

**AN ANALYSIS TEACHER STRATEGIES IN TEACHING READING
COMPREHENSION AT BASIC ENGLISH COURSE LANGSA**

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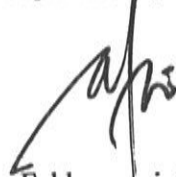
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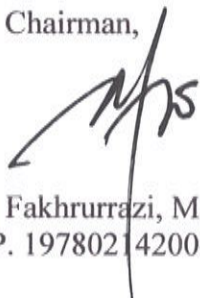
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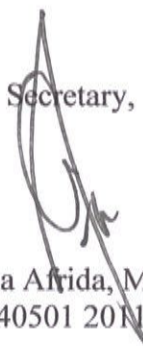
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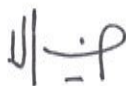
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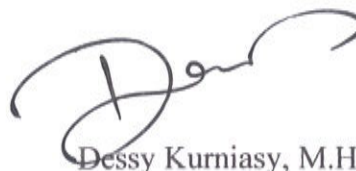
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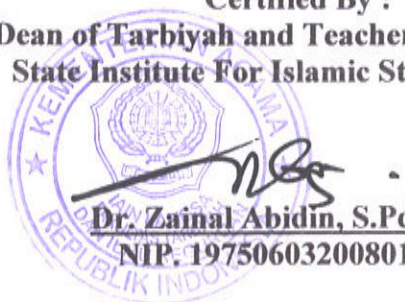
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Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul *“An Analysis Teacher Strategies In Teaching Reading Comprehension At Basic English Course Langsa.”* untuk memperoleh gelar sarjana pendidikan merupakan hasil karya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

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membuat pernyataan



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In The Name of Allah, Most Gracious, Most Merciful

Alhamdullilaahi Robbil ‘Aalamiin, praises and grateful to Allah SWT, peace and blessings be upon to the great prophet Muhammad SAW, his friends, family and followers until the end times. The researcher realize that since the preparation research until the result of this research there are many difficulties and challenges faced, but thanks to the blessing of Allah Almighty and the guidance of various parties, all difficulties and challenges face can be overcome.

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Firda Mauliza

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ABSTRACT

Firda Mauliza, 2023. An Analysis Teacher Strategies In Teaching Reading Comprehension At Basic English Course Langsa *Skripsi* English Department, Tarbiyah and Teacher Training Faculty, State Institute for Islamic Studies (IAIN) Langsa

Supervisor (1). DR. Fakhurrrazi, M.Hum. **(2).** Nina Afrida, M.Pd

This research aims to find out teacher strategy in teaching reading comprehension and students' respond toward teacher strategy at *Basic English Course* (BEC) Langsa. This present research was qualitative approach. The subject of research English tutor 10 students junior high school at BEC Lagsa. The data were collected by using observation, documentation and interview. The result of the research indicates that the strategy used by English tutor scaffolding strategy, Think Aloud strategy and also SQ3R strategy. Students respond toward teacher strategy they were very good, very positive, and also very active when participating in teaching and learning activities also showed a very comfortable response when participating in the reading comprehension. It can be concluded that the tutor BEC used more than one strategy in teaching reading comprehension and make students good respond for teacher strategy.

Key Word: *Teacher strategy, Reading Comprehension. Scaffolding.*

CHAPTER I

INTRODUCTION

A. Background of Study

Reading is an activity that is quite complex and involves a fairly complex skill which involves visual activity, and thinking, meaning that reading is a series of activities that involve mentally in understanding what the author is conveyed through text or reading. Reading is a decoding process that is a password reading in the form of a series of letters into language sounds that can read is a fairly complex activity and involves a fairly complicated skill which involves visual activity, and thinking, meaning that reading is a series of activities that involve mentally In understanding what the author is conveyed through text or reading.

King believes that four factors are involved in reading comprehension: the reader, the text, the strategies, and the goal. Then, goes on to emphasize that what actually makes the difference is the reading strategies. For king, the single most important factor in reading is the strategies learners utilize. The metacognitive and cognitive strategies are most relevant to reading. Metacognition is concerned with monitoring, or watching, and evaluating the success of the learning process. Cognitive strategies, on the other hand, relate to the specific contexts and learning tasks.¹

Brown stated that "reading comprehension is a matter of developing appropriate, efficient comprehension strategies". He goes on to enumerate ten

¹ K King, *Reading Strategies*. Journal of Research in Reading 2008. Vol 4, No 2, p.383.

such strategies: 1) Identify the purpose in reading. 2) Use graphemic rules and patterns to aid in bottom-up reading. 3) Use different silent reading techniques for relatively rapid reading. 4) Skim the text for main ideas. 5) Scan the text for specific information. 6) Use semantic mapping or clustering. 7) Guess when you aren't certain. 8) Analyze vocabulary. 9) Distinguish between literal and implied meanings. 10) Capitalize on discourse markers to process relationships. So, when the strategy used in reading is an appropriate strategy, then it will be very helpful to students in the context of understanding their reading.² The impact of these strategies on reading is conceived to be of utmost importance in any act of reading. Remember that emphasized that what differentiates between poor and good readers are reading strategies. Of course, he is not alone in this regard.

Strategy is a very important component to support the success of the learning process. In addition, appropriate and different learning strategies will have an impact on students' learning motivation that is instilled in them to demonstrate their learning behavior. With the various learning strategies used by the teacher, it will be able to steal the attention of students because it is interesting and also when the learning process takes place, learning activities are not boring and tense and will make the learning process meaningful. Besides, when the teacher is able to determine a good strategy that is used according to with the material needs that will be delivered to students will certainly greatly impact their learning achievement. so that the learning strategy implemented by the teacher is

² Brown, H. D. *Teaching by principles: An interactive approach to language pedagogy*. Englewood Cliffs, (New Jersey: Prentice Hall Regents, 2001), p.321.

very important to support the success of students in understanding the material being studied.

In fact, the Basic English Course (BEC) is one of the English language learning programs that has competent teaching staff to produce students who have skills in the field of language, especially English. Each tutor has interesting and specific strategies that are applied to students to make students more qualified in their respective fields. As well as the preview, question, read reflect, recite, and preview strategy or what is known as PQ4R is one of the strategies used by one of the tutors at BEC in teaching students reading comprehension. This resource was obtained by the researcher based on an interview with one of the tutors before conducting research to obtain information related to strategies in teaching reading comprehension. Where, in order to develop students' reading comprehension, the tutor asks students to preview when reading and get an overview of what they are reading by asking each of them questions related to what they are reading, and also doing the 4R that are meant by reading material, reflect on what you have just read, recite the main points to help study better, then review to the main material and discuss to find out the answers related to the questions they raised at the beginning of the reading. This is also supported through the category of students who are very good in reading comprehension at BEC Langsa. Thus, to make tutors achieve success in teaching reading comprehension to students. In addition, the reading ability of students at BEC is also in the very good category. Where, they can develop their reading comprehension according to the information or

their reading sources. This is of course greatly influenced by the strategies used by their tutors in teaching reading.

Ahmadi clarify that strategy means the main step to achieve the objective determined. Connected with teaching and learning, strategy means general scheme of teacher's and students' activities in teaching learning process to achieve the objective determined.³ As stated by Harmer, teaching strategy is the set of general directions selected by the teacher to gain the objective of teaching and the learning process.⁴ Related to this definition, Brown says that selecting the appropriate teaching strategy makes the teaching reading process easier to apply to various teaching methods and techniques.⁵ Thus, a successful teacher understands that teaching strategy has an important role in order to improve student's language skills, especially reading comprehension.

Based on the fact above, the researcher are very interested in knowing the strategies used by BEC teachers in teaching reading comprehension. Thus, the researcher decided to research at BEC Langsa by choosing the title "*An Analysis Teacher Strategies in Teaching Reading Comprehension at Basic English Course Langsa*"

B. Research Question of Study

In order to clarify the problem of the research, the researcher formulated the problem as follow:

³ Abu Joko Tri Ahmadi. *Strategi Belajar Mengajar*. (Bandung: Pustaka setya, 2005), p. 5

⁴ J. Harmer, *The Practice of English Language Teaching*. (Malaysia: Pearson Education Limited. 2007),p.30.

⁵ H. D. Brown, *Principle of Language Learning and Teaching*. (USA: Longman, 2000),p. 60.

1. How is the English teachers' strategies in teaching reading comprehension at *Basic English Course (BEC)* Langsa?
2. What are students' responses toward their English teacher's strategies in reading comprehension at *Basic English Course (BEC)* Langsa?

C. Purpose of Study

Based on research questions above, the purpose of this research formulated as follow:

1. To describe English teachers' strategies in teaching reading comprehension at *Basic English Course (BEC)* Langsa.
2. To find students' responses toward their English teacher's strategies in reading comprehension at *Basic English Course (BEC)* Langsa.

D. Significant of Study

There are theoretical and practical significances from this research as follows;

Theoretically, This research can be useful as a source of reference for relevant research on the strategies that used by the teachers' and this research can be useful as input for increasing knowledge about reading comprehension students.

Practically, the result of this research can be implemented by English teachers about their strategies that can make it efficient the learning process, and help facilitate students to improve students reading comprehension. In

addition, the students can improve the knowledge about reading comprehension. Lastly, for other researcher, can increase the knowledge and information about the strategies in teaching English and reading comprehension.

E. Terminology

1. Reading Comprehension

Reading comprehension is a process to understand the text we read.

Then, reading comprehension is the application of a skill that evolved for other purposes or oral comprehension to a new input (text).

2. Teacher Strategy

Teaching strategy is the set of general directions selected by the teacher to gain the objective of teaching and the learning process.

3. Response

Response is a behavior that is born from a person as a result of a stimulus given by someone to him or a response to learn something with a feeling of pleasure. In this case the response is the student's behavior based on the stimulus given by the teacher in learning reading comprehension

4. BEC Langsa

Basic English Course (BEC) Langsa is a foundation or also called an institution that belongs to non-formal education that carries out teaching and learning activities just like in schools. In particular, it is a place for tutoring in deepening English language skill.

