TEACHER STRATEGIES IN TEACHING READING COMPREHENSION AT THE EIGHTH-GRADER OF AL-KAUTSAR JUNIOR HIGH SCHOOL MALANG

THESIS

By:

Fahrur Rofiqi

NIM. 18180039

ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TRAINER DEVELOPMENT

MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF

MALANG

December, 2022

TEACHER STRATEGIES IN TEACHING READING COMPREHENSION AT THE EIGHTH-GRADER OF AL-KAUTSAR JUNIOR HIGH SCHOOL MALANG

THESIS

Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment of the English Language Teaching (S.Pd.) Degree Requirements in the English Education Department

By:

Fahrur Rofiqi

NIM. 18180039

ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TRAINER DEVELOPMENT
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF

MALANG

December, 2022

APPROVAL SHEET

TEACHER STRATEGIES IN TEACHING READING COMPREHENSION AT THE EIGHTH-GRADER OF AL-KAUTSAR JUNIOR HIGH SCHOOL MALANG

THESIS

By:

Fahrur Rofiqi

18180039

Has been approved by the adviser for review by the Board of Examiners

Advisor,

Harir Mubarok, M.Pd.

NIP. 198707082018020111152

Acknowledged by

Head of English Education Department,

Dr. H. Langgeng Budianto, M.Pd.

NIP. 19711014 200312 1 001

LEGITIMATION SHEET

Teacher Strategies in Teaching Reading Comprehension at the Eighth-Grader of Al-kautsar Junior High School Malang

THESIS

By;

Fahrur Rofiqi

Has been defended in front of the board of examiners at the date of 20 December 2022

and declared

PASSED

Accepted as the requirement for the Degree of English Language Teaching (S.Pd.)

In the English Education Department, Faculty of Education and Teacher Training.

The board of examiners   Signature

Chair

1. **Wahyu Indah Mala Rohmana, M.Pd.**   : _____
    NIP. 199210302019032017

Secretary

2. **Harir Mubarok, M.Pd.**   : _____
    NIP. 19870708201802011152

Advisor

3. **Harir Mubarok, M.Pd.**   : _____
    NIP. 19870708201802011152

Main Examiners

4. **Dr. H. Langgeng Budianto, M.Pd.**   : _____
    NIP. 197110142003121001

Approved by

The Dean of Faculty of Education and Teacher Training

Maulana Malik Ibrahim State Islamic University of Malang

Prof. Dr. H. Nur Ali, M.Pd.
NIP. 196504031998031002

iii

Harir Mubarok, M.Pd.

Lecturer of Faculty of Education and Teacher Training

Maulana Malik Ibrahim State Islamic University Malang

THE OFFICIAL ADVISOR'S NOTE

Malang, December 7th 2022

Page   : Thesis Fahrur Rofiqi

Appendix   : 4 (four) copies

The Honorable,

To the Dean of Teacher and Training Education Faculty

UIN Maulana Malik Ibrahim Malang

In Malang

Assalamu'alaikum Wr. Wb.

After interpreting and correcting Fahrur Rofiqi thesis paper entitled **"Teacher Strategies in Teaching Reading Comprehension At The Eighth-Grader of Al-Kautsar Junior High School Malang "**, I have decided and would like to propose that this graduating paper can be fulfilled by Teacher and Training Education Faculty. Hopefully, this thesis will be examined as soon as possible.

Wassalamu'alaikum Wr. Wb.

Advisor,

Harir Mubarok, M.Pd.

NIP. 198707082018020111152

iv

APPROVAL

This is for to certify that the thesis Fahrur Rofiqi has been approved by the advisor for further approval by the board of examiners.

Malang, December 7th 2022

Advisor,

Harir Mubarok, M.Pd.
NIP. 19870708201802011152

DECLARATION OF AUTHORSHIP

Bismillahirrahmanirrahim,

Herewith,

Name   : Fahrur Rofiqi

NIM   : 18180039

Department   : English Education

Address   : Villa Bukit Tidar Blok A2/20, Lowokwaru, Malang

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.

2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the result of any other person.

3. Should it later be found that this thesis is product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, November 1ˢᵗ 2022

Fahrur Rofiqi

NIM. 18180039

vi

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim.

Assalamu'alaikum Wr. Wb.

Alhamdulillahirabbil'alamin. Allah SWT deserves all praise for bestowing His mercies, blessings, guidance, and everything else onto the author. The author has the expertise and drive to construct this thesis to satisfy the requirements for a bachelor's degree. May perpetual Shalawat and Salam be with our Prophet Muhammad SAW, who has led us into a brighter and higher era.

This thesis "Teacher Strategies in Teaching Reading Comprehension At The Eighth-Grader of Al-Kautsar Junior High School Malang" will not succeed without the assistance of others through continual prayer, love, and drive. Then, the author would like to express his thanks and appreciation, especially to Mr. Harir Mubarok, M.Pd., for direction, suggestions, inspiration, and time till ended and completed this thesis.

1. Thank you, dear father and mother for your love, support, and prayers throughout my life. Without your help and prayers, it seems to be impossible.
2. Prof. Dr. H. M. Zainuddin, MA, is the rector of the Maulana Malik Ibrahim State Islamic University of Malang.
3. Prof. Dr. H. Nur Ali M.Pd as the dean Faculty of Education and Teacher Training
4. Mr. Dr. Langgeng Budianto, M.Pd., Head of the English Education Department. Thank you for inspiring and motivating me during my studies. I appreciate your inspiration and support throughout my education.
5. Mr. Harir Mubarok, M.Pd., my beloved adviser, patiently read, evaluated, and encouraged me while I finished my thesis. I could not have done it without your astute advice, constant support, and recommendations; may Allah reward you with much more grace and benevolence.
6. During my studies, each lecturer in the English Education Department at UIN Malang supported and instructed me. I appreciate your help.

7. English teacher of Al-kautsar Junior High School Malang, Pujiyati, S.Hum. I sincerely appreciate your patience and assistance throughout my fieldwork

   until I complete my thesis. I appreciate all you've done for me.

8. Headmaster of Al-kautsar Junior High School Malang, Imam Syafii, S.ag. who authorized my research and data collection for this study.

9. My greatest friends Farda Muslimah, Iqbal Hidayatullah, Imam Darul Qutni, Shufi Beramy, Jufriyanto, Muhammad Rudiyanto, Muhammad Aziz, and Elfina Bella Salsabila for their contributions.

Malang, December 1st 2022

Fahrur Rofiqi
NIM.18180039

THESIS DEDICATION

First, I want to express my unending appreciation to Allah SWT for His compassion and kindness, which enabled me to finish this thesis. Remembering to offer shalawat and salam to the Prophet Muhammad SAW, who has led us from the age of darkness to one of abundant light. This graduation paper is dedicated to beloved parents Hj. Anis Salimah and H. Moh. Gaftan, M.Si. for the endless prayers and suppoert, and also to my beloved brother Dr. H. Choirul Rozi, M.Pd. and Ghufron Yulianto, S.H, all my lecturers, and my best friends who have supported me and downs throughout this period. I also want to thank myself for enduring a great deal of adversity.

MOTTO

"You'll never be in this exact moment again. Take it all in. Appreciate today."

LATIN ARABIC TRANSLITERATION GUIDELINES

The Arabic-Latin transliteration used in this thesis conforms to the criteria set by a 1987 joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia, which may be summarized as follows:

A. Alphabet

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	K
ت	=	t	ش	=	sy	ل	=	L
ث	=	ts	ص	=	sh	م	=	M
ج	=	j	ض	=	dl	ن	=	N
ح	=	**h**	ط	=	th	و	=	W
خ	=	kh	ظ	=	zh	ه	=	H
د	=	d	ع	=	'	ء	=	`
ذ	=	dz	غ	=	gh	ي	=	Y
ر	=	r	ف	=	f			

B. Long Vocal C. Diphtong Vocal

Long Vocal (a)	=	**â**	أ و	=	**aw**
Long Vocal (i)	=	**î**	أ ي	=	**ay**
Long Vocal (u)	=	**û**	أ و	=	**ŭ**
			اِ ي	=	**î**

TABLE OF CONTENT

LIST OF TABLE

LIST OF APPENDIXES

xvi

ABSTRACT

Learning strategies play a crucial part in the acquisition of foreign languages. Particularly in enhancing kids' reading abilities. There are occasions when pupils have difficulty comprehending a material they have read. As a facilitator, the teacher must be able to choose the most effective technique for teaching reading at the eighth-grade level to increase students' comprehension of English texts. This study intended to: (1) What are strategies utilized to teach reading at the eighth-grader of Al-Kautsar Junior High School Malang, (2) How do teacher at the eighth-grader Al-Kautsar Junior High School Malang implement the strategies for teaching reading comprehension, This research method is qualitative and descriptive. One eighth-grade English teacher and three randomly selected eighth-graders at SMP Al-Kautsar Malang comprised the subjects of this study. This research uses three methods: observation, interviews, and documentation. Several attempts have been made to handle the collected data, including data reduction, data display, data verification, and conclusion drawing. On the basis of the study findings, it can be inferred that English instructors use four techniques for teaching reading: Question-Answer Relationship, Reciprocal Teaching, Scanning, and Skimming. As for the model for implementing the strategy, almost everything is the same: the teacher provides material in Google Classroom for self-taught learning before learning activities at school begin, and when the learning stage begins, the teacher explains the material to be explained, asks for clarification on any material that is still unclear, and then assigns multiple tasks.

ABSTRAK

Rofiqi, Fahrur. Strategi Guru dalam Mengajar Kemampuan Membaca pada Jenjang Kelas Delapan di SMP Al-Kautsar Malang. Skripsi. Jurusan Tadris Bahasa Inggris. Fakultas Pendidikan dan Ilmu Keguruan. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing: Harir Mubarok, M.Pd.

Keywords: Kemampuan Membaca, Mengajar Membaca, Strategi Guru.

Strategi pembelajaran memiliki peran yang penting dalam memperoleh pembelajaran bahasa asing. Terutama dalam meningkatkan kemampuan membaca siswa. Ada kalanya siswa mengalami kesalah pahaman dalam mencerna sebuah suatu teks yang telah mereka baca. Guru sebagai fasilitator harus dapat memilih dalam strategi yang cocok untuk mengajar membaca pada jenjang kelas delapan guna meningkatkan kemampuan berfikir siswa dalam mencerna teks bahasa inggris. Penelitian ini bertujuan untuk: (1) mengetahui strategi yang digunakan oleh guru dalam pembelajaran *Reading Comprehension* pada jenjang kelas delapan di sekolah SMP Al-kautsar Malang, (2) menggambarkan implementasi strategi guru dalam pembelajaran *Reading Comprehension* pada jenjang kelas delapan di sekolah SMP Al-kautsar Malang, Pendekatan yang digunakan dalam penelitian ini adalah kualitatif dengan jenis deskriptif. Subjek dalam penelitian ini ialah satu guru bahasa inggris yang mengajar pada jenjang kelas delapan dan tiga siswa acak pada kelas delapan di SMP Al-kautsar Malang. Penelitian ini menggunakan tiga isntrumen yaitu observasi, wawancara dan kusioner. Data yang diperoleh telah diproses menggunakan beberapa upaya ialah reduksi data, penyajian data dan verifikasi data dan menggambarkan kesimpulan. Berdasarkan hasil penelitian dapat disimpulkan bahwa tedapat empat strategi yang digunakan oleh guru bahasa inggris dalam mengajar membaca yaitu, *Question-Answer Relationship, Reciprocal Teaching, Scanning* dan *Skimming*. Adapun model dalam mengimplementasikan strategi, semuanya hampir sama, guru memberikan materi terlebih dahulu di *Google Classroom* untuk dipelajari otodidak sebelum aktivitas pembelajaran disekolah dimulai dan saat tahapan pembelajaran dimulai guru menjelaskan materi yang akan dijelaskan kemudian menanyakan materi yang masih belum dimengerti kemudian menyediakan beberapa tugas.

مستخلص البحث

رفيقي، فحرور. استراتيجية المعلم في تدريس مهارات القراءة في الصف الثامن بمدرسة الكوثر الأهلية المتوسطة مالانج. البحث الجامعي. قسم تعليم اللغة الإنجليزية. كلية التربية والتعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.
المشرف: حرير مبارك الماجستير.

الكلمات المفتاحية : القدرة على القراءة، تعليم القراءة، استراتيجيات المعلم.

استراتيجيات التعلم لها دور مهم في اكتساب تعلم اللغة. خاصة في الأجنبية. تحسين قدرة الطلبة على القراءة يجب أن يعاني الطلبة فيها سوء فهم في هضم النص الذي قرأوهم. هناك أوقات يكون المعلمون كميسرين قادرين على اختيار استراتيجية مناسبة لتدريس القراءة في مستوى الصف على القراءة. الإنجليزية. يهدف هذا من أجل تحسين مهارات التفكير لدى الطلبة في هضم النصوص التي يستخدمها المعلمون في الفهم القرائي في التعلم في المعلم لمعرفة الاستراتيجيات (1): إلى الجامعي البحث الصف الثامن بمدرسة الكوثر الأهلية المتوسطة مالانج، (2) استراتيجيات تطبيق لوصف المعلم في الفهم القرائي في مرحلة الصف الثامن بمدرسة الكوثر الأهلية المتوسطة مالانج، كانت في المواد هذا البحث. الجامعي يعني المنهج النوعي الوصفي. المنهج المستخدم في هذا البحث الجامعي الصف الثامن قام مدرس لغة إنجليزية في بالتدريس في مستوى الصف الثامن وثلاثة طلاب عشوائيين في باستخدام الصف الثامن بمدرسة الكوثر الأهلية المتوسطة مالانج. استخدم هذا البحث الجامعي ثلاث وهي، الملاحظة والمقابلة والاستبانة. و تمت معالجة البيانات التي تم الحصول عليها أدوات، وهي تقليل البيانات وعرض البيانات والتحقق من والبيانات ووصف واستنتاجات. الجهود من العديد وهي، علاقة السؤال والجواب والتدريس المتبادل والمسح الضوئي والقشط. أما على بناء نتائج البحث، يمكن أن استنتاج هناك أربع استراتيجيات يستخدمها مدرسو اللغة الإنجليزية المدرسة بالنسبة للنموذج في تنفيذ الاستراتيجية ، فكل شيء هو نفسه تقريبا ، يعطي المعلم المادة أولا في في القراءة، وهي تدريس المادة المراد شرحها ثم يسأل عن المواد التي لا تزال غير غوغيل كيلاسروم Google Classroom يتم تدريسه ذاتيا قبل النشاط يبدأ التعلم في مفهومة ثم يقدم عدة مهام. وعندما تبدأ مرحلة التعلم يشرح المعلم المادة المراد شرحها ثم يسأل عن المواد التي لا تزال غير مفهومة.

