STRATEGIES IN TEACHING READING COMPREHENSION AT IAIN PALANGKA RAYA

THESIS

BY
SAGITA
NIM. 140 112 0954

STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TARBIYAH AND TEACHER TRAINING EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2020 M/1441 H

STRATEGIES IN TEACHING READING COMPREHENSION AT IAIN PALANGKA RAYA

THESIS

Presented to
State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education

BY
SAGITA
NIM. 140 112 0954

STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TARBIYAH AND TEACHER TRAINING EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2020 M/1441 H

ADVISOR APPROVAL

ADVISOR APPROVAL

Title of the Thesis	:	**Strategies In Teaching Reading Comprehension At IAIN Palangka Raya**
Name	:	Sagita
SRN	:	1401120954
Faculty	:	Tarbiyah and Teacher Training
Department	:	Language Education

Study Program: English Education

This is to certify that thesis has been approved by the thesis advisors for Thesis Examination/*Munaqasah* by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya.

Palangka Raya, May 2nd 2020

Approved by:

Advisor I,	**Advisor II,**
Hj. Apni Ranti, M.Hum.	**Akhmad Ali Mirza, M.Pd.**
ORN. 198101182008012013	**ORN.198406222015031003**

The Vice Dean of Academic,	**Secretary of Language Education Department,**
Dr. Nurul Wahdah, M.Pd.	**Akhmad Ali Mirza, M.Pd.**
ORN. 198003072006042004	**ORN.198406222015031003**

PERSETUJUAN PEMBIMBING

PERSETUJUAN PEMBIMBING

Judul Skripsi	:	**Strategi Dalam Mengajar Pemahaman Membaca di IAIN Palangka Raya**
Nama	:	SAGITA
NIM	:	1401120954
Fakultas	:	Tarbiyah dan Pendidikan
Jurusan	:	Pendidikan Bahasa
Program Studi	:	English Program
Jenjang	:	S-1

Palangka Raya, May 2020

Disetujui oleh:

Pembimbing I,

Hj. Apni Ranti, M.Hum.
NIP. 198101182008012013

Pembimbing II,

Akhmad Ali Mirza, M.Pd.
NIP. 198406222015031003

Wakil Ketua Bidang Akademik,

Dr. Nurul Wahdah, M.Pd
NIP. 198003072006042004

Sekertaris Jurusan Pendidikan Bahasa,

Akhmad Ali Mirza, M.Pd
NIP. 198406222015031003

THESIS APPROVAL

THESIS APPROVAL

Thesis Title	:	Strategies in Teaching Reading Comprehension at IAIN Palangka Raya
Name	:	Sagita
NIM	:	140120954
Faculty	:	Teacher Training and Education
Department	:	Language Education
Study Program	:	English Education

Has been examined by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya in the Thesis Examination/*Munaqasyah* on:

Day	:	Tuesday
Date	:	May, 19th 2020

BOARD OF EXAMINERS

Zaitun Qamariah, M. Pd. .....
(Chair / Examiner)

Dr. Imam Qalyubi, S.S., M.Hum .....
(Main Examiner)

Hj. Apni Ranti, M.Hum .....
(Examiner)

Akhmad Ali Mirza, M. Pd. .....
(Secretary / Examiner)

Approved by:
Dean, Faculty of Teacher Training and Education

Dr. Hj. Rodhatul Jennah, M. Pd.
NIP. 19671003 199303 2 001

OFFICIAL NOTES

OFFICIAL NOTE

Palangka Raya, May nd 2020

Case : **Examination of Sagita's Thesis**

To The Dean of Faculty of Education and Teacher Training of State Islamic Institute of Palangka Raya
In Palangka Raya

Assalammu'alaikum Wr. Wb

By reading and analyzing of this thesis, we think the thesis in the name of:

Name	:	SAGITA
SRN	:	1401120954
Thesis Title	:	Strategies In Teaching Reading Comprehension At IAIN Palangka Raya

Can be examined in partial fulfillment of the requirements of the Degree of *Sarjana Pendidikan* in the Study Program of English Education of the Language Education of the Faculty of Education and Teacher Training of the State Islamic Institute of Palangka Raya.

Thank you for the attention.

Wassalammu'alaikum Wr. Wb

Advisor I	Advisor II
Hj. Apni Ranti, M.Hum.	**Akhmad Ali Mirza, M.Pd.**
ORN. 198101182008012013	**ORN. 198406222015031003**

NOTA DINAS

NOTA DINAS

Palangka Raya, May 2020

Hal : **Permohonan Ujian Skripsi**
SAGITA

Kepada
Yth. Dekan Fakultas Tarbiyah dan
Ilmu Keguruan Institut Agama IslamNegeri Palangka Raya

Di -
Palangka Raya

Assalamu'alaikum Wr. Wb.

Setelah membaca dan menganalisa skripsi ini, kami menyatakan bahwa:

Nama : SAGITA
NIM : 1401120954
Judul Skripsi : **Strategi Dalam Mengajar Pemahaman Membaca di IAIN Palangka Raya**

Dapat diujikan sebagai syarat untuk memenuhi kewajiban dari mencapai gelar Sarjana Pendidikan pada program studi Tadris (Pendidikan) Bahasa Inggris Jurusan Pendidikan Fakultas Tarbiyah dan Ilmu Keguruan di Institut Agama Islam Negeri Palangka Raya.

Terima kasih atas perhatiannya.

Wassalamu'alaikum Wr. Wb.

Pembimbing I,	Pembimbing II,
Hj. Apni Ranti, M.Hum	**Akhmad Ali Mirza, M.Pd**
NIP. 198101182008012013	**NIP. 198406222015031003**

MOTTO AND DEDICATION

"SABAR DAN IKHLAS"

This thesis are dedicated to :

My beloved mother, my father, my friends and my beloved lecturer. Thanks for your valuable endless prayer, sacrifice, motivations, and support.

IAIN
PALANGKARAYA

DECLARATION OF AUTHORSHIP

DECLARATION OF AUTHORSHIP

Herewith, I:

Name	:	Sagita
NIM	:	1401120954
Faculty	:	Teacher Training and Education
Department	:	Language Education
Study Program	:	English Education

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, May 2020

Yours Faithfully

Sagita
NIM 1401120954

ABSTRACT

Sagita. 2020. *Strategies in Teaching Reading Comprehension at IAIN Palangka Raya.* Unpublished Thesis. Department of Language Education, Faculty of Teacher Training and education, State Islamic Institute of Palangka Raya. Advisor (I) Hj. Apni Ranti, M Hum.; (II) Akhmad Ali Mirza, M.Pd.

Keywords : ***Lecturer Strategies, Teaching Reading Comprehension***

The aim of this research was the strategies applied by the lecturer in teaching reading comprehension and the lecturers' implementation of teaching reading strategy at IAIN Palangka Raya. This study employed decriptive qualitative design by using phenomenology method (Creswell in Raco 2010 : 40).

This study used collecting data procedures techniques ; observation, interview and documentation. Subject of the study was the English Lecturer especially Appreciatve Reading Class in five semester by using Purposive Sampling technique. All the data were analyzed by using some procedures ; coding, data reduction, data display and conclusion.

This research revealed that the lecturer have used strategies in teaching reading comprehension in three reading stages ; ***pre-reading activties*** (brainstorming, encouraging the use of dictionary and discussing text types), ***while reading activities*** (reading aloud, reread for checking comprehension, direct reading activity, discussing of unknown words and retelling the text) and ***post reading activities*** (evaluating comprehension in particular tasks, clarifying and justifying the students' answer, asking questions for specific informaton/sanning strategy and reviewing).

ABSTRAK

Sagita. 2020. *Strategi Dalam Mengajar Pemahaman Membaca di IAIN Palngka Raya.* Skripsi tidak diterbitkan. Jurusan Pendidikan Bahasa. Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing (I) Hj. Apni Ranti, M. Hum., (II) Akhmad Ali Mirza, M.Pd.

Kata Kunci : Strategi dosen, mengajar pemahaman membaca

Tujuan dari penelitian ini adalah strategi yang diterapkan oleh dosen dalam pemahaman membaca mengajar dan implementasi strategi pengajaran membaca dosen di IAIN Palangka Raya. Penelitian ini menggunakan desain kualitatif deskriptif dengan menggunakan metode fenomenologi (Creswell dalam Raco 2010: 40).

Penelitian ini menggunakan teknik pengumpulan data prosedur; observasi, wawancara dan dokumentasi. Subjek penelitian adalah Dosen Bahasa Inggris khususnya Kelas Membaca Apresiasi dalam lima semester dengan menggunakan teknik Purposive Sampling. Semua data dianalisis dengan menggunakan beberapa prosedur; coding, reduksi data, tampilan data dan kesimpulan.