CHAPTER II

LITERATURE REVIEW

A. Previous of Study

In this previous of study, the researcher aims to avoid replication of study before choosing this topic, the researcher found two these related to this study;

For the first research entitled “ *An Analysis of Teacher’s Strategies in Teaching Reading Comprehension*” the research was conducted at SMK Dharma Bakti 1 Medan by Asima Simarmata in academic years 2020/2021. This study was raised due to problems in learning reading. The researchers saw that teachers and students experience constraints in the learning process. This research is used with research objects of English teachers. The method of the research was qualitative research. The Instruments of this research were observations and interviews. The results of this study using the strategy of Directed Reading Activity (DRA). this strategy was considered effective because it was able to build a teaching learning process. Making classes more conducive, students are also trained to build good cooperation, students capable of discussion and critical thinking as well as developing understanding after reading.

The second research entitled “Strategies in Teaching Reading Comprehension and the students’ responses toward their teachers’ strategies in teaching reading comprehension at one junior high school in Riau”. This research conducted by Devi Nur’aini in academic years 2015/2016. This study employed a

qualitative research design which is a case study using three data collection techniques; observation, interview and questionnaire. This study revealed that the teachers have used teaching reading comprehension strategies in three reading stages: pre-reading, while-reading and post-reading stage. It also revealed that in general, the students' responses to their teachers' strategies were good enough which were classified into low-level association responses and partly-formed knowledge structure responses. These findings recommend that the three teachers need to increase their knowledge and experiences in order to understand the concepts, implementations and the reasons in using the strategies in teaching reading comprehension. They are also suggested to give instructions of teaching strategies to students with low level association responses before starting the reading activities, and give some guidance to students with partly-formed knowledge.

Lastly, the research entitled "Teaching Strategies Use in Reading Comprehension Class at the Tenth Grade Students of SMk Islam 2 Ambarawa" research conducted by Noor Aziz Kurniawan in academic years 2017/2018. The application of the strategies to improve the students' reading skill were keep applying the principle of teaching reading as Jeremy Harmer stated; Reading is not passive skill, Student needs to be engaged with what they are reading. And the students' responses are good, most of them feel enjoy and interest with the teaching reading strategies. The strategies divide into 4; 1. Memorizing, 2. Answer relationship, 3. the use of game and 4. Discussion. The most used is the use of Game.

From all of the previous above, there are the similarity between the research that will be carried out and the three. Where, this study uses a qualitative method and also was conducted about teacher strategy in teaching reading comprehension. While, the difference is that the result three studies the strategy found by the teacher was different. Where, this study found that three strategy apply from the tutor like as, think aloud, scaffolding and SQ3R. In addition, this research will be carried out in English course, not at a school. Then, the focus of this research is on the teacher related to the strategies he uses.

B. Theoretical Framework

1. Teacher Strategy

a. Nature of Teacher Strategy

Teacher strategy is one of the components in instructional system. The components in instructional system itself consist of objective, teacher, students, instructional material, instructional strategy, and instructional media, administration and financial factor. Strategy means the accurate planning about activities to achieve specific purpose. While learning means an effort to gain some knowledge and skills, and teaching means giving instruction.⁶ In other reference, Abu Joko Tri Ahmadi stated that strategy means the main step to achieve the objective determined. Connected with teaching and learning, strategy means

⁶ Kamus Besar Bahasa Indonesia (Balai Pustaka: 2001),p. 78.

general scheme of teacher's and students' activities in teaching learning process to achieve the objective determined.⁷

Brown stated that strategies are special methods of approaching a problems or task modes of operation for achieving a particular end, planned design for controlling and manipulating certain information.⁸ Based on the explanation above, these mean that strategy that is used by the teacher is based on the approach that has been used by the implementation of the method. Strategy also used by the teacher to make planning about what material and manner to success on teaching learning process. According to David teaching strategies is a plan, method, or series of activities designed to achieves a particular educational goals.⁹ Based on the explanation above, it can be concluded that teaching strategy is plan that contains a series of activities the teacher and students to achieve specific educational goals

There are four basic strategies in conducting teaching process. First is identifying and determining the specification and qualification of the change of student's behavior and personality as expected. Second, choosing the teaching approach system based on society's aspiration and view of life. Third, choosing and determining the most effective of teaching procedure, method, and technique which can be relied on for the teacher in teaching process. The last is determining the criteria and the success standard which can be a guide lines for the teacher in

⁷ Abu Joko Tri Ahmadi. *Strategi Belajar Mengajar*. (Bandung: Pustaka setya, 2005), p.5

⁸ Brown H.Douglas. *Language Assessment: Principles and classroom Practices*. (United states of America: Pearson Education, Inc . 2007),p.119.

⁹ David. *Language Teaching Methodology: A Text Book for Teacher*, (Hall Cambridge University Press. 1991),p. 80.

doing evaluation, in order to make some correction for the next instructional system.¹⁰

According to Tabrani Rusyan as quoted by Ahmad Sabri, there are some considerations related to the teaching strategy. It influences how the teacher designs the material. Those are the target of teaching and learning process, the substance of learning process as the way to achieve an exchange of students behavior, entering behavior of the students, and the patterns of students' learning.¹¹ When a teacher designs a course, there are some factors that should be considered. These factors will influence the strategy that is used by the teacher. The considerations are associated with students' characteristics, context of their study, class size, and the availability of time. These will also affect selection of the material to be used.

Davison and Dowson stated that there are three strategies for teaching reading, that are individual class, group class, and whole class, the explanation as follows:¹²

1. Individual Class

Pressure to prepare classes for common examination texts can make it seem a luxury to allow pupils the time to read their own choice of books in English lesson, especially to allow sufficient time for real engagement in such text. Private reading is crucial to meeting the different

¹⁰ Syaiful Bahri Djamarah and Aswan Zain. *Strategi Belajar Mengajar*.(Jakarta:Rineka Cipta, 2002), p.05

¹¹ Abrani Rusyan in Ahmad Sabri, *Strategi Belajar Mengajar dan Micro Teaching*, (Jakarta: Quantum Teaching, 2005),p.17.

¹² Jon Davidson, & Jane Dowson, *Learning to Teach English in the Secondary School*, (New York: Routledge Falmer. 2003), p.124.

needs of pupils, through access to appropriate reading material and task tailored to the individual.

2. Group Class

This strategy of reading is suitable for small groups of pupils reading a core text, author or genre, and working on a task, either as a group or individually: pupils show that they have taken account of the responses and views of others in their reading of the text. Group reading is demanding in terms of class organization and sufficient resources. It is however a critical bridge between individual reading and class set text, between pupils exercising their own purely personal criteria for responding to a text, and learning about the prevailing literary discourses of examination, and how to be critical readers. It allows for guided choice, for the teacher to ensure range, while supporting the autonomy and reader. It allows for guided choice, for the teacher to ensure range, while supporting the autonomy and reader. It is a way of keeping a personal dialogue going, and maintaining individual reading position, while pupils move towards examination, which increasingly prescribe what to read and how to respond. Group reading is an important way of addressing difference, and requires both the class and support teacher to give guidance and allocate appropriate targets for reading.

3. Whole Class

Many pupils love to read aloud to the class, some with an enthusiasm that is not always matched by competence. The dynamic of the

text is quickly lost by just a few minutes of in experienced, hesitant reading, which frustrates readers that are more able. When a whole class is sharing a text, practice in reading can be built into the scheme of work, which gives everyone an opportunity to develop reading skills. Pupils need to hear good models for reading on a whole class basis, from the teacher, and from pupils who have a mutual agreement with the teacher about reading aloud sometimes.

b. Strategies in Teaching Reading Comprehension

Teaching strategies are a general description of the plan of a lesson such as the needs or objectives for implementing teaching strategies.¹³ So that the teacher is a means of knowledge that can help the student learning process. That way students can gain knowledge about learning, especially in English. Teaching strategies are related to teaching and learning activities used by teachers such as techniques, structures, methods, approaches, and procedures.¹⁴ It is a tool for teachers to help students meet specific learning goals. Teachers must also be creative in their content selection and inspire their students to learn.

More specifically, strategy involves the optimal management of troops, ships, and aircraft in a planned campaign. A different, but related, word is “tactics” which are tools to achieve the success of strategy. Linse said strategies

¹³Nurman.Antoni, *Exploring EFL Teacher’ Strategies in Teaching Reading Comprehension*. Jurnal Penelitian Pendidikan, (2010). 11(2)

¹⁴ J Harmer. *The Practice of English Language Teaching, 3 rd Ed.* (New York: Person Education Limited,2001), p.114.

different with method. The strategy refers to a plan to achieve something.¹⁵ Strategies are especially important for language learning because they are tools for active self-direct involvement were essential for developing communicative competence. Strategy means a well planned series of actions for achieving the aim, especially success again an opponent.¹⁶ From the explanation above, it can be determined that a learning strategy of applied the teachers will depend on the approach used, while how to run a strategy that can be assigned various learning methods.

In addition, The aspects are the background of the students, the objective of learning, the timing, and the problems of learning. Hence, the teaching strategy is needed by the teacher in order to make the learning process more enjoyable. Teaching strategy refers to the techniques, structures, method, approaches, procedures used by the teacher in teaching and learning activities.¹⁷ Those are the ways the teachers used in helping the process of students learning to gain the particular teaching and learning goals. According to Brown, strategy is a certain method of solving a problem or task, a mode of operation to achieve a specific goal, and a plan is designed to control and manipulate a specific information.¹⁸ Strategy is a mechanism that is used by the teachers to cope with any obstacles during the learning process in order to facilitate learning outcomes. It is designed

¹⁵C. T Linse. & Nunan. *Practical Language Teaching and Learner*. (New York: Cambridge University Press, 2005).p.78.

¹⁶ L. Marlina, *Teaching Reading Comprehension By Using 3-2-1 Strategy To The Tenth Grade Students Of Sma Ethika Palembang*. Jurnal Pendidikan dan Pengajaran (2014), 1121.

¹⁷ J Harmer. *The Practice of English Languange Teaching, 3 rd Ed*. (New York: Person Education Limited,2001),p.117.

¹⁸ H. D Brown, *Teaching by Principles: An Interactive Approach to Languange Pedagogy* (4thed). New York, NY: Longman, 2000), p.212.

for the basis of the teaching and learning process related to the students and learning environment.

