

**THE ENGLISH TEACHER'S STRATEGIES IN TEACHING  
READING ALOUD FOR JUNIOR HIGH SCHOOL STUDENTS**

**A THESIS**

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



**By :**

**LUTFIANINGSIH**  
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**ENGLISH EDUCATION DEPARTMENT  
EDUCATIONAL AND TEACHERS TRAINING FACULTY  
UNIVERSITAS ISLAM NEGERI  
K.H. ABDURRAHMAN WAHID PEKALONGAN  
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Demikian pernyataan ini saya buat dengan sebenar-benarnya.

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READING ALOUD FOR JUNIOR HIGH SCHOOL STUDENTS**

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**

*“Nikmati proses nya, jalani dan ikuti arusnya. Terkait hasil, kita serahkan pada yang Maha Kuasa.”*



## ABSTRAK

Strategi mengajar dapat diartikan sebagai rencana yang berisi rangkaian kegiatan yang dirancang untuk mencapai tujuan pendidikan tertentu. Tujuan pengajaran membaca adalah untuk meningkatkan reading aloud siswa. Penelitian ini bertujuan untuk mengetahui apa saja hambatan guru selama pembelajaran didalam kelas serta untuk mengetahui strategi apa yang digunakan guru dalam meningkatkan kemampuan reading aloud selama proses pembelajaran didalam kelas. Sumber data penelitian ini adalah 1 guru bahasa Inggris dari satu kelas 8 SMP di Kabupaten Tegal. Penelitian ini menggunakan metode deskriptive kualitatif. Teknik pengumpulan data akan dilakukan dengan wawancara dan observasi. Hasil yang diperoleh dari penelitian ini adalah 1) Hambatan yang dihadapi guru adalah: a) Kurangnya kosakata siswa. b) Kurangnya motivasi siswa dalam belajar; siswa tidak mengikuti proses pembelajaran daring karena rendahnya motivasi. 2) Strategi guru dalam menjaga kemampuan berbahasa Inggris siswa SMP antara lain: a) Guru menggunakan media yang disediakan oleh guru bahasa Inggris, seperti buku LKS dan buku teks. b) Guru memberikan contoh pembelajaran. c) Guru mempunyai beberapa strategi untuk meningkatkan motivasi siswa belajar bahasa Inggris.

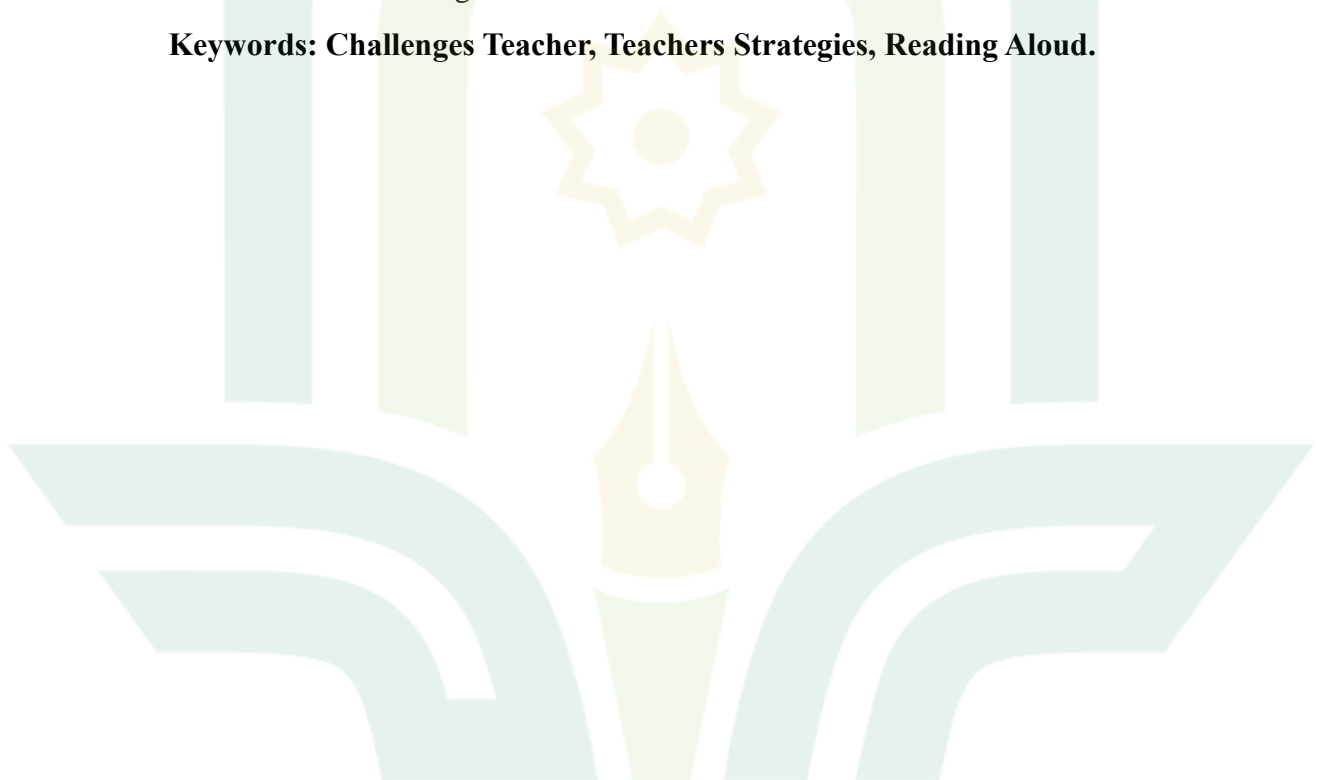
**Keyword: Hambatan Guru, Strategi Guru, Reading Aloud.**



