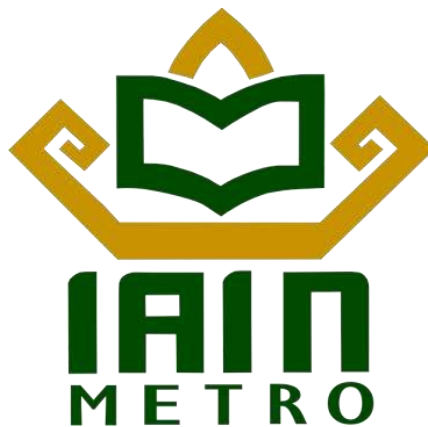


**AN UNDERGRADUATED THESIS**

**THE STRATEGIES  
USED BY TEACHER IN TEACHING READING  
AT SMA NEGERI 6 METRO**

**By:  
KURNIANTO LESTARI PUTRA  
Student ID. 2001052009**



**Tarbiyah And Teacher Training Faculty  
English Education Department**

**STATE INSTITUT FOR ISLAMIC STUDIES OF METRO  
1445 H / 2024 M**

**AN UNDERGRADUATED THESIS**

**THE STRATEGIES  
USED BY TEACHER IN TEACHING READING  
AT SMA NEGERI 6 METRO**

Presented as a Partial Fulfillment of the Requirement  
For the Degree of Sarjana Pendidikan (S.Pd)  
In English Education Program

**By:  
KURNIANTO LESTARI PUTRA  
Student ID. 2001052009**

**Tarbiyah And Teacher Training Faculty  
English Education Department**

**Sponsor : Yuniarti, M.Pd**

**STATE INSTITUT FOR ISLAMIC STUDIES OF METRO  
1445 H / 2024 M**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Kl. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id)

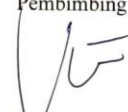
**APPROVAL PAGE**

Title : AN ANALYSIS THE STRATEGIES USED BY THE  
TEACHER IN READING COMPREHENSION AT SMA  
NEGERI 6 METRO  
Name : Kurnianto Lestari Putra  
Student Number : 2001052009  
Department : English Education  
Faculty : Tarbiyah and Teacher Training

**APPROVED**

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic  
Institute of Metro.

Head of English Education  
Department  
  
**Dr. Much Deiniatur, M.Pd.B.I**  
NIP. 19880308 201503 1 006

Metro, 10 June 2024  
Pembimbing  
  
**Yuniarti, M.Pd**  
NIP. 19890604 202321 2 048



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INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**NOTIFICATION LETTER**

Number :  
Appendix :  
Matter : **In order to hold the Munaqosyah  
of Kurnianto Lestari Putra**

The Honorable of the Dean of Faculty of  
Tarbiyah and Teacher Training  
State Islamic Institute of (IAIN) Metro

*Assalamu'alaikum, Wr. Wb*

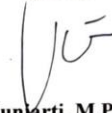
We have given guidance and enough improvement to research thesis script  
which is written by:

Name : Kurnianto Lestari Putra  
Student Number : 2001052009  
Department : English Education  
Faculty : Tarbiyah and Teaching Training  
Title : AN ANALYSIS THE STRATEGIES USED BY THE  
TEACHER IN READING COMPREHENSION AT SMA  
NEGERI 6 METRO

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be  
discussed on the Munaqosyah. Thank you very much.

*Wassalamu'alaikum Wr. Wb*

Head of English Education  
Department  
  
**Dr. Much Deiniatur, M.Pd.B.I**  
NIP. 19880308 201503 1 006

Metro, 10 June 2024  
Sponsor  
  
**Yuniarti, M.Pd**  
NIP. 19890604 202321 2 048



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INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

**NOTA DINAS**

Nomor :  
Lampiran : -  
Perihal : **Permohonan Munaqosyah**

Kepada Yth.,  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri (IAIN)  
di-Tempat

*Assalamu'alaikumWr.Wb.*

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama : Kurnianto Lestari Putra  
NPM : 2001052009  
Program Studi : Tadris Bahasa Inggris (TBI)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Judul Skripsi : AN ANALYSIS THE STRATEGIES USED BY THE TEACHER  
IN READING COMPREHENSION AT SMA NEGERI 6 METRO

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

*Wassalamu'alaikumWr.Wb.*



Metro, 10 Juni 2024  
Pembimbing

**Yuniarti, M.Pd**  
NIP. 198906042023212048



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iningmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**RATIFICATION PAGE**

No. 6-3441/In.23-1/O/PP009/07/2024

The Undergraduate Thesis entitled: THE STRATEGIES USED BY TEACHER IN TEACHING READING AT SMA NEGERI 6 METRO. Written by Kurnianto Lestari Putra , student number 2001052009, English Education Departement, had been examined (Munaqosyah) in Tariyah and Teachers Training Faculty on Tuesday, June 25<sup>th</sup> 2024 at 10.00 - 12.00 p.m.

**BOARD OF EXAMINERS:**

Chairperson : Yuniarti, M.Pd

Examiner I : Prof. Dr. Dedi Irwansyah, M.Hum

Examiner II : Eka Yuniasih, M.Pd

Secretary : Aisyah Sunarwan, M.Pd



The Dean of Tarbiyah and Teachers Training Faculty



**Dr. Zuhair, M.Pd**  
NIP. 196206121989031 006

**ABSTRACT**

**THE STRATEGIES  
USED BY TEACHER IN TEACHING READING  
AT SMA NEGERI 6 METRO**

**By:  
Kurnianto Lestari Putra**

This study aim to determine the strategies used by the teachers, the strengths and weaknesses of these strategies when applied in the classroom, and the impact of using these strategies on students, as well as to assess whether these strategies are suitable for procedural texts for Teacher (T1) and narrative texts for Teacher (T2).

The research employs a qualitative case study methodology with a descriptive approach, aiming to detail the specific strategies used by teachers in teaching reading comprehension and their outcomes. Data collection involved interviews, observations, field note and documentation.

The results indicate that Teacher T1 employs the think-aloud strategy for procedural texts, engaging students and fostering creativity through verbalizing thoughts during reading. This approach helps students understand the material better and stimulates active participation. On the other hand, Teacher T2 uses the scaffolding strategy for narrative texts, providing initial assistance and gradually reducing support as students become more proficient. This method facilitates a deeper understanding of the text but requires significant classroom management to address noise and distractions. Both strategies showed significant improvements in students' reading comprehension, with notable advancements in test scores. The think-aloud strategy proved particularly effective for procedural texts, while scaffolding yielded better results for narrative texts. These findings suggest that tailored teaching strategies can significantly enhance reading comprehension, ultimately contributing to improved academic performance and critical thinking skills among students.

**Keyword:** *Reading Comprehension, Scaffolding Strategy, Teaching Strategies, Think-Aloud Strategy*

**ABSTRAK**

**STRATEGI**  
**DIGUNAKAN GURU DALAM MENGAJAR MEMBACA**  
**DI SMA NEGERI 6 METRO**

**Oleh:**  
**Kurnianto Lestari Putra**

Penelitian ini bertujuan untuk mengetahui strategi yang digunakan oleh guru, kekuatan dan kelemahan dari strategi-strategi tersebut saat diterapkan di kelas, serta dampak penggunaan strategi tersebut terhadap siswa, dan menilai apakah strategi tersebut cocok digunakan untuk teks prosedur oleh T1 dan teks naratif oleh T2.

Penelitian ini menggunakan metodologi studi kasus kualitatif dengan pendekatan deskriptif, yang bertujuan untuk merinci strategi spesifik yang digunakan oleh guru dalam mengajar pemahaman membaca dan hasilnya. Pengumpulan data melibatkan wawancara, observasi, kuesioner, dan dokumentasi, dengan fokus pada strategi think-aloud dan scaffolding yang digunakan oleh dua guru.

Hasil penelitian menunjukkan bahwa Guru T1 menggunakan strategi think-aloud untuk teks prosedur, melibatkan siswa dan mendorong kreativitas melalui pengungkapan pemikiran secara verbal selama membaca. Pendekatan ini membantu siswa memahami materi dengan lebih baik dan merangsang partisipasi aktif. Di sisi lain, Guru T2 menggunakan strategi scaffolding untuk teks naratif, memberikan bantuan awal dan secara bertahap mengurangi dukungan saat siswa menjadi lebih mahir. Metode ini memfasilitasi pemahaman yang lebih mendalam tentang teks namun memerlukan manajemen kelas yang signifikan untuk mengatasi kebisingan dan gangguan. Kedua strategi menunjukkan peningkatan signifikan dalam pemahaman membaca siswa, dengan kemajuan yang mencolok dalam nilai tes. Strategi think-aloud terbukti sangat efektif untuk teks prosedur, sementara scaffolding memberikan hasil yang lebih baik untuk teks naratif. Temuan ini menunjukkan bahwa strategi pengajaran yang disesuaikan dapat secara signifikan meningkatkan pemahaman membaca, yang pada akhirnya berkontribusi pada peningkatan kinerja akademik dan keterampilan berpikir kritis siswa.

**Kata kunci:** *Pemahaman Membaca, Strategi Think-Aloud, Strategi Scaffolding, Strategi guru*



## STATEMENT OF RESEARCH ORIGINALITY

The undersigned

Name : Kurnianto Lestari Putra

Student Number : 2001052009

Department : English Education Department (TBI)

Faculty : Tarbiyah and Teachers Training

States that this undergraduate, thesis is originally the result of the research's research, in exception certain parts which are excerpted from the bibliography mentioned.

Metro, June 15, 2024

The Writer



**KURNIANTO LESTARI PUTRA**  
Student Number. 2001052009

## ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : Kurnianto Lestari Putra

NPM : 2001052009

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 15 Juni 2024

Penulis



**KURNIANTO LESTARI PUTRA**  
NPM. 2001052009

## MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا

*"Indeed, with hardship [will be] ease."  
(QS. Al-Inshirah: 6)*

Just believe in Allah, everything is going to be okay

## **DEDICATION PAGE**

Praise and gratitude I pray to Allah SWT, with great gratitude I dedicate this undergraduate thesis as an expression of my sincere respect and love to:

My beloved parents, Mr. Agung Wiyono and Mrs. Dewi Lestari, my younger sister Nabila Nur Aisyah Kurnia Wardani, and my sisters Putri Kurniasari, who always provide best prayer, reminder me in doing good things. Thanks for all generosity, finance, and encouragement.

My Friends who like to help and share knowledge too support during the preparation of this thesis, Rosidah thanks for your support and being with me from the beginning of college. I am so grateful and lucky to meet you guys.

## **ACKNOWLEDGMENT**

Alhamdulillah Rabbil 'Alamin, At the outset, I, the researcher, wish to extend my profoundest reverence and gratitude to Allah SWT, whose endless blessings and mercy have been my constant guide and support in completing this an undergraduate thesis. In expressing my deepest gratitude for the completion of my research entitled " The Strategies Used By Teacher In Teaching Reading At Sma Negeri 6 Metro," This research, filled with challenges and discoveries, was made possible through the contributions of many, whose support and encouragement have been invaluable.

I am deeply thankful to Prof. Dr. Siti Nurjanah, M. Ag. PIA, the respected Rector of the State Islamic Institute of Metro, whose leadership and backing have been fundamental. My sincere gratitude extends to Dr. Zuhairi, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, and Dr. Much Deiniatur, M.Pd, the Head of the English Education Department at IAIN Metro, for their insightful guidance and unwavering support. A special acknowledgment goes to Mrs. Yuniarti, M.Pd, my dedicated supervisor, who invested considerable time and effort to provide me with valuable guidance, suggestions, and advice.

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Staff of SMAN 6 Metro for allowing me to conduct my research in their school, providing a pivotal foundation for my study.

This acknowledgment encapsulates my heartfelt appreciation for the collective wisdom, encouragement, and support I have received. Each individual's contribution has been a vital part of my journey, making this achievement not just a personal success, but a collective triumph.

Metro, June 15, 2024

The Writer

A handwritten signature in black ink, appearing to read 'Kurnianto Lestari Putra', written in a cursive style.

**Kurnianto Lestari Putra**

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# CHAPTER I

## INTRODUCTION

### A. Background of Study

English is a global language. In Indonesia, it's the only foreign language that students must learn in school, from middle school all the way to college. Reading is super important because it helps students think more critically. The PISA program, which stands for Program for International Student Assessment, says that reading is great for helping students learn how to identify, explore, judge, and think about how they can be responsible, kind people in the world<sup>1</sup>. Based on the 2018 PISA results, Indonesia was ranked 72<sup>nd</sup> out of 77<sup>th</sup> countries in reading, held the same 72<sup>nd</sup> position out of 78<sup>th</sup> countries in mathematics, and was 70<sup>th</sup> out of 78<sup>th</sup> countries in science. The improvement of ability thinking skills, particularly among students, is a significant concern for both the government and us. The ranking of Indonesia in the PISA 2022 reading literacy is 62<sup>nd</sup>. This ranking is an improvement of 5 positions from the PISA 2018, where it was ranked 67<sup>th</sup> <sup>2</sup>. Additionally, it is the primary foreign language and a mandatory subject in high schools. Students are required to master four language skills: listening, speaking, reading, and writing. These skills necessitate the involvement of teachers in the classroom's teaching and learning process.

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<sup>1</sup> William G Brozo, Gerry Shiel, And Keith Topping, "Engagement In Reading: Lessons Learned From Three Pisa Countries," *Journal Of Adolescent & Adult Literacy*, Vol. 51, No. 4, 2007, P. 304.

<sup>2</sup> Rochadiani, T. H., Santoso, H., & Mayatopani, H. (2022). Pengembangan Computational Thinking Melalui Iot Apps Programming Dengan Tinkercad. *Jurnal Abdinus: Jurnal Pengabdian Nusantara*, 6(1), 230-240.

Reading is among the most vital language skills for students to acquire. This activity enables students to enhance their language proficiency by accessing the necessary information and ideas. Furthermore, it allows them to discover previously unknown facts. According to Hillerich, the main objective of reading is to gain understanding, demonstrating that it is an effective approach to comprehending written texts.<sup>3</sup> People can get a lot of information. The more he reads, the more knowledge he has accepts Reading can be easily defined as a process by which a person receives and interpret messages in printed materials.

Learning in the classroom often experiences problems where students are unable to understand the material taught by the teacher, the reading strategies applied by the teacher have their own weaknesses and strengths for students, but in senior high school reading strategies are very boring when the teacher cannot teach well. In this case, the teacher is one of the main components in the learning process. They have a role that is to determine the direction existing learning process, teachers must be able to master the current situation and conditions so that they can continue to carry out their obligations by utilizing available online technology facilities. Teachers have different strategies in managing their class. The strategy applied by the teacher in the process of learning activities is the key to determining the success of the teaching and learning process.

This research was conducted in conjunction with several previous studies that discussed the existing topic of discussion. Researchers explain the scope of research such as objectives, methods and results by Fitri Yani entitled “Analysis of

---

<sup>3</sup> Robert L Hillerich, *The Principal’s Guide To Improving Reading Instruction* (Allyn & Bacon, 1983), P. 125.

teachers' teaching strategies and students' different learning styles in the English teaching-learning process".<sup>4</sup> In her study, researchers employed a qualitative case study approach to explore how English teachers design teaching strategies that accommodate the varied learning styles of their students. The focus is on understanding the deliberate actions taken. The discussion revolves around the strategies teachers employ to heighten students' awareness of their learning styles and how these strategies are integrated into the English teaching and learning process. Data collection was carried out through questionnaires, documentation of lesson plans, observations, and interviews. Questionnaires were distributed among students to determine their preferred learning styles, which were classified into three categories: visual, auditory, and kinesthetic learners. The researchers then documented lesson plans to examine the strategies teachers crafted. Observations in the classroom were made to assess the execution of these teaching strategies. The strategies used are based on considerations of the student's personality, the learning goals he or she achieves, and the characteristics of the learning materials. Instructional strategies used by teachers, including demonstrations, videos, read-alouds, lectures/read-alouds, collaborative learning, discussions, and games. Another strategy used is based on considering the preferences of different learning styles.

In today's rapidly evolving digital world, educators need to embrace a multi-channel learning approach, viewing students as adaptable learners who can acquire knowledge from diverse sources and through various means, at any time

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<sup>4</sup> Fitri Yani, *An Analysis Of Teachers' Teaching Strategies And Students' Different Learning Styles In English Teaching-Learning Process* ( Cirebon, Iain Syekh Nurjati, 2016)

and place. Teachers should ideally serve as facilitators, guiding students towards essential competencies and enabling them to utilize a range of digital learning tools globally.

Based on the results of interviews and observation with English teachers on December 6 2023, it can be concluded that there are several obstacles in implementing learning through English language learning, including students who are lazy to learn, students who do not understand the lesson, and I have observed a phenomenon in school where the teaching of English in 11th grade solely employs the think-aloud strategy. The teacher has not implemented other strategies, or the teacher has implemented them but is unaware of these strategies. students are able to define the material briefly and some have difficulty defining it.

Building on the insights gained, the researcher aims to delve into the specific strategies teachers employ in teaching reading comprehension, as well as the outcomes of these educational efforts. This investigation seeks to uncover the effectiveness of different teaching methods by examining the success or challenges encountered during the learning process. To achieve this objective, the study is entitled "THE STRATEGIES USED BY TEACHER IN TEACHING READING AT SMA NEGERI 6 METRO" focusing on evaluating the techniques used by educators and the impact these strategies have on the learning progress within a Senior High School setting.

## **B. Research Question**

Based on the results of the background of the problem, it can be drawn several problems that can be discussed in this study including:



1. What are the strategies used by teachers in teaching reading at SMAN 6 Metro?
2. What are the strength and weakness of the strategies for used by teachers at SMAN 6 Metro during class?
3. How are the impacts of strategies used by teachers during class for students at SMAN 6 Metro?

### **C. Objective and Benefits of Research**

#### **1. Objective**

Based on the formulation of these problems, it can formulate several objectives to achieve in conducting this research, that is:

- a. To find out the strategies used by teachers in English learning during class at SMAN 6 Metro.
- b. To determine the strength and weakness by teachers at SMAN 6 Metro in implementing a strategies during class.
- c. To analyze about the impact of strategies used by teachers during class for students at SMAN 6 Metro.

#### **2. Benefits in research**

##### **a. For teachers**

For teachers, this research is expected to be able to find strategies that are suitable for use in learning English in the classroom. It Can be used as a reference for providing learning content by utilizing technological developments in the educational environment.

b. For students

This research is expected to encourage students to increase their interest in learning English and can be used as information about learning English to facilitate their understanding.

c. For other researchers

This research used for information in other researchers interested in researching teacher strategies for learning in classroom

#### **D. Prior Research**

This research was conducted in conjunction with several previous studies that discussed the existing topic of discussion. Researchers explain the scope of research such as objectives, methods and results.

The initial study, entitled "An Analysis on the English Teacher Strategies in Teaching Reading Comprehension at the Second Grade of Junior High School 1 of Wonomulyo" by Nurmadia Sarjan, employed qualitative methods, utilizing observation checklists and interviews<sup>5</sup>. This research revealed that the teacher implemented two main strategies: Scaffolding and Question Answer Relationships (QARs). Through the Scaffolding strategy, students were encouraged to develop their ideas from the texts they read. Meanwhile, QARs enabled the teacher to assess the students' comprehension levels, determining how well they understood the material presented to them. This strategy also helped the teacher gauge the students' ability to complete tasks based on the texts they read, guiding them to focus more

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<sup>5</sup> Nurmadia Sarjan, An Analysis On The English Teacher Strategies In Teaching Reading Comprehension At The Second Grade Of Junior High School 1 Of Wonomulyo Makasar, Uin Alauddin,Goa,2017

intently on the text and grasp its content more fully.

The second study, conducted by Fitri Yani and titled "An Analysis of Teachers' Teaching Strategies and Students' Different Learning Styles in the English Teaching-Learning Process," utilized a qualitative case study approach<sup>6</sup>. This research aimed to understand how English teachers develop and implement teaching strategies tailored to the diverse learning styles of their students. The study focused on the methods teachers use to acknowledge and adapt to various learning preferences and how these strategies are applied within the English teaching and learning context. Data were collected through questionnaires, documentation, observation, and interviews. The research highlighted that teaching strategies are chosen based on students' personalities, the goals of learning, and the nature of the learning materials. Strategies included demonstrations, videos, reading texts, lecturing/storytelling, cooperative learning, discussions, and games. Additionally, the choice of strategy was influenced by the acknowledgment of students' varied learning style preferences.

The third study, conducted by Lutfia Nikmatul Fauziah and entitled "An Analysis of Teacher Strategies in English Learning During Online Classes at MA Ma'arif 9 Kotagajah,"<sup>7</sup> the aim of this study is to explore the methodologies employed by English teachers at MA Ma'arif 9 Kotagajah during online classes, the challenges encountered in implementing these strategies, and the resulting

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<sup>6</sup> Fitri Yani, *An Analysis Of Teachers' Teaching Strategies And Students' Different Learning Styles In English Teaching-Learning Process* ( Cirebon, Iain Syekh Nurjati,2016)

<sup>7</sup> Lutfia Nikmatul Fauziah, *An Analysis Of Teacher Strategies In Englishlearning During Online Class At Ma Ma'arif 9 Kotagajah* (Metro, IAIN Metro,2022)

effects on students. Employing a qualitative approach, data was gathered through observation, interviews, and documentation. Whatsapp emerged as the primary tool employed by teachers for implementing these strategies. However, teachers encountered obstacles in executing these strategies, including issues related to internet connectivity, maintaining student focus, managing time effectively, and sustaining student engagement in the learning process. Additionally, a decline in student interest during online classes was observed.

The similarities and differences among the three previous researchers can be summarized as follows: All three studies employed qualitative research methodologies and sampled English teachers and school students. The primary distinction for the first researcher is the absence of documentation as a data collection method, relying solely on interviews and observation checklists.

In contrast, the second researcher incorporated a questionnaire into their methodology, a tool that was not utilized in my research, and the third study, it differed significantly in its focus on online learning systems, employing social media platforms such as WhatsApp for data collection, whereas my research was conducted through face-to-face learning.

In this research the researcher found that, the strategies that using by the teacher it's matching with their material in the classroom, the impact of the strategies to student and the strength and weakness that strategies using by the teacher.

## CHAPTER II

### THEORETICAL REVIEW

#### A. The Concept of Reading Comprehension

##### 1. Definition of Reading

Reading is a crucial English language skill that students must proficiently acquire. Reading is a skill that can be trained. Essentially, the structure of reading begins with the title, followed by the introductory paragraph, the main body of the text, and finally, the conclusion. It is crucial to develop proficiency in reading skills, as it enables students to acquire new and broader information, knowledge, and perspectives<sup>8</sup>. The main purpose of reading is to connect the ideas expressed in the text to what the reader already knows. Patel asserts that among various language skills, reading stands out as the most beneficial and essential. The importance of speaking and writing, not only serves as information but also to expand an individual's understanding of the language.<sup>9</sup> Reading is an engaging activity that demands high levels of focus and contributes to improving a person's conversational abilities. This practice consistently broadens the reader's knowledge base. Additionally, it aids individuals in understanding and learning new words and phrases that they encounter in daily interactions.

