

**AN ANALYSIS ON TEACHER'S STRATEGIES IN READING
COMPREHENSION CLASS OF THE SECOND GRADE STUDENTS OF SMPN 3
NGRAMBE IN THE ACADEMIC YEAR OF 2015 /2016**

THESIS

Submitted as A partial Requirements

For The Degree of Undergraduate in English Department



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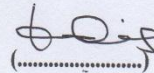
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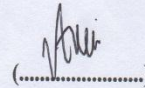
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Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving necessary advices,
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Has already fulfilled the requirements to be presented
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Thank you for the attention.

Wasalamu'alaikum Wr. Wb.

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I hereby sincerely state that the thesis titled "An Analysis on Teachers' Strategies in Reading Comprehension Class of The Second Grade Students of SMPN 3 Ngrambe in Academic Years of 2015/ 2016" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta,



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ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “An Analysis on Teachers’ Strategies in Reading Comprehension Class of the Second Grade Students of SMPN 3 Ngrambe in Academic Year of 2015 /2016” peace be upon prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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2. Dr. H. Giyoto, M.Hum. as the dean of Islamic Education and Teacher Training Faculty
3. Dr. Imroatus Sholikhah, M.Pd. as the head of English Education Department
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7. All students in SMPN 3 Ngrambe especially for the second grade students A Class. You are the nice students.
8. All my big family and Friends (F class)

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the reader in general.

Surakarta,

The Researcher,



Nopita Ningsih

DEDICATION

This thesis is dedicated to:

- 1. My beloved father, Mr. Sutarmin and mother, Mrs. Paiyem who always pray and support me*
- 2. My beloved grandfather, Mr. Kartono and grandmother, Mrs. Suparmi always gives me motivation and support me*
- 3. My beloved brother, Andi Dwi Hartanto who always gives cheerful*
- 4. My beloved friends who have given me full support, especially Nita, Novitri, Arini, etc*
- 5. All people that have helped and supported me, "Thank you very much!"*

MOTTO

“Learn from yesterday

live for today

hope for tomorrow”

(By Albert Einstein)

“You can do anything when you believe yourself”

(The Reseacher)

ABSTRACT

Nopita Ningsih'. 2017. *An Analysis on Teachers' Strategies in Reading Comprehension Class of The Second Grade Students of SMPN 3 Ngrambe in Academic Years of 2015/2016*

Advisors : Budiasih, S.Pd, M.hum

Key words : Teachers' Strategy, Reading Class and Reading Comprehension.

This study to know the teacher's strategies in reading comprehension class at second A grade students in SMPN 3 Ngrambe and to know the problems faced by the teacher in reading comprehension class.

This study was carried out in April to May at SMPN 3 Ngrambe. The method which was used in this research was descriptive qualitative research. The subject of the study was English teacher of second A grade students of SMPN 3 Ngrambe. The instruments to collect the data were observation, interview and documentation. The instruments were used to collect the data of teachers' strategies and the problems faced by the teacher. The researcher analyzed the data by using descriptive qualitative research.

The results of this research were; the first, there four strategies that used by teacher in reading comprehension class of the second A

grade students of SMPN 3 Ngrambe. They were monitoring comprehension, using prior knowledge/ predicting, summarizing/ retelling to assess and improve reading comprehension, and generating and answer and question. The second, there were three problems faced by the teacher in reading comprehension class of the second A grade students of SMPN 3 Ngrambe. They were inadequate instruction, Lack of pupils' interest and Vocabularies difficulties.

TABLE OF CONTENTS

TITLE	i
RATIFICATION	ii
ADVISORS SHEET	iii
PRONOUNCEMENT	iv
ACKNOWLEDGEMENT	v
DEDICATION	vi
MOTTO	vii
ABSTRACT	viii
TABLE OF CONTENTS	x
LIST OF TABLE	xiii
LIST OF APPENDICES	xiv
CHAPTER I: INTRODUCTION	
A. Background of The Study	1
B. Problems Statement	5
C. Objective of the Study	5
D. Limitation of Problem	6
E. The Significant of the Study	6
F. The Definition of Key Terms	7
G. Previous Study.....	8
CHAPTER II: THEORETICAL REVIEW	
A. Reading Comprehension	
1. The Definition of Reading	11

2. The Definition of Reading Comprehension	13
3. Type of Reading	14
4. Reading Comprehension Skills	18
B. Teaching Reading Comprehension	
1. Factor Affecting Reading Comprehension	20
2. Teachers' Strategies in Reading Comprehension.....	22
3. Teaching Reading in the Classroom	29

CHAPTER III: RESEARCH METHODOLOGY

A. Research Design	31
B. Setting of the Research	31
C. Subject of the Research	33
D. The Techniques of Collecting the Data	33
E. Techniques Analyzing the Data.....	35
F. The Trustworthiness of the Data	39

CHAPTER IV: RESEARCH FINDING AND DISCUSSIONS

A. Research Finding	
1. Teachers' Strategies in Reading Comprehensions Class of the Second Grade Students of SMPN 3 Ngrambe in Academic Years of 2015/ 2016	41
2. The Problems Faced by Teacher in Reading Comprehensions Class of the Second Grade Students of SMPN 3 Ngrambe in Academic Years of 2015/ 2016	58
B. Research discussion	

1. Teachers' Strategies in Reading Comprehensions Class of the Second Grade Students of SMPN 3 Ngrambe in Academic Years of 2015/ 2016	61
2. The Problems Faced by Teacher in Reading Comprehensions Class of the Second Grade Students of SMPN 3 Ngrambe in Academic Years of 2015/ 2016	63

CHAPTER V: CONCLUSIONS AND SUGGESTIONS

A. Conclusions	65
B. Suggestions	67

BIBLIOGRAPHY	69
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APPENDICES	
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LIST OF APPENDICES

Appendix 1 Field Note	72
Appendix 2 Interview Note	86
Appendix 3 Letter of Decision.....	96
Appendix 4 Syllabus.....	102
Appendix 5 Absent	114
Appendix 6 Lesson Plan I.....	115
Appendix 7 Lesson Plan II	121
Appendix 8 Test I.....	128
Appendix 9 Lesson Plan III.....	133
Appendix 10 Test II.....	139
Appendix 11 Lesson Plan IV.....	148
Appendix 12 Test III.....	155
Appendix 13 Test IV.....	160
Appendix 14 Score	170

Appendix 15 Pictures of Research.....	171
Appendix 16 Title of Research.....	174
Appendix 17 Letter of Assignment	175
Appendix 18 Letter of Research.....	176
Appendix 19 Letter of Research from School	177

LIST OF APPENDICES

Appendix 1	Field Note	77
Appendix 2	Interview Note	91
Appendix 3	Letter of Decision.....	101
Appendix 4	Schedule.....	107
Appendix 5	Syllabus.....	108
Appendix 6	Absent	120
Appendix 7	Lesson Plan I.....	
Appendix 8	Lesson Plan II	
Appendix 9	Test I.....	
Appendix 10	Lesson Plan III.....	
Appendix 11	Test II.....	
Appendix 12	Lesson Plan IV.....	
Appendix 13	Test III.....	
Appendix 14	Test IV.....	
Appendix 15	Pictures of Research.....	

Appendix 16 Title of Research.....

Appendix 17 Letter of Pre-Observation

Appendix 18 Letter of Research.....

CHAPTER I

INTRODUCTION

A. Background of Study

As one major international language, English has long been used and spoken by people in the world. Realizing the importance of English, Indonesian government decides that English becomes the first foreign language that must be taught and learned from junior high school up to university level.

Teaching English to junior high school students is emphasized on communicative aspect comprising having capability to communicate well, both speaking and writing, both receptive (listening and reading) or productive (speaking and writing). Dealing with reading, it is important skill to be learned and mastered.

Harmer (1988: 68) states that reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language student. At the very least, some of the language sticks in their minds as a part of the process of language acquisition, and, if the reading text is especially interesting and engaging, acquisition is likely to be even more successful.

Bernhardt (2000:6) states that reading is about how to understand a written text. It is a complex activity that involves both perception and thought. Reading consists of two related processes word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is

the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. What we know about reading is mostly based on studies conducted in English.

Reading is not a passive skill. Reading is an incredibly active occupation. To do it successfully, have to understand what the words mean, see the picture the word are painting, understand the arguments, and work out if we agree with them.

Reading has an important role in learning process because the students' success in learning other subjects is very much determined by the high degree of mastering reading. It encourages students in finding the main ideas and supporting details, factual information, and meaning of the words. Therefore, reading requires more serious attention because there are many components which could not be separated when we learn reading. The students must have reading skills if they want to get more knowledge from text or others. Therefore, teacher should try to make reading interesting, enjoyable, meaningful and challenging.

Indonesian government absolutely realize with this situation. So, they decided English as a compulsory subject for formal schooling. In fact, the Indonesian has been established as one of the local content of the subject in primary school in the fourth, fifth and

sixth. English is foreign language used in a medium of instruction at school; many students think that English is the most difficult subject.

The goal of teaching and learning is to produce and comprehend language that are spoken and written. Some people think that successful English learner is a person who can speak English fluently. They do not know that a person who is said a success English learner is a person who is master in all of English skills. In teaching and learning process, most of the teachers in Indonesia have a problem one of them is the strategies.

Cohen (1990: 4) state that learning strategy as learning processes which are consciously selected by learner. The element of choice is important here because this is what gives a strategy its special character.

Many reading strategies have been used in teaching English in the classroom. The result to know the strategies are used by the teacher to successful with some students. Many reading strategies may be applied to the class to make the situation become fun. Actually, what should be taken into consideration now is the way the knowledge is presented. As we know, teacher centre approaches taking place in tradition classroom do not produce active recipients and results fossilized language learning. It is not effective enough to promote language acquisition.

Based the result of the interview on 1 April 2016 with one of the English teacher Erlita Rahmasari, S.Pd, it was explained that the ability of the second year students in reading comprehension was very

good than speaking and listening. They understand the information on the text, understand the main point of information on the text, and they can answer question in written on the text. Speaking and listening were low because they cannot speak English very well and they cannot listen what the speaker are spoken and they don't know about pronunciation well. Among the four language skills, the researcher will discuss about reading comprehension, because it is very important for the students to understand on the text. Having a good reading comprehension the students should surely be able to read different texts fluently and effectively.

Based on pre-observation on 1 April 2016 teacher needs to be a good friend and parents for their students to make a reading process in the classroom more effective by suitable strategy. Sometimes the teacher becomes a friend to discuss the problems in the classroom, so the students enjoy the class. In another time, the teacher becomes their parents who lead them in teaching and learning activity. The teacher has to have a strategy to make the students ready to read. By applying the correct strategies in teaching and learning process, the teacher are able to evoke the student's confident to read correctly.

Finally, based on the phenomenon above, showed that strategy in teaching and learning process is very important. In addition, teacher's strategy is the one of important factor which influences to the success in teaching reading. From this reason the researcher carries out a research under title "An Analysis on Teachers' Strategies

in Reading Comprehension Class of the Second Grade Students of SMPN 3 Ngrambe in the Academic Year of 2015 /2016”

B. Problems Statement

1. What strategies are used by teacher in reading comprehension class of the second grade students of SMPN 3 Ngrambe in the academic year of 2015/ 2016?
2. What are the problems faced by teacher in reading comprehension class of the second grade students of SMPN 3 Ngrambe in the academic year of 2015/ 2016?

C. Objective of the Study

1. To describe the teacher’s strategies in reading comprehension class of the second grade students of SMPN 3 Ngrambe in the academic year of 2015/ 2016.
2. To find the problems faced by teacher in reading comprehension class of the second grade students of SMPN 3 Ngrambe in the academic year of 2015/ 2016.

D. Limitation of the Problem

In this occasion the researcher limit the scope on the teacher’s strategies in reading comprehension class and the problems in reading

comprehension class of the second grade students of SMPN 3 Ngrambe in the academic year of 2015/ 2016.

E. The Significant of the Study

Theoretical

1. For the students

The strategies chosen not only promote reading comprehension but also provide opportunities for students to learn to monitor their own learning and thinking.

2. For the teacher

The English teacher can use the strategies result in real comprehension, involving ideas to explore thought based on the text given to be shared communicatively.

3. For the researcher

The researcher can understand what teacher's strategies are used in reading comprehension class.

Practical

1. For the students

Strategies used are by teacher that hope students will find enjoyable and more active in joining reading class to achieve the task goals by using the target language.

2. For the teacher

The English teacher can improve her teaching learning process by choosing the right strategies situation that appropriate to the students as her strategies to teach reading comprehension.

3. For the researcher

The researcher gets a valuable experience which can be for doing a better research in the future.

F. The definition of the Key Term

In this research there are there are two key terms, they are: reading comprehension and teacher's strategies

1. Reading Comprehension

Graham (2007:8) states that reading comprehension involves much more than readers' responses to text.

2. The Teacher's Strategies

3. Gagne in Sari (2012: 25) states that strategy that one of internal ability to think, solve problems and make decisions.

G. Previous Study

First, by the observing the kind of analysis in IAIN Surakarta, the researcher found the research report about teaching reading comprehension through task-based learning. The researcher is Fania Sari Nisaul Khusna, her research paper is Improving Student's Reading

Comprehension Through Task-Based Learning. Based on her objective of the study on her analysis are 1) to describe the implementation of Task-Based Learning toward the students reading comprehension of eight grade students of SMP N 1 Colomadu, 2) to describe the improvement of Task-Based Learning toward the students reading comprehension of eight grade students of SMP N 1 Colomadu, 3) to know the weakness of Task-Based Learning by anticipated in teaching reading comprehension in SMP N 1 Colomadu. The research explains the student's reading comprehension using Task-Based Learning. Task-Based Learning can improve their score in reading comprehension by the teacher in the classroom with classroom action research method.

Second, the researcher found the research report about a study on reading comprehension of the second year students of MAN Tempursari, Ngawi in 2007/2008 academic year by Laila Munfarida Ahmad from UMS. Based on her objective study are 1) to describe reading comprehension ability of the second year students of MAN Tempursari, Ngawi 2007/ 2008 in academic year, 2) to describe most dominant reading skill mastered by the second students of MAN Tempursari, Ngawi 2007/ 2008 in academic year. The researcher wants to know the student's ability in reading comprehension and the problems faced by the second year students in reading comprehension for the best result of the teaching. She used descriptive qualitative research.