## ABSTRACT

A teaching strategy can be defined as a plan containing a series of activities designed to achieve certain educational goals. Teaching reading aims to increase students' reading aloud. This research aims to find out what obstacles teachers have during classroom learning and to find out what strategies teachers use to improve reading-aloud skills during the classroom learning process. The data source for this research was 1 English teacher from an 8th-grade junior high school in Tegal Regency. This research uses a qualitative descriptive method. Data collection techniques will be carried out by interviews and observation. The results obtained from this research are 1)The challenges faced by an English teacher in junior high school are: a) Lack of students' vocabulary. b) Lack of student motivation in learning; students are not participating in the online learning process because of low motivation. 2) Teachers' strategies in maintaining junior high school students' English language skills include: a) The teacher uses media by English teachers, such as LKS books and textbooks. b) The teacher gives an example of learning. c) The teacher has several strategies to enhance students' motivation to learn English.

**Keywords: Challenges Teacher, Teachers Strategies, Reading Aloud.**



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Pekalongan, 09 November 2023

The Author

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## ENCLOSURE

## CURRICULUM VITAE

## **LIST OF ENCLOSURE**

Enclosure 1 Observation Guidelines

Enclosure 2 Interview Guidelines

Enclosure 3 Observation Data

Enclosure 4 The Results of Interview Data



## CHAPTER I

### INTRODUCTION

#### 1.1 Background.

Teaching and learning English is successful when students can use the English language competently in and out of the classroom (Jenkins, 2012). Students who learn a language will apply their language knowledge in the classroom and their daily lives (Hasyim & Yunus, 2018). According to Choi and Nunan (2018), incorporating language skills (reading, listening, speaking, and writing) accommodates students' diverse learning styles. Integrating abilities also helps students learn English more effectively and is another consideration, as Aidogan and Akbarov (2014) pointed out the integrated skill approach encourages English language learners to speak more naturally.

Rebecca (1990) language is not easy, and teachers could use effective and various strategies for their students to learn the lesson topic. Teachers should understand learning strategies or methods to improve their English language skills. Therefore, teachers must use various strategies to favor the teaching process. Strategies could make learning easier, faster, more enjoyable, more self-directed, and more effective.

Sanjaya (2006) explained that teaching strategies are essential in learning activities because they can concentrate on students in the long term. The strategy can also help students absorb the lesson topic being taught. Strategies help students begin to understand the process of learning. Teacher strategies use students to become more efficient and effective learners.

Haider and Salim (2012) stated that teachers must prepare their learning materials by predetermined standards or benchmarks. Usually, these standards and benchmarks are normative. Education is obliged to lead students into the subject that begins with the introduction. The educator explains learning objectives, the scope of the material, and the benefits of the subject matter can help students understand what the teacher is saying well.

