An Analysis of English Teacher's Strategies in Teaching Reading Comprehension at SMA Negeri 5 Bone
(A Descriptive Research)

A Thesis

Submitted to the Faculty of Teacher Training and Education as a Part of Requirement for the Degree of Sarjana Pendidikan

Alfian
10535 5718 13

ENGLISH EDUCATION DEPARTEMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH MAKASSAR
2018

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

LEMBAR PENGESAHAN

Skripsi atas nama **ALFIAN**, NIM **10535 5718 13** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **002 Tahun 1439 H/2018 M**, tanggal 22 Rabiul Akhir 1439 H/09 Januari 2018 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Rabu tanggal 31 Januari 2018.

Makassar, 14 Jumadil Awal 1439 H / 31 Januari 2018 M

Panitia Ujian :

1. Pengawas Umum : Dr. H. Abdul Rahman Rahim, S.E., M.M. (......................)

2. Ketua : Erwin Akib, M.Pd., Ph.D. (......................)

3. Sekretaris : Dr. Khaeruddin, S.Pd., M.Pd. (......................)

4. Dosen Penguji : 1. Dr. Syamsiarna Nappu, M.Pd. (......................)

2. Dra. Radiah, M.Pd. (......................)

3. Dr. H. M. Arief Paturusi, M.Pd. (......................)

4. Hj. Ilmiah, S.Pd., M.Pd. (......................)

Disahkan Oleh :
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, M.Pd., Ph.D.
NBM : 860 934

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

APPROVAL SHEET

Title : **An Analysis of English Teacher in Teaching Reading Comprehension at SMA Negeri 5 Bone (*A Descriptive Research*)**

Name : **ALFIAN**

Reg. Number : 10535 5718 13

Programmer : English Education Department Strata 1 (S1)

Faculty : Teacher Training and Education

Makassar, Januari 2018

Approved by:

Consultant I

Consultant II

Dr. H. M. Arief Paturusi, M.Pd.

Yasser Mallapiang, S.S., M.Pd.

Dean of FKIP
Makassar Muhammadiyah University

Head of English
Education Department

Erwin Akib, M.Pd., Ph.D.
NBM: 860 934

Jamal Khaerati Syam, S.Pd., M.Pd.
NBM: 977 807

| Terakreditasi Institusi
BAN-PT

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama   : Alfian

NIM   : 10535 5718 13

Jurusan   : Pendidikan Bahasa dan Sastra Inggris

Judul skripsi   : An Analysis of English Teacher Strategies in Teaching Reading Comprehension at SMA Negeri 5 BONE (A Descriptive Research at the Second Grade of SMA Negeri 5 BONE)

Dengan ini menyatakan bahwa:

Skripsi yang saya ajukan di depan tim penguji adalah asli hasil karya saya sendiri, bukan hasil ciplakan dan tidak dibuatkan oleh siapapun

Demikian pernyataan ini saya buat dengan sebenarnya dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar,   Desember 2017

Yang Membuat Pernyataan

Alfian
10535 5718 13

SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : Alfian

NIM : 10535 5718 13

Jurusan : Pendidikan Bahasa dan Sastra Inggris

Judul skripsi : An Analysis of English Teacher Strategies in Teaching Reading Comprehension at SMA Negeri 5 BONE (A Descriptive Research at the Second Grade of SMA Negeri 5 BONE)

Dengan ini menyatakan perjanjian sebagai berikut:

1. *Mulai dari penyusunan proposal sampai selesainya skripsi saya, saya akan menyusun sendiri skripsi saya dan tidak dibuatkan oleh siapapun.*
2. *Dalam penyusunan skripsi saya akan selalu melakukan konsultasi dengan pembimbing yang telah ditetapkan oleh pimpinan fakultas.*
3. *Apabila saya melanggar perjanjian saya seperti butir 1, 2 dan 3 maka saya bersedia menerima sanski sesuai aturan yang ada.*

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar,   Desember 2017
Yang Membuat Perjanjian

Alfian
10535 5718 13

MOTTO

" Jangalah Engkau Pandang Dosa Besar Atau Dosa Kecil yang Engkau Perbuat Tapi Pandanglah Kepada Siapa Engkau Berbuat DOSA"

ABSTRACT

Alfian, 2017. *An Analysis of English Teacher's Strategies in Teaching Reading Comprehension at SMA Negeri 5 Bone (A Descriptive quantitative).* A Graduating Paper. Teacher Training and Education Faculty. English Education Department. Counselor: H.M Arief Paturusi, and Yassir Mallapiang

This study aimed to find out: (1) the strategies used by the teacher in teaching English. (2) the students' perception towards the strategies used by teacher in teaching English. The data were conducted from September to October 2017 from 1 class that consisted 28 students the Eleventh Grade of SMA Negeri 5 Bone.

This study used descriptive Quantitative Research Design, the instruments used were observation checklist and questionnaire. The observation checklist was distributed to the teacher of the Eleventh grade at SMA Negeri 5 Bone, then questionnaire was distributed to 28 students of the Eleventh Grade at SMA Negeri 5 Bone.

Reading comprehension is the process of constructing meaning involving the written language by interpreting textual information in the light of prior knowledge and experiences using appropriate and efficient comprehension strategies. The findings of this research showed that the teacher used two strategies in teaching English.Those were Reciprocal Teaching and Question Answer Relationship (QAR). The students' perception about two methods are easier to understand, can convey and change the opinions, get the new ideas, can motivate them to think in the group, and the students can inure themselves to practice speaking by giving question and answer it. and finally, it concluded that the students are like of the using those strategies?

Key words: Perception, Startegies, Students' Perception, Teachers' Strategies, Teaching English.

DEDICATIONS

In the name of Allah, I dedicate my thesis for:

My beloved parents, Alfian and Aldina Novianti,

My sister

And all my best friends,

You are my greatest reward.

Thanks for always praying for me, supporting me and standing by my side.

ACKNOWLEDGMENTS

Alhamdulillah, the deepest thanks into Allah SWT, the most gracious and

merciful, so that the researcher could finish this graduating paper. Secondly, peace and salutation always be given to our Prophet Muhammad SAW, the last messenger of Allah who has guided us from the darkness into the lightness.

This thesis entitled "Students' Perception towards the Methods Used by the Teacher in Teaching English at SMA Negeri 5 Bone (A Descriptive Research)" is presented to Faculty of Teacher Training and Education as one of the requirement for graduate at English Department.

However, this success would not be achieved without those support, guidance, advice, help, and encouragement from individual and institution. So, it is an appropriate moment for the researcher to deepest gratitude for:

Ummi Khaerati Syam, S.Pd., M.Pd, for her academic advisor, also for all lecturers and staffs of English Education Department for giving the knowledge and guidance and help during the researcher's study.

6. SMA Negeri 5 Bone for the permission and cooperation during the research.

7. Drs Mastan, M.Pd and Irwan S.Pd as the teachers who always guide the researcher when do the research at SMA Negeri 5 Bone and sincerely help the researcher to fulfill the data collection

8. The eleventh grade students at SMA Negeri 5 Bone who ready help the researcher to finish the research.

9. The researcher friends: A. Ikhsan Angriawan M and Erwin Wijaya for being such lovely brothers by their presence, love, care and support. Thank you for the escape during the thesis writing and studying.

10. His beloved friends of JETS class and all friends in English Department. Thank for your friendship, kindness and togetherness.

Eventually, this graduating paper is expected to be able to provide useful knowledge and information to the readers. The researcher is pleased to accept more suggestion and contribution for the improvement of this graduating paper.