Penelitian ini mengungkapkan bahwa dosen telah menggunakan strategi dalam mengajar pemahaman membaca dalam tiga tahap membaca; ***kegiatan pra-membaca*** (brainstorming, mendorong penggunaan kamus dan mendiskusikan jenis teks***), sementara kegiatan membaca*** (membaca dengan keras, membaca ulang untuk memeriksa pemahaman, kegiatan membaca langsung, membahas kata-kata yang tidak dikenal dan menceritakan kembali teks) dan ***kegiatan pasca membaca*** (mengevaluasi pemahaman dalam tugas-tugas khusus, mengklarifikasi dan membenarkan jawaban siswa, mengajukan pertanyaan untuk strategi informasi spesifik dan meninjau kembali).

ACKNOWLEDGEMENTS

Alhamdulillah, the writer like to express her sincere gratitude to Allah SWT., for the blessing bestowed in her whole life particularly during the thesis writing without which this thesis would not have come to its final. *Sholawat* and *salam* always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true. Her appreciation is addressed to:

1. Rector of IAIN Palangka Raya, Mr. Dr. H. Khairil Anwar, M. Ag for his direction and permission of conducting the thesis.
2. Dean of Faculty of Education and Teacher Training, Dra. Hj. Rodhatul Jannah, M.Pd., for her invaluable assistance both in academic and administrative matters.
3. Vice Dean in Academic Affairs, Dr. Nurul Wahdah, M.Pd., for her invaluable assistance both in academic and administrative matters.
4. Secretary of Department of Language Education, Akhmad Ali Mirza, M.Pd., for his invaluable assistance both in academic and administrative matters.
5. Chair of English Study Program, Zaitun Qomariah, M.Pd. for her invaluable assistance both in academic and administrative matters.
6. Her academic lecturer and first advisor Hj. Apni Ranti, M.Hum and her second advisor Akhmad Ali Mirza, M.Pd, for their generous advice, valuable guidance, and elaborated correction during their busy time to complete her thesis.
7. The members of the board examiners, for their corrections, comments, and suggestions which are profitable to accomplishing of this thesis.

8. All lecturers of Study Program of English Education from whom she got in-depth knowledge of English and English teaching.
9. Her beloved parents for their moral support and endless prayer so that she is able to finish my study. May Allah always bless all of them. *Aamiin*.
10. Her beloved friends who always support her and help her finish this study and all her friends and classmates of Study Program of English Education that always supported her, especially for 2014 period, thank you for the support in sadness and happiness during the study in undergraduate program and for their spirits to accomplish her study.
11. The students of English Department who participated as respondents in this research.

Finally, the writer realized that this paper could not be perfect. There were many mistakes and errors. Therefore, the writer really allows the readers to give critics and suggestions for this graduating paper in order to be better. The writer hopes this paper will be useful for the readers in general and for the writer herself especially. Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Palangka Raya, May rd 2020
The Writer

Sagita
SRN 1401120954

TABLE OF CONTENTS

page

COVER i
COVER (Second Page)..... ii
ADVISOR APPROVAL..... iii
PERSETUJUAN PEMBIMBING..... iv
THESIS APPROVAL..... v
OFFICIAL NOTE..... vi
NOTA DINAS..... vii
MOTTO AND DEDICATION..... viii
DECLARATION OF AUTHORSHIP..... ix
ABSTRACT..... x
ABSTRAK (Indonesian)..... xi
ACKNOWLEGEMENTS..... xii
LIST OF APPENDICES..... xvi

CHAPTER I INTRODUCTION
A. Background of the Study..... 1
B. Research Problem..... 6
C. Objective of the Study..... 6
D. Scope and Limitation..... 6
E. Significance of the Study..... 6
F. Definition of Key Terms..... 8

CHAPTER II LITERATURE REVIEW
A. Previous Study..... 9
B. Reading Comprehension..... 15
1. Component of Teaching Reading..... 17
2. Teaching Reading as Foreign Language..... 23
3. The Strategies of Teaching Reading Comprehension..... 24
a. Pre-Reading Activities..... 25
b. While Reading Activities..... 26
c. Post Reading Activities..... 27
4. Problem of Teaching Reading..... 28

CHAPTER III RESEARCH METHOD
A. Research Design..... 31
B. Subject of the Study..... 33
C. Source of Data..... 34
D. Research Instrument..... 34
E. Data Collecting Procedure..... 37
F. Data Analysis Procedure..... 40
G. Data Endorsement..... 41

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION
A. Data Presentation..... 45

B. Research Findings 51
1. Strategies Applied by the Lecturer in Teaching Reading Comprehension 52
2. The Implementation of Teaching Reading Comprehension 54
C. Discussion 57

CHAPTER V CONCLUSION AND SUGGESTION
A. Conclusion 60
B. Suggestion 61

REFERENCES
APPENDICES

IAIN PALANGKARAYA

LIST OF APPENDICES

1. Observation Checklist
2. Interview
3. Documentation
4. Curriculum Vitae

IAIN PALANGKARAYA

CHAPTER I

INTRODUCTION

CHAPTER I

INTRODUCTION

This part discusses the background of the study, research problem, objective of the study, scope and limitation, significance of the study, definition of key terms.

A. Background of the Study

Learning the English language is one major because English has become an international language, which is used by most people in the world. Many countries use English as their second language. Despite the difficulties in learning English, it is worthwhile to learn the language because it plays a very substantial part in almost all fields of life such as communication, commerce, economy, politics, education, science, technology, and so on.

English as one of the subjects taught in school reading comprehension in particular is expected to increase the knowledge, skills, attitudes, and values contained therein. Reading comprehension is a fairly complex subject and requires precision, accuracy, and a deeper understanding of the work because reading comprehension lesson that can not only read but also have to understand the message of the text.

Reading is a major way to learn English. Reading ability is a basic and significant criteria to scale one's English level. It can affect reading schema. Schema plays an important role in the process of reading. Eskey et al. in Toendan (1996:33) defined viewed the framework of schema

theory, reading is an interactive process between the reader's background knowledge and the text. Specifically, reading is an interaction between information obtained by bottom-up decoding and information provided utilizing top-down analysis, both of which depend on certain kinds of prior knowledge and certain kinds of information-processing skills.

Based on the description above, may we say that the scheme is an abstraction of experience that is constantly experiencing stability following the new information obtained. Thus, increasingly a lot of someone's experiences also increase the refinement of the scheme.

How important is the scheme to a student to help understand reading?. Understanding of the contents of the reading depends on the ability of the reader to connect knowledge which already exists with the information contained in the text so that it happens the interaction between his knowledge and the new information. By therefore, the existing scheme has been maintained, enriched, and developed to achieve perfection. Schema development can be done by providing an experience as much as possible to children. More experience will increasingly increase the mastery of the scheme. The experience can be in the form of reading or other activities, such as field trips, visiting museums, zoos, or other places. Lack of someone's scheme will inhibit reading comprehension success.

In teaching reading, a lecturer may use many different strategies. To use any instructional technique effectively, anyone who teaches must understand the principles and assumptions upon which each specific

technique is based. There is certainly no shortage of descriptions or labels for activities that may be classified as about instruction. Harmer (2007) has said that a strategy is an action that the teacher takes to attain one or more of her teaching-learning goals. The strategy can also be defined as a general direction set for the teaching process. The lecturer should use many strategies in teaching reading such as applying various methods, media, and games to keep the students interested. Brown (2004) has 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 into the learning experience, and to use appropriate collaborative learning strategies.

Ineffective teaching of reading comprehension, the lecturer leads students in the classroom to become proficient and successful readers. Creative teachers do not use only one specific method and technique, but implement many strategies and skills to accommodate the needs and learning styles of each student in the classroom. Slavin (2000) has also noted that effective instruction is not a simple matter of one person with more knowledge transmitting knowledge to another. Therefore, successful the lecturer who teaches reading realize that reading can be taught by using a variety of strategies. The teaching must be modified by the lecturer depending on the students' needs. Allington (2002) notes that creative

lecturers manage to get better results regardless of curriculum materials, pedagogical approaches, and/or reading programs.

The notes above show that the lecturer has an important role in teaching the student. Many strategies can be used for teaching reading to improve reading comprehension. It can improve reading score or it can not improve the reading score. It all depends on the lecturer's strategies in teaching reading comprehension.

According to Nurmadia Sarjan (2017) in her research to finding indicates that teachers need to be equipped by strategies in teaching reading comprehension to help the students to cope with the difficulties in learning English reading. In line with the previous explanation that reading comprehension is necessary in language teaching. Teachers are confronting some problems in the process of reading comprehension. There are many teachers taught about reading comprehension by explaining the text, main idea, and purpose of the text.

The good strategy used in teaching reading can effect on students' reading comprehension. The result of research by Nurmadia Sarjan, strategies used by the teacher in teaching reading were scaffolding and QAR. Based on the research, those strategies were effective in teaching reading comprehension because they can help the student to comprehend the text. In short, those strategies gave a good contribution to the teacher. The student who has difficulty in reading would be easier in reading

mastering reading comprehension. The strategies help the teacher more easily gave the material to the students.

