

## ABSTRACT

**AyuningTyasKusuma.** 2016. *Technique of Reading Comprehension (A Descriptive Study to the Seventh Grade Students of SMPN 1 Kec. MlarakPonorogo in Academic Year 2015-2016)*, English Education Department, Tarbiyah Faculty, State Islamic College of Ponorogo, AdvisorDr.Harjali,M.Pd.

**Key Word:** Strategy, Strategy in Reading Comprehension.

Reading is an important skill for English learners. With reading the learners can enlarge their knowledge, vocabulary, information, learn about foreign language, people's habit and their cultures'. In teaching learning activities sometimes, there are factors that affect students' reading English in class. Most of students felt it is difficult to learn English especially on reading comprehension in reading texts. The teachers should be able to find and use the right technique which is suitable with the students' condition. So to overcome this problem, the researcher is interested in researching about the technique in reading comprehension at SMPN 1 Kec. MlarakPonorogo.

The problem statements of this research are (1) how is the implementation of technique in reading comprehension at SMPN 1 Kec. MlarakPonorogo?, (2) how is the students' responses toward the technique in reading comprehension at SMPN 1 Kec. Mlarak Ponorogo?. The objectives of the study are to know the implementations of technique in reading comprehension, and to know the students' response toward the technique in reading comprehension at SMPN 1 Kec. Mlarak Ponorogo.

The researcher applied descriptive qualitative research that focused on a certain phenomenon in the school environment. It was used to describe something that was known to have happened in the process of teaching activity. In conducting the research, the researcher collected data through observation and interview to get more information.

The result of the study found out that (1) the seventh grade English teachers of SMPN1 Kec. MlarakPonorogo applied skimming-scanning, question answer relationship, and discussion techniques as dominant techniques in reading comprehension, (2) students' response toward the technique in reading comprehension was different each other. It depended on the each class and students' perceptions.

Based on the result above, researcher suggests that the teachers have to know their students problems in learning English especially in reading comprehension. Then, the teachers should give their efforts in helping students' problems in reading comprehension. The effort can be discovered by using the innovative and various techniques in reading process.

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Reading is one of the language skill that play an important role in foreign language acquisition. Nunan said “Reading is an assential skill for learners of English as a second language. For most of these learners it is the most important skill to master in order to insure success not only in learning English, but also in learning in any contest class where reading in English is required”.<sup>1</sup>

Reading is very important for English learners because reading can enlargetheir knowledge, vocabulary, and information. From reading, English learner also can learn about foreign language people’s habit and culture. When learners wantto learn about language, they have to learn about the habit and the culture of thoseforeign peoples. It can help them to learn about those foreign languages easily.

Teaching Reading is useful for student language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students’ vocabulary knowledge, on their spelling and on their writing.<sup>2</sup>

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<sup>1</sup>David Nunan, Practical English Language teaching, first ed, (Singapore: McGrawn Hill, 2003), 69.

<sup>2</sup>Jeremy Harmer, how to teach English,(England,pearson education limited, 2007),99.

The goal of teaching and learning is to produce and comprehend language that are spoken and written. Some people think that successful English learner is a person who can speak English fluently. They do not know that a person who is said a success English learner is a person who is master in all of English skills. In teaching and learning process, most of the teachers in Indonesia have a problem one of them is the techniques or strategies.

Strategy is very essential for a teacher in teaching English as a foreign language in the classroom. The term of strategy is defined as a detailed plan for achieving success in situations. Other definition about strategies is for measuring and evaluating have to be devised for specific purpose just as strategies have to be devised specifically for teaching goals.<sup>3</sup> One of strategies which should be managed and applied by teachers in the classroom is teaching reading strategies.

In teaching learning activities sometimes, there are factors that affect students' reading English in class. One of them is their fail in comprehension in reading. More over students felt difficult to learn English especially on reading comprehension in reading texts. Because there are differences between strategies to understand contents and definition of word in learning English. They need any time to practice and to always try.

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<sup>3</sup>David Nunan, Practical English Language teaching, first ed, 144.

One aspect of teaching reading is that the teachers might know about, but often do not know how to do, is the explicit of reading techniques. The purpose of teach the reading techniques is to improve comprehension while reading. Strategies are the conscious actions that readers take to improve comprehension while reading skills.<sup>4</sup>

In this fact students faced difficulty in learning English. The difficulty is brought by some reasons, such as social and cultural background, the teachers, the students' attitude, and everything within the language itself.

Case in SMPN 1 Kec. Mlarak Ponorogo, most of students' English language is doesn't good, they are not able to develop their individual skills in English, especially in reading. The text is too difficult to read or they never heard or saw the words before, so that they could not really understand the content of the text. They also get difficulties in pronunciation and vocabulary mastery, others problem of students is their less of confidence to read individually and less enthusiasm when teachers implement the new technique or strategy in teaching process.<sup>5</sup>

After conducting observation and having an interview with some students and the teachers of SMPN 1 Kec. Mlarak Ponorogo, the researcher found some problems when teaching and learning in reading process. The problems encountered by teachers and the students. The results of interview and research

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<sup>4</sup>David Nunan, *Practical English Language teaching, Reading*, (New York: McGraw Hill 2008), 10.

<sup>5</sup>Look at appendix3

observation, teacher rarely use the different technique or strategy in teaching process. It because some students can't accepted well the new strategy that teacher applied and some of them uninterested in new technique or strategy in teaching reading comprehension process.<sup>6</sup>

Based on the statement above, the teacher has to use the various technique or strategy to make the students ready to read. Technique or strategy in teaching and learning process is very important. In addition, teacher's technique is one of the crucial factor that influences to the success in teaching reading.

Finally, From the reason above the researcher is interested to conduct the research under the title, "*An Analysis of technique in Reading Comprehension at SMPN 1 Kec. Mlarak Ponorogo in Academic Years 2015/2016*".

## **B. Reaserch Focus**

The research only focuses to identify the techniques in reading comprehension at the seventh grade students' of SMPN 1 Kec.MlarakPonorogo in academic year 2015/2016.

## **C. Statement of the Problems**

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

1. How is the implementation of technique in reading comprehension at SMPN 1 Kec.MlarakPonorogo in academic year 2015/2016?

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<sup>6</sup>Look at appendix 1 & 3

2. How is the students' response toward the technique in reading comprehension at SMPN 1 Kec.Mlarak Ponorogo in academic year 2015/2016?

#### **D. Objectives of the Study**

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

1. To know the implementations of techniques in reading comprehension at SMPN 1 Kec.Mlarak Ponorogo in academic years 2015/2016.
2. To know the students' responses toward the technique that used in reading comprehension at SMPN 1 Kec. Mlarak Ponorogo in academic years 2015/2016.

#### **E. Significances of the Study**

This study is done in SMPN 1 Kec.Mlarak Ponorogo, therefore this study would give significances as below:

1. Theoretically

The result of this study will be useful for the researcher and for the readers in general, especially the teachers and the students of SMPN 1 Kec.Mlarak Ponorogo. The aim of this study is revealing theoretically about what kind of technique in reading comprehension. The researcher hopes that after reading this graduating paper, the reader will be motivated to develop the new technique in language teaching to improve the knowledge about technique in reading comprehension.

## 2. Practically

After read this graduating paper, the researcher hopes the readers will be motivated to reading comprehension more often. So, the readers can improve their ability in reading comprehension. In addition, this graduating paper can gives them information in conducting such a study.

## F. Research Methodology

### 1. Research Design

This item presents what design used in conducting the research. The design of this research was qualitative research. Qualitative research is an inquiry of understanding based on distinct methodological traditions of inquiry that explore social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in natural setting.<sup>7</sup> Descriptive research is a method of research which trying to picture outand interprets the objects of phenomena as in the fact. This method begun by collecting data, analyzing data and interprets it.<sup>8</sup>

The researcher uses descriptive design in this research because this research was focused on a certain phenomenon in the school environment. In this case, the phenomenon is the activity of teaching and

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<sup>7</sup>John W. Creswell, *Mixed Method Research: Introduction and Application*, G.J. Cizek (ed. ), handbook of educational policy (San Diego: Academic Press, 1998), 455.

<sup>8</sup> Suryana, *Metodologi Penelitian, Model Praktis Penelitian Kuantitatif dan Kualitatif*, buku ajar perkuliahan, (Universitas Pendidikan Indonesia, 2010), 28.

learning English. This research also does not need to give the treatment to the object of the research. Then, the researcher observes and describes the phenomena as in the fact as clear as possible without manipulation. Therefore, the appropriate design can be used in conducting this research is descriptive research.

## 2. Researcher's Role

In this research, researcher's role is very important, because the researcher is a key instrument in this qualitative research. Researcher plays as an actor and as a data collector. Beside human, researcher can use other instrument. The function is just for a complement.

Just like Hathaway said, "In qualitative research, it is thought that the researcher can learn the most about a situation by participating and become immersed in the situation they are studying".<sup>9</sup>

However, in this research the researcher plays a role as observer and interviewer. The researcher made interaction and communication with the student, the teacher and other informant to get about what are the techniques in reading comprehension of SMPN 1 kec. Mlarak Ponorogo.

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<sup>9</sup>Sari Wahyuni, *Qualitative Research Method; Theory and Practice*, (Jakarta: Salemba Empat, 2012), 5.



