

**AN ANALYSIS OF TEACHER'S STRATEGIES IN TEACHING
READING COMPREHENSION**

AN UNDERGRADUATE THESIS

**Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education**



By:

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN**

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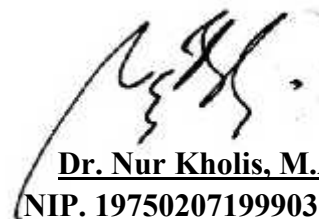
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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan. Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu 'alaikum Wr. Wb.

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MOTTO

“Jalani dulu, masa depan tidak ada yang tau.” – Gesang Bayu

وَيَسِّرْ لِيْ أَمْرِيْ

“Dan mudahkanlah untukku urusanku”

(Q.S. Thaha: 26)

“Manusia di dunia datang dengan tangan kosong, dan kembali dengan tangan kosong.” – Zhong Xing

ABSTRAK

*Penelitian ini bertujuan untuk menganalisis cara guru mengajar pemahaman membaca dalam pembelajaran bahasa Inggris dengan tujuan mengembangkan pemahaman membaca siswa. Penelitian ini berusaha menjawab dua pertanyaan utama: (1) Strategi apa yang digunakan oleh guru dalam mengajar pemahaman membaca dalam pembelajaran bahasa Inggris? dan (2) Mengapa guru memilih dan menerapkan strategi-strategi tersebut dalam mengajar pemahaman membaca? Penelitian ini menggunakan pendekatan kualitatif dengan metode observasi, wawancara, dan dokumentasi. Observasi dilakukan saat sesi pembelajaran berlangsung yang melibatkan interaksi antara guru dan siswa, wawancara dilakukan dengan guru, dan dokumentasi meliputi dokumentasi foto kegiatan dan rencana pembelajaran. Data yang terkumpul dianalisis menggunakan kerangka analisis yang diusulkan oleh Miles, Huberman, dan Saldana. Temuan penelitian menunjukkan bahwa guru menggunakan strategi-strategi seperti *Question Guides*, *Guided Imagery*, dan *Mapping* untuk mengajar pemahaman membaca. Strategi-strategi ini dimanfaatkan untuk meningkatkan kemampuan berpikir kritis siswa, memperdalam pemahaman membaca mereka, dan memperkuat hubungan antara teks yang dibaca dan pengetahuan siswa..*

Kata Kunci: *Strategi Mengajar; Pemahaman Membaca; Pembelajaran Bahasa Inggris*

ABSTRACT

The purpose of this study was to analyze the strategies used by teachers in teaching reading comprehension in the context of English language learning. This research addresses two main research questions: (1) What strategies do teachers use to teach reading comprehension in English language learning? and (2) Why do teachers choose and implement these strategies in teaching reading comprehension? The study employs a qualitative approach using observation, interviews, and documentation as research methods. Observations were conducted during teaching and learning sessions involving teachers and students, interview was conducted with the teacher, and documentation includes photographs of activities and lesson plans. Data analysis was conducted using the analytical framework proposed by Miles, Huberman, and Saldana. The research findings indicate that the strategies used by teachers in teaching reading comprehension include Question Guides, Guided Imagery, and Mapping. These strategies were used to enhance students' critical thinking skills, deepen reading comprehension, and establish stronger connections between the text and students' knowledge.

Keywords: Teaching Strategies; Reading Comprehension; English Language Learning

PREFACE

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The Researcher

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading can be defined as an activity that requires a lot of time and resources to develop because it is complex, purposeful, interactive, understanding, and flexible. Proficiency is needed in reading, the intention is to make a connection and inference for understanding requires readers to maintain the flow of information at an adequate level (Bojovic, 2014). The main focus of reading relates to the comprehensiveness of the reader in conveying the intended message of the writer. In the field of education, reading is one of the learning processes to find various kinds of information in a material or text, one of which is in learning English. To teach and learn English effectively, reading comprehension is very important.

Reading comprehension can be said as a process that applies the interaction and involvement of written language to simultaneously explore and construct meaning. The purpose of utilizing the terms exploration and construction is to highlight the significance and limitations of text in influencing reading comprehension. It is not surprising that reading comprehension is difficult. Reading comprehension is not a cognitive skill that our brains have naturally evolved in the same manner as listening comprehension. Applying an understanding of texts can strengthen one's mental capacities which are basic for engagement in the community, both presently and moving forward. As explained earlier, reading comprehension is a complex process, but it should be noted that it is also inseparable from other important processes at lower levels. It is an important

foundation for later academic learning, many job skills, and life satisfaction. These are important skills to target, but we must not forget the skills on which they depend (Kirby, 2014).