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<sup>8</sup> Linda Septiyana, Widhiya Ninsiana, Eka Yuniasih And Farida Nur Laily. Development Of Islamic Text Based Reading Materials With A Genre Based Approach, Institut Agama Islam Negeri Metro, Volume 10, Number 2, Pg 170 December 2022

<sup>9</sup> Patel M.F, & Praveen M. Jain, English Language Teaching (Method, Tools, Techniques), (Jaipur: Sunrise Publisher &Distributors, 2008), P.117

According to Brassell and Rasinski, reading is defined as the capacity to understand or derive meaning from written texts. Furthermore, they describe reading as an active and intricate process that involves the use of various skills and knowledge pertaining to language and print<sup>10</sup>. This process is not just about recognizing words, but also about applying linguistic knowledge and interpretive skills to comprehend the text's message.

## **2. Reading Comprehension**

According to Routman, strategies for reading comprehension are instruments or strategies aimed at supporting and enhancing comprehension. These techniques assist readers in recalling keywords, distinguishing essential and non-essential information, formulating the central theme and offering insights on the topic.<sup>11</sup> Discussing reading comprehension from an interactive viewpoint is crucial. It involves gathering data from the context and merging different components to form a cohesive unit. Reading comprehension involves efficiently extracting necessary information from a text, starting with the quick and accurate recognition of words, regardless of the context. Comprehension encompasses creating meaning from various sources, such as observing phenomena, reading signs, cartoons, painting, listening to discussions, or watching films. According to Broek and Espin, as cited by Amy, reading comprehension is a dynamic interplay between automatic, strategic, and cognitive processes that allow the reader to form

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<sup>10</sup> Danny Brassell And Timothy Rasinski. *Comprehension That Works Taking Students Beyond Ordinary Understanding To Deep Comprehension*. (Huntington Beach, Ca: Shell Education, 2008). P. 15-16

<sup>11</sup> Suna Cogmen And A. Seda Saracaloglu, "Student's Usage Of Reading Strategies In The Faculty Of Education, *Procedia-Social And Behavioral Sciences* ( 1),2009,Page.248

mental representation of the text.<sup>12</sup>

According to Pressley a good understanding of the text can be achieved if the reader can predict what the text is about, relate information to background information, ask questions while reading, monitor understanding of the text and make a summary of what is. To read to use these metacognitive processes or reading strategies in text comprehension, an important prerequisite is metacognitive knowledge about reading.<sup>13</sup>

To understand a text while reading, readers create various characterizations of the text. A Snow specifies her three components of reading comprehension: audience, content, and activity<sup>14</sup>. The initial aspect involves the reader's comprehension of the text, which is influenced by their reading skills and prior knowledge. The text itself constitutes the second aspect, serving as the material the reader must comprehend, with both physical books and e-books fitting this role. The third facet is the act of reading itself, implying that without gaining new insights from the text, readers may not find the activity engaging. From this perspective, reading comprehension is defined by how the reader interacts with the text, leveraging their existing knowledge to make sense of it.

Reading comprehension goes beyond simply how students respond to a text. Klinger points out that it's a complicated process involving multiple components. It encompasses the interactions between the readers and their contributions to the

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<sup>12</sup> Broek And Espin In Amy. 2012. *Processing Demands Of Reading Comprehension Tests In Young Readers*. (Learning And Instruction, 22(5)), 354-367.

<sup>13</sup> Marloes M.L.Muijselaar Etc, Developmental Relations Between Reading Comprehension And Reading Strategies, *Scientific Studies Of Reading* Vol.21 No.3,2017, Page.195

<sup>14</sup> Catherine Snow, *Reading For Understanding: Toward An R&D Program In Reading Comprehension* (Rand Corporation), 2002, P.11

reading experience, such as their background knowledge and the strategies they employ. Additionally, factors related to the text, like its ability to engage the reader and the insights it provides, play a crucial role.<sup>15</sup> Reading is a dynamic interaction between the reader and the text, aimed at extracting the intended meaning. This explanation highlights that reading comprehension is an active endeavor where readers or students engage with the text, analyze its content, and relate the information to its context to construct meaning.

### **3. The Processes of Reading Comprehension**

As previously stated, reading comprehension involves the reader creating meaning from the text. Experts propose at least three distinct processes for this meaning construction. Below are the three methods for interpreting the text's meaning.

#### **a. Bottom-up Processing**

Bottom-up processing considers reading to start with the smallest units of sound, phonemes. This approach involves the reader identifying various linguistic elements, including letters, morphemes, syllables, words, phrases, grammatical indicators, and markers of discourse.<sup>16</sup> This suggests that the reader must progress from identifying individual letters, recognizing words sequentially, connecting phrases, clauses, and sentences, and ultimately converting these elements into phonemic units that convey lexical meaning, thereby achieving a level of understanding of the text.

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<sup>15</sup> J.K.Klingner, Et Al., Teaching Reading Comprehension To Students With Learning Difficulties, E-Book, (New York: The Guilford Press, 2007) P.8.

<sup>16</sup> Brown, F. N. *Promoting Students' Reading Proficiency Through Reciprocal Technique*, (Vision: Journal For Language And Foreign Language Learning, 2001) 6(1), 73-86



b. Top-down Processing

In top-down processing, the reader utilizes their understanding of syntax and semantics to construct the text's meaning.<sup>17</sup> The reader forms understanding by applying their prior knowledge to the text they are reading. This suggests that the background information of the reader plays a crucial role in comprehending the text's meaning. During top-down processing, the reader generates predictions about the text. This process progresses by selecting samples that are then compared against the initial predictions to confirm or refute them. Finally, the reader verifies these predictions..

c. Interactive Processing

Interactive processing is a combination of top-down and bottom-up processing. In interactive processes, the reader predicts the probable meaning of the text, then moving to the bottom-up processes to check whether that is really what the writer says Brown. It means that the reader both recognizes words and predicts the implied information in constructing meaning of the text. From the discussion above, it can be concluded that there are three types in the process of reading. They are bottom-up processing, top-down processing, and interactive processing. Bottom-up processing deals with the word recognition. Top down processing deals with the readers' background knowledge. The last,

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<sup>17</sup> Hudson,. *Improving The Students' Reading Comprehension Through Know-Want-Learn Technique At The Eleventh Grade Of Sma Negeri 1 Sanden In The Academic Year Of 2012/2013* (Doctoral Dissertation, Universitas Negeri Yogyakarta,2007). 37

interactive processing combines the top down and bottom-up processing. Here, interactive processing combines word recognition and background knowledge of the readers. The three processes help the readers to comprehend the text they read.

#### **4. Types of Reading Comprehension**

##### 1) Intensive reading.

When reading, the student carefully to understand the meaning of each word, sentence, and paragraph in the text. Thus, in the intensive reading class, the students required to use the dictionary. The student attempt to look up the definition of unknown words in the dictionary. Due to the fact that students read the material at the teacher's discretion, they complete it in class and primarily respond to the questions the teachers present.<sup>18</sup> Based on explanation above that intensive reading is the short text that will be given by teacher to solve in the class with dictionary based on instruction.

##### 2) Extensive reading

Extensive can be defined as independent reading of a large number material for information or enjoyment students read large amounts of painted, maternal, and students read a variety of materials m terms of topic and genre.<sup>19</sup> Based on explanation above extensive reading is the types of the text that its very longer and need to more time to finished.

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<sup>18</sup> Maulid Taembo, Extensive And Intensive Reading Approaches In Teaching English Reading, Page 176

<sup>19</sup> Jacob, Extensive Reading in the Second Language Classroom, page 188

Based on explanation about intensive reading and extensive reading in this research focus on intensive reading because the teacher used the short story that must be finished in classroom and the student only used dictionary to help them into the class.

## **B. The Concept of Teacher Strategies**

### **1. Definition of Teacher Strategy**

Teacher strategy is a set of actions or plans to achieve a specific educational goal. According to Harmer, teaching strategies refer to the techniques, structures, methods, approaches, and procedures that teachers use in teaching and learning activities<sup>20</sup>. Teaching strategies are also known as student training. Teachers must balance the way they apply methods and content to implement strategies effectively. Educators ought to employ a variety of strategies to enhance the enjoyment of the learning experience, taking into account various elements of the lesson throughout the educational process. Factors such as student backgrounds, educational objectives, timing, and learning activities all play roles in the educational framework. Brown describes a strategy as a distinct method for addressing a problem or undertaking a task, a route towards accomplishing a particular objective, or a deliberate plan for scrutinizing certain data.

Brown defines strategy as a specific approach to solving a problem or task, a path to achieving a specific goal, or a planned blueprint for analyzing specific information<sup>21</sup>. Furthermore, a teacher's strategy consists of a number of actions or

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<sup>20</sup> Harmer, *How To Teach English* (6th Edition).

<sup>21</sup> D A N Douglas And Stefan Frazier, "Teaching By Principles: An Interactive Approach To Language Pedagogy", H. Douglas Brown, Wiley Online Library, 2001, P.210

plans that are determined to achieve a specific goal in the teaching and learning process regarding the educational situation. For example, teachers use strategies to control students' behavior, teach reading and many other tasks, complete all chores, and get desired courses. According to Brown in Nurdianingsih, teachers should use appropriate methods depending on the specific purpose of reading. When teaching writing, teachers should pay attention to three aspects: presentation, development, and follow-up. First, the teacher deeply interprets the text. Next, teachers need to consider how to structure the text to facilitate reader understanding. Finally, teachers should discuss other aspects of reading comprehension<sup>22</sup>.

## **2. Kind of Teacher Strategies**

To enhance students' reading proficiency, it is imperative to familiarize them with regular reading activities. Teachers play a crucial role in guiding and mentoring students throughout the educational process, aiding them in reflective decision-making to address their academic challenges. Strategies in reading comprehension represent the reader's methods or efforts to extract information from the text, facilitating efficient reading and understanding.<sup>23</sup> The strategies are:

### **a. Reading aloud**

The Reading Aloud strategy is developed to enhance students comprehension of texts through the improvement of pronunciation, grammar, and intonation<sup>24</sup>. The reading aloud strategy is developed to

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<sup>22</sup> Nurdianingsih, "Teachers' Strategies In Teaching Reading Comprehension," ..., P.286

<sup>23</sup> H Douglas Brown, "Teaching By Principles: An Introduction To Language Pedagogy," Ny: Longman, 2001, P.255

<sup>24</sup> Al-Qahtani, "Investigating Metacognitive Think-Aloud Strategy In Improving Saudi Efl Learners' Reading Comprehension And Attitudes," P. 53.

enhance students comprehension of texts through the improvement of pronunciation, grammar, and intonation. It aims to foster a keen interest in reading among students. By motivating students to vocalize text and engage in discussions about the content, this approach significantly contributes to their ability to understand new vocabulary, boosts reading comprehension, and sharpens critical thinking skills.

b. Skimming

Brown asserts that skimming is a strategy that enables readers to grasp the main idea of a text. Through employing this technique, it is anticipated that students will be capable of anticipating the text's topic after reading. Typically, skimming is executed at a pace three to four times quicker than standard reading rates. The objective of this strategy, as Harmer notes, is to rapidly identify the specific information and core concepts of the text by reading it swiftly to understand its principal messages.<sup>25</sup>

c. Scanning

Scanning is a method utilized to swiftly locate particular information within a text, bypassing the wider context. This approach enables students to read in a more concentrated and effective manner. Maxwell further clarifies that scanning serves as a rapid technique to access detailed information.<sup>26</sup> According to Arundel of the Reading and study skills lab

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<sup>25</sup> Harmer J. 2007. How To Teach English, New Edition. Pearson Education Limited P. 100-101

<sup>26</sup> Maxwell , Martha J. 1972. Skimming And Scanning Improvement: The Needs, Assumption And Knowledge Base. Journal Of Reading Behavior, (Online). Vol. 5, No. 1, Winter.

provides strategies to enhance reading comprehension through scanning, including: (1) Identifying the specific information needed; (2) Understanding the nature of the information sought (e.g., numbers, proper nouns); (3) Evaluating the structure of the content prior to scanning; (4) Allowing your gaze to move over multiple lines of text simultaneously; (5) Reading the full sentence once you locate the information of interest..<sup>27</sup>

#### d. Role Play

Role-playing games are effective in fostering critical thinking skills among students by immersing them in diverse real-life situations. Possin highlights that role-playing serves as a preparatory activity, enabling students to utilize their knowledge in practical contexts. Furthermore, Hassan notes that role-playing entails collaborative engagement, where participants assume various roles. This technique emphasizes modifying student behavior and enhancing abilities through interactive dialogue.<sup>28</sup>

An adept reader is capable of engaging in an analytical reading process aimed at achieving a profound comprehension of the text. This suggests that the individual approaches the material with the intent to completely understand the content. Such a reading practice is commonly undertaken in academic environments and various situations where an in-depth understanding of the text is essential. To facilitate the teaching of reading comprehension, Vacca & Vacca suggest the use of the following strategies :

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<sup>27</sup> Arundel, Anne. 1999. Reading And Study Skill Lab: Skimming And Scanning. Article,

<sup>28</sup> Hassan, K. A. & Madhum, G. (2007). Validating The Watson Glaser Critical Thinking Appraisal. Higher Education, 54(3), 361-383.

### a. Scaffolding

Scaffolding in the context of teacher strategies in reading comprehension refers to a supportive framework that teachers provide to students to help them move towards stronger understanding and greater independence in the learning process.<sup>29</sup> The term originates from the construction industry, where scaffolding is a temporary structure used to support workers as they build or repair buildings. In education, scaffolding is used metaphorically to describe the support and guidance provided by teachers to facilitate a student's learning.

Scaffolding in reading comprehension might involve breaking down complex texts into more manageable parts, pre-teaching challenging vocabulary before reading, modeling reading strategies, guiding students through questions that lead to deeper understanding, or providing tools and resources that aid comprehension<sup>30</sup>. The goal is to gradually release responsibility to the students, enabling them to independently apply reading strategies and comprehend texts on their own.

### b. Think Aloud

Think-alouds are a teaching strategy used in reading comprehension to model the thought process of good readers. During a think-aloud, teachers verbalize their thinking as they read a text aloud, demonstrating how skilled readers construct meaning from what they read.<sup>31</sup> This process involves articulating thoughts about

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<sup>29</sup> Fisher, D., & Frey, N. (2010). *Guided Instruction: How To Develop Confident And Successful Learners*. Alexandria, Va: Ascd

<sup>30</sup> Mckeown, M.G., Beck, I.L., & Blake, R.G.K. (2009). Rethinking Reading Comprehension Instruction: A Comparison Of Instruction For Strategies And Content Approaches. *Reading Research Quarterly*, 44(3), 218-253

<sup>31</sup> Duke, N.K., & Pearson, P.D. (2002). Effective Practices For Developing Reading Comprehension. In A.E. Farstrup & S.J. Samuels (Eds.), *What Research Has To Say About Reading Instruction* (3rd Ed., Pp. 205-242). Newark, De: International Reading Association.

predictions, questions, connections to prior knowledge, and strategies for decoding difficult words or phrases. The goal is to make the invisible process of comprehension visible to students, teaching them how to approach and understand texts more effectively.

By hearing how an experienced reader thinks through a text, students learn to employ similar strategies when they read independently. Think-alouds can help students develop skills in monitoring their comprehension, predicting, visualizing, inferring, and summarizing, among others.<sup>32</sup> This strategy is particularly useful because it can be adapted for any reading level and content area, providing a versatile tool for teachers to enhance reading comprehension.

#### c. Reciprocal Teaching

Reciprocal teaching is an approach where teachers and students alternate roles as the instructor in discussions about a specific text. This method employs four key techniques: making predictions, asking questions, providing summaries, and offering clarifications.

**Predicting:** This involves making educated guesses about what will happen next in a text. By predicting, students actively engage with the material and create a context for understanding new information. It helps in setting a purpose for reading and keeps students interested as they verify or revise their predictions while reading further<sup>33</sup>.

**Questioning:** Students are encouraged to ask questions about the text. This

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<sup>32</sup> Wilhelm, J.D. (2001). *Improving Comprehension With Think-Aloud Strategies: Modeling What Good Readers Do*. Scholastic Professional Books.

<sup>33</sup> Ramu, S., & Kumar, A. S. (2020). Reciprocal Teaching And Reading Comprehension. *International Journal Of Multidisciplinary Educational Research*, 2(1), 30-37.



tactic fosters curiosity and engagement. By formulating questions, students delve deeper into the text, seeking to understand complex ideas or clarify uncertainties. This process helps them to think critically about the content and engage with it on a deeper level.

**Summarizing:** This requires students to identify the main ideas or key points in a section of the text. Summarizing helps students to distill the essence of the material, ensuring they comprehend and remember what they have read. It's a way to process and rephrase the information in their own words, enhancing understanding and retention.<sup>34</sup>

**Clarifying:** This tactic involves resolving confusions and misunderstandings about the text. Students identify parts of the text they found confusing and work collaboratively to find answers or explanations. This could involve looking up words, re-reading sections for better understanding, or discussing with peers or teachers. Clarifying ensures that misconceptions are addressed, leading to a clearer, more accurate understanding of the text.<sup>35</sup>

In reciprocal teaching, these four tactics are used in a cyclic and interactive manner, with the teacher guiding the process initially and gradually transferring more responsibility to the students as they become more proficient. This approach not only improves reading comprehension but also fosters critical thinking, collaboration, and independent learning skills. Reciprocal teaching is a highly

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<sup>34</sup> Hovland, J. B. (2020). Inclusive Comprehension Strategy Instruction: Reciprocal Teaching And Adolescents With Intellectual Disability. *Teaching Exceptional Children*, 52(6), 404-413.

<sup>35</sup> Taka, S. D. (2020). The Efficacy Of Using Reciprocal Teaching Technique In Teaching Reading To Indonesian English As Foreign Language (Efl) Students. *Ideas: Journal On English Language Teaching And Learning, Linguistics And Literature*, 8(1), 197-206.

effective method for instructing students in the extraction of key concepts from texts through interactive discussions, language exploration, formulation of ideas and questions, and summarization of information. This technique is versatile and can be applied across various subject areas, particularly demonstrating effectiveness with nonfiction texts and textbooks. Each student takes turns assuming the role of the teacher during these discussions. Crucial to the success of this strategy is the ability to adjust task requirements to provide support for students encountering difficulties. This involves reducing task demands to assist students when needed, gradually withdrawing support as they progress in their learning. Reciprocal Teaching can be seen as a set of four comprehension strategies.

#### d. SQ3R

SQ3R is a methodical reading technique that might assist you in segmenting the reading process into digestible chunks. SQ3R is a reading comprehension method designed to help individuals process and understand written information more effectively. It's particularly useful for academic texts and is composed of five steps: Surveying, Questioning, Reading, Reciting, and Reviewing. Here's a breakdown of each step:

- 1) Surveying: This first step involves skimming through the text to get an overview of its content. You look at headings, subheadings, illustrations, graphs, the introduction, and the conclusion. This preliminary survey provides a general idea of what the text is about and sets the stage for more in-depth reading.
- 2) Questioning: Before diving into the text, you turn the headings and

subheadings into questions. This tactic helps to engage with the material actively and sets a purpose for reading. For example, a subheading like "The Causes of the Civil War" can be turned into a question like "What were the main causes of the Civil War?" This step fosters curiosity and primes your mind to look for specific information.<sup>36</sup>

- 3) Reading: Now, you read the text thoroughly, seeking to answer the questions you've formulated. This focused reading helps in understanding and remembering the material better. It's important to read actively, paying attention to the details that answer your questions, and also noting any new questions that arise.
- 4) Reciting: After reading a section, you pause to recall or recite the main points or answers to your questions. This can be done aloud or by writing brief summaries. The act of recitation helps to consolidate information and transfer it from short-term to long-term memory. It's a crucial step for reinforcing what you've learned.
- 5) Reviewing: The final step involves a comprehensive review of the material. This might happen immediately after reading or at a later time. Reviewing helps to reinforce your memory of the content and ensure a deeper understanding. It can involve re-reading the text, looking over your notes, or discussing the material with others.<sup>37</sup>

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<sup>36</sup> Warganegara, I. R. P. (2022). *The Comparison Of The Strategies Of Know, Want, Learn (Kwl) And Survey, Question, Read, Recite, And Review (Sq3r) On Students' reading Compehension Achievemnet With Different Perceptions* (Doctoral Dissertation, Lampung University).

<sup>37</sup> Sinulingga, S., Saragih, E., & Purba, C. A. (2023). Improving Students' Reading Comprehension Skills Through The Survey, Question, Read, Recite, Review (Sq3r) Method. *Jurnal Educatio: Jurnal Pendidikan Indonesia*, 9(1), 492-499.

The SQ3R method is a systematic approach that encourages active engagement with the text, making it easier to understand, remember, and organize information. It's especially effective for academic reading where comprehension and retention of detailed information are crucial. The SQ3R technique involves a sequence of four stages: swiftly reviewing the titles of chapters to capture their essential messages; converting these titles into questions; engaging with the text to unearth the answers to these questions; and reinforcing understanding and memory of these critical insights (the answers) by either recounting them aloud or embedding them in memory at significant junctures. The nature of the comprehension question crafted should match the specific information needed by readers to formulate an answer. Thus, it is vital for educators to equip students with the skills to identify and leverage available knowledge sources when addressing questions. In the process of seeking answers, a reader predominantly draws upon two principal sources: the narrative of the text and their own personal memory.

e. Question Answer Relationship (QARs)

QARS is a reading approach that emphasizes the comprehension and analysis of questions, guiding students to grasp the queries to extract information from the text. In practical classroom application, students briefly skim the reading material, focusing primarily on the questions posed by the teacher regarding the text to deepen their understanding. The text's content and the reader's personal knowledge are the two key sources of information in this process. Reading instructors can directly impart QAR strategies to students, while experts in specific subjects can enhance what has been taught. It's important to note, however, that some students

might come to class unaware of the available sources for finding answers or when to utilize different sources appropriately.

E. Bloom's Revised Taxonomy categorizes thinking skills from basic to advanced, covering a spectrum from tangible to complex theoretical cognitive skills. Previously, these were divided into six cognitive stages: knowledge, comprehension, application, analysis, synthesis, and evaluation.

This enhanced classification system enables educators to design lesson plans that go beyond rote memorization to include higher-order cognitive skills. Because the complexity of cognitive functions varies, the intention is to encourage students to participate in diverse activities. For example, comprehension is considered a more advanced skill than simple recall. Ultimately, the categorization of these cognitive levels offers students opportunities to explore, practice, and engage with various depths of thought.<sup>38</sup>

Teacher strategies in reading comprehension based on the work of Richard T. Vacca and Jo Anne L. Vacca, we focus on the multifaceted approach they advocate for enhancing students' understanding of texts. Central to this construct is the recognition of the diverse elements that contribute to effective reading comprehension. Firstly, the Voccas emphasize the importance of activating and building upon students' prior knowledge, as it provides a foundation upon which new information can be integrated. Teachers play a crucial role in facilitating this connection, using strategies scaffolding, think aloud, reciprocal teaching, SQ3R, question answer relationship.