### 3. Research Location

This research take place at SMPN 1 Kec. Mlarak Ponorogo. It located at Jl. Raya Mlarak nomor 2 Desa Joresan Kecamatan Mlarak Kabupaten Ponorogo.

### 4. Data Source

Lofland stated “The main data source in qualitative research are words, and actions, the rest is additional data such as documents and other.<sup>10</sup> That’s, data of source in this research are words and action as basic data source it form like interview and observation. And then photo and documents as another data of source.

### 5. Technique of Collecting Data

This reasearch applies qualitative approach. This reasearch applies observation, interviews, and documentation as the technique for collecting data.

#### a. Observation

According to Sari Wahyuni, observation is the selection and recording behaviors of people in their environment. This method useful for gathering in-depth description of organization or events, for obtaining

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<sup>10</sup>Lexy J, Moleong, Metodologi Penelitian Kualitatif, (Bandung: PT RemajaRosdakarya, 2009), 157.

information that is otherwise inaccessible and for conducting research when other methods are inadequate.<sup>11</sup>

The ways to do observation were: (1) the researcher prepared the materials to conduct the observation such as: paper, pen and camera. (2) the researcher joined in the classroom, (3) the researcher observed teacher's techniques or strategies in reading comprehension. This method is used to get any information about the techniques in reading comprehension in SMPN 1 Kec. Mlarak Ponorogo.

#### b. Interviews

Interview is the process of the researcher orally asking questions for individuals to answer orally. However, the researcher conducts face-to-face interviews with participants. Interviews participants by telephone, or engages in focus group interviews, with six to eight interviews in each group.<sup>12</sup>

There are three kinds of classification of interview, namely (1) unstructured interview. In this type, the interviewer carries out the interview with no systematic plan of questions, (2) structured interview. The interviewer carries out the interview by using a set of questions arranged in advance, (3) semi structured interview. The

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<sup>11</sup>Sari Wahyuni, *Qualitative Research Method; Theory and Practice*, (Jakarta: Salembaempat, 2012), 21.

<sup>12</sup>John W. Creswell, *Research design: Qualitative, Quantitative and Mixed methods Approaches*, 3<sup>rd</sup>ed, (Los Angeles: SAGE Publications. inc, 2009), 181.

interviewer uses a set question which is developed to gain the specific information.<sup>13</sup>

In this case, the researcher used structured interview. The interview was done with the English teachers and the students. The interview was done after finished the teaching and learning process. This interview will conduct to gain a spoken respond from the participants. The functions of interview in this research were to cross-check the data and to make sure that the data from the observation were really valid.

#### c. Documentation

Documentation is activity of searching data beside the human. This method is collecting technique that produce important record related the problem of research. It will give the complete and valid data.

Documentation is used for getting about: the real data, structure of the organization. Number of the students, names of the teachers, and the school situation of facilities here, the researcher takes some documentation to support the research like photograph, course outline of the teachers in SMPN 1 Kec. Mlarak Ponorogo.

#### 6. Technique Data Analysis

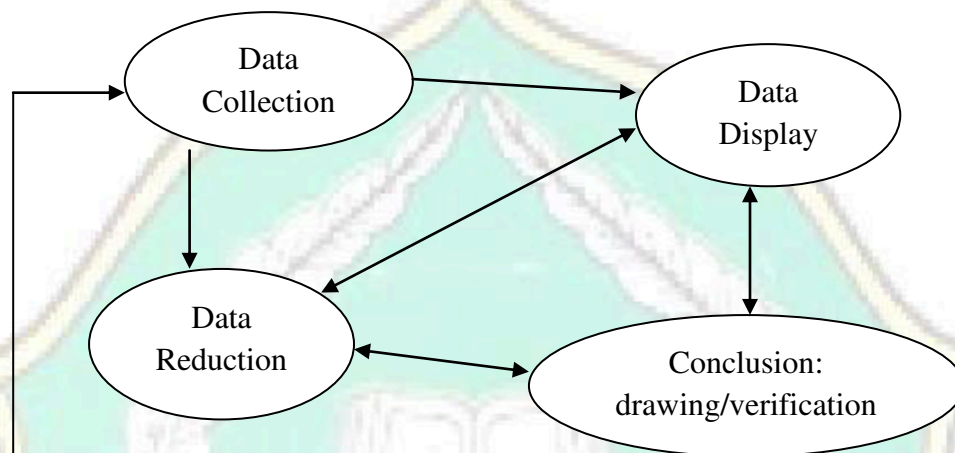
In this research, the researcher uses a qualitative data analysis technique. Data analysis in qualitative research is a time consuming and

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<sup>13</sup> Arikunto, Suharsimi., *Prosedur Penelitian Suatu Pendekatan Praktik*. (Jakarta: Pt Rineka Cipta, 1990), 45.

difficult process. Definition by Miles and Huberman, in data analysis contains three linked subprocesses: Data reduction, data display, and conclusion drawing and verification.<sup>14</sup>

Analysis steps shown in the picture as follows:



Each of the stages is presented in the following:

a. Data reduction

The first stage in analyzing qualitative data here involves reducing. It is the process of reducing the data occurring repeatedly. In this stage, the researcher gets the data from observing the class room, interview with the teacher and documentation. The result of observation and interview shows how the teacher used the techniques in teaching reading comprehension. In this step, the irrelevant data is reduced and the needed data is included.

<sup>14</sup>Matthew B. Miles and A. Michael Huberman, *Qualitative data analysis* (New Delhi: SAGE Publication Ltd, 1984), 428-429.

b. Data display

After data reduction the next step in analyzing data is Data Display. Data display is a stage of organizing the data into pattern of relationship. The data display helps the researcher and the reader to understand the data. Miles and Huberman points out “looking at displays helps to understand what is happening and to do something-further analysis or caution on that understanding”.<sup>15</sup>

c. Conclusion drawing and verification

Conclusion drawing and verification are a simple description that consists of researcher’s answer from the conducted problem.

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

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<sup>15</sup> Sugiono. Metode penelitian Kombinasi, Mixed Methods. (Bandung: Alfabeta, 2013), 339.

## 7. Technique of Data Verification

In qualitative research, there is a common technique that is usually used to increase the research data validity. The technique is called Triangulation. According to Sari Wahyuni, Triangulation has raised an important methodological issue in naturalistic and qualitative approaches to evaluation, in order to control bias and establishing valid propositions because traditional scientific techniques are incompatible with this alternate epistemology.<sup>16</sup>

This triangulation means the researcher uses some different techniques to verify the data to get the data from one subject or the same sources. In this research, the researcher interviews the teacher about reading strategies, then observes his reading lesson, and documents. Here the researcher gets information from different ways those are interview, observation, and documentation.

## 8. Research Procedure

### a. Preparation

This procedure includes arranging the research plan. Choosing the research location, organizing permission, choosing the informant, and preparing the research equipment.

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<sup>16</sup>Sari Wahyuni, *Qualitative research method; theory and practice*, (Jakarta: Salembaempat, 2012), 40.

b. Application

This procedure involve, understanding the research preparation, entering the field, and interact with the subject while collecting data.

c. Data analysis

This procedure include of analyzing data along and after collecting data.

d. Writing final research report

Write the final research report in a form of thesis.

### **G. Organizing of the Thesis**

This thesis consists of five chapters as follow:

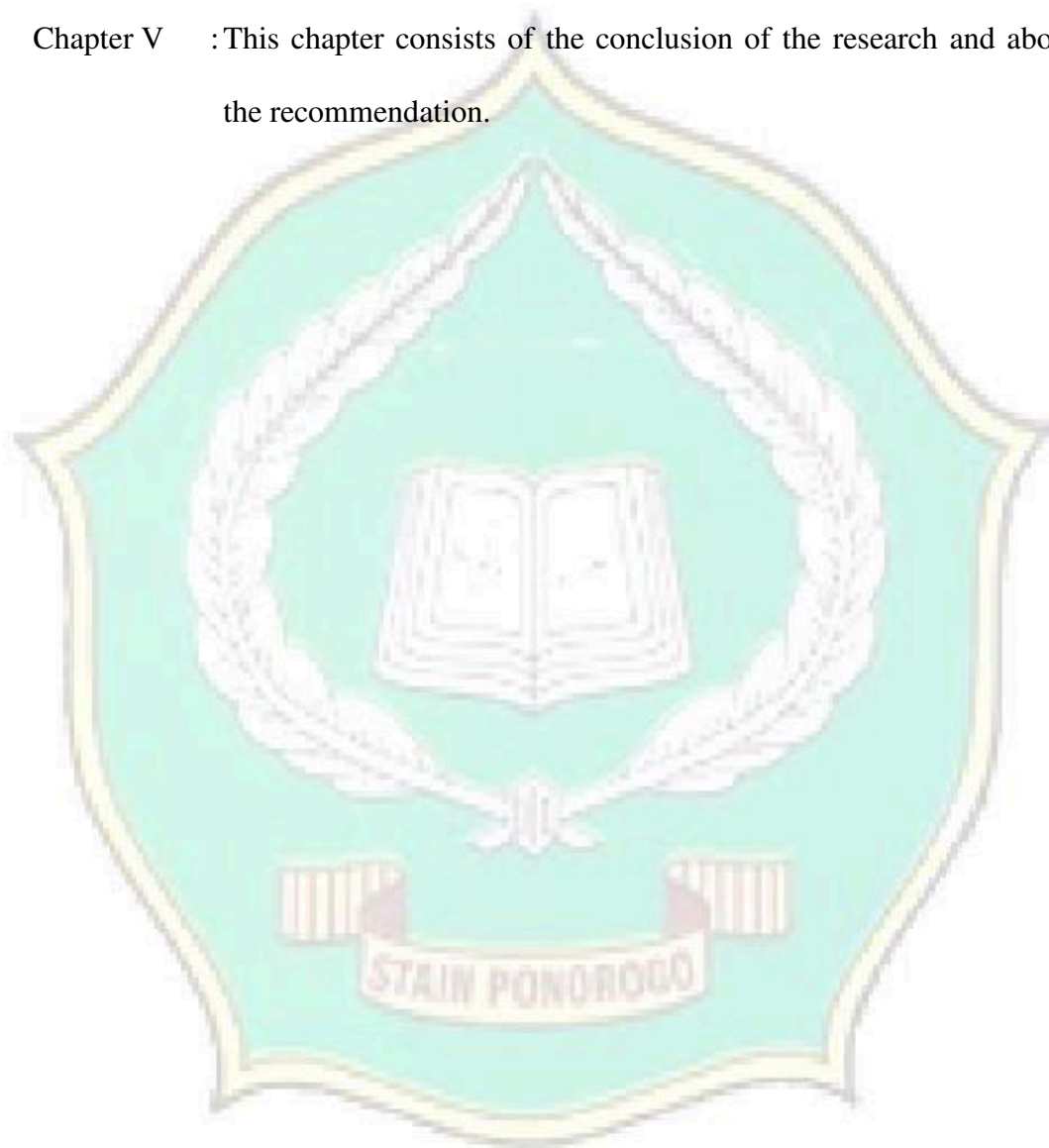
Chapter I : In introduction that contain background of the study, statement of the problems, objective of the study, significant of the study, research methodology and organizing of the thesis.

Chapter II : Review of related literatures. This chapter gives the explanation about the theory of teaching, reading comprehension, teaching reading, strategies, and strategies in reading comprehension.

Chapter III : Research finding. This chapter contains the common data of research location involving the history of SMPN 1 Kec.MlarakPonorogo, where it take place, organizing structure, the condition of the teachers and the students, vision and mission and data description.

Chapter IV : Discussion. This chapter contains of data analysis about the kinds of techniques that used in reading comprehension at SMPN 1 Kec.MlarakPonorogo.

Chapter V : This chapter consists of the conclusion of the research and about the recommendation.





**CHAPTER II**  
**THEORITICAL BACKGROUND AND PREVIOUS RESEARCH**  
**FINDING**

**A. Theoretical Background**

**1. Definition of Teaching**

Teaching is a complex process, it does not only give the information from the teacher to the students, but also give another experiences and learning about something. There are many activities that can be done when the process of teaching and learning in the classroom.

According to Jeremy Harmer, “teaching is not an easy job, but it is a necessary one, and can be very rewarding when we see our students progress and know that we have helped to make it happen. It is true that some lessons and students can be difficult and stressful at times, but it also worth remembering that at it’s best teaching can also be extremely enjoyable”.<sup>17</sup>

Teaching is an activity to help students to study. It is defined as management of learning which is done by a teacher in a class and managed of learning recognized in general that a number of methodological options exist. But the learners are guided in any particular moment by a compass consisting of asset of values, some knowledge and experience, and a commitment to

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<sup>17</sup>Jeremy Harmer, how to teach English, (England, pearson education limited, 2007), 23.

particular learning outcomes.<sup>18</sup> It means teaching as the activities and managing the environment in a good condition to make and give the opportunity for the students in learning process to get the purpose.

Larsen-Freeman state, “Teaching is an interesting profession with new approaches expanding teacher’s roles and giving teachers more insights into how to help their learners.”<sup>19</sup>

Teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.<sup>20</sup> On the other hand it can be defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. It means also teaching is same with instruction or guiding.

Brown states, “teaching is process showing and helping someone to learn something, giving intentions guiding in the study of something providing with knowledge, causing to know or understand. Then teaching is guiding and facilitating learning, stabiling the learner to learn, setting the conditions for learning.”<sup>21</sup>

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<sup>18</sup>Larsen-Freeman, Diane, *Technique And Principles in Language Teaching*, (New York: oxford university press, 2000), 184.

<sup>19</sup>Luu Trong Tuan, “*Matching and Stretching Learners’ Learning Styles*,” *Journal of Language Teaching and Research*, 4 (March, 2011), 293.

<sup>20</sup>Larsen-Freeman, Diane, *Technique And Principles in Language Teaching*, (New York: oxford university press, 2000), 13.

<sup>21</sup>H. Douglas Brown, *Principles of Language Teaching and Learning*, (San Fransisco: Longman, 2000), 7.

Based on the statement above, it can be concluded that teaching is the one activity for helping students' to learn subject matter and guiding them to understand new knowledge as the part of learning process. This process is needs facilitation, and setting to conduct the process of teaching to be effectively to reach the goal of teaching.

## 2. Definition of Strategy

Strategy is the tool for active, self-directed involvement that is necessary for developing communicative ability. Strategies are not a single event, but rather a creative sequence of events that learners actively use.<sup>22</sup>Ronald state, strategy is a combination of tactics, or a choice among tactics, that forms a coherent plan to solve a problem.<sup>23</sup>

Strategy for measuring and evaluating have to be devised for specific purpose just as strategies have to be devised specifically for teaching goals.<sup>24</sup>It means, the startegy is one of tools that needed by all of educationer to teach their learners to be a success in their achievement of learning process. It means, the startegy is one of tools that needed by all of educationer to teach their learners to be a success in their achievement of learning process.

Strategy is important, because the resource available to achieve these goals as usually limited. Strategy generally involves setting goals determining

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<sup>22</sup>David Nunan, Practical English Language teaching, first ed, (Singapore: McGrawn Hill, 2003), 76.

<sup>23</sup>Ronald Ray Schamek, Learning Strategies and Learning Styles, (New York: Springer Science Business Media, 1988), 230.

<sup>24</sup> Ibid, 144.

actions to achieve the goals, and mobilizing resources to execute the actions. A strategy describes how the ends of goals will be achieved by the means of resources. This is generally tasked with determining strategy. Strategy can be intended or can emerge as a pattern of activity as the organization adapts to its environment or competes.<sup>25</sup> Good reading strategy can help the student to read in a very efficient way.

### 3. Teaching Strategy

According to Aswan, teaching strategy is a teacher's plan in teaching and learning process to achieve a purpose which have be plan. In other word, teaching strategies are approaches to teaching students. The teacher have to applied the strategy to balance between the method which the teacher's used and the way of the teacher's used to applied the material.<sup>26</sup>

In Gagnesview, teaching strategies are conditions required for the acquisition of knowledge and skill. From a framework by Ellis, teaching strategies are looked upon as any problem-oriented actions taken by the teacher during the classroom process to surmount specific obstacles to learner performance. Such actions must be conscious and deliberate, deployed by

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<sup>25</sup> <https://en.m.wikipedia.org/wiki/Strategy>, Strategy, Accessed ,Thursday April 7, 2016. 21;28.

<sup>26</sup> Aswan, Strategi Belajar Mengajar, (Jakarta, Reneka cipta, 2010), 5.

the teacher with cautious attention, which can result in both linguistic and non-linguistic behavior.<sup>27</sup>

Strategic teaching is a way of making decisions about a course, an individual class, or even an entire curriculum, beginning with an analysis of key variables in the teaching situation. These variables include the characteristic of the learners, the learning objectives, and the instructional preferences of the teacher.<sup>28</sup>

The goal of teaching strategy is to facilitate learning, to motivate learners, to engage them in learning, and to help them focus on their learning process.

#### **4. Definition of Reading Comprehension**

##### **a. Definition of Reading**

Reading is an essential skill for learners of English as a second language. For most of these learners it is the most important skill to master in order to insure success not only in learning English, but also in learning in any contest class where reading in English is required.<sup>29</sup>

Reading is essential to every aspect of learning, and the purpose of reading is to construct meaning from text (comprehension). Without comprehension, reading can be frustrating and at times even painful. A

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<sup>27</sup>Luu Trong Tuan, "Matching and Stretching Learners' Learning Styles," *Journal of Language Teaching and Research*, 4, (March, 2011), 287.

<sup>28</sup> [Tll.mit.edu/help/what-strategic-teaching](http://Tll.mit.edu/help/what-strategic-teaching), TLL Teaching & Learning Laboratory, Accessed on Thursday, April 7, 2016, 21;48.

