PEDAGOGICAL ANALYSIS OF TEACHER STRATEGIES IN TEACHING READING COMPREHENSION AT THE SEVENTH GRADE OF MTs AL-KHAIRAAT PUSAT PALU

A SKRIPSI

Presented as partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd) at the Faculty of Tarbiyyah and Teaching Training State Islamic University Datokarama Palu

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2023

STATEMENTS OF SKRIPSI AUTHENTICITY

I hereby declare that this skripsi entitled "Pedagogical Analysis of Teacher Strategies In Teaching Reading Comprehension at The Seventh Grade of MTs Al-Khairaat Pusat Palu" has been officially approved as my work and it has not been and will not be submitted in the whole or part to another State Islamic University Datokarama Palu for the award of any other degree. If later, this skripsi found to be fabricated either in whole or in part, I declare that I must comply with the rule and regulations of the university and I must be ready for all the consequences thereafter due to this misconduct.

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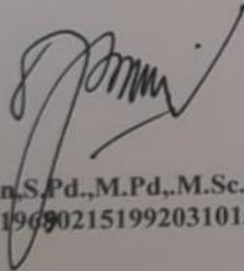
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APPROVAL PAGE

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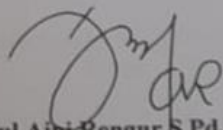
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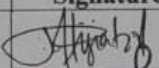
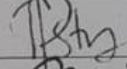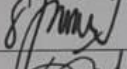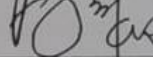Ruslin,S.Pd.,M.Pd,.M.Sc.,PhD
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A skripsi by **AYU HUMAERA**, NIM. 19.1.16.0042 entitled **"Pedagogical Analysis Of Teacher Strategies In Teaching Reading Comprehension At The Seventh Grade Of MTs AL-Khairaat Pusat Palu"** which had been examined in front of the board of examiners of the Faculty of Tarbiyah and Teacher Training in State Islamic University Datokarama Palu on 7nd January 2024 has met all the criteria for a scientific paper. Therefore, it can be accepted as the requirement for obtaining bachelor degree in English Tadris Study Program.

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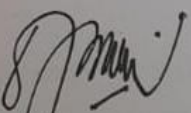
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Praise the writer pray to the presence of Allah SWT who has given grace, guidance and His gift so that the writer can complete this a skripsi with the title "Pedagogical Analysis of Teacher Strategies In Teaching Reading Comprehension At The Seventh Grade of MTs AL-Khairaat Pusat Palu" can be completed on time and in accordance with expectations.

Shalawat and greetings may always be devoted to His Majesty the Great Prophet Muhammad SAW. The writing of this thesis is submitted to fulfill one of the graduation requirements in the undergraduate level (SI) Department of English Education The Faculty of Tarbiyah And Teacher Training State Islamic University Datokarama Palu.

The writing process was not free from obstacles and difficulties, but thanks to the guidance, assistance, advice, encouragement and suggestions as well as cooperation from various parties who were very helpful so that this skripsi could be completed properly. Therefore, through this opportunity the author would like to express his deepest gratitude to:

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ABSTRAK

Research : Ayu Humaera

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Entitled :Pedagogical Analysis of Teacher Strategies In Teaching Reading Comprehension At The Seventh Grade of MTs AL-Khairaat   Pusat Palu

In fact, there are some problems in teaching process. Teachers still use the conventional approach like teacher as the centered in learning process, and methods used have not varied. The teacher method is more dominant in lectures and have not utilize learning resources other than books, so that the learning textbooks oriented, where the student handbook used as a reference in the hold of learning in the classroom without trying to develop and provide a clear explanation about material so that learners cannot understand the material well. As a result, the case makes the learners feel bored to learn English as a result of the lack of creativity in the classroom.

Based on the problems above, the researcher can be formulated: What are the strategies which employed by teacher in teaching reading comprehension at the seventh grade of MTs AL-Khairaat Pusat Palu? And what is the teacher implementation strategies in teaching reading comprehension at the seventh grade of MTs AL-Khairaat Pusat Palu?

The research used a qualitative approach, data collection techniques through observation, interviews and documentation. The data analysis techniques used were data reduction, data presentation, and drawing conclusions. The results showed that teachers have several strategies in teaching reading comprehension from prereading, while reading, and post reading. She shared good strategies that can be used in teaching reading comprehension.

There are several potential weaknesses in the way English teachers teach reading comprehension to their students. Teachers not only use English as a teaching medium in reading comprehension classes, they sometimes use Indonesian to help students understand. The findings of the research showed that the ways of teacher delivered the lessons were decided into three stages: Pre-reading, whilereading, and post-reading. These strategies were generally implemented in any reading lesson. However, the teaching of reading in this school was equipped with the use of mobile/smartphone, students worksheet, picture provided in computer.

In some cases, the teacher of English would take students outside the classroom for observing objects to describe. This practice promoted inquiry-based learning where students were truly empowered.

CHAPTER 1

INTRODUCTION

A. *Background of the Research*

The teaching strategy is a generalized plan for a lesson which includes structure, desire for the learner behavior, in terms of the goals of instructions, and outline of tactics necessary to implement the strategy. Teacher's strategies often expect students to develop their reading skills through osmosis (absorption) and without help. In the osmosis approach, it is believed that if a teacher teaches reading comprehension to a target language all day, they will improve their reading comprehension. [1]

Brown noted that the fundamental feature of teaching strategies is to make it easier to implement a variety of teaching methods and techniques. The key is to create learning environments that are more interactive to apply technology where applicable to the learning experience, and to use appropriate collaborative learning strategies. [2]

In fact, there are some problems in teaching process. Teachers still use the conventional approach like teacher as the centered in learning process, and methods used have not varied. The teacher method is more dominant in lectures and have not utilize learning resources other than books, so that the learning textbooks oriented, where the student handbook used as a reference in the hold of learning in the classroom without trying to develop and provide a clear explanation about material so that

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[1] JALL (Journal Of Linguistic and Literacy),ISSN 2598-8530,September, VoL.4 No. 2,2020

[2] Kurnia Ahmad ,.(2003) *A study on strategies for teaching speaking and reading comprehension skills.*

learners cannot understand the material well. As a result, the case makes the learners feel bored to learn English as a result of the lack of creativity in the classroom.

The teacher may use many different strategies. There are some effective instructional technique, the teacher must understand the principles and assumptions on each specific technique. There is certainly no shortage of descriptions or labels for activities that may be classified instruction.

In addition, teachers also may use other strategies such as developing a vocabulary for children, not continuing reading without understanding, using contextual clues, teaching reading strategies, visualizing what is written, providing a variety of reading purpose, identify texts and tasks, etc.

Pedagogical refers to performance, knowledge, and skill in teaching and learning. Thus, it includes teachers' capability to manage the teaching and learning process from the planning to the evaluation stages. Indonesians government policy and regulations defined teachers' pedagogical competence as the understanding of basic education, students, curriculum development, lesson plans, dialogical teaching and learning process, learning evaluation, and student's potential developments.[3]

The reason of choosing this title from an objective point of view is because of the researcher had done field experience practice, teaching for one month at Mts Al-Khairaat Pusat Palu. In general, English teachers have mastered the field of study that is related to the learning process. However, during practice at the school, the researcher saw that many students couldn't show the maximum in reading skill. Most of the

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[3] Syahruddin, Andi Ernawati, Muh Nasir Ade, teacher' pedagogical competence in school-based Management (2013),. P 214-215

seventh grade students were failed reading comprehension test, students feel stressed, in bored, lazy, of and did not understand the text.

The reason of choosing this title from a subjective point of view is because of the researcher found there are many problems in teaching reading. What strategies should the teacher used and how to implement those to overcome students disinterested in reading comprehension.

Based on the problems above, the researcher was done the research under the title *"Pedagogical Analysis of Teacher's Strategies in Teaching Reading Comprehension at the Seventh Grade of MTs Al- Khairaat Pusat Palu"*.

B. *Problem of the Research*

Based on the description above, the problem of the research can be formulated:

1. What are the strategies employed by teacher in teaching reading comprehension at the seventh grade of MTs AL-Khairaat Pusat Palu?

2. What is the teacher implementation strategies in teaching reading comprehension at the seventh grade of MTs AL-Khairaat Pusat Palu?

C. *Objective and Significance of the Research*

1. **Objective**

    a. To explore teacher's strategies in teaching reading comprehension at The Seventh Grade of Mts AL-Khairaat Pusat Palu.

    b. To know the implementation teacher strategies in teaching reading comprehension at the Seventh Grade of Mts AL-Khairaat Pusat Palu.

2. **Significance**

In accordance with the objective of the research mentioned above, this research is expected to provide benefits such as:

    a. Researcher can add insight, experience and provide knowledge about teacher pedagogic strategies in teaching reading comprehension and can be used as input and considerations for writers in developing teacher strategies in learning.

    b. Hopefully it will provide information and add ideas and references of academics.

D. *Operational Definition*

Avoiding the differences in understanding and lack of clarity in this study, the researcher provides confirmation as follow.

1. Analysis

The word analysis comes from the Ancient Greek "analusis" which is formed from two syllables namely "ana" which means to return and "lusis" which means to let go. When combined, the meaning of the word "analusis" is to release or decipher.[4]

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[4] Douglas Harper (2001–2012). *"analysis"*.etymonline.com . *23-12-2021*

2. Pedagogic

The word pedagogic comes from the Greek word "Paedos", which means son, and "agogos" means to accompany or to guide. Hence, pedagogic literally means helping boys to the ancient Greeks whose job was delivering children employer to school. Then figuratively pedagogically is an expert who guides a child toward a particular life goal.