Hence, strategy is a solution created by the teacher to assist students in understanding the lesson, and making the classroom situation more effective. Based on the statement above, it can be concluded that teaching strategy is the teacher's effort in order to achieve the learning goal. It is In a attempt to run a teacher of learning method to determine the techniques that it deems relevant to the method. Successful reader can also read for thorough comprehension. This means they read to understand the total meaning of a passage. This kind of reading is often done in academic and other settings where complete comprehension is necessary. There are some strategies in teaching reading comprehension;¹⁹

1. Scaffolding

A key change in the delivery of instruction that would make a difference in the content literacy of all learners, especially students from diverse backgrounds, is to scaffold the strategies for text. Scaffolding is a lesson in which students are given some assistance during the early stages of learning and then reducing the aid and providing opportunities for students. Scaffolding allows teachers help diverse learner negotiate meaning and overcome difficulties in text-related learning situation. Scaffolding is as a process by a student is helped to solve a particular problem beyond its developmental capacity through the help of a teacher

¹⁹ Richard T Vacca & Jo Anne L Vacca,. *Content area Reading*. (Longman: Person Education, 1999), p.154.

or other person with more ability. From the definition described above it can be concluded that scaffolding is a support, support to students of teachers that enable the development of learning ability so that there is a higher level of mastery of material shown by the completion of more complicated problems.

2. Think-aloud

Think Aloud is a strategy that helps students on learning activities, Aims to recall more significant information from the texts given by the teacher. The ability of teachers to transfer creativity Them and control the students in completing each step of the way think aloud strategy in understanding reading texts and teachers make their thinking explicit by verbalizing their thoughts while reading orally. There are five basic steps when using think-aloud. First, select passage to read aloud that contain points of difficulty, ambiguities, contradictions, unknown words. Second, while orally reading thinking-aloud, have students follow silently and listen to how trouble spots are through. Third, have students work with partners to practice think-aloud by taking reading short, carefully prepared passages and sharing thoughts. Fourth, have students practice independently, using a checklist to involve all students while verifying use of the procedures. Finally, to provide for transfer, integrate practice with other lessons, and provide occasional demonstration of how, why, and when to use think-aloud.

3. Reciprocal Teaching

Reciprocal Teaching Reciprocal teaching is a method that asks both teachers and students to take turns acting as the teacher during a discussion on a particular reading. Four guiding tactics are used in reciprocal teaching: anticipating, posing questions, summarizing, and clarifying. Reciprocal teaching is an excellent technique to teach students how to extract key concepts from a text while chatting about language, formulating thoughts and inquiries, and summarizing data. It may be applied to 41 many different subject areas, and it works especially well with nonfiction and textbooks. Then each student has a turn playing the part of the teacher. The ability to modify the task demand in order to support the students when difficulties arise is essential to the strategy's success. That is, you help students by decreasing the task's requirements when they are having trouble. You gradually withdraw help as the process progresses to ensure that pupils keep learning. In some aspects, Reciprocal Teaching is a collection of four understanding techniques.

4. SQ3R

SQ3R is a methodical reading technique that might assist you in segmenting the reading process into digestible chunks. It is only one of 25 different approaches you can use to increase comprehension. It is composed of five steps: surveying, asking questions, reading, reciting, and reviewing. The SQ3R strategy entails four steps: reading the chapter headings quickly to 42 grasp their key points; turning the heading into a

question; reading to discover the answer to the question; and reading to recall the key points (the answer to the question) by retelling them or noting them down in one's memory at the key points. Based on the details readers require to respond to the question, the sort of comprehension question that is posed should be used. Teachers should therefore assist students in being aware of potential sources of knowledge as they respond to inquiries. To answer a question, a reader consults two major sources of information: the text and his or her own memory.

5. Question Answer Relationship (QARs)

QARS is a reading strategy through understanding and analysis of questions. In other words this strategy guides students to understand the questions in order to get an information in a reading itself. So that in practice in the classroom students only glance read the reading and to understand further the focus of students is the questions given by the teacher about the text reading. The information in the text and the reader's own knowledge serve as the reader's two main sources of information. The process Teachers of reading can directly teach QARs to children, and subject-matter experts can reinforce what they have learned. Keep in mind, however, that students may enter your class completely oblivious to the information sources available for obtaining an answer or they may not be aware of the appropriate times to use various sources.

2. Reading Comprehension

a. Nature of Reading Comprehension

Different from reading in general, reading comprehension has a deeper meaning to elaborate. There are many definitions of reading comprehension accepted from some writers. According to Klingner reading comprehension is the process of constructing meaning by coordinating a number of complex process including word, understanding the meaning and the relationships between ideas conveyed in a text.²⁰ Furthermore, he summarized reading comprehension instruction for the teacher as following a three-step procedure : mentioning, practicing, and assessing. That is, teacher mention the skills that the students want to use, then they give them opportunities to practice those skills through workbooks or work sheets, and finally assess whether or not they use the skill successfully. Classifies Reading Comprehension into three levels:²¹

1. Literal Comprehension

Literal comprehension level requires the reader to recall facts that are overtly in the text. For examples: it is to recall names, things, and areas.

2. Inferential Comprehension

Then, the inferential comprehension level allows the reader to suggest relevant additional information based on the text confronted and personal experience. It refers to understanding what an author meant and

²⁰ J.K. Klingner and A Boardman,. *Teaching Reading Comprehension to Students With Learning Difficulties*. (New York :The Guilford Press, 2007), p.2.

²¹ Hillerich, *The Good Teacher is More Than a Lecturer the Twelve Roles of the Teacher*. (University of Dundee, 2000), p.183.

what was said, developing general conclusions, inferring main idea, sequencing, making judgment, predicting outcomes, etc.

3. Critical comprehension

The critical comprehension level leads to the making of balanced judgments about the author's style and some other aspects of the text. It has to do with evaluating or making judgments in four major areas: central issues, support for those issue, language style, and logic used to arrive at conclusions.

As it is mentioned before, reading comprehension is the process in which the reader constructs meaning from the text. There are at least three types of constructing meaning processes proposed by some experts. The three processes of constructing meaning of the text are presented below:²²

1. Bottom-up Processing

Bottom-up processing views the process of reading as phonemic units. In bottom-up processing, the reader must recognize a multiplicity of linguistic signal such as letters, morphemes, syllables, words, phrases, grammatical cues, and discourse markers. It means that the reader has to scan from letters to letters, recognize the words from one to another associate among phrases, clauses, and sentences, and finally it is processed into phonemic units representing lexical meaning and attains some comprehension of the text.

²² F. N. Brown, *Promoting Students' Reading Proficiency through Reciprocal Technique*. (Vision: Journal for Language and Foreign Language Learning, 2001), 6(1), p.73-86.

2. Top-down Processing

In top-down processing, the reader involves their knowledge of syntax and semantic to create meaning of the text. The reader constructs meaning by bringing their early thought to the text being read. It means that the reader's background knowledge is very important in getting the meaning of the text. In top-down processing, the reader makes some prediction of the text. The process is continued by taking samples which will be confirmed or not to the predictions have been made before. Finally, the reader checks the predictions.

3. 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. 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, 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.

b. Teaching Reading Comprehension

Teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn, and sets the condition for learning.²³ Guidance is done by leading the students to do activities in the effort of getting knowledge. The teacher can help the students in gaining the knowledge by giving facilities such as tasks. By giving these tasks, the teacher lets the students study by themselves. To make the teaching and learning process run well, the teacher needs to set a good situation for the students to learn. In setting a good condition, the teacher must consider a classroom method or technique that is used as this can influence the way she/or he manages the class.

Based on the definition above, teaching reading comprehension is a guidance that is done by the teacher to make learners reach their reading comprehension on the text using a certain technique. The teacher can lead the learners to understand a text by using some strategies on reading comprehension.

c. Principles in Teaching Reading Comprehension

In the teaching of reading, the teacher cannot directly just teach reading to the students by giving texts and asks them to understand it. There are some principles which have to be considered by the teacher. As it is proposed by

²³ . N. Brown, *Promoting Students' Reading Proficiency...*, p.2.

Harmer, there are six principles in teaching reading. They are described as follows:²⁴

1. The Teacher needs to understand that reading is not a passive skill.

Reading is an active activity. When the readers read a text, they must do other activity, not just read a text at glance. It means that the teacher does not merely ask the students to read a text, but he/or she has to make them realize that the reading is not a passive skill. It includes the understanding of word meaning, the arguments stated in the text, and working out with the arguments whether they agree or not.

2. The Teacher has to make the Students enjoy Reading the passage.

To make students interested in reading is important. When the students do not enjoy reading, they will get nothing from it. It is different from when they are interested in what they are reading, they will get more benefits. They can get more knowledge and new information from the text they are reading.

3. The Teacher needs to encourage the Students in Responding to the content of a Reading text, not just to the language being used in the text. Understanding a language is also a part of comprehending a text. However, it is not the common thing in reading comprehension. The students have to respond to the meaning of the text and express their feelings about the topic of the text. That is why it becomes the responsibility of the teacher to encourage them to do that.

²⁴ Jeremy Harmer. *The Practice of English Language Teaching*, (New York: Longman, 1998), p.70.

4. The Teacher should emphasize that Prediction is a major factor in Reading.

Prediction is one of the strategies in reading comprehension. Before the students come into the text, they can do prediction by looking at the title of the text. The title sometimes gives clues at what the text is about. By doing this, the students will actively start the process of reading. Indeed, the teacher should give clues to make the students comprehend the text easily.

5. The Teacher has to match the tasks to the Topic.

Tasks are one of ways to check the ability of the students in comprehending a text. Good tasks are those that are suitable for the topic being discussed. Tasks can be made by questions and puzzle. In this case, the teacher has to consider choosing or creating the right tasks for the students.

6. The Teacher should exploit Reading texts to the full.

Exploiting reading texts to the full means that the teacher does not ask the students to read a text and then move to another activity having no relation to the text. However, the teacher should cover all the things that the students can work out with the text. The teacher has to discuss the text fully, study the language, give additional tasks to the students

d. Problems of Teaching Reading Comprehension

Teaching reading is a part of the activity in teaching English that must be done by the teacher. Some teachers find problems in teaching reading

comprehension. The first problem is that the teacher cannot know exactly the students' prior knowledge.²⁵ Although the teacher has taught some materials which are related to the topic that will be discussed, she or he cannot make sure that all the students can understand the material well.

It becomes a serious problem in teaching reading comprehension as prior knowledge is very important to the students' reading comprehension. Teachers find the fact that deciding suitable tasks of reading are complicated. It is reasonable enough as tasks will influence the students in comprehending a text. When the teacher can give good and suitable tasks of reading, the students will engage in reading and comprehension can be easily achieved. Indeed, appropriate tasks and texts help students in understanding texts. Another problem that might be faced by the teacher is that teachers feel that finding the best method and strategies to teach the students is quite difficult. It is because they face students with different characteristics and levels of intelligence. In fact, the method and strategies chosen by the teacher may affect the students in achieving their reading comprehension.