<sup>29</sup>David Nunan, *Practical English Language teaching*, first ed, (Singapore: McGraw Hill, 2003), 69.

major goal of reading comprehension instruction is to help students develop the knowledge, skills, and experiences they need to become independent readers and lifelong learners. Effective teachers are able to identify the strategies that will most benefit their students in achieving those goals.<sup>30</sup>

Reading is a complex skill, that is to say that it involves a whole series of lesser skills. First, of these is the ability to recognise stylised shapes which are figures on a ground, curves and lines and dots in patterned relationships. Second, is the ability to correlate the black marks on the paper-the patterned shapes-with language. Third, skill which is involved the essentially in intellectual skill: this is the ability to correlate the black marks on the paper by way of the formal elements of language.<sup>31</sup>

Reading is typical of a variety of complex cognitive performances which involve a large number of discrete but interdependent mental processes. The processes which are brought to bear in any particular instance of reading are a function of the task

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<sup>30</sup>Vicky Zygouris-Coe, Teaching Reading Comprehension Skills, Article, National Association of Elementary Principals, March 2009. Accessed on April 7 2016. 09.30.

<sup>31</sup> Geoffrey Broughton, et, al, Teaching English as a Foreign Language, (University of London institute of Education, Francis e-Library, 2003), 90.

difficulty, the reader's general and specific skills, and the reader's purpose in performing the particular task.<sup>32</sup>

Reading is most useful and important skill for people. This skill is more important than speaking and writing. Reading is a source of joys. Good reading is that which keeps students regular in reading which provide him both pleasure and profit.<sup>33</sup>

Reading is the most important activity in any language class. Reading is not only a source of information and a pleasure activity but also as a means of consolidating and extending one's knowledge of the language. Reading is very necessary to widen the mind and gain and understanding of the foreign culture. Reading is certainly an important activity for expanding knowledge of a language.<sup>34</sup>

Rosenblatt developed a theory of reading as a transaction among the reader, the text, and the intention of the author. She posited that each reader brings his own feelings, personality, and experiences to the text and that each reader is different each time he revisits a particular text.<sup>35</sup>

Clay, M define, reading as a message-getting, problem-solving activity which increases in power and flexibility the more it is practiced.

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<sup>32</sup>Ronald R. Schmeck, *Learning Strategies and Learning Style*, (NewYork: Springer Science and Business Media, 1988), 229.

<sup>33</sup>M.F. Fatel& Praveen M. Jain, *language teaching, methods, tools and techniques*, (Jaipur: Sunrise 2008), 113.

<sup>34</sup> *Ibid.*, 114.

<sup>35</sup>Judi Morreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (American Library Association Chicago, 2007), 19.

My definition states that within the directional constraints of the printer's code, language and visual perception responses are purposefully directed by the reader in some integrated way to the problem of extracting meaning from cues in a text, in sequence, so that the reader brings a maximum of understanding to the author's message.<sup>36</sup>

Reading is comprehension. Comprehension is what reading is all about. Decoding without comprehension is simply word barking being able to articulate the word correctly without understanding its meaning. Effective comprehenders not only make sense of the text they are reading, they can also use the information it contains.<sup>37</sup>

From the discussion above can conclude that Reading as a transaction among the reader, the text, and the intention of the author. Reading also a complex skill, that is to say that it involves a whole series of lesser skills.

#### b. Definition of Reading Comprehension

Reading comprehension is a complex process in which the reader uses his ability to find information, it means that the reader must be able to comprehend the meaning of printed words. Some definition of reading comprehension given by some researchers are provided below:

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<sup>36</sup>Ryde NSW, Teaching Reading, (curriculum directorate, Small Rode: Department of School Education 1997), 6.

<sup>37</sup>E-book, Reading Comprehension: Strategies That Work, (Duke and Pearson 2001), 423.



Samuels's state on his book "The Method of Repeated Readings", Reading comprehension is a process in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the reader's head. It involves intentional thinking, during which meaning is constructed through interactions between text and reader.<sup>38</sup>

Reading comprehension is regarded as both a process and a product of communication with a writer. To achieve successful reading comprehension, a reader needs "a variety of highly flexible process called comprehension strategies".<sup>39</sup>

Defining reading comprehension the panel selected a definition of reading comprehension that emphasizes both what the author has written and readers' ability to use their background knowledge and thinking ability to make sense of what they read. The panel denies reading comprehension as "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language." Extracting meaning is to understand what an author has stated, explicitly or implicitly. Constructing meaning is to interpret what an author has said by bringing one's "capacities, abilities, knowledge,

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<sup>38</sup>Ibid.

<sup>39</sup>Journal of Language Teaching and Research, Lexical Inferencing Strategies for Dealing with Unknown Words in Reading—A Contrastive Study between Filipino Graduate Students and Chinese Graduate Students, (Academy Publisher, March 2011),302.

and experiences” to bear on what he or she is reading. These personal characteristics also may affect the comprehension process.<sup>40</sup>

Reading comprehension as a process through which a reader constructs a mental schema, or representation, by integrating the information presented in a text with her own prior world knowledge of content and language.<sup>41</sup>

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.<sup>42</sup>

Kintsch said ”Reading comprehension is the product of processes that operate during reading to create a mental representation of the situation described by the text, referred to as a situation model”.<sup>43</sup>

Comprehension can be define as an understanding of a text’s full meaning and relevance is the ultimate aim of reading.

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<sup>40</sup>Panel Timothy Shanahan, et, al, *Improving Reading Comprehension in Kindergarten Through 3rd Grade*, (University of Illinois, Chicago, September 2010), 3.

<sup>41</sup> Kristi L. Santi Deborah K. Reed Editor, *Improving Reading Comprehension of Middle and High School Student*, (R. Malatesha Joshi, Texas A&M University, USA), 158.

<sup>42</sup>Jurnal, *Exploring EFL Teachers’ Strategies in Teaching Reading Comprehension* By: Nurman Antoni Indonesia University of Education. (Weaver, 1994: 44).

<sup>43</sup> Kristi L. Santi Deborah K. Reed Editor, *Improving Reading Comprehension of Middle and High School Student*, (R. Malatesha Joshi, Texas A&M University, USA), 2.

Comprehension is often difficult to teach directly, however, because it encompasses so much and relies on so many different skills

Given the above discussion, it can be concluded that reading comprehension is the reader activity to understand and to get information. It's also can be concluded that reading comprehension is the process of constructing meaning of written text by coordinating number of complex processes that include word meaning, and word knowledge.

## **5. The Components of Reading**

There are five components of reading, such as:<sup>44</sup>

### **a. Phonemic awareness**

Phonemes, the smallest unit making up spoken language, combine to form syllables and work. Phonemic awareness refers to the student's ability to focus on and manipulate these phonemes in spoken words.

According to the national Reading Panel, teaching Phonemic awareness to children significantly improves their reading development.

### **b. Phonics**

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<sup>44</sup><http://www.readnaturally.com/research/5-components-of-reading>, Read Naturally Programs, accessed, Saturday, May 14, 2016, 19.00.

Phonics is the relationship between letters or word families, short vowels, long vowels, and letter combinations and the sounds they represent.

As determined by National Reading Panel, phonics instruction helps early elementary students develop proficiency in decoding, spelling, and understanding words.

c. Fluency

Fluency is the ability to read as well as we speak and to make sense of the text without having to stop and decode each word. The National Reading Panel's research finding concluded that guided, repeated oral reading significantly improves word recognition, reading fluency, and comprehension in students of all ages.

d. Vocabulary development

Vocabulary development is closely connected to comprehension. According to the National Reading Panel, student need to hear, read understand and use new vocabulary words in various contexts to build their comprehension levels.

e. Comprehension

Comprehension is the level of content understanding a student has after reading a passage. The National Reading Panel determined that young readers develop text comprehension through a variety of

techniques, including answering question (quizzes) and summarization (retelling the story).

## 6. Reading Process

Models of reading process can be divided into three categories: Bottom-up models, top-down models, and interactive models.

### a. Bottom-up models;

Bottom-up models starts from the text, it assumes that by working combination of different aspects of the written or spoken text, the learner can increase their ability to comprehend it.<sup>45</sup>

Bottom-up models typically consist of lower-level reading processes. Students start with the fundamental basics of letter and sound recognition, which in turn allows for morpheme recognition followed by word recognition, building up to the identification of grammatical structures, sentences, and longer text. Letters, letter clusters, words,

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<sup>45</sup> [Oupeltglobalblog.com/2014/07/01/bottom-up-decoding-reading-and-listening-for-the-future/](http://Oupeltglobalblog.com/2014/07/01/bottom-up-decoding-reading-and-listening-for-the-future/), Oxford University Press, access, Thursday, April 7, 2016, 20.19.

phrases, sentences, longer text, and finally meaning is the order in achieving comprehension.<sup>46</sup>

Many teachers and researchers suggest that for readers to be successful they must be able to break a word down into its smallest parts, the individual sounds.

b. Top-down models

Top-down models begin with the idea comprehension resides in the reader. The reader use background knowledge, makes prediction and search the text to confirm or reject the predictions that are made. A passage can thus be understood even if all the individual words are not understood.<sup>47</sup>

Top-down models also make the reader to bring the learners into the text certain knowledge of the world, of the texts, and of language. This knowledge is likely to be useful in understanding a text (whether written or spoken), but it often needs to be active, and activities such as discussions, questionnaires, quizzes, brainstorming, and vocabulary anticipation can all be used to do this.<sup>48</sup>

c. Interactive models

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<sup>46</sup>David Nunan, *Practical English Language teaching*, (Singapore: McGraw Hill 2003), 70.

