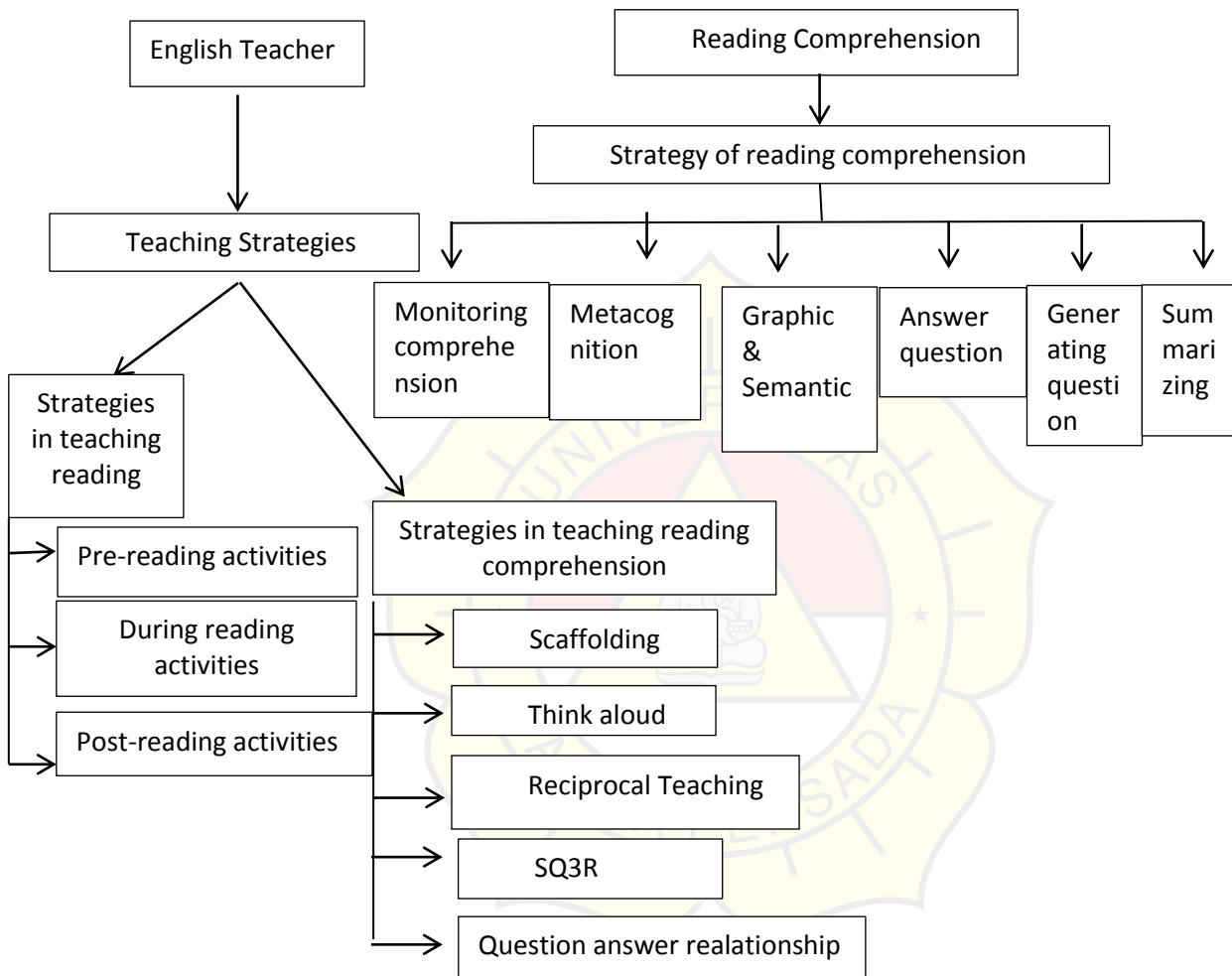


SCHEME OF THE RESEARCH





**AN ANALYSIS OF THE ENGLISH TEACHER STRATEGIES
IN TEACHING READING COMPREHENSION ON HIGH
FLYERS STUDENT AT “ENGLISH FIRST” KOTA HARAPAN
INDAH**