That is why suitable methods and strategies are needed to conduct by teachers in teaching reading comprehension. From the description above, it is clear that the condition of not knowing exactly the students' prior knowledge, the difficulty in designing suitable tasks, and the difficulty in choosing the appropriate technique and strategies are problems which appear in teaching reading comprehension. In relation to the last problem, the difficulty in choosing

²⁵ Rusman, *Model-model Pembelajaran*. (Jakarta: PT RajaGrafindo Persada, 2012), p.62.

appropriate methods and strategies, the researcher feels necessary to apply certain technique in the teaching of reading comprehension.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, the researcher used qualitative method with. This research used by the researcher to conduct this study because the researcher seeks to understand a phenomenon, a process, or a particular point of view from the perspective of those involved.²⁶ The central purpose of this study was to understand the world or the experience of another.

The kind of research used phenomenology study. According to Creswell, Phenomenological research is a type of qualitative research that looks at and hears closer and more detailed explanations and individual understandings of their experiences.²⁷ Generally, a phenomenology study Phenomenological research is one type of qualitative research, in where researchers collect data by participant observation to know the essential phenomena of participants in their life experiences. The researcher uses phenomenology study strategy to know how the teacher strategy in teaching reading comprehension at BEC Langsa.

B. Place and Time of Research

The research was conducted at BEC Langsa which is located on Jendral Sudirman street, Matang Seulimeng, Langsa Barat. Basic English Course (BEC)

²⁶Ary Donald and Friends. *Introduction to Research in Education* (USA: Wadsworth Group,2010),p.453.

²⁷ Jhon W Creswell, *Research Design Pendekatan Kualitatif, Kuantitatif dan Mix Method*, (Yogyakarta: Pustaka Belajar, 2012), p.126.

Langsa is a language course that has been around for a long time in Langsa, which was founded in 1977, which was originally founded simply and only has very simple facilities. Over time, this course has grown very rapidly and has started to produce excellent graduates. Then, the English basic course initially only accepted for the intermediate level and above until now it has begun to accept starting from pre-school children to Seniors High School by publishing teachers who are very competent in their fields. In addition, *Basic English Course (BEC) Langsa* it is one of the most popular language courses and also creates a lot of students who have skills in their English language skills. Therefore, the researchers chose to research directly on the *Basic English Course Langsa (BEC)*.

Therefore, the researcher will also conduct research in this place which will be carried out from December 13th 2022 to December 31th 2022 as long as ten meeting. Where every week the researcher will enter for three meetings with a for two weeks for doing observation. Then, the meeting will be divided into each activity in data collection, namely observations, interviews, and also documentation.

C. Subject of Research

Subject in a study required to get the needed information. Ladico et.al reveal “depending on the types of question asked, the researcher will want to select the subject so that they will be able to provide the key information essential

for the study”.²⁸ Thus, in this research, the researcher used purposive sampling to achieve the subject of research . Purposive sampling helps a researcher to select individuals that can provide the needed information to understand the case, to answer the research question, and to address the purpose of the research.²⁹ The researcher chose the participants regarding the characteristics or required criteria. From all the teachers who teach in BEC Langsa the researcher focused on one of English teacher and students who teach. From the level of students at BEC Langsa as for the characters used in taking the subject in this study based on the characteristics of the population that must be in accordance with the research objectives. Based on the purpose of the study, the researchers chose one teacher to be studied because the teacher was one of the best teacher who relied on English Basic Course (BEC) Langsa with an interesting and interactive teaching style also as a tutor favorite especially in English studied who have idea and good performance for students at BEC Langsa. Therefore, the researcher decided to take only one English Basic Course teacher and 10 Junior High School students in the course class.

D. Research Instrument

Instrument has important functions in this research. Instrument is one of the significant steps in conducting this research. Therefore, the researcher must choose an instrument in the process of collecting data. Research instrument is tool

²⁸ Marguerite G.Ladico. *Method in educational research from theory to practice* San francisco Bass. 2006. [http// jurnal method.ac.id](http://jurnal.method.ac.id), di akses pada tanggal 11 February 2022 pukul 09.00.

²⁹ C. R Jack,., & A. R Willy,., *Methodology in Language Teaching: An Anthology in Current Practice*. Cambridge: Cambridge University Press,2008), p.88.

of collecting data that should be valid and reliable. According to Arikunto the device the researcher uses to collect data is called instrument. Instrument has important in this research.³⁰ Instrument is one of the significant steps in conducting this research. The successful of research is much decided by instrument used, because data which is need to answer research question and examine gained trough instrument itself. Instrument was constitute measurer that used to get qualitative information about variation of characteristics objectively.³¹

The instruments used in this research are observation, documentation and interviews. Then this instrument will be given to teachers and students as informants who will provide information related to the required instrument

E. Technique of Collecting Data

In this research the researcher used questionnaire and documentation for the procedure of collecting data to apply in this research as following :

1. Observation

Marshall and Rossman define observation as “the systematic description of events, behaviors, and artifacts in the social setting chosen for study”.³² Based on the theory above, it means that observation is all of the events and condition in the field and which must be described in is used getting

³⁰Suharsimi Arikunto, *Metode Penelitian Kualitatif*, (Jakarta: Bumi Aksara,2006),p.126.

³¹ Ibnu Hajar, *Dasar- Dasar Metodologi Penen;ituian Kuantitatif Dalam Pendidikan*,(Jakarta: PT. Raja Grafindo Persada, 1999), p.160.

³² Catherine Marshall & Gretchen B Rossman, *Designing qualitative research*. (Newbury Park, CA: Sage: 1989),p.79.

the data. Observation not only used in the evaluation, but also in the field of research. The main purpose of observation are:³³

To collect data and information about a phenomenon, either in the form of events or actions, either a real or artificial. To measure the behavior of the class (both the teacher and learner behavior) the interaction between learners and teachers, and the factors that can be observed other, especially in social skills.

Based on the statement above, the observation used to know the teacher strategies in teaching reading comprehension especially to know strategy. Furthermore, to find out how the process of teaching reading to students and also the strategies used by teachers to develop students' reading comprehension. In observation activities the researcher acts as a person who observes directly in teaching and learning activities by using a list of observations compiled by researchers to observe all teaching activities starting from the way the teacher prepares the material, the way the teacher explains the material, then what strategies the teacher uses to respond to students will also be observed during the observation activity. This observation will be carried out for ten or a maximum of fifteen meetings until the data is fulfilled. With a time of 40-45 minutes in every meeting.

2. Documentation

Documentation is one technique to collect data that produce importance script related with the problem of the research, so will be acquired

³³ Zainal Arifin, *Evaluasi Pembelajaran*, (Bandung: PT Remaja Rosdakarya, 2011), p.152.

to complete data, valid and does not based on approximation. Documentation used to collect the data that already available in the document script.³⁴ document consist a personal note, like a letters and official documentation and also to get data from of note, transcript, book, magazine, agenda and etc.³⁵

Based on the statement above, it can be stated that documentation is one of the techniques used to obtain the data from the document and written materials. Document of research that used by researcher is learning guide created by teacher to teach reading comprehension. Then, also used documents, and other materials to assist the documentation method. The purpose of the documentation is establish reliable observation or interview findings.

F. Technique of Data Analysis

In qualitative research, data analysis begin when the observation started. According to Sugiyono, “data analysis is the process of systematically searching and arranging the interview transcripts, observation sheet, and other materials that you accumulate to increase your own understanding of them and to enable you to present about what you have discovered to other”.³⁶ Data analysis is a process whereby the researchers systematically search and arrange the data in order to increase their understanding of the data presented and to enable them to present

³⁴ Baswori dan Suwandi, *Memahami Penelitian Kualitatif*, (Jakarta: Rineka Cipta, 2008),p.158.

³⁵ Sugiyono, *Memahami Penelitian Kualitatif*. (Bandung : CV Alfa Beta, 2005) , p.329.

³⁶ Sugiyono. *Metode Penelitian Kuantitatif Kualitatif dan R&D..*, p. 334.

what they learned to others. Data analysis is done after the data is completely collected.

The researcher followed steps in data analysis by Milles and Huberman which is called as *Interactive Analysis Model* that consists of data collection, data reduction, data display and drawing conclusion.³⁷

1. Data Collection

It helps the researcher to code the important information from the activity done in the class. That the research can actually begin some data analysis in the field, while collecting the data. Furthermore, process coding is the process continuous categories may be changed merged or omitted new categories are generated and new relationship can be discovered.

2. Data Reduction

The next phase is data reduction. Data reduction is form of analysis that sharpened sorts, focuses, discards, and organizes the data in such a way that final conclusions can be drawn and verified. Data reduction is applied based on the research question. The data which were not suited with the proposed research question were discarded. In this case, the researcher only identified about teaching English activity using shift system. All the taken data were transcribed and the selected data were the organized to be displayed. Therefore, unimportant data were reduced by the researcher.

³⁷ Milles Huberman & *Qualitative Data Analysis* (London: Sage Publisher, 1994), p.10.

3. Drawing Conclusion

The data display presents the process of showing data simply in the form of table, and graphic in order that the data collected is mastered by the researcher as the basic to take appropriate conclusion. In the study, the data that were displayed from observation. Then, the researcher described about teacher strategy in teaching reading comprehension for students.

G. Trustworthiness of the Data

In the research, to being used to refute the allegations of qualitative research which are said to be unscientific, data validity is also an integral element of the body of qualitative research knowledge.³⁸ The trustworthiness of the data was carried out in this study to prove the scientificity of the research used interviews addressed to BEC teacher or tutor to corroborate the data obtained. Interview are used to gather data from people about opinions, beliefs, and feelings about situation in their own words.³⁹ Interview used in this research to collect information about teacher strategy more deeply and also students respond toward teacher strategy in teaching reading comprehension.

³⁸ Lexy J. Moleong, *Metodelogi Penelitian Kualitatif. Edisi Revisi*. (Bandung: PT Remaja Rosdakarya, 2007), p.114.