<sup>47</sup>*Ibid.*, 71.

<sup>48</sup>[Oupeltglobalblog.com/2014/07/01/bottom-up-decoding-reading-and-listening-for-the-future/](http://oupeltglobalblog.com/2014/07/01/bottom-up-decoding-reading-and-listening-for-the-future/), Oxford University Press, access, Thursday, April 7, 2016, 20.30.

Interactive models are the models that are accepted as the most comprehensive description of the reading process. The type of these models that combines' elements of bottom-up and top-down process.

Interactive reading model views reading as an interaction between reader and text, not simply a one-way exchange of information.<sup>49</sup> According to this model, a reader process letters and words at same time as they formulate hypothesis about the meaning of what is on the printed page.

## **7. Teaching Reading Comprehension**

Teaching Reading is useful for student language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing.<sup>50</sup>

Teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first time. A second, aspect of teaching reading refers to teaching learners who are already have reading skills in their first language. To learn how to read only read once. If

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<sup>49</sup> [Everydaylife.globalpost.com/interactive-reading-model-13048.html](http://Everydaylife.globalpost.com/interactive-reading-model-13048.html), what is the interactive reading model, by Alicia Anthony, Accessed on Thursday April 7 2016. 22.34.

<sup>50</sup> Jeremy Harmer, how to teach English, (Pearson Education Limited, England, 2007), 99.

its have once learned how to read in one language, it do not learn how to read again.<sup>51</sup>

Ellen Thomas, reading consultant to the faculty of the Laboratory Schools, University of Chicago, comments on the applicability of five approaches to reading are: first, Skimming, in here the student should skim when searching through materials for a single piece of information, when seeking a general impression of the content, or when examining theselection to see if it contains what he wants, second, Very rapid reading,this approach rate would probably be suitable when reading light, easy, fast-moving fiction for entertainment only.

Third,Rapid reading, The student might read rapidly when the materials are fairly easy and when his purpose is grasping only the more important ideas and fact, fourth,Average reading, average reading may be suitable for an article in Natural History assigned in science, for certain chapters read is social study, and for novels in English, fifth,A slow and careful approach, The student should adjust his speed downward when.... He wants to retain details, to weigh the truth of what he is reading-with “thought time” required in addition to “reading time” – to linger over artistic wording or to compare his own experiences with a poet’s sonnets.<sup>52</sup>

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<sup>51</sup>David Nunan, Practical English Language teaching, first ed, (Singapore: McGrawn Hill, 2003), 68.

<sup>52</sup>Leonard H. Clark, Strategies and tacticts in secondary school teaching, a book of reading, (United State of America, the Macmilan Company, 1968), 248.



One broad aim of teaching reading comprehension is thus to focus on the expected outcomes of reading.<sup>53</sup> The purpose of teaching reading strategies is to improve comprehension while reading. Strategies are the conscious actions that readers take to improve their reading skill.

## 8. Strategies in Reding Comprehension

Strategic reading is defined as the ability of the reader to use a wide variety of reading strategies to accomplish a purpose for reading. Good strategic readers know what to do when they encounter difficulties.<sup>54</sup> Comprehension strategies for english language Learners is a collection of strategies that have proved to be successful for both mainstream students and ELLs alike.<sup>55</sup>

Reading comprehension strategies can be define as a tool that proficient readers use to solve the comprehension problems they encounter in texts.<sup>56</sup> Strategies are the process for using skill effectively within the context of reading. There is some of reading comprehension strategies are:

### a) Scanning Strategies

When a student needs to locate specific information, he might not read carefully or even skim. Instead, he might be able to scan to find

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<sup>53</sup> Jane Oakhill, Kate Cain and Carsten Elbro, *Understanding and Teaching Reading Comprehension*, (New York, Routledge, 2015), 119.

<sup>54</sup> David Nunan, *Practical English Language teaching, Reading*, (New York: McGraw Hill 2008), 3.

<sup>55</sup> Margaret Bouchard, *Comprehension strategies for English language Learners*, (USA, Scholastic Inc, 2005), 4

<sup>56</sup> Judi Moreillo, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: American Library Association, 2007), 10.

the information he needs. Perhaps the two most valuable reading strategies for learners are skimming and scanning.

Scanning means scan the text for specific information broadly, scan as a quickly searching for some particular piece or pieces of information in a text. Scanning exercises may ask students to look for names or dates to find a definition of a key concept, or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text.<sup>57</sup>

To scan information, we normally look for text features that jump out from the page without reading everything that's written. In order to scan efficiently, he should have a clear idea of what is looking for, where he is likely to find it, and how he can recognize the information when he sees it.

#### b) Skimming Strategies

Skimming refers to the process of reading only main ideas within a passage to get an overall impression of the content of the reading selection.

Skim the text for main ideas, skimming consists of quickly running one's eyes across a whole text for its gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main

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<sup>57</sup>H. Douglas Brown, *Teaching by Principles, an interactive approach to language pedagogy* 2<sup>nd</sup> ed, (San Francisco State University: Addison Wesley Longman, Inc 2001), 308.

topic, or message, and possibly some of the developing or supporting ideas.<sup>58</sup>

Skimming as a strategies used to look for the ‘gist’ of what the author issaying without a lot of detailthis is used ifone only wants a preview or an overview of the material.

c) Activating or BuildingBackground Knowledge

Background knowledge might be first helpful to think about the kinds of knowledge learners can bring to comprehension the tasks.<sup>59</sup>Language activity can be relevant context should be helpful in activating students’ knowledge of the world and familiar discourse structure.

Background knowledge is whatthe reader brings to the reading event. Each reader’s interpretationand each reading of the text are potentially unique. Thistheory helps explain our individual responses to literature, art,and music and can be applied more broadly to our generalizedresponses in all areas of learning.

How to teach this strategy, In the process of activating backgroundknowledge, educators and students engage in storytellingthat builds connections.While teaching background knowledge strategylessons, educators focus on modeling the manyways that making connections

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<sup>58</sup>Ibid.

<sup>59</sup>Elizabeth Rieken, Teaching Language in Context, 2<sup>nd</sup>ed, (Unied State of America: Heinla&Heinle Publisher), 131.

before, during, and after reading supports meaning-making. Educators should let students know what ideas come into their minds before beginning to read a book or other resource.<sup>60</sup>

It's hard to teach reading comprehension strategies without teaching the children about the background knowledge.

d) Using Sensory Images

Marzano said, "Sensory imagery is an important part of our schemas. When we think about our sensory experiences, we are creating representations of those experiences in our memories". In these strategies are drawing and artwork, the use of manipulatives and models, and activities that incorporate movement, music, drama, and visuals, as well as visualization and guided imagery. All of these strategies rely on the effective use of the senses in making meaning.

Students who can make connections between their sensory experiences and language can then use their senses to comprehend text. Rose provides listeners with a focus for their imaginations and a specific task to perform at the end of the visualization.<sup>61</sup>

How to teach this strategy, the procedures are:

1. Tell students to relax, close their eyes, and form a picture of the chosen word by trying to sense how the object looks, sounds, feels and smells.

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<sup>60</sup>Judi Moreillo, Collaborative Strategies for Teaching Reading Comprehension, (Chicago: American Library Association, 2007), 12.

<sup>61</sup>Ibid., 14.

Tell students to return (in their mind) to the classroom as soon as their mental journey is done.

2. Ask various students to share their images and highlight the details and discuss the differences between them.
3. Move from simple objects to sentences. First use a sentence that is personally relevant.
4. Before responding, ask the students to identify the words in the sentence that are needed to form a mental picture.
5. Students again close their eyes and form mental images.
6. Students then describe their images. Discuss these as a group.
7. Teacher can move to more content specific material.
8. Discuss key words and ask probing questions, such as “what do you see in your minds? What do you feel?”.<sup>62</sup>

This strategy involves the readers to make mental images of a text as a way to understand processes or events they encounter during reading. This ability can be an indication that a reader understands the text.

e) Questioning

Since comprehension is the aim of reading, students should be focused in instruction on comprehending written text. In this section teachers should provided question to check comprehension and several

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<sup>62</sup>Margaret Bouchard, *Comprehension Strategies for English Language Learners*, (USA: Scholastic, Inc, 2005), 63-64.

strategies that have helped the students to improve their comprehension.<sup>63</sup> Questioning is an essential component of reading comprehension, of conducting research, and of critical thinking. In short, questioning is a key to learning.

Questioning is among the social competencies that children bring with them to their schooling. But when they enter school, many children begin to think of questions in terms of answering the teacher's questions rather than asking and answering their own. Whitebread "It is somewhat ironic that while parents will often complain about the number of questions that children expect them to answer, the opposite is true in schools. In schools, it is the teachers who ask the questions and children who are expected to provide the answers".<sup>64</sup>

The strategy highlighted in this chapter uses questioning the way elephants utilize their tusks to explore and probe their environment. Asking and answering questions before, during, and after reading helps readers establish, develop, and maintain an internal conversation while engaging with text.

How to teach this strategy, the procedures are:

1. Explain what the teacher wants students to accomplish by reading the text and completing the question guide.

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<sup>63</sup>Tina B. Carver, et al, Practical English Language Teaching: Young Learners, (New York: McGraw-Hill Companies, inc, 2005), 86.

