

**ANALYSIS ON TEACHING READING STRATEGIES IMPLEMENTED  
BY THE FIRST GRADE ENGLISH TEACHER AT SMK PGRI 2 KEDIRI**

**SKRIPSI**

Presented as a Partial Fullfilment of the Requirement to Obtain The Bachelor Degree of Education (S.Pd) of English Education Department Faculty of Teacher Training and Education University of Nusantara PGRI Kediri



**By:**

**ADISTYA AYU LARASATI  
NPM: 18.1.01.08.0037**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

**2023**

**APPROVAL PAGE**

**SKRIPSI**

By :

**ADISTYA AYU LARASATI**

NPM 18.1.01.08.0037

ENTITLED :

**ANALYSIS ON TEACHING READING STRATEGIES IMPLEMENTED  
BY THE FIRST GRADE ENGLISH TEACHER AT SMK PGRI 2 KEDIRI**

Approved by the Advisors to be proposed to English Language Education  
Examination Committee of University of Nusantara PGRI Kediri

Kediri, 27<sup>th</sup> July 2023

The Advisors,

First Advisor



Dr. Suhartono, M.Pd

NIDN 0714026901

Second Advisor



Dr. Sulistyani, M.Pd

NIDN 0701056803

**APPROVAL SHEET**

**SKRIPSI**

**By :**

**ADISTYA AYU LARASATI**  
**NPM 18.1.01.08.0037**

**ENTITLED :**

**ANALYSIS ON TEACHING READING STRATEGIES IMPLEMENTED  
BY THE FIRST GRADE ENGLISH TEACHER AT SMK PGRI 2 KEDIRI**

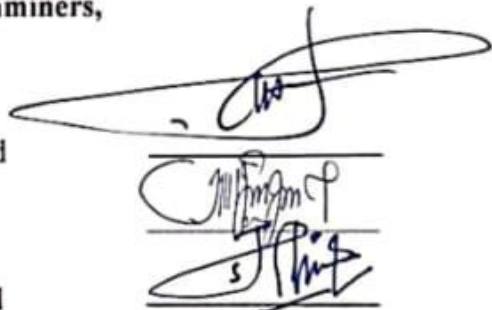
Approved and Accepted by all its qualification by the Examination Committee of  
University of Nusantara PGRI Kediri

Kediri, 27<sup>th</sup> July 2023

**Board of Examiners,**

Committee Examiner :

1. Chairman : Dr. Suhartono, M.Pd
2. First Examiner : Khoiriyah, M.Pd
3. Second Examiner : Dr. Sulistyani, M.Pd



The image shows three handwritten signatures, each on a separate horizontal line. The top signature is the most prominent, followed by two smaller ones below it.

The Dean of the Faculty of Teacher Training and Education  
University of Nusantara PGRI Kediri



Dr. Mumun Narmilawati, M.Pd  
NIP. 19680906 1994 032001

## STATEMENT OF WRITING ORIGINALITY

The Undersigned below, I:

Name : Adistya Ayu Larasati

Gender : Female

Place/Date of Birth : Jakarta, March 8<sup>th</sup>, 2000

NPM : 18.1.01.08.0037

Fac/Dep : FKIP/S1 English Education Department

1. The Skripsi is never collected to any institute of higher education for any academic degree.
2. The Skripsi is totally independent of my work and not the result of plagiarism from the work of others.

Kediri, 11<sup>th</sup> July 2023

Signed by:



**Adistya Ayu Larasati**

NPM 18.1.01.08.0037

## **MOTTO AND DEDICATION**

### **MOTTO:**

This is not easy, but not impossible. If we never try, how will we know

### **DEDICATION:**

1. Allah SWT who always gives his grace and guidance during the process of writing this skripsi.
2. My beloved parents (Sunardi and Rumiasih) and my family who always provide prayer, energy and material support in the preparation of this skripsi.
3. Myself, who never gave up until i was at this point.
4. My friends Nurul Hidayati, Riska Febrianti and Millenia Aureli Salsabila who are happy to help and give encouragement so this skripsi can be finished.