Based on the experience of researcher in-class reading, there were the situation that the student still has difficulties in reading comprehension. In his problems, the lecturer must have good strategies in teaching reading. It was help te students in reading comprehension. In order, good strategies could develop the students skill in reading comprehension. And also it was help easier for the lecturer to give the material to the students.

The researcher was so interest in this title because, according to Haidir and Salim (2014) learning strategies is organizing the contents of the lesson, the delivery of lessons and management of learning activities using various sources of learning used by teachers to support the creation of the process effective and efficient learning. That means strategy learning uses a variety of learning resources used by teachers like using teaching aids, textbooks, and index cards to carry out teaching and learning in class so that learning can take place effectively and efficiently.

Based on the above definition, it could be concluded that the learning strategy is a learning procedure in helping student learning efforts, organizing experiences learn, organize and plan teaching materials, so that the process is created more effective and efficient learning to achieve goals learning

Based on the above, strategies for teaching reading are the processes used for transferring knowledge in order to get good reading comprehension and understanding of a text to achieve the goals of the learning process. The lecturer needs to use appropriate strategies based on the materials and the purpose of learning. In this study, the writer focuses on the strategies used by the English lecturer at IAIN Palangka Raya for teaching reading. Based on the reasons, the researcher does this study with the title: **"Strategies in Teaching Reading Comprehension at IAIN Palangka Raya".**

B. Research Problem

1. What strategies are applied by the lecturer in teaching reading comprehension?
2. How implementation is the teaching reading comprehension strategy?

C. Objective of the Study

1. To find out the strategies applied by the lecturer in teaching reading comprehension.
2. To know the implementation of teaching reading comprehension strategy.

D. Scope and Limitation

Based on the research problems above, the researcher focuses on the strategies apply in teaching reading comprehension especially students' reading class at IAIN Palangka Raya.

E. Significance of the Study

1. **Theoretically**

This research gives some useful information about English teachers strategies in teaching reading comprehension. This research is expected to be used as a reference for other researchers to conduct a research in the English teaching learning process. Hopefully, the result of this study is useful for students, teachers, and all of the readers. And the results of this study is may help the teacher to improve their strategies in teaching reading comprehension.

2. **Practically**

a. For the students, the finding of the research can be used as a new reference to learn English, especially reading. They can know kinds of teacher' teaching strategies and they can choose one of the strategies that use by the teachers to comprehend reading.

b. For English teachers, the findings are expected to be the useful contribution that can be transferred to learners based on their characteristics. By considering each student may employ different strategies, the teacher can take one of the strategies in teaching reading for comprehension to their students. Based on the statement above, the teacher has to have a strategy to make the students ready to speak. By applying the correct strategies in teaching and learning process,

c. For the next researchers, this thesis will give some contribution and information for next researchers about strategies in reading used by the English student. The result of the research is expected to give some contributions to students, teachers, and future researches.

F. Definition of Key Terms

1. Reading

   Reading is one of the difficult ways of studying English or a process of finishing a message in which students need their own experience and knowledge.

2. Strategy

   Strategy is a plan intended to achieve a particular purpose (David in Haidir, 1976:99).

3. Reading Comprehension

   Reading comprehension is a process of understanding from a reading text using some techniques in reading such as ability to recognize to words. Word knowledge and knowledge of linguistics convention. Reading is also a process of construction fully.

IAIN
PALANGKARAYA

CHAPTER II

LITERATURE REVIEW

This chapter includes about the literature of the research such as the

previous study, reading comprehension, and part of teaching reading.

A. Previous Study

There are some previous studies related to this research. It help easier the researcher find difficulties and also find the sources in wrtting the thesis. The previous study as follow :

1. Muhammad Hudri conducted a study entitled " An Analysis of Teacher Strategies in Teaching Reading at The First Years Students of SMK 2 Gerung in Academic Year 2016/2017" The teacher used various teaching strategies in teaching reading. They are memorizing, question-answer relationship, and game. Those strategies are effective in teaching reading comprehension because can help the student to comprehend the text. In short, those strategies give a good contribution for the teacher. Students who have difficulty in reading will be easier in mastering reading comprehension. By using these strategies, the teacher more easily gives the material to the students.

   The similarities between this research with the researcher is the method to find out the strategies applying in teaching reading comprehension. Also, the instrument of this research use observation and interview to get the data. The difference in this research are the

subject of the study and there are some different strategies using in teaching reading comprehension.

2. Muhammad Rasyid conducted a study entitled "Strategy For Teaching Narrative Reading Text Applied By The Teacher In Class Two Man Models Palangka Kaya". The strategies that are used by the teachers in MAN MODEL Palangka Raya for teaching English. The result of the study found that the teachers used some strategies in teaching reading at MAN MODEL Palangka Raya, the strategies that are used the most are monitoring comprehension, metacognition, answering question, summarizing. The Monitoring comprehension used in the high value, the mean of the strategy is 5, The teachers also used the Metacognition strategy, and based on the questionnaire, this strategy also always used by the teachers in MAN MODEL Palangka Raya, the mean of this strategy is 4.6 and it is in the high, The next strategy is Answering question, this strategy also always used by the teachers, the mean of strategy is 4.6 and it is in a high level used. The last strategy that always used by the teachers is Summarizing. This strategy always used by the teacher in a high level, the study found the mean of this strategy is 4.6. There are some fairly high strategies used by the teachers and they are graphic organizer, generating questions, and recognizing structure. This strategy is a graphic organizer that is sometimes used by the teacher in MAN MODEL, and the mean of this strategy is 3.6. The next strategy is generating question that is also

sometimes used by the teachers in MAN MODEL, and the mean of this strategy 4.2. The last strategy that is sometimes used by the teachers is recognizing structure, and the mean of the strategy is 4.2.

The similarities between this research with the researcher is the method to find out the strategies applying in teaching reading. Also the instrument of this research use observation and interview to get the data. The difference in this research are the subject of the study and the strategies using in teaching reading especially narrative text.

3. Muslaini conducted a study entitled "Strategies for Teaching Reading Comprehension". This research was done to find out how reading comprehension was taught at an Islamic boarding school in Pidie Jaya, the strategies that were used by the teachers for teaching reading comprehension, and the responses of the students towards the teaching-learning of reading comprehension. This study was conducted using an action research. The participants of this study were the teachers and their students. The instruments used were an interview guide and observation sheets to collect data. Based on the data collected, the researcher found several problems that needed to be solved, especially in the preparation of lesson plans even though the teachers at the school already had much knowledge of teaching. Based on these observations, the methods and strategies generally used by the English teachers at the school included individual learning, cooperative learning, using media, (games, pictures, and picture

series), and the grammar-translation method. They modified the strategies used in teaching depending on the materials or the genre of the text. The choice of strategy was adopted by the teachers with the materials, the indicators, and the purpose of learning based on the syllabus and curriculum. They chose the most appropriate strategy to help the students comprehend the text well. Their reasons for using a particular strategy was to help the students to avoid difficulties in reading the text, especially comprehending the aspects of reading such as the main idea, making inferences, noting detailed information and references. The use of appropriate strategies to reach the purposes of learning was planned in the lesson plan.

The similarities between this research with the researcher is the method to find out the strategies applying in teaching reading comprehension. Also, the instrument of this research use observation and interview to get the data. The difference in this research are the subject of the study and there are some different strategies using in teaching reading comprehension.

4. Nurman Antoni conducted a study entitled "Exploring EFL Teachers' Strategies in Teaching Reading Comprehension". This study is aimed to explore EFL teachers' strategies in teaching reading comprehension and the students' responses toward their teachers' strategies in teaching reading comprehension at one junior high school in Riau. This study employed a qualitative research design which is a case

study using three data collection techniques; observation, interview, and questionnaire. All of the data were analyzed by using three major phases of analyses: data reduction, data display, and conclusion drawing and verification (Miles and Huberman: 1994). This study revealed that the teachers have used teaching reading comprehension strategies in three reading stages: pre-reading, while reading, and post reading stage. It also revealed that in general, the students' responses to their teachers' strategies were good enough which were classified into low-level association responses and partly-formed knowledge structure responses. These findings recommend that the three teachers need to increase their knowledge and experiences in order to understand the concepts, implementations, and the reasons for using the strategies in teaching reading comprehension. They are also suggested to give instructions of teaching strategies to students with low level association responses before starting the reading activities, and give some guidance to students with partly-formed knowledge.

The similarities between this research with the researcher is the method to find out the strategies applying in teaching reading comprehension. Also the instrument of this research use observation and interview to get the data and the strategies using in teaching reading comprehension. For the difference on this research are subject of the study and there is the response of the students to teacher teaching strategies.

5. Nurmadia Sarjan conducted a study entitled “An Analysis On The English Teachers Strategies In Teaching Reading Comprehension At The Second Gradestudentsof Junior High School 1 Of Wonomulyo”. The strategies that the teacher used in teaching reading comprehension in SMPN 1 Wonomulyo were two strategies, Scaffolding strategy (1), and QARs (Question -Answer Relationship) (2). The teachers used these strategies to make the student understand the reading text and the students guided to more focus on the text and also teacher could help students in developing the meaning contained in the text reading so that students more easily understand the contents of reading.

