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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the language skills that is very important for students to learn and get information accurately. By having reading, students can improve their own language and experience. By reading students will get information and ideas they need to know. In addition, by reading students will be able to find out what they did not know beforehand. With a lot of reading, people can get a lot of information. The more read, the more information would get. Reading makes someone smarter and more creative as stated According to Laddo in (SARJAN, 2017) .

Reading is also useful for other purposes: any exposure to English (provided students understand it more or less) is a good idea for language students. At the very least, some languages stick to their minds as part of the process of language acquisition, and, if the reading text is very interesting, mastery in reading will be even more successful (Harmer, 1988: 68).

Reading is about how to understand written texts. This is a complex activity that involves perception and thought. Reading consists of two processes related to word recognition and understanding. Word recognition refers to the process of understanding how written symbols correspond to the language spoken by someone. Understanding is the process of understanding connected words, sentences and text. Readers usually use background knowledge, vocabulary, grammar knowledge, experience with texts and other strategies to help understand written texts (Bernhardt, 2000: 6)

Reading forces the reader's brain cells to work regularly, so that the reader becomes sharper and smarter. Although some information can be obtained without reading, for example by listening to teachers, seminars, radio, television. By reading someone can get more extensive information than if only listening. For example, someone who reads a newspaper will get more information than someone who only watches the news on television. The reader can read the text again when the people forgets or tries to get detailed information, while the listener cannot (Willis, 2008).

Reading comprehension is an activity in the form of understanding to get an information delivered in reading material. and the result of reading is getting an accurate information. For example when someone wants to know about the corona virus, then can read about a corona virus and can be read through newspapers or articles and then after reading will get results in the form of an explanation about the corona virus. To get an understanding in reading activities the reader needs to comprehend the next reading not just reading. Every person who reads to get information then that person must really be able to understand from the text being read.

Reading comprehension is the act or activity of combining information in a passage with prior knowledge to build and gain meaning. Reading comprehension can be defined as a thought process in which the reader becomes aware of an idea in the reading text to be understand.

Reading comprehension is one of the most important elements in teaching English. It is important for students to get learning objectives. To

help students achieve their goals, the teacher needs to have a strategy in teaching reading comprehension. Teaching reading is a process or action that requires enormous responsibility because a teacher must make students understand about the reading text that is read, and the success or failure of an education in students is very dependent on the teacher's technique in carrying out their duties. .

Teaching reading is also a beginning of learning which emphasizes the process by which students must be able to recognize letters in order to facilitate the process of teaching. And strategies in teaching reading: Pre-reading activities, During reading activities, and Post-reading activities.

Teaching reading comprehension exercises how well students develop the ability to understand what they are reading that has a profound effect on their entire lives. Therefore, the main purpose of teaching reading comprehension is to help students develop the knowledge, skills and experience they must have if they want to become competent and enthusiastic readers.

Teaching reading and increasing reading comprehension required a strategy. Strategy can be interpreted as a way, technique or method of activities to achieve an educational goal in the learning process which can also be interpreted as a plan that contains a plan of activities arranged to achieve certain educational goals.

At SMPN 3 Kuok many students experienced problems with reading texts, many students were afraid of being told to read English texts by

teachers, many refused because they did not understand and were dizzy. The reason is that students do not like English texts, students are not interested in reading English texts. As a result of the corona virus pandemic many students were dismissed but after a long time it was reopened with conditions for learning from home and in the new normal era all learning systems are based online with whatsapp media. Reading comprehension in the process of learning English in the new normal area.

B. Identification of the Problem

Based on the background of the problems above, there are several problems in learning reading comprehension, such as, the teacher cannot manage the online class, the teacher is unable to master the desired techniques to be applied to students in the online learning process in new normal, the teacher uses the same method repeatedly, teachers do not motivate students before the closing of the online class.

C. Focus of the Research

In order to get the focus of this research, there research limits the subject of the research, the research focused on English teacher's Strategy in increasing reading comprehension in the new normal era.

D. Research Questions

Based on the identification of the problem, the research formulated the research questions as follows:

1. What are the English teacher's strategies in teaching reading comprehension in SMPN 3 kuok in new normal era?

E. Purpose of the Research

This study is to describe the strategies used by the English teacher in learning reading comprehension at SMPN 3 Kuok in a state of learning in the new normal era.