<p>BACKGROUND</p> <p>We use language as a means of communication with other people and English is one of international languages. In learning language, there are four skills should be mastered by students, such as listening, speaking, reading and writing. Reading is one of the language skills which is very important to be learned by students. The goal of all reading is the comprehension of meaning that is conveyed in the written text. There are many strategies that teachers can use when they are teaching reading comprehension.</p>	<p>METHODS</p> <p>The writer uses descriptive qualitative method in this research. Descriptive qualitative method uses technique of seeking, collecting, and analyzing data. In this case, the writer explains and describes the data more detailed and accurate.</p>
<p>BENEFITS</p> <p>The writer conduct this research in order to give more knowledge about the teaching strategies in teaching reading comprehension. This research is also useful in contribution to understanding teacher strategies in teaching reading comprehension that can help student to improve their reading skills.</p>	<p>RESEARCH FINDINGS</p> <p>The teacher strategy used in teaching reading comprehension on High Flyers student at “English First” Kota Harapan Indah are Scaffolding and Question Answer Relationship (QARs).</p>
<p>CONCLUSION</p> <p>In this paper, the strategies that the teacher used in teaching reading comprehension in "English First" Kota Harapan Indah are Scaffolding and QARs (Question Answer Relationship).</p>	

Siti Rafiqo Hidayati


2016130002

Faculty of Language and Culture

Darma Persada University




PRESENTATION SLIDES




INTRODUCTION

- Background
- Identification of the Problem
- The Limitation of the Problem
- The Formulation of the Problems
- The Objectives of the Research
- Method of the Research

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FRAME WORK OF THEORIES



- Teaching
- Teaching Strategies
- Reading
- Strategy in Teaching Reading

- Reading Comprehension
- Strategies of Reading Comprehension
- Strategies in Teaching Reading Comprehension



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Data Analysis & Research Finding

The Qualitative data

- Observation
- Interview
- Diary notes
- Documentation



Research Finding

- General Finding
- Specific Finding :
 - a. The English teacher strategies
 - b. The implementation of the strategies
 - c. The English teacher problems
 - d. The English Teacher Strategies to solve problems



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Conclusion



- The strategies that the teacher used in teaching reading comprehension were two strategies, are Scaffolding and QARs (Question Answer Relationship).
- Scaffolding strategy, student can develop about idea which readable by the student.
- QARs (Question Answer Relationship), the teacher able to know how far their students understand what the teacher has given to them.



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Appendix 1

INTERVIEW

School name :

Time of interview :

Place of interview :

Problem :

Responden :

1. "Reading comprehension is a process that involves the orchestration of the readers' prior knowledge about the world and about language. It involves such as predicting, questioning, summarizing, determining meaning of vocabulary in context, monitoring one's own comprehension, and reflecting". In your opinion, would you agree to using that strategy for teaching reading comprehension?

AGREE / DISAGREE

Explain your reason?

2. "Reading comprehension strategies are conscious plans-sets of steps that good readers use to make sense of text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension." In your opinion, would you agree with this statement?

AGREE / DISAGREE

Explain you reason?

3. What is reading comprehension strategy do you use in teaching and learning reading process?
4. What is the benefit of the use of reading comprehension strategies?

5. “There are five teaching strategies, (a) Scaffolding (b) Think-aloud (c) Reciprocal teaching (d) SQ3R (e) Question Answer Relationship . With this strategies enables students understand what they have to read.” In your opinion, would you agree with this statement?

AGREE / DISAGREE

Explain you reason?

6. "The implementation of teaching strategies in teaching reading comprehension which helped students to answer the question from the text." In your opinion, would you agree with this statement?

AGREE / DISAGREE

Explain you reason?

7. What is the impact of the implementation of teaching strategies in teaching reading comprehension on students?
8. What is the problems while implementing the strategies?
9. How is your opinion about the implementation of the teaching strategies in teaching reading comprehension in learning reading?
10. Do you use another strategy during teaching reading?