3. Strategies

The word strategy comes from the word Strategos (Greek) or strategic. Strategies means generals or state officers, these generals are responsible for planning a strategy of directing troops to achieve a victory.

4. Reading Comprehension

Reading comprehension is ability to process text, understand its meaning, and to integrate with what the reader already knows. There are many reading strategies to improve reading comprehension and inferences, including improving one's vocabulary, critical text analysis and practicing deep reading. [5]

E. *Outline of the Research*

To obtain a more complete and concrete picture of the research, the researcher has prepared the outline of the contents. There are three chapters each of which has

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[5] Reading Worksheets, *Spelling, Grammar, Comprehension, Lesson Plans*.2008-0529

its own discussion and, interrelated between one chapter and another. The outline of the research is presented as follows:

Chapter I, presents an introduction which includes discussion background of the problem, the objective and significance of the research, some clarification of operational definitions and the outline of the contents.

Chapter II, deals with the results of previous research which is used as a basic for conducting the research, literature review, and conceptual framework.

This chapter the aims to introduce references as a rationale for conducting the research.

Chapter III, discussed the research method consuming research approach and design, research setting, research presence, data and data source, technique of data collection, data analysis, and trustworthiness of the data.

Chapter IV, the researcher describes, the results of research and discussion containing teacher strategies in teaching reading comprehension at MTs ALKhairaat Pusat Palu which is supported by implementing these strategies in stages until the end of the lesson.

Chapter V, and to end the research or discussion of this research, the researcher describes chapter V as a closing which contains conclusions from the research results which are answer to the research problem formulation and implications or research hope regarding research that is constrictive and realisti

CHAPTER II

LITERATURE RIVIEW

A. *Previous Research*

Several research already conducted about the previous findings by a number of researchers. Many researches discussed pedagogic strategies, method, technique or media to improve reading comprehension skills of the students. The following are the researches that deal with the topic of the proposed research.

First, the research of Ramlah entitled *"The Analysis of Teacher's Pedagogical Competence to Teach Reading Comprehension at the Second Grade Students of SMP N 2 Pinrang"*. This research uses qualitative descriptive method and the population in this study are four English teachers and second grade students of SMP N 2 Pinrang. Techniques and collection data of this study using observations, questionnaires and interviews before performing data analysis. The results showed that English teacher at the second grade of SMPN 2 Pinrang, if analyzed pedagogic competence can be expressed already have good pedagogic competence this can be seen from the way teacher guide, manage learning, understand learners, make planning and evaluate learners learn result.[6]

The research above, there is a difference between this research where the ramlah research was conducted in class 2 of SMPN 2 Pinrang and four English teachers, while this research was conducted in class 1 of and the research location was at MTS AL Khairaat, Palu center.

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[6] Ramlah, 'The Analysis Of Teacher's Pedagogical Competence To Teach Reading Comprhension at the Second Grade Students of SMP N 2 Pinrang', (2019.) 17 Desember 22:56

The other research was conducted by Sarti wahyuni., entitled *"An Analysis of Teacher's Pedagogical Competence in Teaching English at The Second Grade of Senior High School 3 Banda Aceh".* This research uses a descriptive qualitative approach and the researcher used observation, questionnaire, and document analysis as the method of collecting data. The purpose of this research is to find out whether all English teachers have components in pedagogical competence and student's perspective knowledge. Those, result of research is the English teacher

has all of the components of the pedagogical competence.

The English teacher has the ability in understanding the subject in English lesson, the ability in understanding the students, the ability in setting and implementing lesson plan and learning strategy, the ability in creating educational and dialogical learning which is interactive, utilizing the learning technology, and evaluating the learning outcomes.[7] Research above, the data collection method

used observation, questionnaires, document analysis, but in this research, the data collection used observation, interview and documentation.

Gendis Nadira Dwiningtias entitled "*Teachers Strategies In Teaching Reading Comprehension" at Junior High School 09 Bengkulu City*. This research was designed

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[7] Sarti wahyuni.,"An Analysis of Teacher's Pedagogical Competence in Teaching English at The Second Grade of Senior High School 3 Banda Aceh." *STKIP Bina Banga Getsempena*, (2018)

as descriptive qualitative research and it was conducted at Junior High School 09 Bengkulu City. Participants of the research were two english

teachers who teach second grade of that school. The result of the data was analyzed and broken down into three stages, they were data reduction, data display, and drawing conclusion or interpretation. The result showed that the teacher used several strategies in teaching reading comprehension, there are brainstorming, reading aloud, and asking for specific information. This research were used three strategies in reading comprehension. Namely brainstorming, reading aloud, and asking specific information. Whereas in this research the researcher uses the same strategies, namely making connections, questioning, visualizing and inferring.

The other research comes from Yesicha Audina., entitled *"An analysis of teacher's strategies in teaching reading comprehension"* this study was raised due to problems in learning reading. The researcher saw that teachers and students experience constraints in the learning process. The problem is when students do not understand the content of the reading because students only learn to translate word by word. The purpose of research is to know the strategies used by English teachers and the reasons why did the English teacher choose those strategies. The method of the research was qualitative research. The Instruments of this research were observations and interviews. The results of this study using the strategy of Directed Reading Activity (DRA). [8] The problem raised in the research above is the students do not understand the content of the reading because students only learn to translate

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[8] Yesicha Audina., "An analysis of teacher's strategies in teaching reading comprehension"This study was raised due to problems in learning reading.*Vol.11 No.1, Februari 2020*

word by word, but the problem in this study is how to apply pedagogic in reading to find out what students respond.

From previous researches above, the researcher will use it as a basic benchmark which has the same goal of seeing how teacher strategies can help students understand during the learning process in teacher strategies reading comprehension, but also have differences in terms of research method and design, research population, and technique of data collection.

For this research, the researcher used descriptive qualitative approach. There are two kinds of approaches, namely the approach that teacher centered and there is students centered approach. The researcher choose students centered approach because the students centered approach learning approach is active learning where students solve problems, answer the questions, formulate their own questions, discuss, explain during class cooperative learning, where students work in terms on problems and projects.

B. *Theoretical Framework*

1. Pedagogical Analysis

Pedagogic comes from two words in ancient Greek, namely paedos which means child and agogos which means accompanying, guiding or teaching lead.[9] Uyah Sadulloh in his book that pedagogic is the science that studies problems guiding children towards certain goals so that they are able to be independent to solve problems in

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[9] Uyyah Sadulloh, Pengantar filsafat pendidikan (Bandung: alfabeta, 2018) hlm.1-2

their lives or in other words develop their personality and as one of big the teacher's tasks besides conveying and transforming knowledge in learning.

The term pedagogical analysis is the combination of two words "Pedagogical" and "Analysis". It is the scientific and analytical study of teaching a topic. The sole objective of pedagogical analysis is to make teaching learning process more scientific, effective, and impressive.

Pedagogical analysis is also related to the cognitive and social aspects of learning. The researcher explained below what are the cognitive and social aspects of learning.

A. Cognitive aspect of learning

Cognitive learning is an active style of learning that focuses on helping you learn how to maximize your brain's potential. It makes it easier for you to connect new information with existing ideas hence deepening your memory and retention capacity. The ability of the brain's mental processes to absorb and retain

information through experience, senses, and thought is known as cognition. [10]

The following are fundamental aspects of cognitive learning:

1. Comprehension

For cognitive learning to be efficient and benefit you, understand the reason why you are learning a specific subject in the first place.

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[10] Jennifer Harrity, Indeed.com 11,(2023)

2. Memory

Cognitive learning discourages cramming of information, which is very ineffective in education. Having a deep understanding of a subject improves your ability to relate new knowledge with previous experiences or information.

3. Application

Cognitive learning strategies help you apply new information or skills in life situations. They encourage you as you continue to develop problem-solving skills.

B. Social aspect of learning

One of the key elements of learning is the social component. There are many theories that review and analysis it, and, no matter the focus, they all agree that social interactions and socially constructed meanings are key to learning. Social skills have several aspects that support students' social skills to be better. These aspects of social skills include cooperative activities, relationships, responsibility, empathy and self-control of these students. The research results, when people learn collaboratively in small groups, they learn more, remember the information better and longer, and are more satisfied with the learning process.[11]

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[11] Wenger,E.(1998). Communities of practice: Learning,Meaning, and Identity.Cambridge: Cambridge university press.

2. Teacher Strategies

The word strategy comes from the word Strategos (Greek) or strategic. Strategos means generals or state officers, these generals are responsible for planning a strategy of directing troops to achieve a victory.[12] In the world of

education strategy can be interpreted as "a plan, method or series of activities designed to achieve a particular educational goal.[13]

Teachers who have a good delivery strategy are able to apply a more cooperative and interactive way of teaching. So that students are active in following the learning atmosphere.

So it can be concluded that the teacher's strategy is the teacher's effort to vary the way of teaching and create a pleasant teaching atmosphere in the classroom so that students can be involved and active in participating in learning actively not passively.