## ABSTRACT

**Adistya Ayu Larasati** : *Analysis on Teaching Reading Strategies Implemented by the First Grade English Teacher at SMK PGRI 2 Kediri*. Skripsi. English Department. Faculty of Teacher Training and Education. University of Nusantara PGRI Kediri. 2023

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

Reading is defined as the activity of seeing writing and understanding the contents/messages through both print and electronic media. Through reading people can find out information and add insight/knowledge that they already have. In teaching and learning activities, the teacher must have a strategy that is used in teaching students, especially reading in English subjects to help and make it easier for students to understand the content contained in the reading.

The purpose of this research is to find out what teaching strategies are used and how the strategies used by teachers are implemented to teach reading comprehension. This study uses a qualitative and descriptive qualitative approach as a type of research. The subjects of this study were 1 of English teachers at SMK PGRI 2 Kediri namely Mrs. Farida Salim, M.Pd. The research instrument was a checklist of observations and interviews.

The results showed that the strategies used by the teacher in teaching reading comprehension were scanning and skimming using text Analytical Exposition Text. And the implementation of Scanning, the first thing to do is that students are asked to pay attention to keywords in the reading after that search in the text and focus on the keywords in the last step, students are asked to read the entire reading or sentences around the keywords. Then the implementation of skimming, the first thing to do is students are asked to read the title, then students are asked to read the entire reading from the opening paragraph and if there is sub-hidding, read one by one after that, just read the first or second sentence after the opening paragraph and the last step is read overall of paragraph conclusion.

The conclusion is, through these two strategies it shows that these strategies can support learning in the classroom, students' reading comprehension can increase and the teacher can find out the extent of students' understanding after being given assignments. Students are also asked to focus more on reading so that the time allotted can be used optimally.

## **ACKNOWLEDGEMENT**

Praise be to Allah SWT, who has bestowed his grace and guidance so that the researcher can complete this thesis as one of the requirements for the Sarjana Degree.

This skripsi is entitled "Analysis on Teaching Reading Strategies Implemented by the First Grade English Teacher at SMK PGRI 2 Kediri" the researcher realizes that this skripsi is far from perfect and there are still many shortcomings, therefore researcher need constructive criticism and suggestions.

Therefore, the researcher would like to express his gratitude to:

1. Dr. Zainal Afandi, M.Pd as Rector of University of Nusantara PGRI Kediri.
2. Dr. Mumun Nurmilawati, M.Pd as the Dean of Faculty of Teacher Training and Education of University of Nusantara PGRI Kediri.
3. Khoiriyah, M.Pd as the head of the English Language Department.
4. Dr. Suhartono, M.Pd as the first adviser who has many valuable hours to provide guidance, suggestions and corrections.
5. Dr. Sulistyani, M.Pd as the second adviser who has many valuable hours to provide guidance, suggestions and corrections.
6. All lecturers of the English Education Study Program who have provided invaluable knowledge and knowledge while researchers were studying at the Teacher Training and Education Faculty of Nusantara PGRI Kediri University.

## TABLE OF CONTENTS

APPROVAL PAGE .....	ii
APPROVAL SHEET .....	iii
STATEMENT OF WRITING ORIGINALITY .....	iv
MOTTO AND DEDICATION .....	v
ABSTRACT.....	vi
ACKNOWLEDGEMENT .....	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES .....	x
LIST OF PICTURES .....	xi
LIST OF APPENDICES .....	xii
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. Background of the Research.....	1
B. Scope of the Research.....	5
C. Question of the Research.....	5
D. Objective of Research .....	5
E. Significance of the Research.....	6
F. Definition of Key Term.....	6
<b>CHAPTER II REVIEW OF LITERATURE .....</b>	<b>8</b>
A. Teaching .....	8
1. Definition of Teaching.....	8
2. How to Teach Reading .....	9
B. Reading .....	10
1. Definition of Reading .....	10
2. Definition of Reading Comprehension.....	10
C. Teacher Strategies.....	12
1. Definition of Strategy .....	12
2. Kinds of Strategies .....	12
D. Teacher Strategies In Teaching Reading.....	16
1. Strategy in Teaching Reading.....	16
2. Strategy in Teaching Reading Comprehension .....	17



