa yang mendasari miss dalam memilih strategi dalam mengajar reading comprehension?

T: Dalam memilih strategi mengajar ada beberapa hal yang harus diperhatikan, yang pertama mungkin materi pembelajarannya contoh misalnya gini miss, Ketika saya mengajar materi greeting ya, otomatis strategi yang saya gunakan lebih berfokus ke praktek speaking. Nah beda hal kalau saya mengajar teks naratif, tentu saja strategi yang saya gunakan fokusnya ke reading-nya atau writing-nya

R: Kemudian factor lainnya apalagi miss?

T: selanjutnya tentu saja goals atau tujuan ya, goals yang harus diraih atau dicapai oleh siswa pada akhir pembelajaran kan berbeda-beda miss.jadi y aitu juga masuk ke salah satu factor

R: selain itu mungkin ada lagi miss?

T: oh tentu saja ada miss, selain memperhatikan pada tujuan pembelajaran. Guru pun harus memperhatikan kemampuan dan kondisi siswa-siswinya Baik siswa maupun siswi, mereka itu kan pasti ada perbedaan yang tidak bisa dipungkiri, semisal kemampuan logikanya, kepekaannya, pola pikirnya. Yang mana seorang Guru harus mampu memahami tingkat kemahiran bahasa Inggris siswa, apakah termasuk dalam kategori pemula, sedang, atau lainnya berangkat dari situ Strategi yang digunakan harus seimbang, dan yang tidak boleh ketinggalan Guru tidak boleh memfasilitasi gaya belajar siswa satu per satu dalam satu pertemuan. Sehingga dalam kegiatan belajar biasanya saya merancangya menjadi 2 atau lebih kegiatan yang berbeda. Jadi belajar tidak monoton.



**APPENDIX 2**  
**OBSERVATION RESULT**

**A. OBSERVATION GUIDELINE**

No.	Activity	Indicators	Option	
			Yes	No
1	Opening	The teacher opens the lesson by greeting the students		
		Pray before study		
		The teacher checks students' attendance list		
		The teacher asks students about the last material of the subject		
		The teacher tells the purpose of the subject		
2	Main activity	The teacher explains the material of the subject		
		The teacher uses dialogue for teaching		
		The teacher uses text for teaching		
		The teacher makes some examples		
		The teacher tells the students how to read the text clearly		
		The teacher makes students thinking about the meaning of the text		
		Students practice the material of the subject		
		The teacher helps the students		
3	Teacher's strategies in teaching reading comprehension	The teacher explains the learning strategy that will be used related to reading comprehension		
		The teacher uses one strategy of reading comprehension		
		The teacher uses two or more strategies of reading comprehension		
4	Closing	The teacher gives the opportunity for students to ask questions about the material of the subject		
		The teacher gives the exercise related to the material of the subject		
		The teacher summarizes about the material of the subject		
		The teacher closes the learning activity		

**B. OBSERVATION TRANSCRIPT****CLASSROOM OBSERVATION 1**

Date : 8 November 2022

Time : 07.30 – 08.50

Class : XI IPS 2

Material : Narrative Text

Teacher : Hidayatun Khoirun Ni'mah, S. Pd.

No.	Activity	Indicators	Option	
			Yes	No
1	Opening	The teacher opens the lesson by greeting the students	✓	
		Pray before study	✓	
		The teacher checks students' attendance list	✓	
		The teacher asks students about the last material of the subject	✓	
		The teacher tells the purpose of the subject	✓	
2	Main activity	The teacher explains the material of the subject	✓	
		The teacher uses dialogue for teaching	✓	
		The teacher uses text for teaching	✓	
		The teacher makes some examples	✓	
		The teacher tells the students how to read the text clearly	✓	
		The teacher makes students thinking about the meaning of the text	✓	
		Students practice the material of the subject	✓	
		The teacher helps the students	✓	
3	Teacher's strategies in teaching reading comprehension	The teacher explains the learning strategy that will be used related to reading comprehension		✓
		The teacher uses one strategy of reading comprehension		✓
		The teacher uses two or more strategies of reading comprehension	✓	

4	Closing	The teacher gives the opportunity for students to ask questions about the material of the subject	✓	
		The teacher gives the exercise related to the material of the subject	✓	
		The teacher summarizes about the material of the subject	✓	
		The teacher closes the learning activity	✓	

## CLASSROOM OBSERVATION 2

Date : 9 November 2022

Time : 07.30 – 08.50

Class : XI MIPA 1

Material : Narrative Text

Teacher : Hidayatun Khoirun Ni'mah, S. Pd.