³⁹ J.C Lucy Chris, *Introduction in Reseach in Education* (Wassworth Cengange Learning 2007), p. 214.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Finding

The data in this research were collected from observation and interview as the trustworthiness of the data. The observation and interview were about of the teacher strategy which distributed to the teacher at BEC Langsa . This research was conducted from Wednesday, December 13th 2022 to December 31th 2022. Based on the result of data collection and analysis, the researcher found the teacher strategy from observation. The following are the list of observation in teaching and reading comprehension

1. Teachers ' strategies in teaching reading comprehension at *Basic English Course* (BEC) Langsa

The initial stages the researcher made observations on December 13th, 2021 for 30 minutes during the learning process. At the beginning of the activity, the researcher prepared all the materials related to the observation activities as tools and materials to find the BEC Langsa teacher's strategy in teaching reading comprehension. This observation activity was carried out in the second grade of junior high school with the tutor who was made the research subject Mrs Nanda, who is a tutor has experienced in teaching English at BEC Langsa as long as ninth years after completing her undergraduate studies.

Furthermore, learning begins as usual where the tutor has prepared the material in advance to be delivered at each. Interestingly, at the beginning of the

opening learning activity, the researchers gave students a warm-up about the material being discussed, such as on the theme "lions eat meat", where the tutor asked students about wild animals first, and also asked them about "who is nicknamed king of the jungle" and others related to the theme they will discuss. Thus, the learning process and class atmosphere became very active and students were also very enthusiastic in giving their responses and answers. Likewise with the results of teacher interviews which stated that before starting the learning material students were not immediately given material to discuss but were given a warm-up first about the theme being discussed.

"Usually, before starting the lesson I do not immediately give the material to the students, but there must be a warm-up first about the material they are discussing so that the class atmosphere becomes more fluid and also makes students more relaxed in learning activities".⁴⁰

In other words, it is very clear that the tutor is very detailed in explaining the material and is also very detailed, so that the students can easily understand the teacher's explanation. Besides that, it can be seen that the learning process is very relaxed where an atmosphere of discussion is more created in the learning process and also they are very open to students' difficulties and lack of understanding in understanding the material. In the initial observations, the researchers saw that the teacher was more interested in approaching students with regard to students' reading comprehension and also brought an atmosphere of collaboration with students, such as conducting questions and answers about the

⁴⁰ Hasil Interview Tutor BEC pada Tanggal 31 Desember 2022 di BEC Langsa.

themes they were discussing and also asking their students to retell about the themes they understood. The tutor also facilitates students with a series of media in it such as showing pictures to students, writing down vocabulary that is difficult for them to understand, to make it easier for students to understand the context of their learning. This activity is carried out until the lesson is over and the researcher has not seen the specific strategy used by the tutor.

The second observation, which was held on Thursday, 15th December 2022, the researcher continued the activity of observing students' reading comprehension learning, where at the beginning of the activity the tutor gave students a warm-up first. Then at the second meeting the tutor gave students the choice to choose what themes they wanted to discuss freely through their textbooks or wanted to discuss their learning texts at school which they found difficult for them to understand. Then students choose material "speech text" from practice book 99 and all students agree to discuss this material

During the activities, the researcher observed from the beginning that no one was silent and also seemed passive. Because almost all of the students were very actively involved in carrying out interactions related to their reading comprehension. In this activity, the tutor discusses the text of the speech in their guidebook and there are some blanks and needs to be filled in with instructions from the book. The tutor asks students to fill in the blanks and use them as perfect sentences. During the activity process the tutor emphasizes understanding of student vocabulary, and it is seen that students ensure that their vocabulary knowledge is correct based on guidance from the tutor after completing the

assigned task, students are asked to read the text aloud and aloud alternately while finding sentences that are wrong in pronunciation and also those that are not quite right.

During the activity students also involve themselves to think hard about the content of the text based on their understanding and also the ideas they develop. Thus students seem to think more in developing their reading comprehension and also ask and answer each other with their collaborators about the themes they discuss. So that besides understanding the vocabulary of the text they are able to discuss the contents of the text by involving themselves to be active and critical in solving problems.

In this second stage, the researcher found the tutor used the think aloud strategy during the learning process where the students applied the think aloud strategy, the tutor transferred their creativity and controlled the students in completing each step of the thinking aloud strategy in understanding the reading text and the teacher made their thinking explicit by expressing their minds while reading orally. go through step by step selecting passages to read aloud containing points of difficulty, ambiguity, contradiction, unknown words. Second, when reading while thinking orally, asking students to work with their partners to practice thinking aloud through their short readings, asking students to practice independently. this is applied by the teacher from mid-learning until finished discussing it. This is also in accordance with the interview tutor's answer regarding the strategy used in learning reading comprehension.

I think, to make students understand more in their reading comprehension apart from mastering their vocabulary we also

have to use a variety of strategies. especially regarding reading skills, because this skill is often considered trivial because it seems easy. Whereas for reading themselves they must have a good basic understanding in understanding the text they read. Therefore I often invite students to think hard in learning reading through the steps so that they understand the themes they read not only through the vocabulary but based on their thoughts that they can develop.⁴¹

Through the interview, the researcher found one of the strategies used by BEC tutors in teaching reading comprehension, namely "Think Aloud". Furthermore, to find other strategies used by the teacher in teaching reading comprehension, the researcher continued the observation the next day.

Therefore, on Saturday 17th December 2022 the researchers continued observation activities. At the meeting the theme used was still discussing about "speech text" during the initial process of activity the researcher showed a video about reading speech texts to students and also listened to the words that were spoken and if students found a word they did not understand the tutor asked them to write the sentence to be cleared later. after finishing listening to the video shared by the teacher the students were also challenged by the tutor to read the text of the speech in their respective books. Students compete in reading the text of the speech to the front of the class alternately. After his friend finished reading the text of the speech in front of the class, the tutor gave the opportunity to his students in turn to explain their understanding of the text of the speech read by his friend.

⁴¹ Hasil Interview Tutor BEC pada Tanggal 31 Desember 2022 di BEC Langsa.

What's more, when students answer and provide their understanding they look very active in teaching and learning activities. So that, the tutor looks very close to his students and also understands the character and abilities of each student as well as the tutor's expression as follows

"Each student certainly has different abilities and understandings, so to create an active class atmosphere we as competent teachers must understand the abilities of students, their character, and also their level of difficulty. That's why I ask them to consider me as their sharing partner to share their difficulties, as well as the obstacles they face and I always approach students to always invite them to share at the end of learning activities" ⁴²

This is proven through observation activities, the tutor when ending the meeting always shares with his students including the teaching process related to the parts they are confused, don't like, and also want to improve more. So that in the learning process students and tutors are open to each other and free to give opinions, one of which is when students give their arguments about the tutor's teaching style such as "miss, earlier, for example, you seem less enthusiastic than usual, then you also seem to have a problem like that miss, please share with us miss". The tutor also immediately responded to the students' arguments by answering "of course I will share everything I feel with all of you, but for today I am a bit unwell so I'm a bit lethargic, I'm sorry. So that the closeness is very visible between the tutor and students who are open to each other." at each

⁴² Hasil Interview Tutor BEC pada Tanggal 31 Desember 2022 di BEC Langsa.

meeting. Interestingly, they also use conversations in English to practice their language skills.

Meanwhile, on December 20th and 22th, 2022 the tutor explains the subject to be studied after reviewing prior information before starting the class. Tutor instill religious, polite, and logical attitudes think at the beginning of teaching and learning activities. Upon entering the classroom, students are expected smile and say hello as part of the introductory exercise. Before starting to study, the class leader leads everyone in prayer. The tutor then gives a quiz to one of the students on previously covered materials. The purpose of the tutor giving quizzes to students is to make the class atmosphere more fun and also not boring. In the quiz the teacher asks students to guess sentences like the form of a crossword given by clue to fill in each column. Learning activities are continued when the quiz is finished. At the fourth and fifth meeting the researcher also got a class atmosphere with a very pleasant atmosphere and students were given the opportunity to be involved in the learning process very compactly.

Moreover, when discussing learning material with the title "Mr.Jackson" the tutor asks students to solve problems in the text and provides opportunities for students to understand the storyline of the text they read which then the tutor helps students to direct their understanding related to the theme being they discussed. In this activity the teacher also uses a "Scaffolding" strategy where students are involved in a problem they have to solve through a slightly complicated text and also provides support to students. This was also supported by answers from teacher interviews;

In teaching reading there are many strategies that can be used to help their understanding, but when we are able to enable students to examine a problem in their reading text with a more complicated level of difficulty, it is also very helpful in supporting students' reading comprehension.⁴³

Through these answers, the researcher can also find out about the tutor's process in developing students' reading comprehension skills. As tutors, of course, they must have more advantages in making students understand more than when they study at school, therefore BEC tutors really strive for strategies that not only make students understand the process of learning English, but can also create students who are qualified and achievers in their respective fields respectively.

The following is Mrs. NN answer

"Every student who chooses to study at their course wants to further develop their skills and abilities, including one of them in learning English, some of them really feel unable to understand English, so they choose a course. Therefore, we as a tutor must be able to make these students more diverse in terms of understanding and quality of learning. Then this will happen when the tutor has good learning alternatives such as one strategy only.⁴⁴

Therefore, according to Mrs. NN, approaching students greatly affects their level of understanding in the learning process.

"Giving an approach to students is very necessary, I think, as Ki Hajar Dewantara said where we have to know the nature of the child, the nature of nature and also the nature of the times. So we

⁴³ Hasil Interview Tutor BEC pada Tanggal 31 Desember 2022 di BEC Langsa.

⁴⁴ Hasil Interview Tutor BEC pada Tanggal 31 Desember 2022 di BEC Langsa.

need to take an approach according to the level of understanding of the child, that's why there are differences in the method.⁴⁵

So that, tutor at BEC Langsa has various goals to make students better understand each lesson through various efforts not only using strategies but also other alternatives that support the development of student understanding. Then, not just one tutor who implements this, but on average tutors strive for this to be able to bring out students who excel in their fields and explore more about their understanding in their respective fields.

After five observation meetings, the researcher found two strategies used by the teacher, namely scaffolding and also think aloud. Then, the researcher continued the research from 24th to 31th December 2022. From the five face-to-face meetings, the researcher noticed that the class conditions were always fun and also made the students very enthusiastic every time they met.