CHAPTER I
INTRODUCTION

The purpose of this chapter is to explain the reasons behind the study. The intended background of study, research questions, objective of the study, the significance of the study, the scope of study, and the definitions of key terms are formulated in this chapter.

1.1 Background of Study

Reading is an intellectual activity to get some knowledge and information. According to Rayner (2010), Reading is a complex skill necessary for success in modern culture when so much information is given in written form. Reading is a process of assimilating what you know with new science. Reading is vital in donating to a gold generation to establish this country and is essential for students' intelligence and knowledge. Someone who reads may get more understanding than someone who listens. For example, reading a newspaper will obtain more knowledge than watching television news programs. The Organization of the United Nations for Education, Science, and Culture (UNESCO) says Indonesia has a lower reading level. Indonesia has the second lowest ranking for world literacy. The data tells us that reading interest in Indonesian is only 0,001%, so out of 1.000 people, only one likes reading interest.

In addition, the Ministry of Education and Culture (KEMENDIKBUD) in the literacy activity index (ALIBACA) definite that reading interest has minimum access for the reader, especially in the hinterlan (Solihin, 2019). In many cases, students need help with reading English textbooks because the reading materials and competence are challenging to understand, they have a minimum vocabulary, and they have a low English language level. It means English language comprehension seems to have a minor role in improving students' reading comprehension skills.

Reading is essential in English education since it is a critical source of information intake. Reading is the foundation of knowledge; without it, there is no knowledge, creativity, or new ideas. Fardhu ain is a divine order from Allah SWT to humanity to read, which is why it is considered a Fardhu ain (Abdussalam, 2005):

لَقَدْ مَنَّ ٱللَّهُ عَلَى ٱلْمُؤْمِنِينَ إِذْ بَعَثَ فِيهِمْ رَسُولًا مِّنْ أَنفُسِهِمْ يَتْلُوا۟ عَلَيْهِمْ ءَايَٰتِهِۦ وَيُزَكِّيهِمْ وَيُعَلِّمُهُمُ ٱلْكِتَٰبَ وَٱلْحِكْمَةَ وَإِن كَانُوا۟ مِن قَبْلُ لَفِى ضَلَٰلٍ مُّبِينٍ

God granted a great favour upon the Muslims when God sent to them a Messenger (Prophet Mohammed-peace and blessings be upon him) from themselves, who recites to them His verses, purifies them, and teaches them the Book and wisdom (prophetic sayings), and before (he came to them) they were in flagrant error, (Verses 164 of Surah Al-Imran).

From that surah, the Prophet Mohammed teaches the Muslims by reading. God ordered Prophet Mohammed to read consistently. Reading is essential; we can learn what we never knew before for the bright path. It will be a misguided journey from the blind road to the rainbow journey.

On the other hand, reading skills apply to a person's ability to read, grasp, interpret, and decode written language and texts. Reading skills are sometimes referred to as reading comprehension and interpretation. Reading comprehension abilities at an exceptional level may greatly assist in understanding and reacting appropriately to written communications such as emails, letters, and other written messages. In addition, the teacher stated that for children to receive an appropriate beginning reading instruction, they needed to utilize a reading to derive meaning from the printed text, have frequent and intensive opportunities to read, be exposed to frequent and regular spelling-sound relationships, learn about the nature of the alphabetic writing system; and comprehend the structure of spoken words. Reading is one of the challenging skills that must be required by students (Lee, 2010).

Teaching strategy has a structure, an idea of how students should act, and a plan for the techniques needed to carry out the strategy. Bruner (1977) argues that teaching that highlights the structure of a subject may be even more valuable for less capable pupils than for more capable ones since it is the former rather than the latter who are most quickly pushed off the rails by ineffective instruction. Teaching strategy is sometimes referred to as instructional strategy or plan, among other things. Instructional techniques and procedures are frequently referred to as teaching strategies (Antoni, 2010).

Some strategies are used with the help of factual materials and methods, like reading aloud in the classroom, comprehension questions, figuring out how hard the text is, and using pre-reading activities to get students ready to read. In case, a teacher may employ other strategies, such as helping students develop their vocabulary, encouraging them to stop reading if they do not understand what they are reading, grasping the essence of the matter, utilizing contextual clues, teaching reading strategies, having students visualize what they are reading, providing a variety of reading purposes, identifying texts and tasks, etc. A system is a particular way of applying an idea, planning, and carrying out those tasks within a specific time limit. The educational strategy may be defined as a plan and series of activities designed to achieve a particular goal or result of education as an objective. Consequently, a learning strategy is a plan that includes details about a series of activities. The exercise aims to assist pupils in achieving specified educational goals.

Several previous studies are relevant to this research. The first study, An Analysis of the English Teachers' in Teaching Reading Comprehension at SMP Labschool Palu. Azis (2020) states that this study used descriptive qualitative research methods. Observation and interviews were used as the data collection methods. The researcher evaluated the data using descriptive and qualitative methods

The second previous study was carried out. The second research from Ribka (2020) the title is "Teacher's Strategies In Teaching Reading At Smp Swasta Mulia Pratama Medan." The researcher used a qualitative descriptive technique. This study used interviews and classroom observations as its tools. The researcher learned about the Reciprocal Teaching Method and QAR strategy used by teachers to teach reading. The third is "Teachers' Strategies In Teaching Reading Comprehension At Smp It Al-Ghofar During COVID-19," which was conducted by (Nurdin, 2021). In this study, the researche used a qualitative method including three instruments: observation, interview, and documentation. The outcomes of this study revealed that English instructors used three instructional reading styles during COVID-19. Question-Answer Relationships, Semantic Mapping, and Translation of basic paragraphs were the strategies.

Four, from Esliana (2021). The title of this article is "Teacher strategies in teaching reading comprehension during the COVID-19 pandemic at SMP Bina Bersaudara." This study focused on the methods instructors used to teach English in online classes when the COVID-19 epidemic was underway. This kind of study used a qualitative field research methodology. In this research, observation, interview, and documentation are the methods for gathering data. And The last previous study from Delviani, (2022). "Teacher Strategy in Teaching Reading Comprehension at the Eighth Student of Junior High School 1 Ubunasi". This study uses qualitative research in which the researcher describes the reading instruction technique used by instructors at Junior High School 1 Ubunasi. The only variable in this study was the reading instruction used by the instructors. The instructors used the repeated reading and to teach reading to students in the classroom.

After completing their courses in junior high school, a student who is proficient in English is expected to be able to read books, periodicals, or other written material in English. As time passes, people who keep learning will have a firm grasp of grammar, vocabulary, and other skills needed to succeed in the high-stakes fields of science and technology. In response to this research, there has been an increasing interest in complex learning oftenseen in schools, aiming to generate a broad grasp of the structure of subject matter in general. So, the gaps between this study and previous study are in a online learning, setting of time, place, research instrument and objective of the study.

1.2 Research Question

Based on the background of the study, the problem of this research are formulated:

1. What are strategies utilized to teach reading to the eighth-grader of Al-KautsarJunior High School Malang?

2. What are the most effective strategies applied by a teacher for improving Reading ability at the eighth-grader Al-Kautsar Junior High School Malang?

1.3 Objective of the Study

Based on the description in the background and the problem that has been formulated, the overall objective of this research is to:

1. To find out teacher strategies for teaching reading at Al-Kautsar Junior High School Malang.

2. To determine effective strategies a teacher uses to teach reading comprehension at the eighth-grader Al-Kautsar Junior High School Malang.

1.4 The Significance of the Study

The researcher wishes for this study to have positive results in teaching and learning, especially in Al-Kautsar Junior High School. Therefore, it has significance and practical significance:

1. Theoretical Significance

This research would give more information on teaching strategies for reading ability in the Al-Kautsar Junior High School. But the research emphasizes the students' reading comprehension, such as their understanding. Therefore, this research is utilized to achieve learning goals effectively and efficiently.

2. Practical Significance

The advantage of this study is the various sectors as follows:

a. For Students

The research results can be used as a guide to help students better understand what they read and improve their reading skills.

b. For Teacher

The results of this study can give solutions to improve students' reading comprehension effectively and ease the teacher'spresentation of the reading comprehension materials.

c. Other Researcher

This study's findings may provide further information for other researcher who want to perform more studies on the same subject.

1.5 The Scope of the Study

This research focused on teaching strategies for teaching reading. This research wants to find English Teacher Strategies in Teaching Reading and know the most effective strategies a teacher uses to teach reading at Al-Kautsar Junior High School. This research is focussing one English teacher and three random students.

There were two reasons why the researcher conducted the research at Al-Kautsar Junior High School Malang and focussing one English teacher and three random students as a sample. There was only one English teacher and also the three random students in this reaserh is as students who undergo the strategy that has been given by teacher, the classroom learning system and the challenges they confront. First, the researcher have apprenticeship in that school two months ago, and knowing the situation, teaching and learning process in that school to make it easier to take the data that become a discussion topic in this research. Second, since the main focus of the research was to investigate the teacher strategies in teaching reading, the researcher chose the English teacher at Al-Kautsar Junior High School.

1.6 The Definition of Key Terms

The following explanations are given for terms used in the research so that there are no misunderstandings:

Reading Comprehension

Reading comprehension is an intellectual activity that helps students understand textbooks, improve their reading skills, and learn the meaning of textbooks. In this study, "Reading Comprehension" refers to activities that help students in the eighth grade at Al-Kautsar Junior High School Malang learn English.

Teaching Reading

Teaching reading aims to help students learn how to read English better and more quickly. There are two technics that students must understand skimming and scamming. "Skimming" means quickly glancing over a piece of writing to find out what it's about, while "scanning" means reading quickly to find the information you want.

Teaching Strategies

The teaching strategy is practical for enticing children to read with comprehension. Teacher have a variety of tools at their disposal for facilitating student learning.

CHAPTER II
LITERATURE REVIEW

This chapter presents an overview of relevant ideas. They are presented in this chapter to help the investigation. the intended Definition of Reading Comprehension, The Objective of Reading Omprehension, Types of Reading Comprehension, Definition of Teaching Reading, Principles in Teaching Reading Comprehension, Difficulties of Teaching Reading Comprehension, Concept of Teaching Strategies, Definition of Reciprocal Teaching, Reciprocal Teaching's Steps, Question-Answer Relationship Strategy (QARS), Advantages Of QARs, Conceptual Framework and Previous Study.

2.1 Reading Comprehension
2.1.1 Definition of Reading Comprehension

Reading comprehension is an aspect of literacy that can improve reading ability and build an understanding of the textbook. After doing that activity, we can get science and information. Rudiyanto (2002) stated that reading comprehension elicits process and understanding of meaning through interaction and involvement with written language". Language plays a role in reading. As a result, kids need assistance in understanding and responding to visual symbols that reflect signs. Before reading, an audition and a public speaking engagement are essential (Maryse, 2014).

Reading comprehension is a complex cognitive activity that demands building a cohesive image of the text via applying a wide range of skills and knowledge to the reader. As a result, reading comprehension is a problematic cognitive activity to master. As a result, efficient text comprehension needs at least three interrelated processes, accurate word recognition, analysis of the semantic and syntactic linkages between words and sentences, and application of text concepts to past knowledge or experience. "It has been hypothesized that children's ability to talk comes from their ability to listen first. Students' English communication skills

are influenced by their reading habits and their command of vocabulary. The student will have difficulty speaking and constructing sentences if they merely studies habits and does not learn English vocabulary.

Reading comprehension is a process. The reader must decide on a linguistic symbol and then rebuild and reconstruct it until they form a meaningful whole in the manner intended by the author. In addition Elleman and Oslund (2019) say that reading comprehension is one of the most complicated cognitive activities people participate in, making it challenging to teach, assess, and investigate, among other things.

Based on the definitions, the researcher concludes that reading comprehension is a complex and complicated process of understanding meaning, involving several activities, such as recognizing letters and words, connecting them with their sound and purpose, and drawing conclusions to obtain the message conveyed by the author.

2.1.2 The Objective of Reading Comprehension

Reading may be used to transmit the meaning contained or inferred in written symbols, and every language instructor must be completely aware of and grasp this. Early exposure to programs aimed at encouraging a love of reading is essential. It begins with a child's ability to distinguish letters. Make reading a necessity that's also enjoyable. According to Tarigan (2008), there are seven purposes for reading. 1) Read to locate and comprehend an expert's invention. 2) Read to locate and comprehend that unique case and well-known topic. 3) Read to find out and understand what happened in each section of the story. 4) Read to discover and comprehend why the characters felt the way they did. 5) Read to figure out and understand what was unusual. 6) Read to discover and comprehend whether it worked or lived by size-specific standards. 7) Read to discover how the characters change.

As stated by Nurhadi (2000), reading is done for various reasons, the most important of which are to learn facts; get insight into a particular topic or issue; assess one's work; gain emotional pleasure, and fill up free time. According to Knutson (1997), it is essential to understand why you are reading the material with a specific objective in mind, whether that aim is learning or amusement. As per Knutson's more extensive definition, perhaps what can separate reading into two categories: studying (learning) and entertainment (fun)

According to Anderson (2014) identifies there are three common reasons for reading: to enjoy something (for pleasure), to learn something new (for knowledge) and to relax emotionally by lowering your heart rate and releasing muscle tension. (for mental health). Reading is a process of deciphering what is suggested by what is spoken, deciphering what is written. As a reader, you are responsible for interpreting what you read. As a result, each reader's interpretation of the text will be unique, based on their own life experiences.

2.1.3 Types of Reading Comprehension

a.   Extensive Reading

In Extensive Reading, we can read silently. Having kids conduct extensive reading will make it simpler for them to gather knowledge and reduce the risk of boredom when reading. In the case of extensive reading, the goal is to cover as much material as feasible in the shortest amount of time. Reading swiftly and entirely through the whole reading is essential to understanding its substance or significance. According to Naely (2019), While intense reading is restricted to short texts and is done to comprehend the reading's content fully, extensive reading refers to reading broadly and in big amounts with the primary goal of enjoying reading activities. We must be able to adjust our reading pace based on the contents and reasons for which we are reading, which means that our reading speed must be flexible (Soedarso, 2004).

Observation on the ground reveals that many kids cannot read for extended periods (Extensive). They mistake assuming that reading a lot is the same as rigorous reading. According to these people, there is no need to read rapidly to grasp what you're reading. Reading slowly and taking a long time isn't always bad as long as you comprehend what you're reading. Many students lack the desire and ambition to learn to read at a high level, as seen by this predicament.