F. Significances of the Research

The research is expected to give significances theoretically and partially, theoretically the research: For the students. The strategies chosen not only promote reading comprehension but also provide opportunities for students to learn to monitor their own learning and thinking. For the teacher. The English teacher can use the strategies result in real comprehension, involving ideas to explore thought based on the text given to be shared communicatively. For the researcher. The researcher can understand what teacher's strategies are used in reading comprehension class.

Partially the research: For the students Strategies used are by teacher that hope students will find enjoyable and more active in joining reading class to achieve the task goals by using the target language. For the teacher. The English teacher can improve her teaching learning process by choosing the right strategies situation that appropriate to the students as her strategies to

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

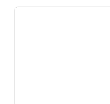
G. Definition of Key Term

1. Teacher strategies

Ningsih,(2017) states that strategy that one of internal ability to think, solve problems and make decisions.

2. Reading comprehension

Reading comprehension (Ningsih, 2017) states that reading comprehension involves much more than readers' responses to text.



CHAPTER II

REVIEW OF THE RELATED LITERATURES

A. Review of Related Theories

1. The Nature of Teacher Strategies

Irikawati, (2017) teacher strategy is intended as an effort of the teacher in creating an environmental system enable the teaching process so that learning objectives have been formulated can be achieved and succeeded. being a teacher is required to have the ability to regulate the components of learning in general, so that their functions are interrelated.

Teachers Strategy celebrates the difference between teaching and nearly all other professions, most professionals see their chants one at a time, but teachers' chants came to them as groups of diverse individuals brought together by birth date, scheduling demands and occasionally, interest. The goal of teaching is to weave together a conversation that unites these disparate individuals around a common core of learning. Based on some definition above, these mean that strategy is used by the teacher in learning processes to think, solve problem and make decisions to achieve the goal in teaching learning process (Ningsih, 2017).

Teachers strategy is a technique for teaching speaking and reading skills in English lessons. That the teacher must apply three types of stages in teaching reading, namely the stages of reading, reading, and post reading. In the pre-reading stage, they give students some questions as worms to find out and enrich students' vocabulary mastery. This is also

done to help students enter the topic being discussed. Then, at the reading stage, they share the text and give 10 questions related to the text provided. This is done to find out students' understanding of the text given (SARJAN, 2017).

Teachers strategies can use a variety of different strategies and teaching to achieve appropriate goals in teaching and learning. that it is a teacher's role to provide effective plans, steps, techniques / strategies in achieving the educational needs of students, whose general goal is to communicate using the language being studied. This implies that it is the responsibility of the teacher to make students speak English by using appropriate teaching strategies in the teaching and learning system at school. (Youtricha, 2019).

(Youtricha, 2019) teaching and learning strategy is whole of procedures that require by both the teacher and students in education activity to achieve a certain goal. (Youtricha, 2019) the teacher's strategy is quite broad and as a procedure that facilitates the task in the learning system. (Youtricha, 2019) the teacher's strategy is a conscious plan planned to achieve learning. (Youtricha, 2019) Boundless Education states the teacher's teaching strategy or teaching form which consists of principles and methods used for teaching, and the purpose of the teaching strategy is to facilitate learning, to motivate students, to involve them in learning, and to help them focus.

(Umaya, 2017) the teacher's strategy is that the teacher is required to understand the basic components in implementing the learning process in the classroom. because teaching not only transfers knowledge, but also as a role mode for students.

(SARJAN, 2017) the teachers strategies used various strategies in teaching. The strategies used by teachers are categorized into bottom-up, top-down and metacognitive. Meanwhile, received a positive response from students which means they can catch the sounds of English words and patterns.

(SARJAN, 2017) Conducted a research with title teacher's Strategies in Managing a large class in teaching english at the eleventh grade of SMA Muhammadiyah 1 Karanganyar in 2012/2013 academic year. two main points found. First, the teachers strategies in managing a large class in teaching English at the eleventh grade of SMA Muhammadiyah 1 Karanganyar in 2012/2013 academic year. Second, the problems faced by the teachers and the students during implementing the teaching strategies and the solutions for the large class in teaching English at the eleventh grade of SMA Muhammadiyah 1 Karanganyar in 2012/2013 academic year. The strategies used by English teacher in managing a large class in teaching English at SMA Muhammadiyah 1 Karanganyar, the writer found a large class with 37 students in XI IPS 3. The writer focuses on the English teacher strategies in the large class are, teaching technique, seating arrangement, teacher's feedback and teacher's evaluation. (Ningsih, 2017)

lists several teacher strategies as follows; Plan and Monitor. Determine the important thing or the topic, asking question, make conclusions.