Third, the researcher found the international journal about the effect of teaching reading comprehension strategies on Iranian EFL pre-

university students' reading comprehension ability by Hasan Solaimani from department of applied linguistics, Payame, Noor University. On his research used experimental research. He explained study investigated the potential of implementing reading strategies instruction in raising learners' reading comprehension ability, extending the range of strategies they employed and enhancing their awareness. On finding of the study, he show that while study training appeared to raise students' awareness of reading strategies and could encourage strategies used by some student, the reading strategies instruction was not able to enhance the students' reading performance.

Finally, the researcher takes from previous studies above that improving students' reading comprehension through task based learning, she used classroom action research on her paper research. She explained how to improve students' reading comprehension though task based learning, using task based learning the students can improve their ability in reading comprehension. And then, research about study on reading comprehension, on her research used descriptive qualitative. She explained reading comprehension ability by students and dominant reading skill mastered by the students. The last, effect of teaching reading comprehension strategies on Iranian EFL pre-university students' reading comprehension ability, he used experimental research. He explained study investigated the potential of implementing reading strategies instruction in raising learners' reading comprehension ability, extending the range of strategies they employed and enhancing their awareness. On this research

the researcher have the objective of the study about 1) to describe the teacher's strategies in reading comprehension class of the second grade students of SMPN 3 Ngrambe, and 2) to find the problems faced by teacher in reading comprehension class of the second grade students of SMPN 3 Ngrambe. The researcher wants to know what strategies are used by teacher in reading comprehension class of the second grade students of SMPN 3 Ngrambe in the academic year of 2015/ 2016 and what are the problems faced by teacher in reading comprehension class of the second grade students of SMPN 3 Ngrambe in the academic year of 2015/ 2016. The researcher used descriptive qualitative research.

CHAPTER II

THEORETICAL REVIEW

A. Reading Comprehension

1. Definition of Reading

Harmer (1988: 68) states that reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language student. At the very least, some of the language sticks in their minds as a part of the process of language acquisition, and, if the reading text is especially interesting and engaging, acquisition is likely to be even more successful.

Anderson (2001: 7) states that reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information.

Bernhardt (2000:6) states that reading is about how to understand a written text. It is a complex activity that involves both perception and thought. Reading consists of two related processes word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other

strategies to help them understand written text. What we know about reading is mostly based on studies conducted in English.

Mikulecky (2008:3) states that reading comprehension is the cognitive processes that a reader uses in making sense of a text. In this skill the students are expected to comprehend ideational, interpersonal and contextual meaning within the text to identify the main ideas and supporting details, factual information, and meaning of the words. It means that the students are expected to be able to understand what passage is about and the information that is given by the teacher can be understood by the students.

William (1996: 2) states that reading is a process whereby one looks at understands what has been written. Furthermore, Aebersold and field (1997: 15) explain that, reading is what happens when people look at the text and assign meaning to the written symbols in that text. The text and the reader are two physical entities necessary for the reading process to begin. It is, however, the interaction between the text and the reader that constitutes actual reading.

From that theory above, it can be concluded that reading is an interactive process through which the reader uses code, context analysis, prior knowledge, vocabulary, and language along with the executive control strategies to understand, interactive process between the reader and the text in order to understand the writer's intention.

2. Definition of Reading Comprehension

Russel (in Dalman 1964: 36) states that reading comprehension is the part of communication process of transferring the thoughts from the author's mind to the reader's mind. This process involves the transmission of an idea from one mind to other and hence a difficult task.

Snow (2002:11) states that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Comprehension entails three elements: The reader to comprehend, a reader must have a wide range of capacities and abilities.

Duke (2002: 423) states that reading comprehension is a process in which the reader contracts meaning using as the building material information on the printed page and knowledge stored in the reader's head. It involves intentional thinking, during which meaning is contracted through interaction between text and reader.

Graham (2007:8) states that reading comprehension involves much more than readers' responses to text. Reading comprehension is a multi- component, highly complex process that involves many interactions between readers and what they bring to the text as well as variables related to the text itself.

Besides, reading in this study refers to comprehensive reading at the process of understanding written text. Knowledge is the basic element for the comprehension. It is related to what they do not know about information to they have already known. Reading really depends on some information through the eyes to the brain.

Woolley (2011: 33) states that reading comprehension is a very complex cognitive activity. Comprehenders are not viewed as merely passive recipients of information but as active constructors of meaning. Skilled comprehenders use a wide repertoire of language skills to gain meaning from text by constructing a text-based model while at the same time they draw upon and use their own background knowledge to construct a situation model of the understandings related to the text passage. To be effective, readers need to be actively engaged in the reading process by using their metacognitive skills to monitor and regulate their own meaning making processes.

The researcher concluded that reading comprehension is to understand or interpret writer or printed materials containing information the activity of mind to comprehend the writer's meaning.

3. Types of Reading

Reading activities can be done at school, at home and at work or wherever the readers want. In order to acquire reading skills the

students should read different kinds of reading text such as intensive reading, extensive reading, reading aloud, and silent reading.

a. Intensive Reading

Intensive study of reading texts can be a means of increasing learners' knowledge of language features and their control of reading strategies (Nasution 2008:25). It also improves their comprehension skill. It fits into the language focused learning stand of a course. The classic procedure for intensive reading is a grammar translation approach where the teacher works with learners, using the first language to explain the meaning of a text, sentence by sentence.

b. Extensive Reading

According to Mikulecky (2008:3) extensive reading is a highly individualized approach to reading improvement. Students select their own books and read at their own pace. The teacher should guide students to select books at a level of comprehension that allows for comprehensible input. The emphasis is on the quantity of books read and the students' enjoyment of their books. Students are never tested formally on their extensive reading.

Moreover, Helgesen (2005:1) states that extensive reading is an important aspect of any English as a Foreign/Second Language reading program. Extensive Reading can be defined as: Students reading a lot of easy, enjoyable books. Each element of this definition includes elements which contrast extensive reading with skills-based methodologies that focus on skimming, scanning, main idea

identification and the like. The first point is that the students spend most of their time actually reading, not answering comprehension questions, writing reports or translating. They may do those things, but such tasks are subordinate to actually reading. The second element is that the students are reading a lot.

In summary, learners can build their language competence, progress in their reading ability, become more independent in their studies, acquire cultural knowledge, and develop confidence and motivation to carry on learning.

c. Reading Aloud

Reading aloud is usually used to check the pronunciation of the students. For students, reading aloud is an important strategy for developing print awareness. Teacher can ask each student to read a text and give them a score to show their progress.

Wilson (2006:6) states that reading aloud has a remarkable effect on children. It enhances children's skills, interests and development in many ways that reach far beyond just improving their own reading interests and abilities. One of the main intentions of reading aloud is to recognize the sounds of words; however, teachers may also vary their activities to develop their students' reading comprehension. The teachers may ask some questions after the students have read the text. When one student read aloud, the teacher asks the other students to pay attention to the text rather than just listen to how their friend reads. This will assist the students in finding the meaning of the text.

d. Silent Reading

Silent reading is the opposite of reading aloud. Silent reading is a private experience that plays out in our imagination. Although we might primarily read for content, recent human brain neuron imaging and neuronal recording work is revealing the inner processes at play. Some of these involve experiencing voices.

Studies also have shown that the amount of time spent for reading is related to the students' reading comprehension and vocabulary growth; they also develop positive attitudes towards reading after silent reading sessions. The effects are more prominent when the students are allowed to select their reading materials.

Taylor (2001:3) states that silent reading is the ability to read with sustained attention and concentration ease and comfort, at adequate reading rates and with good understanding. One is then led to ask what factors permit sustained attention and ease and comfort in reading.

Based on statements above on type of reading, the researcher concluded that in this research type of reading that student will find enjoyable and active in the teaching learning process on reading comprehension. In addition the students can understand the meaning of the text such as to improve their knowledge, to check their pronunciation, imagination with their text how to understand a written text.

4. Reading Comprehension Skill

Dalman (1964: 37) states that classified the ability to comprehend what is read according to (a) the purpose of the reader (b) the length and nature of the selection read, as follows:

a. The skill classified according to the purpose of the reader

The skill dependent upon the reader's purpose are classified into three levels of comprehension skill.

1. The factual level

Reading on the factual level pertains to skill in understanding the information that is directly stated in the written material. The skills required for reading at the factual level by Lucile in Anne (1998: 127) such as:

- a. Identifying appropriate meanings for words in a selection
- b. Following directions
- c. Recalling sequences of events or ideas
- d. Locating answers in the text to specific questions
- e. Summarizing the main idea of a selection
- f. Associating the text with pertinent illustrations
- g. Following the sequence of the plot
- h. Identifying ideas

2. The interpretative or inferential level

Interpretative or inferential level is also referred to as "reading between the lines". In other word, in reading on this level the reader is able to understand what is implied though

not directly stated. The skills required for reading in the inferential level by Lucile in Anne (1998: 127) are:

- a. Drawing logical conclusions
- b. Predicting outcomes
- c. Describing relationships
- d. Suggesting other appropriate titles for the passage
- e. Identifying the implied traits of a character

3. The evaluative level

One of the most significant comprehension skills is that of making critical evaluation of what is read by critical evaluation is not meant the attitude of suspecting every statement read of being false. The power of critical evaluation in reading involves numerous factors. It involves the capacity for making comparison appraisals.

b. Skills classified to the structure or the length of reading unit

Getting meaning from or through the printed pages involves the ability to perceive and understand words in relation to the other words and group of words. It requires the skills to get phrase meaning, sentences meaning, paragraph meaning and comprehension of longer selection.

Grellet (1983: 4) listed some reading comprehension skills as follows:

1. Understanding explicitly stated information.
2. Understanding information when not explicitly stated.

3. Understanding the communicative value (function) of sentence and utterance.
4. Identifying the main point important information in a piece of discourse.

Dealing with reading comprehension skills above, the researcher conclude that in this research student's comprehension skills that will be gained are those stated in junior high school curriculum. Those are finding the main idea, detail and implied information, reference and vocabularies' meaning. In addition, students are required to identify the communicative purpose and the generic structure of texts, particularly recount.

B. Teaching Reading Comprehension

1. Factors affecting reading comprehension

Factor affecting in reading comprehension is produced by a variety of factors. Kennedy (1981: 195) included:

a. Inadequate instruction

Inadequate instruction practices include selecting the wrong skills emphasize, presenting the skills to rapidly for groups or individuals, to grasp them adequately or neglecting to evaluate progress adequately.

b. Lack of pupil interest

It is difficult to any but the most thoroughly disciplined readers to concentrate on materials they dislike or that is

unrelated to their personal interest. Without thoughtful attention to content comprehension of such materials will be negligible. Lack of interest causes the mind to wander, eliminates any desire to excel, encourage a dislike for the task and reduces consciousness effort.

c. Unsuitable materials

When reading materials are used regardless of whether they are appropriate for pupils in a particular classroom, difficulties comprehensions can result. Such required materials may be too difficult or too easy, stress the wrong skills, have little relationship to the pupil interests, or generally be of poor quality. If unsuitable materials are used exclusively, interest lags, skills development is unbalanced, of comprehension are discouraged.

d. Vocabulary difficulties

An excessive vocabulary burden forces the readers to rely on dictionary or to bypass many important words.

In summary, factor affecting of reading comprehension above, in these research students' problems on reading comprehension are less of vocabulary, difficult material, and lack of pupil interest that influence on teaching learning process in the classroom.

2. Teachers' Strategies in Reading Comprehension

Cohen (1990: 4) state that learning strategy as learning processes which are consciously selected by learner. The element of choice is important here because this is what gives a strategy its special character.

Gagne in Sari (2012: 25) states that strategy that one of internal ability to think, solve problems and make decisions.

According to Harvey in Sari (2012: 25) states that strategy celebrates the difference between teaching and nearly all other professions, most professionals see their chants one at a time, but teachers' chants came to them as groups of diverse individuals brought together by birth date, scheduling demands and occasionally, interest. The goal of teaching is to weave together a conversation that unites these disparate individuals around a common core of learning.

Based on some definition above, these mean that strategy is used by the teacher in learning processes to think, solve problem and make decisions to achieve the goal in teaching learning process.

Many instructional strategies can be used effectively to develop comprehension skills. Some are important to building background; others are useful for teaching the technical comprehension skills and overcoming specific difficulties. Effective teaching necessitates an understanding of, and ability to use, a variety of method.

Metacognition or thinking about one's own thinking, is the umbrella under which all other strategies fall and each strategies is a

variation of metacognition according to Keene and Zimmermann in Duke (2002: 433)

a. Monitoring comprehension

Children must be:

1. To be aware of what they do understand
2. To identify of what they do not understand
3. To use appropriate fix-up strategies to revolve the comprehension problems
 - a. Look right! (Does it look the word was said)
 - b. Sound right! (Does it sound like a way people talk)
 - c. Makes sense! (Does it makes sense)

The teacher do when teaching learning process in reading comprehension, according to Rhodes and Shankin in Duke (2002: 450)

1. The teacher models the process during shared reading
2. Children then read the text silently in small group or pairs
3. At the end of each paragraph or page, children place a check mark if they understand what they have read.
4. After they have completed the reading, children go back and reread text with question mark.
5. If still confused, a child identifies what he or she think might be the problem (eg. Word or sentences)
6. The child discusses confusion with a friend
7. Once the confusion is overcome, the children change the question mark to a checkmark.

The teacher hope the reader must learn how to consider the meaning of text, reflect on their understanding, and use different strategies to enhance their understanding. As developing reader learn these processes, they can gradually take responsibility from monitoring their own comprehension as they read independently.

b. Using mental Imagery/ visualization

Visualization or mental imagery is ability to create mental pictures of characters and senses. It allows children to add in all those little detail details that authors have left unsaid. Research on mental imagery demonstrates that it enhances text comprehension. When children are taught to generate mental images as they read, they experience greater recall. The ability to draw inferences and make predictions is also enhanced (Hibbing and Rankin-Ericson 759).

c. Using representation of text using graphic organizer

There are a wide variety of graphic organizers that teachers can use to help children access, organize, and understand the knowledge they bring to readings. These include maps, webs, charts, graphics, frames, and semantic maps or webs. Graphic organizers help children to understand and use text structure to support both reading comprehension and writing.

d. Using prior knowledge/ predicting

Good readers know how to use their background knowledge and experiences to help them understand what they

are hearing or reading. To help children think about what they know, teachers

1. Preview the text—look at and discuss the title and cover, note the author; introduce characters (narrative); introduce challenging vocabulary and do a picture walk (emerging and early readers)
 2. make predictions
 3. use graphic organizers
- e. Summarizing/ retelling to assess and improve reading comprehension

To evaluate comprehension, teachers often ask children to give an oral or written retelling about what they have read. This is an effective, viable, and engaging alternative to simply asking children follow-up questions. For the strategy to work, the setting should be informal and relaxed. In retellings, children are in charge—they choose and use their own words to express what they have understood. They are encouraged to make personal connections. Retelling is also known to help with oral language skills and to improve reading comprehension in less proficient readers (Routman 1994: 323).

