TEACHER’S STRATEGIES IN TEACHING READING AT MADRASAH TSANAWIYAH AHMAD DAHLAN JAMBI CITY

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ENGLISH EDUCATION DEPARTMENT
THE STATE ISLAMIC UNIVERSITY SULTHAN THAHA SAIFUDDIN JAMBI

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TEACHER’S STRATEGIES IN TEACHING READING AT MADRASAH TSANAWIYAH AHMAD DAHLAN JAMBI CITY

Submitted as Partial Fulfillment of Requirements to Obtain Undergraduate (SI) Degree at English Education Program Education and Teacher Training Faculty

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We would like to say thanks for attention.
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I who signed below stated that the thesis which is entitle “Teacher’s Strategies in Teaching Reading at Madrasah Tsanawiyah Ahmad Dahlan Jambi City” is originally and truly my own work as the requirements to obtain the undergraduate Degree (S1) in English Education Program of Education and Teacher Training Faculty of State Islamic University Sultan Thaha Saifuddin Jambi.

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Jambi, November 2020

The researcher

SHADIQATUNNISA
TE.130566
“O Messenger! Convey to the people what has been revealed to thee from the Lord; and if you do it, you have not conveyed His Message at all. And Allah will protect thee from men. Surely, Allah guides not the disbelieving people.” Al-Maidah (2): 67. (Departemen Agama, 2011, 285).

DEDICATION

In the name of Allah SWT for the blessing and the merciful, with deep thanks and proud, Shalawat to the Prophet Muhammad SAW his coming really change the word. Special Thanks to : My parents, my beloved father H.Darussamin (Alm) and my beloved mother Ihsaniyah who always give me everlasting love, guidance, motivation and always praying for me. My sister and brother who always pray and give me support and motivation. All my beloved classmate in the class in English education program 2013 thanks for your support and your participant. My beloved almmater English department and education and Kampus Biru UIN STS JAMBI thanks your support and your participant. May Allah Subhanallahu Wata’ala bless us Aamiin
ABSTRACT

The aim of this study was to investigate teacher’s strategies in teaching reading at Madrasah Tsanawiyah Ahmad Dahlan Jambi City. This a qualitative research, the research employing observations, interviews to collect data and data analysis in this research was descriptive analysis, data reduction, data display, conclusion or verification and triangulation. The result of the study showed that there are four teacher strategies in teaching reading they are skimming and scanning, discussion and debate, playing game and short writing. In skimming and scanning, the students analyzed the lesson about the news with general information and the students will be able to get detail information from the text and it can improve the students’ reading comprehension; using mapping had made teacher to know students’ understanding about the texts they have read and guessing, the teacher asked students to guess the material that they have read and also the students make a circle in classroom. These strategies helped the students in getting knowledge, information, thinking easier, faster, confidence, motivation, taking and accepting responsibility and more enjoyable ways to master giving the ideas. These strategies made them interested English and also made them were good in reading the texts and also their score in academic.

Keyword: teacher’s strategies in teaching reading, Madrasah Tsanawiyah
ABSTRAK

Nama : Shadiqatunnisa
Jurusan : Pendidikan Bahasa Inggris
Judul : Strategi Guru dalam Mengajar Membaca di Madrasah Tsanawiyah Ahmad Dahlan Kota Jambi

Tujuan dari penelitian ini adalah untuk mengetahui strategi guru dalam pembelajaran membaca di Madrasah Tsanawiyah Ahmad Dahlan Kota Jambi. Jenis penelitian kualitatif, penelitian menggunakan observasi, wawancara untuk mengumpulkan data dan analisis data dalam penelitian ini adalah analisis deskriptif, reduksi data, penyajian data. kesimpulan atau verifikasi dan triangulasi. Hasil penelitian menunjukkan bahwa ada empat strategi guru dalam mengajar membaca yaitu skimming dan scanning, diskusi dan debat, bermain game dan menulis pendek. Dalam skimming dan scanning, siswa menganalisis pelajaran tentang berita dengan informasi umum dan siswa akan mendapatkan informasi detail dari teks dan dapat meningkatkan pemahaman bacaan siswa; Pemetaan membuat guru mengetahui pemahaman siswa tentang teks yang telah mereka baca dan tebak, guru meminta siswa menebak materi yang telah mereka baca dan juga siswa membuat lingkaran di dalam kelas. Strategi-strategi ini membantu siswa dalam mendapatkan pengetahuan, informasi, berpikir lebih mudah, cepat, percaya diri, motivasi, menerima dan menerima tanggung jawab serta cara-cara yang lebih menyenangkan untuk menguasai ide-ide. Strategi ini membuat mereka tertarik pada bahasa Inggris dan juga membuat mereka pandai membaca teks dan juga nilai akademis mereka.

Kata kunci: strategi guru dalam mengajar membaca, Madrasah Tsanawiyah
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By saying Alhamdulillahirabbil‘alamin all veneration to Allah SWT. The beneficence and merciful, who has given us the mercy, and blessing and guidance to complete writing this thesis. May peace and solution always be given to our prophet Muhammad SAW who has given his life moral improvement and to be mercy to universe.

The goal of this thesis is a partial requirements for the undergraduate degree (S1) in English Education Study Program at The State Islamic University of Sultan Thaha Sifuddin Jambi which is entitled “Teacher’s Strategies in Teaching Reading at Madrasah Tsanawiyah Ahmad Dahlan Jambi City”

The writer would like to express my sincere gratitude to Monalia, M. Pd as the first advisor and Faiqah Mahmudah, M. Pd as the second advisor who give me support, guidance for accomplishing this thesis. Then writer also would like to express many thanks to the following people who provided me helps in finishing this thesis, namely:

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Jambi, November 18, 2020

Researcher,

Shadiqatunnisa

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CHAPTER I

INTRODUCTION

A. Background of the Study

The English teaching and learning process in Junior High Schools is aimed at developing the students’ competence in English, spoken and written, to achieve the level of functional literacy. Besides, it is also aimed at raising the students’ awareness of the nature and importance of English that can improve their nation’s competitiveness in the global society (Garcia, 2012). The English teaching and learning process is also aimed at developing the students’ understanding of the relationship between language and culture. To reach the target, the Junior High Schools students have to master the four skills of English. According to Yang (2011), reading is one of the important skills that should be mastered because it helps students to improve other English skills.

Reading is very important for English learners because reading can enlarge their knowledge, vocabulary, and information. From reading, English students also can learn about foreign language people’s habit and culture. When learners want to learn about language, they have to learn about the habit and the culture of those foreign peoples. It can help them to learn about those foreign languages easily. In learning English, especially learning reading students should have their own strategies. Harmer, seat that (2001.82) the students need to encourage acknowledge some responsibilities. The students have to identify properly about their achievement ability. It means that the students should have a plan as accurate
as possible to get an effective learning. Especially, to reach a good development in learning reading, students should create various learning strategies to enhance their motivation to understand the texts easily.

There are many strategies of learning reading used by the students which are interesting and it can enhance theirs abilities to be fluent readers. Linse and Nunan (2005.68) states that learning reading usually has at least two aspects. First, it can refer to students who are learning to read for the very first time. A second aspect of learning reading refers to students who already have reading skills in their first language. Students only learn to read once. Once they have learned how to read in one language, they do not learn how to read again in a second/foreign language, but rather they learn how to transfer skills that they have already learned to the new reading context in a new language. It means that students should use strategies to stimulate in students to enable them to become more proficient language learners. Reading strategies are the mental operations involved when readers approach a text effectively to make sense of what they read.

Linse and Nunan (2005.249) said that “Success in teaching depends on many factors, one of them is teaching strategies. In fact, it is probably true to say that more time is spent teaching reading than other skill”. The function of the teacher does not tell the students what they should learn, but to help them to select what they want to learn. Hamer (2001.26) stated that the teacher becomes a facilitator of learning of personal and social change by assisting the developing person at those points where help is requested. The students in mastering the
subject will greatly depend on the presentation of material given by the teacher beside the ability of the students themselves. The teacher may use the goal formulated as a guide in choosing the strategy of the teaching. It means that it is really pleasure and positive experience to try various classroom activities because successful lessons depend on the using of a variety of teaching strategies.