<sup>64</sup> Ibid., 58.

2. Assign specific sections of text to be read and develop corresponding questions. These should support the purpose for reading.
3. Use the reproducible question guide form and review the model to help the teachers create guides for your classroom.<sup>65</sup>

This strategy will help students' minds begin to focus and prepare for the literacy event to come. After reading the title and the author's and illustrator's names, adult readers usually ask questions to invite students to consider the meaning of the title, to make predictions based on the cover illustration, or to connect the story listeners' background knowledge.<sup>66</sup>

At the end, this strategy involves reading asking themselves questions throughout the reading of text. The ability of readers to ask themselves relevant questions as they read is especially valuable in helping them to integrate information, identify main ideas, and summarize information.

f) Making Predictions and Inferences

Predictions are educated guesses about what will happen next based on what is known from reading the text; prediction can also involve readers' background knowledge. Inferences require that readers go beyond

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<sup>65</sup>Margaret Bouchard, *Comprehension Strategies for English Language Learners*, 46-47.

<sup>66</sup>Tina B. Carver, et al, *Practical English Language Teaching: Young Learners*, 60.

literal meaning; they use the print and illustrations plus their prior knowledge and experience to interpret the text.<sup>67</sup>

To teach this strategy, we can think of making predictions and inferences as specific types of questioning strategies. Predicting and inferring can be at the word level, can be practiced at the sentence, paragraph, page, or chapter level, or can be accomplished through reflection at the end of a text. A variety of statements and questions can be used to prompt readers' explorations with prediction and inference:

1. I predict that . . .
2. My guess is that . . .
3. I suspect that . . .
4. I think this clue means that . . .
5. I knew this would happen next because . . .

Authors do not always provide complete descriptions of, or explicit information about a topic, setting, character, or event. However, they often provided clues that readers can use to “read between the lines”- by making inferences that combine information in the text with their schema.<sup>68</sup>

g) Determining Main Ideas

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<sup>67</sup> Ibid., 76.

<sup>68</sup> LLC, All Rights Reserved ReadingResource.net, Copyright 2009, [www.creativehotlist.com](http://www.creativehotlist.com), Accessed on December 24, 2015.



Main ideas are always dependent on the purpose of a reading. Main ideas can be determined at the whole text, chapter, page, passage, paragraph, or sentence (word) level. In *Mosaic of Thought*, Keene and Zimmermann discuss considerate and inconsiderate texts in the context of readers searching for main ideas. A considerate text is one that provides support or scaffolds readers' access to the important parts; inconsiderate texts do not.<sup>69</sup>

How to teach in this strategy, Readers cannot and should not try to record, remember, or integrate every bit of information they see or read into their schemas. Main ideas give learners the opportunity to pass judgment on the value of information and use it effectively.

Learners must read and understand what they read in order to use a text effectively. Information Literacy Standards 2 and 3 involve evaluating information and using it accurately. Here are a few of the questions that can help students determine main ideas:<sup>70</sup>

1. What was my purpose for reading?
2. What new ideas or facts did I learn?
3. What do I want to remember from this text?
4. What will I do with this information?

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<sup>69</sup> Ibid., 97.

<sup>70</sup> Judi Moreillo, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: American Library Association, 2007), 98.

Determining importance has to do with knowing why you are reading and then making decisions about what information or ideas are most critical to understanding the overall meaning of the piece.

#### h) Synthesizing

Synthesizing is the process of ordering, recalling, retelling, and recreating into a coherent whole the information with which our minds are bombarded every day. Synthesizing is closely linked to evaluating. Basically, as we identify what's important, we interweave our thoughts to form a comprehensive perspective to make the whole greater than just the sum of the part.<sup>71</sup>

Synthesizing requires that readers use the strategies offered in this book to read, to evaluate, and to use ideas and information. Synthesis requires longer-term, in-depth learning.<sup>72</sup>

### **B. Previous Research Study**

Previously, in order to avoid unnecessarily replication the researcher review some previous studies which have a correlation with this study. They are useful for the reference and comparison to the researcher's study since they have similar topic in the term of strategies used in teaching reading comprehension.

The first previous, Exploring EFL teachers' strategies in teaching reading comprehension, by Nurman Antoni. This study revealed that the

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<sup>71</sup>[www.readingresource.net/teachingreadingcomprhension.html](http://www.readingresource.net/teachingreadingcomprhension.html), Teaching Reading Comprehension, accessed Thursday, April 7, 2016 – 19.33.

<sup>72</sup>Judi Moreillo, Collaborative Strategies for Teaching Reading Comprehension, 133.

teacher divided the teaching strategy of reading comprehension into three stages: pre-reading, while-reading and post-reading stage. It also revealed that in general, the students' responses to their teacher's strategies were good.

These findings recommend that the teacher need to increase their knowledge and experiences in order to understand the concept, implementation using the strategies and the reason in using the strategies in teaching reading comprehension.

The second previous, A Descriptive Study of Reading Strategies for Secondary Education in Minnesota, was done by Amy Barr from the graduate school University of Wisconsin-Stout. The research focuses on the descriptive study of reading strategies for secondary Education in Minnesota.

The conclusions of this research are: the types of reading interventions are available in Minnesota school districts and the selection process for determining at-risk readers was discussed. Participants were asked to circle several interventions if applicable to his/her district, and apart from teachers should also motivate learners to apply reading strategies as greater motivation relates to higher frequencies of strategy use. As support by Oxford, highly motivated learners will adopt comprehensive Assessment for Reading Strategies (C.A.R.S), summer reading classes, remedial reading classes, University of Kansas Word Identification Strategy and Self-Questioning Strategy, Read Naturally, Rewards, skills tutors, language classes, special education reading, school within a school,

teacher instruction, title 1, Paraprofessionals teacher aides, inclusion, reading resource room, reading support.

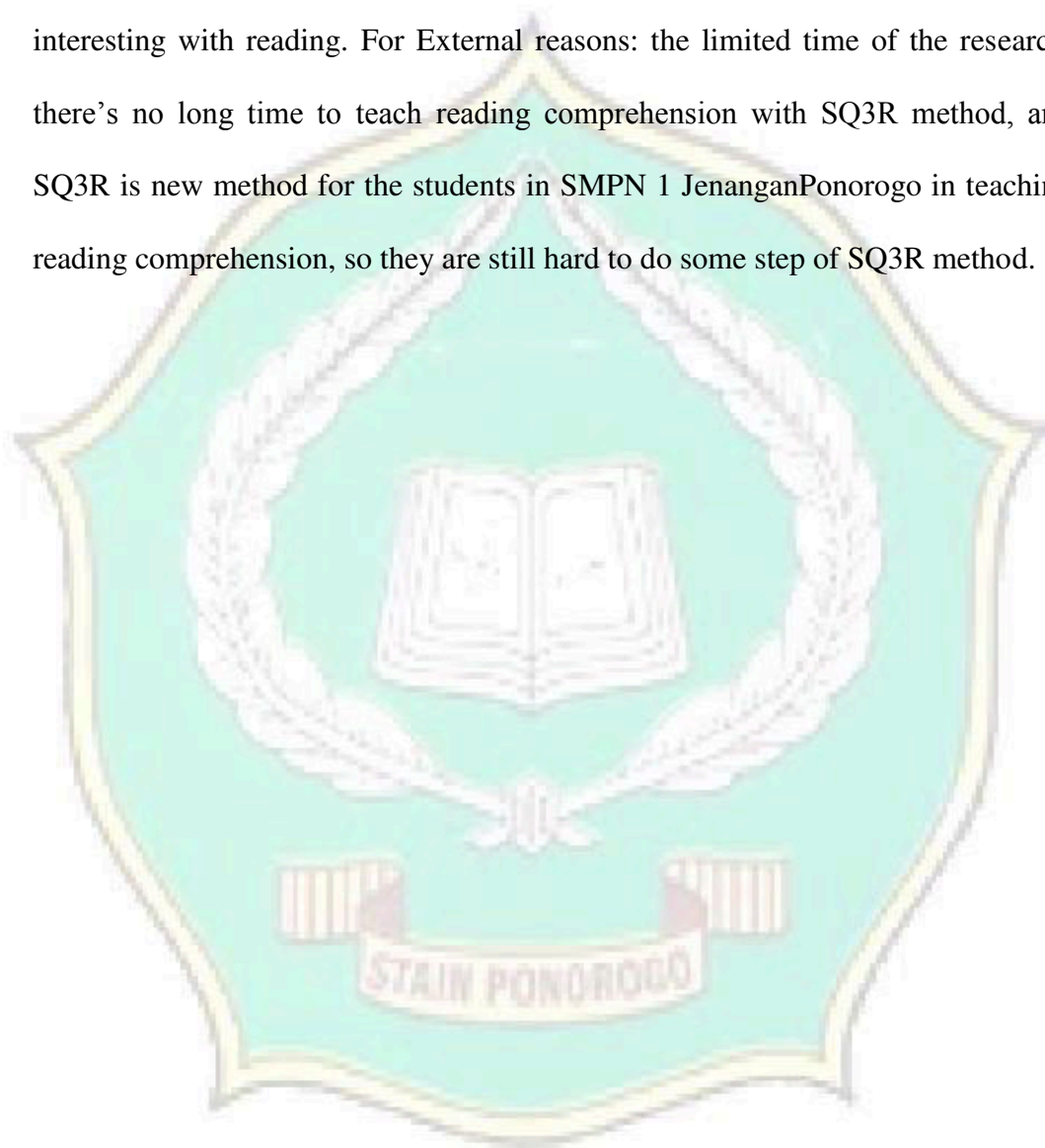
The third previous, The effectiveness of SQ3R method to teach reading comprehension, an experimental study in the second year students of SMPN 1 JenanganPonorogo in academic year 2009/2010. Was done by, Diana Herlianti NIM. 249062027, from the graduate of STAIN Ponorogo.