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<sup>38</sup> Richard T Vacca And Jo Anne L Vacca, Content Area Rading(Scott,Foresmanglview, II, 1989), P.53

Teachers are encouraged to model and teach strategies for self-monitoring comprehension, such as questioning, summarizing, and predicting. This helps students become aware of their own thought processes while reading, enabling them to identify parts they don't understand and to employ corrective strategies independently.

Furthermore, Vacca and Vacca highlight the importance of teaching specific comprehension strategies, such as recognizing text structures and understanding vocabulary in context. Teachers can use graphic organizers and semantic mapping to visually represent information and relationships in texts, aiding comprehension.

Lastly, the social context of reading is given significant emphasis. Collaborative learning, through discussions and group activities, allows students to share perspectives and deepen understanding. This approach fosters a learning community, encouraging students to engage with and reflect on texts collectively.

The selection of Vacca's theory as the theoretical foundation for a research study investigating teacher strategies in teaching reading comprehension is particularly compelling given its alignment with the principles underlying key instructional strategies such as scaffolding, think aloud, reciprocal teaching, SQ3R (Survey, Question, Read, Recite, Review), and Question Answer Relationship (QARs). Vacca's theory emphasizes the active role of the teacher in guiding and facilitating students' engagement with texts, fostering an environment where students are encouraged to become strategic readers. This theoretical perspective supports the notion that effective reading comprehension instruction involves not only the transmission of content but also the modeling of processes that readers use

to make sense of texts. By integrating scaffolding, Vacca's theory acknowledges the gradual release of responsibility from teacher to student, ensuring that learners are supported as they develop independence.

Think aloud and reciprocal teaching strategies are reflective of Vacca's emphasis on metacognition, allowing students to verbalize their thought processes and engage in dialogue about texts. SQ3R and QARs, with their focus on questioning and understanding text structures, further illustrate Vacca's principle that comprehension is enhanced when students are taught specific, actionable strategies for interacting with texts. Thus, choosing Vacca's theory as a lens through which to examine these strategies provides a coherent and robust framework for exploring how teachers can effectively support students' development as proficient readers.

### **3. Strength and Weakness of Teacher Strategies**

Teaching strategies are foundational to effective instruction and greatly influence student outcomes, particularly in the realm of language comprehension and literacy. Among these strategies, scaffolding, Think Aloud, Reciprocal Teaching, SQ3R, and Question Answer Relationship (QAR) stand out for their ability to enhance learning in diverse educational settings. Each strategy possesses unique strengths and weaknesses, and understanding these can help educators tailor their instructional methods to better suit their students' needs.

#### **1. Scaffolding**

**Strengths:**

- a. **Supports Individual Learning:** Scaffolding tailors learning experiences to the needs of each student. By providing support at just the right level, it helps students build upon their prior knowledge and skills, facilitating more effective learning.
- b. **Promotes Confidence and Independence:** As students master the initial steps, the support is gradually withdrawn, encouraging independence and building confidence in their abilities.
- c. **Versatility:** Scaffolding can be applied across different subjects and various types of learning tasks, making it a highly adaptable strategy.

Weaknesses:

- a. **Time-Consuming:** Effective scaffolding requires careful planning and real-time adjustment, which can be time-consuming for educators.
- b. **Dependence Risk:** There is a risk that students may become overly dependent on the support provided, potentially hindering their ability to perform tasks independently.
- c. **Difficulty in Calibration:** Properly calibrating the level of support to match each student's evolving competence level can be challenging and may not always be perfectly executed.<sup>39</sup>

## 2. Think Aloud

Strengths:

- a. **Enhances Metacognitive Skills:** Think Aloud helps students articulate their thought processes, enhancing their metacognitive skills and ability to

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<sup>39</sup> Engin, M. (2014). Macro-scaffolding: Contextual support for teacher learning. *Australian Journal of Teacher Education (Online)*, 39(5), 26-40.



monitor their own understanding.

- b. **Models Problem-Solving:** By verbalizing their thinking, teachers can model complex cognitive processes, such as problem-solving or analysis, which students can emulate.
- c. **mediate Feedback:** This strategy allows for immediate feedback and adjustments based on students' responses, facilitating more tailored and effective instruction.

#### Weaknesses:

- a. **Can Be Disruptive:** For some students, constant verbalization can disrupt their thinking processes, especially for those who prefer to process information internally.
- b. **Requires Training:** Students often need training to effectively engage in Think Aloud, which can consume valuable classroom time.
- c. **Limited Application:** It might not be suitable for all subjects or content areas, particularly those that require higher levels of abstraction or concentration.<sup>40</sup>

### 3. Reciprocal Teaching

#### Strengths:

- a. **Improves Comprehension Skills:** This strategy helps students practice prediction, clarification, questioning, and summarization, which are critical for reading comprehension.
- b. **Encourages Interaction:** Reciprocal Teaching fosters a collaborative

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<sup>40</sup> Oster, L. (2001). Using the think-aloud for reading instruction. *The Reading Teacher*, 55(1), 64-69.

learning environment where students learn from each other, enhancing their social and communication skills.

- c. **Adaptable to Group Sizes:** It can be effectively used in both small groups and larger class settings, although it is more commonly employed in smaller, more manageable groups.

Weaknesses:

- a. **Group Dynamics:** The success of this strategy heavily depends on group dynamics. Poorly functioning groups can limit its effectiveness.
- b. **Requires High Level of Skill:** Effective implementation requires that all students have or develop a certain level of cognitive and linguistic ability, which can be a significant hurdle in diverse classrooms.
- c. **Time-Intensive Preparation:** Teachers must spend considerable time preparing materials and guiding students in the use of this method.<sup>41</sup>

#### 4. SQ3R (Survey, Question, Read, Recite, Review)

Strengths:

- a. **Structured Approach:** Provides a clear, structured approach to reading that helps students systematically tackle complex texts.
- b. **Enhances Retention:** By engaging multiple facets of the cognitive process, SQ3R improves comprehension and long-term retention of information.
- c. **Self-Paced Learning:** Encourages students to learn at their own pace, making it suitable for independent study.

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<sup>41</sup> de H. Basoeki, O., Wu, T. T., & Huang, Y. M. (2020). Design of reciprocal teaching-collaborative learning approach in enhancing students' reading comprehension skill. In *Innovative Technologies and Learning: Third International Conference, ICITL 2020, Porto, Portugal, November 23–25, 2020, Proceedings 3* (pp. 23-32). Springer International Publishing.

Weaknesses:

- a. R Rigidity: The structured nature of SQ3R may not appeal to all students, particularly those who prefer more flexibility in their learning processes.
- b. Complexity: Younger students or those with lower skill levels may find the multi-step process overwhelming.
- c. Time-Consuming: The method requires significant time investment, which can be a drawback in time-constrained educational environments.<sup>42</sup>

5. Question Answer Relationship (QAR)

Strengths:

- a. Improves Questioning Skills: Teaches students to recognize different types of questions and understand where to find the answers, thereby enhancing their analytical skills.
- b. Versatile across Disciplines: Can be used effectively across different subjects to improve reading comprehension and critical thinking.
- c. Facilitates Teacher Assessment: Allows teachers to easily assess students' understanding and their ability to interact with the text.

Weaknesses:

- a. Complexity in Understanding: Some students may find the categories of questions confusing, particularly those with limited reading skills or English language learners.
- b. Training Requirement: Requires explicit teaching and practice to be

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<sup>42</sup> Larasati, S. V., Rais, A. D., & Elyono, D. (2018). Improving students' reading comprehension by using survey, question, read, recite, and review (SQ3R) method. *English Education*, 6(2), 239-246.

effective, which can take away from instructional time.

- c. Potentially Formulaic: There is a risk that students might become overly reliant on the framework, which could stifle more natural inquiry and critical thinking skills.<sup>43</sup>

In conclusion, while these strategies each offer considerable benefits, they also come with their own sets of challenges. Effective implementation requires that educators are not only familiar with these strategies but are also adept at adapting them to suit the specific needs of their students and the unique dynamics of their classrooms. The key to maximizing the benefits of any educational strategy lies in thoughtful, responsive, and flexible teaching.

## **C. Teaching Reading Comprehension**

### **1. Definition Teaching Reading Comprehension**

Guidance in education involves directing students towards engaging in activities that facilitate knowledge acquisition. Teachers can support this learning process by providing resources like assignments, encouraging students to explore subjects independently<sup>44</sup>. For an effective teaching and learning environment, it's crucial for teachers to create conducive conditions for study. This includes selecting appropriate classroom methods or techniques, as these significantly affect classroom management and the learning experience.<sup>45</sup> From this perspective, teaching reading comprehension is seen as a form of guidance where the teacher

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<sup>43</sup> Becker, C. J. (2012). Effect of the metacognitive Question-Answer-Relationship (QAR) strategy on student reading comprehension and articulation of strategy use.

<sup>44</sup> Duke, N. K., Ward, A. E., & Pearson, P. D. (2021). The Science Of Reading Comprehension Instruction. *The Reading Teacher*, 74(6), 663-672.

<sup>45</sup> Harvey, S., & Goudvis, A. (2023). *Strategies That Work: Teaching Comprehension For Engagement, Understanding, And Building Knowledge, Grades K-8*.

aids students in achieving understanding of texts through specific techniques. By employing various reading comprehension strategies, teachers guide students towards a deeper understanding of the material.

## **2. Principles in Teaching Reading Comprehension**

When teaching reading, it's not sufficient for a teacher to simply provide texts to students and expect them to comprehend the material without further guidance. There are essential principles that must be taken into account, as outlined by Harmer. He proposes six fundamental principles that underpin effective reading instruction, each of which plays a critical role in the learning process:<sup>46</sup>

a. Educators must recognize that reading is an interactive process, not merely a passive act. It demands engagement beyond superficially scanning text. Thus, teachers should not only instruct students to read but also ensure they comprehend that reading involves active engagement, including grasping vocabulary, understanding arguments presented, and evaluating these arguments critically.

b. It's crucial for educators to foster a love of reading within their students. Interest in reading enhances the learning experience, leading to greater acquisition of knowledge and information from texts. Conversely, a lack of enjoyment in reading can result in minimal learning outcomes. Therefore, creating a positive reading experience is essential for effective learning.

c. Fountas and Pinnell, among others, stress the role of ongoing assessment and feedback in teaching reading. Assessments help teachers identify students'

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<sup>46</sup> Jeremy, Harmer. *How To Teach English: An Introduction To The Practice Of English Language Teaching*. (Essex: Person Education, 1998)

strengths and areas for improvement, allowing for targeted instruction that supports growth in comprehension skills.<sup>47</sup>

d. Teachers need to highlight the importance of making predictions in reading. By anticipating content based on titles or introductory material, students engage with the text more actively. Teachers can aid this process by providing hints that assist students in making accurate predictions, thereby enhancing comprehension.

e. Assigning tasks relevant to the reading material is important for assessing student comprehension. Effective tasks are aligned with the text's subject and can include various formats like questions or puzzles. Selecting or designing appropriate tasks is a key responsibility of the teacher to ensure they accurately measure students' understanding.

f. Maximizing the use of reading texts involves thorough exploration and discussion of the material, not just a cursory reading followed by unrelated activities. Teachers should delve into all aspects of the text with students, including language analysis and applying the content through additional tasks, to fully exploit the educational potential of reading materials..

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<sup>47</sup> Fountas, I. C., & Pinnell, G. (2020). Twelve Compelling Principles From The Research On Effective Phonics Instruction. *Heinemann*. Retrieved On June, 16, 2020.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. The Types and Characteristics of Research**

This research employed a qualitative methodology, specifically a case study with a descriptive approach, aiming to comprehensively detail the characteristics of a particular context as observed in the field. Qualitative research is distinguished by its ability to generate outcomes that are not attainable through statistical means or quantitative procedures.<sup>48</sup>.

Qualitative research entails engaging in activities like posing questions and implementing procedures, gathering detailed information from respondents, analyzing this data, and deducing meanings from the data analysis outcomes. Common methodologies employed include conducting interviews, performing observations, and analyzing documents.

The study focused on English educators at SMAN 6 Metro, utilizing a qualitative methodology to examine the strategies these teachers employ in instructing reading within their classrooms. A descriptive approach was adopted, aimed at depicting various aspects such as groups of people, objects, current conditions, and forthcoming events. The primary objective of this research was to pinpoint and elucidate the strategies that teachers implement for teaching reading comprehension. Triggered by the observable phenomena within the school setting, the investigation evolved into a qualitative case study. Within this framework, the researcher aimed to scrutinize the educational programs and activities orchestrated

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<sup>48</sup> Farida Nugrahani, *Metode Penelitian Kualitatif: Dalam Penelitian Pendidikan Bahasa*, (Surakarta: Ttp, Tt), 4

by English teachers throughout the learning sessions. This examination was facilitated through observations derived from interviews and information directly supplied by relevant stakeholders.

### **B. Data Source**

Data sources comprise information and materials that are sought, observed, and then analyzed by researcher. Data can be gathered and derived from a variety of sources, including document archives, individuals, occurrences or activities, sites or places, and physical objects. For the purpose of this research, data was collected utilizing both primary and secondary forms.

In the context of this investigation, primary data was sourced through conducting interviews, making observations, and directly acquiring data. This involved engaging in discussions with two teachers at SMAN 6 Metro regarding the strategies employed by teachers in English language classes.

On the other hand, secondary data refers to information that complements the theories derived from primary data. This includes materials such as relevant research articles, and books that were previously published.

### **C. Data Collection Technique**

During the data collection phase, researcher employed various techniques for gathering information, collecting the data to the subjects addressed in this research. The data for this study were sourced through methods including documents, observations, interviews, and field note.



## **1. Documentation**

Documentation is a method of collecting data that involves the use of notes, archives, images, films, photographs, recordings, and other documents pertinent to the research question, rather than mere conjectures. In qualitative studies, documentation serves as secondary data, providing supplementary and complementary support to the primary sources of research. In this particular investigation, documentation pertains to the transcripts from comprehensive, as well as teaching modules, lesson plans (RPP), student assignments, and photographs of learning activities.

## **2. Observation**

Observation involves directly examining individual behaviors to gain insights into a research question. Unlike interviews, which typically focus on individuals' responses, observations can extend to natural settings, objects, or activities conducted by individuals or groups. In this study, the researcher observed the teaching methods, media, and evaluation techniques used in the classroom. Following these observations, in-depth interviews were conducted with the participants or subjects of the study. The researcher then analyzed the interview data, assessing its reliability and evaluating the teaching strategies as described by the teachers during the interviews.

### **3. Interview**

An interview is a process where two individuals engage in a dialogue exchange information and insights through a series of questions and answers.<sup>49</sup> In this study, conducting interviews was the initial approach utilized by the researcher to gather information pertinent to the topic of investigation. The research aims to explore the strategies employed by teachers in English language instruction within classroom settings. To this end, interviews were carried out with an English teacher at SMAN 6 Metro to collect the necessary data for the research and to gain insights into the instructional strategies used in class.

### **4. Field Note**

Field notes contain students' activities in class in response to learning activities in class. Field notes are used by researchers to determine the strengths and weaknesses of the strategies used by teachers in the classroom.

For the practical execution of this method, the researcher selected two teachers from SMAN 6 Metro as participants. Interviews with the teachers were conducted face-to-face. Meanwhile, interactions with the teacher were facilitated through WhatsApp and face to face, in addition to in-person discussions.

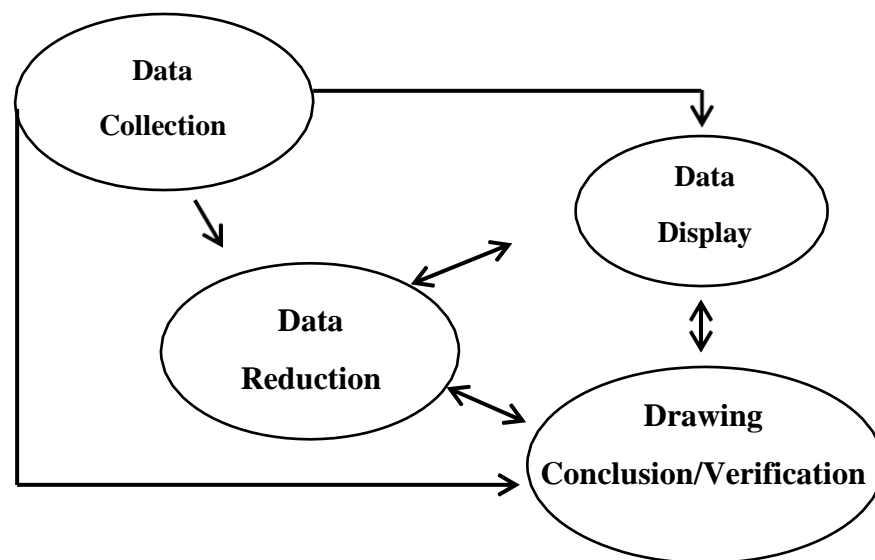
### **D. Data Analyze Technique**

Data analysis occurs subsequent to the data collection phase. It involves organizing the gathered data, filtering out irrelevant information, and selecting the pertinent data for use. The process includes interpreting the data to derive meaning

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<sup>49</sup> Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, Dan R&D*, (Bandung: Alfabeta, 2016), 231

and understand the implications of the research findings. According to Milles & Huberman, data analysis comprises four key elements: the collection of data, the reduction of data to essential components, the presentation of data in an understandable format, and the formulation of conclusions or verification of findings.<sup>50</sup>



**Figure 1**  
**The Components of Data Analysis (Interactive Model) by Miles and Huberman**

### **E. Data Collection**

The initial phase in analyzing collected data is data collection. During this stage, the researcher gathers the necessary data for the study. In this particular research, data was obtained by observing classroom learning activities. The researcher began by conducting interviews with the participants, consisting of a two english teachers from SMAN 6 Metro to collect the required information.

<sup>50</sup> Matthew B. Miles, A, Michael Huberman, *Qualitative Data Analysis Second Edition*, (London: Sage Publication, 1994), P.10-12

## **1. Data Reduction**

Data reduction involves processes such as selecting, focusing, and simplifying the information gathered during field research. This stage, which encompasses drawing conclusions, codifying data, investigating themes, grouping, and note-taking, begins as soon as data collection starts and continues throughout the case selection and entire research process.

In practice, the researcher applied several steps to streamline the collected data. Initially, an in-depth interview script was prepared for the interviewees. Following this, the researcher categorized the interview data according to the study's problem topics. Any irrelevant data were discarded to ensure the research discussions remained focused on the central research topic.

## **2. Data Display**

Data display occurs subsequent to the process of data reduction, serving a crucial function in elucidating the findings of a study. Unlike quantitative research that relies on tables, graphs, and similar formats for data presentation, qualitative research often presents its findings through narrative text. In this particular study, the displayed data stem from interviews with the research subjects, including two teachers from SMAN 6 Metro. The information is presented in a narrative format, detailing the outcomes of these interviews.

## **3. Conclusion Drawing and Verification**

Drawing conclusions involves interpreting the outcomes from the analysis and interpretation of data. This step follows the initial phases of data analysis, namely data reduction and data display. It is conducted once the data has been

thoroughly, comprehensively, and deeply examined to uncover meaningful insights from the research results, particularly in studies employing qualitative methods. In the concluding phase, a verification process is essential to ensure the findings are credible and substantiated.

The verification of conclusions can be achieved by revisiting the research steps, which includes reviewing the data collected from the field, the reductions made, and the provisional conclusions that have been drawn. This process ensures the conclusions are well-founded and can be reliably presented.

## **CHAPTER IV**

### **RESULTS AND DISCUSSION**

#### **A. Description of Research Setting**

##### **1. Description of Research Location**

###### **a. The Brief History of SMA Negeri 6 Metro**

SMA Negeri 6 Metro is the youngest high school in Metro City, Lampung. SMA Negeri 6 Metro is located at Jalan FKPPi No 01, Rejomulyo, Metro Selatan. In the past, SMA Negeri 6 Metro was an Athlete-based High School, then changed to SMA Negeri 6 Metro. This school was built to create Metro City as a city of excellent education and a prosperous community. In addition, SMA Negeri 6 Metro was established based on the strong desire of the people of Metro Selatan to receive education in their environment. In the past, SMA Negeri 6 Metro was to be established in Bantul, but the community wanted to renegotiate so it was agreed that SMA Negeri 6 would be built in the middle of agricultural land in the form of Sengkedan. SMA Negeri 6 Metro has officially standardized nationally based on Atelit since 2010. However, in 2013, SMA Negeri 6 Metro officially received the status of a national-based school and Adiwiyata.

###### **b. Vision, Mission, and Purpose of SMA Negeri 6 Metro**

###### **1) Vision**

Realizing students who are superior, noble, knowledgeable, accomplished, care for culture and the environment.

2) Mission

- a) Publish the religious behavior of school residents so that they can practice the religious teachings they profess in all aspects of life
- b) Cultivating discipline, tolerance, mutual respect, self-confidence so that polite and virtuous attitudes of students are formed.
- c) Reminding the spirit of nationality and defending the country embedded in the nation's cultural values while still following the development of science and technology, and fostering an anti-corruption culture.
- d) Fostering Students in academic and non-academic achievements at the District/City, Province, and National Levels
- e) Developing the Achievements of Educators and Education Personnel;
- f) Creating a synergistic working atmosphere between leaders, educators, and education staff;
- g) Implementation of school management that refers to Quality Management Standards by involving all school residents, Alumni, Community;
- h) Carry out curriculum and institutional strengthening to accelerate school quality improvement based on National Education Standards (SNP) by strengthening the involvement of parents/guardians of students and all school stakeholders;
- i) Fostering students in obtaining school test scores and national assessments and successfully entering state universities;

- j) Creating a family school environment ASRI BERSERI (Safe, Healthy, Neat, Beautiful, Clean, Fresh, and Shady).
  - k) Fostering a school culture that cares about the environment.
  - l) Realizing a learning system in schools that are IT (Science and Technology),
  - m) Realizing inclusive education services optimally for children with special needs and special services
  - n) Creating child-friendly schools (CFS).Purpose
- 3) Purpose
- a) The realization of religious behavior of school residents so that they can practice the teachings of their religion in all aspects of life;
  - b) Cultured discipline, tolerance, mutual respect, self-confidence so that polite and virtuous attitudes of students are formed.
  - c) The realization of the spirit of nationality and defending the country rooted in the nation's cultural values while still following the development of science and technology, and fostering an anti-corruption culture.
  - d) Fostering students in academic and non-academic achievements at the District/City, Province, and national levels;
  - e) Developing the Performance of Educators and Education Staff;
  - f) Creating a synergistic working atmosphere between leaders, educators, and education staff;



- g) The implementation of school management that refers to Quality Management Standards by involving all school residents, Alumni, Community
- h) Implementation of curriculum and institutional strengthening to accelerate school quality improvement based on National Education Standards (SNP) by strengthening the involvement of parents/guardians of students and all school stakeholders;
- i) Fostering students in obtaining school test scores and national assessments and successfully entering state universities;
- j) The realization of a family school environment ASRI BERSERI (Aman, Sehat, Rapi, Indah, Bersih, Segar, dan Rindang).
- k) The development of a school culture that cares about the environment.
- l) The realization of a learning system in IT-based schools (Science and Technology),
- m) The realization of optimal inclusive education services for children with special needs and special services
- n) The realization of the character of the Anti-Corruption spirit
- o) The realization of child-friendly schools
- p) The Realization of the Pancasila Student Prof

## 2. The English Teacher

**Table 1**  
**The English Teacher**

Name of Teacher	Teach Of Grade
Teacher 1 ( T1)	12 and Class 10 (1-6)
Teacher 2 (T2)	11 and class 10 (7 and 8)

### B. Results of the Research

The research conducted at SMA Negeri 6 Metro regarding the strategies implemented by teachers in teaching English reading comprehension during learning in classroom sessions were obtained through a combination of observation, in-depth interviews, and documentation analysis with the research subjects. The subjects of this research were two teachers at SMA Negeri 6 Metro there are Teacher 1 (T1) is initial Mrs. SWD and Teacher 2 (T2) is initial Mrs EFH

In this research, there are three study objectives: First, to identify the strategies used by teachers in teaching reading comprehension during learning in classroom sessions at SMA Negeri 6 Metro. Second, to assess the strengths and weaknesses of the strategies used by teachers at SMA Negeri 6 Metro during classes. Third, to examine the impacts of the strategies used by teachers during classes on students at SMA Negeri 6 Metro, using both qualitative data from interviews and documentation analysis.