   How the implementation of the English teacher strategies in teaching reading comprehension in SMPN 1 Wonomulyo. The strategy was used by the teacher (1) scaffolding strategy, can develop about an idea which readable. The last strategy was used by this teacher (2) QARs (Question -Answer Relationship) where when students finished reading the text the teacher asked the vocabulary in the reading, "what was the meaning of the fence? What was in English gray, what was in English is a tree? "From the teacher's question some of the students knew what the teacher asked and also this strategy where the teacher asked students to answer questions in the reading text like exercises1, and exercise 2. This strategy was used so that students understand the reading and understand the contents of the reading. Based on this

research, those strategies were effective in teaching reading comprehension because can help the student to comprehend the text. In short, those strategies gave a good contribution for the teacher. Students who have difficulty in reading would be easier in mastering reading comprehension. With used this strategy the teacher more easily gave the material to the students. Those strategies could help the teacher because the students more active. And the students could exchange their opinion with their friends.

The similarities between this research with the researcher is the method to find out the strategies applying in teaching reading comprehension. Also, the instrument of this research use observation and interview to get the data. The difference in this research are the subject of the study and some different strategies using in teaching reading comprehension.

B. Reading Comprehension

There are some definitions of reading comprehension given by some experts. Brown states that reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.

According to Pearson Johnson, reading comprehension is a process of relating the new to the known based on a similar notion.

Smith in Fauziati defines reading more pragmatically as an understanding a message conveyed by the writer through visual and non-

visual information. This insight will be the point of departure in the discussion on the theories of reading.

Then, Grabe and Staller (2002) also deliver that reading for general comprehension refers to the ability to understand information in a text and interpret it appropriately and correctly. However, reading comprehension abilities are quite complex and difference in numerous ways depending on tasks, motivations, goals and language ability. In this, the level of reader comprehension of the text is determined well from the interactions between the reader variables and the text variables (Barnet, 1988).

Moreover, Hillerich (1983: 126) classifies reading comprehension into three levels: (1) literal comprehension, (2) inferential comprehension, and (3) critical comprehension. Literal comprehension level requires the reader to recall facts that are overtly stated in the text. For examples, it is to recall names, things, and areas. Then, the inferential comprehension level allows the reader to suggest relevant additional information based on the text confronted and personal experience. It refers to understanding what an author meant and what was said, developing general conclusions, inferring main idea, sequencing, making judgment, predicting outcomes, etc. At last, the critical comprehension level leads to the making of balanced judgments about the author's style and some other aspects of the text. It has to do with evaluating or making judgments in four major areas: central issues, support for those issue, language style, and logic used to arrive at conclusions.

Reading comprehension is an active process in the construction of meaning. It is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expression that a writer uses to communicate information, ideas and viewpoints. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

Given the above discussion, it can be concluded that reading comprehension is the reader activity to understand and to get information from a text with the simultaneous process. There are three components that involve in this process. They are: the reader, text and activity. These three components relate each others in various stages of reading comprehension. They are: pre, while, and post reading activities. Thus, the levels of reader's comprehension (literal, inferential, and critical) are determined well from the interaction among those components.'

1. Component of Teaching Reading

a. The goal of the learning

There are two goals can be achieved by the students, those are long- and short-term goals. According to Brown (2001:53),

long-term goals may include the mastery of English, the passing of an exam (at the end of the year), the possibility of a better job in the future, etc. Short-term goals, on the other hand, might be the learning of a small amount of new language, the successful writing of an essay, the ability to partake in a discussion or the passing of the progress test at the end of the week.

The teacher can encourage the students to learn English and active in the reading class to achieve the long-term goals by emphasizing those long-terms goals is more important for them to be achieved by them. To motivate them in learning English, the teacher also can use the short-terms goal by giving them some points to them. If they can involve in teaching and learning English, they are active in the reading class, and they can get high score in the reading class, the teacher can give the class rank and some rewards for them.

b. Teacher

There are some aspects which have to pay attention when talking about teachers. However, this part focuses on characteristics and roles of teachers. According to Allen (cited in Brown, 2001: 429), there are some characteristics of good language teachers. Firtsly, the teachers should love and comprehend English language such as listening, speaking, reading, and writing. Secondly, they understand and use a

wide variety of techniques. Next, they give optimal feedback to students, use appropriate principles of classroom management, adapt textbook material and other audio creatively, enjoy people, and show enthusiasm.

In a classroom, teachers' roles can influence activities. It means that the teachers change from one activity to another. If they are fluent at making these changes, the effectiveness as the teachers is greatly enhanced. These are roles of a teacher:

1. Teacher as Controller

Teachers as controller are always needed in the class activity when the teacher teaches the students. A controller determines what the students do, when they should speak, and what language forms they should use (Brown, 2001: 167). In addition, Harmer (2001: 58) states that a controller takes the roll, tells the students things, organizes drills, and reads aloud.

2. Teacher as Organizer

Teachers should be good organizer. It means that the teachers should organize the students to do various activities. This often involves giving the students information, telling them how they are going to do the activity, putting them into pairs or groups, and finally closing things down when it is time to stop (Harmer, 2001: 58).

The first thing that has to be done by the teachers is that they need to organize students so that the students are involved in the activity. To do this, the teachers can create fun activity, such as playing games. Next, the teachers give any necessary instructions, and say what students should do first and next.

These are important steps so that the students know what should be done in the activity. The teachers should give demonstration or an example to do the activity clearly. If the students have understood, start or initiate the activity. The teachers can stop the activity when the students have finished. The last one, the teachers give feedback about language use. It is because the students can know which one is right or wrong in doing the activity.

3. Teacher as Observer

In a classroom, teacher does not only teach the students but also observe them. It is aimed to give them useful feedback. In the classroom observation, the teachers watch students' learning process in order to judge the success of different materials and activities. The teachers can make changes in the future if the activities are not appropriate to the students' needs (Harmer, 2001: 62).

c. Student

Students can learn language well, get good mark, pass exam if they study hard and have motivation. Brown (2001:72) states that motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit. It means that motivation is people's desire to achieve goal. Motivation can come from outside or inside. Harmer (2001: 51) states that motivation which comes from outside is called extrinsic motivation and from inside is called intrinsic motivation.

d. Interesting activities and 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 (Brown, 2001: 53). The teacher 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 learn the subject that we give. The teacher also can use some media that can make the lesson become interesting.

e. Media

Definition of media proposed by many experts, Gerlach dan Ely (1971), for example, says that media are supporting materials that can motivate students and can effectively explain and illustrate subject content. 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. He also adds that media as any tools, methods and technique used to make the communication and interaction between the teacher and the students more effective in the teaching learning process. Here media can be anything, material and non-material, physical, and non-physical, those are useful to support the communication and interaction in the teaching learning process. It can be for explaining, motivating or making clear the thing being discussed or talked about.

In this globalization era, many schools use technology as teaching media to support the teaching and learning process. It also happens in the English language teaching-learning process. According to Brown (2001:143), an educational institution has a promising new technology that could offer linguistic input and output, feedback, students' collaboration interactivity, and fun.

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.

f. 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 (Rusydi Ananda, 2017 : 1). It is also used to measure how far the students master the materials from the learning process in the classroom.

2. Teaching Reading as Foreign Language

Teaching reading to advanced learners of English is not easy. Activities that promote critical reading are still very rare. Coursebooks used in teaching reading often contain tasks that instill in students a conviction that reading in a FL is an objective act, and as such should be practiced and evaluated at least in an institutionalized setting. The tasks described in this article present an interesting perspective of developing reading skills, different from the one propagated by most coursebooks.

There are a number of benefits that critical reading classes can off er to students asreaders and foreign language learners. First of all, critical reading classes are different from traditional reading classes and this difference can make them attractive to students. Motivation and interest can encourage learners to participate in the course. The aim of a critical reading course is notto promote reading coursebook

texts for one “universal” comprehension but to encourage readers to read and interpret texts as products of culture. An undeniable advantage of such classes is that critical reading classes encourage students to communicate and exchange opinions about the texts they read. Discussions about texts enable students to integrate knowledge from various academic courses, such as descriptive grammar and language of media courses. Halliday’s (1994) systemic-functional grammar seems a very useful tool for text analysis in the classroom. It allows for depth as well as breadth of analysis; analyzing Field, Tenor and Mode of texts serves to interpret the social context of the text and facilitates readers’ understanding that language cannot be divorced from the context which produces it.

There are, however, some problems that teachers should be prepared to face. It may happen that although students find critical reading tasks interesting as class activities, they are not prepared to work on their ownand analyze texts as homework assignments. This situation would require from the teacher introducing additional exercises which could help the class to revise some material necessary to discuss texts, e.g. very basic information about types of phrases and their syntactic role and meaning in a clause. All in all, despite diffi culties that teachers and learners may encounter, developing critical reading skills appears a valuable idea that can be implemented either in

the form of a separate course or as additional exercises accompanying any course that engages students in reading.

