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# **ENGLISH TEACHING LEARNING PROCESS FOR READING AT SMP NEGERI 7 MUARO JAMBI**

## **THESIS**



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STATE ISLAMIC UNIVERSITY SULTHAN THAHA  
SAIFUDDIN JAMBI  
2021**

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# **ENGLISH TEACHING LEARNING PROCESS FOR READING AT SMP NEGERI 7 MUARO JAMBI**

## **THESIS**

Submitted to fulfill one the requirements to obtain the undergraduate degree (S1)  
Education



**ENGGAR JAUNDRA**

**SN. 205172794**

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OF EDUCATION AND TEACHER TRAINING  
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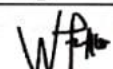


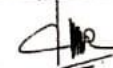
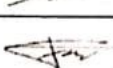
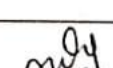
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### THESIS APPROVAL/ FINAL TASK

The Thesis entitled " English Teaching Learning Process For Reading At SMP Negeri 7 Muaro Jambi " has been thesis defense by Education and Teacher Training Faculty (FTK) UIN STS Jambi on :

Day : Wednesday  
 Date : 13 October 2021  
 Time : 10.00-11.00  
 Name : Enggar Jaundra  
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 Title : English Teaching Learning Process For Reading At SMP Negeri 7 Muaro Jambi

Has been improved as the result of thesis defense above and has been accepted as part of the thesis endorsement requirements.

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2	Edi Rozal, M.Pd (Secretary)		04/11/2021
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The Dean Education and Teacher Training Faculty  
The State Islamic University of Sulthan Thaha Saifuddin  
In Jambi

*AssalamualaikumWr.Wb.*

After reading, giving guidance and making necessary correction, we agree that the thesis of:

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Department : English Education  
Title : English Teacher Learning Process For Reading At SMP Negeri 7 Muaro Jambi.

Could be submitted to munaqasah exam as one of the requirements for the undergraduate degree (S1) in English Education Program Education and Teacher Training Faculty the State Islamic University Sulthan Thaha Saifuddin Jambi. So, we submit it in order to be examined soon.

We would like to say thanks for attention.  
*Wassalamu'alaikumWr.Wb.*

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Jambi, September 2021  
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ORIGINALITY THESIS STATEMENT

I who signed below stated that the thesis that i arrange as a requirement to get undergraduate degree wich is entitled **“English Teaching Learning Process For Reading At SMP Negeri 7 Muaro Jambi”** is originally and truly my own work.

As certain parts of the thesis wich i quoted from the work of other people, i have written the source clearly in accordance with the norms, rule, and ethnics of scientific writing.

If later found some parts of the thesis are not my own work or indicated any plagiarism, I am willing to accept the consequences in accordance with the rule and regulation prevail. Therefore, in writing this statement, I am in good health and mind.

Jambi, September 2021

  
Enggar Jaundra

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## DEDICATION

In the name of Allah SWT for the blessing and the merciful, with deep thanks and proud, Sholawat to The Prophet Muhammad ShalallahuAlaihiWasallam. His coming really changed the world.

Special Thanks to :

1. My parents, beloved father (Indra) and my beloved mother (Kasmawati) who always give me everlasting love, guidance, motivation and praying.
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May Allah SubhanahuWata'ala bless us.

Aamiin.

## MOTTO

مَنْ أَرَادَ الْعَالَمَ فَلْيَعْلَمْ، وَمَنْ أَرَادَ الْآخِرَةَ فَلْيَعْلَمْ وَلْيَعْلَمْ وَمَنْ أَرَادَهُمَا فَلْيَعْلَمْ

"Whoever wants the world, their should have knowledge. Whoever wants the hereafter, their should have knowledge. Whoever wants both, their should have knowledge"

(H.R. Thabrani)

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Finally, The writer realize that this thesis is so far from being outstanding. Therefore, The writer invites the readers to give comments and suggestions from those who are deeply concerned in such topic. However, I expect that this thesis will give worth while contributions to all readers.

Jambi, 11 Oktober 2021

The writer,



Enggar Jaundra  
205172794

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## ABSTRACT

**Name : Enggar Jaundra**  
**Department : English Education**  
**Title : English Teaching Learning Process For Reading At SMP Negeri 7 Muaro Jambi**

The purpose of this study to find out the strategies on the teaching learning process in reading comprehension at SMP Negeri 7 Muaro Jambi and the teacher evaluate teaching learning process in reading comprehension at SMP Negeri 7 Muaro Jambi. In this study, the researcher uses a qualitative design with a case study. The researcher have get the answer about the question in analyzing the strategies on teaching reading comprehension applied by the teacher to the eight grade student's SMP Negeri 7 Muaro Jambi. Based on research finding and discussion, it can be concluded that : (1) Learning Process divides into 3 activities. They are : Preliminary, Core and Closing. a) In the preliminary, the teacher familiarizes students with greeting each other with the teacher using english. In addition, the teacher also motivates students to want to study harder and actively participate in class. b) In the core activity, the teacher carries out interactive, inspiring, fun, challeging english teaching activities and provides sufficient space for initiative, creativity and independence according to the talents, interests and psychological development of students. c) Finally, the closing activity of the lesson ends by looking back at the lessons that have been done and preparing the material next lesson. (2) The teacher in SMP Negeri 7 Muaro Jambi uses 3 stages in assessment. First is the daily test, Second assessment is taken from mid test made by the teacher. The last assessment is the final test. In addition, if the strategy used by the teacher in teaching fails, the teacher applies alternative strategies to be able to overcome these problems.

*Keywords ; learning process, reading comprehension, strategies.*

## ABSTRAK

**Nama : Enggar Jaundra**  
**Jurusan : Pendidikan Bahasa Inggris**  
**Judul : English Teaching Learning Process For Reading At SMP Negeri 7 Muaro Jambi**

Tujuan penelitian ini untuk mengetahui strategi proses pembelajaran pemahaman membaca bahasa inggris di SMP Negeri 7 Muaro Jambi dan mengevaluasi proses pembelajaran pemahaman membaca bahasa inggris oleh guru di SMP Negeri 7 Muaro Jambi. Dalam penelitian ini, peneliti menggunakan desain kualitatif dengan studi kasus. Peneliti telah mendapatkan jawaban atas pertanyaan dalam menganalisis strategi pengajaran membaca pemahaman yang diterapkan oleh guru pada siswa kelas VIII SMP Negeri 7 Muaro Jambi. Berdasarkan Hasil penelitian dan pembahasan dapat disimpulkan bahwa : (1) Proses Pembelajaran terbagi menjadi 3 kegiatan. yaitu : pendahuluan, inti dan penutup. a) Pada preliminary guru membiasakan siswa saling menyapa dengan guru menggunakan bahasa inggris. Selain itu guru juga membangkitkan motivasi siswa agar mau belajar lebih giat dan mau berpartisipasi aktif dikelas. b) Pada kegiatan inti guru melaksanakan kegiatan mengajar bahasa inggris secara interaktif, inspiratif, menyenangkan, menantang serta memberikan ruang yang cukup bagi prakarsa, kreativitas, dan kemandirian sesuai bakat, minat, dan perkembangan fisik serta psikologis siswa. c) Terakhir pada kegiatan penutup pembelajaran diakhiri dengan melihat kembali pelajaran yang telah dilakukan dan mempersiapkan materi pelajaran berikutnya. (2) guru SMP Negeri 7 Muaro Jambi menggunakan 3 tahapan dalam penilaian. pertama adalah ulangan harian, kedua penilaian diambil dari tes pikiran yang dilakukan oleh guru. penilaian terakhir adalah tes akhir. Selain itu jika strategi yang digunakan oleh guru dalam mengajar gagal maka guru menerapkan strategi alternatif untuk dapat mengatasi permasalahan tersebut.

*Kata Kunci ;Pemahaman Membaca, Proses Pembelajaran, Strategi.*

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## CHAPTER I INTRODUCTION

### A. Background of the study

Teaching is one of the instruments of education and is a special function is to impart understanding and skill. While learning is the acquisition of knowledge or skills through study, experience, or something being taught. In teaching, the teacher is not the only learning source, but also she or he needs to make the students be active to explore many sources to increase their knowledge. Teaching, according to Schlechty (2004), is the art of inducing students to behave in ways that are expected to contribute to learning, including an attempt to inducing students to behave in such a way. When Schlechty said that teaching is an art, he meant that the teacher must create conditions that encourage students to learn and then motivate them to be interested in what they are learning.

According to Solahudin (2008), learning English ideally consists of four skills, they are listening, speaking, reading, writing. All of them interrelated from one other. Someone who learns four English skills has been able to communicate in both active and passive modes. Many English learners aren't proficient in any of these areas. Some English learners, for example, are proficient in writing but not in reading. Another example is that some English learners excel at communicating but struggle with listening. It means that those English learners have varying levels of language acquisition capacity.

According to Whittaker, in Djamarah, (2011, p.12) formulated that “learning as process by which behavior is generated or changes through practice or experience”. Likewise according to Djamarah (2011, p.13) learning is “a series of mental and physical activities to obtain a change in behavior as a result of individual experiences in interaction with their environment concerning cognitive affective and psychomotor”.

The learning process is a process in which there are activities teacher-students interaction and reciprocal communication that take place within educational situation to achieve learning goals. According to Rustaman (2001, p.461) in the learning process, teacher and students are two components that can not separated. Between the two components there must be mutual interaction support so that students learning outcomes can be achieved optimally.

Based on some of the above view points on the learning process, it can be inferred that the learning process is any concerted attempt between teacher and students to exchange and process information in the hopes that the knowledge given has be useful to students and serve as a basis for future learning, .

Reading is one of the most fundamental skills in language acquisition. Apart from writing, speaking, and listening, it cannot be distinguished from the basic skills of language learning. Reading is another one of the language skills that is important for learning a foreign language. Reading is an active and complex process that involves understanding written text developing and interpreting meaning, and using meaning as appropriate to type of text , purpose, and situation. National Assessment Governing Board (2012, p.4). In any language class, reading is the most important thing.

Bernhardt (2000, p.6) states that reading is about how to understand a written text. It is a complex activity that involves both perception and thought. Word understanding and comprehension are two related processes in reading. The method of perceiving how written symbols translate to one spoken language is referred to as word recognition. Making sense of words, sentences, and related text is the process of comprehension. To understand written text, readers usually use context information, vocabulary, grammatical knowledge, familiarity with text, and other techniques. The majority of what we know about reading comes from studies performed in English.

As a result, reading necessitates more serious consideration since there are several components that cannot be differentiated while learning to read. If students choose to learn more from texts or other sources, they must be able to interpret. As a result, teachers should aim to make reading entertaining, fun, meaningful, and challenging for students.

Additionally, this kind of research focus has also been the interest of some previous student researchers. Maria Wulandari (2013) did the research entitled **Improving the teaching and learning process of reading through task-based approach att VII D class of SMPN 1 Pajangan in the academic year of 2012/2013**. This thesis proposes five topics that the writers have discovered in teaching and learning practices. One of the five points focuses on enhancing students' reading abilities through a task-based teaching and learning process centered on class VIII D SMP 1 Pajangan. While the author's research has focus on the process of teaching and learning about reading in good and correct English without regard to other factors, such as those discussed in this study, especially at SMP Negeri 7 Muaro Jambi, which had not previously conducted research with the same title and in the same place.

Based on the researcher's observations, the researcher found that SMP Negeri 7 Muaro Jambi with the accreditation title A is one of the favorite schools, especially for Muaro Jambi students who have graduated from elementary school. SMP Negeri 7 Muaro Jambi has many activities in terms of education, ranging from teaching and learning activities with methods that attract students' enthusiasm for learning to various other extracurricular activities. In the field of English, in particular, there are many achievements that have been achieved by students of SMPN 7 Muaro Jambi, among them, the first is always in the top 3 in poetry reading competitions using English in English poetry reading competitions in Jambi City Junior High School and even continues to be one of the representatives for the jambi provincial level competition. Second, always send representative students to take part in English speech competitions

and have also won titles in the competition and the third is SMPN 7 Muaro Jambi.