This study signifies that extended reading entails comprehending the material and selecting texts corresponding to students' abilities. Grellet (1984) identifies the following forms of in-depth reading: 1) Reading material to get a basic idea of its substance and breadth is called survey reading. 2) Skimming is a technique of reading in which the reader rapidly scans the page for information. 3) Shallow reading is reading that does not help you understand the text very well or at all.

b.   Intensive Reading

Intensive reading entails studying and managing a temporary job of two to four pages daily in class. An intense reading strategy includes phrase pattern practice, vocabulary, word study, dictation, and general discussion. The teacher will choose books to read that are both good in style and suitable in content for this purpose. Students who do well at this level will choose reading materials that are both good and right for them. "There are a lot of skills required for careful reading, among them:

(a) a brief scan to pay attention to/look at the organization (b) reading attentively and rephrasing paragraphs to locate essential facts in the title phrases, and (c) identifying the link between each paragraph and the overall article (Kuswari, 2010). According to Mart (2015), intensive reading is reading with the assistance of instructors to advance students' language. In other words, intensive reading refers to the exercises the teacher supplies to enhance reading abilities.

According to Loucky (2005), extensive reading practice may provide a greater emphasis on necessary core vocabulary, text organization patterns, and forms of text processing that are required for optimal text comprehension. In intense reading, students are not allowed to pick their reading material; instead, they assign texts based on what the teacher has prepared. It is challenging since each student can comprehend the content uniquely. Using intensive reading to choose a few topics to debate with friends is also possible. As an alternative to this plan, we could decide what to talk about by drawing conclusions from the main points and getting to the heart of what they mean. This style of reading always serves a specific function. The objective is to obtain certain information from the material to read. Comparable to lengthy tasks in which the reader reads for pleasure and enjoyment. Intensive reading involves reading content studies and reading language studies. Furthermore, the content review comprises perusing, reading, critical reading comprehension, and reading thoughts. The following read-language study includes reading language and reading literature.

This type of reading has a clear objective in mind at all times. Specific facts are sought out from a piece of writing. Patel (2008) indicate that intensive reading is a form of reading that demands the reader to read deeply with focus. Systematics are not rigorously followed but are based on the amount of significance that must be regulated. The phrase "read carefully" refers to a method of reading that emphasizes precision and thoroughness to improve one's ability to understand what they are reading. If you're interested in learning more, continue reading. At this point, you've completed the most challenging and in-depth reading assignment. It is, finally, sifting through the ideas to uncover the most important concepts.

2.1.4 Kinds of Comprehension in Reading

Reading comprehension is one of several literary genres. Still, it is regarded as the most sophisticated kind of reading due to its emphasis on understanding what is read and what is implied. Students' reading comprehension is evaluated based on their ability to discuss and write about what they have read. Understanding is gaining information and knowledge through reading or textual dialogue. According to Harmer (1998), there are many concepts that teachers should examine. These are the principles:

a.   Literary Reading Comprehension

Literal comprehension is the capacity to read and comprehend written material. Literal comprehension is the lowest possible degree of knowledge in the context of reading comprehension. When reading at this level, the reader understands the information's substance on a textual level and does not need profound knowledge to grasp the message being sent. The reader can grasp reading with replies that are essentially written in reading if they understand the literal. A reader's comprehension is based on what is expressed explicitly in the written word.

b.   Interpretive Reading Comprehension

Inferential understanding is when you read each word and phrase to determine what the author meant. They comprehend winning concepts that are delivered indirectly. Interpreting metaphorical language, forming inferences, and determining themes are all examples of inferential comprehension. To be understood inferentially, readers need to be able to figure out what the author means and what the author wants to say.

c.   Critical Reading Comprehension

Criticism, personal appraisal, and the truthfulness of what is read are all aspects of critical comprehension. Evaluating reading requires a crucial grasp of words and phrases, which can only be achieved through analyzing reading. Assessment of a paragraph's coolness and usage of words and phrases that aren't exact are two examples of critical comprehension.

d.   Creative Reading Comprehension

The reader must comprehend the reading in terms of reason and then guess or come up with thoughts about the lesson. Aesthetics and art also play a role in constructing subsequent ideas from reading. The most significant reading comprehension degree is "creative comprehension." Writers and readers who are well-versed in the craft of writing and reading are more likely to have a firm grasp of this concept

2.2 Teaching Reading

2.2.1 Definition of Teaching Reading

According to Cahyono (2012), teaching reading is an expert's responsibility; the English teacher should have supervised experience delivering reading materials. Teaching reading is more complex than many believe. English teacher must concentrate on reading studies and have supervised practice to acquire knowledge and expertise. The practice of reading aloud should be supplemented by procedures that involve students in engagement with the material, yet reading aloud does serve as a model for how to read related content efficiently. Teaching reading is a standard lesson plan. The objectives of the instructions and the plan implementation techniques define. This definition is more specific than theprevious one.

Teacher need guidance technic to make easier student unddderstanding, because guidance is provided by guiding students through activities in the pursuit of knowledge. The teacher may assist the student in obtaining information by providing resources such as tasks. By assigning these assignments, the teacher allows the pupils to study independently. To ensure that the teaching and learning process proceeds smoothly, the teacher must create a conducive learning environment for the student. To create a positive environment, the teacher must examine the classroom or technique employed since this might impact how they handle the class.

Almala (2005) described there are two aspects of teaching. The first is that the teacher's role in planning, organizing, directing, and regulating the teaching process to offer complete learning facilities is critical and indispensable. Second, students rely on their professors to select learning strategies and material.

According to Ferdila (2014), teachers at all levels of Indonesian schools should develop an acceptable strategy to stimulate students' interest in reading. This research aimed to evaluate the advantages of extensive reading in teaching and the student's attitudes toward it. Therefore, substantial reading may be used as one of the strategies or methods to teach reading. It might serve as a resource or choice for teachers who want to instruct a particular genre. When the researcher senses the need to connect and develop ideas with people in a dialogue that borders on mutual interest, interviews become required. It is an interaction in which the interviewer asks oral questions to elicit an oral answer from the interviewee. Particularly with research interviews, the researcher must identify a potential source of information and frame the encounter to elicit important information from the respondent. Therefore, establishing a pleasant environment is essential to the effectiveness of such an engagement.

Based on prior knowledge, we see the significance of using "genuine" reading resources in the classroom to strengthen students' reading skills. We must cultivate and enhance the kids' reading abilities by their intended reading goals. In the research conducted, only a few studies examine how instructors teach reading comprehension in class. Previous studies have yet to explore educators' reading comprehension instructional strategies.

For instance, how the teacher determines the proper for teaching reading, how they perform their lesson plan, and whether they teach reading based on the curriculum. For instance, students must be encouraged to read fast when suitable. In another model, they must carefully examine the text to get implicit information. Therefore, one of the most successful things to acquire in a reading skills program is the capacity to adapt flexible, fundamental abilities to varied types of literature (Soedarso, 2004).

2.2.2 Principles in Teaching Reading Comprehension

The teacher cannot directly teach reading to kids by providing them with texts and requesting that they comprehend them. As presented by Harmer (2005), there are some concepts that the educator must address. There are six guiding concepts for reading instruction, which are outlined here.

a. The teacher must realize that reading is not a passive talent. Reading is an active action; thus, when readers need a text, they must engage in other activities besides reading the text at a glance; hence, the instructor does not just assign students to read a text. However, she demonstrates that reading is not a passive talent. It involves the comprehension of word meaning. The argument provided by the reader determines whether or not the ideas support.

b. The teacher must instil in the students a desire to read the passage. Making students engaged in reading is crucial. When students lack a passion for reading, they will get no benefit from it. When people are interested in what they are reading, they will get more advantages. They may get new knowledge and information from their reading content.

c. The teacher must motivate students to react to the content of reading materials. In addition to being the language used in the text, language comprehension is also a component of text comprehension. However, this is different from reading comprehension. Therefore, the teacher must inspire students to react to the text's meaning and express their views about its issue.

d. The teacher should highlight the need for prediction in reading. Prophecy is one of the reading comprehension methods. Before the students enter the book, the title may provide hints as to what the material is about; by doing so, the students will actively begin the reading process. Indeed, the teacher should provide suggestions so students can readily grasp the content.

The teacher must match the assignment to the topic. Tasks are one method for assessing students' text comprehension skills. Good tasks are relevant to the subject being addressed, like making some questions and playing with puzzles may be used to create tasks. In this situation, the teacher must choose or create appropriate projects for the students.

e. The teacher should fully use reading texts. Exploiting reading texts to the fullest extent implies that the teacher should not ask students to read a book and then go on to an activity that has nothing to do with the text. Rather, the teacher should cover all students may deduce from the text. The teacher must thoroughly explain the book, analyze the language, and provide additional tasks to the learners.

2.2.3   Difficulties of Teaching Reading Comprehension

According to some researchers, various issues impede students' reading abilities. Soemantri (2011) discovers that students' inadequacies in reading speed and comprehension are due to two aspects or factors. Specifically, the students must completely grasp how to read literature fast and absorb it effectively. The first challenge is that the teacher needs to be able to precisely ascertain the student's previous knowledge. Although the teacher has taught some things regarding the subject addressed, they cannot guarantee that all students have a solid grasp of the content. Because past knowledge is crucial to students' reading comprehension, teaching reading comprehension poses a significant challenge.

Teachers find it difficult to choose appropriate reading assignments National Research Council (2003). It is acceptable, given that activities would affect students' text comprehension. Students are motivated to read and understand quickly when a teacher assigns engaging and appropriate reading assignments. Indeed, proper terms and texts increase student comprehension of texts.

The teacher may sometimes need help identifying the most effective strategies and methods for instructing learners because they encounter students with varying features and intellect levels. In reality, the strategy and tactics used by the teacher may influence the student's ability to comprehend what they read. The teacher must thus use appropriate and tactics while teaching reading comprehension.

From the above explanation, it is evident that the inability to ascertain students' previous knowledge precisely, the difficulty in constructing acceptable activities and the difficulty in selecting the proper and tactics are issues that arise while teaching reading comprehension. Regarding the last point, the difficulty in choosing acceptable methods and strategies, the researcher considers it vital to use a particular process in teaching reading comprehension.

2.3 Concept of Teaching Strategies

2.3.1 Definition of Reciprocal Teaching

According to Palinscar (1984), reciprocal teaching is a guided reading comprehension technique that helps students to hone the abilities that naturally come to good readers and learners (summarizing, questioning, clarifying, predicting, and responding to what they are reading). The reciprocal teaching model demands activity for students to acquire knowledge. This model is based on the principles of constructivism and some process skills. This model aims to understand how students think, communicate, discuss and learn independently. Through the application of the student's Reciprocal teaching model expected to learn effectively and meaningfully by constructing their understanding so that the results of learning can increase

Reciprocal teaching is designed to assist the teacher in employing cooperative learning dialogues to teach independent reading comprehension in the classroom. With reciprocal teaching, students learn independently, collect knowledge on their terms, and are independent of the teacher's explanations. On the principle of reciprocal teaching, emphasis is placed on having students work in groups where everyone feels comfortable asking questions or expressing ideas to share successful experiences and learn from one another.

Suryanto (2018) found other problems categorized into three primary issues. The concerns include cultural-based English teaching and learning and social context barriers. The culturally oriented reading comprehension issues have spoken and written culture and shared student-teacher traditions; these are two issues about students' reading comprehension. Reading in Indonesian enables pupils to comprehend texts written in Indonesian. Students reading in English must understand the text in the language itself.

Reciprocal Teaching's steps

    a.   Prediction

You will inform the group of what you anticipate reading next. What will the author/text say next? Examine the section's textual elements and consider its primary themes (chapter questions, etc.). Consider the articles you believe will be discussed and the essential terms you may encounter. Share your predictions first, then invite all group members to contribute their justifications..

    b.   Question

There are two questions in the reading will be asked. One is a simple query like who, what, when, or where. The second is an underlying query such as why, how, should, could, or might. Work with the group to determine if the text, the hints, another source, or the reader's imagination contain the answers to these questions. Make sure everyone makes an effort to respond to the questions.

    c.   Clarify

You will initially ask the group to clarify terminology or concepts you need help comprehending. You will then inquire if the group needs any language or concepts clarified. Work with the group to identify the meanings of unfamiliar words and ambiguous concepts. Ensure that the group feels comfortable asking questions.

    d.   Summarize

You will compose a summary of the reading's most significant points. You must be able to summarize the passage in two to three sentences. Consider the key idea(s) and the most vital information. Use text characteristics, such as headers, bold text, etc., to assist you in writing a compelling summary. Consider the author's perspective and determine what s/he intended to convey. The

group may help you if you get stuck or if they believe you have forgotten anything.

Question- Answer Relationship (QARs)

According to Raphael (1986), the Question-Answer Relationships strategy helps teacher guide students' comprehension based on the information required to answer the question by assisting students in becoming aware of the likely source of information to respond to the question that the teacher poses. With this approach, the students can access two primary sources of information—the text and their minds—to help them respond to the question.

According to Moreillon (2007), QAR asks students to categorize the question by the source of their responses. The query might be both literal and figurative. QAR is a reading that relies on comprehension and analysis of questions. Question-Answer Relationship Strategy (QARs) is a technique to be used after students have read. QARs teach students how to determine what questions they are being asked and where to get the answers. Students may be explicitly taught how to use this method. QARs is a reading technique that involves comprehending and analyzing the question. In other words, this tactic helps the student understand the question so they can learn information from the text itself.

Advantages of QARs

Question Answer Relationship is one of various reading comprehension teaching methodologies. This method has multiple advantages for students' experience' reading comprehension.