No.	Activity	Indicators	Option	
			Yes	No
1	Opening	The teacher opens the lesson by greeting the students	✓	
		Pray before study	✓	
		The teacher checks students' attendance list	✓	
		The teacher asks students about the last material of the subject	✓	
		The teacher tells the purpose of the subject	✓	
2	Main activity	The teacher explains the material of the subject	✓	
		The teacher uses dialogue for teaching	✓	
		The teacher uses text for teaching	✓	
		The teacher makes some examples	✓	

		The teacher tells the students how to read the text clearly	✓	
		The teacher makes students thinking about the meaning of the text	✓	
		Students practice the material of the subject	✓	
		The teacher helps the students	✓	
3	Teacher's strategies in teaching reading comprehension	The teacher explains the learning strategy that will be used related to reading comprehension		✓
		The teacher uses one strategy of reading comprehension		✓
		The teacher uses two or more strategies of reading comprehension	✓	
4	Closing	The teacher gives the opportunity for students to ask questions about the material of the subject	✓	
		The teacher gives the exercise related to the material of the subject	✓	
		The teacher summarizes about the material of the subject	✓	
		The teacher closes the learning activity	✓	

### CLASSROOM OBSERVATION 3

Date : 10 November 2022

Time : 07.30 – 08.50

Class : XI MIPA 1

Material : Narrative Text

Teacher : Hidayatun Khoirun Ni'mah, S. Pd.

No.	Activity	Indicators	Option	
			Yes	No
1	Opening	The teacher opens the lesson by greeting the students	✓	
		Pray before study	✓	
		The teacher checks students' attendance list	✓	
		The teacher asks students about the last material of the subject	✓	
		The teacher tells the purpose of the subject	✓	
2	Main activity	The teacher explains the material of the subject	✓	
		The teacher uses dialogue for teaching	✓	
		The teacher uses text for teaching	✓	
		The teacher makes some examples	✓	
		The teacher tells the students how to read the text clearly	✓	
		The teacher makes students thinking about the meaning of the text	✓	
		Students practice the material of the subject	✓	
		The teacher helps the students	✓	
3	Teacher's strategies in teaching reading comprehension	The teacher explains the learning strategy that will be used related to reading comprehension		✓
		The teacher uses one strategy of reading comprehension		✓
		The teacher uses two or more strategies of reading comprehension	✓	
4	Closing	The teacher gives the opportunity for students to ask questions about the material of the subject	✓	

		The teacher gives the exercise related to the material of the subject	✓	
		The teacher summarizes about the material of the subject	✓	
		The teacher closes the learning activity	✓	

### CLASSROOM OBSERVATION 4

Date : 10 November 2022

Time : 07.30 – 08.50

Class : XI MIPA 1

Material : Narrative Text

Teacher : Hidayatun Khoirun Ni'mah, S. Pd.

No.	Activity	Indicators	Option	
			Yes	No
1	Opening	The teacher opens the lesson by greeting the students	✓	
		Pray before study	✓	
		The teacher checks students' attendance list	✓	
		The teacher asks students about the last material of the subject	✓	
		The teacher tells the purpose of the subject	✓	
2	Main activity	The teacher explains the material of the subject	✓	
		The teacher uses dialogue for teaching	✓	
		The teacher uses text for teaching	✓	
		The teacher makes some examples	✓	
		The teacher tells the students how to read the text clearly	✓	