Also do not forget to send student representatives to take part in the English debate competition and have also won several titles. There are many other achievements that they have obtained until finally the school managed to get the accreditation A title. This school is not only famous among the people of Muaro Jambi, but also among the people of Jambi City.

That is why many students are interested in studying at SMP Negeri 7 Muaro Jambi. In terms of teaching and learning activities in English at this school, teachers have their own methods of teaching their students, especially in teaching their students. In addition, teachers also always provide motivation for their students to have more enthusiasm in learning to read every word in English properly and correctly and improve their academic performance. to be able to read every word in English. The teacher also helps students to communicate or express their thoughts, feelings, and opinions in English until they can.

In connection with the information obtained, I am interested in discussing and what the process of the English teacher at SMP Negeri 7 Muaro Jambi teaches students in reading English vocabulary which can make students read properly and correctly. Apart from that, I also want to see what kind of evaluation is carried out by the teacher to see the level of support for the teaching process of reading English vocabulary to their students. Based on the reasons and information presented, the researcher wanted to analyze a proposal entitled **"The Process of Learning English Reading at SMP Negeri 7 Muaro Jambi"**.

## B. Limitation Of The Research

Based on the research background above, the thesis researcher has be focus on the teaching and learning process related to reading English materials which is carried out by the teacher in class VIII students.

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### C. Research Question

The researcher decided to focus on three relevant questions to address for the purpose of this study is formulated as follow:

1. How does teaching learning process in reading comprehension at SMP Negeri 7 Muaro Jambi?
2. How does teacher evaluate teaching learning process in reading comprehension at SMP Negeri 7 Muaro Jambi?

### D. Purpose Of The Study

The purpose of this study to find out the teacher's strategies in teaching reading comprehension of The Eight Grade Student's SMP Negeri 7 Muaro Jambi. Therefore, the purpose of this study is formulated as follow:

1. To find out the teaching learning process in reading comprehension at SMP Negeri 7 Muaro Jambi.
2. To find out the teacher evaluate teaching learning process in reading comprehension at SMP Negeri 7 Muaro Jambi.

### E. Significance Of The Study

In this study, there are two significances of the study, namely;

1. Theoretically contribution

The ultimate outcome of this study is expected to be input in practicing and learning process especially for reading comprehension and give additional information and knowledge to the readers especially to the students and lectures in English Department who want to read this paper.

2. Partially contribution

Practically, this study is expected to have contribution for;

- a. For the lectures or teacher The researcher hopes this study can give some suggestion for the teacher in enhancing student's reading comprehension.
- b. For the researcher The researcher hopes this study has give new knowledge to the researcher itself about teaching learning

process in reading comprehension at SMP Negeri 7 Muaro Jambi. The researcher hopes this can be developed the writing ability and this study has be done by the researcher as one of requirement on getting S1 Degree in English Education, Faculty of Teacher Training and Education, University Islamic Studies.

- c. For others the researcher hopes this study has be useful as guidance of reference to the next researcher in enhancing students reading comprehension and it can give contribution to the society.

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## CHAPTER II

### REVIEW OF LITERATURE

#### A. Theoretical review

##### 1. Teaching and learning process

Teaching is showing or helping someone to learn to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. The definition of teaching can't be separated from the definition of learning. The understanding towards the concepts of teaching and learning may underlie the success of language teaching and learning process. Therefore, the following presents a discussion on the notion of teaching and learning. Harsono(2007, p. 173) states that learning is normally considered to be a conscious process which consists of the committing to memory of information relevant to what is being learned. It means that learning is a process that brings together cognitive, emotional, and environmental influences for the purpose of making changes in one's knowledge, skills, values, and world views.

Supporting the above definition, Talis (2009, p. 9) processes that an effective teaching considers some crucial aspects. It includes well-planned curriculum, efficient classroom activities, focused teacher, and the like. With regard to the above aspects, teaching is not only a matter of transferring knowledge. Many aspects are involved in the process of teaching which determine in effectiveness of teaching process. Those important aspects of teaching can be some guidance to create an effective teaching in the English teaching and learning process.

According to Aajmc (2010,p.13) there are ten tips teaching English in the classroom such as:

- 1) Concentrate on building a community first, content second. Establish norms with students and giving them a stake in their own learning and education.
- 2) Revisit class norms throughout the quarter or semester. This is an excellent opportunity to reflect and remind the class of its purpose and evaluate if they have maintained the expectations established at the beginning of class.
- 3) Allow for multiple forms of representation. Writing is not the only means to demonstrate mastery over content. Provide opportunities for projects that can access a variety of mediums and student strengths.
- 4) Try one new thing every quarter or semester. Whether that be a new technology, resource, reading, or project.
- 5) Do not talk too much. Powerful learning can happen when teachers let students verbalize the thoughts and ideas for the teachers.
- 6) Make time for reflection. Reading excellent opportunities to make connections and continue the learning even after class is dismissed.
- 7) Do not let the reflections go unnoticed. Allow opportunities for students to comment on and read their peers reflections and make sure to reference them in class discussion. Affirmation does wonders for confidence and learning.
- 8) If teachers need help, just ask. A community relies on all of its members to run efficiently. Access the knowledge and expertise that exists right in front of them.
- 9) Be respectful of time, stress, and workload of students but do not sacrifice the rigor or course expectations.

- 10) Make advising a priority. Many students seek guidance but do not know how to ask for help or advice. Make connections to advisees by investing some time in them. Discover their passions and interests and help them to make connections within and outside the school.

Teaching and learning are very important in learning process because it can help the students to get knowledge that teacher has given. So, teachers should have strategies to make their students are enjoy in learning because teaching strategies is to make it easier to implement a variety of teaching strategies or techniques and also help students take more responsibility for their own learning and enhance the process of teaching for learning. The key is to create learning environments that are more interactive, to integrate technology where applicable into the learning experience, and to use collaborative learning strategies when appropriate.

To achieve a basic competence in learning activities must be included steps of activities in each meeting. Basically, the activity steps contain elements of activity(Iskandar ,2011):

**a) Preliminary**

Introduction is the initial activity in a learning meeting aimed at generating motivation and focusing the attention of students to actively participate in the learning process.

**b) Core**

The core activity is a learning process to achieve KD. Learning activities are carried out interactively, inspiring, fun, challenging, motivating students to actively participate, as well as providing sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students. This activity is carried out systematically and systemically through the process of exploration, elaboration, and confirmation.

In the learning process to achieve this competence the teacher does.

### 1. Exploration

In teacher exploration activities:

- a. Provide a stimulus in the form of giving material by the teacher
- b. Discuss material with students
- c. Provide opportunities for students to communicate orally or present how to solve a problem.

### 2. Elaboration

In teacher elaboration activities:

- a. Familiarize students to read and make data in the form of tables or diagrams.
- b. Facilitate students through the provision of tasks to do exercises on the questions contained in textbooks.

### 3. Confirm

In the teacher confirmation activity:

- a. Provide feedback to students by giving reinforcement in verbal form to students who have been able to complete their assignments.
- b. Provide confirmation on the results of work done by students through other book sources.
- c. Facilitate students to reflect to get the learning experience that has been done.
- d. Provide motivation to students with less education and cannot participate in the material on how to read and make data in the form of tables (lists), how to read and make data in the form of diagrams.



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### c) Closing

Closing is an activity carried out to end learning activities that can be done in the form of a summary or conclusion, assessment and reflection, feedback, and follow-up.

The quality of teaching learning process in Junior High School should be effective in order to gain the learning objective. There are some components which affect the quality of English teaching and learning process. They are listed as follows.

#### a. The Goals of the Learning

There are two goals can be achieved by the students, those are long-and short-term goals. According to Brown (2001, p. 53), long-term goals may include the mastery of English, the passing of an exam (at the end of the year), the possibility of a better job in the future, etc. The teacher can encourage the students to learn English and active in the reading class to achieve the long-term goals by emphasizing those long-terms goals is more important for them to be achieved by them. To motivate them in learning English, the teacher also can use the short-terms goal by giving them some points to them. If they can involve in teaching and learning English, they are active in the reading class, and they can get high score in the reading class, the teacher can give the class rank and some rewards for them.

#### b. Teacher

Teacher plays a very important role in bringing the class to get a good quality of learning. Teacher has some roles in the classroom activities. Markley (2004), a good teacher and the action he/she performs in the classroom during teaching learning process, has a great role in provoking efficient learning of the students.

The following presents a discussion about the roles of a teacher.

1. Controller: when teachers act as controllers, they are in charge of the class and of the activity-taking place and are often leading from the front.
2. Prompter: in this stage, the teacher often gives a prompt or takes charge in order to encourage the students to be active during the lesson.
3. Participant: teacher sometimes wants to join the activity done in the teaching and learning process. In this stage, the teachers are expected to take part during the classroom activities.
4. Resource: in this stage, the teacher can be one of the most important resources in the teaching and learning process. She/he can provides all information needed by students.
5. Tutor: acting as tutor, the teacher can combine both prompter and resource role during the teaching and learning process.

### c. Students

Another essential component in the teaching and learning is students or learners. Students or learners are all very different. They differ in obvious ways such as age, gender, nationality, language level and personality. The student's attitudes in the classroom are affected by their motivation, needs, educational and cultural background, and learning styles and personalities (Branch, 2005, p. 3).

In English teaching and learning process, the students should be given an equal opportunity in using English during the classroom activities. In other words, the students have to actively involved in every stages of teaching and learning, so

that the teaching and learning activities run well. However, student's active involvement does not go far from active learning. Bonwell and Shaples (2003, p. 292) define active learning as that which involve students in doing things and thinking about the things they are doing. They list the following general characteristics of strategies that utilize active learning in the classroom :

- 1) Students are involved in more than listening.
- 2) Less emphasis is placed on transmitting information and more on developing student's skill.
- 3) Students are involved in higherv-order thinking (analysis, synthesis, evaluation).
- 4) Students are engaged in activities (e.g. discussing, writing, reading) Related to the quality of teaching and learning,

Mulyasa (2004, p. 174) defines that the quality of teaching and learning process can be seen from two aspects, process and products. From the process, it can be said that the quality of teaching and learning is effective if all of the students get actively involved physically, mentally, and socially in teaching and learning process. From the product, it can be said that the quality of teaching and learning is effective if all of the students have.

## 2. Concept of Reading

Reading is a form of interaction with language, and therefore reading is a language activity. Readr dealing with words, phrases and sentences as well visual media that complement it, which form one the whole manuscript with the script it adheres to. As an act of language receptive, reading can be equated with listening. However, reading has at least one main characteristic that sets it apart from listening. That characteristic is that reading is solitary, not social, in the sense that the listener's dependence on the speaker is not

contained in the reader on the script writer. Therefore, the reader is more free to interpret and can control speed and repeating passages) that are difficult to understand.

The results obtained from reading must be understanding, that is the reader's ability to understand the contents of the manuscript or implied information delivered in the manuscript he reads. So basically There are two types of reading, namely reading for understanding and reading for pleasure, although both produce understanding as a result of these activities.

Even though the target of reading is written language, ability reading is related to oral skills. Knowledge of language and the field of reader's capital includes the words and phrases that have been heard or spoken before. The ability to understand reading is then closely related to ability to listen or understand the text.