According to Peter (2010), QAR strategy has various advantages:

1. Using the QAR method, the teacher may be modified depending on the class's level and subject matter. This method can be applicable across grade levels and subject areas.
2. Skimming, and context clues, to locate particular information in the text.
3. The QAR strategy helps students think critically about texts or assignments on high-risk tests

Procedures of Teaching Reading Comprehension Using the QAR Strategy

a. Read aloud a brief passage to your students.

b. Prepare questions to ask when you have finished reading. When you have completed reading, read the questions aloud to the class and demonstrate how to determine the sort of question being posed.

c. Explain to the students how to locate the information needed to answer the question (e.g., in the text or from personal experience).

d. After showing your thought process for each question, invite students to independently read another section and decide the type of question and how to get the answer using a partner.

e. After students have performed for a selection of question types and many classes, you may ask them to read passages and attempt to develop various questions for the reading

f. Students may work individually, in couples, or small groups. Remind students that they should be ready to discuss and argue their responses to the questions and how they selected the answer

2.4 Conceptual Framework

As some experts have said, reading comprehension is a complex process of comprehending the writer's intended meaning from the written word. It relies on the reader's conception, experiences, reading background, and knowledge. In reading comprehension, not only must the reader comprehend the writer's intended message, but also the reader's interpretations of the text must be meaningful and consistent with theirown beliefs. This research will examine the forms and characteristics of instructional tactics used by English teacher in the classroom. For some exercises, teacher provide verbal directions as part of their strategies. These spoken instructions are intended to provide information regarding the provided resources, advice, information requests, and feedback. Teacher strategies will include summarizing, questioning,

clarifying, predicting, and responding to what students are reading. The conceptual structure of this study may be shown as follows:
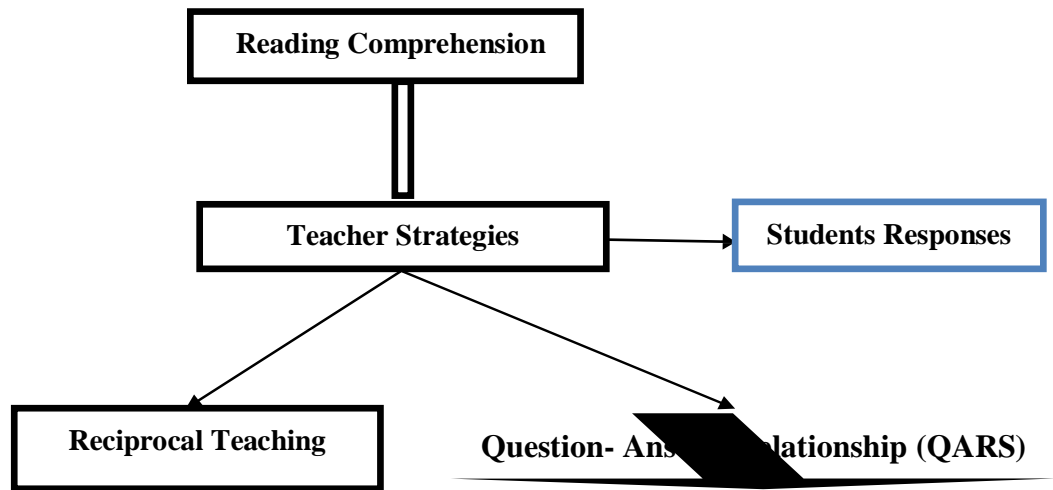
2.2 Figure; Conceptual Framework

2.5 Previous Sudy

Previous study is essential for establishing the validity of the current study. In addition, the uniqueness of this paper avoids any indicators of plagiarism. Therefore, the uniqueness of the study must consist of research whose validity may be justified based on the development of earlier research findings. Previous studies pertinent to this investigation are as follows:

The first study, An Analysis of the English Teachers' in Teaching Reading Comprehension at SMP Labschool Palu, which Wahyu Chairun Azis conducted in 2020. This study set out to identify: (1) To learn the techniques used by the English instructors at SMP Labschool Palu in teaching reading comprehension and (2) To learn the justifications for the tactics they choose. All of the English instructors at SMP Labschool Palu are the focus of this study. This study differs in that Teachers at SMP Labschool Palu, particularly English teachers, were the participants or the focus of this study. Four teachers were assessed as respondents to collect.

The findings of this study indicated that there are five tactics that English instructors most often use while imparting reading comprehension lessons in the classroom. They are (monitoring comprehension, recognizing story structure, question answer relationship, graphic and semantic organizers, and summarizing).

The second research is Ribka (2020). "Teacher's Strategies In Teaching Reading At Smp Swasta Mulia Pratama Medan." This research is. Understanding teacher strategy for teaching reading comprehension is a common theme in this study. This research looks at the challenges schools confront due to a lack of resources. This study was conducted observation and interviews. The researcher investigate the reading methodologies used by teachers, namely the Reciprocal Teaching Strategy and the QAR strategy. The instructor used these tactics to help pupils concentrate and comprehend the meaning of the texts and to facilitate the teaching of reading in the classroom. The research in this study differs from previous ones in that it focused on junior high school teachers' strategies for teaching reading.

The third is "Teachers' Strategies In Teaching Reading Comprehension At Smp It Al-Ghofar During Covid19," was conducted by Rizal Ali Nurdin (2021). The purpose of this study was to: (1) identify the teachers' techniques for teaching reading comprehension at SMP IT Al-Ghofar during Covid-19; and (2) describe the teachers' implementation of those strategies. This study found that three reading teaching methodologies Question-Answer Relationships, Semantic Mapping, and Translating Short Text were employed by English teachers during COVID-19. Understanding teacher strategy for teaching reading comprehension is a common theme in this study. The researcher in this study collected the data while luring learners, particularly with a class at the school, which makes it different. According to the study, synchronous online learning is an efficient way to develop English reading abilities.

Four, By Esliana (2021). The title of this article is "Teacher's strategies in teaching reading comprehension during the covid-19 pandemic at SMP Bina Bersaudara." This research aims to (1) understand the strategies used in English reading learning courses at SMP Bina Bersaudara Medan during the COVID-19 epidemic and (2) understand how these strategies aid the instructors. The study's findings led to the English Teacher at Teacher's strategies in teaching reading comprehension during covid-19 pandemic at SMP Bina Bersaudara using autonomous teaching and study as a method of instruction for her pupils. However, the research in this study differs in that it focused only on the Teacher teaching reading over the internet.

The last is Giawa (2022) Teacher Strategy in Teaching Reading Comprehension at the Eighth Student of Junior High School 1 Ubunasi. The research aimed to gather empirical data on adopting the Question-Answer Relationship (QAR) technique's effect on text reading comprehension. Purposive sampling was utilized in the study, and there were 75 participants and control groups. Understanding teacher strategy for teaching reading comprehension is a common theme in this study. This study's uniqueness varies because its research object is perceptions and experiences. The results of this study show that QARs are a highly effective tool for teaching English reading comprehension. This research use a descriptive qualitative, this research is authentic which is more specific using grade level in that school. And impact for knowledge is prioritizing the class level so that the research process is more accurate, efficient and effective.

CHAPTER III

METHODOLOGY

This chapter discusses the study's methodology to address the research question systematically. It consists of research design, subject of the study, research instrument, collecting data, data analysis, data validity, procedures.

3.1 Research Design

The research uses a descriptive qualitative method since the data will examine using a statistical technique that offers the information necessary to address the research question or hypothesis. The researcher wants to get information about the teaching strategies and to find out the effective strategies used by a teacher to improve student reading ability in eight-grade of Al-Kautsar Junior High School Malang. Thus, The research produced descriptive information from individuals and observed behavior, such as written or spoken words. As a result, descriptive qualitative research was used in the study design.

According to Creswell (1994), qualitative research is "a method of inquiry to comprehend a social or human issue based on developing a comprehensive, holistic picture, produced with words, conveying specific viewpoints of informants, and undertaken in a natural context." Connecting to this definition, qualitative research as "an emergent, inductive, interpretive, and naturalistic to the study of people, cases, phenomena, social situations, and processes in their natural settings to reveal in descriptive terms the meanings people attach to their experiences of the world."

Both of these definitions converge on the idea that qualitative research includes inductive, individualized, and interpretative methods of data collecting and analysis, with the location of qualitative data collection being the natural environments where the phenomena under inquiry occur. The objective of descriptive qualitative research is to describe a social phenomena in the form of. Consequently, the primary objective of

descriptive research in this case is to describe the existent phenomena in teacher strategies for teaching reading comprehension at Al-Kutsar Junior High School Malang.

The study also qualitative descriptive research. It chose as the method for qualitative research since the outcome of the analysis will a description of particular phenomena. In this context, the emphasis of the inquiry will the occurrence shift use by the translator. Therefore, the researcher gathered shift-containing data, which will thoroughly document and examine in terms of the degree of equivalency, the kinds of loss and gain, and the potential causes of shift occurrence. This study was also not required to provide care for the subject. The researcher then observed and described the phenomena objectively and accurately, without modification. Therefore, descriptive research would be an effective method for doing this study. This research used a descriptive qualitative design using direct observation. The descriptive evaluates the state of human groups, objects, conditions, thoughts, and future occurrences (Sugiyono, 2008).

3.2 Subject of the Study

3.2.1 Research Setting

The research was on the eighth-grade students of Al-Kautsar Junior High School Malang academic years 2022/2023. The research used conducted from October until November 2022 in four meetings.

3.2.2 Participation

The participants in this research were a teacher and 3 random students. the English Teacher at Al-Kautsar Junior High School Malang. There was only one English Teacher and also the student participants in this research is as students who undergo the strategy that has been given by the teacher, the classroom learning system and the challenges they confront.

3.3 Research Instrument

To make the research more successful and efficient, the researcher employed some instruments, they include observation, interview, and documentation. In this research, instruments were crucial for data collection. Significantly, the correctness of the study outcome depends on how effectively use the instrument. The researcher must guarantee that the select instrument is valid and reliable. The validity and reliability of every research effort rely heavily on its tools' adequacy. Regardless of the method used to gather data, it must be critical to determine how probable it is to provide the desired findings. The following data collection techniques are employed:

3.3.1 Observation

According to Adler (1987), observation is one of the fundamental pillars of all data gathering techniques used in qualitative research, especially in the social and behavioral sciences. Observation is one of the essential methods for obtaining comprehensive data in qualitative research, mainly when oral and visual data are crucial to the study. Using the observation strategy, researcher can get first-hand knowledge of objects and significant events such as festivals and durbars. Reduced to an absolute minimum is the potential of falsifying facts and document.

3.3.2 Interviews

According to Eswara (2006), an interview is a discussion used to obtain information. In a research interview, both the interviewer and the interviewee participate in the discussion and answer the interviewer's questions. Interviews may be held in person or over the phone. The use of the internet for interviews is also growing. It is an interaction in which the interviewer asks oral questions to elicit an oral answer from the interviewee. Particularly with research interviews, the researcher must identify a potential source of information and frame the encounter to elicit important information from the respondent. Therefore, establishing a pleasant environment is essential to the effectiveness of such an engagement.

The researcher interviewed one English teacher and three random students in this research. In conducting the interview, the researcher will prepare a list of questions to get more information about teaching reading, especially in Al-Kautsar Junior High School Malang.

3.3.3 Documentation

Documentation is a data collection technique with reference to written, transcript, visual, and physical texts which are usually referred to as artifacts (Ary, 2010). Besides that, in line with this, Lodico (2006) stated that documents created by the participants prior to the study typically contain items like official records, individual writing, or educational resources. Some of the images in this study were utilized as data to address research issues and as proof that the researcher conducted the study and the interview. The records included photographs taken while teacher were being observed and trained in the teaching of reading.

3.4 Data Collection

The data collection technique refers to the method utilized by the researcher to collect information. This study collected data using observation, interviews, and documentation.

3.4.1 Observation

Researcher use observation guidelines so that they are not shocked when they get in the field and can keep to the core objective of doing focused research. When applied appropriately, observation rules are also valuable for facilitating data collection. The researcher saw the research subject and the most significant observation was the teacher. The researcher watched the teacher determine what strategies were utilized to teach reading in the 8th grade of Al- Kautsar Junior High School Malang.

3.4.2 Interview

The researcher interviewed a teacher at Al-Kautsar Junior High School Malang. Researcher require interview rules to have objectives and direction while conducting interviews with the sources under investigation. The idea is for resource people to be unbothered when the researcher already has the skills to conduct an interview and for resource persons and researcher to be able to correct one other if questions are too few or too many.

3.4.3 Documentation

The researcher take some pictures during the study. Researchers took pictures when conducting interviews with teacher, interviews with students, when the teacher was teaching reading and during English learning activities. In addition, researchers also examined the learning instruments used by teacher in reading lessons such as lesson plans, syllabus, student activity books, textbooks and others. Therefore the documentation method can be used as a support for the validity of the data that has been obtained.

Procedures

To facilitate the process of data collection, the researcher followed the procedures below while collecting the data:

1. Conduct interviews with students and the reading teacher to gather information on the teacher's teaching methods.

2. Recording an interview;

3. Making the observation the conclusion of the interview with the students and teacher of reading;

4. Observing the class to gather information regarding the teacher's reading instruction strategies and the student's reactions to those strategies;

5. Taking note of the teacher's instructional observation results.

3.5 Data Analysis

Data analysis is the process of meticulously compiling it collected via interviews, field notes, and documentation, which includes putting data into categories, dividing it into units, synthesizing it, organizing it into patterns, and selecting the ones to use. Consider what is essential and what will be taught, and then form conclusions that can be readily comprehended by others.

The data analysis is based on processing and analyzing acquired data to make it systematic, ordered, organized, and meaningful. Sugiyono (2014) argues that there are many phases to data analysis, including data reduction, data display and verification.

3.5.1 Data Reduction

Researcher separate pertinent, significant, and meaningful data from that which does not help illuminate the purpose of the investigation.

The findings and comments are presented using the chosen data because it is consistent with the study goals. After being chosen, the informationis condensed, categorized, and abstracted.

3.5.2 Data Display

The data would present descriptively to illustrate what the analysis showed. A narrative with a plot may accomplish a descriptive presentation. Logical presentation. The researcher presented the data by selecting the pertinent information from the interview's transcription that was pertinent to the interview's outcome. The researcher next presented the results by qualitatively explaining the data.

3.5.3   Verification

Verification is an attempt to discover the significance of data components by noticing patterns, regularities, configuration explanations, and cause-and-effect correlations. After presenting the data, the researcher concluded or conducted a verification.

The researcher provided a summary of the submitted data. In conclusion, the researcher concluded from the supplied data and made recommendations. In conclusion, the researcher performed these three data analysis stages. The researcher condensed the interview transcript presented the data and summarized the data offered.

3.6   Data Validity

In this research, the data will obtain conducting through observation, interviews and documentation. Thus, Triangulation is one of the strategies for ensuring the authenticity of data. According to Moleong (2009), qualitative triangulation research includes four criteria: a degree of confidence (credibility), transferability, reliability, and certainty (confirmability). Triangulation in qualitative research, In essence, Triangulation is a multi-method strategy that researchers utilize to gather and examine data. The fundamental notion is that the underlying assumption is that investigating phenomena can be fully comprehended to attain a high degree of truth when seen from numerous angles. Taking pictures of the same phenomena from several angles will enable a trustworthy level of integrity.

Triangulation is a data-gathering that mixes information from several data collection techniques and existing sources. In

contrast, Hamid (2014) contends that Triangulation is an acceptable data method that uses anything other than data for verifying or as a comparison against the data. Furthermore, according to Sugiyono (2014), there are four triangulation procedures. The four types are data triangulation, methods triangulation, and investigator triangulation, theoretical Triangulation. Using observation, interview, and documentation, the researcher used methodological Triangulation to confirm the data collected in this study.