E. Review of Related Research .....	25
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>28</b>
A. Research Design .....	28
B. Procedure of the Research .....	29
C. Role of the Research .....	30
D. Place and time of Research.....	30
E. Data Source .....	31
F. Data Collection Procedure .....	32
G. Data Analysis Technique.....	33
<b>CHAPTER IV FINDINGS AND DISCUSSION .....</b>	<b>35</b>
A. Findings .....	35
B. Discussion.....	41
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>44</b>
A. Conclusion.....	44
B. Suggestion .....	45
<b>BIBLIOGRAPHY .....</b>	<b>46</b>
<b>APPENDICES .....</b>	<b>50</b>

## **LIST OF TABLES**

Table 3.1 Table of Research Stages .....	29
Table 3.2 Table of Research Time .....	31

## **LIST OF PICTURES**

Picture 4.1 Student work .....	39
Picture 4.2 Student work .....	40
Picture 4.3 Student work .....	40

## **LIST OF APPENDICES**

Appendix 1	Interview.....	51
Appendix 2	Interview Transcription .....	52
Appendix 3	Observation .....	56
Appendix 4	Result of Observation.....	58
Appendix 5	Note Observation.....	60
Appendix 6	Permission Letter.....	62
Appendix 7	Statement Letter from SMK PGRI 2 Kediri.....	63
Appendix 8	Skripsi Approval Sheet.....	64
Appendix 9	Skripsi Guidance Sheet .....	65
Appendix 10	Documentation .....	67

# **CHAPTER I**

## **INTRODUCTION**

This introductory chapter presents the Background of the research, Scope of the research, Question of the research, Objective of the research, Significance of the research and Definition of Key Terms of the research.

### **A. Background of the Research**

Reading skills are very important and useful in everyday life. Reading is an activity to understand a text which aims the reader to get the information that suits their needs. According to Grabe and Stoller (2002) reading is an ability to get meaning from a printed book and can interpret the information that is obtained correctly. Reading needs to be accustomed to since children are still at an early age at home, elementary school, junior and senior high school and even up to college so that when they grow up reading is no longer something difficult to do because from a young age they are accustomed to reading. In the process of reading, students are not only asked to read the text but also understand it. This is in line with Sheng (2000) who stated that reading is the process of recognizing, interpreting, and understanding a reading from written or printed media. Understanding a reading text is very important for students. By understanding a reading text, students will have a better understanding of what is meant by the writer.

Aside from the importance of reading for students, one of which can increase vocabulary so that they can communicate with others, obtain new information, and help find solutions to the problems they face. According to Tarigan (1990) argues that reading is a process that is carried and used by readers who want to get the message delivered by the author through the medium of words or written language. Reading can be explained that the process of a reader getting and interpreting the message contained in the text. Reading is the process of processing information from text into a message/meaning. Another expert from Harmer (2007) reading is useful for language acquisition, provide that student more or less understand what they read, the more they read the better they get it. In other words, you have to read more often because with frequent reading students can improve the quality of students' understanding of reading. Reading is one of the skills to have in English that is very important and useful in everyday life. Reading is an activity to understand a text which aims to get information that suits their needs.

McNeil (1992) reasonably stated that reading comprehension is obtaining information from the text. Reading comprehension is based on understanding the meaning of a text. By understanding a reading text, students will better understand what is meant by the content of the text. The engagement between reading, readers and background is part of reading comprehension. Nunan (1991) defines the reading comprehension is the process to get, to understand, and to catch the content of the reading. This means that reading comprehension is a process of understanding the contents of a text by extracting the required information. Therefore, students need to have good reading skills. Effort to increase students'

enthusiasm in learning to read requires teacher strategies in teaching so that students can understand text more easily.