- f. Using text structure-story and informational text

Gail Tompkins observes that there are five expository text structures: description, sequence, comparison, cause-and-effect, and problem and- solution (Tompkins 252–253). Teaching

these structures helps children to develop an understanding that will help them in writing and reading in summarizing.

g. Generating and answering questions

In asking children questions, teachers model a variety of questions and techniques that will allow children to understand the process of questioning. When asking questions, teachers:

1. Include open-ended questions
2. Focus on the thinking process, not on specific answers.
3. Allow a wait time of at least eight seconds. This may seem lengthy, but it is important. Children need time to reflect on the question and to contemplate a meaningful response. Teachers who leave insufficient wait time and ask one question right after another are actually bombarding children and will often experience.

Moore (1999: 4) listed some teacher's strategies as follow:

a. Plan and Monitor

Controlling one's mental activities, it is metacognitive in nature, centering about readers' awareness and control of their comprehension. When engaged with this strategy, youth are taught planning skill how to preview texts and how to set a purpose for reading and make prediction. They are also taught how to clarify ideas by using fix-up strategies and how to clarify vocabulary by using context clues and other word level fix-up strategies.

b. Determine Importance

Determine importance is identifying essential ideas and information. This is the ability to separate the wheat from the chaff in text. Youth are taught how to identify stated and implied main ideas, how to summarize text and how to note the personal relevance of ideas and information.

c. Ask Questions

Interrogating texts for a variety of purpose, such as checking one understands, querying the author about his or he writing, and discerning relationship among ideas and information within a text.

d. Make Inferences

Linking parts of texts that authors did not link explicitly using what one already known to form links across sentences and paragraph. It is often known as reading between the lines.

e. Make Connections

Using what is known to enrich authors' meaning, talking what has been learned from one's own life experiences, author texts and cultural and global matters to depend understanding of what the author present. It is known as reading beyond the lines.

f. Synthesize

Putting together ideas from multiple sources, deciding how ideas go together in a way that is new, figuring out how what one is reading and learning fits together in a way not thought of before, youth are taught how to draw conclusions, form generalizations and make comparison across texts.

g. Visualize

Visualize is Forming sensory and emotional images of textual contents, especially visual images. This strategy also includes aspects specifically for teens who don't consider themselves to be readers, the strategy of recognizing that one is having an emotional response while reading and to identify what the author did to involve that response.

The researcher conclude that teacher's strategies in reading comprehension have many purpose to make students understand in the text, in addition the students are required to identify of what they do not understand, to create characters and sense, and to help students understands the knowledge in the text.

3. Teaching Reading in The Classroom

There are many procedures that offered by expert of language teaching.

Balla Konare (1994: 6) in English Teaching Forum states that the classroom procedures in teaching reading divided into six steps, there are:

- a. The teacher presents new vocabulary, often on length.

- b. The teacher reads the text aloud to the class (who not yet seen it).
(The teacher asks them what it is about).
- c. The teacher read it aloud while the students follow it in their book.
(The teacher may ask the one or two more questions).
- d. Individual students read the text aloud (reading around the class)
(The teacher interrupts to correct pronunciation).
- e. The students read the text silent and try to remember as much as they can for the questions the teacher may ask afterwards.
- f. The teacher asks oral question on the text (among which literal, direct reference wh-question predominate) and students answer orally.

Harmer in Konare (1994: 6) sets out guidelines for classroom procedures in teaching reading in the form of five stages model, they are:

- a. The teacher introduces the topic and explores student's previous knowledge of it.
- b. The teacher sets the task that the students will have to perform during or after reading.
- c. The students read silently and perform the task, example: answer the questions set beforehand.
- d. The teacher gives feedback on the student's performance of the task. (Stage 2 to 4 can be repeated).
- e. The teacher gives follow-up task. Stage 2 ensures that the learners have a reason for reading that they know, before they begin to read,

what they will have to get out of the text. That means that they read in the certain way, example practice particular sub skill of reading.

The researcher concludes that teaching reading in the classroom, in addition the teacher have to guide the students in teaching learning process such as the teacher introduces the topic, the student ask to predict the material, teacher have to answer questions with students to know their knowledge on the text and the teacher have to give feedback to students.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Denzin & Lincoln in Creswell (2007: 36) states that qualitative research is a situated activity that located the observer in the world. It consists of a set of interpretive, material practice that makes the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversation, photographs, recording, and memo to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative research study things in their natural settings, attempting to make sense or interpret, and phenomena in term of the meanings people bring them.

The researcher chooses qualitative data research to conduct the final project of this paper. In this qualitative research here, the researcher wants to know the result of teachers' strategy in teaching reading comprehension of the second grade students of SMPN 3 Ngrambe in academic years 2015/ 2016.

B. Setting of the Research

1. Place

This research location is in SMPN 3 Ngrambe. It is located at Bantar street number 38 Ngrambe, post code is 63263 and the phone

number is (0351)730312, Ngrambe, Ngawi, East Java. The researcher chooses SMPN 3 Ngrambe because the school is the best with A accreditation.

2. Time

The times of the research from April to May and the day of research are Tuesday, Wednesday and Friday when teaching learning process of English lesson. Here is time table of research.

Table 1

No	Activity	Time											
		April				May				June			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Pre- research (observation and interview)												
2	Observation												
3	Interview												
4	Analyzing the result												
5	Final report												

C. Subject of Research

The subject of the research is the English teacher in SMPN 3 Ngrambe, Ngawi, and East Java in academic year 2015/ 2016. She is Erlita

Rahmasari, S. Pd. There are two English teachers in SMPN 3 Ngrambe, they are Erlita Rahmasari, S.Pd and Nyoto, S.Pd. The researcher chooses Erlita Rahmasari, S. Pd because she teaches in second grade at A class. Class A is one of the five class is the best. Erlita Rahmasari, S. Pd at A, B and D classes and Nyoto, S.Pd teaches at C, E and F classes. According to the result of the interview with one of the English teacher class A is the best of all.

D. Technique of Collecting the Data

Ary, Jocab and Sorensen (2010: 204) states that collecting data collection is more than simply deciding on whether you will observe on interview people. Five steps comprise the process of collecting qualitative data. You need to identify your participants and site, gain access, determine the type of data to collect, develop the data collection forms, and administer the process in an ethical manner.

1. Observations

Ary, Jocab and Sorensen (2010: 213) state that observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. As a form of data collection, observation has both advantages and disadvantages. Advantages include the opportunity to record information as it occurs in a setting, to study actual behavior, and to study individuals who has difficulty verbalizing their ideas (e.g., preschool children). Some of

disadvantages of the observations are that you will be limited to those sites and situations where you can gain access, and in those sites, you may have difficulty developing rapport with individuals. This can occur if the individuals are unaccustomed to formal research (e.g. versify setting). Observing in a setting requires good listening skills and careful attention to visual detail. It also require management of issues such as the potential deception by people being observed and initial awkwardness of being an “outsider” without initial personal support in a setting (Hammersley & Atkinson,1995).

Classroom activities had to be observed while doing the action in order to know the effectiveness’ of teaching learning process in the classroom about reading comprehension. Observation is focused on activities to an object in the class. This technique gives monitor and record of the phenomena systematically investigated. This method also uses in finding concrete data easily and directly.

The ways to doing observation were:

1. The researcher prepared the materials to conduct the observation such as: paper, pen and recorder.
2. The researcher joined in the classroom observed teacher’s strategies in teaching reading comprehension. This technique is used to get any information about the teacher strategies in teaching reading comprehension in SMPN 3 Ngrambe of the second grade students in the academic year of 2015 /2016.

The researcher observed whatever done by the English teacher related to the teacher's strategies in teaching reading in the classroom.

2. Interviews

Ary, Jocab and Sorensen (2010: 217) state that equally popular to observation in qualitative research is interviewing. A qualitative interview occurs when researcher ask one or more participants general, open-ended questions and record their answers. The researcher then transcribes and types the data into a computer file analysis.

The researcher concludes that the interview was done with the English teacher of the SMPN 3 Ngrambe of the second grade students in the academic year of 2015 /2016 on Tuesday, April 2016 and Wednesday, 27 April 2016. The interview was done after finished the teaching and learning process. This interview conducts to gain a spoken respond from the participants. The functions of interview in this research were to cross-check the data when teaching and learning process by lesson plan and syllabus and to make sure that the data from the observation were really valid.

3. Documents

Ary, Jocab and Sorensen (2010: 223) state that document consists of public and private record that qualitative researchers obtain about a site or participant in a study, and they can include newspaper, minutes of meetings, personal journals, and letters. These sources provide

valuable information in helping researchers understand central phenomena in qualitative studies.

Documents are important in the research, it can get more information. The researcher needs such as; lesson plan about recount text to know the teachers' activities in the teaching learning process in the classroom especially recount text and syllabus about recount text to know the material in teaching learning process in the classroom especially recount text.

E. Techniques of Analyzing the Data

After getting data and then analyzing the data. The data found from any instrument were analyzed together to get the result that describe the teacher's strategies in reading comprehension class at the second grade student of SMPN 3 Ngrambe in academic year 2015/2016.

In this case , the data analysis used in this research is inductive analysis. It is kind of analysis the find specific activities and than concludes them generally. It will be combined with the interactive analysis. The stage of analyzing the data in interactive model will help the researcher to find the specific activities and to conclude them generally.

Miles and Huberman (1994: 56) suggest that qualitative data analysis consists of three procedures:

1. Data reduction

This refers to the process whereby the mass of qualitative data you may obtain – interview transcripts, field notes, observations etc. – is reduced and organised, for example coding, writing summaries,

discarding irrelevant data and so on. At this stage, try and discard all irrelevant information, but do ensure that you have access to it later if required, as unexpected findings may need you to re-examine some data previously considered unnecessary.

In the data reduction, the researcher should do the process of sharpening: classifying, instruction and reduction the data needed also organizing data for the final conclusion taken. Data reduction emphasizes the data shorter, makes the themes focused, and arranges the data in appropriate order. The researcher reduced the data from observation on Tuesday, 26 April 2016 until Wednesday 18 April 2016, the researcher joined in the classroom especially the researcher to know the strategies are used by the teacher in teaching reading comprehension of the second grade students. Then interview on Tuesday, 26 April and Wednesday, 27 April 2016 the researcher get more information from interview with English teacher at SMPN 3 Ngrambe in academic years of 2015/ 2016, from the interview the researcher to know the strategies are used by teacher in teaching reading comprehension. And the last from field note, the researcher to observe the activity in the classroom when the English teacher explain the material in the classroom about recount text. The researcher only focuses on the data about teacher's strategies in reading comprehension class of the second students of SMP N 3 grambe.

2. Data display

Data display to draw conclusions from the mass of data, Miles and Huberman suggest that a good display of data, in the form of tables, charts, networks and other graphical formats is essential. This is a continual process, rather than just one to be carried out at the end of the data collection.

The data display is the activity while horde of information was arranged, so give possibility to take conclusion. The form of the data display in qualitative are formed in narrative text, metrics, graphics, network and draft. In qualitative research, the data taken are in the form of narration. The data are presented in narration word. All the data obtained from observation, interview, and documentation. From those data, the researcher will get the data result as state below: Observation from Tuesday, 26 April 2016 until Wednesday, 18 May 2016, the researcher will know the activities about teacher's strategies in reading comprehension class of the second grade students of SMP N 3 Ngrambe. Interview from Tuesday, 26 April 2016 and Wednesday, 27 April 2016, the researcher will know the teacher's strategies in reading comprehension class. Documentation form lesson plan and syllabus about recount text, the researcher will know about the result of the teacher's strategies in reading comprehension class

3. Conclusion drawing/verification

Your analysis should allow you to begin to develop conclusions regarding your study. These initial conclusions can then be verified,

that is their validity examined through reference to your existing field notes or further data collection.

After describing and interpreting the data which is drawn continuously and throughway in the study as the result of representation above, the researcher take conclusion after interpreting the data taken. The result of the research becomes the description of the analysis on teacher's strategies in reading comprehension class of the second grade students of SMP N 3 Ngrambe.

F. The Trustworthiness of the Data

In analyzing the data, the researcher analyzes the validity of the data sources to get the valid data. To prove the trustworthiness of the data, the researcher uses the triangulation technique.

Ary, Jacobs and Sorensen (2010: 259) states that triangulation is the process of corroborating evidence from different individuals (e.g. principal and student), type of data (e.g., observational, field note, and interview, or method data collection (e.g., documents and interviews) in descriptions and themes in qualitative research. The inquirer examines each information source and finds evidence to support the theme. This ensures that the study will be accurate because the information draws on multiple sources of information, individuals, or process. In this way, it encourages the researcher to develop a report that is both accurate and credible.

The researcher concludes that applies method triangulation is checking out the consistency of findings generated by different data collection methods. These elucidate complementary aspects of the same phenomenon. Often the points where these data diverge are of great interest to the qualitative research and provide the most insights.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter consists of research findings and discussion based on the theory present in chapter II. The researcher discusses the data that have been resumed before and explained the data based on the theory in chapter II. The data sources were taken from the observation in teaching learning process in reading comprehension class at second A grade students in SMPN 3 Ngrambe.

To find the result of research, the data were described the teacher's strategies in teaching reading comprehension at second A grade student in SMPN 3 Ngrambe. After analyzed the teacher's strategies, the data were analyzed to show the problems are faced by the teacher at second A grade students in SMPN 3 Ngrambe. After describing the teacher's strategies and analyzing the problems faced by the teacher in teaching reading comprehension, the researcher explained the resolve of the problems that found. The last the data were concluded in the discussion.

A. Research Findings

1. Teachers' Strategy in Reading Comprehension Class of the Second Grade Students of SMP N 3 Ngrambe in the Academic of the Year 2015 /2016

a. Observation

1. Tuesday, 26 April 2016

a. Greeting

Teaching learning process began at 08.35 a.m until 09.15 a.m.