Makassar,   Desember 2017
Researcher

Alfian

TABLE OF CONTENTS

LIST OF TABLE

LIST OF APPENDICES

Appendix 1 Observation Checklist

Appendix 2 Questionnaire

Appendix 4 Research Documentation

CHAPTER I
INTRODUCTION

A. Background of Research

Strategy is the important thing in teaching and learning process. Strategy is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a Strategy is procedural. Within one approach, there can be many strategies. (Richard and Rodgers, 2001) So,strategies is a way in teaching and learning process. Each teacher hoped able to create a condition of learning that challange the creativities and the activities of students, motivation of students, use multimedia, multimethod, and multiresource so that achieve the objectives of learning that is hoped (Rusman, 2012). The using Strategy is very needed to help the learning understanding of students. Teaching strategy is assumed as the way of achieving something in teaching process. It is appropriated with the strategy that teacher used, teacher are able to achieve the objective of the teaching plan.

There are many teaching strategy have been introduced to the teacher English in Indonesia. These Strategies can help the teacher in teaching and learning process. With many strategy are exist, a teacher also must learn to know that strategies. Because, those strategies will be applied in the classroom. Then, before use it a teacher must to know what strategy that appropriate with the material who is a teacher will be teached.

Many teachers used the strategy in the classroom. So, there are many perceptions and opinions about teaching strategy of EFL in the classroom. In a

classroom setting a teacher should be well equipped with different strategy of teaching English. Ahmad and Aziz (2009) in Andjema concurs that students generally have a poor grasp of a language and part of the problem lies with the conventional teaching Strategy employed. Determining teaching strategy applied in English classroom has a brief relation to the teachers's perception. It is very important for teacher aware of their thought before teaching in the classroom, because all the needs, the condition, and the culture of the classroom are in the teacher's control. By recognizing thoughts, teacher can examine what should be done in the classroom.

Based on the researcher's observation in SMA Negeri 5 BONE the problem by Senior high school is teacher strategies and students in learning English to understand a Reading Comprehension, probably this is cause by the teacher strategies not effective and lack of vocabularies and the activities that do not suit for them and also the researcher find students will bored because the teacher only focus their study but the teacher sometimes forget about the strategies in teaching reading comprehension and What are student's responses.

Perception is the process by which organism interpret and organize sensation to produce a meaningful experience of the past. Teacher have many perceptions in practicing English language teaching in the classroom. As Baker, R., & Moroz, W. (1997) noted that most teachers conduct social studies lessons in a similiar way and that little has changed over decades, that is, they continue to use teacher-centered delivery rather than student-centered inquiry strategies. Some experienced teachers believe that teaching English language in

the classroom should be teacher centred because teacher as the expert who has authority to present the material or the information in the classroom. But,other teacher also belief that student centered is an appropriate strategy to apply because it can promote students more active and enthusiastic in participating classroom activities when presenting material.Some teachers still kept on their belief to apply a traditional way to teach, some other teachers who have changed into new belief affecting of changing into new strategy in their way of teaching.

Beside that, the students' perception can bring much more benefit for teachers' future improvement, because it can evaluate teachers' teaching in the classroom through analyzing students' perception. Students' perception also becomes such a tool to measure the successful teaching and learning process in the classroom. It is proved that when students percieved well they also will act well performance to achieve teachers' objectives in the classroom.

Based on the background explained above, this research examined what are the Strategy are used by teacher and how the students percieve their EFL teachers' teaching Strategy in English language classroom experienced entitled "An Analysis of English Teacher's Strategies in Teaching Reading Comprehension at SMA Negeri 5 Bone."

B. **Problem Statements**

Based on the background of the study above, the problem can be formulated in question forms as follows:

1. What are the English teacher's strategies in teaching reading comprehension at Eleventh Grade of Student t's SMA Negeri 5 BONE?

2. What are student's responses toward their English teacher's strategies in reading comprehension Eleventh Grade of at SMA Negeri 5 BONE?

C. Research Objectives

Based on the statement of problems mentioned above, purposes of the study are:

1. To find out the English teacher strategies in teaching reading at Eleventh Grade of Student's SMA Negeri 5 BONE

2. To find out the students' responses toward their English teacher strategies in teaching reading comprehension skill at SMA Negeri 5 BONE.

D. Significance of the Research

Basically, the significance of this research is to analyze the teachers' strategy in reading comprehension at SMA Negeri 5 BONE. Applying the theory of teachers' strategy teacher that will help the readers to increase knowledge, particularly in reading comprehension. This research, hopefully has some benefits for the researcher and all the students, especially at SMA Negeri 5 BONE student. Moreover, in this research the students can apply their knowledge and comprehension in the appropriate reading comprehension.

E. Scope and limitation of the Research

The scope of this research are focus on describing the strategies that used by the teacher in teaching English reading comprehension and the students perception towards the strategy that used by the teacher experienced in teaching and learning process at Second Grade Students in SMA Negeri 5 BONE.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of the related literature dealing with some related research findings, some pertinent idea, and the theoretical framework.

A. Preview Related Research Findings

Faisal Ardianto (2013) in her thesis" An Analysis of the Reciprocal Teaching At SMP Negeri 16 Yogyakarta" the author used The Reciprocal Teaching because Reciprocal teaching (RT) is a process involving four distinct activities (questioning, clarifying, summarizing and predicting) employed in a student-led, team approach to develop reading comprehension skills among primary students. In this study a series of readings were prepared for a topic taught within the NSW key learning area of Human Society and its Environment (HSIE). The readings were used in a study comparing the effects of RT with those of a more traditional approach to reading.

Devi Nur'aini (2015) in her thesis "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. 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 in 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.

Noor Aziz Kurniawan (2017) in him thesis "Teaching Strategies Use in Reading Comprehension Class at the Tenth Grade Students of SMk Islam 2 Ambarawa" The application of the strategies to improve the students' reading skill were keep applying the principle of teaching reading as Jeremy Harmer stated; Reading is not passive skill, Student needs to be engaged with what they are reading. And the students' responses are good, most of them feel enjoy and interest with the teaching reading strategies. The strategies divide into 4; 1. Memorizing, 2. Answer relationship, 3. the use of game and 4 Discussion. The most used is the use of Game.

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 in using the strategies in teaching reading comprehension.

B. Some pertinent Ideas

1. The Concept of Reading

a. Definition of Reading

Reading is a complex conscious and unconscious mental process in which the reader uses variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader's prior knowledge. Baker and Beall (2009) says that reading is an evaluating process in that the reader must

decide if the information being read is coherent and matches the purpose for reading.

b. Definition of Reading Comprehension

It is very important to talk about reading comprehension. Based on McNeil (1992:16) comprehension is making sense out of the text. From an interaction perspective, reading comprehension is acquiring information from context and combining disparate elements into a new whole. According to Cahyono(2011:55) reading is means of transferring information between the writer and the reader. There fore reading comprehension understands a written text means extracting the required information from it as efficiently as possible (Grellet,1981:3). Reading is the construction of meaning from a printed or writing message. Reading begins with the accurate swift and automatic visual recognition of vocabulary, independent of the context in which it occurs. Comprehension is the process of generating meaning from varied sources directly observing phenomena; reading, looking at the sign, cartoon painting, listening to the teacher or discussion, viewing the film .

Broek and Espin in Amy (2012) says that reading comprehension is a complex interaction among automatic and strategic and cognitive processes that enables the reader to create a mental representation of the text. According to Cahyono et al.(2011:55) reading is means of transferring information between the writer and the reader.

Prado and Plourde (2005) says that reading comprehension is not a single step or esily acquired skill. It is a very complex process that teachers find difficult to teach. Comprehension is a process that involves thinking, teaching, past experiences and knowledge.

c. The Processes of Reading Comprehension

As it is mentioned before, reading comprehension is the process in which the reader constructs meaning from the text. There are at least three types of constructing meaning processes proposed by some experts. The three processes of constructing meaning of the text are presented below.

a. Bottom-up Processing

Bottom-up processing views the process of reading as phonemic units. In bottom-up processing, the reader must recognize a multiplicity of linguistic signal such as letters, morphemes, syllables, words, phrases, grammatical cues, and discourse markers (Brown, 2001: 299). It means that the reader has to scan from letters to letters, recognize the words from one to another associate among phrases, clauses, and sentences, and finally it is processed into phonemic units representing lexical meaning and attains some comprehension of the text.

b. Top-down Processing

In top-down processing, the reader involves their knowledge of syntax and semantic to create meaning of the text (Goodman cited in Hudson, 2007:37). The reader constructs meaning by bringing their early thought to the text being read. It means that the reader's background knowledge is very important in getting the meaning of the text. In top-down processing, the reader makes some prediction of the text. The process is continued by taking samples which will be confirmed or not to the predictions have been made

before. Finally, the reader checks the predictions.

c. Interactive Processing

Interactive processing is a combination of top-down and bottom-up processing. In interactive processes, the reader predicts the probable meaning of the text, then moving to the bottom-up processes to check whether that is really what the writer says (Nuttal cited in Brown, 2001: 299). It means that the reader both recognizes words and predicts the implied information in constructing meaning of the text.