According to Webster's Dictionary and Thesaurus, teaching is giving instruction to, to train, the act of someone to teach. Besides, Maswan and khairul Muslimin (2011, p.219) state that teach is give lessons to someone (students) by training and give direction for them to gain some experience. Models of teaching are designed to import these strategies while help students to develop as persons, increase their capacity to think clearly and wisely, build a social skill commitment. Teaching is the process of building communities of learners who use their skill to educate english.

### 3. Reading Comprehension

Comprehension is a complex process that has been understood and explained in a number of ways. Comprehension depends not only on characteristics of the reader, such as prior knowledge and working memory, but also on language process, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inferencing, and motivation. Comprehension also requires effective use of strategic process, such as metacognition and comprehension monitoring. Reading comprehension is a complex interaction among automatic and strategic cognitive process that

enables that reader to create a mental representation of the text, Van den Broek & Espin (2012).

This process is seen as an interactive process that consists of three elements: the text as being comprehended, the reader that is doing the comprehending, and the activity in which comprehension is a part, as it is proposed in the definition of reading comprehension. In line with Snow, Ghazo, (2015) states that comprehension is a process in which readers construct meaning from texts. In order to construct meaning, the readers are interacting with the texts through the combination of their prior knowledge and previous experience, information in the text, and the stance how the readers connect with the texts. In reference to the definitions above, reading comprehension is a process that enables readers to actively interact with the texts through communicative way in order to get meaning from the texts. Comprehension processes result in three levels of representation of a texts meaning.

#### a. Reading Comprehension Process

Reading comprehension process must be occurred in reading process. Therefore, there are many theories which underlie the notions of reading comprehension. One of them is proposed by Boardman, et.al. (2007, p.8). They define reading comprehension as a multi component highly complex process that involves many interactions between readers and what they bring to the text.

Then, Merisou (2007, p.1) proposes that reading comprehension is a complex process in which the reader constructs meaning by interacting with the text using his previous knowledge and experience and information that can be found in the text. The more background information related to the text the reader processes, the easier it is for him to understand the text. Merisou asserts that when reading the text, someone activates their previous knowledge about the topic.

“The acquisition of reading comprehension is learning to understand writing as well as one understands spoken language has empirical justification. Comprehension occurs as the reader builds a mental representation of a text message” (Margaret J. Snowling, 2005). The comprehension processes that bring about this representation occur at multiple levels across units of language: word level, (lexical processes), sentence level (syntactic processes), and text level. Across these levels, processes of word identification, parsing, referential mapping, and a variety of inference processes all contribute, interacting with the reader’s conceptual knowledge, to produce a mental model of the text. (Margaret J. Snowling, 2005).

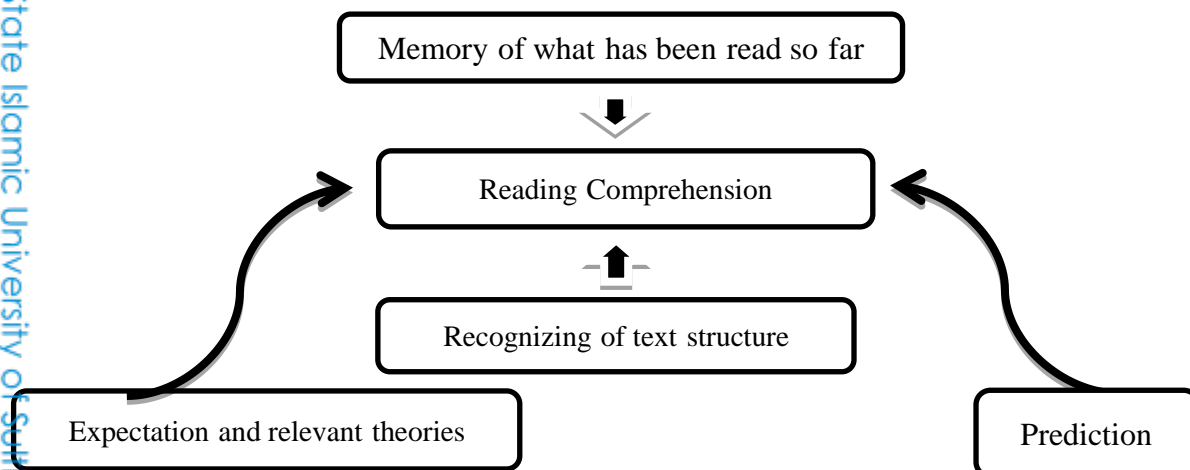
Comprehension is a kind of up-market synonym for understanding i discussions that are (or are intended to appear) technical and scientific. Comprehension may be regarded as relating aspects of the world around us—including what we read—to the knowledge, intentions, and expectations we already have in our head. It is clearly the purpose of reading and of learning to read (Frank Smith, 2004).

Fisher, et.al (2011, p.258) argues that “reading is comprehending”. They further say that recognizing words, reading texts fluently or defining words correctly do not guarantee readers being a good reader. The readers have to reconstruct the author’s message. If the readers can read the words of a text, but get nothing about what they are reading, they are not really reading. Sadoski (2007, p.67) describes that reading comprehension is the process in getting meaning of the texts. It is an active process in which readers try to interpret the meaning of the texts. Without any effort to interpret the texts ’meaning, the texts has remain meaningless. The meaning of the text is not something which is instantly offered. It requires the readers to do reading comprehension process. To comprehend the texts, the readers have to do interaction and engagement with the texts (RAND, 2002, p.11).

Reading comprehension is achieved when the readers understand what the writer was trying to say (Byrnes, 2008, p.201). When there is a meeting in mind between the writer and the readers, comprehension is occurred. The readers meet the message conveyed by the text, converse the text with their knowledge, process word and finally get what is intended by the writer. This kind of understanding could be achieved only by conducting reading comprehension process.

Davies (2002, p.90-91) simply proposes a model of reading comprehension process. Based on his framework, reading comprehension employs some processes. Initially, the readers set up some expectations and ideas which are related to the texts they are going to read. Then, the readers identify the vocabularies, grammar and generic structure of the texts to help them understand the meaning. Besides, the readers should activate their background knowledge and link it to the topic of the texts. Based on the points that are previously built, then the readers establish guess of what has come next. The process is described as follows:

**Figure 1 : Model Of Reading Comprehension Process**



**Source : Thesis. R Pustika. 2015. Improving Reading Comprehension Of The Eighth Grade Students Of SMPN6.**

Brown (2004, p.188-189) writes that a person who comprehends English language has the following capabilities:

- a) He can identify the purpose in reading the text.
- b) He can apply spelling rules and conventions for bottom-up decoding.
- c) He can use lexical analysis (prefixes, roots, suffixes, etc) to determine meaning.
- d) He can guess at meaning (of words, idioms, etc).
- e) He can skim the text for the gist and for the main ideas.
- f) He can scan the text for specific information (names, dates, keywords).
- g) He can skip unnecessary information while skimming.
- h) He is able to use silent reading technique for rapid processing.
- i) He is able to use marginal notes, outlines, charts or semantic maps for understanding and retaining information.
- j) He can distinguish between literal and implied meanings.
- k) He can capitalize on discourse markers to process relationship.

Furthermore, Vaugh and Thompson (2004) characterize processes that must be occurred in reading comprehension. Here, the readers have to establish reading purposes and utilize their previous knowledge and experience which are connected with the text. Readers should also apply strategies which are appropriate for the text and the reading purpose. Moreover, the readers have to make sure that they can follow the flow of the texts. In reading comprehension process, the readers are also acquired to set up their own arguments and thoughts to give response toward the texts (Snow, 2004).

Regarding to the theories above, it can be concluded that reading comprehension is the core of reading since it is intended to get the meaning of the texts. Reading comprehension does not occur in vacuum, it requires active interaction between the readers and the texts. The readers have to establish their reading purposes. Then, they bring their knowledge connecting with the topic of the texts, vocabularies, grammar and the text structure. The readers should also apply some strategies to deal with the texts. Finally, they

are expected to establish their own argument to give responses toward the texts they have read and to make prediction about the texts.

#### 4. Teaching strategies

There are a variety of teaching strategies that teachers can use to improve student learning. Kimbly and Garmezy in Brown (2000, p. 7) define that teaching is the activities to show or help someone to learn how to do something, give instructions, guide in the study of something, provide with the knowledge, causes to know, understand knowledge and give new knowledge. Brown (2000, p. 7) also says that “teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning”. Meanwhile learning is getting the knowledge or the acquisition of the knowledge. From the definitions above, it can be known that teaching as helping, facilitating, and giving instructions how to learn and get something or knowledge. Here the teacher is the subject in doing those because the teacher has the obligation to help the students getting or acquiring the second language that is English.

#### 5. Teaching Reading strategies in the Classroom

Teaching reading is an important activity done by the teacher in the classroom. It is an activity to help the students learn to read some words and sentences by giving the knowledge about the meaning of text. It is started from teaching students how to find the topic, main idea, as well as understand about the meaning in all paragraphs in the text. The teacher should guide the students to understand and comprehend the meaning of the text and get some new knowledge from the written text.

In teaching reading, there are three main activities that should be considered by the teacher. Brown (2007: 121) argues that the activity of teaching reading includes:

**1) Pre- reading activity**

In this activity the students do not come into the reading activity yet, the teacher tries to activate students' knowledge about the topic being discussed. The students are lead to recognize the topic and some stated information through skimming and scanning activities. The students are also guided to be familiar with some vocabularies included in the reading text. This activity is done only to attract students' interest, motivation and enthusiasm till the end of reading activity.

**2) Whilst-reading activity**

This activity is usually assumed as the core of reading process. The students start to read the text and comprehend all information in the text. The students are also guided to identify main ideas on each paragraph, grasp all information comprehensively and try to make some clues of the vocabularies. In this activity the teacher encourages the students to focus on reading, so that the students has be easy to understand and know what they have read so far.

**3) Post-reading activity**

It is the end of reading section. In this activity the teacher tries to evaluate students' comprehension of the reading text. The valuation includes vocabulary, grammatical, meaning and summarizing of the author's purpose. In addition, to know these items, the teacher gives an exercise toward the students.

Consequently, it can be stated that teaching reading comprehension is the activity that is done by a teacher a language learning. The teacher wil guide the students to derive meaning from what they have read. In teaching reading proccess, a teacher should pay attention to the three activities that has be applied, namely pre-reading, whilst-reading, and post-teaching activity. Besides, it is also a crucial thing for the teacher to think a process of developing knowledge in reading which can help the students to transfer

knowledge; how to be a good reader and realizing that reading itself should cover both understanding and comprehension.

In teaching reading, the teacher should be creative in applying the strategies to achieve the goal of the reading process in the classroom. It is done so that the target of teaching and learning process can be achieved as well. In this research, the writer proposes some strategies that can be selected by the teacher taken from some experts. It is aimed at helping the teacher to figure out the problem on reading activity in the classroom atmosphere. The strategies that the writer stated including visualization strategy, highlighting strategy, and anticipation guide strategy. For more detailed explanations, it can be obviously seen as follows:

#### **a. Visualization Strategy**

This strategy helps the students in learning process. Some experts have shown their points of view related to this strategy, like Antonacci et.al (2009:154) states that visualization is an instructional strategy that facilitates comprehension of informational text through the use of imagery. It is supported by Roe et.al (2010: 197) who argues that visualization is the process of forming mental images that depict reading content, such as story setting, character, etc. It means that visualization is a strategy that can make the students more easily finding the important information from the text. It helps the students to remember the important information without reading the story back. This strategy then can help students to develop their idea and imagination in the story and also help the students increase their comprehension in reading.