3. Definition of Reading Comprehension

Reading is one of the most important language skills that should be developed inside and outside the classroom. It is also one of the most common ways to get information. According to Harmer, the reader employs a number of specific skills when reading and their success in understanding the content of what they see depends on a large extent on these specific skills. The skills of reading are: productive skill, extracting

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[12] Anissatul Mufarrokah, Strategi Belajar Mengajar, (Yogyakarta: Teras, 2009), 36.

specific picture, getting specific picture, extracting detailed information and discourse

pattern, deducting meaning from context.[13]

[13]Wina Sanjaya, Strategi Pembelajaran Berbasis Standar Proses Pendidikan (Jakarta: Kencana, 2008), 128

Reading comprehension is a "construction process" because it involves all of the

elements of the reading process working together as a text, read to create a

representation of the text in the reader's mind. Theoretically, reading comprehension

is a process of interaction between the readers with the text. According to Smith in

Westwood reading comprehension is considered to occur at four levels of complex.

These levels are:[14]

1. Literal comprehension: reading is to understand, remember, or recall the information explicitly contained in a passage.

2. Inferential comprehension: reading to find information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring.

3. Critical or evaluative comprehension: reading is to compare information in a passage with the reader's own knowledge and values.

4. Appreciative comprehension: reading is to gain an emotion or other kinds of valued response from a passage.

Finally, it can be concluded that reading comprehension is the process of making

meaning from a written text. Therefore, reading comprehension is a complex

[13] Jeremy Harmer. Op Cit. p. 130
[14] Peter Westwood. Op Cit. p. 21

process by which a reader tries to reconstruct a message in graphic language by a writer.

The researcher can conclude that it seen reading comprehension become the main goal, whatever the readers' goals in doing the reading. Although reading comprehension could be achieved through a very complex process, readers' knowledge about the topic, read and ability to understand text structure and meaning will obviously help them to achieve reading comprehension.

4. Strategies Reading Comprehension

1. Pre-Reading Phase

Pre- reading phase is used to dig up all information about the text. In this phase, the aim is to motivate students and to make students interested. There are some experts introduce strategies in teaching reading comprehension. First, according to Gibbons, the strategies in pre-reading consist of predicting from words, predicting from title, predicting from key illustration, sequencing illustration, sharing existing knowledge and reader questions. Second, according to Brown the reading strategies in pre - reading phase contains introducing topic, encouraging skimming, scanning, predicting and activating Schemata.

2. While- Reading Phase

In this stage, appropriate strategies can be used to help student in comprehending the text. First, according to Gibbons, those strategies could be modelled reading, skimming and scanning, rereading, sharing reading, word masking, pausing and predicting, shadow reading, summarizing, jigsaw reading, and reading aloud. Second,

the strategies states by Brown, include take note and give a sense of purpose of reading to students.

3. Post-Reading Phase

In this phase, the teacher role is to evaluate students' comprehension toward the text. First, according to gibbons, there are innovating the story and questioning. Second, the strategies stated by Brown, are comprehension questions, vocabulary study, identifying the researcher purpose, discussing the researcher line of reasoning, examining grammatical structures, or steering students toward a follow up exercise.[15]

3. Techniques In Teaching Reading Comprehension

Teaching reading how to comprehend is not easy. Teachers should have some knowledge of techniques to make students able to interpret or to understand the idea and thought of the whole text. Iskandar wassid and Sunendar, Dadang state that there are various techniques that can be applied in teaching reading comprehension, they are:

1. Brainstorming

Brainstorming is thrown problem to students which must be answered by them so that the problem rounds into new problem. It is used to generate the flow of ideas in a class. Then, it is also intended to make the students realize their background knowledge about the topic to be read and to activate their memory and expectation since there are a lot of students in a class and this can make a

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[15] Permana, Dio R. 2015. *Teaching Strategies Applied by PPL Teachers in Teaching Reading Comprehension*.

various thinking or idea about something if there. From this explanation, it can be concluded conclude that in brainstorming the readers need to use their memory in order to memorize their previous knowledge related to the topic, so that they may have some expectations and idea that might be discussed in the ext.

2. Summarizing

Summarizing can be highly effective for helping students to identify main ideas, generalize, remove redundancy, integrate ideas, and improve memory for what is the read. In this process, teachers will monitor, evaluate and organize their understanding while reading. After students write what they get in reading, they realize how far they have understood the text. If understanding is impaired, they can read the text. In addition, this technique is usually used after the students reading the whole text in the class, and they have to make a summary of the text so that it can be easier to understand what the text is discussing about.

3. Close procedure

Clouse procedure is a technique in which words are deleted from a passage according to a word-count formula or various other criteria. The purpose of close procedure are to identify students" knowledge and understanding of the reading process, to determine which cueing system readers effectively employ to construct meaning from print, to assess the extent of students" vocabularies and knowledge of a subject, to encourage students" to monitor for meaning while reading, and to encourage students to think critically and analytically about text and content. [16]

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[16] Iskandar dan Sunendar, Dadang.2008. *Strategi Pembelajaran Bahasa,Bandung: Remaja Rosdakarya.*

C. *Conceptual Framework*

1.1 The conceptual framework underlined in this research was given below.


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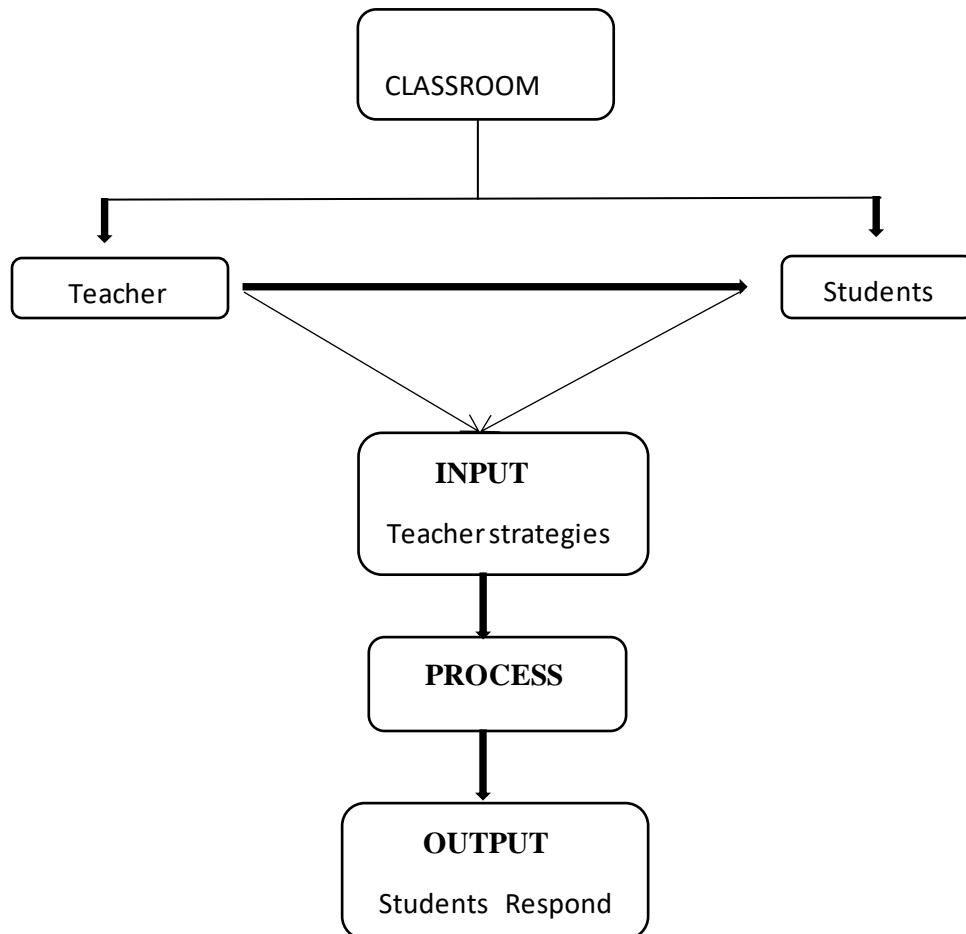
In the diagram above the process inputs and outputs are briefly classified as follows. The input describes the implementation of teacher strategies in the classroom. While the process refers to the activities of students in the class to receiving and absorbing learning. The output aims on how students respond to the implementation of teacher strategies in reading comprehension.

CHAPTER III

RESEARCH METHODOLOGY

A. *Research Approach and Design*

The research approach is an underlying assumption in the mindset used to discuss object of the research. In writing this scientific work, the author used the method qualitative method, which is described some aspects of assessment that are the target of the compiler's research. The choice of this approach is because this method is easier to relate to the exiting reality. The qualitative approach assumes descriptive data in the form of written or spoken words from the people being observed, then this study examines in depth the issues that must be studied (researcher focus) and this method is more sensitive in adapting to sharpening the patterns of values encountered.

According to Starus and Corbin, as quoted by Basrowi and Sukidin, that qualitative research is a type of research that produces findings that cannot be achieved using statistical procedures or other quantification methods. The compiler tries to approach the intended approach, namely a research that seeks to explain the current problem solving based on data so that the compiler can find certainty and authenticity of data to be described as accurate research results.[17]

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[17] Rosadi Ruslan,*Metode Penelitian Public Relations dan Komunikasi*, (Cet 3;Jakarta: RajaGrafindo Persada 2005)

B. *Research Setting*

In undertaking this study, the researcher direct research setting, in order to obtain the data by asking permission to the school principal, also the element associated with the object of the research such as teachers, staff and students.

The plan of implementation of the study as follow:

1. Research Location

   The location of the research in this research carried out for the teacher of the seventh grade of MTs AL-Khairaat Pusat Palu. at Sis Al-jufrie street,west

   Palu.

2. Time Research

   The research activities was conducted whitin a week from 24 -28 july 2023. at MTs AL-Khairaat Pusat Palu..