		The teacher makes students thinking about the meaning of the text	✓	
		Students practice the material of the subject	✓	
		The teacher helps the students	✓	
3	Teacher's strategies in teaching reading comprehension	The teacher explains the learning strategy that will be used related to reading comprehension		✓
		The teacher uses one strategy of reading comprehension		✓
		The teacher uses two or more strategies of reading comprehension	✓	
4	Closing	The teacher gives the opportunity for students to ask questions about the material of the subject	✓	
		The teacher gives the exercise related to the material of the subject	✓	
		The teacher summarizes about the material of the subject	✓	
		The teacher closes the learning activity	✓	



**APPENDIX 3**  
**LESSON PLAN**

**MODUL AJAR**  
**UNIT 1 : LEGEND**

**INFORMASI UMUM**

**A. IDENTITAS MODUL**

<b>Nama Penyusun</b>	:	.....
		.....
<b>Satuan Pendidikan</b>	:	<b>SMA</b>
<b>Kelas / Fase</b>	:	<b>XI (Sebelas) - F</b>
<b>Mata Pelajaran</b>	:	<b>Bahasa Inggris Tingkat Lanjut</b>
<b>Prediksi Alokasi Waktu</b>	:	<b>3x45 Menit JP/Minggu</b>
<b>Tahun Penyusunan</b>	:	<b>20 ..... / 20 .....</b>

**B. CAPAIAN PEMBELAJARAN**

Pada akhir Fase F, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, diskusi, dan teks asli menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik menggunakan keterampilan berbahasa Inggris untuk mengeksplorasi berbagai teks dalam berbagai macam topik kontekstual. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi dan untuk kesenangan. Pemahaman mereka terhadap teks tulisan semakin mendalam. Keterampilan inferensi tersirat ketika memahami informasi, dan kemampuan evaluasi berbagai jenis teks dalam bahasa Inggris sudah berkembang. Mereka memproduksi teks lisan dan tulisan serta visual dalam bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Peserta didik memproduksi beragam teks tulisan dan visual, fiksi maupun non-fiksi dengan kesadaran terhadap tujuan dan target pembaca/pemirsa.

**C. KOMPETENSI AWAL**

Membimbing dan mengarahkan peserta didik untuk mengaktifkan pengetahuan awal mereka mengenai teks legenda yang akan dipelajari. Selain itu, kegiatan ini dapat mengembangkan kemampuan literasi dan cinta tanah air dengan mengenali legenda-legenda di Indonesia.

**D. PROFIL PELAJAR PANCASILA**

1. (Semakin) beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, mandiri, bernalar, kreatif, bergotong royong, dan berkebinekaan global;
2. Berpikir kritis untuk memecahkan masalah (kecakapan abad 21);

3. Menganalisis, mengevaluasi, dan menyusun teks lisan dan tulis dengan lancar dan spontan secara teratur tanpa ada hambatan dalam berinteraksi dan berkomunikasi dalam jenis teks naratif;
4. Mentransfer informasi verbal menjadi informasi visual (keterampilan literasi).

#### **E. SARANA DAN PRASARANA**

- |  |                            |                        |
|--|----------------------------|------------------------|
| 1. Gawai   | 4. Buku Teks               | 7. Handout materi      |
| 2. Laptop/Komputer PC<br>Infokus/Proyektor/Pointer | 5. Papan tulis/White Board | 8.                     |
| 3. Akses Internet<br>mendukung                     | 6. Lembar kerja            | 9. Referensi lain yang |

#### **F. TARGET PESERTA DIDIK**

Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

#### **G. MODEL PEMBELAJARAN**

*Blended learning* melalui model pembelajaran dengan menggunakan *Project Based Learning* (PBL) terintegrasi pembelajaran berdiferensiasi berbasis *Social Emotional Learning* (SEL).