Basically tutors understand the level of understanding of students as a whole, it can be seen that in one class there are one or two students who are often called by name and more often to be trained. Such as one of them being to read in front of the class, and also being asked about vocabulary that they don't understand and also being guided to overcome obstacles in learning reading comprehension. The tutor did this because the two students were among those who had a little difficulty understanding the learning process. so that tutors always involve these students so that they are more accustomed to reading activities and also train their understanding more. Thus, there are no passive students in one

⁴⁵ Hasil Interview Tutor BEC pada Tanggal 31 Desember 2022 di BEC Langsa.

class, instead all students are generalized by the tutor so that they are more enthusiastic in the learning process

Thus, tutors also always provide motivation to students, usually done at the beginning of learning and at the end of learning, and also accompanied by giving rewards to students for their learning outcomes.

"In addition to approaching students, giving students motivation, support, and appreciation are also gave a ways to make students understand the learning process more especially in reading comprehension. Because, sometimes I often encounter some students actually, they understand and also when trained more quick to respond. However, because the support and motivation is less than those closest to them, this makes children more down in the learning process. With this, I really prioritize student motivation, provide support, appreciate the results of their hard work. By giving positive things this will really help them in learning reading comprehension in particular."⁴⁶

Mrs. NN, not only providing strategies in the learning process, she also prioritizes motivation, gives awards, and also involves herself to find out the level of difficulty of students in the learning process. Meanwhile, Through observation activities at the fifth meeting to the tenth observation the teacher conducts discussion activities with students because in this activity students apply the SQ3R Strategy which has several steps in it, namely reading the title quickly to understand the main points, changing the headings into questions, reading to find answers to questions, and read to remember key points (answers to questions) by

⁴⁶ Hasil Interview Tutor BEC pada Tanggal 31 Desember 2022 di BEC Langsa.

retelling or jotting them down in memory related to the important things they read. Thus, the teacher asks students to discuss with each other with their group mates and a thorough discussion system is also carried out in the learning process activities. Thus, students can be seen that they are very focused when carrying out learning activities and are also very responsive in discussing the themes of reading texts in the English BEC book.

In this activity, the initial step is that the tutor asks students to understand in advance about the theme they are reading, then gives each student 15 minutes to read the text while raising questions and answers for them to discuss, and at the end of the activity the tutor asks students retelling the contents of the text as a whole based on their understanding. Through this activity students take turns doing questions and answers and the tutor also guides the group very well so that the atmosphere of discussion is not tense and also remains cooperative so that it is seen that students share their understanding with each other based on what they have read and they also seem to really enjoy the discussion. In English Basic Course learning system, each learning process certainly requires targets for student achievement in understanding reading comprehension learning. Because, with the target it will be easier to make student achievement

"Yes, sure, every lesson must have a target in the process, and this target is divided into two parts, namely long term and short term, long term targets and short term targets. For example, I apply targets, for example in one day students must get 5 new vocabulary words vocabulary for example, and also understand learning such as obtaining information about the text. In other words, for example, the long-term

target of students in one month is to be able to tell the entire contents of the text without assistance".⁴⁷

In other words, learning targets are certainly strongly supported by assessing students. The assessment will provide an understanding of the achievements of the students and also through the assessment students will understand the extent of their development and also the result of their hard work in learning reading comprehension. as was done by Mrs. NN Yang explained

"The assessment is divided into formative assessment and summative assessment, the formative assessment is more about their motivation to read, improve their pronunciation, ask for difficult vocabulary, and also students' efforts in learning reading comprehension, while the summative assessment or final assessment I give questions multiple choice or I ask my students to retell the text they have read. Just as I do the assessment by applying the Baron assessment, which is a special assessment for students."⁴⁸

Based on the results of observations for ten days the researcher observed every learning process the researcher had found several strategies implemented by BEC tutors namely scaffolding, think aloud, and SQ3R, and also provided other efforts such as motivating students, giving awards to student work, making students comfortable in learning, sharing with students, approach to understanding students' character, it really supports the process of learning reading comprehension of students. Therefore, their junior high school level students at

⁴⁷ Hasil Interview Tutor BEC pada Tanggal 31 Desember 2022 di BEC Langsa.

⁴⁸ Hasil Interview Tutor BEC pada Tanggal 31 Desember 2022 di BEC Langsa.

BEC Langsa have good quality in reading comprehension and this is supported by the quality and quality of tutors who are competent in their respective fields.

2. Students' responses toward their English teacher's strategies in reading comprehension at *Basic English Course (BEC) Langsa*

Based on the results of observations conducted by researchers to see students' responses in the learning process of reading comprehension students gave very good responses during the learning process. When the teacher explains the material they listen carefully and also pay attention to the teacher's explanation from the beginning to the end of the activity with very polite and good behavior.

Apart from that, the students also showed a very comfortable response when participating in the reading comprehension class which felt like a very enjoyable learning activity. This can also be seen when the teacher brings material for them to discuss there are many variations that the teacher uses such as warming up first, asking questions about the condition of students, then also the teacher often provides motivation at the beginning of learning which makes the class atmosphere very relaxed and students also seem to really enjoy their learning activities.

Furthermore, students also gave a very positive response when they had difficulty understanding the material explained by the teacher, for example, when the teacher did not give the opportunity to ask questions, students asked permission politely to repeat passages they did not understand. This certainly has a very positive impact on the success of student learning.

During the learning activities, it was not seen that any of the students were passive, they were active as a whole and also worked well together. So that, the relationship between students and students and also students and tutors is very close so that they are very comfortable in participating in learning activities. During the 45 minute learning process, none of the students seemed bored in following the lesson. On the contrary, when learning has been completed, tutors and students often share their learning problems both in courses and at school, and also often share with tutors without feeling shy and also they are more open to their learning obstacles.

In addition, students also gave very positive responses when the tutor gave students the opportunity to choose the themes they wanted to discuss, or the material they studied at school and which they thought was difficult so that in the learning process it was seen that students answered "*I like your style*" or "*You Are Best Miss*", and with the words "*I love you miss*" so that such a response really describes the closeness and comfort of students during teaching and learning activities.

It can be concluded that the response of junior high school students at BEC Langsa in learning reading comprehension was very good and positive where they showed very valuable attitudes and behaviors. Then, they also show their comfort and interest in participating in learning activities and the most important thing is that they are able to bring themselves to be active during the teaching and learning process.

B. Discussion

Based on research conducted with English tutor, after knowing the strategies used in teaching there are also ways to implement the strategies used when teaching reading comprehension. The first, scaffolding learning strategies that can stimulate students' creativity in the teaching and learning process. The teacher will make the most of the opportunities to offer guidance and support to students in order to inspire them to advance their knowledge of the challenges they encounter and how they form learning concepts concerning difficulties with text comprehension. The teacher needs to provide support that is suited to the needs of the students while using the scaffolding strategy. For example, the teacher might conduct the class or help the students understand how to presented content and enable them to solve increasingly challenging situations. As a result of the observations made above, the researcher was able to conduct a study of the tutor strategy of having all students identify the words in the text that they do not understand before beginning the lesson. As a result, the students learn some new terms first, and then they ask the teacher about the words they don't yet understand.

The second think Aloud strategy that used in greatly develops reading comprehension skills where students are expected to think harder in understanding the text they are studying. In addition, the tutor transferred their creativity and controlled the students in completing each step of the thinking aloud strategy in understanding the reading text and the teacher made their thinking explicit by expressing their minds while reading orally. Through, step by step selecting

passages to read aloud containing points of difficulty, ambiguity, contradiction, unknown words. Second, when reading while thinking orally, asking students to work with their partners to practice thinking aloud through their short readings, asking students to practice independently. this is applied by the teacher from mid-learning until finished discussing it.

Last, tutor also applied SQ3R Strategy which has several steps in it, namely reading the title quickly to understand the main points, changing the headings into questions, reading to find answers to questions, and read to remember key points (answers to questions) by retelling or jotting them down in memory related to the important things they read. Thus, the teacher asks students to discuss with each other with their group mates and a thorough discussion system is also carried out in the learning process activities.

Furthermore the result of research was different with other previous research. Where, Asima research (2021) was conducted about teacher strategy she presenting the result of teacher strategy used for students SMK Dharma Bakti 1 Medan in teaching reading comprehension which applied Directed Reading Activity (DRA).⁴⁹ This strategy make classes more conducive, students are also trained to build good cooperation, students capable, discussion and critical thinking. Then other research by Kurniawan (2018) was conducted about teacher strategy for SMK Ambarawa his found that the teacher used strategy divided into

⁴⁹ Ashima Simarmata, *An Analysis of Teacher Strategy in Teaching Reading Comprehension*. Skripsi Program Pendidikan Bahasa Inggris, Universitas Dharma Agung, 2021.

1) memorize, 2) Answer relationship, 3) used game and 4) Discussion.⁵⁰ But for students respond of research that have similarities where the students good respond, enjoy and interest with teacher in teaching reading comprehension like a answer of students respond in this research where the students good and positive respond and also showed a very comfortable response when participating in the reading comprehension class which felt like a very enjoyable, and interesting in learning activity. This can also be seen when the teacher brings material for them to discuss there are many variations that the teacher uses such as warming up first, asking questions about the condition of students, then also the teacher often provides motivation for teaching and learning activity.

Based on the previous above, it can be showed that there are have different result of research where in this research the researcher found that the tutor of BEC Langsa used scaffolding, think aloud, and SQ3R in teaching reading comprehension. Meanwhile, for students respond had similarities which research by Kurniawan. Besides, from the findings of this study and previous studies, there are many variations of strategies that can be used to teach reading comprehension and this is evidenced by the development of students' reading comprehension through the strategies applied by the teacher. Thus as a teacher it will be very easy for students to develop in reading comprehension if they use strategies that are varied and in accordance with the character and abilities of students.

⁵⁰ Noor Aziz Kurniawan, *Teaching Strategies Use in Reading Comprehension Class at The Tenth grade of Students SMK Islam Sudirman 2 Ambarawa*. Skripsi Program Pendidikan Bahasa Inggris IAIN Salatiga, 2018.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of finding the conclusion of research were followed:

1. Based on the observation, the teacher used three strategy in teaching reading comprehension, The first, scaffolding learning strategies that can stimulate students' creativity in the teaching and learning process, the second think Aloud strategy that used in greatly develops reading comprehension skills where students are expected to think harder in understanding the text they are studying, and last SQ3R Strategy which has several steps in it, namely reading the title quickly to understand the main points, changing the headings into questions, reading to find answers to questions, and read to remember key points (answers to questions) by retelling or jotting them
2. Students respond toward teacher strategy they were very good, very positive, and also very active when participating in teaching and learning activities also showed a very comfortable response when participating in the reading comprehension class which felt like a very enjoyable learning activity.