3. The Strategies of Teaching Reading Comprehension

This study focuses on teaching reading comprehension strategies which are divided into three reading stages proposed by some scholars, this includes: pre-reading stage, while reading stage and post reading stage (Hood et al, 2005; Gibbon, 2002; Brown, 2001; Wallace, 1992; and Barnet, 1988).

a. Pre-reading activities

Pre-reading activities are interactional activities carried out before students conduct the real reading activities. In this stage, one very popular kind of activities is brainstorming (Wallace, 1992: 91). In line with this, Crawford et al (2005: 29) define brainstorming as a method for creating many ideas about a topic. In this activity, students are invited to call out words, knowledge and experience that relevant to the text, relevant language and an expectation meaning (Hood et al, 2005: 73 and Wallace, 1992: 91, see also by Barnet: 1988).

Generating text type or text structure is also the activities that can be created in this stage (Barnet, 1988; Wallace 1992). Discussing the text type in teaching reading comprehension is aimed to familiarize students with the major contextual features of a text or

text structure and to show how these features can help them to work out the main function of the text and the possible content (Hood et al, 2005: 76; Tierney et al, 1999: 255).

The next activity which can be applied is sequencing picture (Hood et al, 2005; Gibbon, 2002; Barnet, 1988; Wallace, 1992). It is an activity to give a picture that related to the text and provide relevant background knowledge which set up expectation meaning (Hood et al, 2005: 75; Gibbon, 2002). It is also important for teachers to discuss new vocabulary with students in this stage because discussing new vocabulary can help them to comprehend the text. When students have problems of unknown words, teacher can encourage them to use dictionary. It is in line with Wallace's (1992: 86) idea stated that teacher can encouraging students to use dictionary in pre-while stage. Another activity is predicting. This strategy is suggested to use by (Anderson, 1999; Pelinscar and Brown (1984) as cited in Doolitle, 2006).

b. While reading activities

During reading activities are instructional activities that are going on while reading activities are happening. In this reading stage, a teacher can generate appropriate strategies to help students in comprehending the text. The common one is reading aloud activity which is recommended to use by Gibbons, (2002); Hancock and Leaver (2006); Nuttal, (1996: 2). There are two kinds of reading

aloud; reading aloud to students is can used as an opportunity to bring students into a popular culture and an opportunity to challenging text and reading aloud by students is individual students to each other can develop class cohesion and encourage students about the text Handcock and Leaver (2006; 40). The next activity that teacher can generate in this stage is silent reading. Anderson (2003) in Nunan (2003: 69) said that the majority of reading that we do will be done silently. Anderson explained that silent reading is primarily in reading comprehension because it focuses on getting meaning from print. Then, NCLRC (2007) also propose reread to check comprehension as one of while-activities in reading comprehension. Brown (2001: 377) views vocabulary items as a boring list of words that must be defined and memorized by the students, lexical forms are seen in their central role in contextualized, meaningful language. It is important for teachers to discuss unkown of words with the students. Retelling can be used as an effective tool in improving comprehension as well as assessing it (Jennings, Caldwell, & Lerner, 2014, p. 268). During a retelling, teachers gain insight as to how students are putting together the information offered in a text. When students' understanding of a text is observed and analyzed during retelling, teachers discover what information students remember and deem as important. According to Jennings, Caldwell, & Lerner (2014), to begin a retelling, inform the student he or she will retell a story after it is read (p. 268). Then,

have the student read the text. After reading, ask the student to tell about the story as if he or she was telling it to someone who had never read it. Once the student has finished retelling the information he or she remembers from the story, you may ask the student to elaborate on certain parts. Jennings, Caldwell, & Lerner (2014) state, "this prompting is important for low-achieving readers, because they often know more about a story than they will tell in a free recall"

c. Post reading activities

Post-reading activities are the activities conducted by a reader after reading. For this stage, a teacher's activity is primarily to evaluate the students' comprehension in particular tasks as suggested by an online publication; the National Capital Language Resource Center (2007); Gibbons (2002: 91). In this case, Teachers can conduct such activities; scanning questions, summarizing, learner's purpose, and following-up (Wallace, 1992; Barnet; 1988).

Furthermore, Tierney et al (1990) also recommend eight practical strategies for improvement of teaching reading comprehension in the classroom for appropriate levels. They are prep technique, GIST, question-answer relationship, direct reading activity, vocabulary self-collection strategy, contextual redefinition, and text structure strategy.

Additionally, Brown and Palinscar (1984) in Doolittle (2006), Anderson (1999) and USA National Reading Panel (2000), propose predicting, questioning, clarifying, summarizing, monitor comprehension, and justify comprehension as the strategies that can be implemented in classroom activities in teaching reading comprehension.

4. Problems of Teaching Reading

Wallace (1992), Surong (2002) and Li-Juan (2007) mentions that there are three common problems that usually encountered by the teacher in teachingreading.

a. Vocabulary oriented teaching (Surong, 2002) and Li-Juan, 2007). In this case, the teachers' presentation mainly focus on the vocabulary. As a result, the teachers have no idea about the complexity of reading process.

b. The teachers seldom get down to learn their students needs, have the analyzed and tailor the teaching metthod accordingly (Li-Juan, 2007). Here, the teachers just rigidly follow the natural arrangement of texts and exercises with the help of their perceptual experiences. Then, they exploit the text just for its own sake, not to use it as a tool to teach students read effectively.

c. The lack of theoretically knowledge of EFL.Wallace (1992) explains that it can affect the situation where the teachers usually have little idea about how to plan a lesson regularly and systematically. Thus,

what the teachers often do just sitting on the desk, going through the whole text to be taught, looking up in dictionary all the words and expressions.

Based on the description above, it can be inferred that the teacher who get difficulty in teaching reading might not realize that affective factors also play a significant role in how reading helps one learn a language as stated by Brown (2001). This means that those who like what they read keep reading. In addition, Silver (1997 in Berardo, 2006) argues that there is a high correlation between those who read a lot and those who improve in their comprehension and vocabulary acquisition when they read. In other word,selecting and adapting materials is useful to make the process of teaching and learning effective. Thus, in order to make reading activity meaningful teacher should allow students to select their reading material. As stated by Atwell(1998) thatfree selection of reading material has a strong impact on learner's fluency, reading rate and comprehension.

Based on the description above, Winter(2000) suggests that teachers need to provide the textsthat cover a range of genres and topics in order to increase students' motivation for reading.Furthermore, Nuttall (1996: 172) states that the wide variety of different types of text means that it is easier to find something that will interest the learner and may even encourage further reading or reading for pleasure.

Finally, in order to develop students' reading ability it can be done by encouraging students to read for pleasure. As stated by Green and Oxford (cited in Brown, 2001: 301) that reading for pleasure and reading without looking up all the unknown words were both highly correlated with overall language proficiency.

IAIN PALANGKARAYA

CHAPTER III

RESEARCH METHOD

In this chapter the researcher explains the research methodology. This chapter consists of a research design, subject of the study, source of data, research instrument, data collection procedure, and data analysis procedure, and data endorsement.

A. Research Design

This study applied descriptive qualitative research design because this study concerns with a process. The data of this research are not statistics. The data analyzed finding with form description. It needed to collect data related to the object of the study. Descriptve qualitatve is a label used in qualitative research for studies which are descriptive in nature, particularly for examining related phenomena (Polit & Beck, 2009, 2014). QD is a widely cited research tradition and has been identified as important and appropriate for research questions focused on discovering the who, what, and where of events or experiences and gaining insights from informants regarding a poorly understood phenomenon. It is also the label of choice when a straight description of a phenomenon is desired or information is sought to develop and refine questionnaires or interventions (Neergaard et al., 2009; Sullivan-Bolyai et al., 2005).

According to Donal Ary (2010) stated that "Qualitative research is a generic term for a variety of research approaches that study phenomena in their natural setting, without predetermined hypothesis".

The descriptive research asked questions about the nature, incidence, or distribution of a variable, it involved describing but not manipulating variables."

According to Creswell (2014) Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation.

This research used the method of phenomenology. Phenomenology is part of a qualitative method. Basic This research method is the philosophy of phenomenology. Phenomenology means' understand the problem being realized it manifests itself '(to show itself). Something will look as if there is appear) (Creswell in Raco 2010:40)

The main problem to be explored and understood this method is the meaning or understanding, structure, and nature of the life experience of a person or group over a symptoms experienced. The definition referred toas which was expressed by Max Weber namely 'Verstehen' ie deep understanding (in-depth).

B. Subject of the Study

According to Sugiyono (2016, p.81), sampling technique is the technique to take the sample. Technique sampling is divided into two groups; they are probability sampling and non-probability sampling.

Non-probability sampling is commonly used qualitative research design. Non-probability sampling is a sampling technique which does not provide equal opportunity or opportunity for all members of the population to be selected as samples. There are some techniques sampling, but the researcher used purposive sampling in this study.