Appendix 2

TRANSCRIPT

School name : “English First” Kota Harapan Indah
Time of interview : Thursday, March 10 2020
Place of interview : Teacher’s room
Problem : What are the teacher's strategies in teaching Reading Comprehension
Responden : Laura Maria

1. “Reading comprehension is a process that involves the orchestration of the readers’ prior knowledge about the world and about language. It involves such as predicting, questioning, summarizing, determining meaning of vocabulary in context, monitoring one’s own comprehension, and reflecting”. In your opinion, would you agree to using that strategy for teaching reading comprehension?

AGREE / ~~DISAGREE~~

Explain your reason?

I’m agree with those strategies for reading comprehension . By using those strategies the students could easily understand the reading text even it took a long time to understand. Reading comprehension strategies made the students interested during teaching and learning process. So, the teacher should put an interesting reading text as learning strategy to gain students attention towards the comprehension process.

2. "Reading comprehension strategies are conscious plans-sets of steps that good readers use to make sense of text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension." In your opinion, would you agree with this statement?

AGREE / ~~DISAGREE~~

Explain you reason?

I’m completely agree with the statement. it dealt with the use of specific strategy and good specific method that facilitated the students to understad the text. Those strategies were not just practical but also

efficient to save a lot of time. Meanwhile, it made students interested to read the material.

3. What is reading comprehension strategy do you use in teaching and learning reading process?

I usually use Scaffolding and QARs strategies. This scaffolding where students are expected to be able to read, can adjust the words in accordance with what is in the text and the second is the QARs strategy (question answer relationship) where students work on the problems in the text and also students directly answer the questions that I give. I took some of material from book to make the reading passage. Moreover, sometimes I made it by myself.

4. What is the benefit of the use of reading comprehension strategies?

The students not only read the text but also answered the question from the text, so that the students could get more understanding and moral value from reading text. Moreover the students could decide which one was good or bad about the moral value for their daily life.

5. "There are five teaching strategies, (a) Scaffolding (b) Think-aloud (c) Reciprocal teaching (d) SQ3R (e) Question Answer Relationship . With this strategies enables students understand what they have to read." In your opinion, would you agree with this statement?

AGREE / ~~DISAGREE~~

Explain you reason?

I'm agree with this statement, because by applying those strategies the teacher could help the students to response their activity in reading and could affect the students' activeness.

6. "The implementation of teaching strategies in teaching reading comprehension which helped students to answer the question from the text." In your opinion, would you agree with this statement?

AGREE / ~~DISAGREE~~

Explain you reason?

I'm agree with this statement, because in the end, I always asked the students about the reading that they learned before and the students should answer correctly. In this stage, I tried to motivate the students by giving more and more questions on the strategies Question and Answer

Relationship toward the student ability in reading comprehension. Besides that, I claimed this stage were capable for the students to minimize their disturbance to unfamiliar words in the content of the text. Moreover, those argument above explained that the implementation of teaching strategies in reading comprehension helped the students a lot to answer the questions based on the text.

7. What is the impact of the implementation of teaching strategies in teaching reading comprehension on students?

There was positive impact for students as they develop their vocabulary, tenses, and their knowledge. That not only positive impact on students but also the negative impact, such as the students more noisy and busy with their own activity while the teacher tried to explain the material to the other group. The impact by using teaching strategies in teaching reading comprehension made the students easily to understand about the content of the text.

8. What is the problems while implementing the strategies?

There was minor problems when the teacher implementing the strategies. The problems were the different competence and ability of each student. So, it was little bit difficult to build their reading skill.

9. How is your opinion about the implementation of the teaching strategies in teaching reading comprehension in learning reading?

Certainly it would be better if the teacher taught with the strategies rather than with random strategies which could make the students difficult to understand the material. While the teacher came to the class with some strategies and techniques, would better rather than come to the class without any preparation.

10. Do you use another strategy during teaching reading?

I didn't used another strategies, because those strategies were effective in learning reading. Those strategies could stimulate the student ability in learning reading comprehension with those strategies.