## KOMPONEN INTI

### A. TUJUAN PEMBELAJARAN

- Mengidentifikasi karakteristik dari teks naratif, termasuk fungsi social dan struktur teks;
- Mengidentifikasi ciri-ciri kebahasaan dari teks naratif, pada bab ini difokuskan pada pembahasan *noun phrase, past tense, past tense, action verbs, and sequence words*;
- Memahami informasi implisit dan eksplisit (ide pokok dan informasi detail) dari teks yang dibaca dan didengar;
- Menulis teks naratif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks; dan
- Mempresentasikan teks naratif secara lisan baik dalam bentuk monolog maupun dialog yang telah ditulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

### B. PEMAHAMAN BERMAKNA

Mempelajari teks naratif melalui kegiatan menyimak, membaca, menulis dan berbicara tentang topik-topik terkait konteks peserta didik dan isu-isu penting lainnya, seperti: kesadaran lingkungan, pengorbanan, dan kejujuran serta kepercayaan.

### C. PERTANYAAN PEMANTIK



Picture 1.1 Papua

Look at the picture and discuss the following questions with a partner. Remember to respect each other's answer.

1. What island of Indonesia is shown in the picture?
2. What do you know about that area?
3. Do you know any legend from that area? Tell us about it.
4. Do you know any legend that are passed down in your area? Compared to the area shown in the picture, is the legend in your area similar or different?

## **D. KEGIATAN PEMBELAJARAN**

### **PERTEMUAN KE-1**

#### ***My Initial Understanding***

#### **Kegiatan Pendahuluan (10 Menit)**

- Doa; absensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan **Profil Pelajar Pancasila**; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

#### **Kegiatan Inti (90 Menit)**

- Guru meminta peserta didik untuk memperhatikan gambar yang disajikan.
- Guru meminta peserta didik secara berpasangan untuk mendiskusikan gambar yang disajikan. Apabila kesulitan untuk menemukan budaya dari daerah yang ditunjukkan dalam gambar, persilakan peserta didik berselancar melalui internet.
- Setelah peserta didik mendiskusikan secara berpasangan, guru meminta mereka membagikan hasil diskusinya.
- Setelah peserta didik menyampaikan hasil hasil diskusinya, gali lebih banyak elaborasi dari peserta didik dengan pertanyaan-pertanyaan lanjutan yang mengarahkan peserta didik pada materi yang akan disajikan dalam Unit 1 serta manfaat materi tersebut untuk dipelajari.

#### **Kegiatan Penutup (10 Menit)**

- Siswa dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dandiakhiri dengan berdoa.

### **PERTEMUAN KE-2**

#### **READING**

### **Kegiatan Pendahuluan (10 Menit)**

- Doa; absensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan **Profil Pelajar Pancasila**; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

### **Kegiatan Inti (90 Menit)**

#### ***Activity 1 & 2***

- Guru meminta salah satu siswa membacakan instruksi untuk *Activity 1*. Secara klasikal, tanyakan apakah mereka memahami instruksi tersebut.
- Guru menjelaskan kepada peserta didik bahwa untuk memahami isi dari cerita yang mereka baca dan/atau mengungkapkan ide atau informasi, mereka perlu memahami elemen atau komponen dari cerita.
- Guru meminta peserta didik secara individu untuk memahami makna dari kosakata yang disajikan dalam *Activity 1*. Bimbing peserta didik untuk mampu memahami makna kata berdasarkan definisi dan contoh kalimat yang diberikan. Apabila kesulitan, persilakan peserta didik membuka kamus (cetak dan/atau digital/*online*). Ajarkan kepada peserta didik cara menggunakan kamus dengan benar.

#### ***TIPS: Using the dictionary***

- Read the whole sentence and try to guess the meaning of the new words.
- Before looking up a word, identify the word's part of speech (whether it is a noun, a verb, an adjective, etc.).
- If there are several definitions, use the context to help you decide.
- Finally, check that the definition fits with the use of the word in the sentence or text.
- Guru mencontohkan pelafalan yang benar untuk kata-kata yang dipelajari. Guru meminta peserta didik untuk menirukan.
- Guru meminta peserta didik untuk secara bergantian menyampaikan apa yang mereka pahami dari masing-masing komponen cerita.
- Memberikan umpan balik dan penegasan konsep tentang masing-masing komponen cerita.
- Guru menanyakan kepada peserta didik jika masih ada kosakata yang belum dipahami dari komponen cerita yang dipelajari.
- Guru meminta peserta didik secara individu untuk membaca makna kosakata yang disajikan di *Activity 2* beserta contoh penggunaannya dalam kalimat.
- Contohkan pelafalan yang benar untuk kata-kata yang dipelajari. Guru meminta peserta didik untuk menirukan.