When teaching learning process started in the class, the teacher began with greeting. Checked the students' attendance, then the teacher took a few minutes to remember the previous lesson. After the entire opening lesson was done, the teacher asked to student to continue the next lesson in the LKS that related to the lesson plan before they began the material the teacher asked to students prayed together and then fishing interesting about the material today.

b. Monitoring Comprehension

The teacher explained about recount text, language features in recount text and the teacher asked the student to open their book about recount text on LKS when teaching learning process the teacher always monitoring students' comprehension about recount text. What did they understand or not?

c. Using Prior Knowledge/ Predicting

The teacher fishing interesting about the material today and the teacher told about her experiences when holiday in Jamus and Parangtritis beach. The students pay attention when the teacher told about her experiences. Then after the teacher told her

experiences the teacher began the material today. The students must predict what the text tells about?

d. Closing

Before, the teacher closed the material, the teacher gave evaluation about the material, evaluation is important in teaching learning, and sometimes the teacher gave motivation to students to study hard. The teacher gave conclusion about the topic today, and gave motivation.

2. Wednesday, 27 April 2016

a. Greeting

After the bell rang, the teacher entered at 10.15 a.m until 10.55 a.m. After the teacher checked the students' attendance, the students prepare their book, pen, etc. the teacher started describing the phenomenon to discuss together. The teacher remembered to students about the material yesterday.

b. Monitoring Comprehension

The teacher explained about the generics structure and past verb in recount text. The teacher gave some vocabularies that the students to know the past verb in recount text. The teacher gave examples about present verb to change past verb. Then the students wrote on black board one by one. The teacher read aloud the text on LKS, and then the students followed her.

c. Using Prior Knowledge/ Predicting

After the teacher explained about generic structure, so the student must predict the generic structure on the text. Then the teacher asked the students to silent read text on their book to know purpose of the text and they had to find the past verb on the text, because English could not translated one by one so the students must predict the purpose of the text had they read.

- d. Summarizing/ Retelling to Asses and improving reading comprehension.

The teacher asked the students to retell the story in their own word into Indonesian according to the text.

- e. Generating and Answering Question

The teacher gave some question about the text, if they understood the purpose of the text, so they to know the text

- f. Closing

At the last session, usually the teacher gave feedback about the lesson today, gave evaluate to students before closed by the teacher the teaching learning process; the teacher gave motivation about English lesson. After that the teacher gave opportunity to students.

3. Friday, 29 April 2016

- a. Greeting

The teacher entered in the classroom at 09.55 until 11.15, the teacher greeting to students. The teacher checked the students' attendance.

b. Monitoring Comprehension

Teacher asked to students in a group. One group there was four students, to answer the question in their book. The teacher was monitoring their comprehension in reading comprehension. In a group must predict aim in the text. The teacher gave the difficult vocabulary in the text and help the students if they had some problem when they read.

c. Using Prior Knowledge/ Predicting

In a group must read the text on LKS, the teacher asked to students to silent read then the students must predict the aim of the text and what the text tell about.

d. Summarizing/ Retelling to Asses and improving reading comprehension.

The teacher asked to students to retell the story in the text, the teacher gave the difficult vocabularies in the text if they understand the text into Indonesian or English.

e. Generating and Answering Question

After they finished the task the teacher gave some question about in the text and in group had to answer the teachers' question. If they understand the text they could answers the question, but if they could not answer the text, they not understand what they had read.

f. Closing

The teacher gave reflection of the material today. The teacher also reviewed the material and then the teacher closed the meeting

4. Tuesday, 03 May 2016

a. Greeting

The teacher came to the class at 08.35 a.m until 09.15 a.m the teacher opened the lesson by saying Assalamualaikum. Teacher checked the attendance today one by one.

b. Monitoring Comprehension

The teacher and students discussed about the last material in the LKS in a group yesterday. The teacher read aloud the text then after that the students followed of it while the students read aloud the teacher checked their pronunciation. Then the teacher asked to student to silent read the text that they understand the text. Some students still confused about past verb, the teacher gave examples past verb then the teacher asked to students to change from present verb to past verb.

c. Using Prior Knowledge/ Predicting

After the students to silent reading, then the teacher asked to student to predict generic structure on the text and the students must predict what the purpose tell about on the text. The students could not translate word one by one.

d. Generating and Answering Question

The teacher gave some question and the student had to answers the teachers' question in their LKS, if the student correct answer, so they understood that the text.

e. Closing

The last session, the teacher gave to students the motivation to study hard. The teacher also gave evaluation the material today.

5. Wednesday, 04 May 2016

a. Greeting

When the bell rang, the teacher came to the class at 10.15 a.m until 10.55 a.m. then the teacher opened the lesson by saying assalamualaikum. After that the teacher checked attendance list one by one.

b. Generating and Answering Question

The teacher gave some question then students must answer the question by the teacher

c. Closing

Before, the teacher closed the lesson the teacher gave the motivation to students to study hard.

6. Tuesday, 17 May 2016

a. Greeting

The teacher entered in the classroom at 08.35 a.m until 09.15 a.m. the teacher opened the lesson by saying good morning the the teacher checked the attendance list one by one.

b. Monitoring Comprehension

The teacher explained the material about recount text. Generics structure of recount text and feature of recount text, hopes the students understood recount text more. The teacher asked to students gave opinion about the material. After that the teacher asked to open their LKS, the teachers asked to students to identification the text and to find past verb in the text. And then, the teacher and students read together, after that the students found in their dictionary of difficult vocabulary.

c. Using Prior Knowledge/ Predicting

The teacher asked to students to predict the generic structures on the text. Then, the students silent read that they understand the text, the students also predicted what the text told about, what the next story on the text.

d. Summarizing/ Retelling to Asses and improving reading comprehension.

The teacher asked to students to retell the story on the text in their own word, they could retell into Indonesia, but some students could retell in English.

e. Generating and Answering Question

After the students read the text, and the students to summarize the text the last session the teacher asked to students to answers the question n the text, if they could answer the text that means they understood the story tell about on the text.

f. Closing

The last session the teacher gave feedback to students, gave motivation. If the students had some problems in teaching and learning process that the teacher could help their problem and clearly the problems.

7. Wednesday, 18 May 2016

a. Greeting

The teacher entered in the classroom at 10.15 a.m until 10.55 a.m, the teacher said that “assalamualaikum and good morning” as a greeting. And then the teacher checked the attendance before began the materials today.

b. Generating and Answering Question

The teacher gave the test to students, and then the students must answer the question in their each chair.

c. Closing

The last lesson the teacher gave motivation because on Saturday the students will examination. The teacher said that “thank you and apologized to students when teaching and learning process. Then the teacher closed the lesson today with “alhamdullilahi robilalamin” together “good morning and wassalamualaikum warrohmatullahi wabbarokatuh.

Based on observation activity above, the researcher concluded that in every meeting the teacher used monitoring their comprehension, the teacher always checked their reading

comprehension one by one or if the students have some problems in the text, or they did not know about the text tell about the teacher always asked to student to predict the aim of the text.

Second the teacher used predicting before the teacher began the material, the students must predict what the material today. Besides the students had to predict the text told about because English could not translate one by one, so the students must predict what the text told about. Then the students must predict generic structure on recount text, then the student must imaginary the story on the recount text.

Third the teacher used summarizing, in every meeting the teacher always to ask to students retelling the text or the oral written, if the students could answer the question on their book that means they understood the material, but if they could not answer the question on the their book that means they did not understand the material, so the teacher must monitoring their reading comprehension.

The last the teacher used answer and question, this strategy is used by teacher to see if students really understood it with text they read. If students could answers the question they had been understood in understanding the text, and if they could not answer the question then the students not understand with those text. This strategy could help students really answer that question with their own word or with the answer from the text. And this strategy could not help students if the students answer the teachers' question got from their friends or not using them or their own word. This strategy, the teacher gave some

question. So the students answered that question. This question about that lesson that they had discuss, it was done by the teacher to know students understood or not understand about the material. And it was done in final learning with the teacher point one of students the answer the question. And they answer it by sits in the chair each.

b. Interview on 26 April 2016

NN: Maaf ya bu telah mengganggu ibu, yang seharusnya pulang malah saya mewawancarai ibu. Saya disini ingin mewawancarai ibu tentang strategi yang di gunakan dalam pembelajaran reading bu.

ER : Tidak apa-apa mbak, selagi saya bisa membantu, kenapa tidak.

NN:Terimakasih bu sebelumnya, dan atas bantuannya. Bahagaimana pembelajaran Bahasa Inggris di sekolah ini bu?

ER : Pelajaran Bahasa Inggris disini bagus mbak, sekolahan kami tiap tahunnya mengirimkan anak yang berprestasi dalam Bahasa Inggris yaitu lomba bercerita menggunakan bahasa inggris mbak.

NN: Apa peran ibu dalam lomba tersebut?

ER: Saya yang melatih membantu mereka mbak.

NN: Hanya ibu sendiri?

ER : Iya mbak soalnya guru disini kebetulan Cuma 2 mbak.

NN: Kalau mengenai pengajaran reading nya bagaimana bu?

ER : Kalau mengenai pembelajaran reading, anak-anak cukup aktif menurut saya mbak, kenapa saya katakana aktif, karena anak-anak menegtahui isi dari suatu text, beda kalau misalnya speaking ya mbak, mereka belum banyak kosa kata jadi mereka kalau di suruh ngomong pakek bahasa inggris cukup susah mbak karena belum mengetahui banyak kosa kata dalam bahasa inggris, bisa nya sih yang sederhana mbak, menulis juga demikian mbak, mereka kadang menulisnya masih banyak yang salah, apa lagi listening mbk, tau sendiri kalau listening, pronoun nya susah.

NN: Lalu strategi apa yang ibu gunakan pada saat pembelajaran Bahasa Inggris?

ER : Stategi yang saya gunakan dalam pembelajran bahasa inggris banyak mbak. Saya biasa menggunakan tanya jawab,saya juga memantau dalam pemahaman, merangkum/ menceritakan kembali, dan memprediksi.

NN: Bagaimana bu stategy tanya jawab?

ER : Setelah membaca text dalam, saya biasa tanya jawab bersama murid-murid mbak, tanya jawab juga mempunyai tujuan seberapa jauh murid-murid dalam memahami isi dalam sebuah text yang telah mereka baca, selain tanya jawab secara lisan biasanya di LKS biasanya juga ada soal-soal mbak tentang text tersebut, jadi

mereka bisa menulis dengan bahasanya sendiri dalam pemahaman text nya mbak. Materinya biasanya yang mudah-mudah dulu mbak, nah dari tanya jawab kita biasa mengetahui mbak, murid itu sudah memahaminya atau belum, kalau mereka biasa menjawab berarti mereka paham mbak dan sebaliknya.

NN: Jika ada murid yang salah bagaimana bu?

ER : Jika ada murid yang salah menjawab atau salah, saya mencoba membenarkan tetapi sebelumnya saya memberi kesempatan kepada murid yang lain terlebih dahulu mbak. Strategi ini bisa membantu siswa untuk berani mbak, berani berbicara juga mbak, berani menyampaikan pendapat mereka di depan teman- teman mereka mbak, ya kadang walaupun salah, itu maklum mbak, karena bahasa inggris bukan bahasa pertama mereka.

NN: Oh iya bu, berarti tidak jenuh juga ya bu di kelas?

ER : Ya begitu mbak, tiap pelajaran bahasa inggris kadang juga ada bercandanya mbak, biar murid-murid nggak jenuh juga mbk.

NN: Lalu untuk strategi yang kedua bagaimana bu, tentang memonitoring pemahaman bu?

ER : Saya memonitoring pemahaman mereka mbak, saat siswa membaca kadang mereka mendapat kesulitan, misalnya mbak mereka kesulitan dalam mengartikan looking for kan artinya mencari mbak, ada juga siswa yang mengartikan melihat untuk

mbak, jadi saya memantau, kadang juga saya berkeliling mbak mengecek satu persatu apakah mereka suda paham atau belum mbak, apakah mereka mempunyai masalah saat memahami text nya mbak.

NN: Kalau memantaunya satu satu bukannya lama bu?

ER : Ya lumayan mbak, tapi mereka untuk memahami sebuah text itu nggak kilat mbak, butuh waktu lama juga untuk memahaminya mbak sperti yang saya bilang tadi, bahasa inggris itu bukan bahasa kita jadi susah buat mereka untuk belajar bahasa inggris. Tapi saya salut sama mereka, walaupun bukan bahasa pertama kita, tapi kadang mereka suka di luar kelas nyanyi-nyayi pakek bahasa inggris mbk.

NN: Iya bu sekarang ini kecanggihan teknologi mulai tumbuh pesat bu.

ER : Mungkin juga demikian mbak. Selanjutnya. Strategi selanjutnya yaitu summarizing.

NN: Bagaimana bu penggunaanya?

ER :Summirizing biasanya saya lakukan untuk mengevaluasi mbk, dengan cara menceritakan kembali atau menulis teks yang telah mereka baca apakah mereka sudah paham atau belum, biasanya kalau mereka di suruh menceritakan kalau sudah tahu maksud dari teksnya berarti sudah mengerti, tapi saya nggak harus pakai

bahasa inggris dulu mbk untuk menceritakan kembali, kalau bahasa Indonesia juga boleh,yang terpenting mereka tahu dulu mbak maksud dari teknya.

NN: Oh seperti itu bu, untuk strategi yang terakhir bu?

ER : Saya biasanya memacing siswa mbak, sebelum masuk ke materi pembelajaran, biar siswanya itu memprediksi materi yang di bahas di LKS, kalau dalam membaca, misalnya dalam recount text mbak, itu kan ada generic structurenya mbak, biasanya ada sebuah teks tapi belum ada mana generic structure nya, saya menyuruh siswa untuk memprediksi mana yang orientation, mana yang event dan mana yang reorientation. Dan juga mbak, memprediksi text itu sulit, kan bahasa inggris nggak bisa mbak kalau di artikan satu-satu jadi mereka juga harus memprediksi maksud dari text tersebut itu apa. Contohnya begini mbak, ada kata looking for nah itu kan artinya mencari ada juga yang mengartikan looking itu melihat for itu untuk, malah jadinya melihat untuk, nah itu mbak maksud saya tidak bisa di artikan satu persatu.

NN: Apakah ada yang lain bu?

ER : Sudah hanya itu mbak.

NN: Untuk KKM bahasa inggris kelas delapan berapa bu?

ER : Untuk KKM nya 75 mbak.

NN: Terimakasih banayak ya bu untuk waktunya hari ini. Maaf telah merepotkan bu Erlita.