Appendix 3

OBSERVATION CHECKLIST

Day/Date :

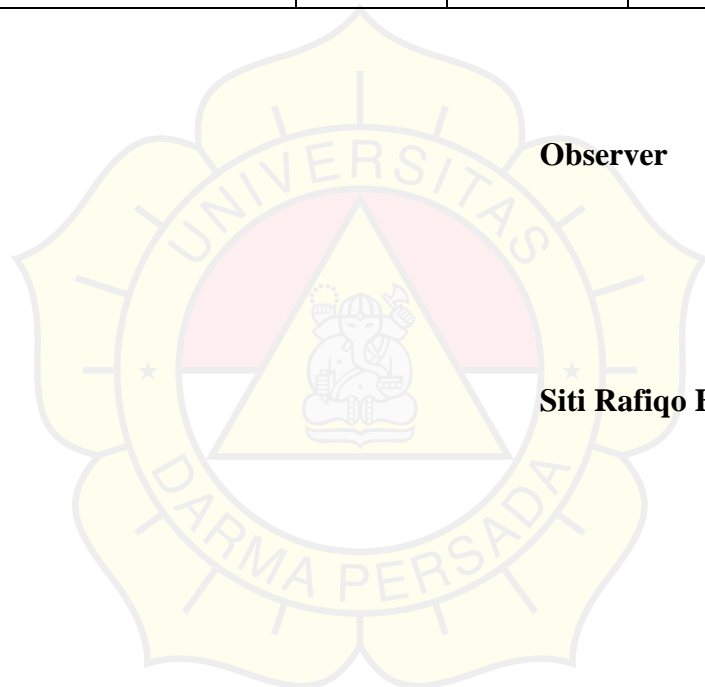
Material :

Teacher Name :

Time/place :

no	Activity	Indicator	Option			Description
			Always	Sometimes	Never	
	Opening	A. Teacher starts the class by greeting the students.				
		B. Teacher checks the students' attendance list.				
		C. Teacher asks students randomly about their activities in the past.				
		D. Teacher tells the aim of the subject that will be studied.				
	Main Activity	A. Teacher gives questions to open discussion about the new lesson.				
		B. Teacher uses text with pictures inside.				
		C. Teacher gives questions to the students to predict the text.				
		D. Teacher tells the students to read aloud the text.				
		E. Teacher guides the students to get the answer				

		for the reading comprehension questions afterwards.				
		F. Teacher gives new practice to the students.				
	Closing	A. Teacher gives an opportunity for students to ask their difficulties.				
		B. Teacher gives conclusion or summarizes the activities.				



Observer

Siti Rafiqo Hidayati

Appendix 4

THE RESULT OF OBSERVATION CHECKLIST

Day/Date : Tuesday, 10 March 2020

Material : Monster Market

Teacher Name : Laura Maria

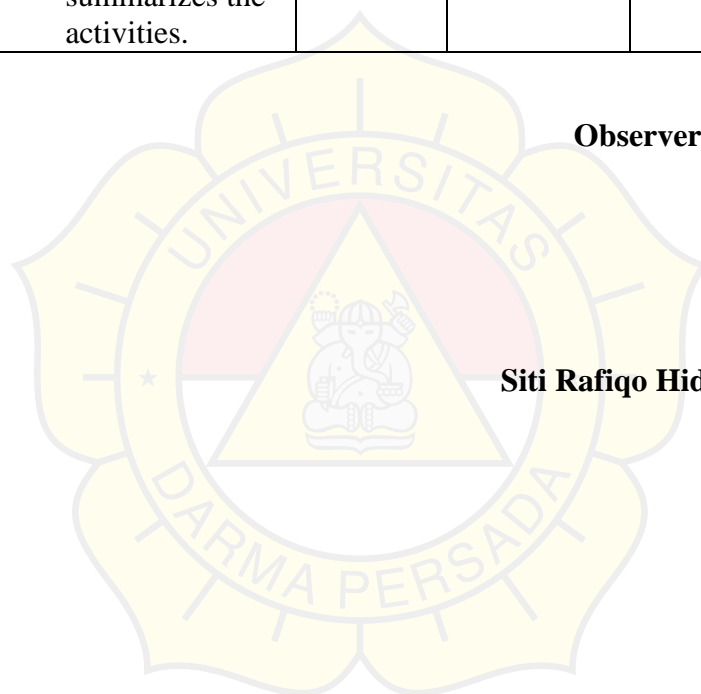
Time/place : 13:00 – 14:30 /Teachers room