Teaching is an activity in which the teacher guides and facilitates learning, gives a chance for learners to learn, and sets the conditions for learning, Brown (2000). In teaching, teachers must have creative ways so that students have a desire to learn and students also don't get bored easily in terms of learning. Other experts state one of the functions of teaching reading especially reading foreign languages, such as English, for students who are not native speakers, is to make them able to understand the text when they deal with the foreign language, Nuttall (1982). Teaching reading is very necessary, because someone who is not a native speaker can help them understand the text when dealing with native speakers or when dealing directly with English text in an activity, for example, when translating a sentence or when participating in debate activities and many other things.

Brown (2007) defines strategies as the "specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information". Strategy as a task approach method, a form of practice to achieve goals and design to organize certain information. Strategy is needed in the teaching and learning process because strategy is a way for learning objectives to be realized. Strategies are also needed to help students better understand the learning. Rusman (2012) strategy is a plan carried out by the teacher to present a material by creating classroom conditions that lead to student activities to be more creative by providing

motivation, using media or methods and various sources so that expected learning can be achieved. Coertze (2011) explains reading strategy is paramount in cultivating engagement in reading the text and performing related tasks that achieve. Therefore, reading strategies are needed to help students be more active. That is, an approach that can increase the involvement of readers with the goals achieved must be a breakthrough when reading in class.

Students need to have good reading skills. Reading in a foreign language may make students feel difficult and it makes students less interested in reading. The lack of interest in reading among students is caused by the lack of vocabulary mastery they have, long readings make them feel bored quickly and the difficulty level of the text makes it difficult for them to understand the reading. Efforts to increase students' enthusiasm in learning to read require teacher strategies in teaching so that students can understand texts more easily. Determining strategies before teaching in class is very important for teachers because all needs, situations and conditions and habits in the classroom are controlled by the teacher. By knowing this, the teacher can learn what to do in the classroom.

Based on the explanation above, it can be concluded that it is very important for students to have the ability to read and understand English texts. It also requires support from teachers to have good teaching skills by using various strategies so that learning can be maximized. Therefore, the researcher took a research entitled "Analysis on Teaching Reading Strategies Implemented by the First Grade English Teacher at SMK PGRI 2 Kediri" to analyze what strategies are used and how they are implemented in teaching reading comprehension.



## **B. Scope of the Research**

This study focuses on what teaching strategies are used by the English teacher for teaching reading comprehension and how does the teacher implement the strategies for teaching reading comprehension by using analytical exposition texts for the first grade students at SMK PGRI 2 Kediri.

## **C. Question of the Research**

Based on the background above, the problem formulation of this research are

1. What teaching strategies are implemented by the English teacher for teaching Reading Comprehension in first grade at SMK PGRI 2 Kediri?
2. How does the teacher implement the strategies for teaching Reading Comprehension in first grade at SMK PGRI 2 Kediri?

## **D. Objective of the Research**

Based on the problem formulation above, the purpose of this research are

1. To describe strategies implemented by the English teacher for teaching Reading Comprehension in first grade at SMK PGRI 2 Kediri.
2. To describe the way the teacher implements the strategies for teaching Reading Comprehension in first grade at SMK PGRI 2 Kediri.

## **E. Significance of the Research**

This research has many significan for

### 1. For Students

With this research, the researcher hopes that students can add insight and quickly understand the text in learning reading comprehension so that students can improve their abilities, especially in reading skills.

### 2. For teachers

With this research, the researcher hopes that the teacher will be able to know the level of students' ability and understanding in learning reading comprehension so that the teacher can determine what strategies will be used to teach students and if the results are not optimal the teacher can add other strategies so that learning is more effective.

### 3. For the next researcher

With this research, the researcher hopes that this research can be used as a reference for conducting further research with the same theme.

## **F. Definition of Key Terms**

### a. Reading Comprehension

Reading Comprehension is understanding written text means extracting the required information from it as efficiently as possible, Grellet (2010). That is, in reading comprehension students besides reading are also required to understand the content and make meaning of what they read.