#### **b. Highlighting Strategy**

The second strategy that can be considered to be applied by the English teacher is Highlighting strategy. There are some theories proposed by the experts about this strategy. According to Cervený et al (2003), highlighting is a strategy which uses highlighting the main ideas and supporting details to help teachers teach students to improve

the organization of reading. It means that this strategy can make the students has be easy to find the important information in the text and make students comprehend the text as well. It is supported by Schumm (2006: 280) states that highlighted text which concerns with the key ideas is important a test and classroom discussion. Meanwhile, Hedgcock et al (2009: 176) points out that highlighting is valuable intensive reading skill, both for comprehension monitoring while reading and for review after reading.

### c. Anticipation Guide Strategy

Anticipation Guide strategy is one of strategies in teaching reading which leads the students to get comprehension at the end of the reading activity. This strategy is used in teaching reading before the students read the text in teaching learning process and done to activate students' background knowledge about the topic being read; therefore this strategy can only be implemented in pre-teaching activity. It means that this strategy can be put into pre-reading practice because this strategy has guide the students to identify what information has be obtained as well.

The writer draws a conclusion that reading is a fluent process of readers combining information from a text and their own background knowledge to build the meaning and comprehend the text. In teaching learning process, reading helps the students to get the information from the text and easy to comprehend what the text contain about. Besides, an English teacher should also be creative to apply the strategies in order to minimize the reading problems in the classroom activities.

There are a variety of teaching strategies that teachers can use to improve student learning. Kimbly and Garnezy in Brown (2000, p. 7) define that teaching is the activities to show or help someone to learn how to do something, give instructions, guide in the study of something, provide with the knowledge, causes to know, understand knowledge and give new knowledge. Brown (2000, p. 7) also says that "teaching cannot be defined apart from

learning. Teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning”. Meanwhile learning is getting the knowledge or the acquisition of the knowledge. From the definitions above, it can be known that teaching as helping, facilitating, and giving instructions how to learn and get something or knowledge. Here the teacher is the subject in doing those because the teacher has the obligation to help the students getting or acquiring the second language that is English.

#### **a. Lowering Inhibitions**

In the classroom, students need some activities to decrease their difficulties in studying English. The teacher can apply these activities, those are, playing guess and communication games, doing role-replay and skits; sing a songs, using group work, laughing with the students, having them share fears in small groups (Richards and Renandya, 2002, p. 16).

#### **b. Encouraging risk-taking**

When students feel afraid in making mistakes in studying or doing exercises, some efforts can be applied in the classroom, those are, praising students for making science efforts to try out language, using fluency exercises where errors are not corrected at that time, giving outside-of-class assignments to speak or write or to try out the language (Richards and Renandya, 2002, p. 18).

#### **c. Building students’ self-confidence**

Teacher need to build the students’ confident in studying English because self-confident is one of important factor which influents the students’ success in studying English. To do that, teacher should tell students explicitly (verbally and nonverbally) that he or she do indeed believe in them that their students can do their job. Teacher should ask them make lists of their strengths of what they know or what they have accomplished so far in the course (Richards and Renandya, 2002, p. 18).

**d. Helping students develop intrinsic motivation**

Developing intrinsic motivation can help students to improve their achievement in studying English. Some efforts that can be done by the teacher are reminding students explicitly about the rewards for learning English, describing students that many jobs requires English, playing down the final examination in favor of helping students to seerewards for themselves beyond the final exam (Richards and Renandya, 2002, p. 21).

**e. Promoting cooperative learning**

In studying English in the classroom, teacher needs explain that cooperative learning in the class is more important than competition between the students. some activities can be done in cooperative learning are directing students to share their knowledge in a group, asking the students to think of themselves as a team so that the students who have a good ability in learning can help the students who do not have it (Richards and Renandya, 2002, p. 21).

**f. Encouraging students to use right-brain processing**

In studying English, teacher should insist that learning is not only doing exercises and decide the right and the wrong answer but the teacher also needs some activities to develop the students' creativity in learning English. Some activities which can be done are using movies and tapes in class, having students read passages rapidly, doing skimming exercises, doing rapid „free writes“, doing oral fluency exercises where the object is to get students to talk or to write a lot without being corrected (Richards and Renandya, 2002, p. 23)

**g. Promoting ambiguity tolerance**

Making the classroom is enjoyable and comfortable is a good way to make students feel relax in studying English. Some activities can be done are encouraging the students to ask you and each other, questioning when they do not understand something, making your

theoretical explanations very simple and briefly by doing translation into a native language to clarify a word or meaning (Richards and Renandya, 2002, p. 23).

#### **h. Helping students use their intuition**

Making the students not depend to the teacher is a good way to building their intuition. Some strategies can be done by the teacher are praising the students for good guesses, doing not always give explanation of errors, letting a correction suffice and correcting only selected errors (Richards and Renandya, 2002, p. 24)

#### **i. Getting students to make their mistakes work for them**

Teacher does not need to correct and always explain why the students make errors in their learning. Asking the students to do self-learning activities is good way for them. Some activities can be done are recording students' oral production and getting them to identify their errors, letting students catch and correct each other's errors, encouraging students to make lists of their common errors and to work on them on their own (Richards and Renandya, 2002, p. 25).

#### **j. Getting students to set their own goals**

Setting the students' own goals are good way to improve their study. The activities are asking them to make list of what they will achieve on their own particular week, getting students to make specific time commitments at home to study the language, and giving "extra credit".

### **6. Factors Affecting Reading Comprehension**

In teaching reading comprehension, a teacher should be aware of some factors because the success or the failure of reading comprehension can be affected by some factors such as meta-cognition, decoding/fluency, knowledge, and vocabulary and language skills (Harmer, 2001, p. 82). The meta-cognition factor is closely related to motivation. Weak self-monitoring skills and a lack of useful strategies can impede reading comprehension. Furthermore, students has be more successful in reading comprehension if

they are motivated to understand and engage in text they read Mukhroji (2011) in Abraham (2010, p. 22). Weaknesses in the area of decoding and fluency are the main causes of poor reading comprehension. When the students have weaknesses in these areas, they are unable to focus on comprehending what they are reading.

## B. Previous Studies

In this study, the researcher has do the research about teacher's strategies in teaching reading comprehension of The Eight Grade Student's Junior High School SMP Negeri 7 Muaro Jambi. There are some previous researchers that have discussed about teacher's strategies in teaching reading, they are;

Firstly, the student from FKIP Teacher Training and Education Faculty of Slamet Riyadi University named Taufik Nur Haryanto (2016, p. 1) by journal entitled **"A Descriptive Study on Teaching Learning Process of Students' Reading Comprehension"** this research discussed about the teaching learning process of students' reading comprehension of 8th grade at SMP Purnama 2 Surakarta. This research used descriptive qualitative method. The research was conducted at 8th grade students SMP Purnama 2 Surakarta. There are two kinds of data: qualitative and quantitative data. The qualitative data and quantitative data were collected by using observation, interview, documents, and photographs. Qualitative data were analyzed by using data display, data reduction, and conclusion. The result of the study showed the description such as: (1) teaching learning process of students' reading comprehension which was based on lesson plan to stage the activities until evaluation. (2) the material delivered by the teacher. (3) the media used by the teacher were handbooks, LKS, etc. (4) the technique applied by the teacher were three phase technique that was arranged into three phases such as introduction, main activities, and closing. The researcher came to the conclusion that this study had a purpose to describe the teaching learning process of students' reading comprehension at 8th grade of SMP Purnama 2 Surakarta in the academic year of 2015/2016.

According to second study, Mentari Arini Kunanti (2019) entitled **“English Teaching Learning Process For Reading At Islamic Junior (Mts) Negeri Model Jambi”** based on research finding and discussion, it can be concluded that : (1) teacher’s lesson plan in teaching reading comprehension at MTS Negeri Model Jambi used K13 as Permendikbud No. 65 of 2013 concerning process standards, Learning Implementation Plans (RPP) are plans for face to face learning activities for one or more meetings. (2) learning process divides into 3 activities. They are, preliminary, core, and closing.

The third, the study of Achmatika Putra Mahardinata (2012), etc about **a descriptive study on teaching reading at the second year students of SMP N 1 Polanharjo**. This research paper is intended to describe a descriptive study on teaching reading comprehension in the second year of SMP N 1 Polanharjo. Natural Approach method adopted to teach reading is to enable students in being active in practicing English language. The present curriculum has been based on teaching reading, where the students are expected to master not only one skill, but all skills of English namely listening, reading, speaking and writing. Those skills must be one package of teaching. So, the four language skills have been taught in integrative way. The writer focuses the English teaching-learning process on the second year students. The purpose of this research is to know the implementation of teaching reading comprehension in the second year of SMP N 1 Polanharjo. The data are taken from all elements of teaching-learning process committed by the teacher and the students and other sources such as books, student’s worksheet, and hand lesson. The method of collecting data is descriptive method by employing interview, documentation and observation. This research is descriptive qualitative which does not include any calculation or statistic procedure. The result of the research is the implementation of teaching reading is divided into two main sections; (1) Teacher activity consists of all preparations of the teacher in teaching reading, and (2) The elements of reading course. The problems of teaching reading are about the less of the materials that can influence teaching learning process. Vocabulary

or unfamiliar words and the level of difficulty of reading skills cause boring to the students in joining reading activity. Based on the data the portion of teaching reading is enough because the reading activity has be integrated with other English skills.

Based on the explanation of that previous study, the researcher found similarity and difference. The similarity of this research, most of them analized about teaching learning process of students reading comprehension, and the difference between the researchers of them as like **Taufik Nur Haryanto (2016)** about the teaching learning process of students" reading comprehension of 8th grade at SMP Purnama 2 Surakarta. This research used descriptive qualitative method. The research was conducted at 8th grade students SMP Purnama 2 Surakarta, **Achmatika Putra Mahardinata (2012)** This research paper is intended to describe a descriptive study on teaching reading comprehension in the second year of SMP N 1 Polanharjo. Natural Approach method adopted to teach reading is to enable students in being active in practicing English language. and **Mentari Arini Kunanti (2019)** she discussed about English Teaching Learning process For Reading used K13 curriculum, but in this proposal, the researcher has analyze teaching reading comprehension of the eight grade students of SMP Negeri 7 Muaro Jambi.

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## CHAPTER III RESEARCH METHOD

### A. Research Design

In this study, the researcher uses a qualitative design with a case study. Qualitative research is “a research design for exploring and understanding the meaning individuals or groups ascribe to a social or human problem” (Creswell, 2008). In qualitative method, the data can be found from collecting data of the participants, analyzing the data, and making interpretations of the meaning of the data ( Creswell, 2008).

Qualitative researchers are concerned with the “emic” perspective to explore the ideas and perceptions of the participants. The researcher tries to examine the experience from the participant’s point of view in order to interpret his/her words. The researcher therefore becomes involved and immersed in the phenomenon to become familiar with it. The immersion of the researcher helps to provide dense descriptions from the narrative data gathered from the participants, to interpret and portray their experiences, and to generate empathetic and experiential understanding. However, immersion cannot be obtained without a researcher-participant trusting relationship. For this research, the relationship between a teacher and students was generally defined as a formalized interpersonal association between an authority figure and a subordinate who interact on nearly a day to day basis, Larson, Brown, Furstenberg, & Verma (2002; Barlett, 2005).

Based on explanations above, it can be concluded that qualitative research is analyzing about descriptive data that is collected is in the form of the situation of the natural object. Where descriptive data such as writer or spoken, by using qualitative research the researcher has get the answer about the question in analyzing the strategies on teaching reading comprehension applied by the teacher to the eight grade student’s SMP 7 Muaro Jambi.

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## B. Setting of the Research

This research is carried out at SMP Negeri 7 Muaro Jambi. It is located Jln. Lingkar Barat Km 16, Mendalo Darat, Kec. Jambi Luar Kota, Kab. Muaro Jambi Prov. Jambi.