C. *Presence of Researches*

The qualitative researchers mentioned, the main instrument in this research is humans.[18] Therefore, to prepare data comprehensively. The presence of the researchers in the field is highly prioritized because data collection must be carried out in the reel situations. Although the position of the researcher can be another, in practice it is the researcher himself who essentially carries out the research process

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[18] Rochiawati Wiratmaj, *Metedologi Penelitian tingkat kelas* (bandung; Rosda Karya 2007)

D. *Data and Data Sources*

The type of data to be collected by the author is primary and secondary. Primary Data is data that is directly collected from the first source. While the secondary data is data sourced from documents.[19] For more clarity, the author will describe bellow.

1. Primary Data

Primary data is collected through field research, direct observation and interviews trough source or informants. In this case the data obtained is dircly observed at Mts Al- Khairaat Pusat Palu.

2. Secondary Data

Secondary data was obtained through the library, in the form of books, written source, as well as documents on the internet related to research problems, the data is used to complement the primary data.

E. *Technique of Data Collection*

Technique of qualitative data collection is collection of data for which data is descriptive meaning data in the form of events categorized or in the other forms such as photos, documents and notes field when research is conducted. In this research used data collection technique as follows:

1. Observation

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[19] Sumardi Suryabrata, Metodologi penelitian UGM ,(Jakarta;Raja Grafindo Persada 2003)

Observation is a method and technique of collecting data by systematically observing and recording the symptoms or phenomena that exist in the object of research. Observation is also a complex process, a process composed of various

biological and psychological processes, two of the most important of which are the processes of observation and memory.[20]

Through observation, the researcher learned about the meaning to that behavior. Furthermore, the researcher chose passive participation, means the researcher was present at the scene of action but did not interact or participate. Researcher got the data by observing how the teacher's pedagogic especially mastery students" characteristics.

In collecting observation data, the data collection instrument intended by the researcher to used field notes and video recorder that found events in the field. Observations were made while learning was taking place by observing the teacher who provides learning material directly and observing the teacher's pedagogic especially mastery students" characteristics in providing English learning.

2. Interview

Interview is a method of collecting data by way of question and answer which is done systematically and based on the problem, and research objective. This is about self-report or at least personal knowledge and/or beliefs.[21]

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[20] Sugiono,*Metode Penelitian Kuantitatif, dan R&D*, Alfabeta; Bandung 2014

[21] Ibid

This technique is used to obtain data in the form of tasks performed, and data relevant to the author's research by face-to-face with the relevant who work at Mts Al-Khairaat Pusat Palu. The researcher used a common user interviews. In this study the researcher conducted research directly to the informant, the subject is

one of English teacher and twelve students the seventh grade of Mts Al-Khairaat Pusat Palu.

In general, the types of interviews are divided into planned interviews and incidental interviews. In this research, the researcher chose the type of planned interview conducted to obtain information materials in accordance with the theme that has been planned before. To conduct a planned interview, the interviewer must first prepare an interview guide and determine the relevant sources or informants. The source in question is a party that is considered to have knowledge and experience related to the theme that has been planned.

For interview purposes, researchers should equip themselves with tools such as interview notes and or a tape recorder. Furthermore, information materials, both in the form of notes and recordings, are processed and packaged in such a way that information is ready to be published.

3. Documentation

Data collection using the documentation method, namely by finding data or information from books, notes, transcripts, newspapers, magazines, inscriptions, meeting minutes, agendas, and others. The documentation used in this research is a questionnaire. According to Sugiyono, it is a data collection technique that is carried

out by giving a set of questions or written statements to respondents to answer. Then the results of the answer from these respondent were made as physical files for data collection taken for this study.

F. *Technique of Data Analysis*

Data analysis is the process of arranging data sequences, organizing them into a pattern, category, and basic descriptive unit.

There are three techniques in descriptive qualitative analysis:

1. *Data Analysis*, is a selection process, focusing on simplifying validation and transforming raw data that emerges from written records in the field. Data engineering is done by summarizing, developing coding systems, tracing themes, making clusters and writing memo.[22]

   a) Data Reduction, namely the research summarizes some data and information that is considered important for analysis and then includes it in this discussion. Done by sorting, simplifying, and transforming raw data that emerges from written records in the filed. Thus the data that has been reduced will provide a clearer picture, and make it easier for researchers to carry out further data collection.

   b) Data Display, data display is research to obtain data information from the object in question. In this study, if the data obtained have been many and piled up, the researcher have no difficulty in mastery of information either as a whole or

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[22] Muhammad Iqbal Hasan, Pokok-pokok Materi Metedologi penelitian dan Aplikasinya (Jakarta: Gralia Indonesia,2002)

certain parts, then the researcher makes a narrative, or graph to facilitate the data.

c) Drawing conclusions, is the final step after going through personalization both during data collection and afterwards. This activity is intended so that the meaning that emerges from the data must be tested for the correctness, strength and suitability which is the validity of the data.

2. *Data Processing*, is the process of adjusting complex information in a systematic form, so that it becomes simple and selective and its meaning is understood.[23] The presentation of this data is intended to make meaningful patterns and provide the possibility of drawing conclusions.

G. Trustworthiness

Trustworthiness of the data is an important part that cannot be separated from qualitative research. In other words, if the researcher examines the validity of the data carefully according to the technique, then it is clear that the research effort can really be accounted for from all aspects.

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[23] Sugiono, Metode Penelitian Kualitatif Dan R Dan D (Bandung:Alfabeta,2011)

Adapted from Miles and Huber man in McMillan and Schurmacher,1993

1. Triangulation

Triangulation is one of the approaches used by researchers to explore and perform qualitative data processing technique. The triangulation technique can be likened to a technique for checking the validity of data by comparing the results of interviews with the research object. In qualitative data processing techniques, the most important instrument is from the researcher

himself. Through this, the quality of qualitative research is very dependent on a research.

Researchers do triangulation of course there is a specific purpose to be done. In addition to collecting data that will be used in research, researchers also simultaneously test the credibility of data through various data collection techniques and various data sources. The use of triangulation is to track dissimilarities between data obtained from one informant (the informant) and other informant. Therefore, a technique is needed that can unify the differences in data so that accurate and precise conclusions can be drawn.

The more recent use of the term in qualitative and quantitative research–to describe obtaining more reliable or accurate answers to research questions by comparing results from two or more different study approaches–has been criticized

for being unrelated to the original use of the term, and for not having clear definitions or criteria for its use.[24] We believe that when the term

'triangulation' is used in research, its meaning is similar to its original use in surveying.

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[24] International Journal of Epidemiology, Volume 45, Issue 6, December 2016, Pages 1013,

(1866–1886,)

TRIANGULATION

Data Collection
The data of the study collected trough
1. Observation
2. Interviews
3. Documentation

Data Reduction
Sorting, simplifying, and transforming raw data that emerges from written records in the filed.

Data Display
1. What are the strategies employed by teacher in teaching reading comprehension at the seventh grade of MTs AL -Khairaat Pusat Palu?
2. What is the teacher implementation strategies in teaching reading comprehension at the seventh grade of MTs AL -Khairaat Pusat Palu?