Based on the researcher observation on 20nd September 2019, researcher found that Madrasah Tsanawiyah Ahmad Dahlan Jambi City is one of the favorite schools for the students. This school always made the activities such as open stage to be singer, speaker, authors and this always follow the competition such as debate, speech, debate and also storytelling in other schools. Sometimes this school often became the winner in those activities. Students also get knowledge, experience, money and certificate. That is why some students are interesting in learning in this school. The researcher will conduct this research for some reasons. First, English teachers in The Madrasah Tsanawiyah Ahmad Dahlan Jambi City have good knowledge where they always follow the workshop and seminar to be professional teacher, sometimes they became the audience and also presenter in seminar conference in 2017, 2018 in Jambi University. It caused they have good experience in making comfortable atmosphere and interest in teaching reading. The teacher often follows the seminar conferences in Jambi University to enhance his knowledge and also ever got the discipline teacher on 2018 in The Madrasah Tsanawiyah Ahmad Dahlan Jambi City.

Second, students have many vocabularies in English, and most of them can speak English and they can understand the each other and also most of their
achievements are good, but the researcher still find there are many students they
read the text they feel difficult to find out the main idea and specific information.
Besides, many students do not have much time to read because when teachers
give them a text and get the students to answer questions about the text, they only
focus on how to answer those questions quickly without applying some strategies.

In this school, the teacher tries to provide students to enhance students
motivations to speak and read the text and make the conversation in English and
also enhance their academic performance. The teacher also help the students to
communicate or express their thoughts, feeling, and opinions in English as they
can. Based on the explanations above the researcher interested to conduct a
research under the title “Teacher’s Strategies in Teaching Reading at
Madrasah Tsanawiyah Ahmad Dahlan Jambi City”.

B. Research Question

The researcher decided to focus on one relevant question to address for the
purpose of this study, it is formulated as follow:

1. How the teacher applies the strategies in teaching reading at Madrasah
   Tsanawiyah Ahmad Dahlan Jambi City?

C. Limitation of the Study

In this study, the researcher focused on teacher’s strategies in teaching
reading to students’ eight grade at of in The Madrasah Tsanawiyah Ahmad
Dahlan Jambi City in descriptive text and the object on the first year in the
academic year of 2019/2020.
D. Purpose and Significance of the Study

The purpose of this research is to explain what are strategies applied by the teacher and how the teacher applied the strategies in teaching reading at Madrasah Tsanawiyah Ahmad Dahlan Jambi City. In this research, there are two significances of the research, namely; this study is expected to be input in practicing and learning process especially for enhancing student’s reading skills and give additional information and knowledge to the readers especially to the students and lectures in English Department who want to read this paper. The researcher hopes this study can give some suggestion for the teachers in enhancing student’s reading. The researcher hopes this study will give new knowledge to the researcher itself about the teacher’s strategies in teaching reading skill. The researcher hopes this can be developed the writing ability and this study will be done by the researcher as one of requirement on getting S1 Degree in English Education, Faculty of Teacher Training and Education, The State Islamic University. The researcher hopes this study will be useful as guidance of reference to the next researcher in enhancing student’s reading and it can give contribution to the society.
CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Review

1. The Definition of Reading

Many experts have given their definition about what reading really means. Reading is very important skill that the students must be mastered, because the reading cannot be separated in the process of teaching and learning. Reading is the most important activity in any class, not only as a source of information, but also as a means of consolidating and extending one’s idea and knowledge of language. According to Linse and Nunan (2005, p. 68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. It means that reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader’s prior knowledge.

Reading is as approach in a thinking process-one in which the student interacts with the textual material and sorts, evaluates, and reacts to its organization and content. Numerous strategies for perceiving patterns and structure within sentence are included. In addition, according to Linse and Nunan (2005, p. 75) states reading is fluent process of readers combination of word recognition, intellect and emotion interrelated with prior knowledge to understand the message communicated. It means that the participants or the
reader transfer meaning from the text and give assessment from the text to understand the message communicated.

The other opinion about definition of reading is decoding written words so that the readers can produce them orally. Similarly, Richard and Renandya (2002, p. 12) defines reading as the meaningful interpretation of written or printed verbal symbols. This definition is also supported by Linse and Nunan (2005.68) who states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The same way that reading requires the reader to focus attention on the reading materials and integrate previously acquired knowledge and skills to comprehend what someone else has written. It means that reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read.

Reading, which is one of the four language skills, can be classified into two types: initial reading, it is an effort made by those who have not been able to read to learn reading (e.g., how to read the alphabets and combination of letters or simple words) and reading comprehension, it is an activity aimed to understand the messages of a particular text (Brown, 2000, p. 306). Initial reading and reading comprehension are the types of reading which have the advantage. Initial reading very useful to use for the children who are learning to read English. For example is how to read the alphabets while reading
comprehension is understand the message of the text fully. The researcher will use the reading comprehension in this research.

Based on the definition above, it can be concluded that reading is an interactive process that goes on between the reader and the text, a reader will use his knowledge, skills, and strategies to understand what the text talk about. It means that the reader tries to recognize the words. He or she meets in print and find the meaning of the written text. So, the reading brings a maximum of understanding to the author’s massage.

2. Teacher Strategies in Teaching Reading

In teaching English, teacher as the center and facilitator to the students in the classroom needs to prepare some teaching strategies and principles to teach the students so that they can understand well what the teacher teach in the classroom. In teaching reading, the teacher needs some strategies to make the students comprehend the reading texts. According Brown (2000, p. 306-311), the following are eight strategies which can be applied in the teaching reading comprehension in the classroom:

a) Identifying the purpose in reading

By knowing the purpose of what the reader reads, the reader can throw the unwanted distraction or information. By doing this, students know what information they want to know in reading the texts (Brown, 2000, p. 306).

b) Using graph emic rules and patterns to aid in bottom up decoding (especially for the beginning level learners)
At the beginning levels of learning English, one of the difficulties that students encounter in learning to read is making the correspondences between spoken and written English. Here teacher also need to teach how to read the sound words with sort vowel sound such as (bat, leg, wish, etc) and the sound words with final silent “e” such as (late, time, bite, etc) (Brown, 2000, p. 306).

c) Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)

In advanced learner, teacher can apply reading fast to reduce time consuming in reading (Richards and Renandya, 2002, p. 29). Readers do not need to pronounce every word and do not need to know the meaning of every word but the comprehension of the text is more important.

d) Skimming the text for the main ideas

Skimming is the one of the most valuable reading strategies for learners. Skimming consist of quickly running one’s eyes across a whole text (such as an essay, article, or chapter) to find out what the text tells about or to find out the main idea of the text (Harmer, 2001, p. 69). Skimming gives readers the advantages of being able to guess the purpose of the passage, the main topic, or massage, and possibly some of the developing or supporting ideas (Brown, 2000, p. 306).

e) Scanning the text for specific information

Scanning is quickly searching for some particular piece or pieces of information that the reader needs in reading a text. Scanning exercises
may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details (Brown, 2000, p. 308).

f) Using semantic mapping or clustering

Readers can resume the long string of ideas or events by grouping the important key of the word they get from the reading (Harmer, 2001, p. 69). The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to remember the contents of the text.

g) Guessing when you are not certain

Learners can use guessing to their advantages to:

1. guess the meaning of a word,
2. guess grammatical relationship (e.g., a pronoun reference),
3. guess a discourse relationship,
4. infer implied meaning (“between the lines”),
5. guess about a cultural reference, and

Richard and Renandya (2002, 274) added that there are four strategies in learning reading comprehension which can be seen in explanations below:

a) Memorizing

Memorizing technique is kind of technique that is appropriate to be used in reading activity which uses short dialogue to be memorized. This technique is held between pairs in which the
students also memorize their partner’s line, and each pairs might perform the dialogue or texts. In addition, to make it clear about this technique, the students can memorize the words from the text, after the words from the text has been memorized, they can perform the words from the text for the rest of the class in pairs (Richard and Renandya, 2002:274). The technique can be used for beginner and intermediate levels as long as the students can find suitable topic that will be done by students.

b) Questions

An assortment of questioning tactics exists to enhance reading comprehension. Depending on how a question is asked. Kurfiss (1988:4) suggests that the thoughtful use of questions may be the quintessential activity of an effective teacher. Questions are only as good as the thought put into them and should go beyond knowledge level recall. Questions should be designed to promote evaluation and synthesis of facts and concepts. Students can evaluate when exercises in learning they can start or end with words or phrases such as, explain, compare, why, which is a solution to the problem, what is the best and why and do you agree or disagree with this statement?