The purpose of this research are to define the result of reading comprehension mastery before using SQ3R method in teaching reading, to explain the result of reading comprehension mastery before using SQ3R method in teaching reading, to find that SQ3R method is very effective to help the student to comprehend the text for the second year graduate of SMPN 1 JenanganPonorogo.

Based on the result of this study, that the students' reading comprehension mastery before using SQ3R method in teaching reading for the second year of SMPN 1 JenanganPonorogo are: (a) For the VIII A class, the average from the pre test is 74,02, (b) For the VIII B class, the average from the pre test is 74,30. While the students' reading comprehension mastery after using SQ3R method in teaching reading for the second year of SMPN 1 JenanganPonorogo, for the experiment class, the average from the post test is 79,388.

Based on the data analysis above, it can conclude that ( $t_o < t_t$ ) so, the SQ3R method is not effective to teach reading comprehension for the second year

of SMPN 1 JenanganPonorogo. It is known that, there are 2 reasons, internal and external reasons. Such as, Internal reasons: the students poor in vocabularies, the students poor in knowledge of SQ3R method, the students un motivated and un interesting with reading. For External reasons: the limited time of the research, there's no long time to teach reading comprehension with SQ3R method, and SQ3R is new method for the students in SMPN 1 JenanganPonorogo in teaching reading comprehension, so they are still hard to do some step of SQ3R method.



## CHAPTER IV

### DISCUSSION

This part presents toward the result of the research. The discussion is given based on the previous theoretical and data finding description.

#### **1. The Implementation kinds of techniques in reading comprehension to the seventh grade students of SMPN 1 Kec. Mlarak Ponorogo.**

Strategy is an activity to help students to study. It is defined as management of learning which is done by a teacher in a class and managed of learning recognized in general that a number of methodological options exist.<sup>73</sup> It's mean teaching as a process of helping students to understand new knowledge that they have never experienced and to achieve the better understanding of it. To helping the students in order to more understand the material needed techniques or strategies that can be support in teaching learning process.

The techniques which are used in reading comprehension at SMPN 1 Kec.MlarakPonorogo has a goal for the better development and condition both for students and the teachers. For the students, it is purposed to develop students learning competence, especially in reading comprehension. The technique in SMPN 1 Kec.MlarakPonorogo is also implemented to gain the teachers professional development to reach the goal in teaching and learning process.

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<sup>73</sup>Larsen-Freeman, Diane, *Technique And Principles in Language Teaching*, (New York: oxford university press, 2000), 184.

Based on the observation in SMPN 1 Kec.MlarakPonorogo, the researcher found that are some techniques used to present reading text. The variety techniques are commonly used in SMPN 1 Kec Mlarak Ponorogo to present the reading comprehension especially for the seventh grader students. These techniques or strategy applied in order to meet the goal of the teaching reading comprehension.

Ronald Ray Schameksaid “Strategy for measuring and evaluating have to be devised for specific purpose just as strategies have to be devised specipally for teaching goals.<sup>74</sup> It’s mean that strategy in teaching is very important and the most important thing is to find out which startegy is best applied in teaching reading.

The teachers said that they had done such research to their students to find out what the difficulty that the students have to face in learning English. And this research, they found that most of the students think that English is very difficult subject they learned. That’s why the teachers are prepared the various techniques or strategies to present this point of view.

Some techniques used in teaching reading comprehension in SMPN 1 Kec. MlarakPonorogois:

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<sup>74</sup>Ronald Ray Schamek, *Learning Strategies and Learning Styles*, (New York: Springer Science Business Media, 1988), 230.

a. Skimming and Scanning

Skim the text for main ideas, skimming consists of quickly running one's eyes across a whole text for its gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas.<sup>75</sup>

Skimming is done by understanding and finding important points that contain information, glimpse and skip are not necessary. First paragraph and last paragraph usually contain summary. Skimming also can be done by read the first paragraph, title, sub-title, and last paragraph to try understanding the important point. Scanning also be done by; run eyes entire text to found certain information. After we found information, we read slowly. In skimming and scanning, the ability to have good comprehension is very demanding.

Scanning its mean scan the text for specific information broadly, scan as a quickly searching for some particular piece or pieces of information in a text.<sup>76</sup> Scanning can be done in the form of activities such as: state the specific information, try to anticipate how the answer will appear and what clues they might use to help they located answer, use heading and any other aids that will help they which section might certain the information they looking for, selectively read and skip through sections of text.

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<sup>75</sup>H. Douglas Brown, Teaching by Principles, an interactive approach to language pedagogy 2<sup>nd</sup>ed, (San Fransisco state University: Addison Wesley longman, inc 2001), 308.

<sup>76</sup>Ibid.,



Skimming is done at fast speed with less than normal comprehension, you shouldn't skim all the time, there are many times, however, when we skimming is very useful.<sup>77</sup> The reasons why Mrs. Sita used this technique as the dominant technique that she used in teaching reading comprehension is because of skimming-scanning technique is the affective technique than the other technique in teaching reading comprehension, even though this technique is very difficult and hard for students. In scanning and skimming technique students can comprehend text of reading well and faster.

In skimming and scanning techniques very hard, it would make students feel difficult, confuse, and bore, so, teacher should make students easy to understand the lesson by guiding and always help them. Skimming and scanning techniques can be done in the form of activities such as read the title, read the introduction or read the first paragraph, read the first sentence of every paragraph, read any heading and sub-heading, and read summary.

In the teaching of reading comprehension teachers provide scanning and skimming technique because students tend to be more active and independent to follow the lessons. Here, the students read and understand the text easier and faster than used other technique. It creates a conducive classroom situation, and also students more motivated to appreciate the text.

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<sup>77</sup>Abby Marks Beale, "Skimming and Scanning: two important Strategies for Speeding Up Your Reading", Articles, How to Learn Fast, February 4<sup>th</sup> 2013. Accessed June 6<sup>th</sup> 2016, 20.55.

From the statements above, we can conclude that in the teaching reading teachers prefer to use the scanning and skimming technique because of several reasons:

- a. Skimming and scanning is the best study technique.
- b. Skimming and scanning technique is used to save students' times.
- c. In the competitive exams the students can save the time with the use of skimming and scanning.
- d. Skimming and scanning technique is making a perfect time manager in reading.

On the other hand, the advantages and disadvantages of Scanning-Skimming techniques in teaching English are: save time, search only for specific information, get a very basic idea what the reading is about, superficial, not specific enough to be able to tell the details to pass the exam about it, often have to go back and re-read the entire passage again to understand it.

b. QAR (Question-Answer-Relationship)

This strategy will help students' minds begin to focus and prepare for the literacy event to come.<sup>78</sup> This strategy also was used to develop students' skill in obtaining information from various sources relating to various fields.

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<sup>78</sup>Tina B. Carver, et al, Practical English Language Teaching: Young Learners, (New York: McGraw-Hill Companies, inc, 2005), 60.

Questions can be prepared by the teacher or can utilize a list of questions that exist in the literature.

Teacher utilizes question answer relationship's strategy on student for reading comprehension's learning at the class. In this strategy which utilized by teacher, the teacher gives problem or question to student as much one until two problems at each learning final so the students answer that the problem. According to the teacher, this strategy used to give material to the student in order the students easy to accept material that gave by teacher.

This strategy is used by the teacher to see if students really understand it with text they read. If the student can answer the questions they have been understood in understanding the text, and if they cannot answer the question then the students not understand with those text. This Strategy can help students if students really answer that question with their own words or with the answer from the text. And this strategy cannot help students if the students answer the teacher's question get from their friends or not using his or her own words.

#### c. Discussion

In teaching English language students often experience burnout, but with intelligence teacher Mr. Hadi to a strategy that makes the students more enthusiastic to participate in these lesson by providing a fitting and appropriate strategy for them, by providing discussion technique in teaching-

learning process by the teacher. They become motivated and active in a style that technique because they can expression themselves with their abilities.

This technique is usually use by the teacher in teaching reading comprehension. With discussion the teacher giving opportunity to students or student groups to arrange conference used to gathers opinion, making conclusion, or arranges various alternative resolving on a problem from their other friends. By using this technique, the teacher can indicate that every individual of group discussion has power to teach others.

It is apply by the teacher in group, the students divide into some group and the teacher give to the material to translate the text. That text is different topic with every group. After that, the teacher asks to them to presentation in front of the class In presentation in front of the class the teacher points one of student of each group. This was done by teacher because teacher was experienced if that point is not their teacher they don't want to work that task, because they depend on their friend. Therefore of that the teacher that points each delegation from each group. With this the all of the students will do the task that gave by teacher. Because every students may be able to turn to present in front of the class.