### 1. Research Time

First observation	<b>Monday, July 26, 2021</b>
Second observation	<b>Wednesday, July 28, 2021</b>
Third observation	<b>Friday July, 30, 2021</b>
Fourth observation	<b>Monday August, 02, 2021</b>

### 2. Interview

First interview	<b>Thursday, August 05, 2021</b>
Second interview	<b>Tuesday, August 10, 2021</b>

## C. Instrument of the research

The instruments used in this study were checklist observations and interview lists.

## D. Subjects of the research

The subjects of this study is a English teacher, and students of eight grade Student's SMP Negeri 7 Muaro Jambi.

## E. Types and Source of Data

### 1. Types of Data

#### a. Primary Data

Primary data are the main data directly related to the discussion of the study. In this research the researcher takes the primary data from the teacher and students. The primary data are from the original source, observations, interviews, documents and field notes (Hox and Boeiji, 2005, p. 595). The source of data are

the information about applying, learning, and practicing process including:

- a) Strategies, those are teacher strategies can be enhanced student's reading comprehension of The Eight Grade Student's SMP Negeri 7 Muaro Jambi. Respondents related with the study as.
- b) The teacher as the subject of applying, strategies and practicing process.
- c) The students as the object of applying, strategies, and practicing process.
- d) Documents: the student's data, evaluation result and any related documents.

#### **b. Secondary Data**

The sources of data in this study are people, situation, papers, and videos, which are:

- a. Subject
  - 1(one teacher)
- b. Situations
 

Student's interactions and situations process teacher's strategy to enhance student's reading comprehension.
- c. Papers and Photos
 

Source data is documentation which can be student's note, photos, modules.

#### **F. Technique of Data Collection**

This research uses three kinds of methods to collect the data. They are observations, interviews, and documents. Collecting data from observations, interviews and documents to be presented in field notes including 1) field notes identify: observations, interviews or documents analysis, 2) description: the result of observation or interview from the data gained in the field, 3) reflection: analysis and concluding the data.

## 1. Observation

Observation is a method of data collection that employs the sense of vision as its main source. According to Walgito (2003, p.31-32) and Sugiyono (2009, p.145), write that: there are two kinds of observation, participant observation and non participant observation. Participant observation in which the observers conduct to the field research directly and non participant observation is the opposite of participant observation, in which the observers are not conduct to the field research directly. In observation there are many ways which can do by researcher. Observation has been categorized as native (in everyday life) or scientific (planned), participant or nonparticipant, structured or unstructured, natural or laboratory, open or hidden, active of passive, and direct or indirect observation.

In this study, researchers made direct observations of research subjects. At the time of observation, the researcher made direct observations in the classroom when the teacher taught english in the classroom.

## 2. Interview

Interview is a conversation which is conducted by two sides, the interview who give the questioner and the answer the questioner. Interview was done to gain the necessary data dealing with the research, Alwasilah, (2006, p.191). interview was also done gain in depth information that couldn't be accessed through observation, Alwasilah, (2006, p.154). Concluded that interview is the process to get explanation by asking questions face to face between researcher and respondent using interview guide. Interviews has be conducted individually for 10 to 20 minutes, the researcher has use the questions Adaptally and followed the following steps with each interview:

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- a. Made an appointment with each participant at a time which suited them.
- b. Created a quiet place conducive to conversation.
- c. Arranged chairs or place to enhance face-to-face interviewing.
- d. Prepared a tape recorder. Before the researcher conducted each interview, he:
  1. Thanked the participant for the time and hasingness to be part of the study.
  2. Reminded the participant about the agreement
  3. Explained that the interview was to be unstructured and that probing questions would be determined by the information given by the participant.

In this study, interviews were conducted by researchers, namely face to face interviews with an english teacher class VIII who taught at the research location at SMP Negeri 7 Muaro Jambi. For class VIIIG students who were complementary to the research subject were randomly selected with 3 conditions of students being selected 2 students with the highest grades in class 1 dan 2, 2 students who had standard grades in class and 1 students who had the lowest grades in class. The random selection of students was carried out in order to complete the research data which in the selection process was assisted by the english teacher who taught the class. Then the researcher conducted interviews with the teacher to find out in more detail about the teaching methods and strategies (especially learning to read english) that the teacher did to the students. to complete the data obtained from direct observations in the classroom and interviews with teachers, also conducted interviews with students to confirm the data obtained previously.

## G. Technique of Data Analysis

The technique of data analysis in this research is descriptive analysis. Using this technique, the researcher collects, arranges and presents the data. The qualitative method is a kind of research without using any calculation or statistic procedures. The scheme above is the techniques in analyzing data by :

### 1. Data Reduction

During the field notes processes, the data gained grow much and complex. The data need to be reduced. Data reduction means to summarize, to choose the points, to focus on the important matters, in order to find the theme. Reduction the data means summarizing, choosing the main thing, focusing on the important things, finding the topic and the form, Moleong (2006).

### 2. Presentation

The data are organized and managed for they are able to be understood. Data presentation enables the researcher to understand the problem and the whole situation and to plan the next steps.

### 3. Conculusion or Verification

The conclusion needs to be verified for its credibility. Verification refers to the process which able to the answer research question. Beginning conclusion is still temporary, and has be changed if there isn't strong proof that support on the next step in collecting data. But, if the beginning conclusion is supported by valid proof and consistent, when the researcher backs to the field, so the conclusion is credible, Sugiyono, p.99. In analyze data qualitative begin to seek supporting information, then the reduction data, presentation data, and the last is making conclusion. After reduces and presents the data, the last step has be done by the researcher is verification data. This is the final step then the researcher has make the conclusion about teacher's strategy to enhance student's reading comprehension.

#### 4. Triangulation

Triangulation is a technique that use to examine and check the data validity or in other word knows like “trustworthiness” with use something other out of data for check and compare the data are collected (Yasmin, 2012, p. 156), triangulation of data is a technique that is used to compare and check back of time and different equipment in qualitative research that has be rich through the observations, interviews or documents. Triangulation can be done by:

- a. Comparing between the results of observations data with the result of interviews.
- b. Comparing about people saying in public with what he or she says in private.
- c. Comparing between someone’s opinions in front of public with researcher observation.
- d. Comparing the interviews result to the data document that related to the object of the study.
- e. Comparing between observation data and documentation of SMP Negeri 7 Muaro Jambi.

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter presents the findings and discussion. Analysis of the collected data was carried out to answer the research problem, namely analyzing the Teaching and Learning Process of Reading in English at SMP Negeri 7 Muaro Jambi.

#### A. Research Finding

In this case, the researcher divides the findings into two subsections, namely the teacher's learning process and the teacher's evaluation in the process of teaching English reading activities to students. Based on the teacher's observations did all the subs well. For more details, the explanation can be seen as follows:

##### 1. Teacher's Process in teaching reading comprehension at SMP Negeri 7 Muaro Jambi

The research was conducted in class VIIIIG. The class consists of 25 students in this class. The teacher applied three steps to teach reading comprehension process. The first is that the teacher conducts pre-reading activities, for example, every learning activity will begin, the teacher will invite students to greet and greet each other using English. this is done so that students get used to and can say hello using English, indirectly this is also one of the teacher's strategies so that students are able to slowly speak English well. related to pre-reading activities, by saying hello in English which is applied by the teacher every time they start learning activities, the teacher will find it easier to find out the students' initial ability in English.

Then the second stage the teacher performs activities whilst-reading. This activity is the core activity carried out by the teacher in teaching English reading to students. when this activity takes place the teacher will apply the strategies they have to be applied in teaching activities, both regarding the use of learning media, discussion learning

techniques, using games in learning, and so on.

Finally, the teacher will do post-reading activities. This activity is in the form of an internal teacher approach to students who are considered to still do not understand what is being taught and provide solutions to the problems experienced by these students. The following is a more complete explanation :

#### a. Pre-Reading Activities

Pre-reading activities are what the learner brings to the reading will affect how she or he understands what they read. Many people argue that it can be very important in helping the learner understand what they read. In other words, pre-reading activities can help learners prepare for the reading activity. The following are the results of interviews conducted by researchers with teachers related to pre-reading activities :

*“... There are several steps that must be carried out, asusual for the beginning, namely apperception, reading prayers, taking attendance, motivating students before studying. When you get to the core, you start to explain, and the post activity repeats what you have learned.” (Teacher)*

Learning Activities divides into 3 activities. They are a). Preliminary; Introduction is the initial activity in a learning meeting at generating motivation and focusing the attention of students to actively participate in the learning process. b) Cores; The core activity is a learning process to achieve KD. Learning activities are carried out interactively, inspiring, fun, challenging, motivating students to actively participate, as well as providing sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students. This activity is carried out systematically and systemically

through the process of exploration, elaboration, and confirmation and c). closing; in the form of an evaluation of learning on that day and the delivery of material at the next lesson.

The teacher applied three steps to teach reading comprehension process such as: the opening, study session, and closing. It was included the teacher's activity to start the class using greeting and praying together.

In opening, before starting the lesson, teacher said the greetings and invited students to pray together. After praying, he greeted to students. After greeted them, the teacher asked their condition of the students and then she checked the student's attendance.

#### **For Example:**

**Teachers :**Assalamu alaikum warrohmatullahi wabarrokatu. Before we start our study we must pray together. Let's Pray together.

**Students :**Wa'alaikumsalam warohmatullahi wabarokatu. Bismillahir rahmanir Rahim. All praise is due to Allâh, the Lord of the Worlds. Arrahma . Sovereign of the Day of the Judgment. Iyyaka na'kbudu waiyyaka nasta'in. Ihdinassiratal mustaqim. Siratal lazina an'amta'alaihim ghairil maghdubi 'alaihim waladdhalin. Robbii zidnii ilma warzuqnii fahmaa, Waj'alnii minasha-shaalihiin. Amen..

**Teachers :** Good morning students.

**Students :** Good morning miss.

**Teachers :** How are you today?

**Students :**I'm fine thank you. And you?

**Teachers :**Fine too. Thanks. Who's absent today?

**Students :** no misses.

**Teachers :** Good. Are you ready to study?

The first observation, at the opening of teacher activities were consistent with the implementation of a scientific approach to learning and using the English language to communicate, for example, when starting the lesson the teacher greets children with eager and excited tone (greetings), check for the presence of students and student absent ask if one is not present.

Then the teacher asked the students to prepare their books, dictionary and also their homework. This activity took 5 minutes to the opening class. Then, the teacher explained about the topic before reading. This advanced organizer provided the students with a background to the new material. First activity the teacher said “what do you think about your mothers, students?” and the students answered together with their opinion about their mothers.

Here, the teacher gave background knowledge of the text. The teacher explained descriptive text, its social function, and its generic structure of descriptive text. The teacher led students to get as much information as possible concerning with the topic. The students and teacher read the text for the period of the time. The material that day was about descriptive text, including how to describe about animal, thing and person. In that occasions, the teacher wanted to give a text and asked the students to read and discuss it together about the meaning of the text. The text was entitled “My mother”. If they found some difficult vocabularies or find the difficult words they could find out the meaning in the dictionary, or asked to the teacher. The next section, the teacher asked the students to read the text.

In this section, the students were asked to read the text entitled “My mother” loudly. The teacher asked four students to read in order to save the time and the other students attended their friends. The student read loudly and the teacher corrected the pronunciation. When the student finished on the last sentence, they were asked about the meaning of the

sentences. After reading a text the teacher discussed the text with the student.

The teacher gave some questions or tasks that must be answered. The teacher wrote some questions about the previous text on the board. The responses from the students were good relatively. They responded with enthusiasm that they were active in the class. Their scores were good enough, from that activity for instance. The teacher ordered the students to make a group consisting of 4 students to practice making a descriptive text based on the picture about person. The teacher gave fifteen minutes to the students to do the task. After fifteen minutes, the teacher asked the students to present their results of discussion.