## b. Teaching Strategies

Aswan et al (2010) teaching strategy is a teacher's plan in teaching and learning process to achieve the purpose which has been planned. A method used by teachers in transferring knowledge to students in order to achieve predetermined learning objectives. The method used by the teacher is useful so that it is easier for students to understand learning.

## BIBLIOGRAPHY

- Achmadi Abu, Narbuko Cholid. (2010). *Metodologi Penelitian*. Jakarta: Bumi Aksara.
- Adekoya, Y.M. & Olatoye R.A. (2011). *Effect of Demonstration, Peer-Tutoring, and Lecture Teaching Strategies on Senior Secondary School Students' Achievement in an Aspect of Agricultural Science*. The Pacific Journal of Science and Technology.
- Agunawan, D. (2009). Teknik Skimming dan Scanning Pada Siswa Kelas XI IPS 1 SMAN 2 Rembang Tahun Ajaran 2008/2009.
- Alberta Learning. (2002). *Instructional Strategies*. Edmonton, AB: Alberta Learning
- Al-khatib, B.A. (2012). *The Effect of Using Brainstorming Strategy in Developing Creative Problem Solving Skills among Female Students in Princess Alia University College*. American International Journal of Contemporary Research.
- Arundel, Anne. (1999). Reading and Study Skill Lab: Skimming and Scanning.
- Asmawati, Andi. (2015). The Effectiveness of Skimming – Scanning Strategy in Improving Students' Reading Comprehension at the Second Grade of Smk Darussalam Makassar. State University of Makassar
- Bahri, Syaiful, Djamarah dan Aswan Zain. (1997). *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta
- Blair, Heilman, Rupley. (2005). *Principles and Practices of Teaching Reading*. United States of America. A bell & Howell Company.
- Brown, Douglas H. (2007). *Teaching by principles : An Interactive Approach to Language Pedagogy*. New York : San Fransisco State University
- Brown, H. Douglas. (2000). *Principles of Language Learning and Teaching*. USA: San Francisco State University
- Burns, P.C., Roe, B.D., & Ross, E.P. (1984). *Teaching Reading in Today's elementary School* (Third Edition). Boston: Houghton Mifflin Company.
- Coertze, L. (2011). *An investigation of ESL students' reading engagement and language output in selected online environments* (Master's thesis Iowa State University, Iowa).

- Cresswell. (2008). *Research Design*. Yogyakarta: Pustaka Belajar diterjemahkan oleh Achmad Fawaid
- Davey, B. (1983). *Think aloud : Modeling the Cognitive Processes of Reading Comprehension*. Jurnal of reading.
- Duke, N. (2003). *Comprehension instruction for informational text. Presentation at the annual meeting of the Michigan Reading Association, Grand Rapids, MI.*
- Elsa Rakhmanita. (2019). *Teknik Skimming Dalam Membaca Cepat,*
- Fauzi, Iwan. (2018). The Effectiveness of Skimming and Scanning Strategies In Improving Comprehension and Reading Speed Rates for the Students of English Study Program. FKIP Universitas Palangka Raya
- Gasong. (2007). *Langkah Langkah Pembelajaran Scaffolding .*
- Gebhard, GF. (1996). *Teaching English as a Foreign Language*. The University of Michigan.
- Grabe & Stoller. (2002). *Teaching and Researching Reading*. New York: Pearson Education, Inc.
- Grellet, Francoise. (2010). *Developing Reading Skills*. New York:Cambridge University Guilford Press.
- Hadi, (1987). *Membaca Cepat dan Efektif*. Bandung: Sinar Baru.
- Harmer, J. (2001). *The Practice of English Language Teaching* (3rd ed.). Harlow: Longman.
- Harmer, Jaremy. (2007). *How to Teach English. England* Ocelot Publishing.Oxford
- Jos.E.Ohoiwutun, Nuriati, Mashuri. (2015). *Improving Students' Reading Comprehension by Using Buzz Group Technique*. E-Jornal of English Language Teaching Society.
- Karen, Tankersley. (2003). *The Threads of Reading Strategies for Literacy Development* [Electronic Book]. United State of America.
- Kemp. (1995). *Strategi Belajar Mengajar. Dalam Hamruni. Strategi Pembelajaran*. Yogyakarta: Insan Madani.
- Leo, E.S. (1994). *Powerful Reading, Efficient Learning*. New York: Macmillan Publishing Company