A teacher strategy is a lesson plan that includes structure, instructional objectives, and a sequence of planned tactics for putting strategies into action (Stone and Morris, in Issac, 2010). Furthermore, Issac (2010) defines teaching tactics as the teacher's behavior in the classroom, such as developing teaching strategies, providing appropriate stimulus on time, and increasing responses through extracurricular activities, among other things. Abu Joko (2010) stated that strategy is the first step to achieving a predetermined goal. A teaching and learning strategy is an overall plan that teachers and students must follow to meet the objectives set during the teaching and learning process.

When teaching reading in English, teachers should use good and appropriate strategies to encourage students to become active participants in the teaching and learning process. There are numerous strategies for teaching reading, but they must be appropriate for the student's needs and the learning environment. Most normal children in literate societies learn to read by the age of five or six, and some even earlier. Except for a small number of people with learning disabilities, reading is a skill that is taken for granted (Brown, 2004:185).

Language learning certainly occurs across all subject areas, but it is more focused and direct in reading and language arts. The ability to speak, read, and write affects students' success in all subject areas, making reading and language arts a critical area in which to apply instructional principles that will support ELLs (Haager, Klingner, Aceves, 2010:2).

The author reviews several studies that have correlated with this research. The research compares the results used by the teachers' strategies. The author mentioned several studies relevant to this research in previous studies. In this research, the researcher will focus on teachers' strategies for junior high school students English language.

The researcher chose the title "The English Teacher's Strategies in Teaching Reading Aloud for Junior High School Students" because the principles and methods used for instructions make up a teaching strategy. The teaching approach or tactics chosen are determined mainly by the content or skill being taught. However, they may also be influenced by the student's learning styles, aptitudes, talents, and passions. Teaching strategies are approaches to assisting students in learning course material and developing attainable future goals.

## **1.2 Research Question.**

There are two research questions in this study :

1. What are the challenges faced by teachers in teaching reading aloud?
2. What are the teaching strategies used by English teachers in teaching reading aloud?



### **1.3 Operational Definition.**

To avoid miss-understanding the term in this study, the researcher provides some definitions related to the study as follows:

Reading aloud is an instructional practice where teachers, parents, and caregivers read texts aloud to children. The reader incorporates variations in pitch, tone, pace, volume, pauses, eye contact, questions, and comments to produce a fluent and enjoyable delivery. Reading aloud is an activity to read something loudly. Reading aloud is necessary to be learned. It is supported by Huang (2010 p. 148) "Reading aloud is an important part of education for all-around development, which has several functions in English teaching".

Teaching is a complex process, it does not only give the information from the teacher to the students. There are numerous things that can be done, particularly when teaching and learning are taking place in a classroom. While it is true that certain students and teachers might be challenging and frustrating at times, it is important to keep in mind that the best teaching can also be incredibly pleasurable (Harmer, 2008).

Teaching strategies are a set of teaching, thinking, and learning procedures to achieve a specific goal that has defined a strategy to reach every person's goals. The strategy helps students in the learning process and creates goals that they can achieve in the future. Teaching strategies are a variety of accessible learning strategies that enable them to create the proper techniques to negotiate with the target person, meeting, or approved course (Richards et al., 1992).

#### **1.4 Aims of the Research.**

The study aims to describe the challenges faced by teachers in teaching reading and the teaching strategies used by English language teachers.

#### **1.5 Significance of the Research.**

There are three significances of the research. They are:

Theoretical use: This research theoretically provided useful information in teaching methods, especially in teaching reading.

Empirical use: This study will provide empirical knowledge about new experiences for students.

Practical use: This study presents information for the readers about teaching strategies used by English teachers in teaching reading and the difficulties that teachers face when teaching reading. This study is expected to make a valuable contribution that can be passed on to learners based on their characteristics.

### 3.4 Data Collection

#### 1. Observation

Observation is a major data collection in qualitative research. Observation is directly to see an object of the research in the teaching and learning process. Observation is a complex process, a process that is determined from whole aspects of biology and psychology Arikunto, (2013:172).