From the discussion above, it can be concluded that there are three types in the process of reading. They are bottom-up processing, top-down processing, and interactive processing. Bottom-up processing deals with the word recognition. Top-down processing deals with the readers' background

knowledge. The last, interactive processing combines the top-down and bottom-up processing. Here, interactive processing combines word recognition and background knowledge of the readers. The three processes help the readers to comprehend the text they read.

C. Teaching Reading Comprehension

1. Definition Teaching Reading Comprehension

Teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn, and sets the condition for learning (Brown, 2000: 7). Guidance is done by leading the students to do activities in the effort of getting knowledge. The teacher can help the students in gaining the knowledge by giving facilities such as tasks. By giving these tasks, the teacher lets the students study by themselves. To make the teaching and learning process run well, the teacher needs to set a good situation for the students to learn. In setting a good condition, the teacher must consider a classroom method or technique that is used as this can influence the way she/or he manages the class.

Based on the definition above, teaching reading comprehension is a guidance that is done by the teacher to make learners reach their reading comprehension on the text using a certain technique. The teacher can lead the learners to

understand a text by using some strategies on reading comprehension (Pang, et.al., 2003: 14).

2. **Principles in Teaching Reading Comprehension**

   In the teaching of reading, the teacher cannot directly just teach reading to the students by giving texts and asks them to understand it. There are some principles which have to be considered by the teacher. As it is proposed by Harmer (1998: 70-71), there are six principles in teaching reading. They are described as follows:

a. The Teacher needs to understand that reading is not a passive skill.

   Reading is an active activity. When the readers read a text, they must do other activity, not just read a text at glance. It means that the teacher does not merely ask the students to read a text, but he/or she has to make them realize that the reading is not a passive skill. It includes the understanding of word meaning, the arguments stated in the text, and working out with the arguments whether they agree or not.

b. The Teacher has to make the Students enjoy Reading the passage.

   To make students interested in reading is important. When the students do not enjoy reading, they will get nothing from it. It is different from when they are interested in what they are

reading, they will get more benefits. They can get more knowledge and new information from the text they are reading.

c. The Teacher needs to encourage the Students in Responding to the content of a Reading text, not just to the language being used in the text. Understanding a language is also a part of comprehending a text. However, it is not the common thing in reading comprehension. The students have to respond to the meaning of the text and express their feelings about the topic of the text. That is why it becomes the responsibility of the teacher to encourage them to do that.

d. The Teacher should emphasize that Prediction is a major factor in Reading. Prediction is one of the strategies in reading comprehension. Before the students come into the text, they can do prediction by looking at the title of of the text. The title sometimes gives clues at what the text is about. By doing this, the students will actively start the process of reading. Indeed, the teacher should give clues to make the students comprehend the text easily.

e. The Teacher has to match the tasks to the Topic.

Tasks are one of ways to check the ability of the students in comprehending a text. Good tasks are those that are suitable for the topic being discussed. Tasks can be made by questions

and puzzle. In this case, the teacher has to consider choosing or creating the right tasks for the students.

f. The Teacher should exploit Reading texts to the full.

Exploiting reading texts to the full means that the teacher does not ask the students to read a text and then move to another activity having no relation to the text. However, the teacher should cover all the things that the students can work out with the text. The teacher has to discuss the text fully, study the language, give additional tasks to the students.

3. Problems of Teaching Reading Comprehension

Teaching reading is a part of the activity in teaching English that must be done by the teacher. Some teachers find problems in teaching reading comprehension. The first problem is that the teacher cannot know exactly the students' prior knowledge (National Research Council, 2003: 62). Although the teacher has taught some materials which are related to the topic that will be discussed, she or he cannot make sure that all the students can understand the material well. It becomes a serious problem in teaching reading comprehension as prior knowledge is very important to the students' reading comprehension.

Teachers find the fact that deciding suitable tasks of reading are complicated (National Research Council, 2003: 63). It is

reasonable enough as tasks will influence the students in comprehending a text. When the teacher can give good and suitable tasks of reading, the students will engage in reading and comprehension can be easily achieved. Indeed, appropriate tasks and texts help students in understanding texts.

Another problem that might be faced by the teacher is that teachers feel that finding the best method and strategies to teach the students is quite difficult. It is because they face students with different characteristics and levels of intelligence. In fact, the method and strategies chosen by the teacher may affect the students in achieving their reading comprehension. That is why suitable methods and strategies are needed to conduct by teachers in teaching reading comprehension.

From the description above, it is clear that the condition of not knowing exactly the students' prior knowledge, the difficulty in designing suitable tasks, and the difficulty in choosing the appropriate technique and strategies are problems which appear in teaching reading comprehension. In relation to the last problem, the difficulty in choosing appropriate methods and strategies, the researcher feels necessary to apply certain technique in the teaching of reading comprehension.

D. The Concept of Teaching Strategies

1. Reciprocal Teaching

a. Definition of Reciprocal Teaching

   Palinscar & Brown (1984) says that Reciprocal Teaching is a guided Reading Comprehension strategy that encourages students to develop the skills that effective readers and learners do automatically (summarizing, question, clarify, predict and respond to what they are reading). Students use these four comprehension strategies on a common text, in pairs or small groups. Reciprocal Teaching can be used with fiction, non-fiction, prose or poetry.

b. Four steps of Reciprocal Teaching.

   1. Prediction

      Ask students to predict what they think the reading may be about. Get them to think about what is going to happen by asking questions like a detective might do.

   2. Question as you go

      Remind students to generate questions as they listen and read. Remind them of the three levels of questions: Right-There questions (answer in the text) Between-the-lines questions (inference needed) Critical Thought questions .

   3. Clarify

      As students listen and read remind them to ask themselves what words and phrases are unclear to them. These clarifications may take the form of the following questions.

      How do you pronounce that?

What does the word mean?

I think the author is saying

4. Summarize

Students summarize verbally, within pairs, and then share with their assigned small group or record their summary and read it aloud to their small group.

Each small group could create a semantic map with major points of significance shared by each group member.

2. Question- Answer Relationship (QARS)

a. Definition of QARs

The type of question asked to guide comprehension should be based on the *information readers need to answer the question.* Therefore, teachers must help student become aware of likely sources of information as they respond to questions (Pearson & Johnson 1978).

Question-Answer relationship (QARS) is a strategy to be used after students have read. QARS teachers' students' how to decipher what types of questions they are being asked and where to find the answers to them. Four types of questions are examined in the QARS.

b. Benefits of QARs

The benefits QARs can be taught directly to students by reading teachers and can be reinforced by content area specialists. Keep in

mind, however, that students may come to your class totally unaware of what information sources are available for seeking an answer, or they may not know when to use different sources. In this case, it is worth several days' effort to teach students the relationship between question and answer.

- It can improve students' reading comprehension.

- It teaches students how to ask questions about their reading and where to find the answers to them.

- It helps students to think about the text they are reading and beyond it, too.

- It inspires them to think creatively and work cooperatively while challenging them to use higher-level thinking skills.

c. How to use QARs in the English Classroom

1. Read a short passage aloud to your students.

2. Have predetermined questions you will ask after you stop reading. When you have finished reading, read the questions aloud to students and model how you decide which type of question you have been asked to answer.