According to Sugiyono (2016: 85) that purposive sampling is a data source sampling technique with certain considerations. The reason for using the Purposive Sampling technique is because it is not All samples have criteria that fit the phenomenon under study. By therefore, the authors chose the Purposive Sampling technique that sets certain considerations or criteria that must be met by the samples used in this study. In this case, the researcher takes the sample of English Lecturer who teach fifth semester students with appreciative reading courses. The reason of taking the sample of lecturers who teach appreciative reading is because the final reading level course. lecturers need to use better teaching strategies.

The researcher took two subjects in this study, namely lecturers who teach reading classes especially in semester 5. But researchers only took one subject because the lecturers concerned rarely taught in class.

In this research, researchers included the subject of the study. because, researchers are directly involved in research, especially in observations and interviews and the resarcher do not keep a distance from the main subject in the research

C. Source of Data

1. The interview of the Lecturer

   Interview aimed to the English Lecturer who taught appreciative reading in five semesters of IAIN Palangka Raya.

2. Lecturer observation guide

   The lecturer observation guide of this research aimed at the English Reading Lecturer of IAIN Palangka Raya. This observation guide aimed to know Lecturer strategies in teaching reading.

D. Research Instrument

1. Interview guideline.

   Sugiyono (2008:231) stated that an interview is a meeting of two persons to exchange information and idea through and responses, resulting in communication and joint construction of meaning about a particular topic. Meanwhile Hadi (1993:39) stated that interviews can be viewed as a method of data collection by way of question and

answer undertaken unilaterally by systematic and based on the purpose of the investigation.

According statement above, the interview is so important in research. It has the aims to get information and collect the data for research needs with question-answer.

There are kinds of interviews, namely (a) unstructured interview. In this type, the interviewer interviews with no systematic plan of question, (b) structured interview. The interview by using a set questions arranged in advance, (c) semi structured interview (Edwards and Holland, 2013 ; Jamshed, 2014 ; Stuckey, 2013 ; Gill et al, 2008). The interviewer used a set of questions which is developed to gain the specific information. The interview was conducted to get the addition of information in response to interesting or important answer that arises unexpectedly from the planned questions.

In this case, the researcher unstructured interview. The interview was done with the English Lecturer. The interview was done after finishing the teaching and learning process. The functions of interview in this research was used to cross check the data and to make sure that the data from the observation were really valid.

For additional, Syamsuddin (2011: 95) stated that in qualitative research, interview activity has two functions. First function is as main strategy incollecting data like data in the form of interview transcript, and second function isas additional strategy for

other techniques like participatory observation, document analysis and photography. Then, Creswell (2008: 226) also classify the interview into four types, those types are (1) personal interview, (2) focus group interview, (3) telephone interview, (4) electronic E-mail interview.

Based on the types of interview above, the researcher used personal interview. According to him, one interview is data collection process in which the researcher asks questions and records answers from only one participant in the study at a time.

2. Observation checklist

The Lecturer observed by the researcher using the observation checklist. In this case, The researcher analyzed all the activity in the claass during the teaching learning process. Observation was the activity that was done by the researcher to get data. There were two kinds of observation, they were: Non systematic observation' which was done by the researcher without using instrument. Systematic observation which was done by the researcher using instrument as the guide of the research. The researcher used systematic observation in collecting the data.

The observation focused on teachers' strategies in classroom. In this part, the researcher used checklist as instrument to took information related to the activity in the classroom.

3. Documentation

A valuable source of information in qualitative research can be documentation. Sugiyono (2008: 240) stated that documentation can be written and picture by someone that can be used to obtain information. In conducting documentation method, the researcher can provide magazines, books, documents, etc. The function of documentation method is to make credible the result of observation or interview. In this research, the documentation guide is subjects' grade transcript.

E. Data Collection Procedure

In qualitative research, collecting the data mostly was done in participant observation, depth interview and documentation. Sugiyono (2008: 225) stated that the fundamental method relied on by qualitative researchers for gathering information is participation in the setting, direct observation, in-depth interviewing, and documentation review. In this research, the steps to collect the data the researcher used observation, interview and documentation.

1. Observation

Observation allowed writers to formulate their own version of what is occurring and then check it a few of the participants. The inclusion of selected observation in a researcher's report provides a more complete description of phenomena then would be possible by just refering to interview statements or documents. Observation provide an additional source of data for verifying the informational

obtained by other methods. In observation stage, the researcher observed the teacher how the teacher taught their student about reading comprehension and what the strategies that the teacher used in class during the lesson from opening until closing.

In this case, the researcher observed whatever done by the English lecturer related to the lecturer strategies in teaching reading comprehension in the classroom It was used to investigate the English teaching and learning process in the classroom. It recorded English teaching process that was conducted by the English lecturer. There were some steps in obsevation of this research as follows :

a. Pre-Reading : Before reading activities, researchers prepared documentation tools to record teaching activities in class
b. While Reading : During the reading activity, the researcher noted the key points of the strategy implemented by the lecturer during teaching reading and matching it with the instrument of observation.
c. Post Reading : After reading activity, the researcher observed the lecturer evaluating students' reading comprehension.

2. Interview.

Interview is a meeting at which somebody applies a job, a place on a course. Interview here was done by doing the dialogue (asking-answering) between the writer and teachers (informant) directly.

Before conducted the interview, the writer prepared some instrument as guideline ofinterview. Collecting the data by interview

used some facilities, such as hand phone, camera, tape recorder, items of question and a number of sheet papers. The purposed of this interview found out the strategies used by the lecturer. And also to collecting data of interview, the researcher made some procedures. Those were (1) preparing the concept of questions that want to be asked to subject and (2) the researcher transcripts the result of interview.

The aimed of this study was found out the strategies applied by the lecturer in teaching reading comprehension and to knew the implementation of teaching reading strategy. In this study reaseacher took two subjects to be interviewed who teach reading classes in semester 5.

3. Documentation

On this technique, the writer got some information in the format of written and document from where the respondents live or stay do activities places every day.

This technique has been conducted by Guba and Lincoln in Lexy state: document and record are used because as a stable source, wealth, and support the data. This technique was aimed to find out the documentation related to the study. Some documents support these studies are:

a. Photo and video of teaching learning process in class room.

b. Syllabus of English lesson for the english student of IAIN Palangka Raya.

c. The result of interview.

d. The result of observation.

F. Data Analysis Procedure

1. Coding

The first stage in analyzing qualitative data here involved coding. Coding is analogous to getting ready for data provided. The first step in coding was referred to as open coding, preliminary coding, or provisional coding. The most common approach was to read and reread all the data and sort them by looking for units of meaning-words, phrases, and sentence to make it easy to be learned. In this stage, after get the data the researcher collected the data. After all data are collected the researcher places all units having the same coding together. It was easier to read the data. In short, by coding the all data we gathered, we can underline the significant data that are appropriate with our topic of research. So, it will be easier read the data.

2. Data Reduction

The second step of data analysis was data reduction. It is the process of reducing the data occurring repeatedly. "Reducing the data means summarizing, choosing the main thing, focusing on the important things, finding the topic and the form''. In this stage, the

researcher get the data from interview with the lecturer. The result interview showed how the lecturer used the strategies in teaching reading comprehension. In this step, the irrelevant data was reduced and the needed data was included.

3. Data Display

After data reduction the next step in analyzing data was Data Display. It was process of displaying data in the form of table or essay so what it gets more understandable. Miles and Huberman (1984) points out "looking at displays help us to understand what is happening and to do something-further analysis or caution on that understanding'' (Sugiono, 2009). In this research, the researcher used essay in displaying the data, because it wa most common data display used in qualitative research.

4. Conclusion

In this last step data analysis that was conclusion. Here, the researcher begin to see what was the data. The researcher examined all entries with the same code and then merges these categories and finding the connection among the categories. Then, it continues to tell the stories and to make connection among stories. Finally, the researcher can got the result and conclusion of the research.

G. Data Endorsment

In this research, the researcher used triangulation technique. Triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behaviour. The use of multiple methods, or the multi-method approach as it is sometimes called, contrasts with the ubiquitous but generally more vulnerable singlemethod approach that characterizes so much of research in the social sciences. In its original and literal sense, triangulation is a technique of physical measurement: maritime navigators, military strategists and surveyors, for example, use (or used to use) several locational markers in their endeavours to pinpoint a single spot or objective. By analogy, triangular techniques in the social sciences attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint and, in so doing, by making use of both quantitative and qualitative data. Triangulation is a powerful way of demonstrating concurrent validity, particularly in qualitative research (Campbell and Fiske 1959).

Thus, triangulation technique means the researcher used two or more techniques in collecting the data to get validity. The purpose of triangulation is to increase the credibility and validity of the findings. Further, Denzin (in Patton, 2009) stated that there are four techniques in triangulation. Those are: (1) source triangulation, (2) investigator triangulation, (3) methodological triangulation, (4) theoretical triangulation.

1. Source triangulation

   In source triangulation, the researcher used many sources or participants to get the accuracy of data. According to Sugiyono (2013 : 330) sources triangulation is to get the data from different sources with same techniques. In this study, the researcher to get the data from observation, interview and documentation.