- Guru meminta peserta didik bekerja secara berpasangan dan bergantian saling bertanya jawab menggunakan daftar pertanyaan yang disajikan di bagian *Practice* di *Activity 2*.
- Guru mengingatkan peserta didik bahwa saat menjawab, mereka harus menggunakan kata-kata yang telah dipelajari dalam kalimat jawaban yang mereka buat.
- Kunjungi pasangan-pasangan peserta didik dan berikan umpan balik dan koreksi jika terjadi kesalahan.

### **Activity 3 & 4**

- Sebelum membaca, guru mengenalkan kepada peserta didik salah satu strategi dalam membaca, yaitu *recognizing sequence*. Tunjukkan kepada peserta didik langkah-langkah yang dapat dilakukan untuk mengenali alur cerita.

#### ***TIPS for Recognizing Sequence***

- Read the story to get the general idea of what happened.
- Pay attention to the words that show sequence, such as first, next, then, later, while, during, finally, etc.
- Pay attention to the time expressions, such as once, one day, in the spring, on the following day, etc.
- Track the events in a sequence-of-events chart.
- Guru meminta beberapa peserta didik secara bergantian untuk masing-masing paragraf, membaca dengan nyaring cerita yang ada di *Activity 2*.
- Saat temannya sedang membaca, guru meminta peserta didik lainnya untuk ikut menyimak dan membaca dalam hati.
- Guru memberi umpan balik dan koreksi atas kesalahan pelafalan kata dan pemenggalan kalimat saat membaca cerita.
- Arahkan peserta didik untuk menandai karakter dan peristiwa-peristiwa (konflik dan penyelesaiannya) yang ada dalam cerita dengan menggarisbawahi kata/kalimat yang ada dalam bacaan yang menandakan karakter dan konflik serta penyelesaian masalah yang ada.
- Guru meminta peserta didik untuk mendiskusikan dan menyocokkan jawabannya dengan teman sebangku.
- Guru meminta peserta didik, secara bergantian, untuk membacakan jawabannya. guru memberi koreksi dan umpan balik atas jawaban yang diberikan oleh peserta didik
- Saat peserta didik memberikan jawaban, guru menggali pemahaman mereka dengan memberikan pertanyaan-pertanyaan lanjutan.

### **Activity 5**

- Guru menjelaskan kepada peserta didik jika gagasan utama atau ide pokok merupakan gambaran keseluruhan dari suatu paragraf.

- Guru meminta mereka untuk membaca paragraf per paragraf cerita yang disajikan di *Activity 3*.
- Saat membaca, guru meminta peserta didik untuk mengidentifikasi gagasan utama setiap paragraf.
- Guru meminta peserta didik untuk mengurutkan pilihan gagasan utama dan paragraf yang disajikan di *Activity 5* dengan benar.
- Bahas jawaban yang benar dalam diskusi kelas.
- Guru meminta beberapa orang peserta didik secara bergantian untuk menyebutkan pasangan topik dan paragraf yang ditemukan. Saat peserta didik menjawab, guru memberi pertanyaan lanjutan untuk mengecek pemahaman mereka.
- Guru memberi umpan balik dan koreksi jika ada kesalahan ucapan.
- Membimbing peserta didik untuk mengidentifikasi nilai moral dari teks yang dipelajari.