In other words, this techniques used by the teacher to make the students has a confident to give opinion in discussion. From here, the other friend or group can know how the way give opinion is.

On the other hand, they are the advantages and disadvantages of discussion technique in teaching English are: put more emphasis on learning than teaching, encourage students' participation, encourage democratic thinking, and help self-expression. Although this is an excellent strategies to train students learn English, but there are still has disadvantages.

Furthermore, based on the theory and data that that has been collected, the implementation of technique in teaching reading comprehension was maximally. Technique was used is teaching reading comprehension is to help students in understanding the lesson well and more easy. Teacher technique in teaching reading comprehension was varied as Discussion, Question Answer Relationship (QAR), and Scanning-Skimming techniques.

Those techniques was the effective technique in teaching reading comprehension, because students could be active in learning process and the implementation of this strategy was completed and students was supporting in reading development. It shown that teacher was creative in teaching. By the strategies should make the students active, understanding, enjoy and concentration in learning reading process. Moreover, students are helping to reach the objective of learning reading easier.

**2. The students' responses toward the techniques that used in reading comprehension to the seventh grade students of SMPN 1 Kec.MlarakPonorogo.**

The discussion of the data gathered from the classroom observation and interview with some students that are focused on the findings about students' responses toward their teachers' technique in teaching reading comprehension. The interview used by the researcher conducted to four students from each class at seventh grade. With some related topic about the responses owned by the students in viewing the reading techniques.

The researcher found some responds of students toward their teachers' technique in teaching reading comprehension. Data from the first observation at the seventh grade A class, can be seen that some students responds to the teacher technique was very enthusiastic and fellow the teacher instruction well.

Data from interview with some students from A class, the first statement was said that the teacher technique to reading was fun. From this statement, there was some students state that the strategy that teacher applied in teaching process was fun; it showed that they were seriously interested in learning reading in the class. Differently in E class, some students said that they really like reading. Meanwhile some of other students stated that they did not really interested with English lesson especially in reading comprehension, in this case they seem bored toward the teacher technique in teaching reading.

Other student from seventh grade C class was stated that they really enjoyed the reading class. In this class the students always enjoy in English teaching process by using the discussion, skimming and scanning technique. The students were actively in English class and accept the material easily. Data from the observation at C class, that the students express the teaching English can improve the students ability through the method that used by the teachers. The students were enjoying with the teachers technique in English teaching. The teacher explains the material and how learning process clearly and fun but seriously.

On the basis of the data and the discussion above, it can be take conclusion that students responses toward their teacher technique in teaching English especially in reading comprehension is different each other. It depended on the each class and students' perceptions. Some of them state that the technique that used by the English teacher was very fun, interested and easier to understand and comprehend the text of reading well. But some of the students also stated that teacher technique in teaching English at the seventh grade was bored and hard to understand and comprehend the text of reading well.

These Techniques which are used by the English teachers at SMPN 1 Kec..Mlarak Ponorog was considered effectively supporting students' comprehension as indicate in their responses. This means that reading comprehension techniques can be implementing well based on the condition of class and also the students ability.

## CHAPTER V

### CLOSING

This chapter presents conclusion and recommendation concerning the result of the research. Based on the finding from chapter IV, the researcher get conclusion and recommendation as follow:

#### A. Conclusion

In line with theories, research findings, and the interpretation presented in the previous chapter, then the conclusions of the present study are related to the limitation of the problems.

1. The first research problem, it has to do with the implementation of technique in reading comprehension. Based on the result of observation and interview conducted with the English teachers and some of seventh grade students about the technique in teaching reading comprehension, there are some techniques used by the teachers, they are Scanning-Skimming, Question Answer Relationship, and Discussion techniques. It is also revealed that the teachers' reasons for conducting the techniques are to help their students in comprehending the text selection in reading activity. And the implementation of those techniques can be classified in to three processes (preparation/planning, application, and evaluation), the supporting and inhabiting factor.



2. The second research problem, it has to do with the students responses toward the kind ofTechniquethat used in reading comprehension. Based on the result of observation and interview data, students' response toward their teachers' technique in teaching English especially in reading comprehension is different each other. It depended on the each class and students perceptions. Some of them state that the technique that used by the English teacher was very fun, interesting and easier to understand and comprehend the text of reading well. But some of the students also stated that teachers' technique in teaching English at the seventh grade was bored and hard to understand and to comprehend the text of reading well.

## **B. Recommendation**

Based on the conclusions above, this study suggests some recommendations which are addressed to the teachers, students, researcher, and future researcher.

1. For the English teachers

For the teachers, with this research can improve the quality of the English teacher in teachingEnglish. Teacher's techniques must be applied because this is the teacher's way to determine learning goals during teaching learning process.

2. For the students

For the students is to help the students to comprehend the reading text better.

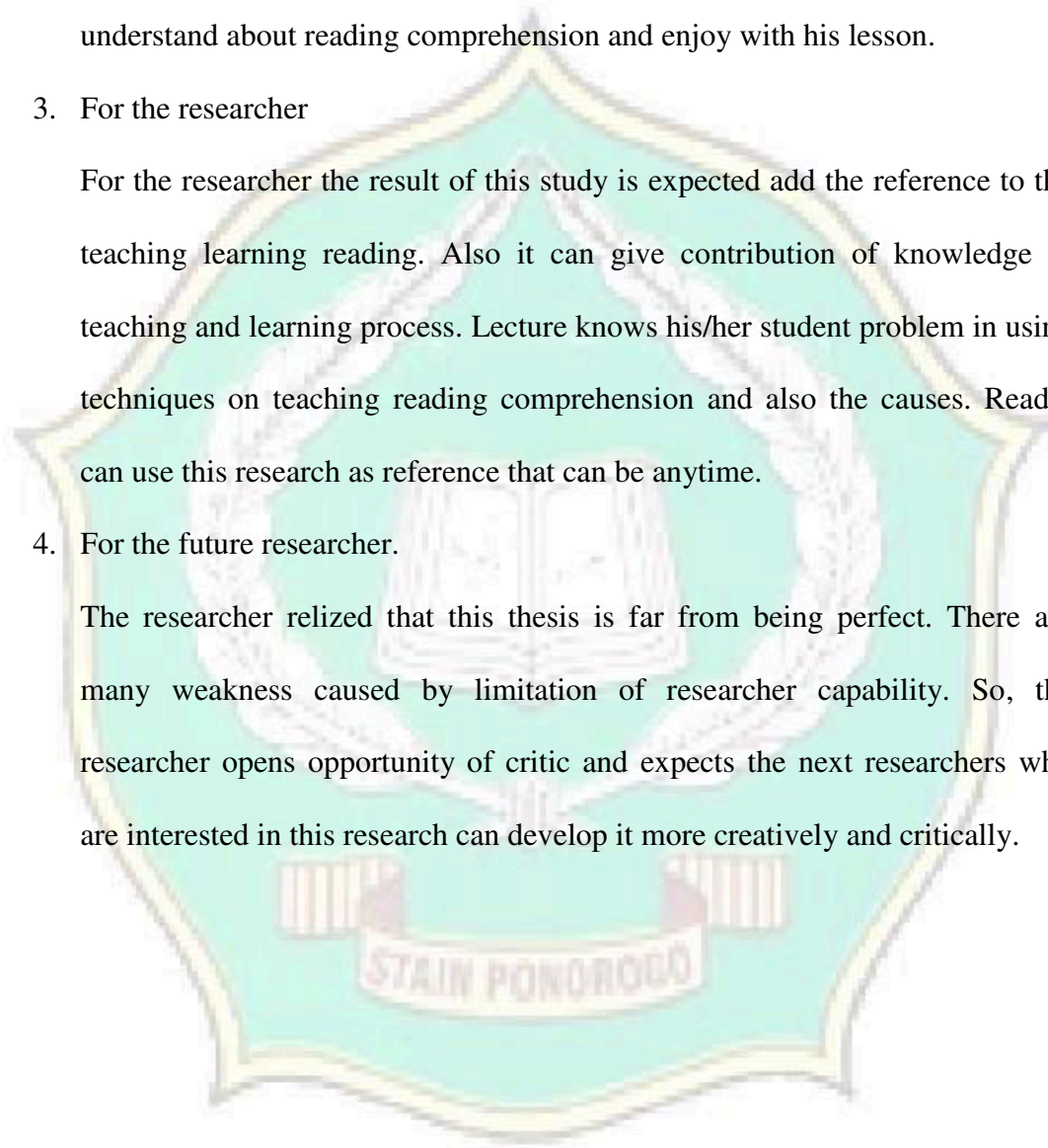
With the techniques that use by the teachers, the students hope more understand about reading comprehension and enjoy with his lesson.

3. For the researcher

For the researcher the result of this study is expected add the reference to the teaching learning reading. Also it can give contribution of knowledge in teaching and learning process. Lecture knows his/her student problem in using techniques on teaching reading comprehension and also the causes. Reader can use this research as reference that can be anytime.

4. For the future researcher.

The researcher realized that this thesis is far from being perfect. There are many weakness caused by limitation of researcher capability. So, the researcher opens opportunity of critic and expects the next researchers who are interested in this research can develop it more creatively and critically.



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