2. Investigator triangulation

   Investigator triangulation means technique that use more than one researcher in collecting and analyzing data. From some researcher's view in interpreting information and collecting the data, the validity of data can be increased Silverman in (1993 : 142). In this study, the researcher used some research (previous studies) to compare the result of the data.

3. Methodological triangulation

   Methodological triangulation refers to researcher use more than one method in the research. Cohen (2000: 113) explained "Methodological triangulation is using the same method on different occasions or different methods on the same object of study". Thus, methodological triangulation is making different method to get validity of data. In this study, the researcher used observation method, interview method, and documentation.

4. Theoretical triangulation

Theoretical triangulation means the researcher compares the data finding with perspective theory that is relevant. Here, the researcher is demanded to have expert judgment to compare the finding of research with the certain theory.

From those types of triangulation, the researcher used methodological triangulation, sources triangulation, and investigator triangulation to get validity of data. Besides, the researcher collects the data by using observation guide which is supported by interview, and documentation also compare the research with some previous study which can give evidence if the participants are people that is proper to be used as subject of research.

BAB IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher present the data which had been collected from the researcher in the field of study which consists of data presentation, research findings, and discussion.

A. Data Presentation

1. Pre-reading

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

a. Branstorming

Brainstorming is one of the activities which can be done in the pre-reading stage. In general, the teachers activated their students' knowledge by asking questions of related words within text or to the title given which were called brainstorming activities. It is in line with Hood's (2005:73) argumentation that brainstorming, which associates as a PreP strategy (Mikulecky, 1990: 41), might occur around the topic title or picture. Furthermore, Crawford et al (2005: 29), Wallace (1992) and Barnet (1988) declared that brainstorming, as one of very popular tasks in pre-reading activities, can help to elicit background knowledge and to activate necessary schemata.

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 three 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. It is in line with Cunningham's (1989) suggestion to use a dictionary for verification and Wallace (1992: 90) 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 three teachers in the pre-reading stage is the discussion on text types. Based on the data, it seems that the teachers had done a strategy of discussing text type or text structure strategy. In line with this, Barnet (1988) explains that one of the activities in prereading stage is text type discussions. Then, McGee (1982) found that readers who are knowledgeable about text structures have an advantage in comprehension and recall over readers who are not aware of the organization of texts. Furthermore, Anderson (1990) reported from his research on knowledge of text structure indicates that the reader's understanding of how the text are organized influences reading comprehension.

2. While Reading

Based on data gathered, there were some strategies used by the five EFL teachers in teaching reading comprehension in the while-reading stage. In general the three teachers have used read aloud, reread strategy, 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. All teachers had used this strategy, whether reading aloud to students or reading aloud by students in teaching reading comprehension. It is in line with Gibbon's (2002) ideas that reading aloud plays an important role in the development of reading competence and helps students in making meaning. Furthermore, an online publication, the National Capital Language Resource Center (2007) stated that a person who reads aloud and comprehends the meaning of the text is coordinating word recognition with comprehension in highly complex ways.

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, the teachers asked students to check or monitor their comprehension while rereading

the text in teaching reading comprehension as suggested by Anderson (1999: 47) and The National Capital Language Resource Center (2007).

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). Related to this case, Crawford (2005: 42) stated that DRA is a strategy for directing the students' silent reading with comprehension-level questions by guiding them to key points in the text and providing opportunities to discuss its meaning with their classmates. In addition, Tierney (1990) recommended the purpose of DRA is to give teachers a basic format to improve students' word recognition and comprehension skills.

d. Discussing of Unknown Words

Based on the observation data, the three teachers 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, Nation (1990) in Anderson (1990) stated 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 (Gipe, 1979 as cited in Mikulecky, 1990).

e. Retelling the Text

Based on data, a teacher tried to createthe 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 (L1). After students write the retelling, she asked some students to read and discuss it. It is in line with Hood's (2005: 89) ideas that in doing retelling, each student listens to others retelling, and then the class discussed the similarities and differences with the different versions.

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 (2007) 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, one of the teachers 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. Relevant to this case, Anderson, (1999:47) identified that 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. In the one hand, T2 created clarifying when he thought the student's answer wasn't correct. Then other teacher concentrated on translating the questions of the text by or to students. They asked their students to translate the questions before answer it. In line with this, Nutall (1996: 207) proposes that translation is undoubtedly an activity that forces students to get to grips with the text in the active way required for full comprehension.

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 (2001) idea that classifies scanning the text for specific information without reading through whole text as one of the strategies in reading comprehension. It is supported by Hood (2005) and Mikulecky (1990) who formulate 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 (2001) 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. It is also supported by Nuttal (1996: 129) who defines review as to think about what you have learned, and organize the information in your mind.

B. Research Findings

Teaching process was a giving helping process by teacher to the students in learning process. To get success teaching, needed a good strategy. In others words, lecturer needed strategy if they want to be succeed in their teaching, because strategy is a plan that intend to use potential and learning facilities to improve affectivity and efficiency in learning. Teaching strategy consist of learning material and procedure that used to help students to achieve the purpose of learning. By using teaching strategy the learning process will be more success.

Every lecturer must think about whatever that must be prepared in learning so that the learning process can be success. A good lecturer not only gives the learning material to the students, but also she/he gives advice, guidance, motivation, and humor so that the learning process can

be interested to the students. Then, teachers had to mastery teaching strategy because teaching strategy helps teachers to handle the learning so that the purpose of learning can be achieved.

Based on the result of interview and observation by the researcher, generally there were some strategies to apply and implementation by lecturer in teaching reading comprehension at IAIN Palangka Raya especially the last level in class reading of English student.

1. Strategies Applied by The Lecturer in Teaching Reading Comprehension

a. Pre-Reading

1. Brainstorming

The first strategy used by the lecturer was brainstorming. This strategy was used to awaken students' background knowledge. It helped the students in reading comprehension

2. Encouraging the Use of Dictionary

The second strategy was use of dictionary. This strategy was much helped the students found the meaning new or difficult words of text. It helped the students in reading comprehension.

3. Discussing Text Types

The last strategy was discussing text types. Based on observation the lecturer used this strategy was equalized the students level in reading comprehension. Because each students had distinguished in reading comprehension. There were fast

response and there were slow response to comprehend the organization of texts.

b. While Reading

1. Reading Aloud

   This strategy used by the lecturer in teaching reading comprehension. It the idea that reading aloud plays an important role in the development of reading competencies and helps students make meaning.

2. Reread for Checking Comprehension

   This strategy used by lecturer was focused students' skill, improving their control of language while reading and checking their comprehension.

3. Direct Reading Activity

   This strategy suggested the students read the text silently and they discussed their reading each other and the lecturer gave the questions for comprehension level. It was improving comprehension skills.

4. Discussing of Unknown Words

In this stage, strategy was very useful to generated the vocabulary. The lecturer tried to lead the students to identify the difficult words to understood the meaning of the text.

5. Retelling the Text

Based on the obsevation, this stretegy tried to activated students' kowledge of their reading for retold the text. in this case, lecturer asked for to the students retold the text used by their own words or L1.

c. Post Reading

1. Evaluating Comprehension in Particular Tasks

The lecturer gave some tasks or using questioning for evaluated the students' comprehension.

2. Clarifying and Justifying the Students' Answer

This stretegy used by lecturer for discussed to the students in the class. Their answer clarify and justify each other to made sure understanding of the text.

3. Asking Questions for Specific Information

This strategy using of some questions to got information of the students' reading of the text.

4. Reviewing

And the last strategy, lecturer reviewed the lesson of the text and asked for the students to retold.

2. The Implementation of Teaching Reading Strategies

a. Pre-Reading

Before the lecturer began the learned activity, they opened the activity with prayed. Lecturer asked the students' present list, reminded they homework and they readiness. Then, lecturer showed the picture to give the questions to activate the students' background knowledge related the topic while reading activity. After that, lecturer mention the topic and stated the title of the text. The lecturer asked to the students' related the topic, each other discussed topic of the text and asked the meaning and kind expression related of the text. When the students' had the difficulty to understand the questions, lecturer translated, used L1 to tell the meaning of the questions and sometimes they suggested using of the dictionary.

b. While Reading

After determined the topic on first lesson, lecturer asked for the students read aloud and checked the students' comprehension with gave the questions. Lecturer 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, lecturer 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, lecturer 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, lecturer 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, lecturer 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 L1 for their homework and translated the questions if they still did not understand. Then, lecturer closed the lesson and praying.

The researcher described the strategies used by English Lecturer who were teaching reading comprehension at IAIN Palangka Raya as recorded in observations and interviews. Based on the observation and interview of the lecturer used various strategies to teach reading comprehension. She was very creative in handling her classes and they made the students actively involved in the teaching-learning for English reading comprehension.