c) Classroom Discussion

Classroom discussion can enhance reading comprehension. Various techniques are available. Harmer (2001:265) states that a
negotiation model in which students were confronted with credible but antagonistic arguments. Students were challenged to deal with the tension between the two arguments. This tension is believed to be one component driving understanding. Controversial issues in education, such as technology, costumes and human resources, were presented and discussed. Students responded favorably and, as the class progressed over time, they reported being more comfortable arguing both sides of an issue. Students could be assigned to defend the use of a certain treatment. In this activity, students may aim to arrive at a conclusion after a content-based lesson, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. One of the reasons that discussion fail is that students are reluctant to give an opinion in front of the them, particularly if they cannot think of anything to say and are not confident of the language they might use to say it. Many students feel extremely expose in discussion situation.

d) Game

Game is composed of questions that the content is relevant and it is designed to examine the students’ knowledge that is acquired from the class presentation and team work implementation (Richard and Renandya, 2002, p. 274). The game is played by the leaders of team
and they represent their own team. Those micro skills can be used for the teacher as strategies to overcome the difficulties in the students’ reading comprehension. Moreover, the students should encourage themselves to be strong readers. Strong reading comprehension skills help the students in all the other subjects and in the personal and professional lives on their future.

From explanation above, it can be known that the researcher used the Brown (2000) dan Richard and Renandya (2002) theory above to find out the teacher’s strategies in teaching reading comprehension at eight grade at Madrasah Tsanawiyah Ahmad Dahlan Jambi City.

3. Teaching English in Madrasah Tsanawiyah

Teaching English in Madrasah Tsanawiyah has an important role in our education. Tambe (2015, p. 234) categorizes children in the ages between 12 and 14 year as older children and between 7 and 8 years as younger children. Thus, students of Madrasah Tsanawiyah, based on their level of ages, are still called as young learners. In line with Cameroon (2001) and Brown (2001) state that Madrasah Tsanawiyah students are in age of transition, confusion, self-consciousness, growing, and changing bodies and minds. He also adds that teens are in between childhood and adulthood, and therefore a very special set of considerations applies to teaching them, as follows:
a) Intellectual capacity adds abstract operational thought around the age of twelve.

b) Attention spans are lengthening as a result of intellectual maturation, but once again, with many diversions present in a teenager’s life, those potential attention spans can easily be shortened.

c) Varieties of sensory input are still important, but, again, increasing capacities of abstraction lessen the essential nature of appealing to all five senses.

d) Factors surrounding ego, self-image, and self-esteem are at their pinnacle. Teens are ultrasensitive to how others perceive their changing physical and emotional selves along with their mental capabilities. One of the most important concerns of the secondary school teacher is to keep self-esteem high by:

1. Avoiding embarrassment of students at all costs,
2. Affirming each person’s talents and strengths,
3. Allowing mistakes and other errors to be accepted,
4. De-emphasizing competition between classmates, and
5. Encouraging small-group work where risks can be taken more easily by a teen.

e) Secondary school students are of course becoming increasingly adult like in their ability to make those occasional diversions from “here and now” nature of immediate communicative contexts to dwell on a grammar point or vocabulary item. But as in teaching adults, care must
be taken not to insult them with stilted language or to bore them with overanalyzes.

At Madrasah Tsanawiyah, the English teaching and learning process is targeted to enable students to gain the ability to communicate in daily life context. As language is a mean of communication, students have to be accustomed to speak English orally. Their communicative competence has to be developed through tasks and activities which are carried out during the teaching and learning process. Considering the fact that the students of Madrasah Tsanawiyah are still young learners, the teacher has to organize the lesson based on their needs, interest, and characteristics as well. They need enjoyable activities, which involves body movement, pictures, real objects, during the teaching and learning process.

B. Previous Studies

In this study, the researcher did the research about the teacher’s strategies in teaching reading comprehension at eight grade at Madrasah Tsanawiyah Ahmad Dahlan Jambi City. There are some previous researchers that have discussed about teaching reading comprehension, they are;

Firstly, the student from English and Literature Department Faculty of Languages and Arts State University of Medan named Dessyana Nasution (2017, p. 5) by journal entitled “The Teachers’ Strategies on Teaching Reading Comprehension of Recount Text at Grade X of SMA Negeri 1 Simpang Empat”. This research discussed about the Teachers’ Strategies on Teaching Reading
Comprehension of Recount Text at Grade X of SMA Negeri 1 Simpang Empat. It was conducted by using qualitative research method. The subjects of this study are two English teachers at SMA Negeri 1 Simpang Empat. The two teachers taught at Grade X. They chose as the subject which were observed and interviewed. The writer used two instruments, they were observation and interview. This study found that the teachers at SMA Negeri 1 Simpang Empat used appropriate strategy in teaching reading comprehension of recount text and using the media to make the students be motivated and interested in learning. The teachers guided and managed the students in comprehending the material. The teachers' reason in using strategies is because the students get difficulties in comprehending the material if the teachers were used the traditional teaching strategies. The implementation of the strategy adapted by the teachers with the material, the indicator, the purpose of learning on the syllabus and curriculum. All of the students were active and motivated in teaching and learning process. They were also brave to share the idea, asked the teacher when they found the problem on learning the material and answer the question that given by the teacher. The similar this research in collecting data and the different on the subject of the research, this research used two teacher and ten grade, where the researcher only one teacher and eight grade.

Secondly, the student from English Education Department Faculty of Tarbiyah and Teacher Training The State Institute of Islamic Studies (Iain) Tulungagung named Tiin Nurlaili (2014, p. 4) by thesis entitled “A Study On Teacher’s Strategies In Teaching Reading Comprehension in Second Grade of State Islamic University of Jambi Tarbiyah and Teacher Training Faculty of Tarbiyah and Teacher Training The State Institute of Islamic Studies (Iain) Tulungagung named Tiin Nurlaili (2014, p. 4) by thesis entitled “A Study On Teacher’s Strategies In Teaching Reading Comprehension in Second Grade of State Islamic University of Jambi Tarbiyah and Teacher Training Faculty of Tarbiyah and Teacher Training The State Institute of Islamic Studies (Iain) Tulungagung named Tiin Nurlaili (2014, p. 4) by thesis entitled “A Study On Teacher’s Strategies In Teaching Reading Comprehension in Second Grade of State Islamic University of Jambi Tarbiyah and Teacher Training Faculty of Tarbiyah and Teacher Training The State Institute of Islamic Studies (Iain) Tulungagung named Tiin Nurlaili (2014, p. 4) by thesis entitled “A Study On Teacher’s Strategies In Teaching Reading Comprehension in Second Grade of State Islamic University of Jambi Tarbiyah and Teacher Training Faculty of Tarbiyah and Teacher Training The State Institute of Islamic Studies (Iain) Tulungagung named Tiin Nurlaili (2014, p. 4) by thesis entitled “A Study On Teacher’s Strategies In Teaching Reading Comprehension in Second Grade of State Islamic University of Jambi Tarbiyah and Teacher Training Faculty of Tarbiyah and Teacher Training The State Institute of Islamic Studies (Iain) Tulungagung named Tiin Nurlaili (2014, p. 4) by thesis entitled “A Study On Teacher’s Strategies In Teaching Reading Comprehension in Second Grade of State Islamic University of Jambi Tarbiyah and Teacher Training Faculty of Tarbiyah and Teacher Training The State Institute of Islamic Studies (Iain) Tulungagung named Tiin Nurlaili (2014, p. 4) by thesis entitled “A Study On Teacher’s Strategies In Teaching Reading Comprehension in Second Grade of State Islamic University of Jambi Tarbiyah and Teacher Training Faculty of Tarbiyah and Teacher Training The State Institute of Islamic Studies (Iain) Tulungagung named Tiin Nurlaili (2014, p. 4) by thesis entitled “A Study On Teacher’s Strategies In Teaching Reading Comprehension in Second Grade of State Islamic University of Jambi Tarbiyah and Teacher Training Faculty of Tarbiyah and Teacher Training The State Institute of Islamic Studies (Iain) Tulungagung named Tiin Nurlaili (2014, p. 4) by thesis entitled “A Study On Teacher’s Strategies In Teaching Reading Comprehension in Second Grade of State Islamic University of Jambi Tarbiyah and Teacher Training Faculty of Tarbiyah and Teacher Training The State Institute of Islamic Studies (Iain) Tulungagung named Tiin Nurlaili (2014, p. 4) by thesis entitled “A Study On Teacher’s Strategies In Teaching Reading Comprehension in Second Grade of State Islamic University of Jambi Tarbiyah and Teacher Training Faculty of Tarbiyah and Teacher Training The State Institute of Islamic Studies (Iain) Tulungagung named Tiin Nurlaili (2014, p. 4) by thesis entitled “A Study On Teacher’s Strategies In Teaching Reading Comprehension in Second Grade of State Islamic University of Jambi Tarbiyah and Teacher Training Faculty of Tarbiyah and Teacher Training The State Institute of Islamic Studies (Iain) Tulungagung named Tiin Nurlaili (2014, p. 4) by thesis entitled “A Study On Teacher’s Strategies In Teaching Reading Comprehension in Second Grade of State Islamic University of Jambi Tarbiyah and Teacher Training Faculty of Tarbiyah and Teacher Training The State Institute of Islamic Studies (Iain) Tulungagung named Tiin Nurlaili (2014, p. 4) by thesis entitled “A Study On Teacher’s Strategies In Teaching Reading Comprehension in Second Grade of
This research discussed about the teacher’s strategies in teaching reading comprehension in second grade of MTs Tarbiyatul Panggungasri Panggungrejo Blitar. Research method, the researcher used descriptive qualitative research consisting of some data in the form of word, phrase and sentences. It is used to describing something that is known to have happened in the process of teaching activity. In conducting the research, the researcher collected data through observation. Then the research interviewed the English teacher to get more information. The subjects of this research were the English teacher at MTs Tarbiyatul Ulum Panggungasri Panggungrejo Blitar. The result showed that teacher’s strategies in teaching reading comprehension is use fourth strategy they are: memorizing strategy, question answer strategy, game and discussion strategy. With those strategies the students easily understand the text of reading comprehension. The similar this research in collecting data and the subject of the research, but the different on the finding of the research.