3. Show students how to find information to answer the question (i.e., in the text, from your own experiences, etc.).

4. After you have modeled your thinking process for each type of question, invite students to read another passage on their own, using a partner to determine the type of question and how to find the answer.

5. After students have practiced this process for several types of questions and over several lessons, you may invite students to read passages and try to create different types of questions for the reading.

6. Students may work by themselves, in pairs or small groups. Remind students that they should be prepared to discuss and debate their reaction s to the questions and how they figured out their answers.

F. Conceptual Framework

This research is going to identify the forms and features of teachers' strategies that English teacher instructionally use in classroom activities. The form of teachers' strategies includes verbal instructions that are given for particular activities. These verbal instructions are meant to convey some information about the given materials, guidance of direction, asking for information, and feedbacks. The forms and features of teachers' strategies will be summarizing, question, clarify, predict and respond to what they are reading. The conceptual framework of this research can be illustrated as follows:

```
┌─────────────────────────┐
│  Learning English ( Reading │
│       comprehension)        │
└─────────────────────────┘
            │
            ▼
┌─────────────────────┐        ┌──────────────────────┐
│  Teacher strategies  │───────▶│  Students Responses  │
└─────────────────────┘        └──────────────────────┘
       ╱        ╲
      ▼          ▼
┌──────────────────┐   ┌─────────────────────────────┐
│ Reciprocal teaching │   │ Question- answer relationship │
│                  │   │ (QARS)                       │
└──────────────────┘   └─────────────────────────────┘
```
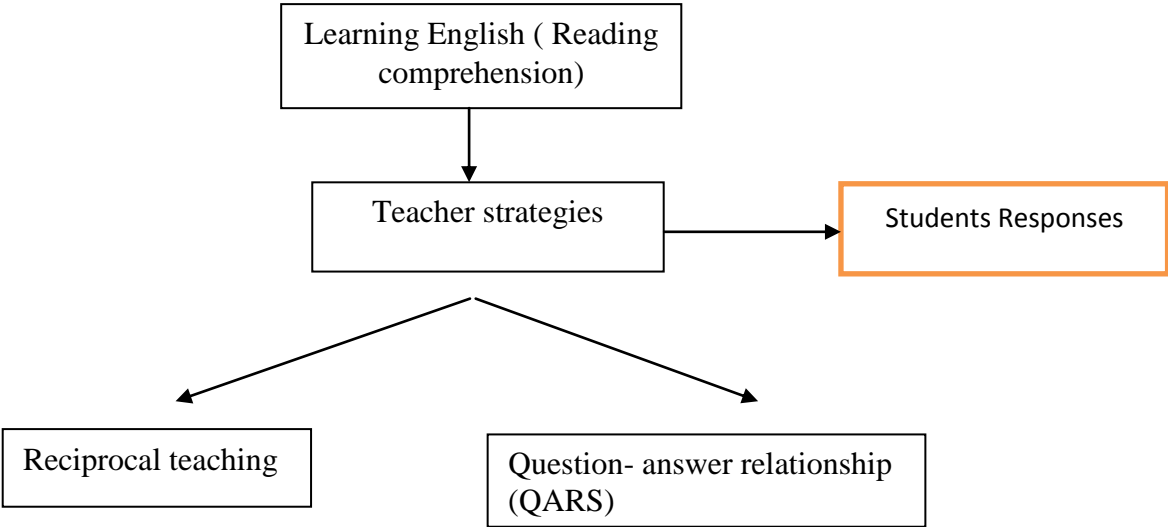
Figure 2.1: Conceptual Framework

CHAPTER III
RESEARCH METHOD

This chapter outlines the strategies of this research. The researcher began by outlining the strategy that researcher was used for this study. And followed by sample and population, instrument data and data collection. Then, the researcher explain method of analyzing the data.

A. Research Design

This research was related to teaching strategy and the students' perception towards the method in teaching English. Thus, the researcher needed to do descriptive research namely, the research created the descriptive data such written words or oral from people and the behavior that observed. So that, the research design in this research was descriptive qualitative strategy.

B. Population and Sample

1. Population

The population of this research were the Second Grade Students at SMA Negeri 5 Bone in Academy year at 2017/2018. There were 12 classes that consisted 360 students. Therefore, the total population of this research were 360 students.

2. Sample

The researcher took 1 class of the 12 classes as a sample of this research. The one class that researcher took was XI IPA.1 that consisted 28 students. So, the sample of this research as many as 28 students.

C. Research Instruments

From some research, instrument was very important for collecting data. The accuracy result of the research was the important part that depended how carefulness in use the instrument. Before the research was conducted, the instrument must be prepared well.

Relates with the problem of research, two were three instruments that researcher used, namely:

1. Observation

Observation is design to general data on activities, behaviors, and generally focus on setting. Observation was aimed to finding out the strategies that used by teacher in teaching reading comprehension.

2. Questionnaire

Questionnaire is a tool of gatherer data writtenly. Questionnaire was used to get the students' responses towards the English teacher's strategies in reading comprehension.

D. Data Collection

Data collection technique is the way who was used by the researcher for collecting data. The data collection of this research were observation and questionnaire.

1. Observation

   The researcher observed the subject of the research. And the most important that was observed is the teacher. The researcher observed the teacher to know what strategies was used by teacher in teaching reading in the classroom.

2. Questionnaire

   The questionnaire was made after the researcher observed the teacher of the sample. Then, the researcher shared the questionnaire was given for the students in the classroom with required the teaching time of the teacher.

E. Technique of Data Analysis

   The data was analyzed by using SPSS program package. The steps in processing the data were as follows:

   a. Editing

      This stage was checking the results of questionnaires that had been collected to determine the suitability of respondents' answers. Where in editing there was no replacement answers with the intention that the data is consistent and in accordance with the purpose of research.

   b. Coding

      This stage was a sign or code to facilitate analysis when processing data.

   c. Entry

At this stage the selected data was entered into the computer for further processing used the SPSS program.

d. Cleaning

At this stage the data that had been obtained and collected then cleaned by checking the data, and then only retrieve the correct data so there was no dubious or false data.

A five-point Likert scale was used to measure. Such scale used in the questionnaire to specify the level based on the following criteria:

NO	Responses	Score	Noted
1.	Strongly Agree	4	The students were disagree with the strategies that teacher used.
2.	Agree	3	The students were very disagree with the strategies that teacher used.
3.	Strongly disagree	2	The students were agree with the strategies that teacher used.
4.	Disagree	1	The students were very agree with the strategies that teacher used.

(Oxford, 1990)

CHAPTER IV

FINDINGS AND DISCUSSION

The findings are explained as follow: This part includes the data presentation

and the finding of the research itself. It presents about the teacher strategies in

teaching reading in SMA Negeri 5 Bone

A. Research Findings

1. Strategies used by the teacher in teaching reading comprehension

Based on the observation checklist, the researcher has been found the

strategies that used by the teacher in teaching English in the classroom.

And there are two strategies that teacher used in teaching English namely

Reciprocal Teaching and Question Answer Relationship. Below is the data

who researcher found in the field.

a. Reciprocal Teaching

This strategy can help students to understand the reading text.

Because after discuss they can memorize and know what it means

students will easily understand in understanding the text. Expected, the

purpose of learning is achieved and the ability of students in self-

learning can be improved. Students used these four comprehension

strategies on a common text, in pairs or small groups they were

predicting, question, clarify and summarizing. The teacher selected

reading materials to be used in learning activities. Then, the teacher

required the students to make aa group. After the students were ready in

a small group, the teacher gives a little review of the reading material in the form of an outline only. The teacher gives the reading text for each group. Then, the students discuss to predict the meaning of task reading. Next, the one students of members group tell the other group about the meaning of the task reading that they read. Then, the teacher gives the opportunity to other members of group to give the question and the other group were also can responds or help the group that was given the question. The teacher clarifies the students answer. Then, the students summarizing of the material in reading comprehension. This strategy can help students because students can share ideas with their

friends. Because in this discussion one group should give ideas in order to get the right answer. But this strategy cannot run well if the discussion was only a few students are active in working.

b. Question Answer Relationship (QARs)

Question-Answer relationship (QARS) is a strategy to be used after students read. This strategy is not much different from the reciprocal teaching where in this first strategy the teacher gives a brief explanation of the learning objectives and topics the teacher divided the group consists of two or three students, by giving the model of QAR type to the students, the teacher gives the reading text to the students then the students read in the heart. After that, the teacher assigns the students to discuss the linguistic features such as vocabulary with meaning in Indonesian, tenses, and language functions of reading, after the teacher

guides the students to identify the types of questions in the text then the students answer the types of questions, the teacher encourages the students and provides assistance when the students is in trouble, shows the group work, exchanges answers with other groups, determines the right answer, give feedback.