The teacher was observed by the researcher using the observation. In this case, The researcher analyzes all the activities in the class during the teaching-learning process. In arranging observation field notes, the researcher observed the teacher during the teaching and learning process. In the observation stage, the researcher observed the teacher how the teacher taught their student about reading aloud and what strategies the teacher used in class during the lesson from opening until closing. In this case, The researcher observed whatever was done by the English teacher related to the teacher's strategies in teaching reading aloud in the classroom It was used to investigate the English teaching and learning process in the classroom. It recorded the English teaching process that was conducted by the English teacher.

#### 2. Interview

Sugiyono, (2008:231) Stated that an interview is a meeting of two persons to exchange information and ideas through responses, resulting in communication and joint construction of meaning about a particular topic.

The interview was conducted following the completion of the teaching and learning process. This interview would be conducted to gain a spoken response from the teacher. The functions of the interview in this research were to cross-check the data and make sure that the data from the observation were valid.

### **3.5 Data Analysis**

The data analysis in this study uses Miles & Huberman's theory. According to Miles & Huberman (1984), data analysis consists of three steps: data reduction, data display, and conclusion verification. The first step is to transcribe the data interview, and observation, and follow the three steps outlined in Miles & Huberman's theory (data reduction, data display, and conclusion verification). Miles & Huberman (1984) showed that data reduction is the process of selecting, focusing simplifying abstracting, and transforming data from written-up field notes or transcriptions. Further episodes of data reduction occur as data collection progresses (writing summaries, coding, teasing out themes, writing memos). The analysis includes data reduction. Researchers can use data reduction to eliminate redundant information and organize data so that conclusions can be drawn and verified.

### 3.6 Research Schedule

NO	Activities	FEB 2022	MARET 2022	APRIL 2022	JAN 2023	MEI 2023	OCT 2023
1	Submission of the research topic	✓					
2	Research approval topic		✓				
3	Writing Research Proposal			✓			
4	Proposal approval				✓		
5	Seminar proposal examination				✓		
6	Conducting and writing the research					✓	
7	Estimation of thesis examination						✓

## CHAPTER IV

### RESULTS AND DISCUSSION

#### 4.1 Results

This chapter presents the result of the English teacher's strategy. Research data were collected from interviews with teachers and observation of students at Junior High School in the classroom.

##### 4.1.1 Challenges faced by teachers in teaching reading aloud.

###### 1. Lack of students' vocabulary.

The result of the interview with English teachers shows the challenges faced by teachers in teaching reading.

“The student's mindset towards learning English is difficult. They consider English a frightening language, and the interest of students in learning to read here is quite low. They have a lot of difficulty when they want to read in English. One of the problems is that students cannot read English well. They do not know how to say or read correctly because of a lack of vocabulary. They are also afraid to make mistakes in grammar and pronunciation. while the most important thing in reading is that our interlocutors understand what we read.” (Interview with N, Mei 2023).

This can also be seen in class meetings: when the teacher invites students to read the text, there are still some students whose vocabulary is still low and some who don't know how to read it correctly.

###### 2. Lack of students' motivation to participate in learning.

The result of the interview with the English teacher was the teacher gave motivation to participate in learning.

“The way I overcome this problem is to provide motivation and positive affirmations to students. To be able to encourage

students to try to train their reading skills, we need a lot of time. I explain to students that we do not have to be direct; we can learn slowly, no matter how little progress they make. I would appreciate it. And then interaction between I and students, as well as students among themselves, is necessary in communicative classroom activities. It will keep communication flowing within the classroom. By interacting with other learners and teachers, learners will improve their language and social skills. I give them a little motivation, such as inviting students to submit their opinions about learning materials, and the teacher offers students the opportunity to request learning materials or consultation if they experience difficulties in the learning process.” (Interview with N, Mei 2023).

This statement can also be confirmed in class meetings: the teacher always motivates students and gives positive affirmations when there are students whose pronunciation is still lacking, so that students are motivated, and the teacher also invites students to continue learning slowly. Teachers also provide consultation if there are difficulties in the learning process.

#### **4.1.2 Teaching Strategies used by English teacher’s in teaching reading aloud.**

##### **1. Using printed books.**

The results of the interview with English teachers about their teacher strategies for maintaining high school students English language skills are as follows:

“The teaching method is done using material from books. Various media, such as printed books and LKS books, facilitate students during the learning process in the classroom. I pioneered the use of media in the classroom, starting with text learning and then reading the text. Besides, various types of evaluation are used during classroom learning, including those ranging from training students to reading to homework.” (Interview with N, Mei 2023).