- Majid, Abdul. (2013). *Strategi Pembelajaran*. Bandung: PT Remaja Rosda Karya.
- Maswan dan Khoirul Muslimin. (2017). *Teknologi Pendidikan*. Yogyakarta: Pustaka Pelajar.
- Maswan, dan K. Muslimin. (2011). *Teknologi Pendidikan*. Yogyakarta: Pustaka Pelajar.
- Mcneil, John D. (1992). *Reading Comprehension*. los Angeles: university of California,
- Miles, M.B., Huberman, A.M. and Saldana, J. (2013). *Qualitative Data Analysis: A Methods Sourcebook*. SAGE Publications, Thousand Oaks.
- Moleong, Lexy J. (2013). *Metode Penelitian Kualitatif*. Edisi Revisi. Bandung : PT. Remaja Rosdakarya.
- Mukhroji, M. (2011). The Importance of Teaching Reading Strategies to Improve Students Reading Comprehension. Malang: State university of Malang Press
- Nunan, David. (1991). *Language Teaching Methodology*. Sidney : Prine Hall International
- Nuriadi. (2008). *Pembaca Teknik Jitu menjadi Terampil*. Yogyakarta: Puataka Pelajar.
- Nuriati. et.al. *Improving Students' Reading Comprehension by Using Buzz Group Technique*. (E-Journal of English Language Teaching Society).
- Nuttal, C. (1982). *Practical Language Teaching. Teaching Reading Skills in A Foreign Language*. London : Heinemann Educational Books.
- Palincsar A.S & Brown A.L. *Reciprocal Teaching of Comprehension-Fostering and Comprehension-Monitoring Activities*.
- Pearson, P.D., & Johnson, D. (1978). *Teaching reading comprehension*. New York: Holt, Rinehart & Winston
- Rizkillah, Andy. (2020). The Analysis of the Teacher's Strategies in Teaching and the Students' Interest in Reading in Class IX at SMPN 5 Camplong. University of Islam Malang
- Rusman. (2012). *Model – Model Pembelajaran*. Depok : PT Rajagrafindo Persada
- Safrida, Yani. (2020). An Analysis of the Teacher's Strategies in Teaching Reading Comprehension at SMAN 2 Tualang. Universitas Islam Riau Pekanbaru

- Sarjan, Nurmadia. (2017). *An Analysis On The English Teachers Strategis in Teaching Reading Comprehension at Second Grade Of Junior High School.* Makassar: Universitas Islam Negeri Alauddin Makassar.
- Sheng, He Ji. (2000). *A Cognitive Model of Teaching Reading Comprehension.*
- Soedarso. (2002). *Speed Reading : Sistem Membaca Cepat dan Efektif.* Jakarta: Gramedia Pustaka
- Srinivasan, M., Wilkes, M., Stevenson, F., Nguyen, T., & Slavin, S. (2007). *Comparing problem-based learning with case-based learning: effects of a major curricular shift at two institutions.* Academic Medicine
- Syaiful Bahri Djamaroh, Aswan Zain. (2002). *Strategi Belajar Mengajar.* Jakarta: Rineka cipta.
- Tarigan. (1990). *Menyimak Sebagai Suatu Keterampilan Berbahasa.* Bandung: Angkasa
- Ulfatin, Nurul. (2015). *Metode Penelitian Kualitatif Di Bidang Pendidikan: Teori dan Aplikasinya.* Malang: Media Nusa Creative
- Wehrli, G., Nyquist, J.G. 2003. *Creating an educational curriculum for learners at any level.* AABB Conference.
- Wina Sanjaya. 2006. *Strategi Pembelajaran.* Jakarta: Kencana Prenada Media Group