The closing session was that the teacher closed the meeting in the end of the lesson. The teacher reviewed what was learned that day. Then, the teacher concluded the material. He asked again whether the students understood or not, “students, do you understand?” before closing the teaching learning process. The teacher asked “any questions about it?” “if there is no question, thanks for your attention” the students answered “you are welcome” the teacher let them pray together.

The observation on Tuesday, August 10, 2021 the teacher applied three steps to teach reading comprehension process such as: the opening, study session, and closing. It was included the teacher’s activity to start the class using greeting and praying together. In the next apperception of the section, the teacher greeted the students by saying “good morning students? How are you today?” and then the students answered “Good morning mom, I am fine and you” and then the teacher answered “I am fine too, thanks you”, then the teacher read the students attendance list, and asked the students to prepare their books, dictionary and also their homework. This activity took 5 minutes for the opening class.

**Teachers :**Assalamu'alaikum warrohmatullahi wabarrokatu. Before we start our study we must pray together. Let's Pray together.

**Students :**Wa'alaikumsalam warohmatullahi wabarokatu. Bismillah hirrahmanirrahim. All praise is due to Allâh, the Lord of the Worlds.Arrahma . Sovereign of the Day of the Judgment. Iyyaka na'kbudu waiyyaka nasta'in. Ihdinassiratal mustaqim. Siratal lazina an'amta'alaihim ghairil maghdubi 'alaihim waladdhalin. Robbii zidnii ilma warzuqnii fahmaa, Waj'alnii minasha-shaalihiin. Amen..

**Teachers :** How are you today?

**Students :**I'm fine thank you. And you?

**Teachers :**Fine too. Thanks. Who's absent today?

**Students :** no misses.

**Teachers :** Good. Did you remember our material last meeting?

**Students :** Yes...

The second step was learning section or explanations. The explanation took twenty five minutes for reading comprehension. The teacher asked the students about the topic. The teacher asked some questions related to the topic and let the students respond. The teacher reviewed the previous material about simple present tense, the teacher asked “what are some examples?” some students answered “I eat breakfast every morning” another student raised his hand and said “I sleep every night”. The teacher directly said that the answer was correct, “yes right” the teacher’s explained that the word “every morning and every night” indicated about habitual activity. The teacher said what they will learn that day “now we will study the description about a famous place .

Based on the observation, most of the students were active in the teaching learning process. They were enthusiastically answering the

teacher's questions. Generally, the students used English in answering the questions although their answers were sometimes inappropriate. When the teacher read the text aloud while the students followed the silently by looking at the text given by the teacher to each student. Here, the teacher read the text twice. The first reading was to give the students experience how to read the text as a meaningful unit, and the second reading was the time for them to comprehend the text. In order to keep their attention, the teacher asked three students in turn to continue reading the text after the teacher. Among those students, there was a student who got problems in reading the sentences they had read. He still read the sentences word by word. Some students sometimes asked the teacher or their friends the unfamiliar words they found in the text. This condition might be caused by the students limited English vocabulary. Before the teacher gave the exercises dealing with the text, the teacher and the students discussed the meaning of the text together by guessing the unfamiliar words. At the end of the lesson, the teacher guided the students by giving some clues to make a conclusion about the text.

In order to make students more understand about the reading text, the teacher always asked them to repeat at home. Then he asked students to find another story that is similar. After that, they strong the story to class and read together". Then the teacher gave an example of the material, the text entitle "Nusa Tenggara".

The teacher asked the students to open their books and asked the students to read every sentence in the passage. Then, the teacher asked the students to ask the teacher if they had problems about vocabulary. The teacher asked the students to find out the meaning of difficult words by opening the dictionary as well. After that, the teacher read the text and the students listened to her. Then, the teacher asked each student to read the text and the teacher corrected the pronunciation and grammar.

In this text, the teacher explained the description of Nusa Tenggara. It was one example of descriptive text. After explaining the material, the

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teacher ordered the students to do the exercise for twenty minutes. He asked them to answer some questions that consist of retelling the text, comprehending the text and answered the questions related to the text.

The third step is closing. The teacher closed the meeting in the end of the lesson. The teacher reviewed what was learned that day. Then, the teacher concluded the material. He asked again whether the students understood or not. "Students do you understand?". Before closing the teaching learning process, the teacher asked "any question about it?", then the teacher gave homework to the students. After that, the teacher said "if there is no question thanks for your attention" the students answered "you are welcome" the teacher said "let's pray together".

The eighth grade students in SMP Negeri 7 Muarol Jambi still dependent on the teacher's explanation. However, they had experienced a variety of activities. They got a challenge to solve it and eventually they had to communicate with their friends like a discussion. In every English lesson, the students were trying to be actively involved. It could be seen when they answered the questions from the teacher in oral or written questions. It seemed that they were considered that they had to be responsible for their own process of learning. From the research, the researcher found that the students were as well as communicators as listeners and as negotiators. The students as communicators, it means that in every teaching learning process they could not do everything alone. They discussed the material with their friends. When they found difficult questions, they often discussed them together and the teacher also allowed them to discuss. For example, when there was a task to do, they did it in pairs, discussed the exercise together with his or her partner. From the statement, the researcher knew that the students often discussed the task with their friends, especially the complicated task. Students as listeners means that in teaching learning process the students listened to the teacher's explanation and tried to understand the material. Students as negotiators, when they worked in group and interacted with their friends

in the class. the researcher knew that the students often discussed the task with their friends, especially the complicated task. Students as listeners means that in teaching learning process the students listened to the teacher's explanation and tried to understand the material. Students as negotiators, when they worked in group and interacted with their friends in the class. the researcher knew that the students often discussed the task with their friends, especially the complicated task. Students as listeners means that in teaching learning process the students listened to the teacher's explanation and tried to understand the material. Students as negotiators, when they worked in group and interacted with their friends in the class.

*"... Yes, of course, by doing pre-reading activities for students. In teaching and learning activities reading English can make me know how far the ability of the students I teach regarding their understanding in learning English, especially reading."*(Teacher)

Pre-reading activities can make teachers know the basic abilities of a student in their understanding of English. In addition, pre-reading activities also function as providing initial knowledge related to aspects of reading to be understood, training students to know the purpose of reading and providing motivation and self-confidence. Pre-reading activities are a bridge to link a variety of knowledge that is related to the content of reading. Solchan, 2001:63.

There are many variations of pre-reading activities. This pre-reading activity cannot be separated from the basic competencies and indicators that will be achieved in learning to read. That is, all pre-reading activities are designed to achieve the basic competencies and indicators that will be taught to students.

*“... Yes, I often use this as a strategy so that students accustomed to saying English words if they are often trained to read English, so that their ability to read English slowly increases.”(Teacher)*

Many things can be done so that students are able to understand what the teacher teaches. By carrying out teaching and learning activities then interspersed with teaching how to read English vocabulary, of course this can also be an alternative strategy so that students are able to read English because they are used to pronouncing the vocabulary so that the ability of these students to read English will also increase.

#### **b. Whilst-Reading Activities**

These are activities which are designed to help your students to experience the text holistically as we do in the first language rather than to study it discretely as students usually do in a foreign language. The activities are intended to help the students to respond to the next in similar ways to those they would if they were reading it in their first language. The instructions are given to the students before they start reading but they are carried out by the students whilst they are reading. The following is an explanation of the strategies used while reading activities:

*“... The strategy I apply is to focus more on repetition learning materials and I slipped some games so that students better understand what I teach and the class is fun.”(Teacher)*

There are many strategies that can be used by teachers to make students understand more quickly what the teacher is teaching. In addition to continuously repeating the same theory so that students remember and understand more, creating a fun class of course also has a significant influence in improving students' ability to understand the English vocabulary that the teacher teaches.

*“...Some of them, especially those whose vocabulary is still low, of course experience difficulties, but I motivate them that nothing is impossible if you want to try.”(Teacher)*

Students' response during the learning reading was varied. Some of them whose low vocabulary feel difficult to understand the text. But as a good teacher, the teacher gave a motivation to them. So that, it can be concluded that teacher and students should have good communication.

*“...Yes, of course there are always problems but I try to solve them. I will find a solution as soon as possible.”(Teacher)*

In teaching, teacher often find some problems . Based on the interview, teacher believe that he can handle it. As a good teacher, he always tries to solve his problem quickly.

*“... Most often it is students do not pay attention to the teacher when explained. Students are often busy alone and noisy in class. Yes, they are still children, so the teacher must be patient and try to make the class fun.”(Teacher)*

The first problems faced by the teacher are the students often give little attention to the English teaching-learning process. The students always make noise. They are still childish. They sometimes didn't pay attention to the teacher and talked to each other.

*“... Yes of course. So I have limited time in transfer knowledge. Because they didn't care at first.”(Teacher)*

The next problem is the teacher has limited time to deliver the material. The teacher also faced the difficulty in managing the class. The students often make noise, so that the instruction from the teacher couldn't be heard. It makes the situation of the class difficult to manage. Over all it is similar to the previous study. But some problems that the

writer found are different with the previous study. The teacher is difficult in managing class and has limited time are not explained in the previous study.

*“...I usually take them to play for a while then come back study. So far, games were still effective to make students paying attention. After they felt fun, the teacher can continue the lesson. Of course, students’ mood was good to follow the instruction.”(Teacher)*

To support and complete the data obtained from the researcher’s interview with the english teacher who teaches class VIII G SMP Negeri 7 Muaro Jambi, the researcher also interviewed students randomly taken based on 3 categories, namely 2 students who got the highest grades in class, 2 students who got the standard grades in class and finally 1 student who gets the lowest grade in class, here is a more detailed explanation.

**Student's Process in learning reading comprehension at SMP Negeri 7 Muaro Jambi** The research was on the VIII G class. The class consists of 25 students in this class. And the research sample consisted of 5 people taken at random starting from those who got the highest English grade in the class to those who got the lowest score. The sample selection was assisted by the English teacher who taught the class. The participant can be seen in the following table :

No.	Name	Description
1.	Student 1	Who got the highest score 1
2.	Student 2	Who got the highest score 2
3.	Student 3	who obtained a standard score of 1
4.	Student 4	who obtained a standard score of 2
5.	Student 5	who got the lowest score

**INTERVIEWERS :** “ *Can you read English properly and correctly?* ”

“ ... *not fully able, still passive.* ” (Student 1)

“ ... *not fully able, still passive.* ” (Student 2)

“ ... *A little. Not yet fully able, still very passive.* ” (Student 3)

“ ... *A little. Not yet fully able, still very passive.* ” (Student 4)

“ ... *no. Absolutely I can't.* ” (Student 5)

The ability to read in English is the ability of students to recognize letters and words, then connect them with sounds, and understand the meaning of the writing that is read by starting with the ability to listen to letters correctly and precisely in English. Each student has different English reading skills according to the understanding of thinking and memory that each student has in understanding each English vocabulary learned.

**INTERVIEWERS :** “ *What is your understanding of learning to read a language English?*  ”

“ ... *I understand about several ways of writing vocabulary, pronunciation of vocabulary, as well as understanding how to express greetings and some common sentences that are often used in English.* ” (Student 1)

“ ... *I understand about several ways of writing vocabulary, pronunciation of vocabulary, and understand how to express greetings in English.* ” (Student 2)

“ ... *I understand how to say greetings and some common sentences frequently used in English.* ” (Student 3)

*“... I understand several ways of writing vocabulary, and pronunciation of vocabulary in English.”(Student 4)*

*“... I don't understand it at all, English in my opinion very difficult to understand.”(Student 5)*

Learning English is quite complicated if the basic understanding possessed by students is not good. However, if students already understand it, learning English will feel much easier. There are five basics of learning English that must be mastered by students in order to be able to speak English. The basics that must be understood and known are learning tenses, multiplying entertainment content in English so that it is easy to understand, diligent in finding the meaning of English vocabulary, diligent in practicing reading and writing English, and the last being diligent in practicing speaking fluently. use English. Each student has the ability to understand the basics with different levels of understanding depending on whether or not the student is responsive to what is taught by the teacher.