The use of this media is so that students continue to pay attention to learning activities. This statement can also be confirmed in class meetings. Teachers use several media to support their learning activities, such as textbooks, LKS books, and, of course, RPS.

## **2. Giving a model of learning.**

The result of the interview with the teacher gives an example of learning:

“I ordered the students to open the material in the LKS book and read it loudly. If there was anything wrong with the pronunciation, I would always give examples of good and correct reading speech. As such, this might be one way to interact with students.” (Interview with N, Mei 2023).

From the observations that the researcher made, the teacher provided and explained the previous material. In this teaching and learning process, the teacher explains reading material that focuses on pronunciation.

The teacher then invites students to open the text in the LKS book and then asks students to focus on the text. After that, the teacher begins to read the text slowly so that students can understand how to pronounce it correctly and then gives instructions to all students. The teacher asks one by one to read the text in the book, as in the previous example.

## **3. Enhancing students' motivation to learn English.**

The results of interviews with English teacher about enhancing students' motivation in learning English:



“I encourage students to communicate in class, so they'll be more motivated. Discussions at the beginning of class, during class, or at the end of class involving students in the discussion will give students an overview of vocabulary and pronunciation. This can include the fluency of their pronunciation and vocabulary.” (Interview with N, Mei 2023).

This is done by the teacher at the beginning and end of the teaching and learning process. He invites students to have discussions that focus on pronunciation and vocabulary to find out whether they are experiencing difficulties or not.

## **4.2 Discussion.**

### **4.2.1 Challenges faced by teachers in Teaching reading aloud.**

#### **1. Lack of students' vocabulary.**

One of the challenges in teaching English in the classroom is students' lack of vocabulary mastery. This hinders students' understanding of the subject because some students may lack vocabulary, making them not participate actively in class. This is supported by other research, Hasan (2016) stated that one of the most difficult tasks faced by students is mastering vocabulary. Maruyama (1996), as quoted by Hoa and Mai (2016), also shows that one of the three reasons why students do not master vocabulary is because English is not used by them in everyday life, making them feel that they do not need to learn these words.

#### **2. Lack of students' motivation to participate in learning.**

Based on the findings above, it can be concluded that researchers found that the problems faced by teachers were that some students were silent during learning and did not respond,

and the lack of good interaction with teachers had a significant impact on the implementation of learning. As found in research conducted by Frambach et al. (2014), some students don't want to talk because they don't have anything valuable to say. This can be caused by failure to complete homework, learning difficulties, or a lack of context to relate the material to their own experiences. The cause is a lack of enthusiasm.

#### **4.2.2 Teaching Strategies used by English teacher's in teaching reading aloud.**

##### **1. Using printed books.**

To support the learning process, teachers use several media, such as LKS books and printed books, to convey learning material in class and assess students.

Interview data shows that researchers found that the media used by teachers during learning were LKS books and printed books. Another research conducted by Ma'as Shobirin et al. (2013) supports this. This medium is effectively used to facilitate students' understanding of learning. Garinger (2001) asserts that using printed books and LKS books is one of the most effective and available ways to relieve some of the pressure imposed on teachers, reducing preparation time, providing ready-to-use activities, and finally providing concrete examples from printed books.