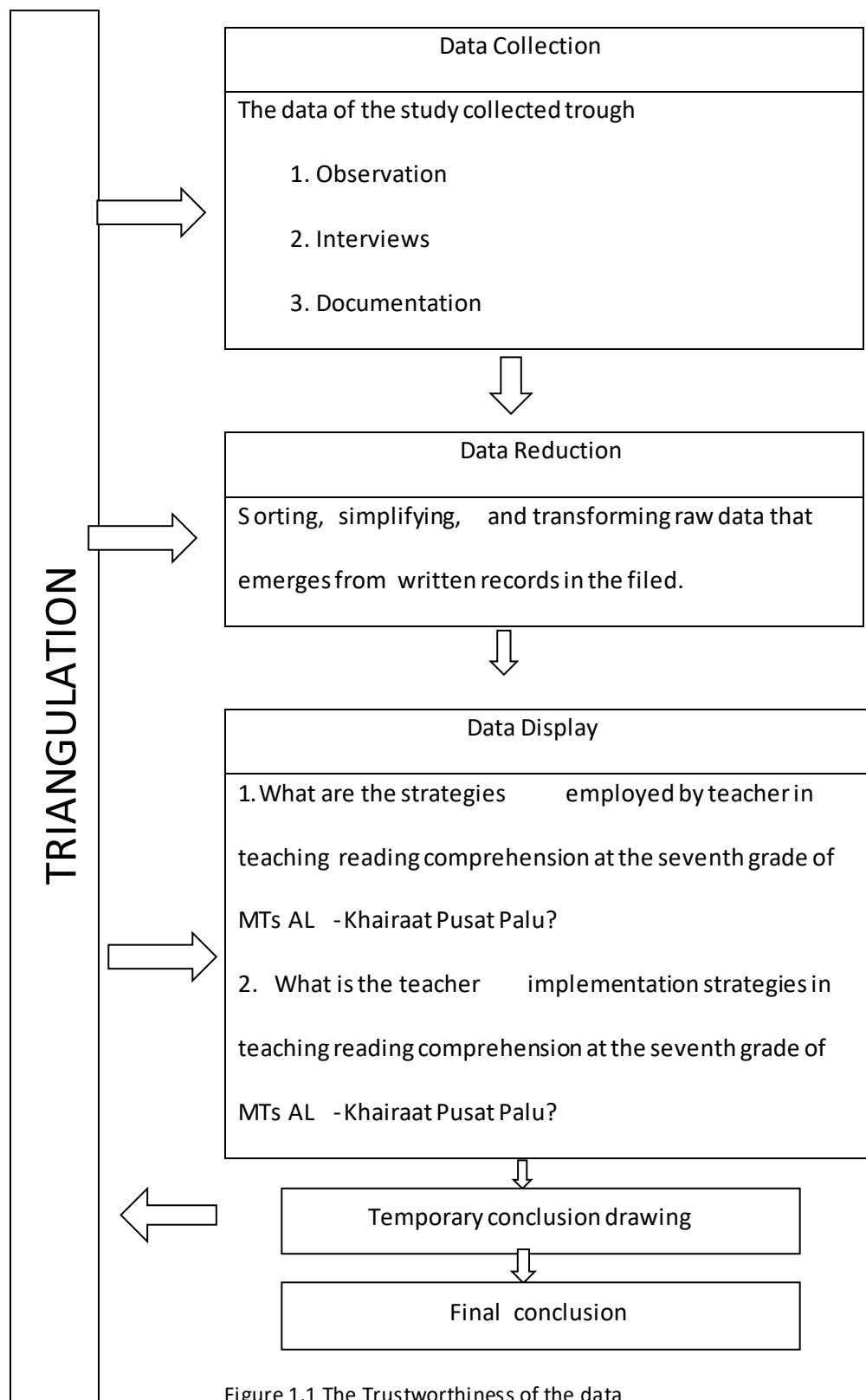| Temporary conclusion drawing |
| --- |

Final conclusion

Figure 1.1 The Trustworthiness of the data

CHAPTER IV
FINDINGS AND DISCUSSIONS

A. *Research Findings*

This section elaborates the findings of the research. Here two aspect were particularly discussed: the strategies employed by the English teacher in teaching reading comprehension of the strategies in teaching reading comprehension.[25]

1. The Strategies Employed for Teaching Reading Comprehension

The from the first part of research findings

1. Pre-reading

During this stage, there were some techniques and instructions done by the teacher as her strategies in teaching reading comprehension. In general, the teacher have used brainstorming, encouraging the use of dictionaries, discussing text types, and predicting.

a. Brainstorming

Brainstorming is one of the activities which can be done in, the pre-reading stage. In general, the teachers activated their student's knowledge by asking questions of related words within text or to the title given which were called brainstorming activities as one of very popular tasks in pre-reading activities. Students are invited to call out words, knowledge and experience that relevant to the text, relevant language and an expectation meaning It can help to elicit background knowledge and to activate necessary schemata.

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[25] Zaitun Pangeran *(seventh grade English Teacher MTs AL-Khairaat Pusat Palu)*, Interview 24 Juny 2023

b. Encouraging the Use of Dictionary

The use of dictionaries in teaching reading comprehension as a foreign language is very dominant. In this case, the teachers of this study seem to ask their students to consult dictionary in teaching reading comprehension. This strategy is used when their students have problems in finding the meaning of the new or difficult words in the pre-reading stage. They used a dictionary for verification who proposes to use dictionary as a pre-reading support.

c. Discussing Text Types

Based on the data gathered, one of the most frequent strategies which chosen by the teachers in the pre-reading stage is the discussion on text types. Based on the data, it seems that the teacher had done a strategy of discussing text type or text structure strategy.

2. While - Reading

Based on data gathered, there were some strategies used by the teacher in teaching reading comprehension in the while-reading stage. In general teacher have used read aloud, reread strategy, and directed reading strategy, vocabulary collection and redefinition strategy, and Gist strategy.

a. Reading Aloud

Although term of read aloud is the classic strategy in teaching reading, many teachers tend to use this strategy in various levels of students. This strategy was also noted from the observations in this present study. Teacher had used this strategy, whether reading aloud to students or reading aloud by students in teaching reading comprehension. Furthermore, an online publication stated that a

person who reads aloud and comprehends the meaning of the text is coordinating word recognition with comprehension in highly complex ways. [26]

b. Reread for Checking Comprehension

Focus on the students' ability and improving their control of language while reading the text are other competences of a teacher in teaching reading comprehension. In the present study, teacher asked students to check or monitor their comprehension while rereading the text in teaching reading comprehension. [27]

c. Direct Reading Activity

In this strategy, the students are asked to read the text silently and the teacher should prepare one or two comprehension-level questions for their reading. In this case, the teachers used silent reading as a procedure of Direct Reading Activity (DRA). A basic format to improve students' word recognition and comprehension skills.

d. Discussing of Unknown Words

Based on the observation data, teacher generated vocabulary activities in this stage by identifying unknown words from the text. In doing this strategy, the teachers tried to lead the students to identify the difficult words to understand the text. In relation to this activity, that the most common method of vocabulary instruction is to discuss the unfamiliar vocabulary as it naturally

comes up and as part of another language activity. This method is used by students to memorize words paired with a short definition or a synonym.

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[26] National Capital Language Resource Center (2007)
[27] Ibid

e. Retelling the Text

Based on data, a teacher tried to create the interactions between students' background knowledge and the text by retelling the text. She asked students to write and read their retell. She asked them to retell the text by using their own words in their first language. After students write the retelling, she asked some students to read and discuss it.

3. Post - Reading

In this stage, the teachers had done the activities which include: questioning, clarifying and justifying comprehension, asking for specific questions, reviewing and follow-up strategy.

a. Evaluating Comprehension in Particular Tasks

In the present study, the three teachers had used questioning which is given under the reading text in various tasks. It is in line with The National Capital Language Resource Center's report that suggested three kinds of activities to evaluate comprehension in the post-reading stage; evaluation of comprehension in a particular task, evaluation of overall progress in reading and in particular types of reading tasks and deciding if the strategies used were appropriate for the purpose.

b. Clarifying and Justifying the Students' Answer

In this study, teacher created the activity which aimed to ask the students with comprehension questions and clarified their answer to the class to make sure that they understand the text. Justifying comprehension, as the possible application for teaching reading comprehension, is a technique that ask students

to read a passage, then ask comprehension questions, and then ask the class to justify their answer to the comprehension questions.

c. Asking Questions for Specific Information/Scanning Strategy

It also found that the teachers used questions to seek the specific information from the text. It is in line with Brown's idea that classifies scanning the text for specific information without reading through whole text as one of the strategies in reading comprehension. Scanning activities, as a very important useful skill for all readers, are used to find specific information quickly without reading every word of a text.

d. Reviewing

In general, the teachers did the reviewing as their strategy in teaching reading especially in post-reading stage. In relation to this, Brown proposes reviewing as one of techniques for series of approaching in a reading text which is used to assess the importance of what one has just read.

2. *The Implementation of Teacher Strategies In Teaching Reading*

   Comprehension

This sub-section was focused on the implementation of teacher strategies in teaching reading comprehension. It elaborates the findings of the research derived from the interviews and the observations.

The findings of the research showed that the ways of teacher delivered the lessons were decided into three stages: Pre-reading, while-reading, and postreading. These strategies were generally implemented in any reading lesson. However, the teaching of reading in this school was equipped with the use of mobile/smartphone, students worksheet, picture provided in computer. In some cases, the teacher of English would take students outside the classroom for observing objects to describe. This practice promoted inquiry-based learning where students were truly empowered.[28]

The following are the stages of the teaching strategies of teacher when teaching reading comprehension.

a.   Pre-Reading

Before the teacher began the learned activity, they opened the activity with prayed teacher asked the students' present list, reminded they homework and they readiness. Then, teacher showed the picture to give the questions to activate

the students' background knowledge related the topic while reading activity. After that, Teacher mention the topic and stated the title of the text. The teacher asked to

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[28] Zaitun Pangeran *(seventh grade English Teacher MTs AL-Khairaat Pusat Palu)*, Interview 24 Juny 2023

the students' related the topic, each other discussed topic of the text and asked the meaning and kind expression related of the text.

b. While Reading

After determined the topic on first lesson, teacher asked for the students read aloud and checked the students' comprehension with gave the questions. Teacher asked the students to discuss about the generic structure of the text, asked to the students randomly, and sometimes used the present list to call the students. If there were, the students had difficulties to understood, Teacher asked for them to found new words to discussed each other and identify the meaning of the text and suggested to confirm their dictionary. After that, teacher asked them to translate all of the text and retold the text by using their own words to know main point of the text.

c. Post Reading

This was last stage, teacher asked the students to do appropriated some tasks to get information of the text. Then, discussed their answer, clarify, and the meaning of the text. After that, teacher reviewed the lesson shortly, giving conclusion, and asked the students to retell the text by their own words. In addition, the last, gave the assignments in-group to found the text from some sources for their homework, asked them to retell the passage by using for their homework and translated the questions if they still did not understand. Then, teacher closed the lesson and praying.

Based on the observations the researcher found that teacher had some strategies in teaching reading comprehension from pre-reading, while reading, and post reading. Teacher helped the students who could not understand in learning materials. She shared

the good strategies which could be used in teaching reading comprehension. There were some potential weaknesses in the way the English teacher taught reading comprehension to their students. The teacher did not only use English as the medium for instruction in the reading comprehension classroom. They sometimes used Indonesian to help the students understand the material.