B. Suggestion

The researchers will offer some recommendations based on the findings above that are anticipated to be helpful for:

1. For Teachers

This study will help English teachers become better at teaching English. Because this is the teacher's strategy of deciding on learning objectives throughout the teaching and learning process, the teacher's strategy must be used.

2. For Students

Students anticipate that, thanks to the teacher's strategy they will learn more about reading comprehension and like the session.

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List of Observation

No.	Strength	Description
1.	Teacher explained the material with clearly and make them pay attention to learning process	In explaining the material, the teacher is very detailed and also clear when explaining the material to students. Which, students seem to really understand the teacher's explanation and are also able to follow the teacher's directions and instructions during teaching and learning activities
2.	The teacher provides opportunities for students to ask questions and discuss	In teaching and learning activities apart from providing a warm-up at the beginning of the activity, the teacher also gives the opportunity for students to ask questions, where students are free to ask about their difficulties, both regarding understanding of the material and vocabulary they do not understand. And also form a discussion system prioritized by tutors to make students able to discuss and work together with their peers
3.	Teacher make students active in teaching and learning process	Teaching and learning activities really make students active in participating in the learning process from the beginning to the end of learning. During the learning activities students are always enthusiastic because learning activities are fun and the class conditions are very exciting.
3.	Teachers do more questions and answers with	In learning reading comprehension, of course, students have problems. One of the most obvious obstacles is their

	students in teaching reading comprehension to students	difficulty in vocabulary. Thus the teacher and students give each other questions and answers to anticipate students' obstacles in learning reading comprehension
4.	The teacher used a variety of strategies	Class conditions that are fun for students are of course very much supported by the strategies used by the teacher in making the class comfortable and also fun, as is the case with BEC tutors who apply various strategies in teaching reading comprehension such as scaffolding, think aloud and also SQ3R.
5.	Condition class more fun learning atmosphere after teacher explained material	The pleasant class atmosphere and atmosphere generated during teaching and learning activities really support and facilitate students in understanding the material they are discussing. The teacher is also very capable of conditioning a pleasant classroom atmosphere not only at the beginning but until the learning is finished
6.	Teacher getting involved to help students not understanding in learning process	teachers really involve students and involve them in students' lack of understanding in participating in learning, as well as often sharing between learning activities and students also don't hesitate to share their problems and obstacles in understanding the material
7.	The teacher has a discussion with the students to see the students' reading comprehension ability	The teacher carry out discussion activities with students so that students develop more in reading comprehension skills, in which the activity is carried out by forming students in groups and then asking students to solve

		problems from the material they are discussing
8.	Teacher create a condusive class atmosphere in learning process	The way the teacher makes the class atmosphere conducive and they are comfortable in participating in teaching and learning activities the teacher arranges the class conditions at the beginning and builds relationships with students as close as possible to make it easier for students to learn reading comprehension
9.	Students do not find difficulties in understanding the learning process.	In learning activities students have difficulties such as difficult vocabulary, understanding the concepts of the material. But the teacher facilitates students to overcome their difficulties in understanding the material they are studying, such as solving problems together and discussing them thoroughly.
<p>NOTE: During the observation activities, the teacher does not only use strategies in teaching students' reading comprehension. However, the teacher also uses interesting media in his lessons such as bringing media in the form of pictures, and also uses games to test students' reading comprehension skills so that through these activities students are actively involved during the learning activities. Besides that, during the ten days of observation activities, the researcher found three strategies used by the teacher in teaching students' reading comprehension. However, teachers use many strategies in teaching reading, especially because to make it easier for students to understand reading, they must use very interesting strategies which were emphasized by the teacher in the interview results.</p>		

Script Interview English Teacher

1. Sudah berapa lama ibu mengajar di BEC? Apakah ibu khusus mengajar reading comprehension atau juga dengan basic skill lain? (How long have you been teaching at BEC? Does your mother specifically teach reading comprehension or also with other basic skills?)

Answer : saya sudah mengajar BEC selama 9 tahun mulai dari tahun 2014 tepatnya. Dan saya mengajar disini setelah saya menyelesaikan S1 saya. Kemudian, saya tidak hanya mengajar tentang basic skill reading tetapi juga saya mengajar skil-skil lainnya yaitu listening, reading, writing and speaking karena setiap pembelajaran bahasa inggris tidak luput dari keempat skill tersebut ya.

2. Hal apa yang paling penting untuk ibu tonjolkan agar anak-anak lebih mudah dalam mempelajari reading comprehension mereka? (What is the most important thing for you highlight so that it is easier for students to learn their reading comprehension?)

Answer : pada reading comprehension hal yang paling saya tonjolkan adalah pemahaman siswa terkait dengan topic bacaan yang mereka baca. Dikarenakan untuk skill reading ini kelihatannya mudah, akan tetapi ketika kita tidak memahami maksud dari bacaan kita itu akan menjadi sangat sulit untuk siswa, makanya saya lebih menonjolkan bagaimana pemahaman siswa tentang meaning dari yang mereka baca dan juga mengasah kosa-kata mereka itu menjadi satu hal yang sangat saya tonjolkan. Selain itu, saya juga sering mengajak siswa untuk listen and repeat atau dalam bhasa inggris dikenal dengan lingual method karena dengan melatih mereka untuk mengikuti saya ketika membaca hal tersebut dapat membantu siswa dalam memahami bacaan mereka.

3. Untuk mengasah kemampuan reading siswa tentu di perlukan strategi yang bervariasi, variasi strategi apa saja yang anda gunakan? (Honing students' reading skills of course various strategies are needed. What variations of the strategy do you use?)

Answer : untuk strategi yang saya gunakan sangat bervariasi, agar siswa tidak jenuh, dan mereka lebih menikmati kegiatan mengajar mereka dengan nyaman. Seperti halnya pada skill reading comprehension ini saya sering meminta siswa untuk memecahkan suatu permasalahan terkait dengan bacaan mereka dan saya memberikan mereka tanggung jawab untuk memecahkan persoalan mereka dengan arahan dan bimbingan saya tentunya. Kemudian juga saya sering membuat siswa untuk lebih kritis dalam berfikir dengan memahami konsep ataupun tema yang mereka baca sehingga mereka mampu memunculkan ide dan pemahaman mereka terkait dengan bacaan mereka, dan juga sistem diskusi sering saya terapkan untuk membuat siswa lebih memiliki kepercayaan diri yang lebih kuat dalam mengasah kemampuan berfikir mereka dengan menimbulkan pertanyaan ataupun jawaban dari diri mereka sendiri.

4. Kemudian, strategi khusus seperti apa yang ibu gunakan untuk melatih reading comprehension siswa? (Then, what specific strategies do you use to train students' reading comprehension?)

Answer : Untuk strategi khusus, dikarenakan saya mengajar pada kelas SMP maka saya lebih menarapkan mereka untuk menemukan kosa kata baru setiap pertemuan minimal 10 kosa kata baru dan akan saya latih juga setiap pertemuannya agar memudahkan siswa dalam memperkaya kosa kata bahasa inggris mereka dan juga saya rasa dengan strategi ini akan membuat siswa lebih mudah nantinya dalam mengembangkan ide dan pemikiran mereka ketika saya beri tugas membaca teks. Kemudian juga saya sering mengajak siswa untuk retelling, dimana siswa saya minta untuk membaca teks kemudian memahami dan saya minta untuk menceritakan kembali se pemahaman mereka, selain itu juga saya sering meminta siswa untuk mendeskripsikan melalui

gambar yang mereka buat, kemudian mereka menceritakan kembali dengan gaya mereka masing-masing. Itu termasuk strategi jitu yang saya gunakan.

5. Bagaimana proses awal dalam mengajar reading comprehension agar menciptakan suasana belajar yang menyenangkan? (What is the initial process in teaching reading comprehension in order to create a pleasant learning atmosphere?)

Answer : Nah ini hal yang paling penting, dikarenakan kondisi awal belajar akan sangat menentukan mood siswa makanya untuk awal kegiatan saya tidak langsung masuk ke materi, saya akan melakukan warming up terlebih dahulu, untuk memancing suasana kelas yang berkaitan dengan tema yang akan dibahas, kemudian melakukan percakapan singkat dengan siswa terkait dengan feeling mereka hari ini, permasalahan mereka dan lainnya. Karena memang saya sangat mengutamakan keakraban dan kedekatan dengan siswa saya agar mereka nyaman dan rilek dalam kelas saya. Selain itu juga saya menganggap diri saya sebagai teman mereka untuk bertukar pikiran. Terlebih lagi ini kan tempat kursus yang mana mereka tentu menginginkan sesuatu yang lebih yang mereka dapatkan kan di bandingkan di sekolah mereka. Makanya saya selalu mengutamakan kondisi kelas yang nyaman untuk mereka.

6. Apakah ibu melakukan pendekatan kepada siswa untuk memahami karakter siswa masing-masing dalam belajar reading comprehension khususnya? (Do you approach students to understand the character of each student in learning reading comprehension in particular?)

Answer : ya tentu, saya selalu melakukan pendekatan dengan siswa saya untuk memahami karakter mereka masing-masing dan untuk memahami kemampuan mereka khususnya dalam bidang reading comprehension. Dikarenakan setiap siswa ini mereka memiliki karakter yang berbeda-beda dalam memahami pembelajaran, ada yang modelnya aktif selalu bertanya, dan yang hanya diam tapi memahmai, ada juga yang diam dan tidak memahami. Oleh sebab itu saya sangat memperhatikan masing- masing siswa saya dalam memahami proses

pembelajarana dan sebisa mungkin saya membuat suasana kelas yang aktif dengan peserta didiknya juga terlibat aktif secara keseluruhan dan tidak membedakan satu sama lain dan cara saya lebih sering sharing dengan siswa saya.