2. Students Perception Towards Reciprocal Teaching and Question Answer Relationship

The results of the analysis on student responses items to Reciprocal Teaching and Question Answer Relationships are separately classified into four groups, which strongly agree and agree and strongly disagree and disagree. Both types of strategies are identified as follows:

Table 4.1

Reciprocal Teaching and QAR Strategy makes it difficult for me to solve problems in learning English

No	Alternative Answer	Score	Frequency	Percentage (%)
1	strongly disagree	1	15	53.6%
	Disagree	2	13	46.4%
Total			28	100%

Based on the Table 4.1 of 28 students 100% where all the sample of this study there are about 15 students who strongly disagree (53.6%) and 13 students disagree (46.4%) by saying that learning English using Reciprocal Teaching Strategy and QAR make it difficult to complete the task or problem in learning English in class XI IPA 1

Table 4.2

English Learning using Reciprocal Teaching and QAR Strategy makes me drowsy

No	Alternative Answer	Score	Frequency	Percentage (%)
2	strongly disagree	1`	14	50.0%
	Disagree	2	14	50.0%
	Total		28	100%

Based on the Table 4.2 of the 28 students 100% where all the sample of this study there are about 14 students (50.0%) who strongly disagree that using both strategies that make them sleepy and the rest 14 students (50.0%) do not agree to say that learning English using Reciprocal Teaching and QAR Strategy makes they are sleepy in learning English in class XI IPA 1.

Table 4.3

I can't express my opinion, while studying English using the Reciprocal Teaching and QAR Strategy

No	Alternative Answer	Score	Frequency	Percentage (%)
3	strongly disagree	1	15	53.6%
	Disagree	2	13	46.5%
	Total		28	100%

Based on the Table 4.3 of the 28 students 100% in which the entire sample of this study there are about 15students (53.6%) who strongly disagree and the rest 13 students (46.5%)disagree that by using both strategies they can not

express opinions, it proves that both strategies are able to make them put forward opinion on learning English in class XI IPA1.

Table 4.4

I feel the loss of learning English using the Reciprocal Teaching and QAR Strategy

No	Alternative Answer	Score	Frequency	Percentage (%)
4	Strongly disagree	1	25	89.3%
	Disagree	2	3	10.7%
	Total		28	100%

of the results of the Table 4.4 about 25 students (89.3%) who strongly disagree and the rest 13 students (10.7%) disagree from the 28 students who took the sample said that they are not at all loss learn English using Reciprocal Teaching and QAR strategy in class XI IPA.

Table 4.5

Learning English using Reciprocal Teaching and QAR Strategy makes me feel depressed

No	Alternative Answer	Score	Frequency	Percentage (%)
5	strongly disagree	1`	11	39.3%
	Disagree	2	17	60.7%
	Total		28	100%

On the Table 4.5 above 28 students 100% where the overall sample of this study there are about 11 students (39.3%) who strongly disagree and the remaining 17 students (60.7%) did not agree that learning English by using

Reciprocal Teaching Strategy and QAR they feel depressed. we can see from the above results show that they were not depressed in studying in class XI IPA1.

Table 4.6

Learn English using the Reciprocal Teaching and QAR Strategy Wasted my time studying

No	Alternative Answer	Score	Frequency	Percentage (%)
6	strongly disagree	1	24	85.7%
	Disagree	2	4	14.3%
	Total		28	100%

from the Table above 4.5 out of 28 students 100% where the total sample of this study there are approximately 24 students (85.7%) who strongly disagree and 4 students remainder (14.3%) do not agree that learning English by using Reciprocal Teaching Strategy and QAR can waste their study time in class XI IPA1.   **Table 4.7**

in my opinion, the Reciprocal Teaching and QAR Strategy in English learning is fattening

No	Alternative Answer	Score	Frequency	Percentage (%)
7	strongly disagree	1	11	39,3 %
	Disagree	2	17	60,7 %
	Total		28	100%

Based on the Table 4.7 above from 28 students 100% where all the sample of this study there are about 11 students who strongly disagree (39,3 %) and 17

students do not disagree (60,7 %) with in saying that English learning is fattening. This indicates that the student is more interested in learning English by using the Reciprocal Teaching and Question Answer Relationship the teacher uses.

Table 4.8

Reciprocal Teaching and QARS strategy is more useful for learning English?

No	Alternative Answer	Score	Frequency	Percentage (%)
8	Strongly agree	4	15	46.4 %
	Agree	3	13	53.6 %
	Total		28	100%

Based on The Table 4.8 above, of the 28 students who are 100% where all the sample of this study there are about 15 students who strongly agree (46,4 %) and 13 students agree (53.6 %) on the strategies used by teachers. this shows that the strategy used in the teacher is useful for students in learning English. And it is evident that teachers actually use the Reciprocal Teaching and Question Answer Relationship strategy in teaching and learning English in the classroom.

Table 4.9

Reciprocal Teaching and QAR strategies are less useful for learning English?

No	Alternative Answer	Score	Frequency	Percentage (%)
9.	strongly disagree	1`	17	60.7%

	Disagree	2	11	39.3%
	Total		28	100%

Based on the Table 4.9 above of 28 students 100% where all the sample of this study there are about 17 students who strongly disagree (53.6%) and 11 students disagree (46.4%) by saying that learning English by using Lead Teaching Strategy Behind Reciprocal Teaching and QAR is less useful for those in class XI IPA1.

Table 4.10
Learning English using the Reciprocal Teaching and QAR Strategy trains me to express my opinion

No	Alternative Answer	Score	Frequency	Percentage (%)
10	Strongly agree	3	13	46.4%
	Agree	4	15	53.6%
	Total		28	100%

Based on the Table 4.10 above from 28 students 100% where all the sample of this study there are about 13 students who strongly agree (46.4%) and 15 students agreed (53.6%) by saying that learning English using Lead Behind Teaching Strategy and QAR can train them in to be able to express their opinions in class XI IPA1.

Table 4.11

Learning English with Reciprocal Teaching and QAR Strategy can explore myself

No	Alternative Answer	Score	Frequency	Percentage (%)

11	Strongly agree	3	18	64.3%
	Agree	4	10	35.7%
	Total		28	100%

Based on the Table 4.11 above from 28 students 100% where all the sample of this study there are about 18 students who strongly agree (64.3%) and 10 students agree (35.7%) by saying that learning English by using the Reciprocal Teaching and QAR Strategy can explore themselves in class XI IPA1.

Table 4.12
The Reciprocal Teaching and QAR strategy encouraged me to discover new ideas

No	Alternative Answer	Score	Frequency	Percentage (%)
12	strongly agree	3	18	64.3%
	Agree	4	10	35.7%
	Total		28	100%

Based on the Table 4.12 above from 28 students 100% where all the sample of this study there are about 18 students who strongly agree (46.4%) and 10 students agree (53.6%) by saying that learning English by using the Reciprocal Teaching and QAR Strategy can be able to encourage them to find new ideas in class in class XI IPA1.