In this research, the data collection was conducted precisely by the sources. First, it relates to the number of pupils dividing the population of the eighth grade at Al-Kautsar Junior High School in Malang by three. Then, the validity triangulation model evaluates the data gathered from observation, documentation, and interviews to determine their validity.

Finally, the triangulation data model has been represented by seventeen questions provided in the interview to answer this research evidence.

The following steps are required to accomplish data triangulation: a) Perform data narrowing by taking what is needed and discarding data that is not needed. b) Sort and structure the data needed to be systematic and easy to process. c). Comparison of the interview to the obervstion result. In this phase, the researcher compares the interview and observation data collected. Moreover, if the data being compared are same, the resultant data is correct. Conversely, if the data findings are uneven, the data are erroneous. However, it requires additional time to get reliable data.

CHAPTER IV

FINDINGS AND DISCUSSION

In this study, the researcher explains the findings obtained from the results and analyses the data and discussion. The data are both teacher strategies used by the English teacher and the students and the implementation of 8th-grade students' rto their English teacher at Al-Kautsar Junior High School Malang. In this chapter, the researcher presents two things which are findings and discussion.

4.1 Research Findings

Before going to explain the teaching reading strategies used by English teacher and the ways of their implementation, the researcher will explain that the participant in this research was an English teacher and also three students of Al-Kautsar Junior High School Malang. There was just one English instructor, and the student participants in this study are students who experience the teacher's method, the classroom learning system, and the difficulties they face.The following table shows the participant's characteristics.

4.1 Table of information

NO	Participant	Status
1	PA	Teacher
2	NMNI	Student
3	KEPS	Student
4	BIC	Student

4.1.1 English Teacher Strategies in Teaching Reading Comprehension

Strategies are techniques used to help students learn the necessary course material and enable them to create possible future objectives. To create the best plan for dealing with the chosen target group, teacher must first identify the various learning techniques that are accessible.

Based on the result of the first observation, the researcher found that teaching reading strategies that the informants have implemented, the same strategy they have implemented: the Question-Answer Relationships and Reciprocal Teaching strategy. It was also found in the interview section as stated by PA as an English teacher Al-Kautsar Junior High School Malang:

> PA: *I often apply Reciprocal Teaching and Question Answer Relationship Strategies to improve reading skills and literacy. But sometimes, in teaching reading, I apply Skimming and Scanning strategies. Reading cannot be separate from other abilities, such as listening, writing or speaking. Before students are proficient in reading, of course, they will listen first. It is needed; students are used to listening and repeating sentences while reading the text of the sentences. (Interview with PA, on Wednesday, 3 November 2022, 09.30-10.30 a.m in teacher's room Al-Kautsar Junior High School Malang)*

In line with PA explanation, it prefers to implement four strategies, such as Skimming, Scanning, Question-Answer Relationships and Reciprocal Teaching. It seemed in the interview section:

> PA: *Truthfully, I implemented more teaching and learning strategies, particularly those about reading comprehension, than I would normally. I like to employ four strategies in teaching and learning activities, such as Question-Answer Relationships, Skimming and Scanning. However, which I often use to teach reading comprehension, there are two components: Question-Answer Relationships and Reciprocal Teaching. I wish I could apply the other strategies, but I could only implement these two. And I employ Reciprocal Teaching To think about their thinking while reading. It teaches students to actively participate in their learning and keep track of their reading comprehension. It makes the book easier to understand and*

trains students to ask the questions as they read of the content. (Interview with PA, on 7 November 2022, 09.30-10.30 a.m, in teacher's room Al-Kautsar Junior High School Malang)

Additionally, NMNI argues the following based on the student's experiences:

> NMNI: *Learning through Question Answer Relationships Strategy helps students acquire higher-order thinking abilities and increase their personality and self-esteem. Group projects may enhance learning by showcasing the subject matter and enhancing social. I like it. Moreover, Mrs PA uses Question Answer Relationships Strategy (QARs). It helps easily understand the text. (Interview with NMNI, on 7 November 2022, 12.00-12.30 a.m, in 8th class Al-Kautsar Junior High School Malang)*

Furthermore, it agrees with what the student KEPS said below:

> KEPS: *The questions do inspire us to comprehend the assigned reading. However, there are moments when we need clarification as to whether our responses are accurate. But sometimes, students need help to create reading-based questions that enable other students to offer feedback on questions and respons. (Interview with KEPS, on 7 November 2022, 12.00-12.30 a.m, in 8th class Al-Kautsar Junior High School Malang)*

It is also in line with the same student B IC said below:

> BIC: *with the learning process by Mrs PA using Question Answer Relationship (QARs) and also Reciprocal Teaching help us to share knowledge and level of understanding. (Interview with BIC, on 7 November 2022, 12.00-12.30 a.m, in 8th class Al-Kautsar Junior High School Malang)*

The findings from the observation and interviews indicated that the instructors needed to practice the best learning techniques. Additionally, the researcher discovered that they had used reciprocal teaching and question-answer relationships in their learning activity.

However, one crucial language skill included in teaching and learning activities is reading comprehension. After reading the content, readers must recollect and understand it as part of the reading comprehension process. Therefore, reading comprehension is a language skill that kids need to develop since it may enhance their thinking ability.

It concluded from the interview that students' reading comprehension levels varied from those in the classroom environment. Although the pupils in the classroom lack vocabulary and have a minimal command of the English language, the instructors may manage this situation by using Question Answer Relationships and Reciprocal Teaching techniques that will motivate the students to raise their reading comprehension levels.

4.1.2 The Implementation of English Teacher Strategies in the Teaching of Reading Comprehension.

The implementation of strategies carried out by teachers. All strategies used were very effective in helping the students learn reading comprehension. It was proven by the condition of the classroom activities and the student's attention in following the teacher while explaining the materials. The strategies used also gave to benefit the teacher. By combining strategies, the teacher taught and managed the students more easily. From our discussions with English teacher, the following is an explanation of how each of the previously mentioned strategies is put into practice:

> PA: *".......The implementation of teaching reading. Typically, I use the Question -Answer Relationship (QAR) strategy to teach students how to answer questions more effectively. Students are asked to identify whether the information they use to answer questions about the book is textually explicit (directly stated in the text) and textually implicit (implied in the text). Students should use this strategy after they have read it. QAR teaches students how to understand the questions asked and where to get the answers*

*They bought a textbook suggested by the school. I provided them with the necessary instructions to complete the activity. Students prefer to self-study in these circumstances, and the first thing I did as a teacher created a lesson plan and basic instructions to be provided......." (Interview with PA, on Tuesday 8 November 2022, 07.30-08.30 a.m in teacher's room Al-Kautsar Junior High Schoo*l Malang)

Furthermore, Mrs.PA also said that:

PA: *".......In teaching reading used Reciprocal Teaching, before the learning activity started, I share the material first, than the student make small group, Students can clarify the presented information by submitting questions concerning the content still deemed too challenging to tackle in groups. I also evaluate the level of the students' comprehension of the topic being discussed, question-and-answer sessions may be performed. Students are provided with individualized practice questions, which may include questions that test their ability to predict the evolution of the information being covered. The students are obliged to write a summary of the content that they have learned. (Interview with PA, on Tuesday 8 November 2022, 07.30-08.30 a.m in teacher's room Al-Kautsar Junior High School Malang)*

Additionally, NMNI argues the following based on the student's experiences:

NMNI: *".......Since every student has a school-recommended textbook, this is quite useful for us. We may get independence at home. And now, we will know the topic of the next section. However, Mrs PA instructs us to read the material at home before asking a question and discussing it in class......" (Interview with NMNI, on 8 Tuesday November 2022, 12.00-12.30 a.m, in 8th class Al-Kautsar Junior High School Malang)*

Additionally, it confirms with what student KEPS said below:

KEPS: *".......Most of our classmates are pleased when the teacher provides feedback and have been more conscientious about following the lessons. Our friends could comprehend the offered directions because Mrs PA asked us to prepare before starting the material activity to understand the textbook better before a teacher gave us a lesson. So that after learning in school, I repeat the material to preparing before the examination begin......" (Interview with KEPS, on 8 Tuesday November 2022, 12.00-12.30 a.m, in 8th class Al-Kautsar Junior High School Malang)*

Furthermore, it supports what student BIC said below:

BIC: "*.......Learning English reading is very pleasant. Moreover, Mrs PA using QAR strategies will make us easier to understand what a textbook means. But sometimes. I also like using Reciprocal teaching strategies because when my friend teaches me, it makes me easier to understand......" (Interview with BIC, on Tuesday 8 November 2022, 12.00-12.30 a.m, in 8th class Al-Kautsar Junior High School Malang)*

Based on the interview, the methods used to instruct the students' reading ability include using Question-Answer Relationships (QARs) and reciprocal teaching. The level of QAR questions greatly influences the level of understanding students on reading so that the QAR strategy is very effectively used in learning reading comprehension

Additional sorts of homework are offered to pupils to help teach reading abilities, as described by PA below.

PA: "*.......The activities assigned to pupils to assist in the instruction of reading abilities are connected to the reading process; these activities may include instruction on vocabulary or methods for determining the central concept. When pupils require the meaning of a new word that they do not comprehend, they will ask for it. In addition, before the student is given an assignment, they are provided with the materials to find the primary concept. These materials explain*

that there are two methods to do this: deductively and inductively. And also using QAR strategies effectively and efficiently for learning activities. Moreover, when using QAR strategies for homework, I usually order my students to study before the material begins......" (Interview with PA, on Thursday, 10 November 2022, 09.30-10.30 a.m in teacher's room Al-Kautsar Junior High School Malang)

NMNI as a student, agreed that each stage of the lesson designed to improve their reading ability is simple to follow and comprehend.

NMNI: *".......The activities assigned to support the application of learning strategies in the classroom are diverse, such as determining the key concepts of each reading and the meaning of vocabulary from the readings. Incredibly useful for developing my English language abilities......" (Interview with NMNI, on Thursday 10 November 2022, 12.00-12.30 a.m, in 8th class Al-Kautsar Junior High School Malang*

KEPS also mentioned that the assignment and applied procedures were simple to comprehend and helped students develop their reading abilities gradually.

KEPS: *".......When we read, there are times when we need clarification about what something means. Because of this, Mrs PA constantly encourages us to seek the meaning of any language we don't know, including how to select the most important takeaway from the reading. In addition, we can develop our reading abilities thanks to the tasks that have been assigned to us......" (Interview with KEPS, on Thursday 10 November 2022, 12.00-12.30 a.m, in 8th class Al-Kautsar Junior High School Malang)*

In line with KEPS: BIC also said that:

BIC: *".......Sometimes I did understand what the main of the textbook told. The reciprocal Teaching method helps me improve my reading skills because my friend teaches me. It is easier to asking questions to students. Whatever the activity, prioritize the student centre and the teacher as a facilitator........"*

understand the material because my friend has the same language as me......." (Interview with BIC, on Thursday 10 November 2022, 12.00-12.30 a.m, in 8th class Al-Kautsar Junior High School Malang)

In conclusion, the combination of strategies for learning English reading, specifically Question Answer Relationships (QARs), complements each other with strategies used in class learning, specifically and Reciprocal Teaching. In other words, QARs and Reciprocal Teaching is mutually beneficial. Because the tactics utilized are related to and complement one another, this might result in kids having improved reading skills. In addition, reading-related homework and the provision of relevant reading resources to help pupils improve their reading abilities are now also part of the curriculum.

From an interview, the teacher concluded that The Strengths of Teaching Reading Using Question-Answer Relationships and Reciprocal Teaching. The finding is shown from the interview results by PA below:

PA: *".......Strategy Questions –Answer Relationship and Reciprocal Teaching allows students to share knowledge and level of understanding. The advantage of the Reciprocal Teaching strategy is that students tend to understand. so they don't forget easily, are more independent, and of course, will be more motivated when they see other friends able to provide information to each other. While the advantages of the QAR strategy are with students being able to answer, it can be ascertained that students understand the reading as long as the answers are their own......." (Interview with PA, on Thursday 10 November 2022, 02.00-02.30 a.m, in Teacher room Al-Kautsar Junior High School Malang)*

And also the Weaknesses of Teaching Reading Using Question-Answer Relationships and Reciprocal Teaching. PA demonstrates below, based on interview data, the following conclusion:

PA:*".......single part of strategies also has a weakness. The disadvantages, The first is the condition where the student has a low English language level and a minimum vocabulary and from the strategy. The weakness of the QAR strategy is when students only answer reading questions from the teacher. Our challenge is how skilled students are in making questions based on readings that allow other students to provide feedback on questions and answers. Meanwhile, the disadvantages of Reciprocal teaching are that if time is limited, knowledge is lacking, and sometimes students need more confidence and cannot avoid activities......." (Interview with PA, on Thursday 10 November 2022, 02.00-02.30 a.m, in Teacher room Al-Kautsar Junior High School Malang)*

Based on the interview above, the researcher can conclude that strategies are strengths to apply in learning reading activities. Moreover, using Reciprocal teaching, the student can learn with their classmate, and most of them more easily understand the materials. But the weakness is a student with a low language level and a minimum vocabulary. The teacher has applied to order students to memorize a minimum of five vocabulary words every day. Before the material is given, the teacher will be asked by one for their memorizing. It is worked to improve a better English language level and make it easier student for understanding the textbook mean.

Additionally, PA argues the following based on the teaching experiences:

PA: *".......Students with more abilities will feel needed. Other students are very motivated to be able to, and a few are insecure but can be conditioned and given motivation. I ordered students to memorize a minimum of five vocabularies a day, and will be asked before the material is given. The most important thing is Question Answering among students because it is very common to measure reading ability by*

In summary, It is inferred that learning using Reciprocal Teaching makes it more easier for instructors to use more diverse learning strategies to aid students in effortlessly comprehending the teacher-provided content. It also encourages students to Describe the information obtained from reading. QAR strategy can improve students' ability to answer comprehensive questions by providing systematic means. That all strategies are effective and efficient for the learning process.

4.2 Discussions

According to the interviews' findings, there are four strategies used in the learning activity. It consists Scanning, Skimming, Question-Answer Relationships and Reciprocal Teaching were the teaching strategies used by the English instructors at Al-Kautsar Junior High School Malang in teaching reading comprehension, as determined by the researcher. This research is to determine the 8th-grade teacher to teaching reading at Al-Kautsar Junior High School Malang and also to describe the teacher's implementation of the strategies in teaching reading comprehension at Al-Kautsar Junior High School Malang.