ER : Oh tidak mbak, saya tidak merasa di repotkan

Based on interview above the researcher concluded that the teacher used four strategies in teaching learning reading comprehension. First, the teacher used monitoring comprehension. If the students had difficult in vocabulary in the text, the teacher helped the students to monitoring their comprehension one by one or in the group that what they could understand or not on the text. When the students was wrong when reading the text, the teacher helped students by correctly the word in the text and ask the students to re-saying the text. Based on the observation in the learning process when the teacher asked the students to read the text loudly, many some mistakes that student's did in reading, but the teacher to help the students to correct word.

Second, she used predicting strategy on teaching reading comprehension of the second A grade students of SMPN 3 Ngrambe. In this strategy which used by the teacher, the teacher gave some question to fishing interesting before began the material on the LKS. The teacher fishing interesting about the material today, the students had to predict that what the material about. On reading recount text the students had to predict the generic structure in the text. The teacher gave text on the LKS, but there is no generic structure and then the students had to find the generics structure on the text. Then

they had to predict what the aim of the text, because English could not translate word one by one.

Third, the researcher concluded that the teacher used summarizing or retelling to evaluate comprehension, the teacher asked to students to retelling what had they read or written the text what they had read that what they understand or not. Usually if the students could retell the text that meant they understood the text, but the teacher had not to use English to retelling the text, they could use Indonesian when they retelling the text. The important that strategy is the students could understand the text by the teacher.

Fourth, the teacher used answer and question strategy on students for teaching reading comprehension of the second A grade students of SMPN 3 Ngrambe. In this strategy which used by the teacher, the teacher gave some the material on the LKS at each final, so the students answer that the problem according the text they read. According the teacher, this strategy used to give material to the students easy to accept material that gave by teacher. This strategy is used by teacher to see if students really understand it with text they read. If students could answers the question they had been understood in understanding the text, and if they could not answer the question then the students not understand with those text. This strategy could help students really answer that question with their own word or with the answer from the text. And this strategy could not help students if

the students answer the teachers' question got from their friends or not using them or their own word.

2. The Problems Faced By Teacher

1. Inadequate instruction

From the interview on Wednesday, 27 April 2016 and observation of the second grade students of SMPN 3 Ngrambe in the academic year of 2015/ 2016, especially second A grade students.

“ waktunya itu mbak sedikit untuk pembelajaran bahasa inggris, dan siswa hanya mempunyai waktu 160 menit dalam seminggu dan siswa itu belajar bahasa inggris Cuma di sekolahan aja mbak, selain itu mereka tidak mendapat pembelajaran bahasa inggris mbk jadi sedikit susah ”

The teacher has limited time in teaching learning process in English lesson. The students only have little time when they learn English lesson. On the other hand, the English schedule is only 160 minutes in a week, they had English lesson in the school.

Based on research, the researcher concluded that when teaching and learning process on Tuesday and Wednesday they have an hour. Limited of time is one of the teachers' problem when teaching and learning process, because the students got English lesson just in the school. And then in a week they have

160 minutes, so the teacher just focused on the material and benefited of the time when English lesson.

2. Lack of pupils interest

“ketika saya mengajar di kelas mbak, ada beberapa siswa itu tidak memperhatikan materi yang saya ajarkan mbak, jika mereka mempunyai masalah dalam materi, kadang siswa nyerah mbak jika mendapat soal yang sulit dan mereka itu kalau sudah mendapat kesulitan biasanya malas mbak kalau mau menegrjakan soal”

From interview on Wednesday, 27 April 2016, when the teacher to teach English in the classroom, some students did not attention in the material by teacher, if the students had problems in the material, sometimes the students wanted to give up because they did not know about the question or in the text, finally the students felt lazy to answers or to read the text.

Based on research, the researcher concluded that when the teacher explained the material some students did not attention the teacher, some students talked with their friends, wrote in their book and drew in their book, when the teacher explained the material in the class, but some students gave attention when the teacher explained the material. There is a active students and passive students, the teacher always chooses of the students if they did not attention when the teacher explained in the class.

3. Vocabularies difficulties

From the interview on Wednesday, 27 April 2016 with the teacher, she said that

“Masalah vocab itu juga pengaruh mbak, pembelajaran tidak akan berjalan efektif dalam belajar mengajar, itu tergantung siswanya mbak, setiap siswa itu mempunyai kecerdasan berbeda-beda, tidak semuanya sama, ada yang pintar dan ada juga yang low mbak”

The limitation of students' vocabulary made teaching learning process could not run effectively, because every student had different intelligence, it would be possible for them to produce different comprehension.

This fact prosecuted the teacher to explain the material by using English and then the teacher would translate materials into Indonesian, because a lot of students could not understand the meaning of words.

Based on research, the researcher concluded that in every meeting in teaching and learning process, the teacher had problems with her students because the students limited of vocabulary, in every meeting the students always opens their dictionary to translate the text into Indonesian, sometimes the students found word by word of the text then the students written Indonesian word on their LKS, so that they always remembered

the meaning of the text. Sometimes the teacher helped the students translated into Indonesian or the teacher helped students to find the meaning of the text, but the teacher always patient when teaching and learning process, she assumed that the students difficult in English lesson, the students got English lesson just at school. And then the students had different ability in teaching and learning process.

B. Research Discussion

In this sub chapter, the researcher discusses two main points of research findings concerning with teachers' strategy and the problems faced by the teacher on the second grade A students of SMPN 3 Ngrambe in academic years 2015/ 2016.

1. Teachers' Strategy In Teaching Reading Comprehension Of The Second Grade Students Of The SMPN 3 Ngrambe In Academic Years 2015/ 2016

Keene and Zimmermann in Duke (2002: 433) states that strategies in teaching reading comprehension are monitoring comprehension, using mental imaginary/ visualization, using representation of text using graphics organizer, using prior knowledge/ predicting, summarizing/ retelling to asses to improve reading comprehension, using text structure story and informational text and the last generating and answering question. Based on data

above, the researcher found there four strategies in teaching reading comprehension of the second grade A students of SMPN 3 Ngramber in academic years 2015/ 2016. The strategies were monitoring comprehension, using prior knowledge/ predicting, summarizing/ retelling to asses to improve reading comprehension and generating and answering questions.

The first strategy is monitoring comprehension. Erlita Rahmasari,S.Pd asked to students must learn how to consider the meaning of text, reflect on their understanding, and use different strategies to enhance their understanding. The type is used by Erlita Rahmasari,S.Pd to monitoring students' comprehension in teaching reading comprehension. In every meeting Erlita Rahmasari, S.Pd always monitor comprehension when the students have some problem, and to check comprehension about the text.

The second strategy is using prior knowledge/ predicting. The Erlita Rahmasari,S.Pd used predicting strategy because this strategy to help students to know about the meaning of the text. The students cannot translate word one by one to know the aim the text. Erlita Rahmasari,S.Pd allow the students open dictionary to find the difficult vocabulary.

The third is summarizing/ retelling to asses to improve reading comprehension. This strategy used by Erlita Rahmasari,S.Pd to evaluate comprehension, the teacher often ask children to give an oral or written retelling about what they have read. This is an effective,

viable, and engaging alternative to simply asking children follow-up questions. For the strategy to work, the setting should be informal and relaxed. They can show in their mind when teaching learning process, and then they can speak to give opinion in the class when teaching learning process. Reading is not passive skill. Reading will explore their skill in written and spoken.

The fourth is generating and answering questions. The teacher gives some question. So the students answer that question. This question about that lesson that they have discuss, it is done by the teacher to know students understand or not understand about the material. And it is done in final learning with the teacher point one of students the answer the question. And they answer it by sits in the chair each.

2. The Problems Faced By Teacher in teaching reading comprehension of the Second Grade students of the SMPN 3 Ngrambe in academic Years 2015/ 2016

The researcher concluded when teaching and learning process, especially English lesson, there three problems faced by Erlita Rahmasari,S.Pd in reading comprehension of the second grade A students of SMPN 3 Ngrambe. Based on Kennedy (1981: 195-197) include:

Inadequate instruction practices include selecting the wrong skills emphasize, presenting the skills to rapidly for groups or

individuals, to grasp them adequately or neglecting to evaluate progress adequately.

Lack of pupil interest. It is difficult to any but the most thoroughly disciplined readers to concentrate on materials they dislike or that is unrelated to their personal interest. Without thoughtful attention to content comprehension of such materials will be negligible. Lack of interest causes the mind to wander, eliminates any desire to excel, encourage a dislike for the task and reduces consciousness effort.

Vocabulary difficulties. An excessive vocabulary burden forces the readers to rely on dictionary or to bypass many important words.

The first is inadequate instruction. The students are one of the problems that occur in the teaching learning process. In this case, the students learn English at school only when they get English lesson in the school.

The second is lack of pupil interest. It is difficult to any but the most thoroughly disciplined readers to concentrate on materials they dislike or that is unrelated to their personal interest. Without thoughtful attention to content comprehension of such materials will be negligible. The students have less of interest in English, because they feel that English is not easy and English is very difficult.

The third is vocabularies difficulties. The students have different capability in receiving the material in teaching learning process. The students always open their dictionary in every meeting to understand what text tells about.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. The teachers' strategy in teaching reading comprehension of the second grade students of SMPN 3 Ngrambe in Academic year 2015/ 2016

This chapter presents the conclusion of this research. After did research in SMPN 3 Ngrambe about the teachers' strategy in teaching reading comprehension of the second grade A students in academic years 2015/ 2016. The teacher used four strategies in teaching reading comprehension. There are monitoring comprehension, using prior knowledge/ predicting, summarizing/ retelling to asses to improve reading comprehension and generating and answering questions.

The first strategy is monitoring comprehension. The teacher ask to students must learn how to consider the meaning of text, reflect on their understanding, and use different strategies to enhance their understanding. The type is used by the teacher to monitoring students' comprehension in teaching reading comprehension. The teacher helps the students if they have the problems in the recount text in teaching and learning process. The teacher checked their task one by one, after the students have done they read. Monitoring comprehension to help the student understand in the text and improving their reading comprehension that they get good score.

Second strategy is predicting strategy the teacher could help students to know about the meaning of the text. The students cannot translate word one by one to know the aim of the text. The students must imagine the story on the recount text, then the teacher asked students to predict the generic structure on recount text.

Third strategy is summarizing/ retelling to assess to improve reading comprehension to evaluate comprehension, the teacher often ask children to give an oral or written retelling about what they have read. This is an effective, viable, and engaging alternative to simply asking children follow-up questions.

Fourth strategy is generating and answering questions. This strategy is used by teacher to see if students really understand it with text they read. If students can answer the question they have been understood in understanding the text, and if they cannot answer the question then the students not understand with those text. This strategy can help students really answer that question with their own word or with the answer from the text. And this strategy cannot help students if the students answer the teachers' question get from their friends or not using them or their own word.

2. The problems faced by teacher in teaching reading comprehension of the second grade students of SMPN 3 Ngrambe in academic years 2015/ 2015
 - a. Inadequate instruction

Their English time is very limited. Students only have little time when they learn English. They only get English in

the school. On the other hand, the English schedule is only 160 minutes in a week.

b. Lack of pupil interest

The teacher cannot control a lot of students in the classroom. During teaching and learning process, the students are very crowded. Some students cannot give attention by teacher.

c. Vocabulary difficulties

Limited vocabulary of the students make the teaching and learning process do not run well, because the teacher explains the material sometimes uses English.

B. Suggestion

From the conclusion above, the researcher would like to suggest as below:

For the teacher

- a. The teacher should be able to make students learn actively, especially in practicing reading comprehension.
- b. The teacher should create situation of teaching reading comprehension process as comfort as possible.

For the students

- a. Students should have self confidence when they speak English without worrying their mistake.
- b. Students should be more active in teaching learning process.

- c. The students should study hard and explore their capable to enrich their vocabulary and increase their knowledge by reading English books so they can practice in their daily.

For the researcher

The researcher realize that the result of this research is still far from being perfect, there are still many aspects in teachers' strategies. The researcher expects that there will be other researchers who investigate other aspects relating to teachers' strategies, and hopefully this research will be useful as a reference to their research. Besides, it can also be used by them who carry out and develop similar study.

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Field Note

Time : Saturday, 23 April 2016

Place : Headmaster room of SMP N 3 Ngrambe

Topic : Asking Permission to do Observation

Observer : Nopita Ningsih

In the first time before the researcher did observation researcher asked permission to the headmaster. At that time, the first time researcher met of the teacher in the school. Researcher met the headmaster of the school and then researcher met with English teacher of the school.

After met the headmaster of the school, the headmaster asked about the observation. Researcher said that she would do observation for teachers' strategies in reading comprehension class of second A grade. He gave the permission and asked the letter of observation.

Field Note

Time : Tuesday, 26 April 2016

Place : Second A grade class of SMP N 3 Ngrambe

Topic : Recount Text (Definition and Language Features of Recount Text)

Observer : Nopita Ningsih

Researcher arrived at 7 a.m at SMP N 3 Ngrambe. The lesson began at 8.35 a.m until 9.15 a.m. The researcher waited in the teacher room. At 8.35 a.m the researcher and English teacher went into second A class. In this class there are 22 students, 12 girls and 10 boys.

When teaching learning process started in the class, the teacher began with greeting ‘good morning’, “how are you today” and “assalamualaiku warrohmatullahi wabbarokatuh”, checked the students’ attendance, then the teacher took a few minutes to remember the previous lesson. After the entire opening lesson was done, the teacher asked to student to continue the next lesson in the LKS that related to the lesson plan before they began the material the teacher asked to students pray together and then fishing interesting about the material today. The teacher fishing

interesting about the material today with the teacher told about her experiences when holiday in jamus and parangtritis beach. The students pay attention when the teacher told about her experiences. Then after the teacher told her experiences the teacher began the material today. After that, the teacher to tell about her experiences before began the topic. The teacher asked the students to answers what kind of text is told by teacher.

The teacher wanted to fishing interesting about the material today that is recount text. The teacher explained about recount text, language features in recount text and the teacher asked the student to open their book about recount text on LKS when teaching learning process the teacher always monitoring her students about recount text. What they understand or not?

Before, the teacher closed the material, the teacher gave evaluation about the material, evaluation is important in teaching learning, and sometimes the teacher gave motivation to students to study hard. The teacher gave conclusion about the topic today. Then after the teacher gave evaluation and motivation, the teacher said that hamdallah together, and said that wassalamualaikum warrohmatullahi wabbararokatuh.

The researcher waited in the teacher room until Dhuhur time and Dhuhur with all of staff, teacher and student of SMP N 3 Ngrambe. After the researcher prayed and then the researcher

interviewed with English Teacher, at 13.15 the researcher went to home.