English Lecturer managed the teaching-learning processes very well. She could handle the students that had problems in reading comprehension by using a variety of strategies in the teaching learning process. She changed her strategies from one meeting to another. Sometimes she also mixed the strategies. This was made the students

interested in learning especially in reading comprehension. So the students did not feel bored in the teaching-learning processes. These various strategies created an attractive atmosphere for the teaching learning process. McNamara (2007) has proposed that strategies for learning are the way in which teachers transfer, information, experiences and cognitive processes to their students. Teachers use strategies to teach, enrich and give experiences to their students related to the materials used.

Based on the observations the researcher found that Lecturer had some strategies in teaching reading comprehension from pre-reading, while reading, and post reading. She 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 lecturer taught reading comprehension to their students. The teachers 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.

C. Discussion

Based on research findings, the lecturer used some strategies in teaching reading comprehension. The strategies used lecturer have applied several strategies in the teaching reading practice to implement in the class. Some factors such as lecturers' understandings on the theories and teaching experiences have influenced the lecturer to apply the appropriate

strategies of teaching reading comprehension. In fact, as it is explored in the discussion above, the lecturer have conducted those strategies into three stages; pre-reading, while reading and post reading stages. In pre-reading stage, the activities involve brainstorming (Wallace 1992:91, Crawford 2005:29), discussing text types (Barnet: 1998, Wallace 1992, Hood 2005:76, Tierney 1999:255), ansd encouraging of using dictionary (Wallace, 1992:86). Then in while-reading stage, the activity involves read aloud (Gibbons 2002, Leaver 2006, Nuttal 1996:2), reread strategy (NCLRC, 2007), direct reading activity (Nunann2003:69, Anderson 2003), discussing unknown words (Anderson:1990, Nation: 1990), and retelling the text (Hood, 2005:89). At last, in post-reading, the activity involves evaluating comprehension (NCLRC 2007, Gibbons 2002:91), clarifying and justifying (Brown and Palinscar:1984, Anderson:1999), scanning strategy (Wallace: 1992, Barnet: 1998), and reviewing (2001).

The finding of this research related to the theories and previous study. According Aswan et al (2010) steted that teching strategy is a teacher' plan in teaching and learning process to achieve a purpose which have planed. In other word, teaching strategies are appropriate to teaching student. The lecturer have to applied the strategies in class to get teaching learning gaols.

Meanwhile, the findings of this research related to previous study. According Muhammad Rasyid (2016), there were some strategies to applied in teaching reading narrative text. Then, Muslaini (2014), there are

some strategies to applied in teaching reading comprehension. Then, Nurman Antoni (2010), there are some strategies to applied by teacher in teaching reading comprehension. Moreover, Muhammad Hudri (2017), the are some some strategies to applied in teaching reading comprehension. The researcher used one of effective strategies in Muhammad Hudri's reasearch. Based on explanation above, the researcher conducted that there are some strategies to applied and implementation when the lecturer teaching reading comprehension in classroom.

IAIN PALANGKARAYA

IAIN
PALANGKARAYA

BAB V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusion and suggestion of the research. The researcher explains the conclusion of the researcher and the suggestion for the next researcher.

A. Conclusion

Based on the reaseach findings, the lecturer used some staretegies to applied and implementation in teaching reading comprehension. First, it focused in applying the lecturer' strategies in the classroom. Based on the results and analysis from classroom observation, it can concluded that the lecturer have used teaching reading strategies to encourage the students in comprehend the text that formulated in the pre-, while-, and post-reading stages. In the pre-reading stage, the lecturer conducted brainstorming, encouraging of using dictionary, and discussing on text types.. Then, in the while-reading stage, the lecturer conducted reading aloud, reread to check comprehension and to improve the students control of language, direct reading activity, discussing of unknown words, and retelling the text. In the post reading stage, the lecturer created evaluating comprehension in particular tasks, clarifying and justifying the students' answers, asking questions for specific information, and reviewing.

Second, it focused in implementation the lecturers' strategies in teaching reading comprhension. ***In 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 traslated in Indonesian or using L1, and suggested the using of dictionary. ***In during reading activities,*** it focused on leading students to directed reading activties and ask for to the students to reading aloud for checking comprehension by asking questions. After that, the lecturer asking to the students about generic structure of the text, main point of the text, traslated the the text, identify new words by using dictionary, and asked them to retell the text by their own words. ***In 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 of the meaning by using questions and suggested by using dictionary. Then, the lecturer reviewed the lesson by giving conclusion and explained to the lesson shortly. And the last, the lecturer 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. Finally, translated the questions to get more understanding and asked to retell the passage by using L1 for their homework.

B. Suggestion

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 applied because this is the teacher's way to determine learning goals during teaching learning process.

2. For the student

With the strategy's that used by the teacher, the students hope the students more understand about reading comprehension and enjoy with his lesson.

3. The next researcher

The researcher wishes that 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 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.

REFERENCES

Ahmad, K A. (2013) *Study On Strategies For Teaching Speaking And Reading Comprehension Skills*.{thesis} Language Education, Post graduate Program Ganesha University of Education Singaraja, Indonesia

Allington, Richard and Jeni P. Day. (2002). *Exemplary 4th-Grade Teachers.* Language Arts79 : NY

Ananda, Rusyidi & Rafida, Tien. (2017). *Pengantar Evaluasi Program Pendidikan.* Medan : Perdana Publishing

Anderson, N. (1999). *Exploring Second Language Reading: Issues and Strategies.* Boston, MA: Heinle & Heinle.

Antoni, Nurman. (2010) *Exploring Efl Teachers' Strategies in Teaching Reading Comprehension, Jurnal Penelitian Pendidikan*. Universitas Pendidikan Indonesia

Ary, D., Jacobs, L. C. & Sorensen, C. K. (2010). *Introduction to Research in Education* (8thEd.). Canada: Wadsworth Cangage Learning.

Barnet, M.A. (1988). *Teaching Reading in a Foreign Language*. [online] retrieved at: http://www.erictdigests.org/pre-9211/reading.htm.

Brown, H.D. (2001). *Teaching by Principle an Interactive Approach to Language Pedagogy*. San Francisco: Longman

Brown, H.D. (2004). *Language Assesment ; Principles and Classroom Practice (2th Ed)*. San Francisco: Longman

Cohen, L., & Manion, L. (1994). *Research Methods in Education.* (4Th Edition). New York: Routledge.

Cohen, L and Manion, L. (2007). *Research Methods in Education (6th Ed).* New York : Routledge

Creswell, J.W., (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4rd ed.).* SAGE Publications Inc.

Elkhair Muhammad Idriss Hassan. 2014. In Brown, H. D. (Ed). *Principles of Language Learning and Teaching (4th ed.).* Longman: Sanfrancisco State University.

Grabe, W and Stoller, F. L. (2002). *Teaching and Researching Reading.* London : Pearson Eucation Longman

Haidir and Salim. (2012). *Strategi Pembelajaran ; Suatu Pendekatan Bagaimana Meningkatkan Kegiatan Belajar Siswa Secara Transformatif.* Medan : Perdana Publishing

Harmer, J. (2010). *How to Teach English New Edition*. NY : Pearson Education Limited

Harmer, J. (2001). *The Practice of English Language Teaching (3rd Ed).* NY: Pearson Education Limited

Harmer, J. (2007). *The Practice of English Language Teaching (4rd Ed).* NY: Pearson Longman

Hillerich, R.L. (1983) *The Principle's Guide to Improving Reading Instruction.* Massachusetts: Allyn and Bacon.Inc.

Kusiak, Monika. (2016). *Teaching Reading to Advanced Foreign Language Learners*. e-ISSN 2451-0858

Masyriqi, Amirul (2018). *The Effect of List Group Label Strategy On Students' Vocabulary Mastery At The Eighth Grade Of Mts Islamiyah Palangka Raya*. Palangka Raya: IAIN Palangka Raya

Mukhroji, M. (2011). *The Importance of Teaching Reading Strategies to Improve Students Reading Comprehension.* Malang: State university of Malang Press

Novary, Maria. (2015). *Reading Theories and Reading Comprehension*. JEFL. Universitas Palangka Raya

Nunan, D. (1991). *Language Teaching Methodology*. Amsterdam: Prentice Hall.Nunan, D. (2003*). Practical English Language Teaching (1*St *Edition)* New York: McGraw Hill.

Nurman, Antoni. (2010). *Exploring EFL Teachers' Strategies In Teaching Reading Comprehension*. Jurnal Penelitian Pendidikan Vol. 11, No. 2. Indonesia University of Education

Sarjan, Nurmadia. (2017). *An Analysis On The English Teachers Strategis In Teaching Reading Comprehension At Second Grade Of Junior High School*. Makassar: Universitas Islam Negeri Alauddin Makassar

Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif, dan R & D.* Bandung: Alfabeta

Taherdoost, Hamed. (2016). *Sampling Method in Research Methodology; How to Choose a Sampling Technique for Research*. Kuala Lumpur, Malaysia. IJARM Journal 5 (2), 18-27

Widiastuty, Hesty. (2011) *The Effects Of Reading Topic And Topic Preference On Reading Comprehension, Jefl*. Palangka Raya: Muhammadiyah Univercity