The English teacher at Al-Kautsar Junior High School Malang utilized this method to ensure pupils read the assigned book and emphasized that they had comprehended it. It indicates that they have previously read and comprehended the content since they can answer the question. According to Rafael (2010), The QAR Strategy is designed for an exercise in which students classify comprehension questions based on how and from what source they answered. Medium to high school student may benefit from adopting the QAR reading comprehensio. This strategy assisted

the instructor in determining the extent to which pupils understood the content. Consequently, the informants used this strategy to aid students in establishing a connection between their prior knowledge and the material presented in the text. The activity is the primary distinction between skimming and scanning. The process of locating the essential information is called scanning. When the essential information has been gathered, reading should immediately cease. While skimming is the act of looking for information in general, it is essential to focus on the most essential parts.

According to Maxwell(1970), with this scanning, students hunt for particular information inside a text, such as dates, names, and locations, among others, and is recognized as a desirable reading skill and taught in the majority of development reading courses. Students build their abilities of inference via regular exercise that helps them to predict the content of a book while skimming. Therefore, skimming may assist students in locating the essential words that allow them to deduce the overall meaning of a book, allowing them to comprehend content more quickly and accelerate the reading process (Maxwell, 1969).

Skimming and scanning are different reading strategies that use fast eye movement and keywords to move swiftly through material, but for significantly different reasons. Skimming is the act of reading quickly to get a basic summary of the subject. While scanning refers to scanning or a strategy that can be performed easily to increase one's grasp of a text's essential material and to know it more quickly and accurately, it is also a simple process.

Teacher used Reciprocal Teaching as their last technique for teaching reading skills. This strategy offers students the chance to further explore their talents in honing their reading skills to identify the major concepts and specific information gleaned through reading. The reciprocal technique attempts to promote the growth of students' abilities as readers

and learners, like questioning, summarizing, clarifying, predicting, and responding to what they have read.

According to Bruner (1996), Reciprocal Teaching assists beginning readers in learning and internalizing the tactics used by advanced readers. In reciprocal teaching strategies, the teacher presents the material. Then, students discuss the content with their peers in small groups. Students are required to formulate questions on the subject matter being studied. The teacher picks one of the students as the group's spokesperson to deliver their results to the class. Students can clarify the presented information by submitting questions concerning the content still deemed too challenging to tackle in groups. The teacher may also conduct question-answer sessions to determine the degree to which pupils comprehend the idea. Individual practice questions are offered to students, including questions that assess their ability to anticipate the progression of the content. Students are required to summarize the studied information. the Question -Answer Relationship (QAR) strategy to teach students how to answer questions more effectively. Students are asked to identify whether the information they utilized to answer questions about the book was textually explicit (directly stated in the text) and Textually implicit (implied in the text).

Furthermore, In implementing teaching strategies, English teacher in Al-Kautsar Junior High School Malang explained that used Skimming, Scanning, Question-Answer Relationship (QARS) and Reciprocal Teaching and the most effective strategies was Reciprocal Teaching. Although they also created a lesson plan, they created the instruction to provide students with an explanation communicated through Google Classroom.

CHAPTER V

CONLUSION AND SUGGESTION

This chapter offers the conclusion made from chapter 4's results and discussion. In addition, various recommendations are made to provide knowledge and direction for future studies on the same subject.

5.1 Conclusion

According to the findings of this study, Question-Answer Relationships Reciprocal Teaching, Skimming and Scanning were the strategies. Those strategies used by English teacher to facilitate the connection between students prior knowledge and the intended meaning of the passage.

In addition, the teaching reading strategy provides the teacher with several benefits. The teaching reading strategy enables teacher to strengthen their abilities, particularly in literacy development, allowing them to use other innovative tactics more broadly. However, teacher also have shortcomings, such as student who find it difficult to memorize words and are prone to forget since this is a novel concept for the eighth-grade Al-Kautsar Junior High School Malang.

In its implementation, the teacher will provide the students with information via Google Classroom. The students will study the material before participating in learning activities and reading classes to increase their creativity and active engagement. Even some students continue to struggle since they have a low English vocabulary and a poor English proficiency level. However, if students have memorized and repeated the terminology, they can read more effectively and comprehend the content of the textbook with more ease.

From the statistics above, it can be concluded that English teacher used four instructional strategies while teaching reading comprehension. These were Question-Answer Relationships, Reciprocal teaching, Skimming and Scanning. And to apply the teaching strategies, they create lesson plans and instructions posted on Google Classroom before the class learning activity commences.

5.2 Suggestion

Based on the conclusions above, This finding suggests a significant difference in students' reading comprehension before and after being taught using Question-Answer Relationships (QAR) and reciprocal teaching techniques. Therefore, the researcher attempts to provide the following recommendations:

For the teacher, The teacher of English should be imaginative. It may be accomplished using specific methods, strategies, or strategies in reading comprehension instruction. The objective is to make reading instruction more enjoyable and engaging. QAR Strategy is one of the most researched successful strategies for enhancing pupils' reading comprehension. Teacher may use this strategies to improve students reading comprehension. The teacher should support the development of students higher-order thinking abilities. These abilities are beneficial to the reading process. The students will not only understand the moral significance of the text but also be able to apply it to their lives.

For the student, the recommendation is addressed to the learner. Since the Question-Answer Relationships (QAR) technique is effective, shown in this research, it is recommended that students be more active and imaginative while responding to questions, especially reading text questions. To enhance their English ability, students should not only attend school, meet their friends, and listen to the English teacher's explanation but also increase the frequency with which they read English texts.

For other researcher, The researcher hopes this research will be an inspiration and guide for future research on teaching strategies to increase student reading abilities and what is related to these results. In addition, the researcher recognizes that the study employs restricted research equipment. The researcher believes that future researcher will be able to continue this investigation using more advanced tools to investigate the necessary data in depth. The researcher hopes this study may be expanded and finished by including other ideas, opinions, and points of view. Further research can apply this method to other language skills to make greater contributions from various perspectives.

References

A. M., & Oslund, E. L. (2019). Reading Comprehension Research: Implications for Practice and Policy. Policy Insights from the Behavioral and Brain Sciences, 6(1), 3–11. https://doi.org/10.1177/2372732218816339

Almala, A. H. (2005). A constructivist conceptual framework for a quality e-learning environment. Distance Learning, 2(5), 9.

Antoni, N. (2010). Exploring EFL teachers' strategies in teaching reading comprehension. Jurnal penelitian pendidikan, 11(2), 39-51.

Cahyono, D. (2012). The Effectiveness of Inquiry-Based Teaching in Teaching Reading Viewed From Students' Selfactualization (An Experimental Research in the Eleventh Grade Students of SMA Muhammadiyah 1 Sragen in the Academic Year of 2011/2012) (Doctoral dissertation, UNS (Sebelas Maret University)).

Bruner, J. s., & Ross, G. (1976). The role of tutoring in problem solving. Journal of Child Psychology and Psychiatry, 17,89-100.

Bruner, (1977), The process of education, Cambridge, MA: Harvard University Press.

Cahyono, (2015). the Effectiveness of Inquiry-Based Teaching in Teaching Reading Viewed From students' Selfactualization comprehension: maximizing your impact. Chicago: American Library Association.

Delviani Giawa (2022) Teacher Strategy in Teaching Reading Comprehension at the Eighth Student of Junior High School 1 Ubunasi.

Edgar Dale and Jeanne S. Chall, (1949) The concept of readability, https://www.jstor.org/stable/41383594 Education

Edward M (1963) Appoarch Method and Technique. English language Teaching https://academic.oup.com/eltj/articleabstract/XVII/2/

Erna Ekawati, (2013) Reading Literacy Activity Index http://jurnal.iainpadangsidimpuan.ac.id/index.php/LGR/article/view/219/200

Esliana (2021). "Teacher's strategies in teaching reading comprehension during the covid-19 pandemic at SMP Bina Bersaudara."

Ferdila (2014), The Use Of Extensive Reading In Teaching Reading. https://media.neliti.com/media/publications/192574-EN-the-use-of-

Gendis Nadira (2020), Teacher's Strategies in Teaching Reading Comprehension, JALL (Journal of Applied Linguistics and Literacy), ISSN 2598-8530, September, Vol. 4 No. 2, 2020.

Grabe, william (Northen A. U. (2009). Reading in a Second Language Moving from Theory to Practice. New York: Cambrige University

Grellet,F. 1984. Developing Reading Skill: a Practical Guide to Reading

Comprehension Excercise. London: Cambridge University Press.Jakarta: Gramedia Pustaka Utama.

Harmer, (2005). How to Teach English. Malaysia: Longman.

Jo McDonough, (1993) Materials and Methods in ELT https://www.wiley.com/enus/Materials+and+Methods+in+ELT%3A+A+Teacher%27s+Guide%2C+3rd+Edition-p-9781444336924

Darmadi, Hamid. 2014. Metode Penelitian Pendidikan Sosial. Bandung: Alfabeta

https://opac.perpusnas.go.id/DetailOpac.aspx?id=990832

Keith Rayner, (2010), Models of the reading process, https://doi.org/10.1002/wcs.68.

Knutson, E. M. (1997). Reading with a purpose: Communicative reading tasks for the foreign language classroom. Foreign Language Annals

Lee, C. D., & Spratley, A. (2010). Reading in the disciplines: The challenges of adolescent literacy. Final Report from Carnegie Corporation of New York's Council on Advancing AdolescentLiteracy. New York: Carnegie Corporation.

Lukman Solihin et al. (2019), Reading Literacy Activity Index 34
Province,htp://repositori.kemdikbud.go.id/13033/1/Puslitjakdikb
ud_Indeks%20Aktivitas%20Literasi%20Membaca%2034%20Pr
ovinsi

M.F. Patel, Praveen M. (2008). Jain-English language teaching _ methods,
toolsTechniques.https://www.academia.edu/34287801/M_F_Pat
el_Praveen_M_Jain_English_language_teaching_methods_tools
_and_techniques_pdf

Mart, (2015). Combining Extensive and Intensive Reading to Reinforce
LanguageLearninghttps://www.researchgate.net/publication/329
268348_Combining_Extensive_and_Intensive_Reading_to_Rein
force_Language_Learning

Moleong, (2009). Metodologi Penelitian Kualitatif.
https://katalogdisperpusipprovjambi.perpusnas.go.id/detail-opac

Nurhadi. (2000). Membaca cepat dan efektif. Bandung: Sinar Baru

Nurul, (2015). The implementation of question-answer relationship (qar)
strategy in teaching reading of narrative text for tenth grader of
man mojokerto

Palinscar (1984).Reciprocal Teaching of Comprehension-Fostering and
Comprehension-Monitoring Activities

Rudiyanto (2002), How Can Students Improve TheirReadingComprehension
Skill

Raphael, T. E. (1986). Teaching Question Answer Relationships, Revisited

Ribka Debora (2020). "Teacher's Strategies In Teaching Reading At Smp
Swasta Mulia Pratama Medan. "https://journal.uin-
alauddin.ac.id/index.php/elite/article/view/11288

Rizal Ali Nurdin (2021). "Teachers' Strategies In Teaching Reading
Comprehension At Smp It Al-Ghofar During Covid19,"
http://etheses.uin-malang.ac.id/29602/

Moreillon, J. (2007). Collaborative strategies for teaching reading
https://www.scirp.org/(S(czeh2tfqw2orz553k1w0r45))/reference/
referencespapers.aspx?referenceid=2982754

Soedarso. (2004). Speed Reading: Sistem Membaca Cepat dan Efektif.

Soemantri, (2011) Reading Comprehension Problems Encounted By The Students Of Higher Education

Stahl, S. A. (2005). "Four problems with teaching word meanings (and what to do to make vocabulary an integral part of instruction)," in E. H. Hiebert and M. L. Kamil (eds.), Teaching and learning vocabulary: Bringing research to practice, Mahwah, NJ: Erlbaum.

Suryanto. (2017). An investigation on reading comprehension problems in Indonesian culturecontexts. The 1st International Conference on Education, Science, Art and Technology , (pp. 200-205). Makassar.

Tarigan, H.G. (2008). Membaca sebagai suatu keterampilan berbahasa. https://digilib.polmanbandung.ac.id/indexp=show_detail&id=13618

Tarhini, A., Hone, K., Liu, X., & Tarhini, T. (2016). Examining the Moderating Effect of Individual-level Cultural values on Users' Acceptance of ELearning in Developing Countries: A Structural Equation Modeling of an extended Technology Acceptance Model. Interactive Learning Environments, 23

Usep Kuswari. (2010). Hakikat Membaca Intensif. https://adoc.pub/membaca-intensif-usep-kuswari.html

Wahyu Chairun Azis. (2020). An Analysis On The English Teachers' Strategies in Teaching Reading Comprehension At Smp LabschoolPalu. https://jurnal.fkip.untad.ac.id/index.php/elts/article/view/1882?

APPENDIXES

Appendix I Letter of permission to do research

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JalanGajayana 50 Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id   email fitk@uin_malang.ac.id

Nomor	: 1968/Un.03.1/TL.00.1/10/2022	24 Oktober 2022
Sifat	: Penting	
Lampiran	: -	
Hal	: **Izin Penelitian**	

Kepada
Yth. Kepala SMP Plus Al-Kautsar Malang
di
Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Fahrur Rofiqi
NIM	:	18180039
Jurusan	:	Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	:	Ganjil - 2022/2023
Judul Skripsi	:	**Teacher Strategies In Teaching Reading Comprehension At The Eighth-Grader Of Al-Kautsar Junior High School Malang**
Lama Penelitian	:	**Oktober 2022** sampai dengan **Desember 2021** (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

An.Dekan,
Wakil Dekan Bidang Akaddemik

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :
1. Yth. Ketua Program Studi TBI
2. Arsip

SURAT KETERANGAN

Nomor : 124/046.2-Adm/SMP-AL/35.73.307/XI/2022

Yang bertanda tangan di bawah ini :

| Nama | : | **Imam Safii, S.Ag.** |
| Jabatan | : | Kepala SMP Plus Al-Kautsar Malang |

Menerangkan dengan sebenarnya bahwa:

Nama	:	**Fahrur Rofiqi**
NIM	:	18180039
Jurusan	:	Tadris Bahasa Inggris (TBI)
Fakultas	:	Ilmu Tarbiyah dan Keguruan
		Universitas Islam Negeri Maulana Malik Ibrahim Malang

Telah melaksanakan penelitian yang berkaitan dengan penyelesaian Skripsi yang berjudul **"Teacher Strategies In Teaching Reading Comprehension At The Eighth-Grader Of Al-Kautsar Junior High School Malang"** di SMP Plus Al-Kautsar Malang, pada tanggal 25 Oktober s.d 17 November 2022.