Field Note

Time : Wednesday, 27 April 2016

Place : Second A class of SMP N 3 Ngrambe

Topic : Recount Text (Generic Structures and Past Verb in Recount Text)

Observer : Nopita Ningsih

Researcher arrived at 06.30 A.M in SMP N 3 Ngrambe. The English class began at 10.15 a.m until 10.55 a.m. Then at 06.50 a.m until 07.20 the researcher helped the teacher in the class to read Al-Qur'an together at the second F class because the teacher not Muslim after that the researcher waited in the teacher room. At 10.15 a.m the researcher and English teacher went into second A class.

. The teacher said assalamualaikum warrohmantullahi wabbarakatuh and the teacher said again “good morning students” and “how are you today” the students responses assalamualaikum warrohmantullahi wabbarakatuh “, “good morning miss”, and “iam fine, thank you” before the teacher began her lesson, she asked them, “is there any homework, class?” then the student answered “no, miss”. After the teacher checked the students’ attendance, the students prepare their book, pen, etc. the teacher started describing the phenomenon to discuss together. The teacher remembered to students about the material yesterday.

Before started the lesson, the teacher reviewed the last material about recount text and asked the students to open their book about recount text. The teacher explained about the generics structure and past verb in recount text. The teacher gave some vocabularies that the students to know the past verb in recount text. The teacher gave examples about present verb to change past verb. Then the students wrote on black board one by one. The teacher read aloud the text on LKS, and then the students followed her. After that the teacher asked the students to silent read text on their book to know purpose of the text and they had to find the past verb on the text, because English could not translated one by one so the students must predict the purpose of the text, while the students to understand the text the teacher always monitor on their knowledge in the text. The teacher gave some question about the

text, if they understood the purpose of the text, so they to know the text. The teacher asked the students to retell the story in their own word into Indonesian.

At the last session, usually the teacher gave feedback about the lesson today, gave evaluate to students before closed by the teacher the teaching learning process, the teacher gave motivation about English lesson. After that the teacher gave opportunity to students. Before leaving the class, the teacher greeted by wishing “Alhamdulillah robbalain” together and “wassalamualaikum warrohmatullahi wabbarokatuh” and students responded “Alhamdulillah robbalain” together and “wassalamualaikum warrohmatullahi

The researcher observed teaching learning process in the classroom by the teacher. Before the lesson finished, the teacher remembered to students to study hard at home. The teacher also gave feedback and reviewed the material today.

After the end of the lesson, the researcher prayed in the school with all of the members of SMP N 3 Ngrambe. After dhuhur at school together, the researcher wanted to interview with English teacher, she was Erlita Rahmasari, S. Pd. Then the researcher went to home at 13.30 p.m.

Field Note

Time : Friday, 29 April 2016

Place : Second A class of SMP N 3 Ngrambe

Topic : Recount Text (Reviewed and Task in a Group)

Observer : Nopita Ningsih

Researcher arrived at 06.45 A.M in SMP N 3 Ngrambe. The English lesson began at 09.55 a.m until 11.15 a.m. The researcher waited in the teacher room. The researcher helped the teacher to check attendance in the some class of SMPN 3 Ngrambe one by one. At 09.55 a.m the researcher and English teacher went into second A class.

The teacher greeting to students, '*assalamualaikum warrohmatullahi wabbarokatuh*', "good morning students", the students answered "*waalaikumsalam warrohmatullahi wabbarokatuh*" "good morning, miss", the teacher then said that "how are you today?" the the students answered "iam fine, miss, and you?" the teacher said "iam fine too, thank you" then the teacher checked the students' attendance. Before began material the teacher fishing interesting about the last material. The teacher told about a funny story when she was junior high school went to place with her friends.

The teacher gave a little review the last material after that the teacher asked to students in a group. One group there was four students, to answer the question in their book. The teacher was

monitoring their comprehension in reading comprehension. In a group must predict aim in the text. After they finished the task the teacher gave some question about in the text and in group had to answer the teachers' question. And then the teacher asked to students to retell the story in the text, the teacher gave the difficult vocabularies in the text.

The teacher gave reflection of the material today. The teacher also reviewed the material and then the teacher closed the meeting with saying "Alhamdulillah robbalamin" together and "wassalamualaikum warrohmatullahi. The teacher asked them to take wudhu because the time for all of SMPN 3 Ngrambe is praying together.

Field Note

Time : Tuesday, 3 Mei 2016

Place : Second A class of SMP N 3 Ngrambe

Topic : Recount Text (Discussed the Task Yesterday)

Observer : Nopita Ningsih

Researcher arrived at 06.30 A.M in SMP N 3 Ngrambe. The lesson began at 08.35 a.m until 9.15 a.m The researcher helped the teacher to enter in the F class to read Al-Qur'an from 06.50 to 07.20. At 08.35 a.m the researcher and English teacher went into second A class.

Before the class began the teacher opened the class by saying "*Assalamualikum and good morning*" and then the teacher checked the attendance today one by one.

The teacher asked to students to read the text on LKS yesterday, the teacher and students discussed about the last material in the LKS in a group yesterday. The teacher read aloud the text then after that the students followed of it while the

students read aloud the teacher checked their pronunciation. After that the teacher gave some question to translate into Indonesian sentences by sentences. The students must predict the aim of the text. If the students could not understand, that is meant the students could not understand in the text. Then the teacher had to answers the teachers' question in the text, if the student correct answer, so they understood that the text. Some students still confused about past verb, the teacher gave examples past verb then the teacher asked to students to change from present verb to past verb.

The last session, the teacher gave to students the motivation to study hard, the teacher also gave evaluation the material today. For the end of the lesson today, the teacher said thank you and said that "Alhamdulillah robbalamain" together and "wassalamualaikum warrohmatullahi wabbarokatuh"

After finished the lesson the researcher went back home at 12.30 p.m.

Field Note

Time : Wednesday, 4 Mei 2016

Place : Second A class of SMP N 3 Ngrambe

Topic : Recount Text (Test I)

Observer : Nopita Ningsih

Researcher arrived at 06.30 a.m in SMP N 3 Ngrambe. The English class began at 10.15 a.m until 10.55 a.m. Then at 06.50 a.m until 07.20 the researcher helped the teacher in the class to read Al-Qur'an together at second F class after that the researcher waited in the teacher room. At 10.15 a.m the researcher and English teacher went into second A class.

The teacher began with greeting “assalamualaikum warrohmatullahi wabbarokatuh”, “good morning students?”, and “how are you today”, then the teacher checked the students’ attendance

The teacher gave some question, the the students must answer the question.

Before, the teacher closed the lesson, the teacher gave the motivation to students to study hard. The teacher said that “thank you” then closed the material with “good morning” and wassalamualaikum warrohmatullahi wabbarokatuh”

Then the researcher went to home at 12.30 because the researcher attendance dhuhur together at SMPN 3 Ngrambe.

Field Note

Time : Tuesday, 17 Mei 2016

Place : Second A class of SMP N 3 Ngrambe

Topic : Recount Text (Reviewed the Material of Recount Text)

Observer : Nopita Ningsih

Researcher arrived at 06.45 A.M in SMP N 3 Ngrambe. The lesson began at 8.35 a.m until 9.15 a.m. The researcher helped the teacher to read Al-Qur'an together in the F class from 06.50 until 07.20. At 09.55 a.m the researcher and English teacher went into second A class.

The teacher said that "assalamualaikum warrohmatullahi wabbarokatuh" ,good morning, students and how are you today" after that the teacher to check attendance today.

The teacher explained the material about recount text. Generics structure of recount text and feature of recount text, hopes the students understood recount text more. The teacher asked to students gave opinion about the material. After that the teacher asked to open their LKS, the teachers asked to students to identification the text and to find past verb in the text. And then, the teacher and students read together, after that the students found

in their dictionary of difficult vocabulary. The students silent read that they understand the text, the students also predicted what the text told about. They must answer the question on their LKS. The teacher and students discussed the text together.

The last session the teacher gave feedback to students, gave motivation and said that “thank you” to students and said that “good morning and wassalamualaikum warrohmatullahi wabbarokatuh”.

After prayed together in the school, the researcher went to home at 12.45.

Field Note

Time : Wednesday, 18 Mei 2016

Place : Second A class of SMP N 3 Ngrambe

Topic : Recount Text (test II)

Observer : Nopita Ningsih

The researcher arrived at school at 06.45. Then the researcher entered at the F class because at 06.50 the students read Al-Quran until 07.20. The English lesson began at 10.15 until 10.55.

The teacher entered in the classroom at 10.15 a.m until 10.55 a.m, the teacher said that “assalamualaikum and good morning” as a greeting. And then the teacher checked the attendance before began the materials today.

The teacher gave the test to students, and then the students must answer the question in their each chair.

The last lesson the teacher gave motivation because on Saturday the students will examination. The teacher said that “thank you and apologized to students when teaching and learning process. Then the teacher closed the lesson today with “alhamdullilahi robilalamin” together “good morning and wassalamualaikum warrohmatullahi wabbarokatuh”

The researcher prayed together at the school with all family of SMPN 3 Ngrambe. After that the researcher went to home at 13.00 p.m.

INTERIEW I

Date : Tuesday, April 26 2016

Place : Counseling Room

Interviewee : Mrs. Erlita Rahmasari, S.Pd (as English teacher)

Interviewer : Nopita Ningsih (The Researcher)

About : Teachers' Strategy

The conversation was between Mrs.Erita and the researcher below. The conversation was about the teachers' strategies in teaching reading comprehension in second grade students of SMPN 3 Ngrambe. The interview was focus on the strategies used by the teacher in teaching reading comprehension.

The Researcher: Maaf ya bu telah mengganggu ibu, yang seharusnya pulang malah saya mewawancarai ibu. Saya disini ingin mewawancarai ibu tentang strategi yang di gunakan dalam pembelajaran reading bu.

Mrs. Erlita : Tidak apa-apa mbak, selagi saya bisa membantu, kenapa tidak.

The researcher:Terimakasih bu sebelumnya, dan atas bantuannya.

Bahagaimana pembelajaran Bahasa Inggris di sekolah ini bu?

Mrs. Erlita : Pelajaran Bahasa Inggris disini bagus mbak, sekolahan kami tiap tahunnya mengirimkan anak yang berprestasi dalam Bahasa Inggris yaitu lomba bercerita menggunakan bahasa inggris mbak.

The Researcher: Apa peran ibu dalam lomba tersebut?

Mrs. Erlita : Saya yang melatih membantu mereka mbak.

The Researcher: Hanya ibu sendiri?

Mrs. Erlita : Iya mbak soalnya guru disini kebetulan Cuma 2 mbak.

The Researcher: Kalau mengenai pengajaran reading nya bagaimana bu?

Mrs. Erlita : Kalau mengenai pembelajaran reading, anak-anak cukup aktif menurut saya mbak, kenapa saya katakana aktif, karena anak-anak menegtahui isi dari suatu text, beda kalau misalnya speaking ya mbak, mereka belum banyak kosa kata jadi mereka kalau di suruh ngomong pakek bahasa inggris cukup susah mbak karena belum mengetahui banyak kosa kata dalam bahasa inggris, bisa nya sih yang sederhana mbak, menulis juga demikian mbak, mereka kadang menulisnya masih banyak yang salah, apa lagi listening mbk, tau sendiri kalau listening, pronoun nya susah.

The Researcher: Lalu strategi apa yang ibu gunakan pada saat pembelajaran Bahasa Inggris?

Mrs. Erlita : Strategi yang saya gunakan dalam pembelajaran bahasa Inggris banyak mbak. Saya biasa menggunakan tanya jawab, saya juga memantau dalam pemahaman, merangkum/ menceritakan kembali, dan memprediksi.

The Researcher: Bagaimana bu strategi tanya jawab?

Mrs. Erlita : Setelah membaca text dalam, saya biasa tanya jawab bersama murid-murid mbak, tanya jawab juga mempunyai tujuan seberapa jauh murid-murid dalam memahami isi dalam sebuah text yang telah mereka baca, selain tanya jawab secara lisan biasanya di LKS biasanya juga ada soal-soal mbak tentang text tersebut, jadi mereka bisa menulis dengan bahasanya sendiri dalam pemahaman text nya mbak. Materinya biasanya yang mudah-mudah dulu mbak, nah dari tanya jawab kita biasa mengetahui mbak, murid itu sudah memahaminya atau belum, kalau mereka biasa menjawab berarti mereka paham mbak dan sebaliknya.

The Researcher: Jika ada murid yang salah bagaimana bu?

Mrs. Erlita : Jika ada murid yang salah menjawab atau salah, saya mencoba membenarkan tetapi sebelumnya saya memberi kesempatan kepada murid yang lain terlebih dahulu mbak. Strategi ini bisa membantu siswa untuk berani mbak, berani berbicara juga mbak, berani menyampaikan pendapat mereka di depan teman-teman mereka mbak, ya kadang walaupun

salah, itu maklum mbak, karena bahasa inggris bukan bahasa pertama mereka.

The Researcher: Oh iya bu, berarti tidak jenuh juga ya bu di kelas?

Mrs. Erlita : Ya begitu mbak, tiap pelajaran bahasa inggris kadang juga ada bercandanya mbak, biar murid-murid nggak jenuh juga mbk.

The Researcher: Lalu untuk strategi yang kedua bagaimana bu, tentang memonitoring pemahaman bu?

Mrs. Erlita : Saya memonitoring pemahaman mereka mbak, saat siswa membaca kadang mereka mendapat kesulitan, misalnya mbak mereka kesulitan dalam mengartikan looking for kan artinya mencari mbak, ada juga siswa yang mengartikan melihat untuk mbak, jadi saya memantau, kadang juga saya berkeliling mbak mengecek satu persatu apakah mereka suda paham atau belum mbak, apakah mereka mempunyai masalah saat memahami text nya mbak.

The Researcher: Kalau memantaunya satu satu bukannya lama bu?

Mrs. Erlita : Ya lumayan mbak, tapi mereka untuk memahami sebuah text itu nggak kilat mbak, butuh waktu lama juga untuk memahaminya mbak sperti yang saya bilang tadi, bahasa inggris itu bukan bahasa kita jadi susah buat mereka untuk belajar bahasa inggris. Tapi saya salut sama mereka, walaupun

bukan bahasa pertama kita, tapi kadang mereka suka di luar kelas nyanyi-nyanyi pakek bahasa inggris mbk.

The Researcher: Iya bu sekarang ini kecanggihan teknologi mulai tumbuh pesat bu.

Mrs. Erlita : Mungkin juga demikian mbak. Selanjutnya. Strategi selanjutnya yaitu summarizing.