**INTERVIEWERS :** *“What obstacles do you often face in understanding how to read English? ”*

*“... difficult to understand some of the written and spoken vocabulary different.”(Student 1)*

*“... difficult to understand some of the written and spoken vocabulary different and difficult to understand the English pronunciation expressed by the teacher which sometimes makes misunderstanding what is conveyed.” (Student 2)*

*“... very difficult to understand some written and spoken vocabulary the attitude is different and it is difficult to understand the English pronunciation expressed by the teacher which sometimes makes misunderstanding what is conveyed.”(Student 3)*

*“... very difficult to understand some written and spoken vocabulary the attitude is different and it is difficult to understand the English pronunciation expressed by the teacher which sometimes makes misunderstanding what is conveyed.”(Student 4)*

*“... I don't understand at all because I lack confidence to start learning it and it is very difficult to understand some vocabulary that is written and pronounced differently and difficult to understand the English pronunciation expressed by the teacher which sometimes makes misunderstanding what is conveyed.”(Student 5)*

Going through the learning process is not easy, especially if you are learning a foreign language that is difficult to pronounce using the Indonesian tongue. Problems in learning English can vary. Whether or not students can deal with it depends on what kind of solution will be done. There are several obstacles that are commonly experienced by students, including lack of self-confidence, limited time to study, not memorizing vocabulary, difficulty in pronunciation, fear of learning grammar, difficulty in translating, and not having friends to practice with.

**INTERVIEWERS :** *“ What is the strategy of teaching reading English taught teacher can be understood well? ”*

*“... yes, quite well. I enjoy it, especially if the teacher gives games related to learning English, it can make the learning atmosphere more exciting and interesting.”(Student 1)*

*“... yes, quite well. I enjoy it, especially if the teacher gives games related to learning English, it can make the learning atmosphere more exciting and interesting. Moreover, with an impromptu quiz given by the teacher, if anyone can answer, they will get additional points, which is very exciting in my opinion.”(Student 2)*

*“... Yes, sometimes it can be understood, sometimes it is also difficult to understand. But I enjoy it, especially if the teacher gives games related to learning English, it can make the learning atmosphere more exciting and interesting.” (Student 3)*

*“... yes, not fully understood well sometimes, sometimes it can understood, sometimes also difficult to understand. But I enjoy it, especially if the teacher gives games related to learning English, it can make the learning atmosphere more exciting and interesting.” (Student 4)*

*“... not fully understood well sometimes, sometimes it can understood, sometimes it is still difficult for me to understand. But I enjoy it, especially if the teacher gives games related to learning English, it can make the learning atmosphere more exciting and interesting, but I am nervous and afraid that I can't answer if suddenly the teacher asks me to answer the questions given.” (Student 5)*

The use of learning strategies in the classroom is very important. The suitability of the strategy should also be considered by the teaching teacher. If the use of English learning strategies in the classroom is not appropriate, it will have a negative impact on students and their learning outcomes. According to Porter (Darmansyah, 2010) states that fun learning strategies are strategies used to create an effective learning environment, deliver material, and facilitate the learning process. This learning strategy is also known as a fun learning strategy with humor.

The fun learning strategy with humor itself is to start by creating a classroom environment that can affect students' ability to focus and absorb information, increase understanding through pictures that can visually display the content of the lesson, use funny and humorous posters that strengthen students' internal dialogue and design time. strategic breaks and fill them with fun activities such as making quizzes, funny questions, humor, explanations about transitions using various sources that can

encourage students to become interested in learning.

**INTERVIEWERS :** “What did you get from applying the reading method the English that your teacher taught you?”

“... the change was significant which was initially the atmosphere of the activity Boring learning becomes fun with the application of strategies or methods used by teachers to create an exciting classroom atmosphere by creating games that are packaged in the form of English quizzes, especially reading techniques that make the material provided easier to understand and understand.” **(Student 1)**

“... yes, as described by my friend before, the change was significant, initially the atmosphere of boring learning activities became fun with the application of strategies or methods used by the teacher to create an exciting classroom atmosphere by creating games that were packaged in the form of English quizzes, especially reading techniques that made the material provided easier to understand. and understood.” **(Student 2)**

“... a very noticeable change from my understanding of Regarding the correct procedure for reading English, at first I did not understand the method, I became more aware and understood what was being taught.” **(Student 3)**

“... yes I understand and understand more with what is being taught by the teacher with an interesting method to learn and not boring so that it is easier for me to understand and understand what is being taught by the teacher.” **(Student 4)**

“... yes at least now i have started to understand a little bit correct English reading technique than before.” **(Student 5)**

English learning methods will certainly be needed by every teacher to teach learning materials to students. By using the right learning method, all of our difficulties in understanding any English material can be handled. In addition, the process of understanding students is also faster, so it doesn't take long to understand the theory of English that the teacher teaches. Determining the most appropriate method for learning English is not easy. Therefore, the method must also be adapted to the ability of students.

Based on observations and research that has been carried out by researchers based on direct observations and interviews with teachers and students, it can be seen that the teachers of SMP Negeri 7 Muaro Jambi have implemented 3 strategies for teaching reading in general, namely visualization strategy, highlighting strategy and anticipation guide strategy. Specifically, there are also 10 strategies for teaching English reading. the first is lowering inhibitions, which in interviews conducted by the teacher explained that the teacher would provide solutions for students to be able to solve problems in reading English experienced by these students by applying a more exciting learning atmosphere and presenting various other learning media so that students understand better. with what is taught.

The second teacher also applies an encouraging risk-taking strategy. This strategy is used by the teacher if there are students who experience failure in learning to read English, then the teacher will not hesitate to give these students additional assignments so that students learn more to be able to understand learning activities to read using English.

The third, teachers also implement teaching strategies in terms of building students' self-confidence. On direct observation in the classroom during the research, the researcher saw that the teacher always appreciated the students in the class even though the students made mistakes in learning English. this is very influential on efforts to build students' self-confidence to want to be actively involved in every activity of learning to read English in class.

Fourth, teachers also carry out teaching strategies in terms of helping students develop intrinsic motivation. this is related to the third strategy, namely building students' self-confidence. with the appreciation given by the teacher is also able to help students to develop intrinsic motivation in themselves so that they are willing to be active in learning activities and reduce reluctance to actively participate in learning activities in class.

The fifth teacher also applies promoting cooperative learning to students who study in class. This activity is carried out so that students are willing to share knowledge or work together and help each other between students who understand and students who do not understand learning so that all students are able to understand what is taught by the teacher and learning activities become more effective.

The sixth teacher also applies the strategy of encouraging students to use right-brain processing. In this activity the teacher creates a more exciting atmosphere by using various types of learning media, namely in the form of learning to read English which is packaged into a game, giving students the freedom to express their imagination about something, whether it be in the form of fairy tales or anything else that is applied in written form or even. expressed directly like poetry. besides that the teacher also uses image media in carrying out learning activities in the classroom which of course will affect the performance of the students' right brain so that students have an increase in the ability to understand the learning provided.

The seven teachers also promote ambiguity tolerance. This activity is carried out if there are students who do not understand, the teacher is happy to repeat the explanation with sentences that are more understandable by students and always provide opportunities for students to want to participate in learning activities even if an error occurs.

The eighth teachers also apply strategies to help students use their intuition. This strategy is done by giving students the freedom to learn from each other or learn independently to understand what the teacher teaches in class.

The nine teachers also apply the strategy of getting students to make their mistakes work for them. This strategy is closely related to the eighth strategy, namely helping students use their intuition. With the existence of independent learning activities and freedom in discussion, of course, students will be able to solve the problems they encounter during learning activities independently (solve their own problems).

Lastly, the ten teachers also applied the strategy of getting students to set their own goals. This strategy is the result of the successful implementation of the nine strategies that have been implemented so that students are able to determine and even reach their own goals in learning to read English.

## **2. Teacher evaluate teaching learning process in reading comprehension at SMP Negeri 7 Muaro Jambi (post-reading activities)**

Evaluating was very important, because it can make the students know clearly about their mistakes on their works and they also know how to correct them. The teacher gave the post-test after the end of the material to evaluate the students understanding.

*“... I usually give a written test such as answering questions based on text or multiple choice.”(Teacher)*

Reading comprehension is the ability to understand the meaning of a text, and reading assessment is the evaluation of an individual's ability to understand text. Reading assessment can be a daunting task; however, there are many skills teacher can look for in order to evaluate a student's ability.

*“... Some say it's easy, some say it's hard.”(Teacher)*

Students response is varied. As it is known reading used text. The students sometimes are lazy to read the text. So teacher need to make the text short or give them a trick to read fast.



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In the reading test, the teacher asked the students to read the text and answered the questions according to the text. The teacher also had standard rule to score from rubric scoring. The score was not only got from the true answer of the test, but also from the attitude of the students during the teaching learning process.

This section was about 20 minutes. The students finished their short answer tasks. A reading passage was presented. The questions had to be answered with one or two sentence (s). The teacher and the students corrected that conversation whether their works were correct or not. When there were some mistakes, the teacher and the students should have corrected them.

The validity of the test is content validity, because the teacher took from the book. Content validity reflects the representation and relevance of a set of items used to measure a concept carried out through rational analysis regarding the content of the test through expert panel assessment. This validity refers to accuracy measurement is based on the content of the instrument to ensure that the item the scale used already meets the overall contents of the concept or the suitability of the item.

*"... Assessment for students if those with reading comprehension use multiple choice answered after reading the text. So it depends on how many questions, but the highest number is definitely 100."*(Teacher)

Based on interview, the teacher gave the highest score 100. For reading comprehension the teacher used multiple choice pattern, so students answer it after they read the text.

*"... The evaluation that I give includes daily practice, there is also work home, test, mid-semester and final tests or semester exams."*(Teacher)

First is the daily test. It is held twice a month. Beside, the teacher also uses daily task in assessment. The teacher also gives homework to make the students remember the previous materials. Second, the assessment is taken from the mid test made by the teacher. It is held in the middle of a semester. The last assessment is the final test. Final test is held in the last of a semester. The goal of the final test is to know the result of the students' learning in English teaching-learning process in a semester.

## B. DISCUSSION

There are several roles of the teacher, those are as a monitor, as motivator, as a controller, as a model, as a material developer, and as an evaluator. As monitor, the teacher is monitoring the students while teaching learning process. It includes checking the attendance and check whether the students understand or not. As a motivator, the teacher should be able to give motivation and advice to the students about mental, attitude, and behavior. As controller, the teacher takes full control in the class. So the teacher should be responsible in the English teaching-learning process. It is done in order to make the situation of the class more comfortable for learning. As a model, the teacher should give a good guide to the students inside or outside the class. Because the students sometimes imitate what the teacher does. As material developer, the teacher has to develop the material using facilities and media. It is conducted in order that the English teaching-learning process runs more smoothly. So the students can understand the content of the material delivered by teacher. As evaluator, the teacher must evaluate the students' work. It includes daily task, homework, daily test, mid test, final test, etc. It is done to measure how far the students understand the materials. The teacher can evaluate the students by using both oral and written question. Based on the explanation above, the roles of the teacher are appropriate with Richards' theory the teacher must evaluate the students' work. It

includes daily task, homework, daily test, mid test, final test, etc. It is done to measure how far the students understand the materials. The teacher can evaluate the students by using both oral and written question. Based on the explanation above, the roles of the teacher are appropriate with Richards' theory the teacher must evaluate the students' work. It includes daily task, homework, daily test, mid test, final test, etc. It is done to measure how far the students understand the materials. The teacher can evaluate the students by using both oral and written question (Book. *Readings in reading instruction*.2004).Based on the explanation above, the roles of the teacher are appropriate with Richards' theory and previous study and it is almost appropriate with the teacher's role in SMP Negeri 7 Muaro Jambi.