Thirdly, the student from Muhammadiyah University of Surakarta School of Teacher Training and Education named Muhammad Agung Nugroho (2013, p. 3) by thesis entitled “A Descriptive Study on Teaching Reading to the First Grade of SMA Al-Islam 3 Surakarta in 2012/2013 Academic Year by Ums Students on the Job Training”. This research discussed about the teaching reading implemented by UMS students and the problem faced by them during teaching-learning process. The research is a descriptive research. The writer collects the data by observing teaching-learning process, conducting the interview, and
documenting some important data that support this research. The data are from interview script, field note, syllabus, text book, and lesson plan. The methods of collecting data are observation, interview, and documentation. The techniques of analyzing data are reduction the data, data analysis, display the data, and conclusion and verification. The result of the research: 1) the method on teaching reading used by UMS students are GTM and GBA. 2) the goal of teaching reading is to help the students in understanding the reading material such as genre text. 3) reading materials that are given to the students are recount text, narrative text, and procedure text. 4) teaching-learning process is implemented by using three phase technique: pre-reading, whilst-reading, and post-reading. Two students on the Job Training use GTM with applying translation, previewing, and repetition in the classroom activity. The similar this research in collecting data and the different on the subject of the research, this research used two teacher and ten grade, where the researcher only one teacher and eight grade.

From the preview related research above, most of them analyzed about the implementation teaching reading comprehension and the difference between this research with them as like as Dessyana Nasutio’S thesis, she analyzed about the Teachers’ Strategies on Teaching Reading Comprehension of Recount Text at Grade X of SMA Negeri 1 Simpang Empat. and Tiin Nurlaili’S thesis, she analyzed about the teacher’s strategies in teaching reading comprehension in second grade of MTs Tarbiyatul Panggungasri Panggungrejo Blitar and also Muhammad Agung Nugroho’s thesis, he analyzed about the teaching reading implemented by UMS students and the problem faced by them during teaching-
The researcher used qualitative method through observation, interview and also documentation which were same with the researchers above. But in this thesis, the researcher analyzed in teacher's strategies in teaching reading comprehension at eight grade at Madrasah Tsanawiyah Ahmad Dahlan Jambi City.
CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, the researcher used descriptive qualitative, because it describes the teacher’s strategies in teaching reading at Madrasah Tsanawiyah Ahmad Dahlan Jambi City in the academic year of 2017/2018. The researcher selected this method because it conveys a broader understanding of the teacher and students’ views on teacher’s strategies in teaching reading. The data collected in the form of words as a descriptive explanation than a number and the result of teacher’s strategies contains quotations from the teacher and students’ views in order to interpret their words. The results of teacher’s strategies emphasize more toward the data interpretation found in the field and it is not written in the form of figures and tables with statistical measures, but it is illustrated in the form of describing words to the teacher’s strategies and it is presented in narrative.

Based on explanations above, it can be concluded that descriptive qualitative is analyzing about descriptive data that is collected in the field, by using descriptive qualitative the researcher gets the answer about the teacher’s strategies in teaching reading comprehension at eight grade at Madrasah Tsanawiyah Ahmad Dahlan Jambi City.

B. Setting Description

This research was carried out at eight grade Madrasah Tsanawiyah Ahmad Dahlan Jambi City and it is located in the Jambi City. The reason for conducting this study in teacher’s strategies in teaching reading comprehension at eight grade
Madrasah Tsanawiyah Ahmad Dahlan Jambi City that the English teacher in
Madrasah Tsanawiyah Ahmad Dahlan Jambi City had good knowledge,
experience, understanding, style and interest in teaching reading comprehension at
eight grade at Madrasah Tsanawiyah Ahmad Dahlan Jambi City

C. Subject of the Research

The subjects of this study is the English teacher and students of eight
grade when the teacher used the strategies in teaching reading comprehension at
Madrasah Tsanawiyah Ahmad Dahlan Jambi City in the academic year of
2017/2018. There are two classes of eight grade at Madrasah Tsanawiyah Ahmad
Dahlan Jambi City such as class A and class B, in this research the researcher only
takes class A because the students always follow the activity “The Power of
Reading” once in a week than class B and also the students are good in reading

D. Data and Sources of Data

In this research the researcher takes the data from the teacher’s
strategies through observations, interviews and documents when the teacher as
the subject applies the strategies in teaching reading and the students as the
object in practicing learning process. The sources of data in this study is
teacher as a person who applies the strategies in teaching reading, student’s
interactions and situations process when teacher used the strategies in teaching
reading and also student’s note, photos, modules.
E. Technique of Data Collection

This research used three kinds of technique to collect the data. They are observations, interviews and documentation. It can be seen in the explanations below:

1. Observation

The researcher used this technique to observe the teacher’s strategies in teaching reading comprehension for class A and also student’s interactions and situations process. The researcher comes and sits in the class and used the observation field to find out the teacher’s strategies in teaching reading comprehension at eight grade at Madrasah Tsanawiyah Ahmad Dahlan Jambi City.

2. Interview

The interview is also used to answer the formulation of the study, related to the objectives of the teacher’s strategies in teaching reading comprehension. An unstructured interview is used to collect data and the researcher asks the teacher and the students of eight grade class A. The researcher starts with a general guiding question based on formulation and allow the teacher and the students to talk freely and to avoid misunderstanding the teacher and students will be interviewer in Indonesia language Later the interview take shape as themes emerged from the information given by the teacher and students.
3. Documentation

The last technique is documentation. Documentation is used to collect teacher’s modules, materials and photos when teacher used the strategies in teaching reading comprehension. The researcher will collect the notes, pictures of the conditions while teaching and learning process. The documentation of their notes will help the researcher gets additional data.

F. Technique of Data Analysis

The technique of data analysis in this research is descriptive analysis. Using this technique, the researcher reduces the data, presentation and conclusion the data. It can be seen bellow:

1. Data Reduction

During the field notes processes, the data gains grow much and complex. The data need to be reduced. Data reduction means to summarize, to choose the points, to focus on teacher’s strategies, in order to find the answer. The researcher reduced from the whole data collected and got the more suitable data that would be analyzed.