The Researcher: Bagaimana bu penggunaanya?

Mrs. Erlita : Summirizing biasanya saya lakukan untuk mengevaluasi mbk, dengan cara menceritakan kembali atau menulis teks yang telah mereka baca apakah mereka sudah paham atau belum, biasanya kalau mereka di suruh menceritakan kalau sudah tahu maksud dari teksnya berarti sudah mengerti, tapi saya nggak harus pakai bahasa inggris dulu mbk untuk menceritakan kembali, kalau bahasa Indonesia juga boleh, yang terpenting mereka tahu dulu mbak maksud dari teknya.

The Researcher: Oh seperti itu bu, untuk strategi yang terakhir bu?

Mrs. Erlita : Saya biasanya memacing siswa mbak, sebelum masuk ke materi pembelajaran, biar siswanya itu memprediksi materi yang di bahas di LKS, kalau dalam membaca, misalnya dalam recount text mbak, itu kan ada generic structurenya mbak, biasanya ada sebuah teks tapi belum ada mana generic structure nya, saya menyuruh siswa untuk memprediksi mana

yang orientation, mana yang event dan mana yang reorientation. Dan juga mbak, memprediksi text itu sulit, kan bahasa inggris nggak bisa mbak kalau di artikan satu-satu jadi mereka juga harus memprediksi maksud dari text tersebut itu apa. Contohnya begini mbak, ada kata looking for nah itu kan artinya mencari ada juga yang mengartikan looking itu melihat for itu untuk, malah jadinya melihat untuk, nah itu mbak maksud saya tidak bisa di artikan satu persatu.

The Researcher: Apakah ada yang lain bu?

Mrs. Erlita : Sudah hanya itu mbak.

The Researcher: Untuk KKM bahasa inggris kelas delapan berapa bu?

Mrs. Erlita : Untuk KKM nya 75 mbak.

The Researcher: Terimakasih banayak ya bu untuk waktunya hari ini. Maaf telah merepotkan bu Erlita.

Mrs. Erlita : Oh tidak mbak, saya tidak merasa di repotkan.

INTERVIEW II

Date : Wednesday, April 27 2016

Place : Counseling Room

Interviewee : Mrs. Erlita Rahmasari, S.Pd (as English teacher)

Interviewer : Nopita Ningsih (The Researcher)

About : Teachers' Problems

The conversation was between Mrs.Erita and the researcher below. The conversation was about the teachers' problems in teaching reading comprehension in second grade students of SMPN 3 Ngrambe. The interview was focus on the teachers' problems in teaching reading comprehension.

The researcher:Terimakasih ya bu telah meluangkan waktunya. Kemarin saya mewawancarai bu Erlita tentang strategi dalam reading, kali ini saya ingin mengetahui masalah yang di hadapi di dalam pembelajaran reading dan cara mengatasinya bu.

Mrs. Erlita : Iya mbak.

The researcher: Langsung saja ya bu, masalah yang di hadapi dalam reading itu apa saja bu?

Mrs. Erlita :Waktunya itu mbak sedikit untuk pembelajaran bahasa inggris, dan siswa hanya mempunyai waktu 160 menitdalam seminggu dan siswa itu belajar bahasa inggris Cuma di

sekolahan aja mbak, selain itu mereka tidak mendapat pembelajaran bahasa inggris jadi sedikit susah.

The researcher: Berarti mereka belajar bahasa inggris hanya di sekolah bu, apakah tidak ada murid yang ikut les bahasa inggris bu?

Mrs. Erlita : Iya mbak, mereka pernah saya tanya kalau mereka tidak mengikuti les di luar sekolah. Dan kalau di sekolah hanya 160 menit dalam seminggu mbak, 40menit hari selasa, 40 menit hari rabu dan jumat 80 menit.

The researcher: Lalu cara ibu menyelesaikan masalahnya bagaimana bu?

Mrs. Erlita : Cara saya ya memanfaatkan waktu dengan sebaik-baiknya mbak, focus pada materi yang saya sampaikan.

The researcher: Selain waktu, apalagi bu masalahnya?

Mrs. Erlita :Masalah vocab itu juga pengaruh mbak, pembelajaran tidak akan berjalan efektif dalam belajar mengajar, itu tergantung siswanya mbak, setiap siswa itu mempunyai kecerdasan berbeda-beda, tidak semuanya sama, ada yang pintar dan ada juga yang low mbak.

The researcher: Iya bu kalau belum tau kosa katanya juga susah waktu pembelajaran. Lalu cara bu Erlita menyelesaikannya bagaimana bu?

Mrs. Erlita : Latihan mengucapkan dan juga perbanyak menambah kosa kata mbk, terus mencoba memilih topik yang menarik yang ada di lingkungan mereka dari tetapi yang berkaitan dengan materi pembelajaran, selain itu ketika menyampaikan materi

sampaikan dengan jelas, jika misalnya ya mbak ada kosa kata yang sulit translate dulu ke bahasa Indonesia, juga bisa menggunakan gerak tubuh, berbicara atau menuliskan kosa kata atau jg bisa gambar untuk membantu mereka memahami materi.

The researcher: Banyak juga ya bu?

Mrs. Erlita : Iya mbak.

The researcher: Selain waktu sama vocab,apakah ada yang lain bu?

Mrs. Erlita : Ada mbak. Rendahnya minat murid-murid.

The researcher: Itu bagaimana bu?

Mrs. Erlita :Ketika saya mengajar di kelas mbak, ada beberapa siswa itu tidak memperhatikan materi yang saya ajarkan mbak, jika mereka mempunyai masalah dalam materi, kadang siswa nyerah mbak jika mendapat soal yang sulit dan mereka itu kalau sudah mendapat kesulitan biasanya malas mbak kalau mau menegrjakan soal.

The researcher: Apakah ada yang bandel bu?

Mrs. Erlita : Kalau bandel sih tidak mbak, kan untuk kelas delapan bahasa inggris juga susah mbak, bukan hanya kelas delapan saja mbak, mungkin orang lain juga bilang kalau bahasa inggris itu susah, ya mklum mbak namanya juga bukan bahasa kita mbak, jadi ya susah, terlebih lagi kan bahasa inggris tidak bisa di artikan satu persatu mbak, jadi terkadang mereka malas

mbak, ya wajarlah mbak menurut saya kalau kadang-kadang malas.

The researcher: Lalu bagaimana cara menyelesaikannya bu?

Mrs. Erlita : Kalau saya cara menyelesaikannya yaitu membangun hubungan yang baik dengan murid mbak, kan guru orang tua kedua di sekolah. Jika sudah dibangun dengan baik, insyallah akan berjalan efektif mbak, selain itu membangun kelas yang positif dan membangun atmosfer kelakuan dan akademik, menggunakan media yang menarik supaya mereka tidak bosan mbak. Kadang juga saya membuat cerita yang lucu mbak supaya mereka tidak bosan, lucu tetapi tetap focus pada materinya mbak.

The researcher: Masalah lainnya apa lagi bu?

Mrs. Erlita : Hanya itu sih mbak masalah saya ketika pembelajaran.

The researcher: Berarti tadi yang pertama waktu, lalu vocab terus yang teraktir rendahnya minat siswa ya bu?

Mrs. Erlita : Iya mbak.

The researcher: Saya kira informasi yang saya sampaikan sudah cukup bu, terimakasih telah meluangkan waktunya ya bu?

Mrs. Erlita : Iya mbak sama-sama, tidak apa-apa.

RENCANA PELAKSANAAN PEMBELAJARAN

SEKOLAH : SMP NEGERI 3 NGRAMBE

MATA PELAJARAN : BAHASA INGGRIS

KELAS/SEMESTER : VIII (DELAPAN) / 2 (Dua)

ALOKASI WAKTU : 2 x 40 menit (2 x pertemuan)

A Standar Kompetensi

8. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk dan recount untuk berinteraksi dengan lingkungan sekitar.
10. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

B Kompetensi Dasar

- 8.2 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount
- 10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount

Indikator

1. Mengidentifikasi berbagai informasi dalam teks recount
2. Mengidentifikasi tujuan komunikatif teks recount
3. Mengungkapkan secara lisan monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount

C Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik dapat:

1. Menemukan makna kata dalam teks fungsional dan esai pendek sederhana berbentuk recount

2. Memahami makna teks recount, cirri dan kebahasaan
3. Menjawab pertanyaan tentang isi teks fungsional dan esai pendek sederhana berbentuk recount
4. Menemukan Orientation, Events dan Re-Orientation dalam teks fungsional dan esai pendek sederhana berbentuk recount
5. Menemukan tujuan komunikasi teks fungsional dan esai pendek sederhana berbentuk recount
6. Menemukan kata kerja berbentuk past tense
7. Menghasilkan makna dan langkah retorika dalam esai pendek sederhana berbentuk *recount*

Nilai karakter

Selama dan setelah mengikuti pembelajaran ini peserta didik diharapkan :

- Memiliki sikap dapat di percaya (trustworthiness) dalam mengikuti pembelajaran.
- Memiliki sikap rasa hormat dan perhatian (respect) selama proses pembelajaran.
- Memiliki jiwa tekun dalam melaksanakan tugas yang diberikan.

D Materi Pembelajaran :

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or entertain the audience. There is no complication among the participants and that differentiates from narrative.

Recount has the following language features:

- Using past verb (S+ V2)
- Introduction personal participant: I, my group, etc
- Using chronological connection: then, first, etc.

The generic structures of recount:

- Orientation : introducing the participants, place and time.

- Events : describing series of event that happened in the past.
- Reorientation : it is optional (starting personal comment of the writer to the story).

E Metode Pembelajaran / Teknik

- Model pembelajaran : Belajar Bersama
- Teknik pembelajaran : Diskusi

F Langkah langkah kegiatan.

Kegiatan Awal:

Apersepsi :

- Mengucap salam dan mengabsen siswa
- Menyampaikan tujuan pembelajaran
- Brainstorming ideas:
- Warming-up activity:

Menyebutkan benda-benda dan kata kerja yang berkaitan yang terdapat dalam lingkungan sekolah

- *Motivasi :*

Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

Kegiatan inti:

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Menunjukkan dialog yang berhubungan dengan recount text.
- Guru memonitoring pemahaman dalam text dialog
- Guru memberikan pertanyaan yang berhubungan dengan text dialog

Elaborasi

Dalam kegiatan elaborasi, guru:

- Membahas kosa kata baru yang ada pada text
- Menyuruh peserta didik membaca text
- Menyuruh peserta didik mendiskusikan cerita yang terkandung dalam text
- Menyuruh peserta didik untuk memprediksi text yang terjadi
- Menyuruh peserta didik untuk memahami makna yang terkait dalam text
- Menyuruh peserta didik untuk menceritakan kembali makna yang terkait dalam text
- Mendiskusikan jawaban yang benar
- Meminta peserta didik menjawab pertanyaan berdasarkan teks

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.
- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa atau yang mempunyai kesulitan
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

Kegiatan Penutup

Dalam kegiatan penutup, guru:

- bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- memberikan umpan balik terhadap proses dan hasil pembelajaran;

- merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;

G Alat dan sumber bahan.

- Alat : papan tulis dan spidol

- Sumber Buku : LKS Modul Pintar Bahasa Inggris
kelas 8 semester 2

H Penilaian

Setiap 1 soal benar = Nilainya 10

Setiap 1 soal salah = Nilainya 0

Nilai= Soal benar x 10

= 10 x 10 = 100

Mengetahui

2016

Kepala SMP Negeri 3 Ngambe

Ngambe, 26 April

Guru Mata Pelajaran

Drs. Muzon Asngari, M.Pd

S.Pd

NIP. 19610122 198803 1 002

Erlita Rahmasari,

NIP. 198011 200801 2 017

RENCANA PELAKSANAAN PEMBELAJARAN

SEKOLAH : SMP NEGERI 3 NGRAMBE

MATA PELAJARAN : BAHASA INGGRIS

KELAS/SEMESTER : VIII (DELAPAN) / 2

ALOKASI WAKTU : 2 x 40 menit (1x Pertemuan)

A Standar Kompetensi

11. Memahami makna dalam esei pendek sederhana berbentuk recount untuk berinteraksi dengan lingkungan sekitar.
12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk untuk berinteraksi dengan lingkungan sekitar

B Kompetensi Dasar

- 11.1 Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk recount dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar
- 12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar

Indikator

1. Membaca nyaring *teks recount*

2. Memahami isi dalam *teks recount*
3. Mengidentifikasi langkah retorika dalam *teks recount*
4. Mengidentifikasi fungsi komunikasi *teks recount*
5. Menyebutkan ciri kebahasaan *teks recount*
6. Menghasilkan teks tulis fungsional pendek *recount*

C Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik dapat:

1. Membaca teks dengan pengucapan yang benar teks fungsional dan esai pendek sederhana berbentuk *recount*
2. Menemukan makna kata dalam teks fungsional dan esai pendek sederhana berbentuk *recount*
3. Menjawab pertanyaan berdasarkan teks fungsional dan esai pendek sederhana berbentuk *recount*
4. Menghasilkan teks tulis fungsional pendek *recount*

Nilai karakter

Selama dan setelah mengikuti pembelajaran ini peserta didik diharapkan :

- Memiliki sikap dapat di percaya (*trustworthiness*) dalam mengikuti pembelajaran.
- Memiliki sikap rasa hormat dan perhatian (*respect*) selama proses pembelajaran.
- Memiliki jiwa tekun dalam melaksanakan tugas yang diberikan.

D Materi Pembelajaran :

LKS Modul Pintar Bahasa Inggris kelas 8 semester 2

E Model Pembelajaran / Metode Pembelajaran

- Model pembelajaran : Group
- Metode pembelajaran : Diskusi

F Langkah langkah kegiatan.

Kegiatan Awal:

Apersepsi :

- Mengucapkan salam dan mengabsen siswa
- Menyampaikan tujuan pembelajaran
- Brainstorming ideas:

Did you have personal experience in the past? What experience was it? Was it fun, happy, or sad experience? When and where was the experience happened? Can you share experience in your own words?