In learning English, students' reading comprehension can be influenced by several factors. In existing studies on reading comprehension, some have mentioned factors that influence students' reading comprehension including the proficiency of vocabulary, advance knowledge, metacognitive comprehension, and also reading techniques. According to Prasetyo (2019), the problem with learning to read is the low motivation of students in reading comprehension and the teaching techniques used by teachers are always monotonous and unattractive to students. Therefore, students need something like a solution that can solve the problem. Various reading techniques need to be used by readers when choosing the various types of literature that they want to read. Some effective reading tactics are predicting, observing, concluding, summarizing, researching, and assessing. When observed from the role of a teacher, the teacher's strategy can be described as a constructive and meaningful response to overcome situational constraints and dilemmas experienced by students in learning process (Scarth, 2016). In teaching reading comprehension, teachers can apply various techniques. How well students can understand what they read is influenced by the right approach by the teacher (Thi & Phuong, 2022).

Examining the teacher's involvement in students' understanding of reading materials, Wallace in Antoni (2010) states an opinion that teachers with good strategies will make observations of readers in the reading process to provide an assessment of the format of responses which are the result of the question of

comprehension that generally follow reading assignments. Teaching reading is not just advising students to read teachers must have a strategy to increase student motivation and provide an explanation to them that reading is one of the steps to achieve success. The importance of the teacher's use of teaching strategies in teaching reading comprehension cannot be overstated, so it needs to be studied and understood further so that there are no misunderstandings in its implementation. This will become a problem if not handled properly.

There have been many previous studies dealing with reading comprehension. This is not the first study in the field of English teaching. The researchers found some previous researchers in the journals either national or international. Some of them discussed about motivation for reading comprehension, fundamental elements of comprehension in reading, and way for improving reading comprehension. Meylana (2019) conducted a research entitled “Students’ Reading Comprehension Ability and Problems in an Advanced Reading Comprehension Class”. The findings revealed that several factors influence the reading comprehension abilities of students majoring in English in the Advance Reading Comprehension Class. Additionally, there are discernible variations between students who excel in reading comprehension and those who struggle, attributed to various factors. A study by Takaloo & Ahmadi (2017) entitled “The Effect of Learners’ Motivation on Their Reading Comprehension Skill”. In that research, he has investigated that motivation has a certain impact on students’ reading comprehension.

However, there has not been much discussion about how the teacher's analysis and decision to choose strategies in reading comprehension so that they

can assist in supporting students' good reading comprehension skills. In addition, in the field, there are still teachers who understand the significance of teaching strategies in fostering the growth of students' reading comprehension, but during the learning process, teachers do not approach using appropriate strategies. The teachers must look for various strategies to enhance the caliber of the process of teaching and acquiring knowledge experience. The teachers' strategies in teaching reading become a problem if it is not addressed immediately. The underlying belief gave encouragement to researchers to become interested in conducting research entitled "An Analysis of Teachers' Strategies in Teaching Reading Comprehension". The aim of this research was to examine the procedure by which a teacher decides on the strategy to be chosen and implemented for teaching reading comprehension. The research subject was an English teacher who was selected as the sample of this research.

1.2 Formulation of Problems

In relation to the research background that has been mentioned, this study provides some research questions. The researcher explores:

1. What strategies do the teacher apply in English language learning to teach reading comprehension?
2. Why do the teacher choose the strategies and apply them in teaching reading comprehension?

1.3 Operational Definition

1. Reading Comprehension

In this study, reading comprehension is characterized as the mental process involving the comprehension, interpretation, and extraction of meaning from written texts (Smith & Johnson, 2018).

2. Teaching Strategy in Reading Comprehension

A teaching strategy is a structured approach or technique employed by educators to support the growth of reading comprehension abilities in their students (Brown & Lee, 2020).

1.4 Aims of the Study

The objective of this research is outlined as follows:

1. To gain an understanding of the strategies used by the teacher in the instruction of reading comprehension.
2. To gain insight into the factors influencing the teacher's choice in selecting and utilizing a specific strategy for teaching reading comprehension.

1.5 Significance of the Study

1. Theoretical Use : This study made a valuable contribution to the existing body of knowledge regarding strategies used by teachers to help readers or students enhance their understanding, particularly when it comes to reading comprehension.

2. Empirical Use : This study provides empirical insights into teaching strategies that build the quality of learning reading comprehension through appropriate strategies.
3. Practical Use : In order to help readers learn English, this research gives information about a number of teaching methods for reading comprehension.