## **1. The Strategies Used By Teachers In Teaching Reading Comprehension At SMA Negeri 6 Metro**

Based on the findings from interviews and observations with an English teacher and students regarding the teacher's approaches to teaching reading comprehension, it was found that the teacher employed five main strategies: Scaffolding, Think Aloud, Reciprocal Teaching, SQ3R, and Question Answer Relationship (QAR). Each strategy has its distinctive features which indicate that if such features are present, even if other aspects are fulfilled, then Teacher (T1) or Teacher (T2) is using that particular strategy. The researcher italicizes these distinctive features to differentiate them from other aspects.

Each strategy has its distinctive features which indicate that if such features are present, even if other aspects are fulfilled, then Teacher (T1) or Teacher (T2) is using that particular strategy. The researcher makes these distinctive features appear *italicized* to differentiate them from other aspects.

### **a. Scaffolding**

Many students encounter several typical obstacles in grasping reading comprehension. One hurdle involves a restricted vocabulary, resulting in unfamiliarity with numerous words. Additionally, some students confront difficulties due to inadequate prior knowledge about the subject matter, impeding their understanding of the material. Furthermore, making inferences poses a challenge for certain students, as they find it challenging to deduce implicit meanings from the text.

**Table 2**  
**The Teacher Scaffolding Observation Result**

No	Teacher Strategies	Aspect	T1	T 2	Criteria					
					1	2	3	4	5	
1	Scaffolding	Teacher assesses students' prior knowledge relevant to the text.		✓					✓	
		Guided questions are provided to lead students toward a deeper understanding of the text.	✓	✓		T2		T1		
		Discussion questions or activities that facilitate synthesis and evaluation of the text are used.		✓					✓	
		<i>The teacher provides assistance during the early stages of learning, then gradually reduces the aid and gives students opportunities to complete sentences or paragraphs independently before moving on to the next sentence or paragraph.</i>		✓	T1					
		Teacher		✓			✓			

		provides specific, constructive feedback to each student on their reading comprehension progress.							
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Based on the table above, it can be concluded that T1 utilizes scaffolding strategy in reading comprehension, but it is not yet optimal since only the aspect "Guided questions are provided to lead students toward a deeper understanding of the text" are employed by T1. For the aspect "Guided questions are provided to lead students toward a deeper understanding of the text", T1 meets the criteria well as it is implemented in all five sessions. T1's performance is rated as very poor, indicating suboptimal implementation across the five sessions. In the lesson "Language, Lens of Understanding," Teacher 2 in five class of Tenth graders uses scaffolding to teach narrative texts. The teacher first explains what a narrative text is, saying it's a story meant to entertain. Then, the teacher talks about the structure of a narrative text, including parts like the beginning, middle, and end. Next, the teacher shows different types of narrative texts, such as fairy tales, legends, and fables. Finally, the teacher gives examples of narrative texts. This step-by-step method helps students easily understand narrative texts. It can be concluded that T1 employs the scaffolding strategy in reading comprehension but not to its maximum potential. Meanwhile, for T2, it implements all aspects of the scaffolding strategy, indicating that T2 teaches reading comprehension using scaffolding strategy.

### b. Think aloud

When students read, they often run into some tough spots. One problem is when they come across words they don't know because their vocabulary is limited. This can make it really hard for them to understand what they're reading since they're stuck trying to figure out what those unfamiliar words mean. Also, not knowing much about the topic beforehand can be tricky. It makes it tough for students to connect with the text and really get what it's about. And then there's the challenge of making inferences, which means figuring out the hidden meanings in the text. Some students find this super hard. But by using the think-aloud strategy, students can talk through these tough spots as they read. This helps them understand their struggles better and work together to find solutions. In the lesson "Follow the Instruction," Teacher 1 uses the think-aloud strategy to teach procedure texts. T1 starts by explaining what a procedure text is, reviewing the material covered earlier. T1 discusses the different types of procedure texts and then creates a simple example step-by-step. This method helps students understand how to follow and create their own procedure texts.

**Table 3**  
**The Teacher Think Aloud Observation Result**

No	Teacher Strategies	Aspect	T1	T 2	Criteria					
					1	2	3	4	5	
2	Think Aloud	The teacher plan key points for sharing their thinking	✓							✓
		<i>The teachers make their thinking explicit by verbalizing their</i>	✓					✓		

		<i>thoughts while reading orally and creativity of students</i>							
		The Teacher Opportunities are provided for students to make in small groups or pairs.	✓						✓
		Misconceptions or misunderstandings are addressed promptly through guided questioning or clarification.	✓	✓	T2			T1	
		Teacher reflects on the lesson's effectiveness and student understanding.	✓	✓	T2			T1	

Based on the table above, it can be concluded that T1 effectively utilizes the think-aloud strategy in teaching reading comprehension. Across the five sessions, T1 consistently employs all aspects required for the think-aloud strategy. Specifically, T1 demonstrates excellent performance in planning key points for sharing their thinking, articulating predictions, questions, connections, and strategies for decoding difficult words or phrases during the think-aloud, providing opportunities for student interaction in small groups or pairs, promptly addressing misconceptions or misunderstandings through guided questioning or clarification, and reflecting on the lesson's effectiveness and student understanding, all rated as very good or good criteria. Therefore, T1's implementation of the think-aloud strategy is comprehensive and successful.

On the other hand, T2 only utilizes two aspects of the think-aloud strategy: addressing misconceptions or misunderstandings promptly through guided





	encourages a variety of question types.							
	The teacher gives instruction to student to summarize the important part of the teks	✓		✓				
	Teacher supports the clarification process but encourages student-led solutions.		✓	✓				
	Teacher facilitates the discussion, ensuring all students contribute and engage.							
	<i>The teacher asks students to share the role of teacher by allowing both to lead the discussion about a given reading. Reciprocal Teaching involves four strategies that guide the discussion: predicting, generating question, summarizing and clarifying</i>							
	Teacher assesses							

		improvements in reading comprehension and critical thinking skills.							
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According to the table provided, it's evident that the utilization of the aspect "The teacher asks students to make educated predictions about the text before reading" in T1's class isn't very effective. This aspect was rarely incorporated as a learning strategy in five class sessions. Consequently, it's apparent that T1 hasn't fully optimized the implementation of the Reciprocal Teaching strategy.

Conversely, regarding T2's use of the same aspect, it appears to be more fruitful. T2 employs this aspect more frequently during classroom sessions, indicating a better integration of this strategy. However, when considering the aspect "Teacher supports the clarification process but encourages student-led solutions," T2's implementation seems lacking. During discussions, many students seem disengaged from assigned tasks and tend to become distracted. Thus, despite some aspects being applied, it's evident that T2 hasn't fully embraced this strategy.

#### **D. SQ3R**

At SMA 6 Metro, the SQ3R method is integrated into the teaching approach, although it does not hold a predominant role. SQ3R, which stands for Survey, Question, Read, Recite, and Review, is implemented as a study technique to enhance students' reading comprehension and retention of material. However, it is not the primary instructional strategy utilized by teachers. While SQ3R is acknowledged and utilized within the curriculum, other teaching methods may receive more emphasis or be favored by educators. These alternative approaches

could include interactive lectures, group discussions, or project-based learning, among others.

**Table 5**  
**The Teacher SQ3R Observation Result**

No	Teacher Strategies	Aspect	T1	T 2	Criteria				
					1	2	3	4	5
4	SQ3R	The teacher encourage students to verbalize their thoughts while performing a task	✓	✓				T1	T2
		<i>The teacher uses the SQ3R strategy, which involves: (1) quickly reading the chapter headings to identify important parts, (2) turning the headings into questions, (3) reading to find the answers to these questions, and (4) recalling the important points by retelling or writing them down to remember key details.</i>							
		Teacher provides specific feedback on students' questions, summaries, and comprehension.	✓	✓		T1	T2		
		Teacher facilitates a class discussion to review and reinforce key concepts and answers.							
		Teacher prompts students to answer their questions without looking at the text.		✓		✓			

Based on table above the table shows that both T1 and T2 implement the SQ3R strategy in critical thinking aspects. They both encourage students to express their thoughts while working on assignments, ask questions based on their tasks, and answer their questions without looking at the text. They also provide specific feedback to students regarding their summaries and questions.

However, there are some differences in the implementation of the SQ3R strategy between T1 and T2. T1 is better at encouraging students to express their thoughts and ask questions based on tasks. T1 is also better at providing specific feedback to students about their summaries and questions. On the other hand, T2 excels in facilitating classroom discussions to review and reinforce key concepts. Overall, both teachers implement the SQ3R strategy to advance students' critical thinking. However, T1 excels in some aspects of the strategy compared to T2 concepts, possibly because T2 has a more participatory teaching style. The SQ3R strategy is a valuable tool for advancing critical thinking in students. Both T1 and T2 effectively implement this strategy, although there are some differences in their implementation.

#### **E. Question answer relationship (QARS)**

Question answer relationship is an instructional approach that emphasizes collaboration and interaction among students. In this strategy, the teacher divides students into small groups and assigns them tasks to be completed together. Students in the groups work together to complete the tasks, and they assist each other in understanding the material. Teachers use the Question answer relationship strategy to help students understand texts. Firstly, the teacher explains the type of

text that will be given to the students. Then, the teacher divides the students into small groups and gives them time to study the text and answer questions that have been modified by the teacher. Lastly, the teacher discusses the text with the students and assists them in understanding the answers to the questions.

**Table 6**  
**The Teacher Question answer relationship (QARS) Observation Result**

No	Teacher Strategies	Aspect	T1	T 2	Criteria				
					1	2	3	4	5
5	Question answer relationship (QARS)	Teacher simulate students' curiosity motivates students.	✓	✓				T1	T2
		The teacher give explain about what kind of the text that will give to the student	✓	✓			T1	T2	
		<i>The teacher ensures that in practice, students only skim the reading. To understand further, the focus of students is on the questions given by the teacher about the text.</i>							
		The teacher discusses the text and the students answer.	✓	✓		T1			T2
		Teacher explains how to combine information from the text with personal understanding or experiences.	✓	✓		T2		T1	

Based on the table, it can be concluded that both T1 and T2 employ QARS

strategies, but there is a significant difference in the QARS teaching strategies between T1 and T2. T1 demonstrates a more comprehensive and structured approach with various strategies used to motivate students, assist in text comprehension, encourage teamwork, facilitate text discussions, and relate information from the text to students' personal experiences. On the other hand, T2 does not list strategies for several important aspects of QARS teaching.

After conducting observations and the researcher conducted the interviews to identify and verify again the strategies known by teachers and the strategies used by teachers, the following were found:

**Table 7**  
**Interview with the teacher in SMA N 6 Metro**

NO	Question	Teacher Respons
1	How often do you use scaffolding/ think aloud strategies in your reading lessons?	<p>T1: "Saya menggunakan strategi Think Aloud sangat penting dalam pembelajaran membaca terutama untuk pembelajaran prosedur teks membantu saya untuk mengulas pembelajaran yang sudah mereka pelajari sebelumnya. Saya berusaha untuk menerapkan strategi ini secara langsung dalam setiap pelajaran, tetapi pada kebutuhan dan respons siswa."</p> <p><i>"I use the Think Aloud strategy because it is very important in teaching reading, especially for procedure texts. It helps me review what they</i></p>

		<p><i>have previously learned. I try to implement this strategy directly in each lesson, adjusting based on the needs and responses of the students."</i></p> <p>T2: Saya menggunakan strategi scaffolding secara setiap hari saat mengajar dalam pelajaran narrative teks. Strategi scaffolding membantu siswa memahami materi dengan baik."</p> <p><i>T2: "I use scaffolding strategies daily when teaching narrative texts. Scaffolding helps students understand the material well."</i></p>
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Both teachers really emphasize how important it is to use scaffolding strategies and think aloud when teaching reading. They always make sure to include these techniques in their lessons because they believe it's crucial for helping students understand better. They see scaffolding and think aloud as something that should be adapted to each student's needs and how they respond to it. They're committed to making sure scaffolding is a big part of every lesson because they know it helps students learn more effectively.

**Table 8**  
**Interview with the teacher in SMA N 6 Metro**

NO	Question	Teacher Respons
2	Can you share a recent	T1 (Think aloud): "untuk sekarang ini, menurut pengalaman saya menggunakan strategi ini

	<p>experience of using the think-aloud/scaffolding strategy to help students understand a text?</p>	<p>sangat efektif dalam membantu siswa memahami teks yang kompleks."</p> <p><i>"For now, based on my experience, using this strategy is very effective in helping students understand complex texts."</i></p> <p>T2 ( Scaffolding): "Saya menggunakan strategi scaffolding dalam materi naratif teks untuk membantu siswa memahami teks yang sulit tentang sebuah cerita pendek maupun panjang. Saya membagi teks menjadi bagian-bagian yang mudah dipahami dan memberikan dukungan terarah saat siswa membaca dengan memberikan penjelasan dan mendorong kolaborasi, siswa menjadi lebih terlibat dan memahami materi dengan lebih baik. Pengalaman ini memperkuat keyakinan saya akan efektivitas strategi scaffolding dalam pembelajaran."</p> <p><i>"I use scaffolding strategies in narrative text lessons to help students understand difficult texts, whether they are short stories or longer narratives. I break the texts into manageable parts and provide guided support as students</i></p>
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		<i>read, offering explanations and encouraging collaboration. This approach makes students more engaged and improves their understanding of the material. This experience reinforces my belief in the effectiveness of scaffolding strategies in teaching."</i>
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From the interview responses, it's evident that both teachers have successfully utilized different instructional strategies to enhance student understanding of complex texts. Teacher 1 employed the think-aloud strategy, emphasizing its effectiveness in facilitating comprehension and expressing a commitment to further integrate it into teaching practices. On the other hand, Teacher 2 utilized the scaffolding strategy, breaking down challenging material into manageable sections and providing targeted support to students. Both experiences highlight the importance of employing varied instructional techniques to cater to diverse student needs and reinforce the belief in the efficacy of these strategies in promoting learning and comprehension.

**Table 9**  
**Interview with the teacher in SMA N 6 Metro**

No	Questions	Teacher respons
3	Why the teacher uses Think Aloud or Scaffolding strategies	T1 ( Think Aloud): Setahu saya, saya hanya menggunakan think aloud saja tanpa strategi lainnya.justru saya baru tau kalau saya

	<p>but also uses SQ3R, Reciprocal Teaching, and QARS strategies?</p>	<p>menggunakan strategi yang lainnya, dulu pernah mempelajarinya ada strategi tersebut cuma lebih tertarik ke think aloud karena lebih efisien menurut saya dalam mengajar di era merdeka belajar saat ini</p> <p><i>"As far as I know, I only use the Think Aloud strategy without incorporating other strategies. I was actually unaware that I was using other strategies as well. I had studied those strategies before, but I was more drawn to Think Aloud because I find it more efficient for teaching in the current era of merdeka learning."</i></p> <p>T2 ( Scaffolding): Saya meggunakan scaffolding di dalam kelas saya malah baru tau ini kalau ternyata saya menggunakan lebih dari 1 strategi di kelas karena emang kondisional kalau sudah mengajar di kelas tergantung anak anak di kelasnya.</p> <p><i>"I use scaffolding in my classroom and only just realized that I was employing more than one strategy. It's quite situational when teaching in the classroom, as it depends on the needs of the</i></p>
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		<i>students."</i>
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From this interview, it can be concluded that the T1 believes they are only using the Think Aloud strategy in their teaching without realizing they were also using other strategies. Despite having studied various strategies before, the teacher is more drawn to Think Aloud because it is considered more efficient in the current era of independent learning. Additionally, T2 acknowledges using scaffolding in their classroom and only recently realized that they were employing more than one strategy. This is due to the conditional nature of teaching, which depends on the needs of the students in the classroom.

After conducting observations and interviews, it was found that the teacher was unaware that they were using more than one strategy. The final step to strengthen the data is to observe the teacher's teaching modules as follows:

a. Think Aloud (T1)

The teaching modules explicitly detail the Think Aloud strategy as a core component of the instructional approach. This strategy is designed to help students understand the cognitive processes involved in reading comprehension. The modules include numerous scripts and examples where the teacher verbalizes their thought processes while reading. These think-alouds are crafted to demonstrate how effective readers monitor their comprehension, make predictions, and clarify misunderstandings. The inclusion of these detailed examples underscores the

teacher's commitment to using Think Aloud as a primary method for enhancing students' reading comprehension skills.

For instance, one module might include a passage where the teacher reads aloud and pauses at specific points to articulate thoughts such as, "I'm predicting that the character will face a challenge because of the hints given earlier in the text." This kind of verbalization provides students with a model for how to approach complex texts and develop their own comprehension strategies. The Think Aloud approach is thoroughly integrated into the teaching materials, making it evident that this is a deliberate and focused strategy employed by the teacher.

b. Scaffolding (T2)

Similarly, the teaching modules provide clear examples and case studies illustrating the application of scaffolding in reading comprehension. Scaffolding in these modules is depicted as a series of steps where the teacher provides structured support to students, which is gradually removed as students become more proficient. The modules outline various techniques for scaffolding, such as breaking down reading tasks into manageable parts, offering guided practice, and providing feedback. These strategies are designed to build students' confidence and skills incrementally.

For example, a module may present a case study where the teacher first introduces a new reading concept with a high level of support, such as through direct instruction and guided practice. Over subsequent lessons, the teacher gradually reduces this support, allowing students to take on more responsibility for

their learning. This process helps students develop autonomy and mastery over the reading skills being taught. The inclusion of these detailed scaffolding practices in the modules confirms that scaffolding is a key strategy used by the teacher.

In summary, the examination of the teaching modules corroborates the findings from observations and interviews. The modules clearly emphasize the Think Aloud strategy for T1 and Scaffolding for T2. These strategies are extensively documented with examples and case studies, underscoring their central role in the teacher's instructional practice. There is no evidence of other strategies being implemented, which aligns with the teacher's unawareness of using multiple strategies. This focused approach reflects the teacher's belief in the efficacy of Think Aloud and Scaffolding for enhancing reading comprehension in their classroom.

## **2. The Strength And Weakness Of The Strategies For Used By Teachers At SMA Negeri 6 Metro During Class.**

### **Strengths**

The think-aloud strategy, utilized by Teacher T1 for procedural text lessons, has several notable advantages. This method involves teachers verbalizing their thought processes while reading or solving a problem, thus modeling critical thinking and problem-solving techniques for students. By doing so, students are able to see how complex ideas are broken down and tackled step-by-step. One significant benefit of this approach is that it fosters an interactive learning

environment. Students become more engaged in the lesson, actively participating by asking questions and discussing the material with both the teacher and their peers. This heightened engagement is crucial for developing strong reading comprehension skills, which are essential in both academic and real-world contexts. Additionally, the think-aloud strategy encourages creativity among students, as they learn to construct their own texts and uncover hidden meanings within the texts they study. This method also helps students improve their ability to predict outcomes and understand the logical flow of procedural steps.

On the other hand, the scaffolding strategy, employed by Teacher T2 for narrative texts, offers a different set of benefits. Scaffolding involves the teacher providing structured support at the beginning of the learning process, which is gradually removed as students become more competent. This approach is particularly effective for breaking down complex concepts into more manageable parts, making them easier for students to grasp. By discussing each paragraph in detail and moving progressively through the text, students can build a deeper understanding of the material. This method also allows for tailored instruction, meeting each student's specific needs and ensuring that every learner receives the necessary support to succeed. Scaffolding promotes a step-by-step learning process, where students can focus on one segment at a time, reducing the cognitive load and making the learning process less overwhelming.

### **Weaknesses**

Despite their strengths, both the think-aloud and scaffolding strategies have their drawbacks. One significant disadvantage of the scaffolding approach is the time it requires. Because this method involves a detailed discussion of each paragraph, it can be time-consuming, making it difficult to cover all the necessary material within the limited classroom time. Additionally, the reliance on teacher support can lead to students becoming overly dependent on the teacher, which may hinder the development of independent problem-solving skills. The process can also cause disruptions in the classroom, as students may become restless while waiting for their turn to participate or when they struggle with the material.

Similarly, the think-aloud strategy presents its own set of challenges. Some students may find it difficult to follow the teacher's thought processes or to articulate their own thoughts, leading to frustration or disengagement. This method also requires a significant amount of practice and time to master, which can be challenging to allocate within the constraints of a school schedule. Moreover, there is the risk of students becoming distracted, particularly in a modern classroom setting where distractions like mobile phones are prevalent. Ensuring that all students remain focused and engaged throughout the think-aloud process can be a persistent challenge for teachers.

### **3. The Impacts of Strategies Used by Teachers During Class For Students at SMA Negeri 6 Metro**

Learning reading comprehension in the classroom presents numerous challenges, particularly due to the strategies employed by teachers. These strategies

often fail to capture students' attention and interest, leading to boredom and a lack of focus during lessons. As a result, students struggle to engage with the material effectively, especially when it comes to narrative texts. This lack of engagement and focus ultimately reflects in their performance evaluations, with students receiving lower scores on reading comprehension assessments. To address these challenges, it's essential to reevaluate teaching strategy to enhance student engagement and comprehension, thus creating a more conducive learning environment for understanding narrative texts.