Demikian surat keterangan ini kami buat dengan sebenarnya, untuk dipergunakan sebagai mana mestinya.

Malang, 17 November 2022
Kepala SMP Plus Al-Kautsar Malang,

Imam Safii, S.Ag
NIY 992 085 016

Appendix II. Blueprint Observation

Background

This blueprint is used to collect data of teacher's strategies which is used in English reading comprehension at the eighth-grader of Al-Kautsar Junior High School Malang. The strategy of Question-Answer Relationship, Reciprocal Teaching, Skimming, and Scanning. Moreover, the blue print is also used to find out what learning strategies and what is the most effective strategies used by teacher.

Objective

The researcher uses blueprint design as a guide to collect the qualitative research data. The researcher uses two instrument they are Observation, Interview, and documentation.

Construct Theory	Types of strategies	Variable	Indicator	Question
Raphael (1986)	Question-Answer Relationship	Students	In the reading learning activity, the students uses Question-Answer Relationship	1
		Teacher	In the reading learning activity, the teacher ordered the student to learn material first before learning activity in the class started.	2
		Student	In the reading learning activity, the difficult question found by student will be answered by another student.	3
		Student	In the reading learning activity, the student understood the material proven from answered most correction correctly.	4
Palincar	Reciprocal Teaching	Students	In the reading learning activity, the students uses Reciprocal Teaching	5

		Teacher	In the reading learning activity, the teacher ordered the student to learn material first before learning activity in the class started.	6
		Teacher	In the reading learning activity, the teacher will make a group in the class	7
		Students	In the reading learning activity, the teacher will give some questions in every group and answered it	8
	Skimming and Scanning	Students	In the reading learning activity, the students uses Skimming and Scanning	9,10
		Teacher	In the reading learning activity, the teacher ordered the student to learn material in Google Classroom before learning activity in the class started.	11
		Student	In the reading learning activity, weather Skimming or Scanning understand and enthusiasm.	12

OBSERVATION SHEET

Type	Number	Activity	Yes	No
Question-Answer Relationship	1.	In the reading learning activity, does the student use Question-Answer Relationship strategy?		
	2.	In the reading learning activity, does a teacher ordered the student to learn material first before learning activity in the class started?		
	3	In the teaching learning process, does the difficult question found by student answered by another student?		
	4	In the teaching learning process, does the student the student understood the material?		
Reciprocal Teaching	5	In the reading learning activity, does the students uses Reciprocal Teaching strategy?		
	6.	In the reading learning activity, does a teacher ordered the student to learn material first before learning activity in the class started?		
	7	In the reading learning activity, does a teacher make a group in the class?		
	8	In the reading learning activity, does a teacher give some questions in every group?		
Skimming and Scanning	9	In the reading learning activity, does the student use scaning strategy?		
	10	In the reading learning activity, does the student use skimming strategy?		
	11	In the reading learning activity, does a teacher order the student to learn the material in Google Classroom before the learning activity in the class starts?		
	12	In the reading learning activity, does the student understand and enthusiasm Skimming or Scanning strategies?		

Appendix II Interviewing Guidelines for Teacher and Students

NO	Participant	Status
1	PA	Teacher
2	NMNI	Student
3	KEPS	Student
4	BIC	Student

Teacher Questions

NO	Questions	Answer
1	***Strategi apa yang sering anda implementasikan selama mengajar reading comprehension?*** What strategies do you often use to teach reading comprehension?	
2	***Pada level berapa kemampuan siswa dalam memahami teks bahasa ingggris?*** What grade level is the student's comprehension of English texts?	
3	***Bagaimana dengan strategi pembelajaran yang anda terapkan saat melakukan pengajaran reading comprehension?*** What about the teaching strategies you use to teach reading comprehension?	
4	***Bagaimana dengan jadwal pengajaran yang anda lakukan menggunakan strategi Questions-Answer Relationship dan Reciprocal Teaching?*** What about your planned teaching schedule incorporating reciprocal teaching principles and question-answer relationships?	
5	***Bagaimana anda membantu siswa pada saat kesulitan dalam memahami text Bahasa inggris dalam menggunakan strategi Questions-Answer Relationship dan Reciprocal Teaching*** How do you help students understand English material utilizing question-answer relationships and reciprocal teaching techniques?	

6	*Apakah kelebihan penerapan pembelajaran dalam menggunakan strategi QuestionsAnswer Relationship dan Reciprocal Teaching?* What are the benefits of applying learning by using strategies like reciprocal teaching and question-answer relationships?	
7	*Bagaimana dengan kekurangan penerapan pembelajaran dalam menggunakan strategi Questions-Answer Relationship dan Reciprocal Teaching?* What about the uselessness of question-answer relationships and reciprocal teaching techniques non promoting learning?	
8	*Bagaimana dengan penerapan pembelajaran dengan strategi Questions-Answer Relationship dan Reciprocal Teaching, apakah siswa lebih antusias dan lebih memahami materi yang diajarkan?* What about the practical application of learning with Questions-Answer Relationship and Reciprocal Teaching strategies? Are students more engaged and cognizant of the material being taught?	
9	*Apakah terdapat hal lain yang ingin anda sampaikan sebagai guru untuk meningkatkan kemampuan membaca siswa melalui strategi Questions-Answer Relationship dan Reciprocal Teaching?* Do you have any more advice for teacher looking to enhance their pupils' reading abilities via question-answer relationships and reciprocal teaching techniques?	

Student Questions

NO	Questions	Answer
1	*Strategi apa yang guru terapkan pada pengajaran membaca siswa untuk meningkatkan kemampuan siswa ?* What strategies do instructors use to teach reading to their students in order to increase student proficiency?	

2	*Bagaimana pandangan anda dalam menangani tingkat kesulitan pengajaran membaca?* What do you think about the difficulty level in teaching reading?	
3	*Apakah penggunaan strategi Reciprocal teaching dan Question-Answer Relationship(QARs) mempermudah siswa dalam pembelajaran membaca?* Does the use of Question-Answer Relationship (QAR) techniques and reciprocal teaching make it simpler for pupils to learn to read?	
4	*Menurut anda, pada level manakah kemampuan anda dalam memahami pengajaran membaca pada bahasa inggris?* In your opinion, what level is your ability to understand teaching reading in English?	
5	**Apa yang anda harapkan dari pembelajaran membaca menggunakan strategi strategi Reciprocal teaching dan Question-Answer Relationship (QARs)?** What do you want to benefit from learning to read utilizing Question-Answer Relationship (QAR) and reciprocal teaching techniques?	
6	*Bagaimana guru mengimpletasikan strategi pembelajaran membaca dalam bahasa inggris?* How do teacher implement strategies for learning to read in English?	

INTERVIEW TRANSCRIPT

First Participant

Name   : Pujiyanti, S.Hum.

English Teacher : VIII Grade

Day/Date   : Wednesday, 3 November 2022

Time   : 09.30-10.30 a.m

I (Interviewer)   PA (Participant)

I   : Assalamualaikum, Selamat sSiang

            (Assalamualaikum, Good Morning,)

PA   : Waalaikumsalam, Good Morning

           (Waalaikumsalam, Good Morning)

I   : Bagaimana kabar hari ini?

            (How are you)

PA   : Alhamdulillah, sangat baik

           (Alhamdulillah, well good)

I   : Baik, saat ini saya akan mewawancarai, apakah sudah siap?

            (Well, I'll ask some questions. Is she prepared?)

PA   : Insyaallah, saya siap

           (Insyaallah, Ready to go)

I   : Baik, bdi sini saya akan mewawancarai ibu berkaitan tentang strategi pembelajaran reading comprehension. Saya sendiri sudah menyiapkan beberapa pertanyaan, kita awali dengan pertanyaan pertama**.**

Strategi apa yang sering anda implementasikan selama mengajar reading comprehension?

(Ok,, let's discuss reading comprehension learning strategies in this interview. I have prepared several questions, so let's start with the first one. What strategies do you often use to teach reading comprehension?

PA   :Kita sering menerapkan strategi Reciprocal Teaching and Question Answer Relationship Strategies untuk meningkatkan pemahaman membaca dan literasi. Namun, terkadang skimming dan scanning reading sering kami terapkan dalam meningkatkan kemampuan membaca siswa dalam peningkatan literasi membaca, tetapi khusus dalam mata pelajaran Bahasa Inggris kami terapkan adalah membaca nyaring. Membaca tidak bisa dipisahkan dengan kemapuan lain seperti mendengar, menulis maupun berbicara, sehingga sangat perlu ketika siswa membaca teks, grafik, bagan dan lain sebagainya, dibutuhkan orang lain. Sebelum siswa mahir dalam membaca tentunya akan mendengar terlebih dahulu. Sangat dibutuhkan sekali, siswa terbiasa listen and repeat kalimat sambil membaca teks kalimatnya.

(We often apply Reciprocal Teaching and Question Answer Relationship Strategies to improve reading skills and literacy. But sometimes, in teaching reading, we apply Skimming and Scanning strategies. Reading cannot be separate from other abilities, such as listening, writing or speaking. Before students are proficient in reading, of course, they will listen first. It is needed; students are used to listening and repeating sentences while reading the text of the sentences)

I   : Terdapat beberapa strategi yang pernah saya implementasikan ketika mengajar reading comprehension, seperti Questions-Answer Relationship, dan Reciprocal Teaching. Namun, saya hanya mengimplementasikan strategi yang memungkinkan diterapkan di sekolah. Strategi yang saya gunakan ialah Questions-Answer Relationship dan Reciprocal Teaching. Saya lebih suka menggunakan strategi Question-Answer Relationships untuk mengklarifikasi bahwa mereka telah membaca teks yang telah

diajukan kepada mereka. Sedangkan, Reciprocal teaching ialah untuk siswa belajar dengan mandiri.

(I have used several strategies when teaching reading comprehension, including question-answer relationships and reciprocal teaching. Nevertheless, I only use methods that can be used in classrooms. I teach using reciprocal teaching and question-answer relationships as my method. To ensure students have read the content given to them, I like to utilize the Question-Answer Relationships technique. Reciprocal teaching, on the other hand, encourages individual learning among pupils)

PA : Kami menerapkan lebih banyak strategi belajar-mengajar, terutama tentang pemahaman membaca, daripada biasanya. Kami ingin menggunakan empat strategi dalam kegiatan belajar-mengajar, seperti Question-answer Relationship, Reciprocal Teaching, Skimming dan Scanning. Namun, yang sering saya gunakan untuk mengajar pemahaman bacaan, ada dua komponen: Question-answer Relationship dan Reciprocal Teaching. Saya berharap saya bisa menerapkan strategi lain, tapi saya hanya bisa menerapkan dua ini. Dan saya menerapkan Reciprocal Teaching Untuk memikirkan pemikiran mereka saat membaca. Ini mengajarkan siswa untuk berpartisipasi aktif dalam pembelajaran mereka dan melacak pemahaman bacaan mereka. Membuat buku lebih mudah dipahami dan melatih siswa untuk mengajukan pertanyaan saat mereka membaca isinya.

(we implemented more teaching and learning strategies, particularly those about reading comprehension, than I would normally. We like to employ four strategies in teaching and learning activities, such as Question-Answer Relationships, Skimming and Scanning. However, which I often use to teach reading comprehension, there are two components: question-answer relationships and Reciprocal Teaching. I wish I could apply the other strategies, but I could only implement these two. And I employ Reciprocal Teaching To think about their thinking while reading. It teaches students to actively participate in their learning and keep track of their reading comprehension. It makes the book easier to understand an trains students

to ask the questions as they read of the content)

I   : Pada level berapa kemampuan siswa dalam memahami teks bahasa ingggris?

(What grade level is the student's comprehension of English texts?)

PA : Secara umum, teks bisa dipahami pada level terkecil, karena teks Bahasa Inggris juga berkembang, pastinya guru akan menyesuaikan dengan perkembangan umur siswa.

(In general, texts may be comprehended at the most basic level. However, since English texts are always evolving, the instructor must adjust according to the pupils' ages and developmental stages)

I   : Bagaimana dengan strategi pembelajaran yang anda terapkan saat melakukan pengajaran reading comprehension?

(What about the teaching strategies you use to teach reading comprehension?)

PA : Strategi yang sering kami terapkan adalah Questions –Answer Relationship dan Reciprocal Teaching. Siswa tidak bisa dilepas begitu saja dengan membaca bebas, karena dari segi pengucapan dan lainya masih sangat butuh bimbingan. Kami sering terapkan dengan menyajikan teks, siswa membaca sambil mendengar pengucapan native teks tersebut satu paragraf utuh. Kami sesuaikan strategi dengan level kelas siswa dan menyesuaikan tipe belajar siswa.

(We use the Question-Answer Relationship and Reciprocal Teaching strategy. Students must be kept from their own devices with the reading since they still need direction regarding pronunciation and other matters. We often use it by having students read a piece of material while listening to the native pronunciation. We modify the strategies according to the pupils' class level and learning style.)

I   : Bagaimana anda membantu siswa pada saat kesulitan dalam memahami text Bahasa inggris dalam menggunakan strategi Questions-Answer

Relationship dan Reciprocal Teaching?

How do you help students understand English material utilizing question-answer relationships and reciprocal teaching techniques?

PA   : Strategi Questions –Answer Relationship dan Reciprocal Teaching sering kami terapkan di kelas 8 dan 9. Tidak hanya QAR guru dan siswa. Yang lebih harus diterapkan adalah QAR antar siswa.

(We often use Question-Answer Relationships and Reciprocal Teaching techniques in eighth and ninth grade. Not only QAR teacher and students but QAR should also be used more often amongst pupils.)

I   : Apakah kelebihan penerapan pembelajaran dalam menggunakan strategi QuestionsAnswer Relationship dan Reciprocal Teaching?

(What are the benefits of applying learning by using strategies like reciprocal teaching and question-answer relationships?)

PA   : Strategi Questions –Answer Relationship dan Reciprocal Teaching, sangat memungkinkan siswa untuk saling share pengetahuan dan tingkat pemahaman.

(Students may greatly share their knowledge and comprehension level via Strategy Questions-Answer Relationships and Reciprocal Teaching.)

I   :Bagaimana dengan kekurangan penerapan pembelajaran dalam menggunakan strategi Questions-Answer Relationship dan Reciprocal Teaching?

(What about the uselessness of question-answer relationships and reciprocal teaching techniques non promoting learning?)

PA   : Kekurangan strategi QAR adalah ketika siswa hanya menjawab pertanyaan bacaan dari guru. Tantangan kita adalah bagaimana siswa terampil dalam membuat pertanyaan berdasarkan bacaan yang memungkinkan siswa lain juga akan memberikan umpan balik pertanyaan dan jawaban. Sedangkan kekurangan Reciprocal teaching adalah jika

waktu terbatas, pengetahuan kurang, adakalanya siswa yang tidak percaya diri dan tidak mampu akan menghindar dari kegiatan.