- Warming-up activity:

Menyebutkan benda-benda dan kata kerja yang berkaitan yang terdapat dalam lingkungan sekolah

- *Motivasi :*

Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

Kegiatan inti:

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Menyuruh siswa dalam sebuah kelompok atau grup, masing-masing grup terdiri dari 4 siswa.
- Menyuruh siswa menjawab pertanyaan dalam text.
- Memandu siswa supaya memahami teks dalam sebuah cerita

Elaborasi

Dalam kegiatan elaborasi, guru:

- Meminta Peserta didik membaca recount
- Meminta Peserta didik mencari kosakata yang sukar dan mencari arti kosakata dalam kamus
- Meminta Peserta didik menjawab pertanyaan yang ada pada teks recount.
- Meminta Peserta didik mencari kosakata yang sukar dan mencari arti kosakata dalam kamus
- Meminta siswa untuk memprediksi makna teks recount
- Memberikan tugas dan masing-masing mengerjakannya dengan tugas sbb;
- Meminta Peserta didik bekerja sama saling mendiskusikan jawaban yang benar dan memastikan tiap anggotanya dapat mengerjakan jawabannya
- Memanggil salah satu nomor siswa dengan nomor dipanggil melaporkan hasil kerjasama mereka
- Meminta peserta didik untuk menceritakan kembali maksud dari cerita yang telah di kerjakan.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.
- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- Memberikan umpan balik terhadap proses dan hasil pembelajaran;
- Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya yaitu peserta didik menulis di papan tulis tentang pekerjaan rumah yang sudah diberikan

G Alat dan Sumber Bahan.

- Alat : Papan tulis, spidol dan kapur

- Sumber Buku : LKS Modul Pintar Bahasa Inggris
kelas 8 semester 2

H Penilaian

Reading Recount

Complete the paragraph

- Untuk tiap nomor, tiap jawaban benar skor 10
- Untuk tiap nomor, tiap jawaban salah skor 0
- Soal 10 nomor
- Nilai maksimal ; 100
- Nilai Siswa = $10 \times 10 = 100$

Mengetahui

Kepala SMP Negeri 3
Ngrambe

Ngrambe , 29 April
2016

Guru Mata Pelajaran

Drs. MUSON ASNGARI,
M.Pd

NIP. 19610122 198803 1
002

ERLITA RAHMASARI,
S.Pd

NIP. 19801108
200801 2 017

RENCANA PELAKSANAAN PEMBELAJARAN

SEKOLAH : SMP NEGERI 3 NGRAMBE

MATA PELAJARAN : BAHASA INGGRIS

KELAS/SEMESTER : VIII (DELAPAN) / 2

ALOKASI WAKTU : 2 x 40 menit (2 x Pertemuan)

A Standar Kompetensi

11. Memahami makna dalam esei pendek sederhana berbentuk recount untuk berinteraksi dengan lingkungan sekitar.
12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk untuk berinteraksi dengan lingkungan sekitar

B Kompetensi Dasar

- 11.2 Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk recount dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar
- 12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar

Indikator

1. Membaca nyaring *teks recount*
2. Memahami isi dalam *teks recount*
3. Mengidentifikasi langkah retorika dalam *teks recount*
4. Mengidentifikasi fungsi komunikasi *teks recount*
5. Menyebutkan ciri kebahasaan *teks recount*

C Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik dapat:

1. Memahami teks dengan pengucapan yang benar teks fungsional dan esai pendek sederhana berbentuk recount
2. Menemukan makna kata dalam teks fungsional dan esai pendek sederhana berbentuk recount
3. Menjawab pertanyaan berdasarkan teks fungsional dan esai pendek sederhana berbentuk recount
4. Menghasilkan teks tulis fungsional pendek *recount*

Nilai karakter

Selama dan setelah mengikuti pembelajaran ini peserta didik diharapkan :

- Memiliki sikap dapat di percaya (trustworthiness) dalam mengikuti pembelajaran.
- Memiliki sikap rasa hormat dan perhatian (respect) selama proses pembelajaran.
- Memiliki jiwa tekun dalam melaksanakan tugas yang diberikan.

D Materi Pembelajaran :

Recount Text

E Model Pembelajaran / Metode Pembelajaran

- Model pembelajaran : Belajar Bersama
- Metode pembelajaran : Diskusi

Kegiatan Awal:

Apersepsi :

- Mengucapkan salam dan mengabsen siswa
- *Motivasi :*

Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

Kegiatan inti:

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Menyuruh siswa menceritakan kembali teks bacaan yang sudah dibahas
- Menjawab beberapa pertanyaan berkaitan dengan teks Recount yang telah dibahas

- Menjawab pertanyaan yang di berikan guru

Elaborasi

Dalam kegiatan elaborasi, peserta didik:

- Menyuruh siswa untuk mendiskusikan text recount
- Menyuruh siswa untuk menjawab pertanyaan

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- menyampaikan rencana pembelajaran pada pertemuan berikutnya

G Alat dan sumber bahan.

- Alat : spidol, papan tulis, kapur.

- Sumber Buku : LKS Modul Pintar Bahasa Inggris kelas 8 semester 2, Internet

H Penilaian untuk membaca dan menulis

Reading Recount

- Untuk tiap nomor, tiap jawaban benar skor 10

- Untuk tiap nomor, tiap jawaban salah skor 0
- Soal 10 nomor
- Nilai maksimal ; 100
- Nilai Siswa = $10 \times 10 = 100$

Mengetahui

Kepala SMP Negeri 3
Ngrambe

Drs. MUSON ASNGARI,
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NIP. 19610122 198803 1
002

Ngrambe ,03 Mei
2016

Guru Mata Pelajaran

ERLITA RAHMASARI,
S.Pd

NIP. 19801108
200801 2 017

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

SEKOLAH : SMP NEGERI 3 NGRAMBE

MATA PELAJARAN : BAHASA INGGRIS

KELAS/SEMESTER : VIII (DELAPAN) / 2

ALOKASI WAKTU : 2 x 40 menit (2 x Pertemuan)

A Standar Kompetensi

11. Memahami makna dalam esei pendek sederhana berbentuk recount untuk berinteraksi dengan lingkungan sekitar.
12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk recount untuk berinteraksi dengan lingkungan sekitar

B Kompetensi Dasar

- 11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar
- 11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk recount
- 12.2 Mengungkap kan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk recount

Indikator

1. Mengidentifikasi makna dan langkah retorika dalam esei pendek berbentuk *teks recount*
2. Mengidentifikasi fungsi komunikasi dalam esei pendek berbentuk *teks recount*
3. Menyebutkan ciri kebahasaan dalam esei pendek berbentuk *teks recount*
4. Menghasilkan makna dan langkah retorika dalam esei pendek sederhana berbentuk *recount*

C Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik dapat:

1. Menemukan makna kata dalam teks fungsional dan esai pendek sederhana berbentuk *recount*
2. Menjawab pertanyaan tentang isi teks fungsional dan esai pendek sederhana berbentuk *recount*
3. Menemukan Orientation, Events dan Re-Orientation dalam teks fungsional dan esai pendek sederhana berbentuk *recount*
4. Menemukan tujuan komunikasi teks fungsional dan esai pendek sederhana berbentuk *recount*
5. Menemukan kata kerja berbentuk *past tense*
6. Menghasilkan makna dan langkah retorika dalam esei pendek sederhana berbentuk *recount*

Nilai karakter

Selama dan setelah mengikuti pembelajaran ini peserta didik diharapkan:

- Memiliki sikap dapat di percaya (*trustworthiness*) dalam mengikuti pembelajaran.
- Memiliki sikap rasa hormat dan perhatian (*respect*) selama proses pembelajaran.
- Memiliki jiwa tekun dalam melaksanakan tugas yang diberikan.

D Materi Pembelajaran :

LKS Modul Pintar Bahasa Inggris Kelas 8 Semester 2 Halaman 29

E Metode Pembelajaran / Teknik: Three Phase Technique.

- Model pembelajaran : Belajar Bersama
- Metode pembelajaran : Diskusi

F Langkah langkah kegiatan.

Kegiatan Awal:

Apersepsi :

- Mengucap salam dan mengabsen siswa
- Menyampaikan tujuan pembelajaran
- Brainstorming ideas:
- *Motivasi :*

Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

Kegiatan inti:

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Menyuruh siswa menceritakan kembali teks bacaan yang sudah dibahas
- Menjawab beberapa pertanyaan berkaitan dengan teks Recount yang telah dibahas
- Menjawab pertanyaan yang di berikan guru
- Menyuruh siswa untuk membaca lantang dalam teks recount

Elaborasi

Dalam kegiatan elaborasi, guru:

- Meminta Peserta didik membaca recount
- Meminta Peserta didik mencari kosakata yang sukar dan mencari arti kosakata dalam kamus
- Meminta Peserta didik menjawab pertanyaan yang ada pada teks recount.
- Memberikan tugas dan masing-masing mengerjakannya dengan tugas tersebut

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.
- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- Memberikan umpan balik terhadap proses dan hasil pembelajaran;
- Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik

tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;

- Menyampaikan rencana pembelajaran pada pertemuan berikutnya yaitu peserta didik mempraktekkan dialog di depan kelas

G Alat dan sumber bahan.

- Alat : Gambar-gambar yang relevan

- Sumber Buku : LKS Modul Pintar Bahasa Inggris kelas 8 semester 2 dan Internet

H. Penilaian untuk membaca dan menulis

- Untuk tiap nomor, tiap jawaban benar skor 10
- Untuk tiap nomor, tiap jawaban salah skor 0
- Soal 10 nomor
- Nilai maksimal ; 100
- Nilai Siswa = $10 \times 10 = 100$

Mengetahui

Kepala SMP Negeri 3
Ngrambe

Ngrambe ,17 Mei
2016

Guru Mata Pelajaran

Drs. MUSON ASNGARI,

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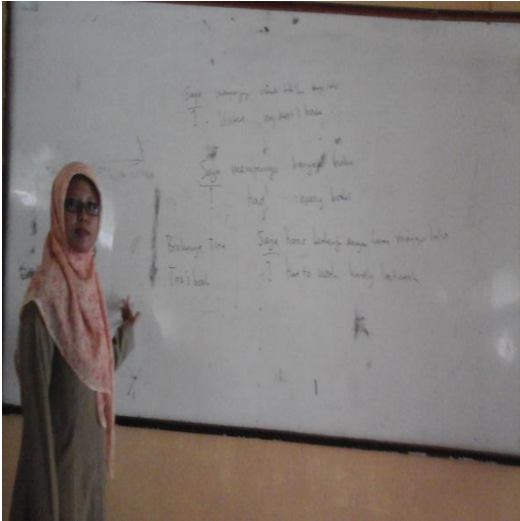
ERLITA RAHMASARI,

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PICTURES

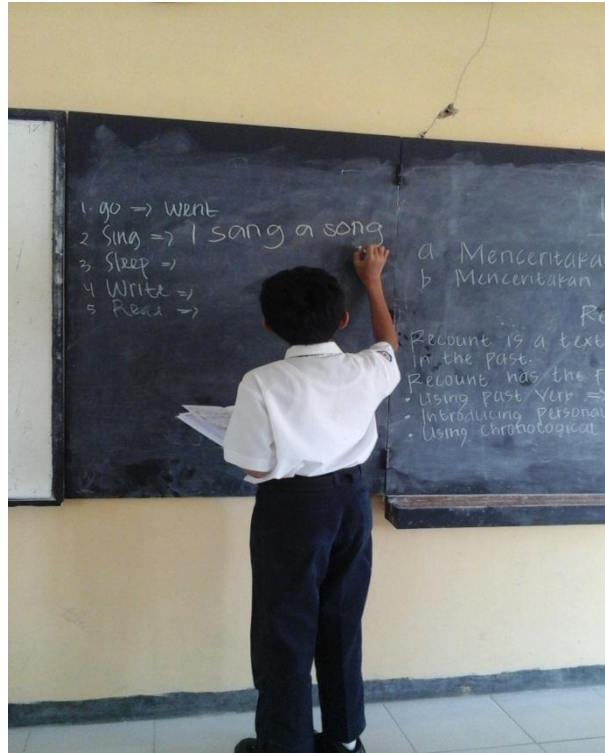














178

PEMERINTAH KABUPATEN NGAWI
DINAS PENDIDIKAN
SMP NEGERI 3 NGRAMBE
Alamat: Jln. Bantar no.38 Ngrambe, Ngawi Tlp. 0351-730312
NSS. 201050910085 NPSN : 20508518

SURAT KETERANGAN

Nomor : 005/ 232/ 404.101.13.P.03/2016

Yang bertanda tangan di bawah ini Kepala SMPN 3 Ngrambe Kabupaten Ngawi menerangkan dengan sesungguhnya bahwa:

Nama Lengkap : Nopita Ningsih
NIM : 123221215
Semester : VIII (Delapan)
Jurusan/ prodi : Pendidikan Bahasa Inggris

benar-benar telah mengadakan penelitian pada sekolah kami :

Tempat : SMPN 3 Ngrambe
Waktu Penelitian : 26 April 2016 – 18 Mei 2016
Dengan Judul : An Analysis On Teachers' Strategies In Reading Comprehension Class Of The Second Grade Students Of SMPN 3 Ngrambe In The Academic Year Of 2015 /2016

Surat keterangan ini kami buat untuk dapat di pergunakan sebagaimana mestinya.

Ngrambe, 21 Mei 2016

Kepala SMPN 3 Ngrambe

Drs. MUSON ASNGARI, M.Pd
NIP. 19610122 198803 1 002



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

Jalan Pandawa, Pucangan, Kartasura, Sukoharjo Telepon (0271) 781516 Fax (0271) 782774
Website : www.iain-surakarta.ac.id E-mail : info@iain-surakarta.ac.id

177

Nomor : B-5023 /In.10/DC/PP.00.9/05/2016
Lampiran : -
Perihal : **Permohonan Izin Penelitian**

Kepada Yth.
Kepala SMP N 3 Ngrambe
Di
Ngrambe

Yang bertandatangan di bawah ini Dekan Fakultas Ilmu Tarbiyah dan Keguruan IAIN Surakarta memohon ijin atas:

Nama : NOPITA NINGSIH
NIM : 123221215
Jurusan / Prodi : Pendidikan Bahasa Inggris
Semester : 8
Judul Skripsi : An Analysis on Teacher's Strategies on Reading Comprehension Class of the Second Grade Students of SMP N 3 Ngrambe in Academic Years 2015/ 2016

Waktu Penelitian : 26 April 2016 - Selesai
Tempat : SMP N 3 Ngrambe

Untuk mengadakan penelitian di Lembaga yang Bapak/Ibu pimpin, dalam rangka memenuhi penulisan skripsi untuk mendapatkan gelar sebagai sarjana.

Demikian permohonan ini disampaikan, atas perkenan dan kerjasamanya kami ucapkan terima kasih.

Surakarta, 25 April 2016
Dekan,



Dr. H. Giyoto, M. Hum
NIP. 19670224 200003 1 001