## **2. Giving a model of learning.**

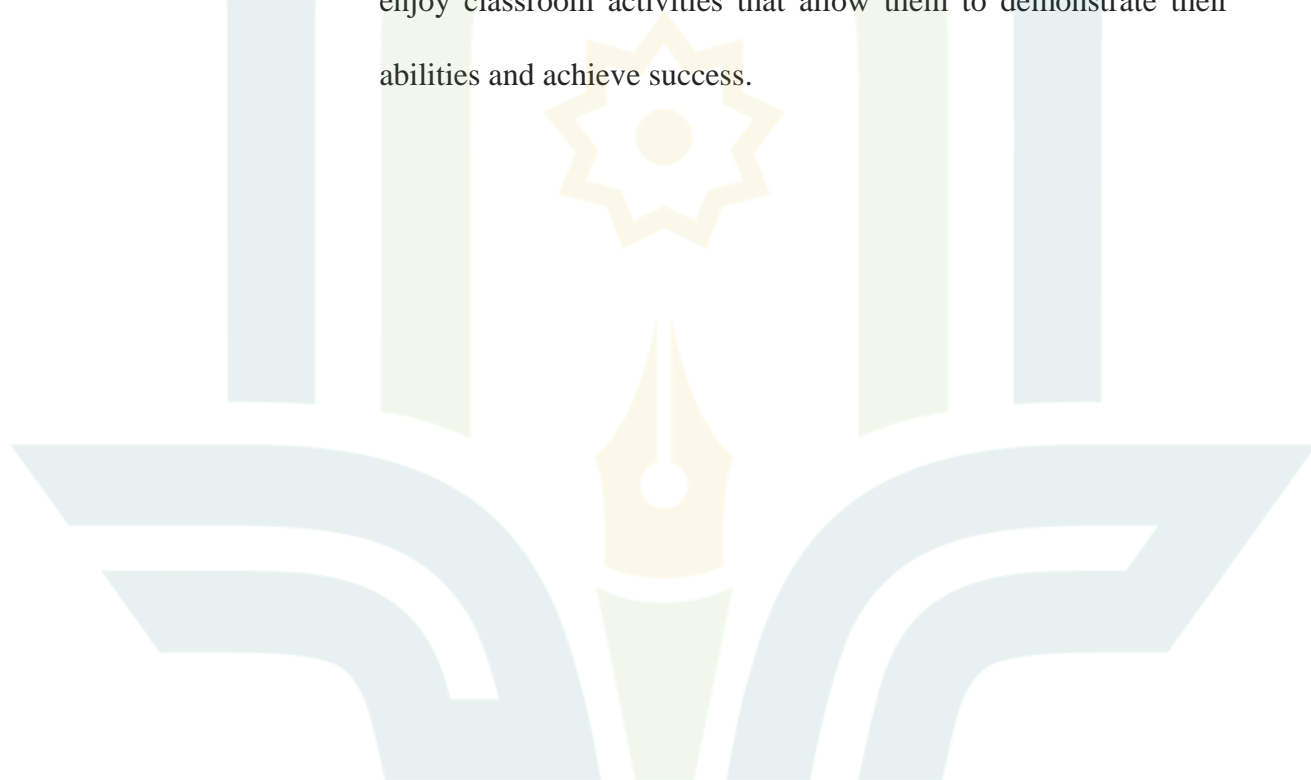
Interviews show that English teachers use worksheets as an intermediary, and teachers model correct pronunciation to provide examples of learning in the learning process. This is supported by Arsyad (2006:75). LKS media can help teachers convey messages or lessons as a learning medium. Students can understand the lessons taught. In addition to sections dedicated to skills, the textbook also contains sections for grammar, vocabulary, and portfolio. As can be observed, most of the tasks used in the reading section require students to provide selected responses and do not involve them in producing long answers. The authors justify their choice of this type of task as a way to enable students to understand, build, and retrieve vocabulary.

## **3. Enhancing students' motivation to learn English.**

Motivation is very important in improving students' English learning performance. English teachers have several strategies to increase students' motivation to learn English, such as discussions at the beginning of class, during class, or at the end of class that involve students in discussions.

Based on the results of the interview above, it can be concluded that English teachers have several strategies to increase students' motivation to learn English, such as discussing in class. This is in line with Ball's (1957) statement that motivated students

are those who want to do what the teacher expects. On the other hand, unmotivated students do not want to do what the teacher expects. In this case, the teacher invites students to discuss so that students' vocabulary and pronunciation run smoothly, and they don't get bored while learning. According to Ryan and Deci (2000), motivation is the desire to engage in an activity because it is fun and satisfying to do. At this point, teaching methods are very important in forming and fostering student learning motivation. Many students enjoy learning languages because they enjoy classroom activities that allow them to demonstrate their abilities and achieve success.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1. Summary of the findings

This chapter presents the conclusion and recommendations of the research. Based on the explanation in previous chapters, the researcher concluded the research with several points.

1. The challenges faced by an English teacher in junior high school are 1) Lack of student vocabulary. 2) Lack of student motivation in learning; students are not participating in the online learning process because of low motivation.
2. Teacher's strategies in junior high school students' English language skills include: 1) The teacher uses media English teachers, such as LKS books and textbooks. 2) The teacher gives an example of learning. 3) The teacher has several strategies to enhance students' motivation to learn English.