The students have two roles. They are as listener and as performer. As listener, the students have to listen what the teacher said in the classroom. It includes explanation of the material, motivation, advice, instruction, etc. As performer, the students do what the teacher asks in the English teaching-learning process. It means the students perform or practice their work. They are expected to develop their mentality. Based on the theory, the research finding about students' roles is not appropriate but it is appropriate with previous study.

Classroom procedure is important to make the English teaching-learning process more effective. The English teacher of SMP Negeri 7 Muaro Jambi uses Indonesian and English to teach the students, because most students of SMP Negeri 7 Muaro Jambi don't master English well. Using both Indonesian and English makes the students easier to materials.

The teacher also combines several teaching methods so that the teaching and learning process becomes fun and easy to understand. The teacher uses the Grammar Translation Method (GTM) combined with Communicative Language Teaching (CLT) to make the English teaching and learning process fun and the material acceptable to students. Based on interviews, sometimes teachers also use media to make it easier for

students to understand. Meanwhile, in the process of teaching and learning English, the teacher provides opportunities for students to be active in the classroom. In contrast to previous research. The teaching methods used in previous research are Communicative Language Teaching (CLT) and Cooperative Language Learning (COOp-LL).

The medias used by teacher in the teaching process were not always the same every day. The teacher used multiple media teaching teaching. In the learning process the teacher used the media image, the image directly, card, white board, board maker, laptop, power point and LCD to explain the material.

Then, the learning activity consists of pre activity, core and post activity. It appropriate to Iskandar theory that say about he learning activity divided into three activities. In evaluation, teacher gave students reading test as a reading comprehension standard. The assessment is also appropriate to the teacher book and material for students.

In reading class, class management was very difficult thing in teaching learning process. Sometimes, students liked to speak with their friends rather than listened to their teacher's explanation. Because of this matter, the teacher should be creative in order to attract the student attention. The teacher not only give stimulates but also give motivates students to learn, it related with Jacob Kounins (1970) stated that the mastery of classroom management must include the ability to teach to the learning style of the group instead of the individual, and organizing of lessons and teaching methods, the goal of classroom management is to create an environment which not only stimulates students learning but also motivates students to learn. Here was the way of teacher in managing the class if the students were noisy. The teacher walked around the class in order to make the students listen the explanation seriously. If there was a student made noisy, the teacher would point the students who did not pay attention to the teacher's explanation and the teacher would give question about the material. The students must read then answered

the question.

Based on Taufik Nur Haryanto with his research “A Descriptive Study on Teaching Learning Process of Students' Reading Comprehension”. The result of the study showed the description such as: (1) teaching learning process of students’ reading comprehension which was based on lesson plan to stage the activities until evaluation. (2) the material delivered by the teacher. (3) the media used by the teacher were handbooks, LKS, etc. (4) the technique applied by the teacher were three phase technique that was arranged into three phases such as introduction, main activities, and closing. So that this research also has the same result as him.

Based on the research finding, the teacher in SMP Negeri 7 Muaro Jambi uses 3 stages in assessment. First is the daily test. It is held twice a month. Besides, the teacher also uses daily task in assessment. The teacher also gives homework to make the students remember the previous materials. Second, the assessment is taken from the mid test made by the teacher. It is held in the middle of a semester. The last assessment is the final test. Final test is held in the last of a semester. The goal of the final test is to know the result of the students’ learning in English teaching-learning process in a semester. It supports the theory that was explained in the previous chapter. It has also been explained in the previous study.

Based on the research finding, the writer found several problems faced by the teacher. The students often give little attention to the English teaching-learning process. The students always make noise. They are still childish. They sometimes didn’t pay attention to the teacher and talked to each other. The next problem is the teacher has limited time to deliver the material. The teacher also faced the difficulty in managing the class. The students often make noise, so that the instruction from the teacher couldn’t be heard. It makes the situation of the class difficult to manage. Overall it is similar to the previous study. But some problems that the writer found are different with the previous study. The teacher is difficult

in managing class and has limited time are not explained in the previous study.

Based on the research finding, the writer found some problems faced by the students. First, English is the second language for the students, it is hard for the students to understand English fluently. Second, the students have limited vocabulary. Third, the students have limited facilities for learning English. In other hand, the problems faced by the students are the same, such as the students have limited vocabulary, and the students have limited facilities. In the other hand, the writer found new problem faced by the students that was not explained in the previous studies. The problem is that the English is the second language for the students, so they don't understand well on the word in English form.

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## CHAPTER V

### CLOSING

#### A. Conclusion

Based on research finding and discussion, it can be concluded that :

1. Learning Process divides into 3 activities. They are : Preliminary, Core and Closing. a) In the preliminary, the teacher familiarizes students with greeting each other with the teacher using english, such as when the teacher starts learning activities by greeting good morning and asking how the students are in english, the students also answer english, thus students' attention becomes more focused and active in the class. In addition, the teacher also motivates students to want to study harder and actively participate in class. b) In the core activity, the teacher carries out interactive, inspiring, fun, challeging english teaching activities and provides sufficient space for initiative, creativity and independence according to the talents, interests and psychological development of students. c) Finally, the closing activity of the lesson ends by looking back at the lessons that have been done and preparing the material next lesson.
2. The teacher at SMP negeri 7 Muaro Jambi in general there are threestrategies used in learning activities, namely visualization strategy, highlighting strategy and anticipation guide strategy. Specifically there are ten learning strategies used including : Lowering Inhibitions, Encouraging risk-taking, Building students' self-confidence, Helping students develop intrinsic motivation, Promoting cooperative learning, Encouraging students to use right-brain processing, Promoting ambiguity tolerance, Helping students use their intuition, Getting students to make their mistakes work for them and Getting students to set their own goals.
3. The teacher in SMP negeri 7 Muaro Jambi uses 3 stages in assessment. First is the daily test. It is held twice a month. Beside, the teacher also uses daily task in assessment. The teacher also gives homework to make the students remember the previous materials. Second, assessment is taken from mid test

made by the teacher. It is held in the middle of a semester. The last assessment is the final test. Final test is held in the last of a semester. The goal of the final test is to know the result of the students' learning in English teaching-learning process in a semester. It supports the theory that was explained in the previous chapter. It also has been explained in the previous study.

## B. Suggestion

Then, the researcher give some suggestion as follows :

1. The teacher should get the students' attention in order to make the students get the material deeply sometimes. The teacher can use Teams Games Tournament (TGT) to be applied to the students for having their attentions.
2. The teacher of reading should give the material in a series to make the students study the reading text from the basic easily.
3. The teacher should give more motivation to the students in order to improve the students' motivation to try reading a text loudly although it cannot be same with the master of ader.

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## APPENDIX 1

### LIST OF INTERVIEW

#### A. Interview For The Teacher

##### A.1 Teacher's Process in teaching reading comprehension at SMP

###### Negeri 7 Muaro Jambi

1. What do you know about the process of learning English especially learning to read in English is good and right?
2. Do you do pre-reading activities for students? in teaching and learning activities to read English?
3. Furthermore, do you also carry out teaching and learning activities? while reading in English reading teaching activities?
4. After conducting teaching with pre-reading activities, do you also supplement it with post-reading activities?
5. What strategies do you use when learning to read a language English in progress?
6. How do students respond during learning to read?
7. Are there any obstacles that arise during the learning process read English?
8. What are these obstacles?
9. Are there any other obstacles?
10. What did you do to overcome this?

##### A.2 Teacher evaluate teaching learning process in reading comprehension at SMP Negeri 7 Muaro Jambi

1. What kind of tests do you give for reading skills?
2. How do students respond?
3. How is it assessed for students? What is the highest score that given?
4. How many times have you given an evaluation?

## B. Interview For The Students

1. Can you read English properly and correctly?
2. The extent to which you understand about learning to read English?
3. What obstacles do you often face in understanding how to read English?
4. Is the strategy of teaching reading english that the teacher teaches can be understood well?
5. What have you succeeded in getting from implementing the English reading method your teacher taught you?

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## APPENDIX 2

### OBSERVATION CHECKLIST

Teacher :  
 Observer : **Enggar Jaundra**  
 Class :  
 Skill : **Reading**  
 Date Observation : **10 Agustus 2021**  
 Time Observation : **10.30 WIB**

No.	Activities	Practice Checklist		Note
		Yes	No	
TEACHER				
1.	The teacher prepare students of learn.	✓		Teacher greets students.
2.	The teacher introduce the topic before start teaching.	✓		The teacher introduces the learning topic before the learning activity begins, because it's

				so important.
3.	The teacher gives an explanation then material until finish.	✓		It will make students understand the lesson.
4.	The teacher uses indonesian language and english to explain the materials.	✓		The teacher uses two languages, indonesian and english, because not all students can speak english.
5.	The teacher asks question and gives test to know the achievement of learning objective.	✓		To find out the extent of development and achievement in students learning activities.
6.	The teachers' endorse the students to be active in asking and answering question.	✓		The teacher tests students one by one so that students are active in class.

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7.	The teacher uses media in teaching reading.	✓		Reading text that has been prepared by the teacher.
8.	The teacher will give innovative media, if the learning objective has not reached yet.	✓		The teacher prepares innovative media so that learning can be easily understood and more fun in class
9.	The teacher use the technique of reading are : a. Discussion b. Speech <b>c. Picture describing</b> d. Story telling <b>e. Poetry</b>  (BOLD. Technique Used)	✓		The teacher uses reading techniques that are easily understood by students, consisting of : <b>Picture describing and Poetry</b>
10.	The teacher uses instructional material as teaching aid to support learning.	✓		Such as LKS books (Student Worksheets) and stationery to

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				support the teaching and learning process.
11.	Teacher's roles a facilitator.	✓		Students are required to be more active. Students only as facilitators.
12.	Teacher's roles an informant of source.	✓		If students ask the teacher is always ready to answer.
13.	Teacher gives chance to students to pose their opinion.	✓		The teacher does not restrain students in expressing opinions.
14.	The teacher appreciates and gives respect for students' answer.	✓		The teacher appreciates every answer expressed by the students.



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15.	The teacher gives assessment in the class.	✓		The teacher gives a value according to the ability of the students.
<b>STUDENT</b>				
16.	Students are active in class (active participant).	✓		Students can be active if the teacher asks students will answer them actively (almost of them)
17.	Student are given motivation to learn (Motivated participant)	✓		The teacher provides motivation in learning so that students are not afraid to speak and are active in class

18.	The students must be active in teaching and learning activity.	✓		Students are endeavored to be active in class to improve their abilities
19.	The students do not have a role to set learning objective and material.	✓		Learning materials are determined by the teacher because the teacher acts as a facilitator to students and students only accept what is taught by the teacher

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## APPENDIX 3

### 1. Documentation Of Interviews With Teacher



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## 2. Interview Documentation With Students



## 3. Documentation in the Class



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## CURRICULUM VITAE



Name : Enggar Jaundra  
 Gender : Male  
 Date Of Birth : Pulau Pandan, 17 Mei 1999  
 Address : Desa Karang Pandan, Kec. Bukit Kerman, Kab. Kerinci  
 Contact : 085265466720  
 Email : [enggar.jaundra@gmail.com](mailto:enggar.jaundra@gmail.com)

### Education Background

1. Elementary School : SDN 123 Pulau Pandan (2006-2011)
2. Junior High School : MTS S Pulau Pandan (2011-2014)
3. Senior High School : SMAN 6 Kerinci (2014-2017)