Table 4.13

The Reciprocal Teaching and QAR strategy makes learning English more interesting to learn

No	Alternative Answer	Score	Frequency	Percentage (%)
13	Strongly agree	3	15	53.6%
	Agree	4	13	46.5%
	Total		28	100%

We can see from the results of the table 4.13 above of the 28 students

100% in which the entire sample of this study there are about 15 students who

strongly agree (46.4%) and 13 students agree (53.6%) Mutual Teaching

Strategy and QAR can make they in learning English in the classroom is more

interesting to be learned in class XI IPA1.   **Table 4.14**

**Learn English using the Reciprocal Teaching and QAR Strategy
Makes me better understand the material**

No	Alternative answer	Score	Frequency	Percentage (%)
14	strongly agree	3	13	46.5%
	Agree	4	15	53.6%
	Total		28	100%

The results of the Table 4.14 above of the 28 students 100% in which the

entire sample of this study there are about 15 students who strongly agree

(46.4%) and 13 students agreed (53.6%) said that by using the Mutual

Teaching Strategy and QAR can making them more able to understand the

subject matter in class XI IPA1.   **Table 4.15**

**Learning English using the Reciprocal Teaching and QAR strategy made me
more skilled**

No	Alternative Answer	Score	Frequency	Percentage (%)
15	strongly agree	4	8	28.6%
	Agree	3	20	71.4 %
Total			28	100%

Based on the Table 4.15 there are 8 students (28.6%) who strongly agree

and 20 students (71.4%) who agree that they are more skilled learning English

using Reciprocal Teaching and QAR strategy and none of the students said that

they are not skilled in learning English it means all students skillfully learn in

class using the strategy.

Table 4.16
Strategie Reciprocal Teaching and QAR makes me less skilled

No	Alternative Answer	Score	Frequency	Percentage (%)
16	strongly disagree	1	12	42.9%
	Disagree	2	16	57.1 %
Total			28	100%

Based on the Table 4.16, 28 students 100% of which the entire sample of

this study were about 12 students who strongly disagree (42.9%) and 16

students disagree (57.1 %) said that by using the Reciprocal Teaching Strategy

and QAR makes them less skilled in learning English in class XI IPA1.

Table 4.17

I do not understand the material, while learning English using the Reciprocal Teaching and QAR Strategy

No	Alternative Answer	Score	Frequency	Percentage (%)
17	strongly disagree	1`	10	35.7%
	Disagree	2	18	64.3%
	Total		28	100%

Based on the the Table 4.17 above of the 28 students 100% in which the entire sample of this study there are about 10 students who strongly disagree (35.7%) and 18 students disagree (64.3%) said that they are less to understand the material at the time learning English using the Reciprocal Teaching and QAR strategy in the classroom.

Table 4.18
English Lessons using Reciprocal Teaching and QAR Strategy make me more motivated

No	Alternative Answer	Score	Frequency	Percentage (%)
18	strongly agree	3	20	71.4%
	Agree	4	8	28.6%
	Total		28	100%

based on the Table 4.18 of the 28 students 100% in which the entire sample of this study there are about 20 students who strongly agree (71.4%) and 8 students agree (28.6%) in learning English that they are motivated in learning with using Reciprocal Teaching and QAR this proves that from both strategies it makes them really understand the material.

Table 4.19
**Learning English using the Reciprocal Teaching and QAR Strategy makes
me more active in learning**

No	Alternative Answer	Score	Frequency	Percentage (%)
19	Strongly agree	3	16	57.1%
	Agree	4	12	42.9%
	Total		28	100%

Based on the Table 4:19 above from 28 students 100% where the entire

sample of this study there are about 16 students who strongly agree (46.4%)

and 12 students agree (53.6%) of 28 students all chose that learning English

with using Reciprocal Teaching and QAR strategy it makes them more active

in learning process in class XI IPA1.

Table 4.20
**Learning English using Reciprocal Teaching and QAR Strategy makes the
material easy to remember**

No	Alternative Answer	Score	Frequency	Percentage (%)
20	Strongly agree	3	19	67.9%
	Agree	4	9	32.2%
	Total		28	100%

Based on the Table 4:20 above from 28 students 100% where the entire

sample of this study there are about 19 students who strongly agree (67.9%)

and 9students agree (32.2%) of 28 students all chose that learning English with

using the Reciprocal Teaching and QAR strategy they easily remember classroom material.

B. Discussion

1. The Strategies Used by the Teacher in teaching English Reading Comprehension

Based on the findings that researcher explained before, there are two strategies used by the teacher. Those are Reciprocal Teaching and Question-Answer Relationship (QARS). Reciprocal Teaching is one of the learning strategy implemented so that the learning objectives are achieved quickly through independent learning process, and the students are able to present it in front of the class. Expected, the purpose of learning is achieved and the ability of students in self-learning can be improved. Students used these four comprehension strategies on a common text, in pairs or small groups they were predicting, question, clarify and summarizing. The teacher selected reading materials to be used in learning activities. Then, the teacher required the students to make aa group. After the students were ready in a small group, the teacher gives a little review of the reading material in the form of an outline only.

The teacher gives the reading text for each group. Then, the students discuss to predict the meaning of task reading. Next, the one students of members group tell the other group about the meaning of the

task reading that they read. Then, the teacher gives the opportunity to other members of group to give the question and the other group were also can responds or help the group that was given the question. The teacher clarifies the students answer. Then, the students summarizing of the material in reading comprehension.

Reciprocal Teaching because occur the interaction between teacher and students when the students ask to the teacher or when the teacher requires the students' answer and also occur the interaction between students when the others group ask to the one group and the other group answer the one group. It seems the definition of Reciprocal Teaching that is a teaching procedure designed to teach students about self-understanding strategies in the form of discussions between teachers with students and students with students who provide opportunities to think and exchange learning experiences based on the principles of questioning through direct instruction and modeling by teachers to improve students' reading performance in reading comprehension, students are very fond of learning as they work in groups. It is evident at the time of the teacher after sharing the group, the teacher gives the reading to each group and the result they work together and exchange ideas with each other.

Then, it is Question-Answer relationship (QARS) because there are the question and answer of the students. the students are required to read and discuss the materials then do the task. And the end of the task the students ask to the other group. Then the other group answer it. The

differentiate of Reciprocal teaching is the question and answer of the students occur in the middle of discussion but in Question-Answer relationship (QARS) question and answer are given in the end of discussion or task. It seems the definition of Question-Answer relationship (QARS) that is a strategy that will be used after students read. QARS Teachers' teachers how to describe what kind of questions they are asking and where to find the answers. This strategy is used after the students read the material that has been given to the teacher but in this strategy students provide questions after that where they find the answer.

2. Students' Perception towards the strategies used by the teacher

    The Reciprocal Teaching and Question-Answer relationship (QARS) strategy is the strategies that almost similar of the application in the classroom. They are same about the interaction of question and answer of the students. And just the giving of question that differentiate of both. There are in the middle of discussion students and the other one is the end of discussion or when the students finish do the task.

    Based on the Table 4.1 until 4.20 states that the students' perception about Reciprocal Teaching and Question-Answer relationship (QARS) is able to make the students more active in teaching and learning English in the classroom. It because the students can convey their opinions when they discuss in the group and to the other group. Then they can explore themselves by discuss and giving the question and answer it. Because not make the students sleepy in the learning process, the students

directly motivated to appear better than the other group. Then, the students feel that Reciprocal Teaching and Question-Answer relationship (QARS) are useful in teaching and learning process in the classroom. Because the students can also make them easier to understand the materials. When the students discuss with their friends about the materials, then they get the explanation of their friends make them easier to understand the materials. The students can share ideas with their friends. Then, the students can help each other work on and solve the question and they are also able to find where they got the answer. Besides the students can share ideas, the students also gain new knowledge from their friends. Because sometimes there is something that their friends know and other friends are not known and also viceversa. With ideas, thoughts, or explanations of friends, the students will be easy to understanding the material as well and then it will help their friends with certainty.

Besides, these are strategies can assist students in repair their pronunciation and students can express their opinions freely to their friend or the material that they do not understand. The results of students' difficulties here is the teacher explains to the students the material they do not understand yet. Therefore, the students really like the Reciprocal Teaching and QAR strategy in learning English in the classroom because they can practice speaking. Even though sometimes there are students who not confident in speaking. But they can convey their opinions and ideas. Then they can change the opinions to the other groups by giving the

question and answer it and they are also able to work together with each

other in terms of completing their tasks.