In relation to the above, in line with the English teacher class at the seventh grade of, Mts Al-khairaat pusat palu suggests that:

"In reading learning, to activate and to engage students usually they are asked to read the vocabulary randomly, asked to be models (reading the text) answer questions based on text, and asked to specify the word, meaning and form of verbs, properties etc. in the text." From the data analysis, about the English teacher of class eight can attract students' interest and attention in the teaching and learning process. Creating a Learning Implementation Plan (RPP) before teaching RPP is a teacher's hand in teaching in the classroom. RPP is created by the teacher to assist her in teaching to conform to the Basic Competence and Competency Standards at the time of teaching in relation to the above, parallel to the statement of the English teacher class seventh grade of Mts Al-khairaat pusat palu suggests that: "Yes, before teaching, the teacher compile a lesson plan, because RPP is the first form of teaching objectives"[29]. Zaitun pangeran continued that there are several component in teaching reading as follows:

a. Material in the class

The students tend to study and involve in the reading class when they get interesting activities and interesting subjects that they learn in the class. The teacher

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[29] Zaitun Pangeran *(seventh grade English Teacher MTs AL-Khairaat Pusat Palu)*, Interview 24 Juny 2023

can use the different activities that can make the students interest to join in the reading class. Using the interesting activities and materials will make the students like the reading class and enthusiastic to teach the subject that we give. The teacher also can use some media that can increase the lesson become interesting. Furthermore, Zaitun Pangeran stated "Involve and activate students in learning reading i did a question and answer session with students and then didn't just stay in one place, moving toward students to ask questions to all students in the cl ass so that students were active in class. Especially about reading, i told them to read a text and accompanied while they read it was my opportunity to correct mistakes in students when reading, because otherwise they would easily forget what was wrongly said earlier in the reading text.[30]

b. Media

Definition of media proposed by many experts, for example, says that media are supporting materials that can motivate students and can effectively explain and illustrate subject content. In interview Zaitun pangeran stated "Yes, for the learning media itself, sometimes we have reading text, students are required to

read the text. Because we are still beginners studying the introduction of the alphabet because the students themselves do not have Basic English si nce elementary school, so i teach students from the basics to encourage them to further improve their pronunciation. Then it has been scheduled for the next meeting using the computer room for learning reading and so on using games, the media is in the form of books then computer labs, pictures of animals or flowers that have names and spellings in English so students can immediately understand. Then sometimes

[30] Ibid

use YouTube for learning." His concern is on the use of materials in order to make the students motivated to learn something and to make clear the content of a subject. [31]

Based on the definition above, it can be concluded that modern technology can help the students to acquire the new knowledge or skill and the new changes of behavior after getting the assistances from the modern device called

Computer Assisted Language Learning (CALL) or Computer Learning.

c. Evaluation

In education, evaluation is defined as the process of obtaining information and using it to come to some conclusions which will be used to take decisions whether the students have understood the materials given by the teacher or not. It is also used to measure how far the students master the materials from the learning process in the classroom. "Well, it's clear that every meeting we

evaluate some kind of question or question sheet, especially now that it's equipped with worksheets. Give question five number". [32]

The description above also illustrates the results of the observations of the researcher, while the steps undertaken by English teacher of class eight in making RPP that there are standards of competence, basic competence, indicator, type of text, theme, time allocation, learning objectives, learning materials, learning steps, and assessment. From the data analysis above, it can be stated that the English

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[31] Zaitun Pangeran *(seventh grade English Teacher MTs AL-Khairaat Pusat Palu),* Interview 24 Juny 2023.
[32] ibid

teacher of class seventh always used the lesson plan before the learning process begins.

Based on this, it necessary to study the strategies of English teacher because it can affect students English learning outcomes in reading comprehensions, the following is the value of processing the questionnaire data in the form of data transcripts. Thus, to support the results of research on the process of implementing English teacher strategies in learning to read, and their effect on students English learning outcomes at MTs Al-Khairaat Pusat Palu, the researcher distributed questionnaire to several students. So the results is student answer.

Table 4.1

Transcript Results Questionnaire

Based on the questionnaire above as a research instrument used by the researcher during the research along with the results of the questionnaire the research poured into the transcript brought as follow:

NO.	Pertanyaan	Jawaban Siswa		
		Baik	Kadangkadang	Tidak prnah
1.	Apakah guru anda dapat membimbing peserta didik dengan baik?	80%	20%	0%
2.	Apakah guru anda memberikan motivasi setiap proses belajar mengajar?	80%	20%	0%
3.	Apakah guru anda mengelolah pembelajaran reading dengan baik?	80%	20%	0%
4.	Apakah guru anda mampu mengalokasikan waktu secara efektif dan efisien?	80%	20%	0%

5.	Apakah guru anda berinteraksi dengan siswa menggunakan bahasa yang baik?	70%	30%	0%
6.	Menurut anda apakah guru berhasil memahamkan siswa dalam proses belajar mengajar?	75%	25%	0%
7.	Bagaimana mnurut anda tingkat kemampuan anda dalam menjelaskan materi pelajaran reading?	75%	25%	0%
8.	Bagaimana menurut anda apakah guru anda selalu menggunakan metode pembelajaran reading?	80%	20%	5%
9.	Apakah guru anda memanfaatkan berbagai media dan sumber belajar dalam pembelajaran reading?	80%	15%	5%
10.	Apakah guru anda memeriksa jawaban dan mengadakan nilai remedial setelah tes dalam pemebelajaran reading?	70%	25%	5%

Data questionnaire 25 juli 2023

B. *Discussions*

After the research has conducted the analysis, the researcher will present some of the results of the research that has been carried out in accordance with the research guidelines that have been used from observation guidelines, interview guidelines, questionnaires used by English teachers in reading lessons for seventh grade students at MTs Al-Khairaat Pusat Palu. If analyzed the teacher's pedagogical strategies can be seen from the way the teacher guides, manage learning. Students understand, make plans and evaluate student learning outcomes.

Several Based on the research findings, teachers use several strategies in teaching reading comprehension. The strategies used by the teacher has implemented several strategies in teaching reading practice to be implemented in class. factors such as teachers understanding of theory and teaching experience have influenced the teacher to apply appropriate strategies for teaching reading comprehension. In fact, as discussed in the discussion above, the teacher has implementation these strategies into three stages, the Pre-reading, while reading, and post reading.

At the pre-reading stages, the activities involve brainstorming, discussing text types, and encouraging the use of dictionaries. Then in the while-reading stages, the activities involve reading aloud, direct reading strategies, direct reading activities discussing unknown words, and retelling the text. Finally, in post-reading, activities involve evaluating understanding, clarifying and justifying, and scanning strategies.

The findings of this study relate to previous theories and research. Therefore the researcher concludes that there are many of the strategies above that can be employed and implemented when teachers teach reading comprehension in class and can be varied so as to trigger interest and avoid student's laziness in learning to read, especially reading comprehension.

BAB V

CONCLUSIONS AND SUGESTIONS

A. *Conclusions*

Based on the research results, research focus, data presentation, findings and discussions as previously describe, the researcher can put forward several conclusions including:

1. English teacher of seventh grade at MTs Al-Khairaat Pusat Palu, The teacher guides managing learning, using three stages of strategies, namely the prereading, while reading, and post reading stages. At the pre-reading stages, the activities involve brainstorming, discussing text types, and encouraging the use of dictionaries. Then in the while reading stages, the activities involve reading aloud, direct reading activities, discussing unknown words, and telling return text. And the last stage, in post reading, engaging activities evaluate understanding, and clarify and justify the scanning strategies.

2. The second, it focused in implementation the teacher strategies in teaching reading comprehension. The observations, results the researcher saw that the seventh grade of MTs Al-Khairaat Pusat Palu, was quite good. She should be more effective in teaching its students by using many types of strategies.

   1. Pre-reading activities, it focused on activated students' background knowledge with show the picture related to the text. The lecturer asked to the students for their homework, their readiness to discussing text types, asking kind of expression after stated title of the text and mention the topic with

asking the questions to the students. It could translated in Indonesian and suggested the using of dictionary.

2. During reading activities, it focused on leading students to directed reading activities and ask for to the students to reading aloud for checking comprehension by asking questions. After that, the teacher asking to the students about generic structure of the text, main point of the text, translated the text, identify new words by using dictionary, and asked them to retell the text by their own words.

3. Post reading activities, it focused on evaluating students' comprehension with ask for to do some appropriate d tasks by reading the text to get information, discussing their answer, clarify to others, and asking them to tell the meaning by using questions and suggested by using dictionary. Then, the teacher reviewed the lesson by giving conclusion and explained to the lesson shortly. And the last, the teacher ask for them to do individual task, sometimes they made a group for do the tasks and found the text from some sources for their homework. The last, translated the questions to get more understanding and asked to retell the passage.

B. *Suggesstions*

Based on the conclusion above, the researcher would offer some suggestions it is hopefully could be useful for.

1. For the Teacher

This research can improve the quality of the English teacher in teaching English.

Teacher's strategies must be employed because this is the teacher's way to determine learning goals during teaching learning process.

2. For the student

With the strategies that used by the teacher, the students more understand about reading comprehension and enjoy with the lesson.

3. The next researcher

The researcher wishes that the other researcher could conduct this research in wider area. The next researcher can conduct the research about the teacher strategies that used by an English teacher which is important in teaching and learning process, effective strategy in teaching not only teaching reading, and best strategy in teaching implementation. Therefore, that result will be more advantageous and be applied in a larger area.