Based on explanation above, it can be conclude that teacher strategies of The teacher strategy is as a plan that contains a series of activities designed to achieve certain educational goals or as an effort made by the teacher in managing the class to provide a sense of conducive for children in order to achieve educational goals.

2. Reading Comprehension

Reading comprehension is the cognitive processes that a reader uses in making sense of a text. In this skill the students are expected to comprehend ideational, interpersonal and contextual meaning within the text to identify the main ideas and supporting details, factual information, and meaning of the words. It means that the students are expected to be able to understand what passage is about and the information that is given by the teacher can be understood by the students (Ningsih, 2017) .

Reading comprehension is the part of communication process of transferring the thoughts from the author's mind to the reader's mind. This process involves the transmission of an idea from one mind to other and hence a difficult task (Ningsih, 2017).

Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. using the words extracting and constructing to

emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension (Antoni, 2010).

Reading comprehension is a process in which the reader gives meaning by using a text as information material on the printed page and the knowledge stored in a reading text. With a lot of reading the more meaning that can be given and also the more many meanings that can be obtained both for yourself and also others who listen people (Ningsih, 2017). Reading comprehension involves much more than readers' responses to text. Reading comprehension is a multi- component, highly complex process that involves many interactions between readers and what they bring to the text as well as variables related to the text itself (Ningsih, 2017).

Reading comprehension is the act of combining information in a section of reading text with knowledge to build meaning. In addition, and reading comprehension can also be defined as a thought process in which the reader becomes aware of an idea and can understand it for their own purposes (Fitriana, 2011).

Reading comprehension is a process where people can see and understand what has been written (Ningsih, 2017). Reading is what happens when people see the text and give meaning to the symbols written in the text. Text and readers are the two physical entities that are needed to begin the reading process. Reading comprehension is the recognition of the meaning of the printed or written message. Reading begins with an

introduction to the alphabet and vocabulary that contains meaning (Aebersold and Field, 1997: 15).

Reading comprehension in terms of general views is the reader understanding actively and constructing a meaning internally from interacting with the material being read (Fitriana, 2011).

Reading comprehension was developed to improve students' reading comprehension by using effective reciprocal teaching strategies (ie predictions, clarifications, questions, and summarization) (Yang & Kuo, 2020).

Reading comprehension is a process that involves memory, thinking in the abstract, visualization and understanding of vocabulary and knowing how to decode properly. reading comprehension can also encourage students to be more responsible for their own learning. There are many strategies in encouraging students' reading comprehension, one of which is by using the jigsaw strategy. Marleni (2017). In reading comprehension written form is a very important element experienced by students because the main purpose of reading is to find out what is contained in the reading text and expressed in printed materials. Therefore, reading with understanding is a way for students to arrive at what they want to know from the reading comprehension can be described as understanding the text being read, or process construct meaning from a text.

Reading is a language skill that is very important in student learning. In the reading text they will get information and ideas that they need to

<p>Post Reading Activities</p>	<p>have read.</p> <p>3. The teacher guides students to read aloud and focus. 4. The teacher guides students to pay attention to periods, commas, exclamation points and question marks.</p> <p>5. The teacher guides students when reading and reading should be relaxed.</p> <p>6. The teacher guides students when reading to use a pen or finger to guide the reading text in each sentence.</p> <p>1. The teacher provides the opportunity for students to make conclusions.</p> <p>2. The teacher evaluates students' understanding of the reading text.</p> <p>3. The teacher gives questions to students about the text that has been read.</p> <p>4. guru gives moral values related to the reading text.</p>
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B. Review of Related Findings

The first one is the research that been According to (Antoni, 2010) This research is aimed at exploring the strategies of English teachers (English as a foreign language) in teaching reading comprehension and students' responses to their teacher's strategies in teaching reading skills in one of the junior high schools in Riau. This study uses a qualitative research model which is a case study using three data collection techniques; observation, interview and questionnaire. The data collected was analyzed using three phases of analysis; data simplification, data mapping and drawing conclusions and verification (Miles and Huberman,