2. Presentation

The data were organized and managed for they were able to be understood. Data presentation enables the researcher to understand the teacher’s strategies and the whole situation. Presentation of data gave possibility of taking of conclusion and taking action. In this study presentation of data is descriptive. Descriptive means giving description of the teacher’s strategies in the narrative way. The researcher is collecting the information
from the teacher and students based on Brown (2000) and Richard and Renandya (2002) theories about teacher strategies in teaching reading comprehension and after taking the information then explain the data and take the conclusion.

3. Conclusion

The conclusion needed to be verified for its credibility. Verification were some programs to check the researcher’s carefulness and to the accurate data. Taking conclusion is only the part of activity in though configuration. The researcher began to seek supporting information, then the reduction data, presentation data, and the last was making conclusion. After reduced and presented the data, the last step the researcher made the conclusion about teacher’s strategies in teaching reading the classroom.
### G. Research Schedule

Schedule of the study can be seen in the following table:

<table>
<thead>
<tr>
<th>Activities</th>
<th>July-December 2019</th>
<th>January-May 2020</th>
<th>July 2020</th>
<th>August 2020</th>
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CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Finding

This chapter described the finding and discussion of the research on the teacher applies the strategies in teaching reading to students at Madrasah Tsanawiyah Ahmad Dahlan Jambi City. The data were collected from the activities of students in the classroom and outside classroom who were practiced the reading. During the process of data collection and analysis, the researcher did the observation by writing all of the observation result, in the observation guided, and documentation. The researcher also described the finding and discussion from teacher and students’ interview. Based on the result of observation and interview to the subjects of the study, the researcher presented the finding of the study. The data were also taken from documentation. The following researcher presented the findings of the study below:

1. Teacher Applies the Strategies in Teaching Reading to Students at Madrasah Tsanawiyah Ahmad Dahlan Jambi City

This part presented the research findings which the researcher found in the field by doing observation and interview. It related to teacher applies the strategies in teaching reading to students at Madrasah Tsanawiyah Ahmad Dahlan Jambi City. After the researcher investigated the teacher strategies in teaching reading comprehension, finally, the researcher got some data. The results of the research findings were presented in the descriptions bellow.
There were three teacher strategies in teaching reading comprehension, they were skimming and scanning, discussion and debate and playing game. All the strategies were used by the teacher in teaching reading comprehension effectively, because with those strategies the students can understand the material easily.

In teaching reading comprehension the teacher needs to know the students’ situation, what they needs to understand and care each other, it is used to make them have spirit and easy to understand and have fun to discuss the materials that they discussed. The data related to teacher applies the strategies in teaching reading to students at Madrasah Tsanawiyah Ahmad Dahlan Jambi City were taken from conducting interview with the subjects and having observation. The presentation of findings, in this part covers four strategies, they were Skimming and scanning, discussion and debate, playing game and short writing. It can be seen below:

a. Skimming and Scanning Strategies

Skimming was employed by the students in reading comprehension were skimming. In skimming the students read the text from the read the subtitle or table content of the text and in scanning the students needed to read the text from the beginning until the end. Sometimes they took three or five vocabularies based on the materials that they learnt. The following is observation that researcher got on 5th January 2020. The observation describes an activity conducted by students in using skimming strategies to memorize the words. The researcher observed the students needed to
understand the texts very well, the students can see dictionary if they could not find the meaning. The students also memorized the words at least three words, it is used to enhance their vocabularies, so they can speak English in any time.

Some students might skim a chapter in a textbook or skim class notes to refresh their memories before taking a test. The students made group the students into 4-5 members (depending on the students). Subsequently, they sit together in a circle. One of them will distribute the newspaper to each group. After that, the students will read and then read answer the question for them. As the students said that:

I told the students to be active, so I taught them how to use the skimming strategy so that it was easy to find an overview of the text they were reading. I always ask them to see the title and also the conclusion of the text they read, this will make it easier for them to understand the content in the text. Besides that, I also gave some questions that were in the text so that they were active in reading.

[Teacher]

It can be known that the tells the ways to use the skimming to the students and the students also can be used for them to find the contain from the text. Teacher also asks the students some question and she will give chance to the students to answer the question in five minute to answer the question. When they can answer the questions as soon as possible, they would get a gift. As the students said.

The teacher always give easy examples and always give us gifts. Where when we are in our respective groups, we have to work together to find the main idea of the text we read, besides that we also have to explain our understanding of the text we read, everything must be done in collaboration [Student 1] in using
skimming we always learn the latest topics, after that we prepare one general question to be answered the fastest can answer it, after that there are nine more questions that will be answered together in each group [Student 2]. In skimming, of course, there must be text that will be discussed, and the text was filtered last week, so last week everyone gave their input about inde or the topic to be discussed, after it was agreed, we decided to discuss it this week, so my friends are there the opportunity to read references on the topic, all by consensus. With the agreement, we are closer and there is no dropping each other, and our teachers also continue to control us in and also provide motivation about the importance of reading in this current year. So from that process all of us are motivated to continue reading and sharing knowledge with one another [Student 1]

It means that by using skimming strategy, they will answer questions in 5 minutes using their text. Then the students check their work together. This will make students have active participation in class and even would love the friends because of its fun and exciting impression to them. Thus, this strategy promotes a student-centered environment inside the classroom to which students learn to explore and discover ideas or concepts by themselves. As the teacher said:

In regards to using skimming for student understanding, I instruct them to understand in general terms. They should know about skimming as well as how to read, as that will make it easy for them to know the content of the text.. [Teacher]

She also added that before she taught she needed to prepare well enough:

If I don't prepare it, of course I won't get maximum results. I also prepare learning media such as pictures and also text books for their reading which I get from other references besides the existing textbooks, I usually take them from the internet and also from books that are relevant to the study of material on the SAT in class. And to increase their motivation I give stories that motivate them to learn, such as history, successes and struggles.” [Teacher]
It means that by skimming to get the “gist” of the material, the students are able to cover all of it. Skimming is done at a speed three to four times faster than normal reading. There are many strategies that can be used when skimming. Some people read the first and last paragraph using headings, summarize and other organizers as they move done the page. They might read the title, subtitle, subheading and illustration, consider reading the first sentence of each paragraph.

Scanning is a useful tool to use when a reader needs to locate a specific date, important name or pertinent quote. In this strategy the teacher asks the students to read the text and find specific information, such as place, name of people, and things. The teacher guide the students to understand how the material is structured as well as comprehend what they read, so they can locate the specific information they need. This strategy also allowed them to find details and other information in a hurry. Because they already scan many different types of material in their daily life, learning more details about scanning will be easy. As the teacher said:

I ask students to use their eyes to move and also sometimes use their hands to search for names, places, times and so on, so that we can get detailed information. This strategy is used to find specific and detailed information. [Teacher]

Based on the researcher observation, it found that the teacher asks the students used their hand to move down a list of names, they saw not only the name finger was pointing to, but also the names above and below. It caused their eyes work for them when searching for information. Keep the concept of key words in mind while scanning. The purpose will
determine the key words. They scan when their aim was to find specific pieces of information. If they were doing the research for an oral presentation, they could scan the index of books, web sites, and reference materials. The more they practice, the more effective scanning will become. The most important benefit of scanning is its ability to help them become a more flexible reader. As the student said:

The scanning strategy is used by reading specifically and clearly, so that the information obtained can be fulfilled, looking for the response and time of the incident names and objects in the text, the form can be words, it can also be clauses and simple sentences. [Student 2]

From the quotation above looking through a text to find keywords and phrases that are likely to indicate the specific information that she was seeking, then reading just this piece of the text. When she read the text and when she was trying to find some specific piece of information like a date, a name of a person or place- when she did these things, she is scanning. As the teacher said

In the scanning strategy, I direct them to look for specific information, they must know it well, reading the detailed information will help them get all the information from the text they read. [Teacher]

From the quotation above, in reading, the students searching for some particular piece of information in the text quickly and practice to think of clues move their eyes rapidly because scanning is reading rapidly to find specific a piece of information. This technique is useful to minimize boredom in classroom. Scanning is very useful for students to find specific information to get answers from the questions in the
assignment or exam, and minimize their time to answer the questions in the text.

b. Using mapping

Readers can resume the long string of ideas or events by grouping the important key of the word they get from the reading. Based on the researcher observation on observation on 11th August 2020, the researcher found that the teacher came to the class and shake hands to every student in 07.15am. There were still three take a picture for each other. The class started in 08.30am and the teacher called the students one by one, and then the teacher taught English which is focused on the vocabulary by mind mapping. The first step, the teacher asked the students’ conditions, after that she gave the simple explanations about mind mapping, she was just busy with her mobile phone. The teacher did not give some rules such as every student should talk freely and sheared about his/her experiences for the weekend.