CHAPTER V

A. Conclusion

Based on the findings of the research, the researcher would to make a conclusion by showing the result of the observation checklist and questionnaire towards the students.

1. There are two strategies used by the teacher in teaching English, those are Reciprocal Teaching and Question Answer Relationship.

2. The students' perception about two methods are easier to understand, can convey and change the opinions, get the new ideas, can motivate them to think in the group, and the students can inure themselves to practice speaking by giving question and answer it.

B. Suggestions

From the findings presented earlier in the chapter four, there are some suggestions that can be taken as a consideration for English teacher towards the use of strategies in teaching English:

1. The teacher must can be choose the strategies that appropriate with the material that taught.

2. The teacher must always control the students in the group, so that they can really work together and change the think with their members group.

3. The teacher must explicit to the students. So that the students are not only smart in the learning process but also the attitude.

BIBLIOGRAPHY

Ahmad,dkk. 2013. *A Study On Strategies For Teaching Speaking And Reading Comprehension Skills.* e-Journal Program Studi Pendidikan Bahasa Inggris Volume 1 Tahun 2013.

Alhojailan, M. I. 2012. *Thematic Analysis: A Critical Review of Its Process and Evaluation.* West East Journal of Social Sciences, 1(1), 39-47.

Andiema, N. C. *Utilisation of Child-Centered Approaches in Teaching and Learning of Language Activities in Pre-School Centres in Kenya.*

Ardianto, F. 2015. *An Analysis of the Reciprocal Teaching At SMP Negeri 16 Yogyakarta In The Academic Year Of 2013/2014.* Yogyakarta: English Education Department Faculty Of Languages And Arts State University Of Yogyakarta.

Aqib, 2000. *Effective Communication for Strategic Sustainable Development Education: The Hook And Ladder Technique.*

Barker, Robert G., and Moroz, Wally. 1997. *Student and Teacher Perception of Teaching/Learning Processes in Classroom: How Close is the Partnership?.* Australian Journal of Teacher Education, 22 (1).

Baker,R., & Moroz, W. 1997. *Student and Teacher Perceptions of Teaching/Learning Processes in Classrooms: How Close Is The Partnership?.* Australian Journal of Teacher Education, 22(1), 21.

Beal, B, 2009. *Reading in a second language: Moving from theory to practice.* Ernst Klett Sprachen.

Broek and Espin in Amy. 2012. *Processing Demands of Reading Comprehension Tests In Young Readers.* Learning and Instruction, 22(5), 354-367.

Brown, F. N. 2001. *Promoting Students' Reading Proficiency through Reciprocal Technique. Vision:* Journal for Language and Foreign Language Learning, 6(1), 73-86.

Carney, R. N., & Levin, J. R. 2002. Pictorial illustrations still improve students' learning from text. *Educational psychology review*, *14*(1), 5-26.

Cahyono. 2011. *The teaching language skill and English language components*. Malang: State university of Malang Press

Cooper, T., & Greive, C.2009. *The Effectiveness of the Methods of Reciprocal Teaching: As Applied Within the NSW Primary Subject Human Society and Its Environment: An Exploratory Study*. TEACH Journal of Christian Education,Vol.3,No.1,(Online),(http://research.avondale.edu.au/teach/vol3/iss1/11/, Accessed on May 2 2017)

Grabe, W. P., & Stoller, F. L. 2013. *Teaching and researching: Reading*. Routledge.

Hudson, 2007:37. *Improving the Students' reading Comprehension Through Know-Want-Learn Technique at The Eleventh Grade of SMA Negeri 1 Sanden in the Academic Year of 2012/2013* (Doctoral dissertation, Universitas Negeri Yogyakarta).

Keenan, A. P., & Sabouri, N. B. 2018. *How Can Students Improve Their Reading Comprehension Skill*?. Journal of Studies in Education, 6(2), 229-240.

Laird-Jonshon, 1983. Situation Models In Language Comprehension And Memory. Psychological Bulletin, 123(2), 162.

Lupi, K. 2016. *The Effectiveness of Think Aloud Strategy in Teaching Reading Comprehension on Narrative Text (An Experimental Study at the Eighth Grade Students of SMPN 1 Sawit in the Academic Year of 2016/2017).*Doctoral dissertation, IAIN Surakarta.

Manggiasih, F. N. 2016. *The Use of Quipper School as An E-Learning Platform In Teaching English to the Tenth Grade Students of MAN 2 Ponorogo in Academic Year 2015/2016* (Doctoral dissertation, STAIN Ponorogo).

Mastropieri, M. A., Leinart, A., & Scruggs, T. E. 1999. Strategies to increase reading fluency. *Intervention in school and clinic*, *34*(5), 278-283.

McMaster, K. L., van den Broek, P., Espin, C. A., Pinto, V., Janda, B., Lam, E & Van Boekel, M. 2015. *Developing a Reading Comprehension Intervention: Translating Cognitive Theory to Educational Practice.* Contemporary Educational Psychology, 40, 28-40

McNeil 2014. *The Effectiveness of Using Mind Mapping Technique on Students Achievement of Reading Narrative Text in the Second Grade Students of MTs Negeri Bandung in Academic Year 2013/2014.*

Middleton. 2011. *Reading Motivation and Reading Comprehension*. (Online), (https://etd.ohiolink.edu/rws_etd/document/get/osu1313166336/inline, Accessed on May 1 2017)

Nur'aini, D. 2015. *Strategies in Teaching Reading Comprehension and The Students' Responses Toward Their Teachers' Strategies in Teaching Reading Comprehension at one Junior High School In Riau Of 2014/2015.* Yogyakarta : Department Of English Education Faculty Of Languages And Arts State University Of Yogyakarta.

Noor Aziz Kurniawan 2017 "*Teaching Strategies Use in Reading Comprehension Class at the Tenth Grade Students of SMk Islam 2 Ambarawa" of*

2017. Ambarawa: Department of English Education Faculty Of Languages

Nurul, M. 2012. *The Effectiveness of Scanning Technique to the Reading for Locating Information to The Eighth Grade Students of SMPN 3 Kedungwaru Tulungagung.*

Olviyanti. 2015. An Analysis on the Ability Comprehending a Reading Text by the Sixth Year Students. *Jurnal Pendidikan dan Pembelajaran*, Vol. 4, No. 1, (Online), (http://jurnal.untan.ac.id/index.php/jpdpb/article/view/8523 , Accessed on May 1 2017)

Oxford, R. 1990. *Language Learning Strategies: What Every Teacher should Know.* New York; Newbury House

Palinscar, A. S., & Brown, A. L. 198. *Reciprocal Teaching of Comprehension-Fostering and Comprehension-Monitoring Activities.* Cognition and instruction, 1(2), 117-175.

Paulinah Ndileleni.2013. *Research-based Teaching Comprehension Strategies: Bridging the Gap*. Journal of Language Teaching and Research, Vol. 4, No. 2. (Accessed on June 10 2017)

Prado and Plourde 2005 *Using Explicit Strategy Instruction to Improve Reading Comprehension.*

Rebecca J. Baier.2005. *Reading Comprehension And Reading Strategies*. American: University of Wisconsin-StoutMenomonie

Richard, Jack C. and Theodore S. Rodgers.(2001). *Approaches and Methods in Language Teaching*. New York.: Cambridge University Press.

Richards, J. C., & Rodgers, T. S. 2014. *Approaches and methods in language teaching*. Cambridge university press.

Rusman, M.Pd., Dr. 2012. *Model-model Pembelajaran.* Jakarta: PT RajaGrafindo Persada.

Sternheimer, 2014. *An analysis of teachers' questioning strategies*. Educational Research and Reviews, Vol. 11(22), pp. 2065-2078, 23 November, (Accessed on May 1 2017)

Yanfen, L., & Yuqin, Z. 2010. A Study of Teacher Talk In Interactions In English Classes. Chinese Journal of Applied Linguistics, 33(2), 76-86.