(The disadvantage of the QAR strategy is when students only answer the teacher's reading questions. Our challenge is how proficient students are at generating questions based on readings that allow other students to provide feedback on questions and answers. The disadvantages of reciprocal teaching are that if time is limited and knowledge is lacking, students who lack confidence and cannot participate will sometimes avoid activities.)

I　　　　: Apakah terdapat hal lain yang ingin anda sampaikan sebagai guru untuk meningkatkan kemampuan membaca siswa melalui strategi Questions-Answer Relationship dan Reciprocal Teaching?

(Do you have any more advice for teacher looking to enhance their pupils' reading abilities via question-answer relationships and reciprocal teaching techniques?)

PA　　　: Hal yang paling utama adalah Question Answer antar siswa, karena sudah sangat umum untuk mengukur kemampuan membaca adalah dengan memberikan pertanyaan kepada siswa. Apapun kegiatannya, utamakan student center, guru sebagai fasilitator.

(Question-Answering is the most significant skill for kids since it is typical to assess their reading abilities by asking them questions. Regardless of the activity, place the student at the center and the instructor in a facilitation role.)

Second Participant

Name　　　　　: Novery Moza Naomy Istiawan
Student　　　　: VIII Grade
Day/Date　　　: 7 November 2022
Time　　　　　: 12.00-12.30 a.m
I *(Interviwer)*　　NMNI *(Participant)*

I   : Good Afternoon, Howdy?

             (Selamat sore, Apakabar?)

NMNI   : Good Afternoon, Alhamdulillah I'm fine

             (Selamat sore, Alhamdulillah saya baik)

I   : Oke, Langsung ke poin ya, Strategi apa yang guru terapkan pada pengajaran membaca siswa untuk meningkatkan kemampuan siswa ?

(Ok, To the point, What strategies do instructors use to teach reading to their students in order to increase student proficiency?)

NMNI   :Terkadang bu PA menggunakan *Reciprocal Teaching* untuk meningkatkan pemahaman membaca dalam bahasa inggris, dengan strategi *Reciprocal Teaching*, kami dapat belajar mandiri dengan teman tanpa ada rasa malu dan pastinya juga dibantu dengan bu PA bila masih terdapat materi kurang dimengerti.

(Sometimes, Mrs. PA used Reciprocal Teaching to improve our English reading skills. With Reciprocal Teaching, we can learn independently with friends without any shame, and of course, Mrs. PA would help us if materials did not understand.)

I   : Bagaimana pandangan anda dalam menangani tingkat kesulitan pengajaran membaca?

(What do you think about the difficulty level in teaching reading?)

NMNI   : Untuk menangani kesulitan membaca Mrs.PA menyuruh kami untuk menghafalkan 5 kosakata dalam sehari, kemudian setiap hari senin sebelum pembelajaran berlangsung, Mrs.PA menyakan kembali kosakata tersebut.

(To handle the difficulty of reading, Mrs, PA ordered us to memorize five vocabulary daily. Then, every Monday before the learning activity started. Mrs. PA asked again about their vocabulary.)

I   : Apakah penggunaan strategi Reciprocal teaching dan Question-Answer Relationship(QARs) mempermudah siswa dalam pembelajaran membaca?
(Does the use of Question-Answer Relationship (QAR) techniques and reciprocal teaching make it simpler for pupils to learn to read?)

NMNI   : Iya pak, kedua strategi tersebut memudahkan kami dalam pembelajaran, Saya lebih menyukai Reciprocal Teaching diakrenakan teman saya sendiri yang memberi penjelasan dan memudahkan saya memahaminya.
(Ye sir, these strategies simplify our learning, I like strategies using Reciprocal Teaching because my friend will explain the material and be easily understood.)

I   : Menurut anda, pada level manakah kemampuan anda dalam memahami pengajaran membaca pada bahasa inggris?
(In your opinion, what level is your ability to understand teaching reading in English?)

NMNI   :Level saya dalam memahami bahasa inggris saya sudah menengah dikarenakan saya juga mengikuti les di *Ganesha Operation*.
(I understand the English language at the intermediate level because I also learn English in Ganesha Operation.)

I   : Apa yang anda harapkan dari pembelajaran membaca menggunakan strategi strategi Reciprocal teaching dan Question-Answer Relationship (QARs)?
(What do you want to benefit from learning to read utilizing Question-Answer Relationship (QAR) and reciprocal teaching techniques?)

NMNI   :Dalam mengguanakan 2 strategi tersebut saya harap saya lebih mengerti dan tidak mudah lupa materi yang diajarkan oleh bu PA.
(In using these two strategies, I hope to understand better and don't easily forget the material taught by Mrs. PA.)

I : Bagaimana guru mengimpletasikan strategi pembelajaran membaca dalam bahasa inggris?

(*How do teacher implement strategies for learning to read in English?*)

NMNI : Sebelum pembelajaran dimulai bu PA memberikan materi terlebih dahulu. Kemudian, bu Puji menyuruh saya untuk membaca teks dan memahami isi dari teks tersebut. Setelah bu Puji memberikan beberapa pertanyaan, kami disuruh menjawab pertanyaan tersebut.

(*Before the learning activity started, Mrs. PA gave the materials first. Then ordered to understand the text. After that, Mrs. PA give some questions to answer it.*)

Third Participant

Name : Keysha Elvina Putri Saraswati
Student : VIII Grade
Day/Date : 7 November 2022
Time : 12.00-12.30 a.m
2 *(Interviwer)*   KEPS *(Participant)*

I : Hello, Howdy?
 (*Halo, Apa kabar*)

KEPS : Hello, Alhamdulillah I'm fine
 (*Halo, Alhamdulillah saya baik,*)

I : Sama seperti sebelumnya saya juga akan menanyakan beberapa pertanyaan , apa sudah siap?
(*Same like before,   I'm also will ask some question, are you ready?*)

KEPS   : Iya pak, saya siap
            (Yes sir, I'm ready.)

I   : Strategi apa yang guru terapkan pada pengajaran membaca siswa untuk meningkatkan kemampuan siswa ?
            (What strategies do instructors use to teach reading to their students in order to increase student proficiency?)

KEPS   :Terkadang ibu menggunakan strategi *Question-Answer Relationship* Untuk meningkatkan skill membaca bahasa inggris dan literasi. Dengan menggunakan strategi *Question-Answer Relationship* kami membantu kami mempelajari bagaimana menjawab pertanyaan yang diberikan, sehingga menghasilkan kemampuan pemahaman membaca.
            (Sometimes, Mrs. used Question-Answer Relationship Strategy to improve their English reading skill and literacy. The question-Answer Relationship strategy helps us learn the questions given to have good reading skills results.)

I   :Bagaimana pandangan anda dalam menangani tingkat kesulitan pengajaran membaca?
            (What do you think about the difficulty level in teaching reading?)

KEPS   :Sama pak, saya disuruh bu PA untuk menghafal 5 kosakata setiap hari dikarenakan english level saya masih rendah dan memiliki kosakata yang sedikit.
            (Same sir, Mrs.PA orded us to memorize 5 vocabolary a da, because I have a basic English language level and have a minimum vocabulary.

I : Apakah penggunaan strategi Reciprocal teaching dan *Question-Answer Relationship(QAR)* mempermudah siswa dalam pembelajaran membaca?

(Does the use of Question-Answer Relationship (QAR) techniques and reciprocal teaching make it simpler for pupils to learn to read?)

KEPS : Iya pak, kedua strategi tersebut mempermudah saya dalam belajar membaca. Apalagi dengan strategi *Question-Answer Relationship(QAR)*. Yang mana strategi tersebut mempermudah dalam memahami sebuah teks.dengan adanya beberapa pertanyaan yang di berikan bu PA, dan kemudian kami menjawabnya, sehingga menghasilkan pemahaman yang cepat

(Yes, Mr, these strategies help me learn reading. Moreover, Question-Answer Relationship strategy(QARs). Which makes it easier to understand some a text. Mrs. PA gave us some questions and ordered answers. So it will make more understanding.)

I : Menurut anda, pada level manakah kemampuan anda dalam memahami pengajaran membaca pada bahasa inggris?

(In your opinion, what level is your ability to understand teaching reading in English?)

KEPS : Level saya dalam bahasa inggris masih kecil pak, dan juga memahami sebuah teksbok juga kadang susah dimengerti

(My level of English is still basic sir, and also, for understanding the textbook sometimes hard to understand.)

I : Apa yang anda harapkan dari pembelajaran membaca menggunakan strategi strategi Reciprocal teaching dan Question-Answer Relationship (QARs)?

(What do you want to benefit from learning to read utilizing Question-Answer Relationship (QAR) and reciprocal teaching techniques?)

KEPS :Saya berharap, dalam penggunaan 2 strategi tersebut dapat mempermudah memahami sebuah teks dan saya sangat menyukainya ketika bu PA menerapkanya, diakrenakan sering dibuat grup dan bekerja secara kelompok.

(I hope, Using these two strategies can make it easier to understand a text, and I like it when Ms. PA applies these. because I often make groups and work in groups.)

I : Bagaimana guru mengimpletasikan strategi pembelajaran membaca dalam bahasa inggris?

(How do teacher implement strategies for learning to read in English?)

KEPS :Biasanya bu PA memberi materi terlebih dahulu di google Classrom kemudian, menjelaskan nya besok kembali, kami disuruh belajar terlebih dahulu guna mempercepat memahami sebuah teks.jika terdapat beberapa yang kurang dimengerti, ditanyakan di esok harinya.

(Usually, Mrs. PA gives material on Google Classroom, and then, explaining it tomorrow, we are told to study first to speed up understanding a text. If things need to be understood, ask questions the next day.)

Four Participant

Name : Bening Izza Cahyaninggalih
Student : VIII Grade
Day/Date : 7 November 2022
Time : 12.00-12.30 a.m
2 (Interviwer)   KEPS (Participant)

I   : Selamat siang, Apakabar?

      (Good Afternoon, Howdy?)

BIC   : Siang pak, Alhamdulillah baik

      (Afternoon sir, Alhamdulillah fine)

I   : Bagus, langsung saja ya bening

      (Nice, to the point Bening)

BIC   : Iya pak

      (Yes sir)

I   : Strategi apa yang guru terapkan pada pengajaran membaca siswa untuk meningkatkan kemampuan siswa ?

      (What strategies do instructors use to teach reading to their students in order to increase student proficiency?)

BIC   :Terkadang bu PA menerapkan metoden *Skimming* dan *Scanning* untuk meningkatkan kemampuan membaca.

      (Sometimes Mrs. PA applies Skimming and Scanning methods to improve our reading skills.)

I   :Baik, Bagaimana pandangan anda dalam menangani tingkat kesulitan pengajaran membaca?

      (Nice, What do you think about the difficulty level in teaching reading?)

BIC   :Dalam menangani kesulitan pengajaran membaca, saya menghafal rutin kosakata, namun ketika terdapat beberapa yang masih kurang dimengerti biasanya langsung saya tanyakan ke bu PA atau ke guru les juga.

      (In dealing with difficulties in teaching reading, I memorize vocabulary routines. However, when there are some things I still need help

understanding, I usually ask Mrs. PA or the tutor too.)

I : Apakah penggunaan strategi Reciprocal teaching dan Question-Answer Relationship(QAR) mempermudah siswa dalam pembelajaran membaca? *(Does the use of Question-Answer Relationship (QAR) techniques and reciprocal teaching make it simpler for pupils to learn to read?)*

BIC :Iya pak, Reciprocal teaching dan Question-Answer Relationship(QAR) mempermudah kami dalam belajar membaca. Kedua strategi tersebut sering diterapkan oleh bu PA, dan saya merasa lebih paham saat bu Puji menggunakan kedua strategi tersebut.
(Yes, sir, Reciprocal teaching and Question-Answer Relationship (QAR) make it easier for us to learn to read. Mrs. PA often uses these two strategies, and I understand better when Mrs. PA uses these two strategies.)

I : Menurut anda, pada level manakah kemampuan anda dalam memahami pengajaran membaca pada bahasa inggris?
(In your opinion, what level is your ability to understand teaching reading in English?)

BIC :Pemahaman saya dalam bahasa inggris masih di level rendah, dikarenakan saya memiliki kosakata rendah dalam bahasa inggris. Alhamdulillah bu Puji memberikan kosakata untuk dihafalkan, sehingga juga memperbanyak kosa kata saya, pak
(My understanding of English is still basic level. Because I have a low vocabulary in English. Alhamdulillah Mrs. Puji gave me the vocabulary to memorize, so that it also increased my vocabulary, sir)

I : Apa yang anda harapkan dari pembelajaran membaca menggunakan strategi strategi Reciprocal teaching dan Question-Answer Relationship (QARs)?

(What do you want to benefit from learning to read utilizing Question-Answer Relationship (QAR) and reciprocal teaching techniques?)

BIC   :Saya harap dapat mempermudah saya dalam menguasai bahasa inggris, pak. Terutama dalam meningkatkan membaca bahasa inggris saya dan memahami sebuah text.

(I hope it will make it easier for me to master English, sir. Especially in improving my English reading and understanding of a text.)

I   : Bagaimana guru mengimpletasikan strategi pembelajaran membaca dalam bahasa inggris?

(How do teacher implement strategies for learning to read in English?)

BIC   : Terkadang bu PA dalam implementasi pelajaran menggunakan strategi Scanning dan Skimming. Scanning yaitu mencari suatu titik informasi dalam isi teks. Sementara skimming diterapkan untuk pembacaan cepat secara umum dalam suatu bahan bacaan.

(Sometimes Mrs. PA in implementing lessons uses Scanning and Skimming strategies. Scanning is looking for a point of information in the contents of the text. While skimming is applied to general fast reading in a reading material.)

Appendix IV Interview transcript

Students Interview Grade VIII: NMNI, KEPS and BIC

English Teacher Interview : PA

Appendix V Pictures of Students Learning activity

Appendix VI Pictures of Students Learning activity

	Name	:	Fahrur Rofiqi
	Gender	:	Male
	Place, Date of Birth	:	Pamekasan, September 17th 2000
	Address	:	Jl. Dirgahayu, Kec. Bugih, Kab.Pamekasan

No.	Educational Background	Graduated
1.	SDN Bugih 1 Pamekasan	2012
2.	SMP Tahfidz Al-amien Prenduan, Sumenep	
3.	SMP Al-Ma'arif 4 Pamekasan	2015
4.	MA Nurul Jadid Probolinggo	
5.	MAN 1 Pamekasan	2018