1994). This research reveals that it has used a reading ability learning strategy in three steps; pre-reading (before reading), while-reading (when reading) and post-reading (after reading). It also reveals that in general students' responses to teacher learning strategies are quite good which means they are classified as low level association responses and partly-formed knowledge response structures. The results of this study recommend that the three teachers increase their knowledge and experience in order to understand the concepts, applications and reasons for using reading skills learning strategies. And also recommended to give advance instructions to students with low association responses before starting reading activities and also give direction to students with partly-formed knowledge.

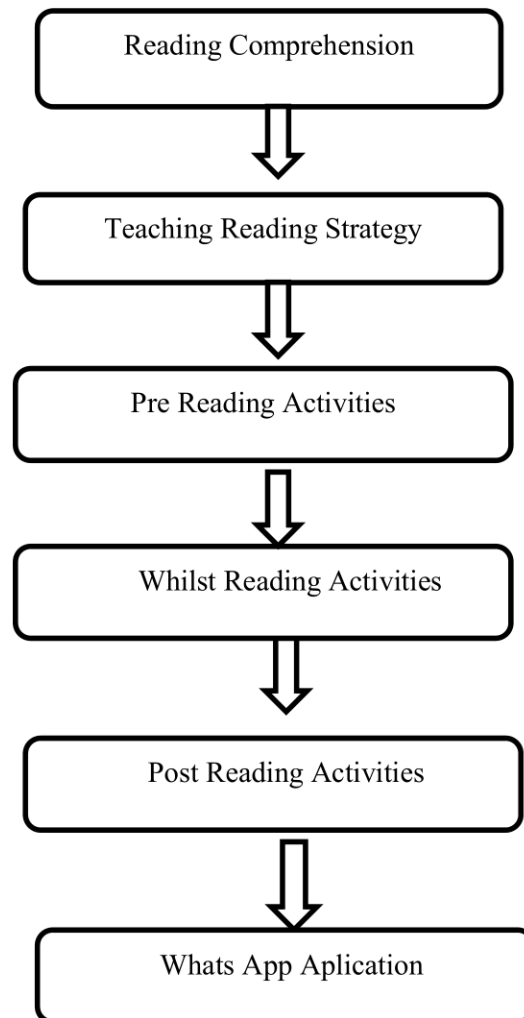
The second study had been According by (Novita ningsih 2017) This research is to find out the teacher's strategy in reading understanding class for the second grade A student at SMPN 3 Ngrambe and to find out the problems faced by teachers in reading understanding class. This research was conducted in April to May at SMPN 3 Ngrambe. The method used in this research is descriptive qualitative research. The research subject is English a grade A student teacher at SMPN 3 Ngrambe. That instruments for collecting data are observation, interviews and documentation. The instrument is used to collect data strategies and problems faced by teachers. That Researchers analyze data using qualitative descriptive research. The results of this study are; First, there are four strategies used

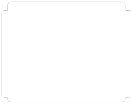
by the teacher in reading the second class A comprehension grade 3 students of SMPN 3 Ngrambe. They are monitoring understanding, using prior knowledge / predictions, summarizing /retelling to assess and improve reading comprehension, and produce and answers and questions. Secondly, there are three problems faced by the teacher in class reading comprehension class a second students of SMPN 3 Ngrambe. They are inadequate instructions, Lack of student interest and vocabulary difficulties.

The third by (Sarjan & Mardiana, 2017) is research that is a research problem in this study, what is the English teacher's strategy in teaching reading comprehension in the second grade of Wonomulyo 1 Middle School and how the application of English teacher strategies in teaching reading comprehension in grade 2 of SMP 1 from Wonomulyo? This research method is qualitative research. The subject of this research was the English teacher at SMP Negeri 1 Wonomulyo. The instrument of this study was the observation and interview checklist. The results found that the two strategies used by the teacher, Scaffolding and QARs (Question Answer Relationship). Scaffolding strategies students can develop about ideas that can be read by students. QARs (Question Answer Relationship), teachers can find out how far their students understand what the teacher has given them. And the teacher is able to know the extent to which students understand the task after reading the text that has been given and

students are guided to focus more on the text and understand what the contents of the text.