CHAPTER V

CONCLUSION

5.1 Summary of the Findings

5.1.1 The Teacher's Strategy in Teaching Reading Comprehension

Based on the findings and discussions presented in this research study, the following conclusions can be drawn:

1. The use of the Questioning Guide strategy by the English teacher in teaching reading comprehension demonstrates its effectiveness in activating students' prior knowledge, guiding their reading process, and deepening their understanding of the text. Well-designed questions help students focus their attention, make connections, and stimulate critical thinking.
2. The implementation of the Guided Imagery strategy enhances students' understanding and engagement with the text by encouraging them to create vivid mental images related to the situations, characters, or concepts depicted in the text. Guided visualization activities foster positive affective connections with the text and make the reading experience more meaningful and memorable.
3. The utilization of the Mapping strategy at the end of a learning session facilitates students' visualization of text structures and their understanding of relationships between different concepts. Concept maps or visual diagrams aid in information organization, highlight key concepts, and support the integration of new information with prior knowledge.

Overall, the strategies employed by the English teacher, including the Questioning Guide, Guided Imagery, and Mapping strategies, contribute to improving students' comprehension skills, fostering active engagement, and promoting critical thinking during the reading process. In conclusion, the findings of this research study highlight the effectiveness of the Questioning Guide, Guided Imagery, and Mapping strategies in teaching reading comprehension. By incorporating these strategies, the English teacher can create engaging and meaningful reading experiences that promote students' active engagement, critical thinking, and deeper understanding of the text.

5.1.2 Reasons for Choosing the Strategies

Based on the findings and discussions presented in this research, several conclusions can be drawn regarding the selection and implementation of teaching strategies for reading comprehension. The English teacher in this study chose the Questioning Guide, Guided Imagery, and Mapping strategies based on various considerations. These strategies were tailored to meet the students' needs, taking into account their limited English reading abilities, interests, and the learning context. The teacher believed that these strategies would enhance students' comprehension, promote active engagement, and facilitate a deeper understanding of the text.

1. The Questioning Guide strategy was chosen because it activates prior knowledge, guides students' attention to relevant information, and encourages them to make connections between their existing knowledge and

the text. This strategy aligns with constructivist learning theory and has been shown to improve comprehension and critical thinking skills.

2. The Guided Imagery strategy was selected because it helps students form strong mental images related to the text, thereby enhancing their comprehension and emotional involvement. This strategy aligns with experts' perspectives on the role of visualization in comprehension and has been found to improve students' interest in the text and their understanding of abstract concepts.
3. The Mapping strategy was used as a form of assessment to evaluate students' comprehension. It helped students visualize the relationships between different concepts in the text, organize information, and identify key elements of text structure. This strategy aligns with constructivist principles, facilitates critical thinking, and has been shown to enhance comprehension and retention of information.

Overall, the chosen strategies were implemented with the aim of improving students' reading comprehension abilities, increasing their interest in the text, and fostering a deeper understanding of the material. The teacher's observations and the literature support the effectiveness of these strategies in achieving these goals.

5.2 Recommendations

Based on the conclusions drawn from the findings and the reasons for choosing the strategies, the following recommendations are suggested:

1. Encourage English teachers to adopt and implement the Questioning Guide strategy consistently in their reading comprehension instruction. Provide

professional development opportunities and training sessions to familiarize teachers with the effective use of structured questions. Emphasize the importance of activating students' prior knowledge, guiding their reading process, and stimulating critical thinking through well-designed questions.

2. Promote the use of the Guided Imagery strategy among English teachers to enhance students' understanding and engagement with the text. Offer training sessions and resources that provide guidance on incorporating detailed instructions and descriptions to assist students in creating vivid mental images. Highlight the positive impact of guided visualization activities on comprehension, emotional involvement, and interest in reading.
3. Support English teachers in implementing the Mapping strategy as a form of assessment and visualization tool. Provide guidance on how to create concept maps or visual diagrams that depict the relationships between main ideas, subtopics, and details in the text. Emphasize the importance of information organization, identification of key elements, and understanding of text structure through concept mapping.
4. Encourage collaboration among English teachers to share best practices and experiences in implementing the Questioning Guide, Guided Imagery, and Mapping strategies. Facilitate professional learning communities where teachers can exchange ideas, discuss challenges, and provide support to one another. Foster a culture of continuous improvement and learning in reading comprehension instruction.

5. Provide resources and materials, such as sample questions, visualization prompts, and concept mapping templates, to support English teachers in implementing the recommended strategies effectively. Develop a repository of instructional materials and examples that demonstrate the successful integration of these strategies in reading comprehension lessons.
6. Conduct further research to explore the long-term effects of the Questioning Guide, Guided Imagery, and Mapping strategies on students' reading comprehension skills. Investigate the impact of these strategies on different student populations, such as students with diverse learning needs or English language learners, to ensure inclusive and equitable instruction.
7. Encourage English teachers to regularly assess and reflect on the effectiveness of the implemented strategies in improving students' reading comprehension. Provide opportunities for teachers to gather feedback from students and use that feedback to make adjustments and improvements to their instructional practices.

By implementing these recommendations, English teachers can enhance their instructional practices, promote students' active engagement, critical thinking, and deeper understanding of the text, and ultimately improve students' reading comprehension skills.

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