The second steps, the teacher used one paper to teach mind mapping, the paper was A4, she drew it on the paper. The researcher thought it was not good, because the students could not see the thing on the paper, she did not walk to show the paper to every students. She just stood in front of the class. This situation made the students had limited vocabulary mastery and the students felt difficult in memorizing English vocabulary. In this situation, there were six students from twenty-nine students just busy with friends. Other students were busy in their own business. They are playing their note book, talking their hand phone of did
the small talk with her friend instead there were only keep silent when seeing his/her friend going engage in that situation. The first question was asked by one of the student bravely with speaking English confidently. “I can see the picture Mis”, but she keep going. In this time, a student who was not getting answer from the teacher, she felt upset.

The last steps, the teacher asked the students to make as she wanted. She told to the class, the students needed to make diagrams. The students had to think about the theme. Most of the students could not do it, but because they were afraid, they just made it and the result their mind mapping were not relevant and they could not memorize any vocabularies. She allowed her students to look at dictionary the students were very happy. In the end of the class the teacher asked the students to memorize five vocabularies. The researcher found that the vocabularies were difficult for them the words also did not relevant to students’ needs. The teacher also asked the students to tell the last vocabularies that she gave, but most of the students could not remember vocabularies that the teacher gave last meeting. After that the teacher close the class and the class was over.

The teacher also said that mind mapping was not easy she knew that mind mapping can help the way to memorize vocabularies and it can make them speak in English. It is also one of the components that determine someone to be success in learning language. If we do not have
vocabulary we could not think and solve the problems. As the teacher said,

“Vocabulary is important and the students must memorize vocabulary every day, at least three or five vocabularies in a day. When I had finished the class I talked to them to memorize vocabulary that I wrote on the whiteboard. Sometimes I used mind mapping to help me in teaching vocabularies and I hoped it can make the students easy to memorize, most of them were memorized and there were students also did not memorize, if they were not memorize I will ask them to sweep the floor after the class or I asked them to sing a song in front of the class...”[Teacher]

She knew that her students always follow as she said, she tried to do the best for her students, she used mind mapping to help students in memorizing vocabularies, even still have problems she tried to be patient, she believed that it caused her students has different background and ability in learning English, that was why she needed to be patient to teach them. Based on the researcher’s observation on 11th August 2020, the research found that the teacher used the mind mapping in teaching vocabulary while teaching English in classroom, but the researcher found there were something missing while the mind mapping was applied in classroom.

There are three steps that the teacher used in teaching mind mapping which was different with Tony Buzan theory, the first step, the teacher came to the class and asking the students’ conditions, after that she gave the simple explanations and the teacher also did not prepare well for her class it cannot make students receive the knowledge well, as the teacher said;

“When I applied the mind mapping, I prepare a pice of paper and I draw diagram, where that diagram will explain about the hold the story is going to talk abobut. When I would like to talk about family, I
made from the grandmother, and in the class I asked the students to continue and explain the next words... "[Teacher]

The teacher had used mind mapping to teach students’ vocabularies in classroom and she used the paper to develop students vocabularies. The teacher did not use many color to make the paper looks good, she just draw the diagram on the paper. She also asked the students to make the same paper like her. She did not prepare paper for all the students in the class. In the second observation on 21st August 2020 the researcher did not found the teacher explained the topic clearly to the students. The teacher just said “we will dicusse about school’s facilities”, she did not explain and give the example to the students, so there were many students were not seen interesting to the topic, so they made the noice.

The second steps, the teacher only used one paper to teach her students. She drew on the paper and the students needed to understand the paper. This situation made the students had limited vocabulary mastery and the students felt difficult in memorizing English vocabulary. The students had low motivation to learn English vocabulary. The students often did not give any responses to the teacher’s question in English, as the teacher said;

“I tried to understand about their condition, their backgrounds were different, they were many of them took course and there were not, so they felt shy to speak English, their vocabulary, I knew among them still could be found there were many students did not have good vocabularies, this was my jom to fixs it and I tried do the mest form them... I used media in mind mapping by paper, I asked them to explain the the vocabulary and I also asked them to write another vocabulary related to the topic that I gave to them. Seldon, because the media here like projector were limit... "[Teacher]
Thus, the teacher asked her students to write on the paper and then the students spoke based on the texts. When the students could not understand the words in English, the teacher gave them chance to use dictionary to know the words, meaning and pronunciation, but she did not allow her students to ask her friends when they had troubles in learning English. She was not only asked her students to use dictionary when they wanted to find the meaning words or sentence, but also she asked them to learn when they were at home.

Teacher used mind mapping for helping the students to memorize new words. Teacher explained the paper to the students and the students were asked to make in group, they will share with friends in group about the topic the teacher give. It can be seen that there was one group did not did what teacher asked to them, the teacher allowed the students to share in group, but unfortunately there was group make noise as she said that:

“That was happened in the classroom, I will not angry to them, I tried to give care of them. I asked them to make in group, because they can share with their frinds about the topic that I give, I gave the topic based on the book that I used in this school, sometimes I thought this book was too difficult for them... I also asked them to explain their understanding based on the story in their book, after that they must write down the vocabulary that they could not understand and they must memorize the words at least three words...” [Teacher]

Sometimes the teacher asked to the students to work together in the group which forced the students to communicate orally with friends frequently. Students would work in their groups if materials from textbooks were used after that they told to other groups about their finding from the texts. After the students share with their friends, they must write the
vocabularies that they do not understand. The teacher asked them to memorize the vocabularies and bring it at home, in the textbook meeting they will be asked by the teacher to explain the holed vocabularies that they memorize.

The last steps, the teacher asked the students to write the diagrams like she did, the students should complete the mind mapping, she did not use any color and key word to present the diagrams. Teacher asked the students to complete mind mapping diagrams with the correct words, and the teacher allowed the students to look at dictionary. It used to make students feel easy to find out the the words that they were looking for, as the teacher said that:

“I also asked them to complete the diagrams, they will make it on their papers. After that, I explain all the things to them, if they do not have the questions they will start to make it. I just wait them to finish the diagrams. After finish I asked them to explain the diagrams and memorize the new words that they found from the diagrams...” [Teacher]

The teacher gave the students practice to fill the diagrams. The students will make the diagrams as the teacher asked. After all the diagrams are done, the teacher asked the students to tell in front of the class and asked another students to listen and give the suggestion. The following is field note that researcher got on 21th August 2020. The field note describes an activity conducted by teacher in providing the students opportunity to feel the diagrams and asked the students to explain the vocabularies, but, most of them could did well to explain the vocabularies. The researcher observed at Madrasah Tsanawiyah Ahmad Dahlan Jambi City. In the A
class the teacher asked the students to spell the words, but there were many students were missing pronounce the words.

The major strategy in teaching reading comprehension was discussion and debate. The teacher asks the students to read the story based on the lesson at that day, because the teacher worked on the text book from which the students read the text. In reading text automatically the student were asked to understand the text. Generally, the teacher read or asked the students to read the text. There were various types of text such as notice, narrative, and recount. She explained words before, during, and after the text was read.

Before I ask students to discuss in groups, I ask my students to open lessons in their textbooks. They have to read the text and understand the text, sometimes I add other texts to make the learning process go well. Text such as notification, narration and also narrating text. So, it's good for them, they can use their experience to understand the text. 

Before reading, students were pre-taught unknown story in the text. In this case, the teacher had a preparation about what kinds of the text that was taught. It was easy stories used there, and decided which story were new, difficult to understand the story and presented them before reading activity. During reading, teacher guided the students to read aloud the text. After the text was read, the teacher explained what the text talked about. She discussed the new information, and then asked the students to answer the questions related to the reading text. Through this activity, the students’ thinking mastery could increase and understand the reading comprehension, because the students found a lot of events in the story that they had never
known before. As the subject said, “By reading, students can increase their new knowledge and information” [Teacher]. So, it gave new knowledge to them. This activity also helped the teacher to manage the students’ reading comprehension through various kinds of texts.