C. Theoretical Framework





CHAPTER III

RESEARCH METHODOLOGY

A. Setting of The Research

1. Time and location of The Research

The location of this research was conducted at SMPN 3 KUOK in the previous village, the researcher chose SMPN 3 Kuok because the school was easy to reach and close to the location of the researcher. Research time from April, May, October to September. the research process was carried out by telephone.

Table 3.1 Time allocation of the research

N O	Activities	Apr-20				Mei-20				Jun-20				Jul-20				Aug-20				Sep-20				Oct-20			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Filling Title of the Research		√	√																									
2	Proposal Writing				√	√	√	√	√	√																			
3	Seminar Proposal										√																		
4	Implementation of the Research											√	√	√	√	√	√	√	√										
5	Data Processing and Preparation of Thesis																	√	√	√									
6	Thesis																					√							

comprehension strategies. In retrieving data, researchers need sources to get data available. Data the source is the research subject from which data can be obtained. Data Resources are important in conducting research. So, the source of data is the substance from which the researcher will get the information needed. Ary et.al (1985: 332) suggested that in qualitative research, there are two sources that can used to get data. That is: Primary sources. Sugiyono (2008: 225) states that primary sources are sources that can provide valuable information directly. In other words, the main source is giving salient data related to the research problem. For the main source, the researcher uses the results of the interview. In qualitative research the results of interviews can be used as the strongest source of information. And the second this is Secondary sources. Secondary sources are additional sources for getting data. Given (2008: 803) argues "Secondary data sources are pre-existing sources that have been collected for different goals or by someone other than researchers ". In other words, secondary sources have a function to collect data with different objectives when conducting research and secondary sources used are documents.

D. Sampling Technique

The subject of this research is the English teacher. In the learning process of reading comprehension in the new normal era, the learning system changes to an online class and the teacher uses the Whats App application as a medium to transfer knowledge to students and the learning system will continue.

E. Instrument of The Research

1. Interview

The instrument used in this study was an interview. This interview is used to obtain data to answer the problem, namely how the teacher's strategy is to improve reading comprehension in learning the new normal era. The strategy used in conducting interviews is the interview guide approach, in which the topics and problems to be discussed are specifically explained. The interviewer decides the order and wording of the questions. By using this strategy, the completeness of the data can be increased and the data can be collected specifically and in detail.

F. The Technique of Collecting the Data

Collecting data is the process of getting data in a study, gathering data is very important for research. Because without data, research will not occur. techniques for collecting data, such as interviews. In this study, researchers used interviews to collect data.

1. Interview

The first data were collected from telephone interviews with teachers. This interview aims to answer the problem formulation, namely how the teacher's strategy in reading comprehension in the new normal.

G. The Technique of Analyzing Data

In this study, researchers used qualitative data analysis techniques. this research process in which researchers systematically search for and organize data to increase understanding of data and make it possible to present the

results to others. Nevertheless, Ary (2010: 283) states that data analysis in this study can be broken down into four stages; they Coding, Data Reduction, Data Display, and Drawing Conclusions or Interpretations. That can be explained as follows:

1. Coding

The first stage in analyzing qualitative data here involves coding. The first step in coding is called as an open code, a start code, or a temporary code. and the most common the approach is to read and sort them by finding units of meaning, words, phrases and sentences so that they are easy to learn. and at this stage, After getting the data, the researcher collected the data. After all data has been collected by the researcher then places all units that have the same code. That will be easier read the data.

2. Data Reduction

The second step is data reduction. This is a process reduce data that occurs repeatedly. "Reducing data means summarizing, choose the main, focus on what's important, find the topic and shape ". and At this stage, researchers obtain data from interviews with teacher. The interview results show how the teacher uses the strategy in teaching reading comprehension.

3. Data Display

After data reduction, and the next step in analyzing data is Data Display. This is the process of displaying data in tabular or essay form so that you get what is more understandable.

4. Conclusion

In this final step the data analysis is drawing conclusions. Here, researcher start to see what the data is. The researcher checks all entries with the same the code then combines these categories and find the connection between category. Then, continue to tell stories and make connections between story. Finally, researchers can get results and conclusions from research.