Activity	Indicator	Option			Description
		Always	Sometimes	Never	
Opening	E. Teacher starts the class by greeting the students.	✓			
	F. Teacher checks the students' attendance list.	✓			
	G. Teacher asks students randomly about their activities in the past.	✓			
	H. Teacher tells the aim of the subject that will be studied.	✓			
Main Activity	G. Teacher gives questions to open discussion about the new lesson.		✓		
	H. Teacher uses text with pictures inside.	✓			
	I. Teacher gives questions to the students to predict the text.	✓			
	J. Teacher tells the students to read aloud the text. K. Teacher guides the students to get the answer	✓ ✓			

		for the reading comprehension questions afterwards.				
		L. Teacher gives new practice to the students.		✓		
	Closing	C. Teacher gives an opportunity for students to ask their difficulties.	✓			
		D. Teacher gives conclusion or summarizes the activities.	✓			

Observer

Siti Rafiqo Hidayati



Appendix 5





LETTERS



**FAKULTAS SAstra
UNIVERSITAS DARMA PERSADA**

Jl. Radin Inten II (Terusan Casablanca) Pondok Kelapa – Jakarta 13450
Telp. 8649051, 8649053, 8649057 Fax. 8649052
E-mail:unsada@rad.net.id

Jakarta, 2 Maret 2020

Nomor : 60 PIP/FSI/XI/2020

Perihal : **Permohonan Izin Penelitian Skripsi**

Kepada Yth.
Center Director English First Kota Harapan Indah

Di tempat

Dengan hormat,

Sebagai tugas akhir perkuliahan Program Studi S1 Sastra Inggris FS UNSADA bersama dengan surat ini kami memohon kepada bapak/ibu untuk memberikan kesempatan kepada mahasiswa kami yang tercantum dibawah ini untuk diberikan kesempatan melakukan **penelitian dan observasi** disekolah yang bapak/ibu pimpin selama dua kali pertemuan:

Nama : Siti Rafiqo Hidayati

NIM : 2016130002

Jurusan : **Bahasa & Kebudayaan Inggris**

Adapun judul penelitiannya adalah **“An Analysis of English Teacher Strategies in Teaching Reading Comprehension on High Flyers Student”**. Besar harapan kami bapak/ibu dapat membantu dan mengizinkan mahasiswa kami untuk bisa melakukan penelitian dan observasi disekolah. Demikian surat ini kami sampaikan atas perhatian dan kerja samanya kami ucapkan terima kasih.

Hormat kami,

Ketua Jurusan

Tommy Andrian, S.S., M.Hum



English First

EF English First Kota Harapan Indah
Sentra Niaga, Bulevar Hijau, Kav. 38
Harapan Indah, Bekasi 17132
+62 21 8887 8889 tel
+62 21 8886 6042 fax

LEMBAR PERNYATAAN KESEDIAAN

English First Kota Harapan Indah, Komplek Sentra Niaga Boulevard Hijau
Kav.38 Diizinkan / Tidak Diizinkan menerima mahasiswa bernama :

Siti Rafiqo Hidayati

NIM 2016130002

Diizinkan untuk melaksanakan penelitian di sekolah yang kami pimpin.

Demikian pernyataan ini dibuat agar dipergunakan sebagaimana mestinya.

Bekasi, 21 Juli 2020

Center Director

A blue ink signature of Hendrik Wiharjo over the English First logo.

Hendrik Wiharjo
English First

CURRICULUM VITAE

PERSONAL DATA

Name : Siti Rafiqo Hidayati
Sex : Female
Place, date of birth : Jakarta, 27 February 1997
Marital status : Single
Religion : Islam
Address : Jl. Pejuang V Blok B no 14 RT 012/011
West Bekasi
Mobile phone : 081295259256
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FORMAL EDUCATION

2001 – 2007 : Taman Pejuang Elementary School
2007 – 2010 : 13 Junior High School
2011 – 2014 : 10 Senior High School
2016 – 2020 : Faculty of Humanities, English Language and Culture,
University of Darma Persada