Based on the researcher observation, it found that the students needed to know the meaning of the texts well. It was used to understand the story because the texts in English language, so the students could work in group to find the meaning of the texts, then the students could read and tell the story or give their opinion from the text. Sometimes the English teacher at Madrasah Tsanawiyah Ahmad Dahlan Jambi City used two languages when she explained the story in teaching process. For example, the teachers used Indonesian language in explaining the story. The following is field note that researcher got during the observation (February 15th, 2020) that gave illustration that the teachers used Indonesian language in explaining the story in teaching. “In A class of eight grade, the teacher asked the student to read and understand the text in their group. It was started from the first group than continued to another group. The teacher asked the students to discuss and explain the story from the text by speaking it in Bahasa Indonesia.” From the illustration it can be known that in explaining the story, the teacher used Indonesian language and also the students itself.

The understanding the texts were done when the teacher asked the students to work in group. They discussed with their friends and do the exercises on the text book or module. Firstly the teacher asked the students
to read and tell the story in front of the class. It was used to know their understanding of the text as well. As the teacher said:

I teach English lessons such as reading, listening, writing and speaking. To talk and listen, I often ask my students to create a dialogue based on the texts they have learned, so I ask them to practice, or retell [Teacher]

From that statement, it can be seen that the other useful way to promote students’ reading comprehension was by practicing conversation or debate. The teacher firstly read dialogues and stories so that students should listen carefully to get an idea what the text was about and provides short information of the story. Secondly, listening was done after the text was read and students listen and read consequently. After that they should be able to provide more detailed information.

Since the students had different experiences of proficiency, the topics given to them were news issues which can be seen the current actual issue in society. The students would work in team to practice debate. Sometimes the team in agree or disagree towards a motion, the reason must lie on a strong ground that could cover the whole argumentation. Theme line was the underlying reason which answers the big question “why” one side of the house supports or opposes a motion. Theme line was what a team needs to proof, it is also the main reason why a team attacks the opponent’s case

Based on the researcher observation, it found that this strategy used by the teacher like a battle of argument, in which each team stands on their position, attacks the opposite and defends their own case by using logical thinking. To win in debate, the team was not only needed to build a strong
case but they also have to attack their opponent’s arguments and provide strong defense from any attacks. That was why rebuttal was one of the key to get the crown of victory. It means that by working in team the students might be got new knowledge and chance to enhance students’ reading comprehension. It was not easy for the students since the students could not prepare the topic. The students needed to prepare form many references or sources to support their arguments. Besides, prepare materials also meant prepare team stands on their position, attacks the opposite and defends their own case by logical thinking, this kind of strategies was a useful invention for promoting all students’ reading comprehension. Because this strategy applied in classroom, so the teacher could control and listen the teams to explain the strong statements.

The teacher did an awareness-raising activity that aimed to help students’ understand about the topic or issues. Awareness involves at least three processes: attention, noticing, and understanding:

Students should pay attention when I give information about a topic or theme after which students can share with friends to make them understand. They need to be aware about the materials they will be discussing at that time and also there are three processes they have to follow that, they are; attention, they must focus and pay attention to the instructor at that time to make clear the process of debate, see, they must use their experience or their knowledge to prepare materials, they must ask if they do not understand about hats.[Teacher]

From the subjects’ statements, students need to be paying attention-interested, involved and curious if they were going to enhance students’ reading comprehension. The activity of the debate regarding attention based
on the observation are; listening to the videos in LCD about the topic or new issues and the then, is the conscious thinking of some events in the videos.

Based on the researcher observation, it found that the activity based on the listening activity such as; focusing to the information and check the place and also focusing on new vocabularies (taking note in every new words, phrases or quotations). It means the recognition of a general rule.
The activities of the debate regarding the understanding about the topics, every student got chance to re-tell the story chronologically or information.
So the teacher pointed one student to re-tell and it will be continue by all students. The students divided into two teams and each team there were three or five students it depended the number of the students. Next, the teachers gave the motion, the students would take the papers to make an essay it could be supported or opposed.

Students take the paper and they will see the paper about agreeing or disagreeing. They should be responsible for giving arguments on topics each student will have the opportunity to give their arguments, rebuttals and conclusions ... I ask them to listen to some new issues on social media about the topic, I like to make students prepare before they do activities. I gave them one week to prepare everything. So, the result will be good. Sasya will not give them a topic at that time ... students will make a team. One team has three or five students, so there are rules just like that; making essays, preparing arguments, rebutting reports of other teams and finally they should give conclusions. I ask two or three of them to give advice and help control the activity, sometimes we have 4 or 5 groups of debates at the same time. So, I only control if the students are doing well since the activities..."[Teacher]

The teacher divided students into two teams and selecting debate topic and assigning the two teams to debate the topic. Next, the teacher gave the students have time to make essay before they had to give for the arguments
and to collect supporting data to present during the debate. After that the students in team presented the topic and format of the debate. It started from Side 1 or supported the topic and presented opening arguments, with three members each giving a statement. Next, from Side 2 or opposed presented opening arguments, with three members each member giving their statements. After that from Side 1 or supported had chance for rebuttal Side 2’s statements and Side 2 or opposed had chance for rebuttal. It was continue in the next Side 1 or supported had chance for a second rebuttal and Side 2 or opposed has chance for a second rebuttal. In the end each team would give the conclusion Side 1 or supported took time for a conclusion and Side 2 or opposed also took time for a conclusion. As the student said that;

We are very happy with debating games in class, we will argue our best to find the truth and find logical reasons. In order to be easy to understand and understand, we have to find the correct reference.[Student 1]

Debate helped the students to encourage quick thinking skills, critical thinking skills, rebuttal skills, speaking skills, listening skills and an expression of views and debate on issues and current affairs because this activity involves promoting discussion about major issues. The teacher should write a topic whiteboard or flip chart. There many topics such as “the corruptor must be got death penalty, studying grammar is more important than practicing conversation skills, smoking should be permitted in public...
places, females are better students than males, reading English is more difficult than writing English.”

Based on the researcher observation, it found that students should contribute ideas and the teachers should note the ideas. Once one student had offered an idea, ask if any other students have a view on the matter. It was important to remember that there were no right or wrong answers: encouraging students to express an opinion and encouraging discussion is the most important thing. Furthermore, the activity benefits to increasing students’ reading comprehension and speaking ability. The performance is Side 1, Side 2, Side 1, Side 2, Side 1, Side 2, Side 1, Side 2, conversation between teachers and student. The student was asking anything about the motion raised in debate competition. Toward the automaticity the speaking activity the teachers did these following conditions; Productivity, Purposefulness, Interactivity, Challenge, Safety, Authenticity. The teachers had their special training activity toward the automaticity. Here are they: They had a speech in public places where so many people attend, such as a seminar and as a speaker in one of big agenda or they had a debate simulation in outside class.

Additionally, students played game. In this activity students did not work in groups, but they make a circle in classroom. They listened the familiar song that had given in previous meeting. After listening, the students played a game related to the song, called Roundtable. Each student got one paper and the student wrote one sentence that he/she could think of
about the song. After writing one sentence, the paper was passed to the next student who would read and continue the story by writing a sentence within a time limit. This continued after the story was long enough. When the students had finished with this activity, they must read it in front of the class. All students listened to their friends excitedly because most of the stories were funny. When the teachers found a big mistake in grammar, they would isolate and address it. Some stories would be read out.

c. Guessing

In this strategy the teacher uses to know the students understanding about the material, the teacher also added it by using guessing game game to make the class running well. The teacher always find the way to make the students happy with this activity because it is conducted with students in group. For example, the teacher in front the class showing the card that there is a picture and the students finding the answer what is the picture. And if the students did not know the English language and the spelling the student can open the dictionary. And they must answer that picture quickly.