7. Selama ibu mengajar reading comprehension kendala apa yang paling sering ibu temukan ?

Answer : kendala yang paling sering saya temukan itu adalah vocabulary, karena bahasa inggris bukan first language untuk mereka. Sehingga kendala saya itu berhubungan dengan pemahaman kosa kata siswa dan mereka akan sangat sering menanyakan kosa kata yang tidak familiar untuk mereka misalnya seperti miss apa itu arti kata “tree”, seringkali siswa menanyakan kata-kata baru yang mereka tidak paham, dan saya sangat senang untuk membantu mereka karena saya merasa dibutuhkan oleh siswa saya. Selain itu juga pengucapan siswa juga menjadi salah satu kendala yang paling sering saya temukan.

8. Menurut ibu, apakah penting membuat siswa merasa nyaman dalam proses belajar? (In your opinion, is it important to make students feel comfortable in the learning process?)

Answer : Ya, bagi saya ini nomor satu karena ketika mereka senang, nyaman dalam proses pembelajaran sesulit apapun pembelajaran yang sedang mereka bahas itu akan terasa sangat mudah untuk mereka pahami karena kondisi belajar yang nyaman untuk siswanya pelajaran 2 jam terasa sangat singkat.

9. Apakah ibu menggunakan target tertentu untuk mengupayakan siswa yang mampu dalam mempelajari reading comprehension? Target seperti apa yang ibu gunakan!(Do you use certain targets to encourage students who are able to learn reading comprehension? What kind of target are you using!)

Answer : ya pasti, setiap pembelajaran dan kegiatan harus memiliki target. Dimana target ini ada dua macam yaitu short term dan long term. Target jangka

pendek dan panjang. Misalnya untuk short term mereka minimal menemukan 5-10 kosa kata baru dan setidaknya sudah memahami topic yang sudah dibahas. Kemudian untuk long term siswa sudah mulai mampu mengembangkan pemahaman reading dan bercerita kembali tentang teks tanpa ada kesulitan mereka misal kemampuan reading siswa 70% misalnya harus ada peningkatan untuk siswa. Karena jika sebagai guru tidak memiliki target tentu akan sangat sulit untuk membuat penilaian terhadap pencapaian siswa.

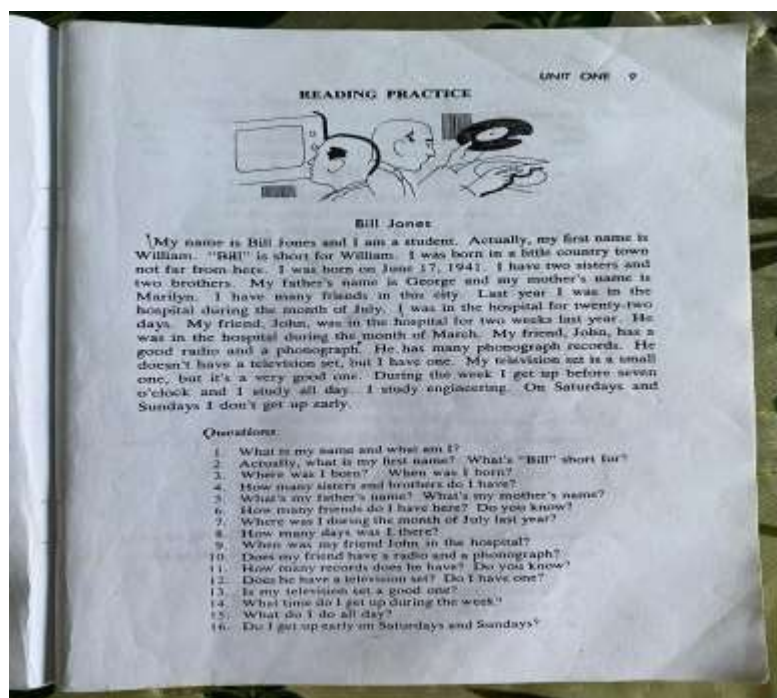
10. Bagaimana cara ibu melakukan penilaian untuk mengetahui kemampuan siswa pada reading comprehension mereka? (How do you do an assessment to find out the students' ability in their reading comprehension?)

Answer : penilaian ada formative assessment, submative assessment. Jadi pada penilaian formative saya menilai bagaiman motivasi mereka ketika membaca, membenarkan bacaan mereka, dan juga usaha mereka untuk mampu memahami bacaan mereka, dan juga mencari kata-kata yang sulit. Penilaian submative atau penilaian akhir biasanya saya memberikan soal multiple choice atau meminta mereka untuk membaca berdasarkan pemahaman mereka. Disamping itu juga saya menggunakan penialai dari Baron melalui rubric khususnya.

Documentation result of Basic English Course (BEC) Langsa









KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) LANGSA

Nomor 75 Tahun 2022

TENTANG

PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA INSTITUT AGAMA ISLAM NEGERI (IAIN) LANGSA

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI (IAIN) LANGSA

- Menimbang : a. Bahwa untuk Kelancaran Penyusunan Skripsi mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Langsa Institut Agama Islam Negeri (IAIN) Langsa, maka dipandang perlu menunjuk Pembimbing Skripsi;
b. bahwa yang namanya tercantum dalam Surat Keputusan ini dipandang mampu dan cakap serta memenuhi syarat untuk ditunjuk dalam tugas tersebut.
- Mengingat : 1. Undang-Undang Nomor : 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor : 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Presiden Republik Indonesia Nomor : 146 Tahun 2014 Tentang perubahan Sekolah Tinggi Agama Islam menjadi Institut Agama Islam Negeri (IAIN) Langsa;
4. Peraturan Menteri Agama Republik Indonesia Nomor : 10 Tahun 2015 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri (IAIN) Langsa;
5. Surat Keputusan Menteri Agama Republik Indonesia Nomor : B.II/3/17201. tanggal 24 April 2019 Tentang Pengangkatan Rektor Institut Agama Islam Negeri (IAIN) Langsa yang definitif;
6. SK Rektor IAIN Langsa No. 27 Tahun 2021 tanggal 21 Januari 2021, tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) langsa;
7. DIPA- Nomor : SP DIPA- 025.04.2.888040/2022, tanggal 24 Desember 2021;
- Memperhatikan : Hasil Seminar Proposal Mahasiswa Tanggal 24 Juni 2022

MEMUTUSKAN :

- Menetapkan :
K E S A T U : Menunjuk Dosen Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Langsa :

1. Dr. Fakhurrrazi, M.Hum
(Membimbing Isi)
2. Nina Afrida, M.Pd
(Membimbing Metodologi)

Untuk membimbing Skripsi :

N a m a : Firda Mauliza
Tempat / Tgl.Lahir : Langsa, 7 September 2000
Nomor Pokok : 1042018024
Fakultas/ Program Studi : FTIK/Pendidikan Bahasa Inggris
Judul Skripsi : *An Analysis Teachers' Strategies In Teaching Reading Comprehension At Basic English Course Langsa*

- KEDUA : Bimbingan harus diselesaikan selambat-lambatnya selama 1 (satu) tahun terhitung sejak tanggal ditetapkan;
KETIGA : Kepada Pembimbing tersebut di atas, diberi honorarium sesuai dengan ketentuan yang berlaku pada Institut Agama Islam Negeri (IAIN) Langsa;
KEEMPAT : Keputusan ini berlaku sejak tanggal ditetapkan dan apabila terdapat kekeliruan dalam penetapan ini akan diadakan perbaikan sebagaimana mestinya;
Kutipan Keputusan ini diberikan kepada yang bersangkutan untuk dapat dilaksanakan sebagaimana mestinya.

Ditetapkan di : Langsa
Pada Tanggal : 19 Juli 2022

Dekan,

Zainal Abidin



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

Kampus IAIN Langsa, Jln. Meurandeh - Kota Langsa, Provinsi Aceh, Telp. 0641-22619/23129
Fax. 0641-425139 website : <http://www.ftik.iainlangsa.ac.id> email : ftik@iainlangsa.ac.id

Nomor : B-2009/In.24/FTIK/PP.00.9/12/2022
Lampiran : -
Perihal : **Mohon Izin Untuk Penelitian Ilmiah**

Kepada Yth,
Yayasan Basic English Course Langsa
Di -
Tempat

Assalamu'alaikum Wr. Wb.,

Dengan hormat,
Dekan Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Langsa dengan ini memaklumkan kepada Bapak/Ibu bahwa mahasiswa kami yang tersebut di bawah ini :

Nama : FIRDA MAULIZA
Tempat / Tanggal Lahir : Aceh, langsa, 07 September 2000
Nomor Induk Mahasiswa : 1042018024
Jurusan : Tadris Bahasa Inggris

Bermaksud mengadakan penelitian di wilayah Bapak/Ibu, sehubungan dengan penyusunan skripsi berjudul "An analysis teachers' strategies in teaching reading comprehension at basic english course langsa "

Untuk kelancaran penelitian dimaksud kami mengharapkan kepada Bapak/ibu berkenan memberikan bantuan sepenuhnya sesuai dengan ketentuan yang berlaku, segala biaya penelitian dimaksud ditanggung yang bersangkutan.

Demikian harapan kami atas bantuan serta perhatian Bapak/ibu kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Langsa, 09 Desember 2022
Dekan



Zafnal Abidin



YAYASAN PENDIDIKAN BASIC ENGLISH COURSE LANGSA

Jl. Jendral Sudirman No.27 Matang Seulimeng- Kota Langsa
Hp 08116872300

Langsa, 31 Desember 2022

Nomor : 319/BEC/2022
Lampiran :-

Kepada Yth,
Ketua FTIK/Pendidikan Bahasa Inggris

Perihal : **Surat Keterangan**
Telah melaksanakan penelitian

Di-
Langsa

Dengan Hormat

Berdasarkan Surat Yang Kami Terima Dari Lembaga Yang Bapak/Ibu Pimpin
Nomor : B-2009/In.24/FTIK/PP.00.9/12/2022 Tanggal 13 Desember 2022
Tentang Surat Izin Penelitian pada Basic English Course Langsa Atas Nama

Nama : Firda Mauliza
NIM : 1042018024
Judul Skripsi : AN ANALYSIS TEACHERS' STRATEGIES IN TEACHING
READING COMPREHENSION AT BASIC ENGLISH COURSE
(BEC) LANGSA

Dengan Ini Kami Menyatakan Bahwa Benar Yang Bersangkutan Telah
Melakukan Penelitian Pada Tanggal 13 Desember 2022

Demikian Surat Izin Penelitian Ini Dibuat Untuk Dapat Dipergunakan Seperlunya.

Benar Benar Yayasan BEC Langsa

Nanda Marlina AS, S.Pd., M.Hum