**Table 10**  
**T2 Student Score of Reading Comprehension**

<b>No</b>	<b>Students' Initial</b>	<b>Descriptive text</b>	<b>Narrative</b>	<b>Improvement</b>
1	AR	55	60	5
2	AK	60	65	5
3	ANM	75	80	5
4	AUS	55	60	5
5	AKP	65	50	-5
6	AF	80	85	5
7	AKPA	65	50	-5
8	AUA	85	85	0
9	BS	75	90	15
10	CPR	70	65	-5
11	DLD	60	70	10
12	FOR	55	80	25
13	GAS	80	75	-5
14	ITL	65	70	5
15	KVP	70	90	20
16	MI	55	80	25
17	MFA	80	70	-10
18	MA	60	80	20
19	MAF	75	75	0
20	NN	70	75	5



21	NPS	65	70	5
22	NFM	85	85	0
23	QMI	65	70	5
24	RP	70	80	10
25	R	80	80	0
26	RA	65	80	25
27	SM	75	80	0
28	VZ	70	80	10
29	VC	85	80	-5
30	VIF	85	75	-10
31	VV	70	80	10
32	ZDS	85	75	-10

**Table 11**  
**T1 Student Score of Reading Comprehension**

No	Students' Initial	Narrative	Procedure	Improvement
1	AH	80	85	5
2	ANS	70	80	10
3	ALTP	75	70	-5
4	AMI	70	70	0
5	AM	80	85	5
6	ACI	65	70	5
7	CSA	60	75	15
8	CMP	70	75	5
9	DLA	65	60	-5
10	ES	75	70	-5
11	ENM	70	80	10
12	HP	80	90	10
13	IQ	70	80	10
14	IRD	80	75	-5
15	IOS	50	65	15
16	JA	60	75	15
17	LS	85	80	-5
18	LP	70	80	10
19	MISD	60	75	15
20	ME	85	85	0

21	MKY	75	80	5
22	MFH	85	90	15
23	NKLA	65	75	10
24	NPASA	70	80	10
25	NR	85	80	-5
26	NHH	80	85	5
27	RFP	75	70	-5
28	RA	65	70	5
29	RY	75	85	10
30	UFN	65	70	5
31	WP	85	90	5
32	YN	70	80	10

Based on the table above and the field notes from the observer, Based on the table above, there is a change in the scores of Class X 8 taught by T2 in descriptive and narrative text learning. The scores for narrative texts are higher than for descriptive texts when taught using scaffolding by T2, showing an improvement between the scores of descriptive and narrative tests.

For T1, in Class XI 4, which was taught using the think-aloud strategy, there is a change compared to previous scores in narrative texts for Class XI, even though the think-aloud strategy was used in both instances. There is an improvement in the scores between narrative and procedural text tests.

### **C. Discussion**

In the contemporary educational landscape, effective strategies are critical for enhancing student engagement and improving reading comprehension. On the first day T1 teaching about procedure teks in class XI 2, Teacher 1 (T1) employed

three distinct strategies: Think Aloud, SQ3R, and QARs. This discussion analyzes the implementation and effectiveness of these strategies, based on the observed data, and examines their impact on student behavior and reading comprehension in the classroom. The Think Aloud strategy involves the teacher verbalizing their thought process while reading a text. This technique aims to model cognitive processes for students, thereby enhancing their understanding and problem-solving skills. On the first day, T1 implemented this strategy with notable success. By explicitly sharing their thinking process, T1 provided students with a clear example of how to approach and comprehend texts systematically. This approach not only demystified complex reading tasks but also encouraged students to develop their reading comprehension. T1's proficiency in using this strategy indicates a strong command. This proficiency likely contributed to the overall positive reception and effectiveness of the Think Aloud approach in improving reading comprehension.

The SQ3R (Survey, Question, Read, Recite, Review) strategy is a structured strategy designed to improve reading comprehension and retention. On the first day, T1 used this strategy with a particular focus on one aspect: encouraging students to verbalize their thoughts while performing a task. This component is crucial as it aligns with the broader goal of fostering active engagement and critical thinking.

Implementation of the verbalization aspect of SQ3R was effective in promoting active learning and enhancing reading comprehension. By encouraging students to articulate their thoughts, helped them to process information more deeply and retain it more effectively.<sup>51</sup> This technique also provided an opportunity

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<sup>51</sup> Qishta, W. I., Keshta, A., & Al-Astal, I. (2021). The Effect of KWL and SQ3R Strategies on Developing Reading Comprehension Skills Among Eighth Graders in Gaza. *IUG Journal of*

for immediate feedback and clarification, which is essential for reinforcing learning.

Despite the effectiveness of this aspect of SQ3R, its full potential may not have been realized due to the limited scope of its implementation. The other components of SQ3R (Survey, Question, Read, Recite, and Review) are integral to the strategy's overall effectiveness. By focusing primarily on verbalization, T1 might have missed opportunities to engage students in a more comprehensive reading and comprehension process. Future implementations could benefit from incorporating all elements of SQ3R to maximize its impact on student learning and reading comprehension.

The QARs (Question-Answer Relationships) strategy helps students understand the different types of questions and the appropriate strategies for answering them. T1's implementation of QARs on the first day was comprehensive, with almost all aspects fulfilled effectively. This thorough approach likely contributed to a well-rounded understanding of the strategy among students.

QARs categorizes questions into four types: Right There (literal questions), Think and Search (inferential questions), Author and You (inferential questions requiring prior knowledge), and On Your Own (questions relying on personal experience or opinion). By addressing each type, T1 provided students with a framework for understanding and tackling different kinds of questions. This strategy not only improves comprehension but also equips students with reading comprehension applicable across various subjects.

The effectiveness of the QARs strategy in T1's classroom can be attributed to the structured approach and the teacher's ability to engage students actively. By systematically addressing each question type, T1 helped students to recognize the importance of context and strategy in answering questions. This approach likely enhanced their analytical skills and confidence in handling diverse question formats, thereby improving their overall reading comprehension.

Despite the effective use of these teaching strategies, student behavior presented a significant challenge. During the lesson, many students were observed playing in the classroom, which disrupted the learning process. Although T1 intervened by admonishing the students to remain quiet, some continued to be inattentive, even though they ultimately followed T1's instructions.

This behavioral issue underscores the complex dynamics of classroom management. Effective teaching strategies alone are not sufficient to ensure optimal learning; they must be complemented by robust classroom management techniques. T1's ability to eventually gain compliance from the students suggests a degree of authority and respect, but the initial disruption highlights the need for more proactive and preventative measures.

Several factors could contribute to the students' inattentiveness. The first day of implementing new strategies might have caused some confusion or resistance among students. Additionally, the varying levels of engagement and prior familiarity with the strategies might have influenced their behavior. It's also possible that the content or delivery did not fully capture the students' interest, leading to disengagement.

To address these issues, T1 could consider incorporating more interactive and varied instructional techniques to maintain student interest. Techniques such as group work, hands-on activities, and technology integration could help to engage students more actively. Additionally, establishing clear expectations and consistent consequences for behavior can create a more conducive learning environment.

Effective instructional strategies play a crucial role in enhancing student engagement and improving reading comprehension. On the first day teaching narrative texts in class X 7, Teacher 2 (T2) employed three specific strategies: Scaffolding, SQ3R, and QARs. This discussion delves into the implementation and effectiveness of these strategies, based on observed data, and examines their impact on student behavior and reading comprehension in the classroom.

Scaffolding is a teaching strategy that involves providing temporary support to students as they develop new skills, with the support gradually removed as students become more proficient. T2's use of scaffolding on the first day was exemplary. By offering structured support tailored to the students' current level of understanding, T2 effectively guided students through the learning process, fostering both independence and confidence.

Moreover, scaffolding promotes a supportive learning environment where students feel safe to take risks and make mistakes. T2's adept use of this strategy helped create a classroom culture that encouraged exploration and active participation. This environment is conducive to deep learning and improved reading comprehension, as students are more likely to engage with challenging texts when they know they have the necessary support. The SQ3R (Survey, Question, Read,

Recite, Review) strategy is a comprehensive strategy designed to enhance reading comprehension and retention. On the first day, T2 implemented this strategy with a focus on one particular aspect: encouraging students to verbalize their thoughts while performing a task. This component is critical as it fosters active engagement and critical thinking.

T2's implementation of the verbalization aspect of SQ3R was particularly effective in promoting active learning and enhancing reading comprehension. By encouraging students to articulate their thoughts, T2 helped them process information more deeply and retain it more effectively. This technique also provided an opportunity for immediate feedback and clarification, which is essential for reinforcing learning. The effectiveness of this aspect of SQ3R can be linked to T2's skill in fostering an environment where students felt comfortable verbalizing their thoughts. This open communication channel not only facilitated deeper understanding but also allowed T2 to gauge student comprehension in real-time and adjust instruction accordingly. However, like with T1, focusing primarily on verbalization might have limited the strategy's full potential. Future implementations could benefit from incorporating all elements of SQ3R to maximize its impact on student learning and reading comprehension.

The QARs (Question-Answer Relationships) strategy helps students understand different types of questions and the appropriate strategies for answering them. On the first day, T2 effectively implemented this strategy, focusing on two aspects: stimulating students' curiosity and discussing the text while students answered questions. T2's approach to QARs was comprehensive, ensuring students

understood how to handle various types of questions. The two aspects addressed—stimulating curiosity and discussing the text—played a significant role in enhancing engagement and comprehension. By stimulating curiosity, T2 motivated students to delve deeper into the text, making the reading process more interactive and enjoyable. This engagement is crucial for developing a sustained interest in reading and improving comprehension skills.

Discussing the text while students answered questions provided an interactive platform for exploring the material. This strategy not only reinforced students' understanding of the text but also encouraged collaborative learning. Students had the opportunity to hear different perspectives and clarify their own thoughts, leading to a more nuanced understanding of the material. The implementation of these strategies by T2 yielded positive results in terms of student behavior and engagement, although some challenges remained. Most students followed instructions well and actively participated in the lessons. They engaged with the material attentively, which is indicative of the effectiveness of the teaching strategies employed.

However, there were instances of students being disruptive, including playing with their phones. This behavior underscores the ongoing challenge of maintaining classroom discipline, even with effective instructional strategies in place. The presence of a few disruptive students can detract from the learning experience for others, highlighting the need for robust classroom management techniques. Several factors could contribute to the disruptive behavior observed. The introduction of new strategies might have caused some students to test



boundaries or express discomfort in unfamiliar settings. Additionally, the varying levels of student engagement and interest in the material might have influenced their behavior. Addressing these issues requires a multifaceted approach that includes clear expectations, consistent consequences, and engaging instructional techniques.

Comparing T2's implementation with T1's, several similarities and differences emerge. Both teachers utilized the SQ3R and QARs strategies, albeit with different emphases. T2's comprehensive use of scaffolding and focused aspects of QARs contributed to a more structured and engaging learning environment. T1's use of Think Aloud provided valuable cognitive modeling, while T2's scaffolding offered direct, tailored support. In terms of student behavior, T2's classroom appeared to be more orderly, with students following instructions more consistently. This difference might be attributed to the more structured support provided through scaffolding, which could have helped students feel more secure and focused. However, both teachers faced challenges with student engagement and behavior, indicating a need for ongoing refinement of classroom management techniques.

On the second day teaching procedure text in class XI 4 Teacher T1 used several instructional strategies to enhance student understanding and engagement with the text being studied. First, T1 employed the Think Aloud strategy from Vacca, where the teacher verbalizes their thought process while reading a text. This strategy aims to help students understand how to approach reading comprehension

by modeling cognitive processes such as predicting, questioning, and clarifying. However, despite its potential benefits, many students were distracted and frequently used their mobile phones during this session. This indicates that while the strategy might be effective in a more controlled environment, its success depends heavily on student focus and participation.

In addition, T1 used the Reciprocal Teaching strategy, focusing on two specific aspects: predicting and summarizing. For predicting, the teacher asked students to make educated guesses about the text before reading, which aims to activate prior knowledge and set a purpose for reading. For summarizing, students were instructed to summarize important parts of the text, which helps consolidate understanding and retain key information. However, the implementation of Reciprocal Teaching was somewhat lacking in depth. While the strategies were introduced, they might not have been reinforced or practiced enough to fully benefit the students.

T1 also used the SQ3R strategy, emphasizing one aspect: encouraging students to verbalize their thoughts while performing tasks. This helps students process and articulate their understanding, which can enhance comprehension and retention of the material. Despite focusing on only one aspect, this strategy was effectively implemented, encouraging active engagement from the students.

The QARS strategy was also used by T1, covering almost all aspects. This strategy helps students understand different types of questions and how to approach them, fostering critical thinking and reading comprehension. During T1's

instruction, the classroom environment was very lively. Despite initial distractions with mobile phones, students became very engaged during discussions. They were enthusiastic and actively participated in answering questions. This suggests that the interactive and participatory elements of T1's strategies, particularly aspects of Reciprocal Teaching and QARS, were effective in fostering student engagement, even though some strategies were not fully optimized.

In contrast, Teacher T2's approach on the second day teaching narrative text in class X 8 was markedly different, with a focus on Scaffolding and a more comprehensive implementation of SQ3R and QARS strategies. T2 used Scaffolding very effectively. This strategy involves providing support to students as they learn new concepts, gradually removing the support as students become more proficient. Scaffolding can include breaking tasks into manageable parts, providing examples, and offering feedback. T2's adept use of Scaffolding likely contributed to the students' attentive and responsive behavior, as they felt supported and capable of mastering the material.

Additionally, T2 employed the SQ3R strategy with a focus on two aspects: encouraging students to verbalize their thoughts while performing tasks and providing specific feedback on students' questions, summaries, and comprehension. This feedback is crucial for reinforcing learning and helping students understand and correct their mistakes. The inclusion of specific feedback likely enhanced the effectiveness of the SQ3R strategy, as students received guidance on how to improve their understanding and skills.

T2 also implemented the QARS strategy comprehensively, covering all aspects. This thorough approach helped students understand how to navigate different types of questions, improving their critical thinking and comprehension abilities. In contrast to T1's classroom, T2's class was characterized by a quieter, more focused atmosphere. Students were attentive and followed instructions well, although there were some instances of minor disruptions. This difference in classroom behavior could be attributed to T2's effective use of Scaffolding and detailed feedback, which likely helped students feel more confident and capable, reducing the need for off-task behavior.

The different outcomes observed in T1 and T2's classrooms highlight the importance of tailored instructional strategies and effective classroom management techniques. In terms of student engagement, T1's strategies, particularly the Think Aloud and Reciprocal Teaching, fostered high levels of engagement and enthusiasm during discussions. However, initial distractions with mobile phones suggest a need for better classroom management to minimize off-task behavior. In contrast, T2's effective use of Scaffolding and detailed feedback led to a more focused and attentive classroom environment.

The depth of strategy implementation also played a crucial role. While T1 introduced several strategies, the lack of depth in their application, particularly in Reciprocal Teaching, may have limited their effectiveness. T2's thorough implementation of Scaffolding and SQ3R with detailed feedback appeared to significantly contribute to student comprehension and engagement.

Feedback and support were critical factors in T2's success. Providing specific feedback helped enhance the effectiveness of the SQ3R strategy, highlighting the importance of not only introducing strategies but also offering continuous support and feedback to reinforce learning.

In conclusion, the comparison between T1 and T2's instructional strategies and their impact on student engagement and behavior underscores the importance of effective strategy implementation and classroom management. T1's use of Think Aloud, Reciprocal Teaching, and QARS, while fostering lively discussions, would benefit from stronger management and deeper strategy reinforcement. T2's success with Scaffolding, SQ3R, and QARS illustrates how structured support and detailed feedback can create a conducive learning environment, resulting in better student focus and participation. Moving forward, incorporating these insights can help refine teaching practices to better meet students' needs and enhance overall learning outcomes.

On the third day with the same material but In class XI 1, Teacher T1 employed various instructional strategies to enhance students' reading comprehension and engagement. T1 used scaffolding fairly well, focusing on two specific aspects: providing guided questions to help students gain a deeper understanding of the text and gradually reducing support as students improved in their reading comprehension skills. This strategy encourages students to become more independent learners. Additionally, T1 effectively used the Think Aloud strategy, where the teacher verbalizes their thought process while reading a text.

This helps students understand how to approach complex texts and model strategies they can use independently. T1 also implemented the SQ3R (Survey, Question, Read, Recite, Review) strategy, emphasizing two aspects: encouraging students to verbalize their thoughts while performing tasks and providing specific feedback on students' questions, summaries, and comprehension. By focusing on these aspects, T1 made the SQ3R strategy particularly effective, as students were both engaged in the learning process and received constructive feedback to improve their skills. Furthermore, T1 used the QARS (Question-Answer Relationship) strategy very effectively, covering almost all aspects. This strategy helps students understand different types of questions and how to approach answering them, enhancing their reading comprehension. During T1's instruction on the third day, the classroom environment was dynamic and engaging. Students actively participated in discussions, asked questions, and showed enthusiasm for the material. The effective use of scaffolding and detailed feedback through SQ3R and QARS likely contributed to this high level of student engagement and interaction.

On the third day with the same material in class X 4, Teacher T2 implemented several strategies with varying degrees of effectiveness, including scaffolding, Reciprocal Teaching, and SQ3R. T2 used scaffolding very effectively, ensuring that students received the necessary support to understand new concepts and gradually reducing this support as students became more proficient. This approach likely contributed to a focused and attentive classroom environment. T2 applied Reciprocal Teaching with a focus on one aspect: the clarification process, but encouraged student-led solutions. However, this aspect was not implemented as

effectively as it could have been, as the teacher provided more support and assistance rather than allowing students to lead the problem-solving process. This might have limited the students' opportunity to develop independent problem-solving skills. T2 used the SQ3R strategy quite well, but not as comprehensively as possible. The implementation was effective, but there was room for improvement in ensuring all aspects of the strategy were covered in detail. During T2's instruction on the second day, students were attentive to the teacher's explanations and followed instructions well. There were, however, a few students who were distracted or disruptive. Nonetheless, students were actively engaged in asking questions and seeking clarifications, which indicates a good level of interest and participation in the lesson.

Comparing the instructional strategies and their impact on student engagement between T1 on the third day and T2 on the third day reveals some important insights. T1's strategies, particularly the Think Aloud and the detailed aspects of SQ3R and QARS, fostered high levels of engagement and enthusiasm during discussions. The gradual reduction of support in scaffolding also encouraged independence. In contrast, T2's effective use of scaffolding ensured students were attentive, but the lack of sufficient student-led problem solving in Reciprocal Teaching might have limited deeper engagement. T1's thorough implementation of scaffolding, Think Aloud, SQ3R, and QARS contributed to a dynamic learning environment where students were actively participating and engaged. T2's strategies, while generally effective, could have benefited from a more balanced approach in Reciprocal Teaching to encourage more student autonomy. Both

teachers faced challenges with student distractions. However, T1's strategies seemed to foster a more lively and interactive classroom environment, which might have helped mitigate off-task behavior. T2's classroom was more focused, but occasional disruptions highlighted the need for consistent classroom management techniques. T1's detailed feedback in the SQ3R strategy was crucial for reinforcing learning and helping students improve their comprehension skills. T2's scaffolding provided necessary support, but the feedback component could have been more robust, particularly in the Reciprocal Teaching strategy.

In conclusion, the comparison between T1 and T2's instructional strategies and their impact on student engagement and behavior underscores the importance of effective strategy implementation and classroom management. T1's use of scaffolding, Think Aloud, SQ3R, and QARS created an engaging and interactive learning environment, promoting both participation and comprehension. T2's success with scaffolding and generally good use of SQ3R were effective, but there was room for improvement in the Reciprocal Teaching strategy to encourage more student-led problem solving. Moving forward, these insights can help refine teaching practices to better meet students' needs and enhance overall learning outcomes. Implementing strategies with depth and providing consistent support and feedback are key to creating a conducive learning environment that fosters both engagement and independence among students.

On the fourth day teaching procedure text in class XI 5, both Teacher T1 and Teacher T2 continued to employ various instructional strategies to enhance



student comprehension and engagement with their respective texts. T1 used scaffolding effectively, focusing on one specific aspect: providing guided questions to lead students toward a deeper understanding of the text. This approach helps students engage more thoughtfully and critically with the material, prompting them to consider deeper meanings and connections within the text. Additionally, T1 utilized the Think Aloud strategy very well, where the teacher verbalizes their thought process while reading a text. This strategy serves as a model for students, demonstrating how to approach complex texts, make predictions, ask questions, and clarify misunderstandings. By seeing these strategies in action, students can adopt similar approaches in their own reading.

T1 also implemented the SQ3R (Survey, Question, Read, Recite, Review) strategy, focusing on two aspects: encouraging students to verbalize their thoughts while performing tasks and providing specific feedback on students' questions, summaries, and comprehension. The implementation of these aspects was fairly effective, encouraging students to engage with the material actively and providing them with constructive feedback to improve their comprehension skills. Furthermore, T1 used the QARS (Question-Answer Relationship) strategy effectively, focusing on two aspects: discussing the text with students, and explaining how to combine information from the text with personal understanding or experiences. This interactive approach fosters critical thinking and comprehension by prompting students to think about the text and articulate their understanding. During T1's instruction on the fourth day, the classroom environment was calm and conducive to learning. The teacher allowed students to

read their textbooks during reading practice, creating a relaxed atmosphere. This approach helped students feel more comfortable and engaged, leading to a quieter, more focused classroom environment that was well-managed by T1.

On the same day and in class X 3, Teacher T2 implemented several strategies with varying degrees of effectiveness. T2 used scaffolding very effectively, providing the necessary support to help students understand new concepts and gradually reducing this support as students became more proficient. This approach likely contributed to a focused and attentive classroom environment. T2 applied Reciprocal Teaching, though only focusing on one aspect: asking students to make educated predictions about the text before reading. However, this aspect was not implemented as effectively as it could have been, as the teacher provided more support and assistance rather than encouraging students to lead the prediction process.

This might have limited the students' opportunity to develop independent predictive skills. T2 implemented the SQ3R strategy, focusing on two aspects: encouraging students to verbalize their thoughts while performing tasks and providing specific feedback on students' questions, summaries, and comprehension. The implementation of these aspects was moderately effective, encouraging students to engage with the material actively and providing them with constructive feedback to improve their comprehension skills. Additionally, T2 used the QARS strategy effectively, covering all necessary aspects. This comprehensive approach helps students understand different types of questions and how to

approach answering them, enhancing their reading comprehension. During T2's instruction, students were attentive to the teacher's explanations and followed instructions well. The classroom environment was active, with students frequently asking questions and engaging in discussions. This indicates a high level of interest and participation in the lesson, although there were moments of distraction and off-task behavior.

Comparing the instructional strategies and their impact on student engagement between T1 and T2 on the fourth day reveals some important insights. T1's strategies, particularly the Think Aloud and the detailed aspects of SQ3R and QARS, fostered a calm and focused learning environment. The gradual reduction of support in scaffolding also encouraged independence. In contrast, T2's effective use of scaffolding ensured students were attentive, but the lack of sufficient student-led prediction in Reciprocal Teaching might have limited deeper engagement. T1's thorough implementation of scaffolding, Think Aloud, SQ3R, and QARS contributed to a relaxed yet engaged learning environment where students actively participated and engaged with the material. T2's strategies, while generally effective, could have benefited from a more balanced approach in Reciprocal Teaching to encourage more student autonomy. Both teachers faced challenges with student distractions. However, T1's strategies fostered a more relaxed and focused classroom environment, which helped mitigate off-task behavior. T2's classroom was active and engaging, but occasional disruptions highlighted the need for consistent classroom management techniques. T1's detailed feedback in the SQ3R strategy was crucial for reinforcing learning and helping students improve

their comprehension skills. T2's scaffolding provided necessary support, but the feedback component in the Reciprocal Teaching strategy could have been more robust.