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Appendixes

<u>Lembar Hasil Observasi Aktivitas Guru</u>

Nama Guru : Zaitun Pangeran S.Pd

 Kelas   : VII A

Hari/tanggal : 24 JUNI 2023

Petunjuk penggunaan: Lingkarilah angka yang tepat untuk memberikan skor pada aspek-aspek penilaian aktivitas guru dalam pembelajaran. Adapun kriteria skor adalah **0 = tidak sesuai/tidak tampak; 1 = kurang baik; 2 = cukup; 3 = baik; 4 = sangat baik.**

No.	Aspek Penilian	Kategori
A.	**Persiapan**	-
1.	Guru mempersiapkan rencana pelaksanaan pembelajaran (RPP) dengan seksama	4
2.	Tujuan pembelajarannya dinyatakan dalam kalimat yang jelas dalam RPP	4
3.	Materi pembelajaran yang akan diberikan memiliki kaitan atau dapat dikaitkan dengan materi pembelajaran sebelumnya	3
4.	Guru mempersiapkan media pembelajaran	3
5.	Guru mempersiapkan seting kelas untuk pembelajaran	3
6.	Guru mempersiapkan siswa secara fisik dan mental	3
B.	**Presentasi/Penyampaian Pembelajaran**	
8.	Guru menyampaikan tujuan pembelajaran yang hendak dicapai	4
9.	Guru memotivasi siswa, menarik perhatian agar mengikuti proses pembelajaran dengan baik	4
10.	Guru menjelaskan materi pembelajaran dengan teknik-teknik tertentu sehingga jelas dan mudah dipahami siswa	4
11.	Pembelajaran dilaksanakan dalam langkah-langkah dan urutan yang logis	4
12.	Petunjuk-petunjuk pembelajaran singkat dan jelas sehingga mudah dipahami	4
13.	Materi pembelajaran baik kedalaman dan keluasannya disesuaikan dengan tingkat perkembangan dan kemampuan siswa	3
14.	Selama proses pembelajaran guru memberikan kesempatan untuk bertanya kepada siswa	4

15.	Apabila siswa bertanya, maka guru memberikan jawaban dengan jelas dan memuaskan	4
16.	Guru selalu mengajak siswa untuk menyimpulkan pembelajaran pada akhir kegiatan atau akhir sesi tertentu	4
C.	**Metode Pembelajaran/Pelaksanaan Pembelajaran**	-
17.	Pembelajaran dilakukan secara bervariasi selama alokasi waktu yang tersedia, tidak monoton dan membosankan	3
18.	Apabila terjadi suatu permasalahan maka guru dapat bertindak dengan mengambil keputusan terbaik agar pembelajaran tetap berlangsung secara efektif dan efisien	3
19.	materi pembelajaran sesuai dengan tujuan pembelajaran yang telah ditetapkan	4
20.	selama pembelajaran berlangsung guru tidak hanya berada pada posisi tertentu tetapi bergerak secara dinamis di dalam kelasnya	4
21.	Apabila tampak ada siswa yang membutuhkan bantuannya di bagian-bagian tertentu kelas, maka guru harus bergerak dan menghampiri secara berimbang dan tidak terfokus hanya pada beberapa gelintir siswa saja	4
22.	Guru untuk mengenali dan mengetahui nama setiap siswa yang ada di dalam kelasnya	4
23.	Selama pembelajaran berlangsung guru memberikan reinforcement (penguatan) kepada siswa-siswanya dengan cara yang positif	4
24.	Ilustrasi dan contoh dipilih secara hati-hati sehingga benar-benar efektif dan bukannya malah membuat bingung siswa	3
25.	Media pembelajaran di dalam pelaksanaan pembelajaran digunakan secara efektif	4
26.	latihan diberikan secara efektif	3
27.	Guru selalu bersikap terbuka dan tidak menganggap negatif apabila siswa melakukan kesalahanan dalam proses belajarnya	4
D..	**Karakteristik Pribadi Guru**	-
29.	gGuru sabar terutama untuk memancing respon siswa	3
30.	Guru berupaya memancing siswa agar terlibat aktif dalam pembelajaran	4
31.	Guru bersikap tegas dan jelas	4
32.	Penampilan guru menarik dan tidak membosankan	3
33.	Guru menggunakan bahasa yang baik dan berterima	3
34.	Guru selalu menunjukkan bahwa ia adalah seorang yang selalu punya inisiatif,kreatif, dan berprakarsa	4

PEDOMAN WAWANCARA SEMI TERSTRUKTUR

Untuk Guru

Identitas responden

Nama Guru : Zaitun Pangeran S.Pd

Kelas   : VII A

Hari/tanggal : 24 juni 2023

1. Apakah ibu membuat RPP reading sembelum proses pembelajaran?
2. Apakah ibu menggunaka media dalam pembelajaran reading? Jika iya media apakah yang digunakan?
3. Metode apa yang biasa digunakan ibu dalam pembelajaran reading? Apakah siswa tertarik dengan metode tersebut?
4. Bagaimana cara mengaktifkan dan melibatkan siswa dalam pembelajaran reading?
5. Bagaimana cara ibu melakukan evaluasi setelah pembelajaran? apa bentuknya?
6. Apakah kendala yang dialami siswa dalam pembelajaran reading?

PEDOMAN WAWANCARA SEMI TERSTRUKTUR

Identitas responden

Nama Siswa :

Kelas   : VII A

Hari/tanggal : 25 juni 2023

1. Apakah dalam pembelajaran reading guru menggunakan media? Apa sajakah itu? Media apa yang disukai?

2. Apakah anda berperan aktif dalam pembelajaran reading? (Pernah membaca text dalam bahasa inggris)

3. Kendala apa sajakah yang anda temui pada saat membaca text dalam bahasa inggris?

4. Apakah kamu paham ketika guru menerangkan materi yang dijelaskan?

5. Apakah guru anda melakukan evaluasi setelah pembelajaran reading?

Transkrip Hasil Wawancara

Untuk Siswa

Identitas responden

Nama Siswa : Naysyila

Kelas   : VII A

Hari/tanggal : 25 juni 2023

NO.	Pertnyaan	Jawaban
1.	Apakah dalam pembelajaran reading guru menggunakan media? Apa sajakah itu?	Ya, menggunakan buku.
2.	Apakah anda berperan aktif dalam pembelajaran reading? (Pernah membaca text dalam bahasa inggris)	Ya, iya pernah
3.	Kendala apa sajakah yang anda temui pada saat membaca text dalam bahasa inggris ?	Susah mengeja kata
4.	Apakah kamu paham ketika guru menerangkan materi yang dijelaskan?	Kadang-kadang saya paham
5.	Apakah guru anda melakukan evaluasi setelah pembelajaran reading?	Iya melakukan evaluasi

Transkrip Hasil Wawancara

Untuk Siswa

Identitas responden

Nama Siswa : Cindy

Kelas : VII A

Hari/tanggal : 25 juni 2023

NO.	Pertnyaan	Jawaban
1.	Apakah dalam pembelajaran reading guru menggunakan media? Apa sajakah itu?	Ya, menggunakan speaker, buku.
2.	Apakah anda berperan aktif dalam pembelajaran reading? (Pernah membaca text dalam bahasa inggris)	iya pernah
3.	Kendala apa sajakah yang anda temui pada saat membaca text dalam bahasa inggris ?	Tulisanya sama bacaanya beda
4.	Apakah kamu paham ketika guru menerangkan materi yang dijelaskan?	Paham
5.	Apakah guru anda melakukan evaluasi setelah pembelajaran reading?	Iya melakukan evaluasi

Transkrip Hasil Wawancara

Untuk Siswa

Identitas responden

Nama Siswa : azila

Kelas : VII A

Hari/tanggal : 25 juni 2023

NO.	Pertnyaan	Jawaban
1.	Apakah dalam pembelajaran reading guru menggunakan media? Apa sajakah itu?	Ya, menggunakan buku,speaker
2.	Apakah anda berperan aktif dalam pembelajaran reading? (Pernah membaca text dalam bahasa inggris)	Ya, iya pernah
3.	Kendala apa sajakah yang anda temui pada saat membaca text dalam bahasa inggris ?	Susah mengeja kata
4.	Apakah kamu paham ketika guru menerangkan materi yang dijelaskan?	Kadang-kadang saya paham
5.	Apakah guru anda melakukan evaluasi setelah pembelajaran reading?	Iya melakukan evaluasi

Transkrip Hasil Wawancara

Untuk Siswa

Identitas responden

Nama Siswa : nayla

Kelas   : VII A

Hari/tanggal : 25 juni 2023

NO.	Pertnyaan	Jawaban
1.	Apakah dalam pembelajaran reading guru menggunakan media? Apa sajakah itu?	Ya, menggunakan buku.
2.	Apakah anda berperan aktif dalam pembelajaran reading? (Pernah membaca text dalam bahasa inggris)	Ya, iya pernah
3.	Kendala apa sajakah yang anda temui pada saat membaca text dalam bahasa inggris ?	Susah mengeja kata
4.	Apakah kamu paham ketika guru menerangkan materi yang dijelaskan?	Kadang-kadang saya paham
5.	Apakah guru anda melakukan evaluasi setelah pembelajaran reading?	Ya melakukan evaluasi

Transkrip Hasil Wawancara

Untuk Siswa

Identitas responden

Nama Siswa : anggraini

Kelas   : VII A

Hari/tanggal : 25 juni 2023

NO.	Pertnyaan	Jawaban
1.	Apakah dalam pembelajaran reading guru menggunakan media? Apa sajakah itu?	Ya, menggunakan buku.
2.	Apakah anda berperan aktif dalam pembelajaran reading? (Pernah membaca text dalam bahasa inggris)	Ya, iya pernah
3.	Kendala apa sajakah yang anda temui pada saat membaca text dalam bahasa inggris ?	Susah mengeja kata
4.	Apakah kamu paham ketika guru menerangkan materi yang dijelaskan?	Kadang-kadang saya paham
5.	Apakah guru anda melakukan evaluasi setelah pembelajaran reading?	Iya melakukan evaluasi