Based on the researcher observation, it found that Game is conducted with the students in group. The teacher divides some group. After that the teacher stands in front of the class and show piece of paper or the card that there is the picture. So the students answer what is the picture and how to spell it done quickly. If the students do not know the English language about that picture the students can open the dictionary.
And who group have low score will get the punishment. This punishment done in order the students’ active. As she said that;

I use an interesting game strategy to make students happy while studying. I divided them into two groups. They will guess the word that I have given them so that they can answer the picture that has been given to them.[Teacher]

The teacher had word games which were good to use not only to teach students’ reading comprehension, but also to make her students enjoy in learning process. She asked her students to describe some pictures by using some word that has been discussed before, while the other students guessed what was to be described. In testing her students understanding she did not mention if she test it, because through her daily teaching she could know how far her students thinking mastery. As the student said that;

We play games and we make a circle, we write down what we hear from our next door friend, then we write it down on paper, so sometimes it's funny and weird writing to write, we are very happy.[Student5]

The other game the students did not work in groups, but they make a circle in classroom. They listened the familiar song that had given in previous meeting. After listening, the students played a game related to the song, called Roundtable. Each student got one paper and the student wrote one sentence that he /she could think of about the song. After writing one sentence, the paper was passed to the next student who would read and continue the story by writing a sentence within a time limit. This continued after the story was long enough. When the students had finished
with this activity, they must read it in front of the class. All students listened to their friends excitedly because most of the stories were funny. When the teachers found a big mistake in grammar, they would isolate and address it. Some stories would be read out.

B. Discussion

This part presents the discussion of the research findings. This research focused on teacher applies the strategies in teaching reading to students at Madrasah Tsanawiyah Ahmad Dahlan Jambi City. The students needed to consider some factors in reading strategies, which are: Individual factors such as students’ ability and students’ motivation about topics discussed. In this case, on the teacher strategies in teaching reading comprehension, they also learnt based on the reading strategies as Brown (2000) and Richard and Renandya, (2002) stated that there were many reading strategies and the researcher found that the students of Madrasah Tsanawiyah Ahmad Dahlan Jambi City used skimming and scanning, group discussion and debate, playing game and short writing.

From the research finding, the teacher strategies in teaching reading comprehension were so various. The first strategy was skimming and scanning, the students analyzed the lesson about skimming through the text and the text is about the news. The teacher asked students to use skimming with reading the title, table of content and also conclusion. In scanning, the students needed to understand how the material was structured as well as comprehend what they read. It is also supported by Brown (2000.306) they can locate the specific information they need because skimming consist of quickly running one’s eyes
across a whole text. This strategy also allowed them to find details and other information in a hurry. It is similar to the finding of (Tiin Nurlaili, 2014; Dessyana Nasution, 2017).

The second strategy is Using mapping, this strategy used to know students’ understanding about the materials. There were three mind mapping technique used by the teacher, such as; the first step, the teacher asked the students’ conditions, after that she gave the simple explanations about mind mapping, she was just busy with her mobile phone. The teacher did not give some rules such as every student should talk freely and shared about his/her experiences for the weekend. The second steps, the teacher used one paper to teach mind mapping, the paper was A4, she drew it on the paper. The researcher thought it was not good, because the students could not see the thing on the paper, she did not walk to show the paper to every students. She just stood in front of the class. The last steps, the teacher asked the students to make as she wanted.

The third strategy was guessing, this strategy the teacher uses to know the students understanding about the material, the teacher also added it by using guessing game this game was used by the students to increase students’ reading comprehension. Students also added short paper from any sources to understand their reading comprehension and also to build their understanding. Students did not work in groups, but they make a circle in classroom (Richard and Renandya, 2002, p. 274). They wrote the text by continue their friends writing. Each student got one paper and the student wrote one sentence that he/she could think of the text that they have read. When the students had finished with this activity, they
must read it in front of the class. All students listened to their friends excitedly
because most of the stories were funny and the students should encourage
themselves to be strong readers. It is similar lines with the finding of (Tiin
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The finding indicated that there are four teacher strategies in teaching reading comprehension they are skimming and scanning, discussion and debate, playing game and short writing strategies to enhance their reading comprehension and also build friendly.

The use of skimming and scanning, the students analyzed the lesson about the news with general information and the students will be able to get detail information from the text and it can improve the students’ reading comprehension; using mapping had made teacher to know students’ understanding about the texts they have read and guessing, the teacher asked students to guess the material that they have read and also the students make a circle in classroom.

These strategies helped the students in getting knowledge, information, thinking easier, faster, confidence, motivation, taking and accepting responsibility and more enjoyable ways to master giving the ideas. These strategies made them interested English and also made them were good in reading the texts and also their score in academic.
B. Suggestion

The researcher suggests that students can consider the strategy in learning reading comprehension must understand the reading strategies is very important for the students because they had to express their opinions. By using skimming, scanning, group discussion, playing game and also build a more rich and friendly.

The students could still find a space to speak English more often without having to worry about anything and with the right guidance from the teacher. The researcher believed that if the students would follow the students’ reading strategies, they would enhance their reading comprehension, even though it is not fully fulfilled, this could bring students into positive results on their understand.

For the future researchers that are interested in conducting the other research but still in the same scope, the researcher hopes that the other researchers could conduct the other students’ strategy to help in reading skills, speaking skills, writing skills and listening skills. In additional, because this research only focuses on the teacher strategies in teaching reading comprehension, the researcher hopes the future researchers to investigate the solving strategies in other skills like in writing, listening or reading. Last, hopefully this research could be a good guide which had reach information for the further researches about students’ strategy to enhance students reading comprehension.
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Nurlaili, T. (2014). “A Study on Teacher’s Strategies in Teaching Reading Comprehension in Second Grade of Student’s MTS Tarbiyatul Ulum Pangungasri Panggungrejo Blitar Academic Year 2013/2014”. English Education Department Faculty of Tarbiyah and Teacher Training The State Institute of Islamic Studies (Iain) Tulungagung.


## THE LIST OF INTERVIEW FOR THE TEACHER

1. What are the purposes of your strategies in teaching reading?
2. What are the things that you need to prepare in teaching reading?
3. What are kinds of strategies that you use in enhancing student’s motivation?
4. What are kinds of strategies do you use in teaching reading?
5. How do these strategies enhance student’s reading comprehension?
6. Why do you use these strategies in teaching reading?
7. How do you use memorizing in teaching reading?
8. How do you use questions in teaching reading?
9. How do you use classroom discussion in teaching reading?
10. How do you use game in teaching reading?
11. What are the benefits in using these strategies in teaching reading?
12. What are the weakness in using these strategies in teaching reading?
13. What kinds of materials that you use?
14. What are the problems that the you find in the classroom?
### The List of Interview for the Students

<table>
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<td>1. Do you love your English teacher? Why?</td>
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<td>2. How does she teach you in the classroom?</td>
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<td>3. What kinds of strategies does she use in teaching reading?</td>
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<td>4. What kinds of materials does she use in teaching reading?</td>
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<td>5. How do you feel the learning process in the classroom?</td>
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<td>6. Do you play games in the classroom?</td>
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<td>2. Bagaimana dia (guru) mengajar di dalam kelas?</td>
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<td>3. Strategi apa yang dia (guru) gunakan dalam mengajar membaca?</td>
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<td>4. Materi dan peralatan apa yang dia (guru) gunakan dalam mengajar membaca?</td>
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<td>5. Bagaimana perasaan Anda selama proses belajar di dalam kelas?</td>
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<td>6. Apakah Anda bermain permainan dalam kelas? Bagaimana?</td>
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1. Dokumentasi Undang-Undang
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   b. Pengujian karya untuk kepentingan pendidikan, penelitian, pentingnya karya ilmiah, penyusunan laporan, penulisan tinjau atau tinjauan suatu masalah.

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State Islamic University of Sulthan Thaha Salaruddin Jambi

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**Name**: Shadiqatunnisa  
**Student ID**: TE.130566  
**Advisor II**: **Dr. Siti Raudhatul Jannah, S. Ag., M. Pd. I**  
**Title**: Teacher’s Strategies in Teaching Reading at Madrasah Tsanawiyah Ahmad Dahlan Jambi City  
**Faculty**: Faculty of Education and Teaching Training  
**Major**: English Education Department

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Jambi, 31 August 2020  
Advisor I  
**Dr. Siti Raudhatul Jannah, S. Ag., M. Pd. I**  
NIP. 1975080112003122003
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CURRICULUM VITAE

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Educational Background

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Jambi, November 18, 2020

The researcher,

[Signature]

SHADIQATUNNISA
TE.130566