In conclusion, the comparison between T1 and T2's instructional strategies and their impact on student engagement and behavior underscores the importance of effective strategy implementation and classroom management. T1's use of scaffolding, Think Aloud, SQ3R, and QARS created a calm, engaging, and interactive learning environment, promoting both participation and comprehension. T2's success with scaffolding and generally good use of SQ3R were effective, but there was room for improvement in the Reciprocal Teaching strategy to encourage more student-led prediction. Moving forward, these insights can help refine teaching practices to better meet students' needs and enhance overall learning outcomes. Implementing strategies with depth and providing consistent support and feedback are key to creating a conducive learning environment that fosters both engagement and independence among students.

On the fifth day teaching procedure text in class XI 3, both Teacher T1 and Teacher T2 continued to implement various instructional strategies to support students' reading comprehension and engagement, albeit with differing outcomes. T1 effectively used the Think Aloud strategy, where the teacher verbalizes their thought process while reading a text. This strategy serves as a valuable model for students, demonstrating how to approach and analyze complex texts, make predictions, ask questions, and clarify misunderstandings. Additionally, T1

implemented the QARS (Question-Answer Relationship) strategy, focusing on two aspects: stimulating students' curiosity to engage more deeply with the text, and discussing the text with students to encourage critical thinking and comprehension. However, due to an urgent matter outside of class, T1 had to rush through the lesson, which was only an hour long. This rushed approach and the pressing external activities impacted the classroom environment, causing disruptions. Many students were noisy, and some even left the class to eat at the cafeteria. This situation highlights how external factors and a lack of supervision can negatively affect the learning atmosphere, emphasizing the need for structured and well-managed classrooms to facilitate effective reading comprehension lessons.

Teacher T2 used scaffolding very effectively in class X 1, providing necessary support to help students understand new concepts and gradually reducing this support as they became more proficient, ensuring a well-structured learning process. T2 applied the Reciprocal Teaching strategy by asking students to make educated predictions about the text before reading, which was implemented well and encouraged students to think critically about the text. Additionally, T2 used the SQ3R (Survey, Question, Read, Recite, Review) strategy, focusing on encouraging students to verbalize their thoughts while performing tasks and prompting students to answer questions without looking at the text, thereby reinforcing comprehension and recall abilities. During T2's instruction, students were attentive and engaged, actively asking questions and participating in the lesson. This high level of interest and involvement suggests that T2's well-implemented strategies and effective classroom management contributed to a positive learning experience.

Comparing the instructional strategies and their impact on student engagement between T1 and T2 on the fifth day reveals several key insights. T1's effective use of the Think Aloud and QARS strategies was overshadowed by the rushed nature of the lesson and external disruptions, highlighting the importance of well-paced lessons and consistent classroom management. In contrast, T2's structured and well-managed classroom environment, facilitated by effective use of scaffolding, Reciprocal Teaching, and SQ3R strategies, resulted in attentive and engaged students. T1's lesson was marred by noise and distractions, illustrating how inadequate supervision and external interruptions can negatively impact student engagement and learning outcomes. On the other hand, T2's classroom was characterized by attentiveness and active participation, suggesting that the well-implemented strategies and effective classroom management contributed to a productive learning experience.

It can be concluded that out of five different classes with the same material, Teacher T1 used the Think Aloud strategy. Although other strategies also fulfilled various aspects, Teacher T1 utilized the most critical aspect of the Think Aloud strategy, indicating that this was the strategy being used. Similarly, Teacher T2 employed the Scaffolding strategy because it met the most essential aspect of scaffolding, even though other strategies also had some fulfilled aspects.

Thus, it is evident that Teacher T1 used the Think Aloud strategy, and Teacher T2 used the Scaffolding strategy, each by prioritizing the most important aspects of these strategies.

Based on the observations and field notes, the implementation of scaffolding by T2 and think-aloud by T1 has generally had a positive impact on students at SMAN 6 Metro. These strategies have promoted active participation, high levels of student inquiry, and above-average performance on assessments, demonstrating their effectiveness in enhancing reading comprehension and content mastery. However, some students still require additional guidance, as many are easily distracted and fail to pay full attention during instruction, leading to a somewhat noisy classroom environment.

Despite these challenges, the positive outcomes of using scaffolding and think-aloud strategies are evident in the increased student motivation and enthusiastic participation in classroom activities. To address the issue of student distraction, it is crucial for teachers to incorporate more interactive and engaging activities, foster a positive classroom atmosphere, and minimize distractions. By continuously assessing and adapting teaching strategies, educators can better cater to the diverse needs of students, ultimately creating a more supportive and effective learning environment.

The amount of experience in practicing English affects how teachers teach in the classroom.<sup>52</sup> Based on the interview with T1, she answered the question, "Have you ever participated in teacher training outside of school?"

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<sup>52</sup> DeVillar, R. A., & Jiang, B. (2012). From student teaching abroad to teaching in the US classroom: Effects of global experiences on local instructional practice. *Teacher Education Quarterly*, hal 7-24.

*"Saya pernah ikut pelatihan sebelumnya dan banyak yang sudah saya ikuti, selanjutnya nanti saya ada niatan mau ikut pelatihan lagi"*

"I have attended training sessions before and have participated in many. I also plan to attend more training in the future."

Based on the data, it is evident that training significantly influences teaching styles in school. The amount of experience in practicing English affects how teachers teach in the classroom. From the interview with T1, she stated, "I have attended training sessions before and have participated in many. I also plan to attend more training in the future." This shows that participating in training helps teachers feel more confident and teach effectively, enabling students to better understand the material explained by the teacher. However, despite this, some students still struggle with their academic performance.

Based on the interview with T2 with the question: Why did you leave the class while teaching the students and seem to be in a hurry?

*"saya meninggalkan kelas karena ada panggilan mendadak oleh kepala sekolah untuk segera hadir ke perpustakaan karena akan ada buku baru yang masuk, mengingat saya sebagai kepala perpustakaan di sekolah"*



"I left the class because I received an urgent call from the principal to come to the library immediately as new books were arriving. Since I am the head of the school library, I needed to be there."

T2 is role as Head Librarian adds complexity to her teaching responsibilities. Balancing these duties with her teaching can be challenging and may sometimes impact her classroom management and lesson delivery. For instance, she might have to attend to urgent library-related tasks, which could lead to a hurried teaching pace or reduced availability for student support. This dual role might also limit the time she can spend preparing lessons or providing detailed feedback, potentially leading to a more variable learning experience for her students.

T1 approach ensures a structured and supportive environment conducive to language skill development, while T2 focus on literary analysis enriches students' appreciation and understanding of literature, albeit with potential challenges due to her additional librarian duties. Understanding these differences helps highlight the importance of aligning teaching strategies with both the educational objectives and the practical constraints faced by educators. The Think-Aloud strategy has shown to be very helpful for students in Class XI when learning procedure texts. Students' daily test scores improved compared to their previous scores in narrative texts. This means that using the Think-Aloud strategy helps students understand and do better in procedure texts. Therefore, it is clear that the Think-Aloud strategy works well for teaching procedure texts.

Similarly, the Scaffolding strategy has had a positive impact on students in Class X when learning narrative texts. Students' scores improved noticeably compared to their scores in descriptive texts. This shows that the Scaffolding strategy helps students learn and understand narrative texts better. Therefore, it can be concluded that the Scaffolding strategy is effective and suitable for teaching narrative texts.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on discussion in result of the research T2 uses the scaffolding strategy for teaching narrative texts. Although other strategies meet several necessary aspects, scaffolding uniquely fulfills a crucial component: the teacher provides assistance during the early stages of learning, then gradually reduces the aid, allowing students to complete sentences or paragraphs independently before moving to the next. Therefore, it can be concluded that T2 effectively implements the scaffolding strategy for narrative text lessons. On the other hand, T1 uses the think-aloud strategy for teaching procedural texts. While other strategies also meet some requirements, think-aloud distinctively addresses a key aspect: the teacher verbalizes their thoughts out loud during reading, which helps clarify their thinking process and fosters student creativity. Hence, it is concluded that T1 successfully applies the think-aloud strategy in teaching procedural texts.

In classroom teaching, the use of the think-aloud strategy by T1 for procedural text lessons offers several advantages. Students become more engaged, actively asking questions and discussing the material. This strategy enables students to be creative in constructing texts and understanding the underlying meanings within the texts studied. Conversely, T2 employs a scaffolding strategy in teaching narrative texts, which helps students follow instructions and understand the text progressively, discussing it with the teacher from one paragraph to the next.

However, the scaffolding strategy used by T2 also has its drawbacks. Students require a significant amount of time to comprehend each paragraph and to respond to questions, often causing noise in the classroom, though they eventually settle down. Meanwhile, in the procedural text lessons taught by T1, students need to understand and predict the content of the text based on the steps being discussed. Yet, some students are distracted by their own phones, which diminishes the effectiveness of the lesson.

Teacher T2's use of the scaffolding strategy in teaching narrative texts is highly effective, as evidenced by the significant improvement in students' daily test scores. While both descriptive and narrative texts were taught using scaffolding, the most notable score improvements were seen in narrative texts, indicating that scaffolding is particularly well-suited for this type of material. Similarly, Teacher T1's use of the think-aloud strategy in teaching procedural texts has proven to be very effective. Students showed significant improvement in their daily test scores for both narrative and procedural texts when taught with this strategy and procedural texts and narrative texts included in intensive reading. This demonstrates that the think-aloud strategy is especially beneficial for teaching procedural texts, leading to better results than scaffolding for this material.

## **B. Suggestion**

### **1. For Teachers at SMA Negeri 6 Metro**

Consider participating in professional development workshops or training sessions focused on effective teaching strategies, particularly in reading

comprehension. This could provide valuable insights and techniques to enhance the implementation of strategy like "think-aloud" and scaffolding. Regularly assess student engagement and comprehension levels during lessons to identify areas for improvement and adjust teaching strategies accordingly. Flexibility and adaptability are key in meeting the diverse needs of students.

## 2. For Students

Actively engage in classroom activities and discussions to enhance reading comprehension. Participating in activities like "think-aloud" sessions and group discussions can deepen understanding and foster collaboration with peers. Take advantage of resources outside the classroom, such as online tutorials, reading materials, and study groups, to further strengthen reading comprehension skills. Practicing regularly and seeking additional support when needed can lead to significant improvement over time.

## 3. For Other Researchers

Conduct further studies to explore the effectiveness of different teaching strategies in improving reading comprehension outcomes among students, considering factors such as teacher training, classroom environment, and student demographics. Investigate innovative approaches to teaching reading comprehension, including the integration of technology, gamification, and culturally responsive teaching practices. Exploring new strategy and technologies can provide valuable insights into effective teaching strategies for diverse student populations

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# APPENDICIES

### OBSERVATION SHEET

$$T_1 = \overline{X}_1$$

$$T_2 = \overline{X}_2$$

HI

#### Observation Sheet

The observations were aimed at obtaining information and data about the types and processes of using teaching strategies in classes by english teachers at SMA N 6 Metro.

- Evaluation Criteria  
 1 = Very Poor  
 2 = Poor  
 3 = Fairly Good  
 4 = Good  
 5 = Very Good

No	Teacher Strategies	Aspect	Teacher 1	Teacher 2	Criteria				
					1	2	3	4	5
1	Scaffolding	Teacher assesses students' prior knowledge relevant to the text.		✓					✓
		Guided questions are provided to lead students toward a deeper understanding of the text.	✓	✓		T <sub>2</sub>			T <sub>1</sub>
		Discussion questions or activities that facilitate synthesis and evaluation of the text are used.		✓				✓	
		The teacher provides assistance during the early stages of learning, then gradually reduces the aid and gives students opportunities to complete sentences or paragraphs		✓					

		<i>independently before moving on to the next sentence or paragraph.</i>							
		Teacher provides specific, constructive feedback to each student on their reading comprehension progress.		✓				✓	
2	Think aloud	The teacher plan key points for sharing their thinking	✓						✓
		<i>The teachers make their thinking explicit by verbalizing their thoughts while reading orally and creativity of students</i>	✓					✓	
		The Teacher Opportunities are provided for students to make in small groups or pairs.	✓						✓
		Misconceptions or misunderstandings are addressed promptly through guided questioning or clarification.	✓	✓	T <sub>2</sub>			T <sub>1</sub>	3
		Teacher reflects on the lesson's effectiveness and student	✓	✓	T <sub>2</sub>			T <sub>1</sub>	

3	Reciprocal Teaching	understanding.							
		Teacher explains the concept and purpose of the learning							
		The teacher ask Students to make educated predict about the text before reading.	✓	✓	T <sub>1</sub>	T <sub>2</sub>			
		Teacher models how to ask effective questions and encourages a variety of question types.							
		The teacher gives instruction to student to summarize the important part of the teks	✓		✓				
		Teacher supports the clarification process but encourages student-led solutions.		✓	✓				
		Teacher facilitates the discussion, ensuring all students contribute and engage.							
	<i>The teacher asks students to share the role of teacher by allowing both to lead the discussion about a given reading.</i>								

		<p><i>Reciprocal Teaching involves four strategies that guide the discussion: predicting, generating question, summarizing and clarifying</i></p> <p>Teacher assesses improvements in reading comprehension and critical thinking skills.</p>							
4	SQ3R	<p>The teacher encourage students to verbalize their thoughts while performing a task</p> <p><i>The teacher uses the SQ3R strategy, which involves: (1) quickly reading the chapter headings to identify important parts, (2) turning the headings into questions, (3) reading to find the answers to these questions, and (4) recalling the important points by retelling or writing them down to remember key details.</i></p> <p>Teacher provides</p>	✓	✓				T <sub>1</sub>	T <sub>2</sub>

		specific feedback on students' questions, summaries, and comprehension.	✓	✓		T <sub>1</sub>	T <sub>2</sub>		
		Teacher facilitates a class discussion to review and reinforce key concepts and answers.							
		Teacher prompts students to answer their questions without looking at the text.		✓		✓			
5	Question answer relationship (QARS)	Teacher simulate students' curiosity motivates students.	✓	✓				T <sub>1</sub>	T <sub>2</sub>
		The teacher give explain about what kind of the text that will give to the student	✓	✓			T <sub>1</sub>	T <sub>2</sub>	
		<i>The teacher ensures that in practice, students only skim the reading. To understand further, the focus of students is on the questions given by the teacher about the text.</i>							
		The teacher discusses the text and the students answer.	✓	✓		T <sub>1</sub>			T <sub>2</sub>

		Teacher explains how to combine information from the text with personal understanding or experiences.								
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## NOTE:

- (T<sub>1</sub>)
- Siswa dikelas ada yang ribut dan main hp sendiri
  - siswa aktif di kelas
  - siswa ~~bertanya~~ banyak bertanya

T<sub>2</sub>

- siswa mampu mengikuti arahan guru
- siswa ribut dikelas
- siswa memperhatikan materi

$$T_1 = \overline{X}_{14}$$

$$T_2 = \overline{X}_8$$

H-2

### Observation Sheet

The observations were aimed at obtaining information and data about the types and processes of using teaching strategies in classes by english teachers at SMA N 6 Metro.

#### Evaluation Criteria

- 1 = Very Poor
- 2 = Poor
- 3 = Fairly Good
- 4 = Good
- 5 = Very Good

No	Teacher Strategies	Aspect	Teacher 1	Teacher 2	Criteria					
					1	2	3	4	5	
1	Scaffolding	Teacher assesses students' prior knowledge relevant to the text.		✓						✓
		Guided questions are provided to lead students toward a deeper understanding of the text.	✓	✓		$T_2$				$T_1$
		Discussion questions or activities that facilitate synthesis and evaluation of the text are used.		✓					✓	
		<i>The teacher provides assistance during the early stages of learning, then gradually reduces the aid and gives students opportunities to complete sentences or paragraphs</i>		✓						



		<i>independently before moving on to the next sentence or paragraph.</i>							
		Teacher provides specific, constructive feedback to each student on their reading comprehension progress.		✓				✓	
2	Think aloud	The teacher plan key points for sharing their thinking	✓						✓
		<i>The teachers make their thinking explicit by verbalizing their thoughts while reading orally and creativity of students</i>	✓					✓	
		The Teacher Opportunities are provided for students to make in small groups or pairs.	✓						✓
		Misconceptions or misunderstandings are addressed promptly through <b>guided</b> questioning or clarification.	✓	✓	T <sub>2</sub>			T <sub>1</sub>	
		Teacher reflects on the lesson's effectiveness and student	✓	✓	T <sub>2</sub>			T <sub>1</sub>	

		understanding.							
3	Reciprocal Teaching	Teacher explains the concept and purpose of the learning							
		The teacher ask Students to make educated predict about the text before reading.	✓	✓	T <sub>1</sub>	T <sub>2</sub>			
		Teacher models how to ask effective questions and encourages a variety of question types.							
		The teacher gives instruction to student to summarize the important part of the teks	✓		✓				
		Teacher supports the clarification process but encourages student-led solutions.		✓	✓				
		Teacher facilitates the discussion, ensuring all students contribute and engage.							
		<i>The teacher asks students to share the role of teacher by allowing both to lead the discussion about a given reading.</i>							

		<p><i>Reciprocal Teaching involves four strategies that guide the discussion: predicting, generating question, summarizing and clarifying</i></p>							
		<p>Teacher assesses improvements in reading comprehension and critical thinking skills.</p>							
4	SQ3R	<p>The teacher encourage students to verbalize their thoughts while performing a task</p>	✓	✓				T <sub>2</sub>	T <sub>1</sub>
		<p><i>The teacher uses the SQ3R strategy, which involves: (1) quickly reading the chapter headings to identify important parts, (2) turning the headings into questions, (3) reading to find the answers to these questions, and (4) recalling the important points by retelling or writing them down to remember key details.</i></p>							
		<p>Teacher provides</p>							

		specific feedback on students' questions, summaries, and comprehension.	✓	✓		T <sub>2</sub>	T <sub>1</sub>		
		Teacher facilitates a class discussion to review and reinforce key concepts and answers.							
		Teacher prompts students to answer their questions without looking at the text.		✓		✓			
5	Question answer relationship (QARS)	Teacher simulate students' curiosity motivates students.	✓	✓			T <sub>1</sub>	T <sub>2</sub>	
		The teacher give explain about what kind of the text that will give to the student	✓	✓		T <sub>1</sub>	T <sub>2</sub>		
		<i>The teacher ensures that in practice, students only skim the reading. To understand further, the focus of students is on the questions given by the teacher about the text.</i>							
		The teacher discusses the text and the students answer.	✓	✓		T <sub>1</sub>			T <sub>2</sub>

		Teacher explains how to combine information from the text with personal understanding or experiences.							
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## NOTE:

T<sub>1</sub>

- Siswa mampu mengikuti pelajaran dengan baik
- Siswa mengerti apa yang disampaikan oleh guru
- Siswa banyak bertanya & aktif

T<sub>2</sub>

- Siswa aktif di kelas
- Siswa mengikuti pelajaran dengan baik
- Siswa ribut di kelas.

$$T_1 = \bar{X}_1$$

$$T_2 = \bar{X}_4$$

H-3

**Observation Sheet**

The observations were aimed at obtaining information and data about the types and processes of using teaching strategies in classes by english teachers at SMA N 6 Metro.

- Evaluation Criteria  
 1 = Very Poor  
 2 = Poor  
 3 = Fairly Good  
 4 = Good  
 5 = Very Good

No	Teacher Strategies	Aspect	Teacher 1	Teacher 2	Criteria				
					1	2	3	4	5
1	Scaffolding	Teacher assesses students' prior knowledge relevant to the text.		✓					✓
		Guided questions are provided to lead students toward a deeper understanding of the text.	✓	✓		$T_2$			$T_1$
		Discussion questions or activities that facilitate synthesis and evaluation of the text are used.		✓				✓	
		<i>The teacher provides assistance during the early stages of learning, then gradually reduces the aid and gives students opportunities to complete sentences or paragraphs</i>		✓					✓

		<i>independently before moving on to the next sentence or paragraph.</i>							
		Teacher provides specific, constructive feedback to each student on their reading comprehension progress.		✓				✓	
2	Think aloud	The teacher plan key points for sharing their thinking	✓						✓
		<i>The teachers make their thinking explicit by verbalizing their thoughts while reading orally and creativity of students</i>	✓					✓	
		The Teacher Opportunities are provided for students to make in small groups or pairs.	✓						✓
		Misconceptions or misunderstandings are addressed promptly through guided questioning or clarification.	✓	✓	T <sub>2</sub>			T <sub>1</sub>	
		Teacher reflects on the lesson's effectiveness and student	✓	✓	T <sub>2</sub>		T <sub>1</sub>		

		understanding.								
3	Reciprocal Teaching	Teacher explains the concept and purpose of the learning								
		The teacher ask Students to make educated predict about the text before reading.	✓	✓		T <sub>1</sub>	T <sub>2</sub>			
		Teacher models how to ask effective questions and encourages a variety of question types.								
		The teacher gives instruction to student to summarize the important part of the teks	✓		✓					
		Teacher supports the clarification process but encourages student-led solutions.		✓	✓					
		Teacher facilitates the discussion, ensuring all students contribute and engage.								
		<i>The teacher asks students to share the role of teacher by allowing both to lead the discussion about a given reading.</i>								



		<p><i>Reciprocal Teaching involves four strategies that guide the discussion: predicting, generating question, summarizing and clarifying</i></p> <p>Teacher assesses improvements in reading comprehension and critical thinking skills.</p>							
4	SQ3R	<p>The teacher encourage students to verbalize their thoughts while performing a task</p> <p><i>The teacher uses the SQ3R strategy, which involves: (1) quickly reading the chapter headings to identify important parts, (2) turning the headings into questions, (3) reading to find the answers to these questions, and (4) recalling the important points by retelling or writing them down to remember key details.</i></p> <p>Teacher provides</p>	✓	✓				T <sub>1</sub>	T <sub>2</sub>

		specific feedback on students' questions, summaries, and comprehension.	✓	✓		T <sub>1</sub>	T <sub>2</sub>		
		Teacher facilitates a class discussion to review and reinforce key concepts and answers.							
		Teacher prompts students to answer their questions without looking at the text.		✓		✓			
5	Question answer relationship (QARS)	Teacher simulate students' curiosity motivates students.	✓	✓			T <sub>1</sub>	T <sub>2</sub>	
		The teacher give explain about what kind of the text that will give to the student	✓	✓		T <sub>1</sub>	T <sub>2</sub>		
		<i>The teacher ensures that in practice, students only skim the reading. To understand further, the focus of students is on the questions given by the teacher about the text.</i>							
		The teacher discusses the text and the students answer.	✓	✓			T <sub>1</sub>	T <sub>2</sub>	

		Teacher explains how to combine information from the text with personal understanding or experiences.								
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**NOTE:**

- T<sub>1</sub>
- Siswa mengikuti instruksi guru dengan baik
  - Siswa banyak tanya ke guru ke aktif berkelompok
  - siswa bekerja sama dalam mengerjakan tugas/kelompok

- T<sub>2</sub>
- Siswa mampu mengikuti pembelajaran guru
  - siswa main hp sendiri saat di kelas
  - siswa aktif bertanya.

$$T_1 = \overline{X} 5$$

$$T_2 = \overline{X} 3$$

H-4

### Observation Sheet

The observations were aimed at obtaining information and data about the types and processes of using teaching strategies in classes by english teachers at SMA N 6 Metro.