OBSERVATION CHECKLIST

No	Strategy	Ciri-ciri	Ya	Tidak
1.	Reciprocal teaching	1. Dialog antara siswa dan guru dimana masing-masing mendapatkan giliran untuk memimpin diskusi		
		2. "reciprocal" artinya interaksi di mana seseorang bertindak untuk merespon yang lain		
		3. Dialog yang terstruktur dengan menggunakan empat strategi, yaitu, memprediksi, memjawab pertanyaan, mengklarifikasi (menjelaskan) dan merangkum.		
2.	Question-answer relationship (QAR)	1. Dapat merangsang siswa dalam untuk berpikir sesuai kemampuan siswa		
		2. Membantu siswa untuk menafsirkan dan mengatur tugas yang terhubung dengan Masalah.		
		3. Memotivasi siswa untuk menemukan informasi yang sesuai dan mudah di pahami oleh siswa		
		4. Guru memberi penjelasan kepada siswa mengenai jenis jenis jawaban dari pertanyaan yang sudah dicatat pada tahap sebelumnya		

Others:

QUESTIONNAIRE

Nama :

No. Absen :

       Angket ini di buat untuk mengetahui seberapa jauh persepsi siswa terhadap strategi yang guru gunakan dalam proses belajar mengajar Bahasa inggris dikelas. Silahkan beri tanda (√) pada pertanyaan-pertanyaan yang menurut kamu benar . Angket ini berisi tentang pertanyaan-pertanyaan bagaimana strategi-startegi pengajaran yang guru gunakan didalam kelas.

Keterangan :

STS   : Sangat Tidak setuju   S   : Setuju

TS   : Tidak Setuju   SS   : Sangat setuju

N0	Pertanyaan	STS	TS	S	SS
1	Strategi reciprocal teaching and QARs lebih bermanfaat untuk belajar Bahasa inggris				
2	Menurut saya, Strategi reciprocal teaching and QARs dalam pembelajaran Bahasa inggris menjemukan				
3	Belajar Bahasa inggris dengan menggunakan, Strategi reciprocal teaching and QARs membuat saya lebih terampil				
4	Strategi reciprocal teaching and QARs membuat saya kurang terampil				
5	Strategi reciprocal teaching and QARs mempersulit saya dalam menyelesaikan persoalan dalam pelajaran Bahasa inggris				

6	Strategi reciprocal teaching and QARs mendorong saya untuk menemukan ide-ide baru				
7	Belajar Bahasa inggris menggunakan Strategi reciprocal teaching and QARs membuat saya merasa tertekan				
8	Saya kurang mengerti materi, saat belajar Bahasa inggris menggunakan Strategi reciprocal teaching and QARs				
9	Belajar Bahasa inggris menggunakan Strategi reciprocal teaching and QARs membuat saya lebih memahami materi				
10	Strategi reciprocal teaching and QARs kurang bermanfaat untuk belajar Bahasa inggris				
11	Pembelajaran Bahasa inggris menggunakan Strategi reciprocal teaching and QARs membuat saya mengantuk				
12	Belajar Bahasa inggris menggunakan Strategi reciprocal teaching and QARs saya merasa lebih termotivasi				
13	Saya tidak dapat mengemukakan pendapat, saat belajar Bahasa inggris menggunakan Strategi reciprocal teaching and QARs				
14	Belajar Bahasa inggris menggunakan Strategi reciprocal teaching and QARs membuang-buang waktu belajar saya				

15	Belajar Bahasa inggris dengan Strategi reciprocal teaching and QARs dapat mengeksplorasi diri saya sendiri				
16	Belajar Bahasa inggris dengan menggunakan Strategi reciprocal teaching and QARs melatih saya untuk bisa mengemukakan pendapat				
17	Belajar Bahasa inggris menggunakan Strategi reciprocal teaching and QARs membuat saya lebih aktif dalam belajar				
18	Belajar Bahasa inggris menggunakan Strategi reciprocal teaching and QARs membuat materi mudah diingat				
19	Strategi reciprocal teaching and QARs membuat pelajaran bahasa inggris lebih menarik untuk dipelajari				
20	Saya merasa rugi belajar Bahasa inggris menggunakan Strategi reciprocal teaching and QARs				

gender	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q 16	Q17	Q18	Q19	Q 20
1	3	2	3	2	1	4	2	2	3	2	1	4	1	1	3	4	2	2	2	1
2	4	1	4	1	1	3	1	1	4	1	1	4	1	1	4	4	4	4	4	1
2	3	2	3	1	1	3	1	1	3	1	1	3	1	1	3	4	3	3	3	1
2	4	1	3	1	1	4	2	1	4	1	1	3	1	1	3	4	4	3	4	1
1	4	2	3	2	1	3	2	2	3	1	2	3	2	1	3	3	3	3	3	1
2	4	2	4	1	1	4	2	2	3	1	2	3	2	1	4	4	3	3	3	1
1	4	1	4	1	1	3	2	1	4	1	1	3	1	1	3	4	4	3	4	1
1	4	1	3	2	1	4	2	2	4	1	1	4	1	1	3	4	3	3	4	1
2	4	2	4	1	2	4	2	2	3	2	2	3	1	1	4	4	3	3	3	2
2	4	1	3	1	1	3	1	1	4	1	2	3	1	1	4	4	3	3	4	1
1	3	2	3	2	2	3	2	2	3	2	2	3	2	2	3	3	3	3	3	1
2	4	2	3	2	2	3	2	2	3	1	1	3	2	1	3	4	3	3	4	1
2	3	2	3	2	2	3	1	2	4	2	2	3	1	1	3	4	3	3	3	1
2	4	2	4	1	1	4	2	1	4	1	2	4	1	1	4	4	4	4	4	1
2	4	2	3	2	2	3	2	2	3	2	2	3	2	2	3	3	3	3	3	2
2	3	2	3	1	1	3	2	2	3	1	1	3	2	1	3	3	4	3	3	1
2	3	2	3	2	2	3	2	2	3	2	2	3	2	2	3	3	3	3	3	2

```
2  3  1  3  2  2  3  1  2  3  1  2  3  1  1  3  3  3  3  3  1
1  4  2  3  2  1  3  2  2  3  2  2  3  2  1  3  3  3  3  3  1
2  4  1  3  2  2  3  1  2  3  2  1  3  2  1  3  4  3  3  3  1
1  3  2  3  2  2  3  1  2  3  2  2  4  1  1  3  3  3  3  3  1
2  4  1  4  1  1  4  1  1  4  1  1  4  1  1  4  4  4  4  4  1
2  4  1  3  2  2  3  1  1  4  1  1  3  2  1  4  3  4  4  4  1
2  4  2  4  2  2  4  2  2  4  2  1  4  2  1  3  4  4  3  4  1
1  4  1  4  1  2  4  1  1  4  1  1  3  1  1  4  3  4  4  4  1
1  4  2  3  1  2  4  2  1  4  1  1  3  2  1  4  3  3  4  3  1
1  4  1  3  2  1  3  2  2  1  4  2  1  4  2  1  3  4  4  4  1
2  4  2  3  2  1  3  1  2  3  1  2  3  1  1  3  3  4  4  3  1
```

CURRICULUM VITAE

Alfian was born in Cangiloe 15th December 1995. He is the first child from two siblings. His father is Umar and his Mother is Hj. Hasmi In 2007 graduated from SD Inpres Impres 12/79 Mattampawalie and continued her study at SMPN 3 Lappariaja and graduated in 2010. In the same year, she continued her study at SMA

Negeri 5 BONE and finished in 2013. After finished in senior high school, she proceeded her study in Muhammadiyah University of Makassar in 2013. He accepted in English Department of Teachers Traning and Education Faculty.

At the end of her study, she could finish her thesis with the tittle An Analysis of English Teacher Strategies in Teaching Reading Comprehension (A Descriptive Research at the Second Grade of SMA Negeri 5 BONE)