### **Activity 6**

- Guru meminta peserta didik untuk menyalin tabel atau diagram yang disajikan dalam *Activity 6* dalam buku catatan mereka.
- Guru meminta mereka untuk menjawab pertanyaan yang diberikan di masing-masing bagian dari teks naratif yang mengarahkan pada identifikasi struktur organisasi dari etks naratif.
- Guru meminta peserta didik untuk melanjutkan identifikasi ciri kebahasaan teks naratif, dengan menggarisbawahi atau menghighlight kata-kata atau ekspresi yang menandakan ciri-ciri kebahasaan dari teks naratif sebagaimana yang dicontohkan.
- Guru meminta mereka untuk mendiskusikan dan menyocokkan jawaban mereka dengan jawaban yang ditemukan oleh teman sebangku.
- Ajak peserta didik untuk mengecek jawaban mereka melalui diskusi kelas.
- Guru memberi umpan balik terhadap jawaban peserta didik dan koreksi jika terjadi kesalahan.
- Guru mengajak peserta didik untuk menyimpulkan konsep materi yang telah dipelajari melalui kegiatan di *Activity 6* dengan menanyakan:
  - *How do you feel after reading the legend?*
  - *Why do you think people write or read a legend? What is legend for?*
  - *What parts does a legend have?*
  - *What information can you find in each part?*
  - *What language features can you find in a legend?*
  - *How can the story structure and language features help you understand the story?*

### **Activity 7**

- Guru meminta peserta didik untuk membaca urutan peristiwa yang disajikan di *Activity 7*.



- Guru meminta mereka bekerja secara berpasangan menyusun urutan peristiwa yang ada sehingga menjadi sebuah cerita utuh sesuai dengan struktur cerita sebuah teks naratif.
- Guru mengajak peserta didik untuk mengecek jawaban mereka melalui diskusi kelas.
- Guru memberi umpan balik terhadap jawaban peserta didik dan koreksi jika terjadi kesalahan.
- Konfirmasi pemahaman peserta didik dan tanyakan jika masih ada hal yang belum dimengerti.
- Sebagai kegiatan alternatif, peserta didik juga dapat diminta untuk melengkapi tabel berikut.

<b><i>LEARNED (L)</i></b>	<b><i>WANT TO LEARN MORE</i></b>
<i>Note down things that you have learned from the story.</i>	<i>Note down things that you still want to know more after reading the story.</i>

### ***Activity 8***

- Guru meminta peserta didik untuk bekerja dalam kelompok kecil yang terdiri dari tiga (3) orang peserta didik.
- Guru meminta mereka memahami pertanyaan yang diberikan dan menganalisis serta merefleksikan isi cerita yang dipahami dengan konteks kehidupan sehari-hari mereka, dengan menjawab dua pertanyaan yang diberikan.
- Guru meminta peserta didik saling berdiskusi.
- Saat peserta didik berdiskusi, kunjungi tiap kelompok untuk memberi bantuan yang diperlukan dan umpan balik.
- Guru meminta peserta didik menyimpulkan dan menyampaikan hasil diskusi di depan teman-temannya.

### ***Activity 9***

- Menyampaikan kepada peserta didik bahwa sebelum pelajaran diakhiri mereka perlu merangkum dan mengidentifikasi poin-poin penting yang telah dipelajari.
- Mengajukan pertanyaan-pertanyaan yang mengarahkan peserta didik untuk merangkum atau mengidentifikasi poin-poin penting yang telah dipelajari, misalnya:
  - *What have you learned about a legend?*
  - *What is the purpose of writing or reading a legend?*
  - *What are the elements of a legend?*
  - *What language features can you find in legend?*
- Berikan penekanan pada jawaban yang telah diberikan oleh peserta didik sebagai identifikasi terhadap hal-hal yang telah dipelajari.

- Dari jawaban yang disampaikan oleh peserta didik, guru meminta mereka untuk menyocokkan rangkuman yang ada di bagian ini. Informasikan sekali lagi kepada peserta didik hasil identifikasi dari hal-hal yang telah dipelajari.

**Kegiatan Penutup (10 Menit)**

- Siswa dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dandiakhiri dengan berdoa.

**APPENDIX 4**  
**DOCUMENTATION**