#### Evaluation Criteria

- 1 = Very Poor
- 2 = Poor
- 3 = Fairly Good
- 4 = Good
- 5 = Very Good

No	Teacher Strategies	Aspect	Teacher 1	Teacher 2	Criteria				
					1	2	3	4	5
1	Scaffolding	Teacher assesses students' prior knowledge relevant to the text.		✓					✓
		Guided questions are provided to lead students toward a deeper understanding of the text.	✓	✓		T <sub>2</sub>			T <sub>1</sub>
		Discussion questions or activities that facilitate synthesis and evaluation of the text are used.		✓				✓	
		The teacher provides assistance during the early stages of learning, then gradually reduces the aid and gives students opportunities to complete sentences or paragraphs		✓					

		<i>independently before moving on to the next sentence or paragraph.</i>							
		Teacher provides specific, constructive feedback to each student on their reading comprehension progress.		✓				✓	
2	Think aloud	The teacher plan key points for sharing their thinking	✓						✓
		<i>The teachers make their thinking explicit by verbalizing their thoughts while reading orally and creativity of students</i>	✓					✓	
		The Teacher Opportunities are provided for students to make in small groups or pairs.	✓						✓
		Misconceptions or misunderstandings are addressed promptly through guided questioning or clarification.	✓	✓		T <sub>2</sub>	T <sub>1</sub>		
		Teacher reflects on the lesson's effectiveness and student	✓	✓	T <sub>2</sub>		T <sub>1</sub>		



		<p><i>Reciprocal Teaching involves four strategies that guide the discussion: predicting, generating question, summarizing and clarifying</i></p> <p>Teacher assesses improvements in reading comprehension and critical thinking skills.</p>								
4	SQ3R	<p>The teacher encourage students to verbalize their thoughts while performing a task</p> <p><i>The teacher uses the SQ3R strategy, which involves: (1) quickly reading the chapter headings to identify important parts, (2) turning the headings into questions, (3) reading to find the answers to these questions, and (4) recalling the important points by retelling or writing them down to remember key details.</i></p> <p>Teacher provides</p>	✓	✓					T <sub>2</sub>	T <sub>1</sub>

		specific feedback on students' questions, summaries, and comprehension.	✓	✓		$\hat{T}_1$	$\hat{T}_2$		
		Teacher facilitates a class discussion to review and reinforce key concepts and answers.							
		Teacher prompts students to answer their questions without looking at the text.							
5	Question answer relationship (QARS)	Teacher simulate students' curiosity motivates students.	✓	✓				$\hat{T}_1$	$\hat{T}_2$
		The teacher give explain about what kind of the text that will give to the student	✓	✓		$\hat{T}_1$	$\hat{T}_2$		
		<i>The teacher ensures that in practice, students only skim the reading. To understand further, the focus of students is on the questions given by the teacher about the text.</i>							
		The teacher discusses the text and the students answer.	✓	✓		$\hat{T}_1$	$\hat{T}_2$		



		Teacher explains how to combine information from the text with personal understanding or experiences.								
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## NOTE:

T<sub>1</sub>

- siswa aktif bertanya
- siswa bekerja sama untuk menyelesaikan soal
- siswa berhasil mengerjakan soal tepat waktu

T<sub>2</sub>

- siswa mampu mengikuti aktivitas belajar di kelas
- siswa asik dengan hp kalau sudah di tegur

$T_1 = X/3$  H/5  
 $T_2 = X/1$

### Observation Sheet

The observations were aimed at obtaining information and data about the types and processes of using teaching strategies in classes by English teachers at SMA N 6 Metro.

#### Evaluation Criteria

- 1 = Very Poor
- 2 = Poor
- 3 = Fairly Good
- 4 = Good
- 5 = Very Good

No	Teacher Strategies	Aspect	Teacher 1	Teacher 2	Criteria					
					1	2	3	4	5	
1	Scaffolding	Teacher assesses students' prior knowledge relevant to the text.		✓						✓
		Guided questions are provided to lead students toward a deeper understanding of the text.	✓	✓		$T_2$				$T_1$
		Discussion questions or activities that facilitate synthesis and evaluation of the text are used.		✓					✓	
		<i>The teacher provides assistance during the early stages of learning, then gradually reduces the aid and gives students opportunities to complete sentences or paragraphs</i>		✓						

		<i>independently before moving on to the next sentence or paragraph.</i>							
		Teacher provides specific, constructive feedback to each student on their reading comprehension progress.		✓				✓	
2	Think aloud	The teacher plan key points for sharing their thinking	✓						✓
		<i>The teachers make their thinking explicit by verbalizing their thoughts while reading orally and creativity of students</i>	✓					✓	
		The Teacher Opportunities are provided for students to make in small groups or pairs.	✓						✓
		Misconceptions or misunderstandings are addressed promptly through guided questioning or clarification.	✓	✓		T <sub>1</sub>	T <sub>2</sub>		
		Teacher reflects on the lesson's effectiveness and student	✓	✓	T <sub>1</sub>			T <sub>2</sub>	

		understanding.							
3	Reciprocal Teaching	Teacher explains the concept and purpose of the learning							
		The teacher ask Students to make educated predict about the text before reading.	✓	✓		T <sub>2</sub>	T <sub>1</sub>		
		Teacher models how to ask effective questions and encourages a variety of question types.							
		The teacher gives instruction to student to summarize the important part of the teks	✓			✓			
		Teacher supports the clarification process but encourages student-led solutions.		✓	✓				
		Teacher facilitates the discussion, ensuring all students contribute and engage.							
		<i>The teacher asks students to share the role of teacher by allowing both to lead the discussion about a given reading.</i>							

		<p><i>Reciprocal Teaching involves four strategies that guide the discussion: predicting, generating question, summarizing and clarifying</i></p>							
		<p>Teacher assesses improvements in reading comprehension and critical thinking skills.</p>							
4	SQ3R	<p>The teacher encourage students to verbalize their thoughts while performing a task</p>	✓	✓				T <sub>1</sub>	T <sub>2</sub>
		<p><i>The teacher uses the SQ3R strategy, which involves: (1) quickly reading the chapter headings to identify important parts, (2) turning the headings into questions, (3) reading to find the answers to these questions, and (4) recalling the important points by retelling or writing them down to remember key details.</i></p>							
		Teacher provides							

		specific feedback on students' questions, summaries, and comprehension.	✓	✓		T <sub>1</sub>	T <sub>2</sub>		
		Teacher facilitates a class discussion to review and reinforce key concepts and answers.							
		Teacher prompts students to answer their questions without looking at the text.							
5	Question answer relationship (QARS)	Teacher simulate students' curiosity motivates students.	✓	✓			T <sub>1</sub>	T <sub>2</sub>	
		The teacher give explain about what kind of the text that will give to the student	✓	✓		T <sub>1</sub>	T <sub>2</sub>		
		<i>The teacher ensures that in practice, students only skim the reading. To understand further, the focus of students is on the questions given by the teacher about the text.</i>							
		The teacher discusses the text and the students answer.	✓	✓		T <sub>2</sub>	T <sub>1</sub>		

		Teacher explains how to combine information from the text with personal understanding or experiences.								
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## NOTE:

• T<sub>1</sub>

- siswa mengikuti instruksi guru dengan baik
- pembelajaran berlangsung dengan baik
- siswa banyak ribut di kelas

T<sub>2</sub>

- siswa mampu mengerjakan soal tepat waktu
- Guru kelar di jam ke 2 karena urusan.

## OBSERVATION SHEET MODUL

### DOCUMENT ANALYSIS CHECKLIST

This document analysis checklist is designed for educators, curriculum developers, and researchers to evaluate the incorporation and effectiveness of various reading comprehension strategies within teaching modules. It focuses on scaffolding, reciprocal teaching, think-aloud strategies, Question Answer Relationships (QARs), and the SQ3R method in SMA N 6 Metro.

NO	INDICATORS	TICK(V) IF THE TEACHER DOES	
		T1	T2
1	The module provides clear examples or case studies illustrating the application of scaffolding in reading comprehension.	—	✓
2	The module describes the process of reciprocal teaching and its role in improving reading comprehension.	—	—
3	It outlines the roles of teachers and students in discussions about texts, including predicting, questioning, clarifying, and summarizing.	—	—
4	The module provides scripts or examples of think-alouds that demonstrate how teachers can verbalize their cognitive processes while reading.	✓	—
5	It includes examples of questions for each QAR category related to sample texts.	—	—
6	Strategies for teaching students to identify and generate their own QARs are provided.	—	—
7	The module outlines the steps of the SQ3R method (Survey, Question, Read, Recite, Review) and their importance in reading comprehension	✓	—
8	It provides practical exercises or activities that guide students through each step of the SQ3R process with various texts.	✓	—



## INTERVIEW

### NAMA: T1

1. How often do you use scaffolding/ think aloud strategies in your reading lessons?
2. Can you share a recent experience of using the think-aloud/scaffolding strategy to help students understand a text?
3. Why the teacher uses Think Aloud or Scaffolding strategies but also uses SQ3R, Reciprocal Teaching, and QARS strategies?
4. Have you ever participated in teacher training outside of school?
5. Why did you leave the class while teaching the students and seem to be in a hurry?

**NAMA: T2**

1. How often do you use scaffolding/ think aloud strategies in your reading lessons?
2. Can you share a recent experience of using the think-aloud/scaffolding strategy to help students understand a text?
3. Why the teacher uses Think Aloud or Scaffolding strategies but also uses SQ3R, Reciprocal Teaching, and QARS strategies?
4. Have you ever participated in teacher training outside of school?
5. Why did you leave the class while teaching the students and seem to be in a hurry?

### SCRIPT OF INTERVIEW RESULT

- T1: "Saya menggunakan strategi Think Aloud dalam pembelajaran membaca terutama untuk pembelajaran prosedur teks membantu saya untuk mengulas pembelajaran yang sudah mereka pelajari sebelumnya. Saya berusaha untuk menerapkan strategi ini secara langsung dalam setiap pelajaran, tetapi pada kebutuhan dan respons siswa."
- T2: Saya menggunakan strategi scaffolding secara setiap hari saat mengajar dalam pelajaran narrative teks. Strategi scaffolding membantu siswa memahami materi dengan baik."
- T1 (Think aloud): "untuk sekarang ini, menurut pengalaman saya menggunakan strategi ini sangat efektif dalam membantu siswa memahami teks yang kompleks."
- T2 ( Scaffolding): "Saya menggunakan strategi scaffolding dalam materi naratif teks untuk membantu siswa memahami teks yang sulit tentang sebuah cerita pendek maupun panjang. Saya membagi teks menjadi bagian-bagian yang mudah dipahami dan memberikan dukungan terarah saat siswa membaca dengan memberikan penjelasan dan mendorong kolaborasi, siswa menjadi lebih terlibat dan memahami materi dengan lebih baik. Pengalaman ini memperkuat keyakinan saya akan efektivitas strategi scaffolding dalam pembelajaran."
- T1 ( Think Aloud): Setahu saya, saya hanya menggunakan think aloud saja tanpa strategi lainnya. justru saya baru tau kalau saya menggunakan strategi yang lainnya, dulu pernah mempelajarinya ada strategi tersebut cuma lebih tertarik ke think aloud karena lebih efisien menurut saya dalam mengajar di era merdeka belajar saat ini
- T2 ( Scaffolding): Saya menggunakan scaffolding di dalam kelas saya malah baru tau ini kalau ternyata saya menggunakan lebih dari 1 strategi di kelas karena memang kondisional kalau sudah mengajar di kelas tergantung anak anak di kelasnya.

T1 "saya meninggalkan kelas karena ada panggilan mendadak oleh kepala sekolah untuk segera hadir ke perpustakaan karena akan ada buku baru yang masuk,mengingat saya sebagai kepala perpustakaan di sekolah"

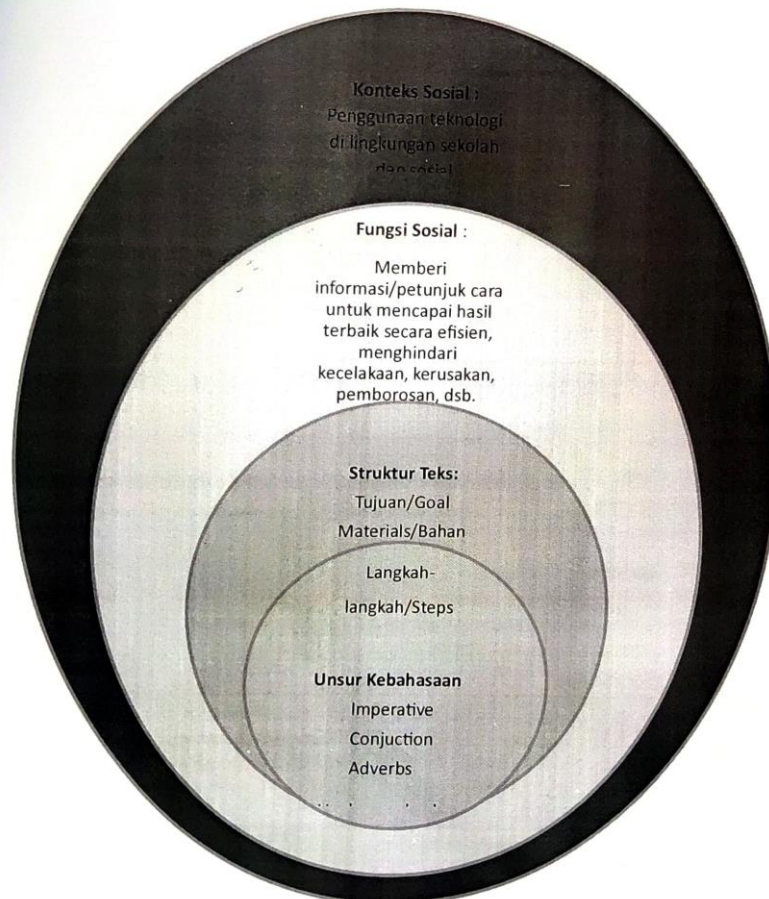
T2 "Saya pernah ikut pelatihan sebelumnya dan banyak yang sudah saya ikuti, selanjutnya nanti saya ada niatan mau ikut pelatihan lagi"

**MODUL OF LEARNING**

**FOLLOW THE INSTRUCTIONSTEKS PROSEDUR**

**BAHASA INGGRIS KELAS XI**

## PETA KONSEP



## PENDAHULUAN

### A. Identitas Modul

Mata Pelajaran	: Bahasa Inggris
Kelas	: XI
Alokasi Waktu	: 14 x 45 Menit
Judul Modul	: <u>Follow The Instructions</u>

### B. Kompetensi Dasar

- 3.6. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait manual penggunaan teknologi dan kiat-kiat (*tips*), pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.6.1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (*tips*).
- 4.6.2. Menyusun teks prosedur, lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (*tips*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

### C. Deskripsi Singkat Materi

Apa yang kalian lakukan ketika mengalami kesulitan dalam mengoperasikan telepon seluler yang baru kalian beli? Atau kalian kebingungan ketika orang tua kalian meminta bantuan menggunakan teknologi seperti mesin cuci, printer, peralatan memasak, dan sebagainya. Perhatikan instruksi berikut ini, *First touch the camera icon on the screen, next, hold up phone facing person or item you want to take a photo of, then be prepared to take the snapshot, Get ready, Finally touch the camera icon to take the photo.*

Menurut kalian, apakah tujuan dari intruksi tersebut ingin memberikan informasi untuk melakukan langkah-langkah yang tepat dalam menggunakan kamera di *hand phone*? Ya benar sekali. Intruksi tersebut merupakan manual dalam mengoperasikan kamera hand phone. Teks yang menginformasikan serangkaian instruksi berupa langkah-langkah untuk menggunakan hasil teknologi disebut prosedur. Teks prosedur banyak ditemukan dalam kehidupan sehari-hari dan sangat penting untuk dipelajari karena bermanfaat dalam kehidupan kalian.

Pada modul ini kalian akan mempelajari teks prosedur dengan berlatih menerapkan manual dan tips –tips terkait penggunaan teknologi dalam konteks kehidupan sehari-hari. Untuk mencapai kompetensi dasar (KD) ini, kalian perlu menyimak dan membedakan beberapa teks prosedur terkait manual dan tips serta menggunakannya dalam bentuk

latihan terstruktur, dan kemudian membiasakan diri untuk menerapkannya dalam kehidupan sehari-hari.

#### D. Petunjuk Penggunaan Modul

Modul ini sesuai dengan Kompetensi Dasar 3.3 pada Keputusan Kepala Badan Penelitian dan Pengembangan dan Perbukuan Nomor No. 018/H/KR/2020 tentang Kompetensi Inti & Kompetensi Dasar Pelajaran Pada Kurikulum 2013 pada PAUD, Dikdas, dan Dikmen Berbentuk Sekolah Menengah Atas Untuk Kondisi Khusus. Kompetensi Dasar (KD) 3.3/4.3 tentang teks prosedur ini adalah perpindahan KD dari kelas XII dengan nomor KD 3.6.

Pada modul ini kalian akan diajak berlatih untuk mampu membedakan, serta menangkap makna dan menyusun teks prosedur terkait manual penggunaan teknologi dan kiat-kiat (*tips*). Silahkan perhatikan petunjuk penggunaan modul berikut ini :

1. Modul ini dapat kalian pelajari secara mandiri atau kelompok, baik di sekolah maupun diluar sekolah
2. Silahkan kalian pelajari modul ini dengan menyimak, membaca, melihat dan mengamati contoh-contoh dari berbagai sumber belajar atau Kalian dapat mengakses video dan situs di internet.
3. Berdiskusi, belajar, berlatih, bertukar informasi akan memberikan dampak positif terhadap kemajuan belajar kalian.
4. Membaca, menirukan bunyi, berlatih berbicara dan menulis tanpa khawatir membuat kesalahan adalah salah satu langkah dalam proses pembelajaran.
5. Kerjakan tugas dan Latihan. Setelah itu, silahkan kalian cermati hasilnya sehingga kalian mengetahui kelebihan dan kekurangannya.
6. Jika kalian mengalami kesulitan, diskusikan kembali dengan teman dan jika masih belum mendapatkan jawaban yang kurang memuaskan tanyakan kepada guru atau pakar lainnya.

#### E. Materi Pembelajaran

Modul ini terbagi menjadi 2 kegiatan pembelajaran (*Learning Activity*) dan di dalamnya terdapat uraian materi, contoh teks, soal latihan dan soal evaluasi.

Pada *Learning Activity 1* Kalian diajak berlatih penguasaan kemampuan membaca sedangkan pada *Learning Activity 2* akan berlatih kemampuan menulis. Materi pembelajaran yang akan digunakan dalam *Learning Activity 1* dan *Learning Activity 2* adalah:

- **Fungsi sosial**

Memberi informasi/petunjuk cara untuk mencapai hasil terbaik secara efisien, menghindari kecelakaan, kerusakan, pemborosan, dsb.

- **Struktur text**

- Tujuan
- Bahan/material



## KEGIATAN PEMBELAJARAN 1

### A. Tujuan Pembelajaran

Setelah kegiatan pembelajaran 1 ini kalian diharapkan mampu: menangkap makna teks prosedur dan memahami bentuk procedure text.

### B. Uraian Materi

Pada Kegiatan Pembelajaran 1 (*Learning Activity 1*) ini kalian akan diajak membaca beberapa teks prosedur terkait manual penggunaan teknologi dan kiat-kiat (*tips*) dengan tujuan yang berbeda. Secara sekilas, ada beberapa teks yang nampaknya sama-sama menginformasikan cara menggunakan sesuatu. Tetapi ternyata mempunyai tujuan yang berbeda terlihat dari kalimat yang digunakan oleh penulis.

Seperti yang kita ketahui, bahasa membawa beribu makna tergantung konteksnya dan pemilihan kalimat. Jadi sangat penting mempunyai kemampuan literasi agar tidak terjadi kesalahpahaman akan suatu informasi. Mari berlatih memahami beberapa teks prosedur terkait manual penggunaan teknologi dan kiat-kiat (*tips*) berikut ini.

**Practice 1 : Name the following tools. Then, match the description (function) of each.**



Sumber : electronic.co.id

1



Sumber : id.pngtree.com

2



Sumber :  
dekoruma.com

3



Sumber : ipeyato wordpress.com  
belanja.com4

Sumber :  
5

- a. An electrical device for making toast.
- b. An automated kitchen appliance designed to boil or steam rice.
- c. An electric mixing machine used in food preparation liquefying, chopping and pureeing ingredients.
- d. A device that accepts text and graphic output from a computer and transform information to paper.
- e. A computer that is portable and suitable for use while traveling.
- f. A device for recording visual images in the form of photograph, film or video signals.

Bagaimana? Kalian bisa mudah menjawabnya, kan? Good. Coba betulkan jika Kalian masih salah menyebutkan barang-barang hasil teknologi di atas.

Nama-nama benda tersebut adalah: yang pertama **Blender**, kemudian **Laptop**, berikutnya **Rice Cooker**, yang no 4 **Printer** dan yang terakhir **Toaster**.

Kemudian bagaimana dengan jawaban fungsi dari masing-masing peralatan tersebut? Coba kita samakan ya!

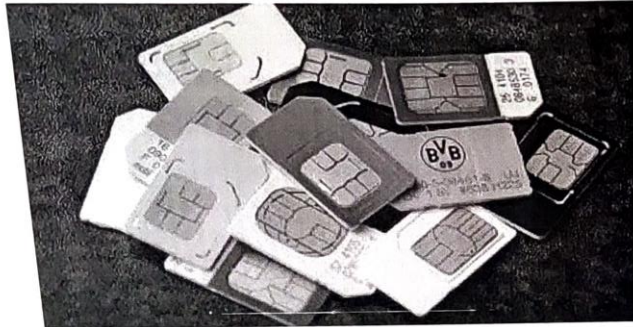
Picture Number	Sentence Number
1	c
2	e
3	b
4	d
5	a

Nah sekarang mari coba membaca informasi tentang teks *prosedur* terkait manual dan kiat-kiat (*tips*) berikut dan berlatih menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks *prosedur* tersebut dengan menjawab pertanyaan-pertanyaan terkait teks tersebut.