Transkrip Hasil Wawancara

Untuk Siswa

Identitas responden

Nama Siswa : wulandari

Kelas : VII A

Hari/tanggal : 25 juni 2023

NO.	Pertnyaan	Jawaban
1.	Apakah dalam pembelajaran reading guru menggunakan media? Apa sajakah itu?	Ya, menggunakan buku.
2.	Apakah anda berperan aktif dalam pembelajaran reading? (Pernah membaca text dalam bahasa inggris)	Ya, iya pernah
3.	Kendala apa sajakah yang anda temui pada saat membaca text dalam bahasa inggris ?	Susah mengeja kata
4.	Apakah kamu paham ketika guru menerangkan materi yang dijelaskan?	Biasa saya paham, biasa tidak
5.	Apakah guru anda melakukan evaluasi setelah pembelajaran reading?	Iya melakukan evaluasi

Transkrip Hasil Wawancara

Untuk Siswa

Identitas responden

Nama Siswa : dinda

Kelas   : VII A

Hari/tanggal : 25 juni 2023

NO.	Pertnyaan	Jawaban
1.	Apakah dalam pembelajaran reading guru menggunakan media? Apa sajakah itu?	Ya, menggunakan speaker
2.	Apakah anda berperan aktif dalam pembelajaran reading? (Pernah membaca text dalam bahasa inggris)	Ya, iya pernah
3.	Kendala apa sajakah yang anda temui pada saat membaca text dalam bahasa inggris ?	Susah mengeja kata
4.	Apakah kamu paham ketika guru menerangkan materi yang dijelaskan?	Kadang-kadang saya paham
5.	Apakah guru anda melakukan evaluasi setelah pembelajaran reading?	Iya kembali mengulang pembelajaran

Transkrip Hasil Wawancara

Untuk Siswa

Identitas responden

Nama Siswa : fikri

Kelas   : VII A

Hari/tanggal : 25 juni 2023

NO.	Pertnyaan	Jawaban
1.	Apakah dalam pembelajaran reading guru menggunakan media? Apa sajakah itu?	Ya, menggunakan buku.
2.	Apakah anda berperan aktif dalam pembelajaran reading? (Pernah membaca text dalam bahasa inggris)	Ya, iya pernah
3.	Kendala apa sajakah yang anda temui pada saat membaca text dalam bahasa inggris ?	Susah mengeja kata
4.	Apakah kamu paham ketika guru menerangkan materi yang dijelaskan?	Kadang-kadang saya paham
5.	Apakah guru anda melakukan evaluasi setelah pembelajaran reading?	Iya melakukan evaluasi

Transkrip Hasil Wawancara

Untuk Siswa

Identitas responden

Nama Siswa : Wawan

Kelas   : VII A

Hari/tanggal : 25 juni 2023

NO.	Pertnyaan	Jawaban
1.	Apakah dalam pembelajaran reading guru menggunakan media? Apa sajakah itu?	Ya, menggunakan media gambar.
2.	Apakah anda berperan aktif dalam pembelajaran reading? (Pernah membaca text dalam bahasa inggris)	Ya, iya pernah
3.	Kendala apa sajakah yang anda temui pada saat membaca text dalam bahasa inggris ?	Susah mengeja kata
4.	Apakah kamu paham ketika guru menerangkan materi yang dijelaskan?	Kadang-kadang saya paham
5.	Apakah guru anda melakukan evaluasi setelah pembelajaran reading?	Iya melakukan evaluasi

Transkrip Hasil Wawancara

Untuk Siswa

Identitas responden

Nama Siswa : Anugrah

Kelas   : VII A

Hari/tanggal : 25 juni 2023

NO.	Pertnyaan	Jawaban
1.	Apakah dalam pembelajaran reading guru menggunakan media? Apa sajakah itu?	Ya, menggunakan buku.
2.	Apakah anda berperan aktif dalam pembelajaran reading? (Pernah membaca text dalam bahasa inggris)	Ya, pernah
3.	Kendala apa sajakah yang anda temui pada saat membaca text dalam bahasa inggris ?	Susah mengeja kata
4.	Apakah kamu paham ketika guru menerangkan materi yang dijelaskan?	Kadang-kadang saya paham
5.	Apakah guru anda melakukan evaluasi setelah pembelajaran reading?	Iya melakukan evaluasi

Transkrip Hasil Wawancara

Untuk Siswa

Identitas responden

Nama Siswa : Haikal

Kelas   : VII A

Hari/tanggal : 25 juni 2023

NO.	Pertnyaan	Jawaban
1.	Apakah dalam pembelajaran reading guru menggunakan media? Apa sajakah itu?	Ya, menggunakan buku.
2.	Apakah anda berperan aktif dalam pembelajaran reading? (Pernah membaca text dalam bahasa inggris)	Ya, iya pernah
3.	Kendala apa sajakah yang anda temui pada saat membaca text dalam bahasa inggris ?	Susah mengeja kata
4.	Apakah kamu paham ketika guru menerangkan materi yang dijelaskan?	Kadang-kadang saya paham
5.	Apakah guru anda melakukan evaluasi setelah pembelajaran reading?	Iya melakukan evaluasi

Transkrip Hasil Wawancara

Untuk Siswa

Identitas responden

Nama Siswa : Devani

Kelas   : VII A

Hari/tanggal : 25 juni 2023

NO.	Pertnyaan	Jawaban
1.	Apakah dalam pembelajaran reading guru menggunakan media? Apa sajakah itu?	Ya, menggunakan buku.
2.	Apakah anda berperan aktif dalam pembelajaran reading? (Pernah membaca text dalam bahasa inggris)	Ya, iya pernah
3.	Kendala apa sajakah yang anda temui pada saat membaca text dalam bahasa inggris ?	Susah mengeja kata
4.	Apakah kamu paham ketika guru menerangkan materi yang dijelaskan?	Kadang-kadang saya paham, kadangkadang tidak
5.	Apakah guru anda melakukan evaluasi setelah pembelajaran reading?	ya melakukan evaluasi

Instrumen Penelitian

Angket

"Pedagogical Analysis of Teacher Strategies In Teaching Reading Comprehension

At The Seventh Grade of MTs Al-Khairaat Pusat Palu"

Identitas responden

Nama Siswa :

Kelas : VII A

Hari/tanggal : 25 juni 2023

Petunjuk Pengisian

- Isilah pertanyaan dibawah ini dengan keaadan anda yang sebenarnya dan berikan tanda silang (x).

1. Apakah guru anda dapat membimbing peserta didik dengan baik?
   a. Baik
   b. Cukup baik
   c. Tidak baik

2. Apakah guru anda memberikan motivasi setiap proses belajar mengajar?
   a. Selalu
   b. Kadang-kadang
   c. Tidak pernah

3. Apakah guru anda mengelolah pembelajaran reading dengan baik?
   a. Baik
   b. Cukup baik
   c. Tidak baik

4. Apakah guru anda mampu mengalokasikan waktu secara efektif dan efisien?
   a. Selalu

b. Kadang –kadang

c. Tidak pernah

5. Apakah guru anda berinteraksi dengan siswa menggunakan bahasa yang baik?

a. Selalu

b. Kadang-kadang

c. Tidak pernah

6. Menurut anda apakah guru berhasil memahamkan siswa dalam proses belajar mengajar? a. Berhasil

b. Cukup berhasil

c. Tidak berhasil

7. Bagaimana mnurut anda tingkat kemampuan anda dalam menjelaskan materi pelajaran reading?

a. Baik

b. Cukup baik

c. Tidak baik

8. Bagaimana menurut anda apakah guru anda selalu menggunakan metode pembelajaran reading? a. Selalu

b. Kadang- kadang

c. Tidak pernah

9. Apakah guru anda memanfaatkan berbagai media dan sumber belajar dalam pembelajaran reading? a. Selalu

b. Kadang-kadang

c. Tidak pernah

10. Apakah guru anda memeriksa jawaban dan mengadakan nilai remedial setelah tes dalam pemebelajaran reading? a. Selalu

b. Kadang- kadang

c. Tidak pernah

CURICULUM VITA

A. Researcher Indentity

Name	: Ayu Humaera
Date of Birth	: Tomini, 5th Mei 2002
Gender	: Female
Religion	: Islam
Department	: English Tadris Study Program
Faculty	: Faculty of Tarbiyah and Tecaher Training
NIM	: 19.1.16.0042
Phone Number	: 082192414576
Email	: ayuhumaira19@gmail.com
Address	: Asam II Lorong 3

B. Researcher Parents Identity

Father's name	: Nurhazin Hi Hanifan
Mother's name	: Erni Kalab

C. Education

Elementary School	: SDN 1 Tomini
Junior High School	: Mts Al-Khairaat Tomini
Senior High School	: Ma. Al-Khairaat Tomini

D. Language

- Indonesia
- Arabic
- English

E. Organization

- HMPS Tadris Bahasa Inggris

Process Interview English teacher of seventh grade MTs Al-Khairaat Pusat Palu.

Process Interviews English students of seventh grade MTs Al-Khairaat Pusat Palu

DOCUMENTATION

Process Observation