WORKING EXPERIENCE

2018 – present : Course Consultant English First Kota Harapan Indah

TOEIC RESULT



LISTENING AND READING OFFICIAL INSTITUTIONAL SCORE REPORT

ETS Security Guard

<p>KNOW ENGLISH. KNOW SUCCESS.</p> <p>KNOW ENGLISH. KNOW SUCCESS.</p> <p>KNOW ENGLISH. KNOW SUCCESS.</p> <p>KNOW ENGLISH. KNOW SUCCESS.</p> <p>KNOW ENGLISH. KNOW SUCCESS.</p> <p>KNOW ENGLISH. KNOW SUCCESS.</p>	Siti Rafiqo Hidayati		LISTENING Your score 335 50 ————— 495		TOTAL SCORE 600
	Name	2016130002	1997/02/27	READING Your score 265 50 ————— 495	
	Identification Number		Date of Birth (yyyy/mm/dd)		
	2019/07/01	2021/07/01	Test Date (yyyy/mm/dd)	Valid Until (yyyy/mm/dd)	
Client/Institution Name: PT. Putra Pratama Raya					
PT International Test Center-TOEIC Center Indonesia, Plaza Sentral, 17th Floor, Jl. Jend. Sudirman, Kav 47, Jakarta, Indonesia, 12930 This score report is intended for use only by the institution which sponsored the test administration. Copyright © 2015 by Educational Testing Service. All rights reserved. ETS, the ETS logos, and TOEIC are registered trademarks of Educational Testing Service.					

LISTENING

Your scaled score is between 300 and 400. Test takers who score around 300 typically have the following strengths:

- They can sometimes infer the central idea, purpose, and basic context of short spoken exchanges, especially when the vocabulary is not difficult.
- They can understand the central idea, purpose, and basic context of extended spoken texts when this information is supported by repetition or paraphrase.
- They can understand details in short spoken exchanges when easy or medium-level vocabulary is used.
- They can understand details in extended spoken texts when the information is supported by repetition and when the requested information comes at the beginning or end of the spoken text.
- They can understand details when the information is slightly paraphrased.

To see weaknesses typical of test takers who score around 300, see the *Proficiency Description Table. If your performance is closer to 400, you should also review the descriptors for test takers who score around 400.

ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED
	0% ————— Your Percentage ————— 100%

READING

Your scaled score is close to 250. Test takers who score around 250 typically have the following strengths:

- They can make simple inferences based on a limited amount of text.
- They can locate the correct answer to a factual question when the language of the text matches the information that is required. They can sometimes answer a factual question when the answer is a simple paraphrase of the information in the text.
- They can sometimes connect information within one or two sentences.
- They can understand easy vocabulary, and they can sometimes understand medium-level vocabulary.
- They can understand common, rule-based grammatical structures. They can make correct grammatical choices, even when other features of language, such as difficult vocabulary or the need to connect information, are present.

To see weaknesses typical of test takers who score around 250, see the *Proficiency Description Table.

ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED
	0% ————— Your Percentage ————— 100%

Can infer gist, purpose and basic context based on information that is explicitly stated in short spoken texts	91	0% ————— 100%
Can infer gist, purpose and basic context based on information that is explicitly stated in extended spoken texts	70	0% ————— 100%
Can understand details in short spoken texts	70	0% ————— 100%
Can understand details in extended spoken texts	63	0% ————— 100%
Can make inferences based on information in written texts	75	0% ————— 100%
Can locate and understand specific information in written texts	63	0% ————— 100%
Can connect information across multiple sentences in a single written text and across texts	72	0% ————— 100%
Can understand vocabulary in written texts	63	0% ————— 100%
Can understand grammar in written texts	33	0% ————— 100%

* Proficiency Description Table can be found on our web site, www.ets.org/toEIC

HOW TO READ YOUR SCORE REPORT:

Percent Correct of Abilities Measured:

Percentage of items you answered correctly on this test form for each one of the Abilities Measured. Your performance on questions testing these abilities cannot be compared to the performance of test-takers who take other forms or to your own performance on other test forms.

Note: TOEIC scores more than two years old cannot be reported or validated.