### Practice 2:

- 1) First, you will read silently to understand the procedure texts below. Make sure that you know the meaning of every word. If you find some words that you do not understand their meaning yet. Then, consult the dictionary. (*Baca dalam hati untuk memahami makna dari teks prosedur berikut*).
- 2) Second, read each text (text 1 and 2) loudly as if you are giving the instructions and take a note on your book. If possible, record your voice. (*Baca dengan nyaring seolah-olah Kalian sedang memberikan instruksi dan jika memungkinkan rekamlah suara kalian*).

Text 1



Sumber: pricebook.co.id

#### **“How to Insert Sim Card Cellphone”**

Cellphone is a modern communication device which connects one to the others by voice, written message and data. However, this device cannot work until the SIM card is inserted. When inserting the SIM Card to cellphone, make sure that the cellphone has been switched off and follow the directions below :

1. First of all, press the locking catch and slide the cover then lift it off the phone.
2. After that, push two catches in the opposite directions and remove the battery.
3. Next, slide the SIM card carefully into the slot and make sure that the golden connect arson are facing to the connector of the phone.
4. Then, put the battery and align it until snaps into its place.
5. Finally, insert the two catches of the back cover corresponding slot in the phone and slide the cover forward button of the phone until locks into place. Don't forget to switch on the cellphone. Wait until it is ready to use.

## MODUL AJAR BAHASA INGGRIS 4

Unit Tugas : SMAN 6 METRO  
 Tahun Pelajaran : 2022 / 2023  
 Jenjang : SMA  
 Kelas/Semester : XI (2)  
 Alokasi waktu : 14 x 45 menit

### A. Tujuan Pembelajaran

1. Siswa mampu **menggali** berbagai informasi seperti ide pokok, informasi tersurat maupun tersirat **dan mengevaluasi** detail spesifik **teks Naratif** cetak atau digital
2. Siswa mampu **membuat perencanaan, mengembangkan plot dan mempresentasikan teks naratif** dengan berbagai moda dalam bentuk cetak dan digital

### B. Langkah Pembelajaran

Pertemuan 1

Pendahuluan	Mempersiapkan peserta didik untuk melaksanakan pembelajaran dengan berdoa, mengecek kehadiran dan menyiapkan peserta didik. Guru menyampaikan tujuan pembelajaran	10'
Inti	Guru memberikan pertanyaan pada peserta didik : Do you like to watch a movie? Do you like to read a story? What kind of story do you like? Peserta didik dan guru menonton sebuah film pendek Setelah menonton film, Guru memberikan beberapa pertanyaan secara lisan terkait isi film : What is the title of the movie? Who is the major character involved in the movie? Who is your favorite character? Is the story of the movie interesting? Tell the story with your own words! Peserta didik membaca teks Narrative Peserta didik menjawab soal – soal terkait teks yang dibaca Guru menjelaskan tentang Narrative text	75'
Penutup	Guru menyimpulkan dan merefleksikan pembelajaran Guru memberikan kesempatan kepada peserta didik untuk bertanya terkait dengan materi yang dipelajari hari ini Guru menyampaikan agenda pertemuan berikutnya Guru menutup pembelajaran	5'

## Pertemuan 2

Pendahuluan	Mempersiapkan peserta didik untuk melaksanakan pembelajaran dengan berdoa, mengecek kehadiran dan kesiapan peserta didik. Guru mereview materi pembelajaran pada pertemuan sebelumnya Guru menyampaikan tujuan pembelajaran hari ini	10'
Inti	1. Peserta didik menyusun puzzle ( berupa gambar sampul cerita) yang diberikan oleh guru secara berkelompok Peserta didik membaca beberapa teks naratif Peserta didik menjawab soal terkait dengan teks Peserta didik menganalisis struktur teks dan unsur kebahasaan teks naratif Guru menjelaskan tentang past tense Peserta didik menganalisis kalimat berbentuk past tense yang ada pada teks naratif Peserta didik mengerjakan Latihan soal tentang past tense Guru memberi tugas untuk menulis kalimat dalam bentuk past tense	75'
Penutup	Guru menyimpulkan dan merefleksi pembelajaran Guru memberikan kesempatan kepada peserta didik untuk bertanya terkait dengan materi yang dipelajari hari ini Guru menyampaikan agenda pertemuan berikutnya Menutup pembelajaran	5'

## Pertemuan 3

Pendahuluan	Mempersiapkan peserta didik untuk melaksanakan pembelajaran dengan berdoa, mengecek kehadiran dan kesiapan peserta didik. Guru mereview materi pembelajaran pada pertemuan sebelumnya Guru menyampaikan tujuan pembelajaran hari ini	10'
Inti	Guru menjelaskan tentang materi reported speech Peserta didik menganalisis kalimat berbentuk reported speech yang ada pada teks naratif Peserta didik mengerjakan Latihan soal tentang reported speech	75'
Penutup	Guru menyimpulkan dan merefleksi pembelajaran Guru memberikan kesempatan kepada peserta didik untuk bertanya terkait dengan materi yang dipelajari hari ini Guru menyampaikan agenda pertemuan berikutnya Menutup pembelajaran	5'

## Pertemuan 4

Pendahuluan	Mempersiapkan peserta didik untuk melaksanakan pembelajaran dengan berdoa, mengecek kehadiran dan kesiapan peserta didik. Guru mereview materi pembelajaran pada pertemuan sebelumnya Guru menyampaikan tujuan pembelajaran hari ini	10'
Inti	Peserta didik membaca sebuah teks naratif secara berkelompok Peserta didik membuat naskah drama sederhana berdasarkan teks yang dibaca dengan mengubah kalimat tidak langsung dalam teks menjadi kalimat langsung secara berkelompok Peserta didik mempraktikkan naskah drama yang dibuat	75'
	Guru menyimpulkan dan merefleksi pembelajaran Guru memberikan kesempatan kepada peserta didik untuk bertanya terkait dengan materi yang dipelajari hari ini Guru menyampaikan agenda pertemuan berikutnya Menutup pembelajaran	5'

## Pertemuan 5

Pendahuluan	Mempersiapkan peserta didik untuk melaksanakan pembelajaran dengan berdoa, mengecek kehadiran dan kesiapan peserta didik. Guru mereview materi pembelajaran pada pertemuan sebelumnya Guru menyampaikan tujuan pembelajaran hari ini	10'
Inti	Guru memberikan satu set gambar berisi urutan sebuah cerita Peserta didik membuat sebuah teks naratif berdasarkan gambar tersebut dengan menggunakan kalimat berbentuk past tense dan indirect speech Peserta didik menunjukkan hasil tulisannya dan menerima masukan dari teman dan guru	75'
Penutup	Guru menyimpulkan dan merefleksi pembelajaran Guru memberikan kesempatan kepada peserta didik untuk bertanya terkait dengan materi yang dipelajari hari ini Guru menyampaikan agenda pertemuan berikutnya Menutup pembelajaran	5'

**STUDENTS' WORKSHEET****(1<sup>st</sup> meeting)****A. Answer the following questions!**

1. Do you like to watch a movie?
2. Do you like to read a story?
3. What kind of story do you like?
4. Tell your friends the title of the story you have ever read!

**B. Answer the following questions based on the movie you have watched!**

1. Who is the major character of the movie?
2. Who is your favorite character?
3. Is the story of the movie interesting?
4. What was happened in the beginning of the story?
5. What is the problem happened in the story?
6. How was the problem solved?
7. Is the end of the story satisfied you?
8. What do you expect to be happened at the end of the story?

**C. Answer the following questions based on the movie you have watched!**

1. Is the story of the movie interesting?
2. What was happened in the beginning of the story?
3. What is the problem happened in the story?
4. How was the problem solved?
5. Is the end of the story satisfied you?
6. Write your opinion about the story!

#### D. Read the following story

##### The kindness strangers

Lily's mother had three kids and no husband – life was not easy and she didn't have much money.

One day, she asked Lily to go to the shop and get some bread and milk. She gave Lily a five pounds note. Lily ran along to the shop, but when she got there – disaster! - she did not have the five pounds note! It must have fallen out of her pocket. Lily started to cry.



There were three people in the shop. They all asked Lily what the matter was and where she lived.

Through her tears, Lily told them that she had lost her five pounds note and that she lived at Number 23 Noble Street. The three customers said they would look for the fiver, and if they found it, they would bring it to Lily's house.

When Lily got home, her mum was a bit cross and upset, but she told Lily not to worry. However, that £5 was her last money; her purse was empty. The bread and milk were for the breakfast the next day. So now, it was going to be a breakfast of cereal without milk and without toast for Lily's family. The four of them went to bed feeling sad.

The next morning, Lily's mum got up and went to the front door to collect the post. She was surprised to see three envelopes on the floor, addressed to 'Lily's mum'. When she opened them, she was even more surprised, and delighted: each envelope had a five pounds note inside it.

*1) Say if the sentences are true or false:*

1.  Lily's mother had an easy life
2.  She sent Lily to the shop for some bread and milk
3.  The five pounds note was in Lily's bag.
4.  The people in the shop ignored Lily
5.  The customers promised to help Lily if they could
6.  Lily's mum shouted at her for losing the money
7.  The family were unhappy when they went to bed
8.  Lily's mum ended up with £15.



*11) Answer the questions in full sentences:*



1. How many people were there in Lily's family?
2. Why did her mum ask her to go to the shop?
3. When Lily got to the shop, did she still have the five pounds note?
4. What did the people in the shop ask Lily?
5. What did they say they would do?
6. How did Lily's mum react when Lily told her about the missing money?
7. What was the bread and milk going to be for?
8. Who do you think posted the three envelopes? What do you think about their actions?

III) Match up the sentence parts:

1. Lily's mum gave Lily \_\_\_\_\_ A. the money fell out of Lily's pocket
2. Unfortunately, \_\_\_\_\_ B. she opened the envelopes and saw the money
3. The people in the shop were \_\_\_\_\_ C. some money and sent her to the shop
4. Lily's mum was really happy when \_\_\_\_\_ D. concerned and helpful.... And very kind.

Pertemuan ke 6 dan 7

Pendahuluan	Mempersiapkan peserta didik untuk melaksanakan pembelajaran dengan berdoa, mengecek kehadiran dan kesiapan peserta didik. Guru mereview materi pembelajaran pada pertemuan sebelumnya Guru menyampaikan tujuan pembelajaran hari ini	10'
Inti	Guru mengulas Kembali materi yang sudah di bahas minggu lalu Guru memberikan beberapa soal simpel untuk mengrefresh Kembali otak siswa dengan materi yang sudah di sampaikan Guru mengulas tugas tugas yang sudah di berikan.	75'
Penutup	Guru menyimpulkan dan merefleksi pembelajaran Guru memberikan kesempatan kepada peserta didik untuk bertanya terkait dengan materi yang dipelajari hari ini Menutup pembelajaran	5'

## DOCUMENTATION



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-5034/In.28/J/TL.01/10/2023  
 Lampiran :-  
 Perihal : **IZIN PRASURVEY**

Kepada Yth.,  
 Kepala SMA NEGERI 6 METRO  
 di-  
 Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **Kurnianto Lestari Putra**  
 NPM : 2001052009  
 Semester : 7 (Tujuh)  
 Jurusan : Tadris Bahasa Inggris  
 Judul : AN ANALYSIS OF TEACHER STRATEGIES IN TEACHING  
 : READING COMPREHENSION AT SENIOR HIGH SCHOOL

untuk melakukan prasurvey di SMA NEGERI 6 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 31 Oktober 2023  
 Ketua Jurusan,



**Andianto M.Pd**  
 NIP 19871102 201503 1 004



PEMERINTAH PROVINSI LAMPUNG  
**SMA NEGERI 6 METRO**

Jalan FKPPi Rejomulyo, Metro Selatan, Kota Metro, Lampung  
 Pos-el : [smanegeri6metro@gmail.com](mailto:smanegeri6metro@gmail.com) | Laman : [smanegeri6metro.sch.id](http://smanegeri6metro.sch.id)



**SURAT KETERANGAN**

Nomor: 423.4/1710/06/D.3/2023

Berdasarkan surat dari Institut Agama Islam Negeri Metro Fakultas Tarbiyah Dan Ilmu Keguruan, nomor: B-5034/In.28/D.1/TL.00/10/2023 tanggal 31 Oktober 2023, perihal Permohonan Izin Prasurey, maka dengan ini Kepala Sekolah Menengah Atas (SMA) Negeri 6 Metro menerangkan bahwa:

Nama	:	KURNIANTO LESTARI PUTRA
NPM	:	2001052009
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ANALYSIS OF TEACHER STRATEGIES IN TEACHING READING COMPREHENSION AT SENIOR HIGH SCHOOL

Yang bersangkutan di atas izinkan untuk melaksanakan *Prasurey* sesuai dengan jadwal/waktu yang ditentukan di SMA Negeri 6 Metro.

Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan sebagai mestinya.

Dikeluarkan di: Metro

Pada Tanggal : 13 November 2023



**SUNARTI, M.Pd.**

NIP. 19700705 199702 2 003



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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-1758/In.28/D.1/TL.00/03/2024  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMA NEGERI 6 METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-1759/In.28/D.1/TL.01/03/2024, tanggal 28 Maret 2024 atas nama saudara:

Nama : **Kurnianto Lestari Putra**  
NPM : 2001052009  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMA NEGERI 6 METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 6 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS THE STRATEGIES USED BY TEACHER IN READING COMPREHENSION AT SENIOR HIGH SCHOOL METRO".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 28 Maret 2024  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003



PEMERINTAH PROVINSI LAMPUNG  
**SMA NEGERI 6 METRO**  
Jalan FKPI Rejomulyo, Metro Selatan, Kota Metro, Lampung  
Pos-el : [smanegeri6metro@gmail.com](mailto:smanegeri6metro@gmail.com) | Laman : [smanegeri6metro.sch.id](http://smanegeri6metro.sch.id)



### SURAT KETERANGAN

Nomor: 423.4/274/06/D.3/2024

Berdasarkan surat dari Institut Agama Islam Negeri Metro Fakultas Tarbiyah Dan Ilmu Keguruan, nomor: B-1758/In.28/D.1/TL.00/03/2024, perihal Permohonan Izin Research, maka dengan ini Kepala Sekolah Menengah Atas (SMA) Negeri 6 Metro menerangkan bahwa:

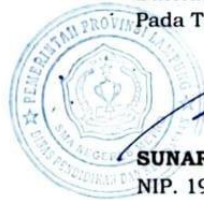
Nama : KURNIANTO LESTARI PUTRA  
NPM : 2001052009  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris  
Judul : AN ANALYSIS THE STRATEGIES USED BY TEACHER IN  
READING COMPREHENSION AT SENIOR HIGH SCHOOL  
METRO

Yang bersangkutan di atas izinkan untuk melaksanakan *Research* sesuai dengan jadwal/waktu yang ditentukan di SMA Negeri 6 Metro.

Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan sebagai mestinya.

Dikeluarkan di : Metro

Pada Tanggal : 23 April 2024



**SUNARTI, M.Pd.**

NIP. 19700705 199702 2 003



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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Kurnianto Lestari Putra  
NPM : 2001052009

Program Studi : TBI  
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin/ 2 Oktober 2023	Yuniarti 	Perbaikan Chapter I Lata belalang Magalah	
2.	Rabu/ 15 November 2023	Yuniarti 	Review chapter II	
3.	Senin/ 18 Desember 2023	Yuniarti 	AEC Seminar Proposal	



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Telepon (0725) 41507. Faksimili (0725) 47296. Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**RATIFICATION PAGE**

The Research Proposal entitled: AN ANALYSIS THE STRATEGIES USED BY TEACHER IN READING COMPREHENSION AT SENIOR HIGH SCHOOL METRO, written by: Kurnianto Lestari Putra, Student Number: 2001052009, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Friday, March 1<sup>st</sup> 2024 at 09.30 - 11.00 WIB.

**BOARD OF EXAMINERS**

Chairperson	: Yuniarti, M.Pd	(.....)
Examiner I	: Dr. Umi Yawisah, M.Hum	(.....)
Examiner II	: Linda Septiyana, M.Pd	(.....)
Secretary	: Rika Dartiara, M.Pd	(.....)

Head of English Education Department



**Dr. Much Deiniatur, M.Pd.B.I.**  
NIP. 198803082015031006



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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

**SURAT TUGAS**

Nomor: B-1759/In.28/D.1/TL.01/03/2024

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : Kurnianto Lestari Putra  
NPM : 2001052009  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA NEGERI 6 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS THE STRATEGIES USED BY TEACHER IN READING COMPREHENSION AT SENIOR HIGH SCHOOL METRO".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 28 Maret 2024

Mengetahui,  
Pejabat Setempat

  
Karmayanti, S.E.  
NIP. 196806182017011010

Wakil Dekan Akademik dan  
Kelembagaan,



Dra. Isti Fatonah MA  
NIP 19670531 199303 2 003





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INSTITUT AGAMA ISLAM NEGERI METRO  
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Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iaim@metrouniv.ac.id

**NOTA DINAS**

Nomor :  
Lampiran :  
Perihal : **Mohon Diseminarkan Proposal  
Kurnianto Lestari Putra**

Kepada yth,  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri (IAIN) Metro


*Assalamu 'alaikum Wr. Wb.*

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya  
maka proposal yang disusun oleh :


Name : Kurnianto Lestari Putra  
Npm : 2001052009  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Prodi : TBI  
Judul : AN ANALYSIS OF TEACHER STRATEGIES IN  
TEACHING READING COMPREHENSION AT SENIOR  
HIGH SCHOOL

Sudah kami dapat persetujuan dan dapat diajukan untuk diseminarkan, demikian  
harapan kami atas perhatiannya kami ucapkan terimakasih.

*Wassalamu 'alaikum Wr. Wb.*

Ketua Prodi Tadris Bahasa Inggris,  
  
**Dr. Mubli Daminatur, M.Pd.B.I.**  
NIP. 198803082015031006

Metro, 06 Februari 2024  
Dosen Pembimbing,

  
**Yuniarti, M.Pd**  
NIP. 198906042023212048



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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**APPROVAL PAGE**


Title : AN ANALYSIS OF TEACHER STRATEGIES IN TEACHING  
READING COMPREHENSION AT SENIOR HIGH SCHOOL  
Name : Kurnianto Lestari Putra  
NPM : 2001052009  
Department : English Education Department  
Faculty : Tarbiyah and Teacher Training

**APPROVED BY:**

To be discussed in the proposal (seminar) in Tarbiyah Faculty and Teacher  
Training of State Institute of Islamic Studies (IAIN) of Metro.

The Head of English Education  
Department  
  
**Dr. Atch Deiniatur, M.Pd.B.I.**  
NIP. 198803082015031006

Metro, 06 February 2024  
Sponsor

  
**Yuniarti, M.Pd**  
NIP. 198906042023212048



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**NOTIFICATION LETTER**

Number :  
Appendix : -  
Matter : **In order to hold the Seminar  
of Kurnianto Lestari Putra**

To:  
The Honorable the Head of Tarbiyah Department  
of State Islamic Institute (IAIN) of Metro

*Assalamu'alaikum Wr. Wb.*

We have given guidance and enough improvement to research proposal script  
which is written by:

Name : Kurnianto Lestari Putra  
St. Number : 2001052009  
Faculty : Tarbiyah and Teacher Training Faculty  
Department : English Education  
Title : AN ANALYSIS OF TEACHER STRATEGIES IN  
TEACHING READING COMPREHENSION AT  
SENIOR HIGH SCHOOL

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teachers  
Training in order to be discussed on the seminar. Thank you very much.

*Wassalamu'alaikumWr. Wb.*



Metro, 06 February 2024  
Sponsor

**Yuniarti, M.Pd**  
NIP. 198906042023212048



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Nomor : B-1689/In.28.1/J/TL.00/03/2024  
 Lampiran : -  
 Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
 Yuniarti (Pembimbing 1)  
 (Pembimbing 2)  
 di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **Kurnianto Lestari Putra**  
 NPM : 2001052009  
 Semester : 8 (Delapan)  
 Fakultas : Tarbiyah dan Ilmu Keguruan  
 Jurusan : Tadris Bahasa Inggris  
 Judul : **AN ANALYSIS THE STRATEGIES USED BY TEACHER IN READING COMPREHENSION AT SENIOR HIGH SCHOOL METRO**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 25 Maret 2024  
 Ketua Jurusan,



**Dr. Much Deiniatur M.Pd.B.I.**  
 NIP 19880308 201503 1 006



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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Kurnianto Lestari Putra  
NPM : 2001052009

Program Studi : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	6/2024 /05		Membahas kerangka BAB 4	
2	13/2024 /05		membahas kerangka Discussion	
3	16/2024 /05		Tata cara penulisan discussion	
4	20/2024 /05		Penambahan data Interview & Observasi	



Dosen Pembimbing

**Yuniarti, M.Pd**  
NIP. 19890604 202321 2 048



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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
 IAIN METRO

Nama : Kurnianto Lestari Putra  
 NPM : 2001052009

Program Studi : TBI  
 Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	03/2024 Juni		Discussion about Conclusion Result of the data	
2	04/2024 06		Acc to Munggowis	

Mengesahkan  
 Ketua Program Studi TBI  
  
 Dr. Much Deimatir, M.Pd.B.I.  
 NIP. 198906042015031006

Dosen Pembimbing

Yuniarti, M.Pd  
 NIP. 19890604 202321 2 048



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**SURAT KETERANGAN BEBAS PUSTAKA**

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Kumianto Lestari Putra  
NPM : 2001052009  
Program Studi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 10 Juni 2024

Ketua Program Studi TBI  
  
Fach Deinjatur, M.Pd.B.I  
198803082015031006



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UNIT PERPUSTAKAAN**

**NPP: 1807062F0000001**

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**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-489/In.28/S/U.1/OT.01/06/2024**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Kurnianto Lestari Putra  
NPM : 2001052009  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 2001052009

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 03 Juni 2024  
Kepala Perpustakaan



Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.  
NIP. 19750505 200112 1 002



KURNIANTO LESTARI PUTRA  
2001052009 (AN ANALYSIS  
THE STRATEGIES  
USED BY TEACHER IN  
READING COMPREHENSION  
AT SMA NEGERI 6 METRO)

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## DOCUMENTATION CLASS



**Figure 2**  
**Student read the text in in front of class**



**Figure 3**  
**Student make a group to discussion**



**Figure 4**  
**The Student do the Test**



**Figure 5**  
**The Student Read The Text in Every Group After The Teacher Has Finished**  
**Discussing Each Paragraph in The Text**



**Figure 6**  
**The Student make a group to discussion about the text after reading**



**Figure 7**  
**The student did test individualy**

## **CURRICULUM VITAE**



The researcher was born in the village of Gedung Meneng, Tulang Bawang, Provinsi Lampung on November 18, 2000. The researcher is the first of third daughter of the couple Mr. Agung Wiyono and Mrs. Dewi Lestari. Researcher join in the Elementary School at SD Abadi Perkasa and was end in 2013, then join in Junior High School at SMP Abadi Perkasa and finish the education in 2016. After that, the researcher join in Senior High School at SMA Sugar Group Companies and then complete it in 2019. Then, researcher continue the study at the Metro State Islamic Institute (IAIN) Faculty of Tarbiyah and Teacher Training, Department of English Education (TBI) starting in semester 1 in 2020 for have a undergraduate education.