#### 5.2. Suggestion

The researcher would like to make recommendations for more research in this area to examine the supporting elements that teachers encounter when teaching reading in greater depth. The researcher also suggests conducting additional studies with children from lower grade levels.

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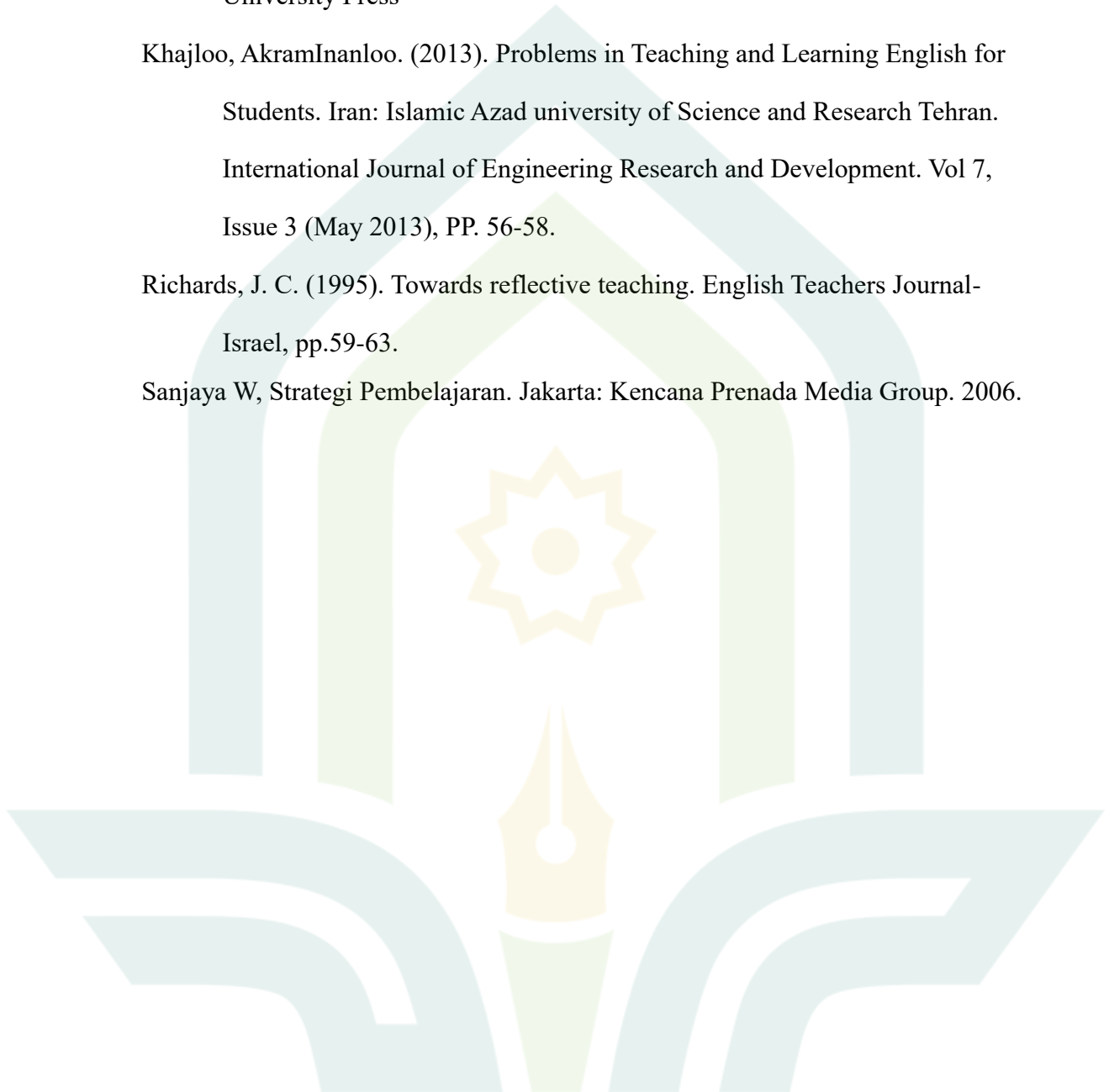
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