

**AN ANALYSIS OF TEACHERS' STRATEGIES IN TEACHING  
READING COMPREHENSION OF NARRATIVE TEXT AT THE  
EIGHTH GRADE STUDENTS OF MTs ABU DZARRIN BOJONEGORO  
IN ACADEMIC YEAR 2018/2019**

**SKRIPSI**

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**LEGITIMATION**

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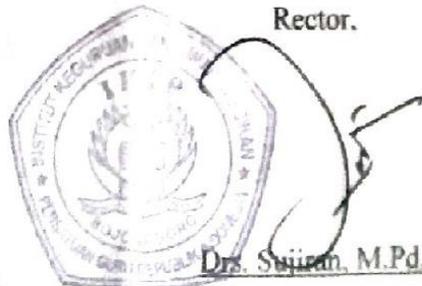
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## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher presents background of the study, statement of the problem, the purpose of the study, the significance of the study and definition of the key term.

#### **A. Background of the Study**

Humans are individual beings as well as social beings. Humans as social beings that cannot live alone without the help of people around them. So, they have to make connections through interaction. One of the factors for good interaction must be using language.

A language is a system of which human beings communicate. This definition has several important terms, each of which is examined in some detail. Those terms are system, signs, vocal, conventional, human, communicate (Algeo, 2005: 2). According to Julia Wood (2004), communication is “a systemic process in which individuals interact with and through symbols to create and interpret meanings”. From both opinions, it can be concluded that human communication will be easy in their life. They can convey ideas and information with fellow humans. Besides that, they can exchange ideas through communication. Without realizing it, human communication will gain extensive knowledge.

English is an international language used for communication by people all over the world. In Indonesia, the position of English as a foreign

language. According to Chaudron (2004) studying English is not easy for Indonesian students because the English language and the Indonesian language are very different in terms of spelling, sounds, pronunciation, vocabulary and culture. So that ,the government In Indonesia made an English language curriculum that had to be studied starting from the basic level of education to university education.

In the language component, there are four skills namely reading, listening, speaking, and writing. According to Harmer (2007: 99) reading is useful for language acquisition. But, according to snow (2003: 15) reading does not occur in vacuum, it done for a purpose to achieve some ends. So, to be a good reader, you must have an understanding of the parts of the sentence. In this way the reader will reach the goal of reading. Joycey (2006: 2) says that reading is an active skill, where the reader interacts with the text, and to some extent the writer. In this case the reader seems to be involved in the reading. They absorb information in the reading by relating it to the experience. So that it will lead to different perceptions between readers and each other.

According to William (1984), he defines reading as a process whereby one looks at and understands what has been written. This process is called reading comprehension. Brassell and Rasinski (2008: 18) stated that comprehension occurs when a reader is able to act on, respond to, or transform the information that is presented in written text in ways that demonstrate understanding. It can be conclude that reading

comprehension is a human way of processing information from written forms and then to understand it they need a variety of ways. Constraints faced by students in reading comprehension due to lack of interest students in learning english. They assume that learning english is difficult.

Reading comprehension must be guided by the teacher. As a competent teacher must have the right teaching strategy because the teacher has a facilitators for students. Success of reading comprehension learning is determined by the teacher's strategy.

Brown (2004) has noted that the fundamental feature of teaching strategies is to make it easier to implementation a variety of teaching methods and techniques. Teacher strategy is a component that must be present in learning. Silver, Strong and Perini (2007) stat that strategies are different types or styles of plans teachers use to achieve the goal . It can be conclude that to achieve the goal of learning the teacher must prepare a good strategy. It is hoped that the strategy is able to master English well, especially in reading. The strategy is applied according to the competencies that must be achieved by students and adjusting the conditions of students. The reality, the teacher applies conventional strategies. Strategies that will make students passive. The teacher only gives assignments related to reading and then students read without understanding the contents of the reading, then the teacher matches. They assume that learning English is a very boring. It is caused by poor reading habits besides the strategies used by the teacher are not appropriate. As a

teacher must be clever in choosing a strategy by thinking about the impact that will occur when the strategy is implemented.

There are some strategies in teaching reading comprehension. According to Tama (2007: 318), Character Map Strategy is a strategy that helps students better comprehend what they read and helps students recognize story structure. According to Grant (1999: 182) ‘word splash is a strategy that is used for students to make prediction about the text that they are about to read’. Smith (2007: 1) explains that Directed Reading Activity (DRA) is a strategy that provides students with instructional support before, during, and after reading. According to Klingner, et al. (2004) CSR helps students learn some specific strategies such as learning in a cooperative environment, brainstorming and predicting (Preview), monitoring understanding (Click and Clunk), finding the main idea (Get the Gist), and answering questions (Wrap up). From several strategies the teacher can choose one of them. Teaching strategies are useful for creating learning to be systematic, directed, and effective. The researcher observes about teacher strategies in reading comprehension of narrative. Feez and Joyce (2000 cited in Suharti 2006) state that “narrative text is aimed to tell stories which are about a person or a group of people overcoming problems, show how people react and experiences, explore social and cultural value, and entertain an audience.

Narrative text is one of the text chosen by researchers. Besides that, in the curriculum of junior high school students at the eighth grade semester 2, one of them must master narrative text. this is a prerequisite for students to take. Based on the explanation above, the research will be conducted under the title “An Analysis of Teachers’ Strategies In Teaching Reading Comprehension of Narrative Text at the Eighth Grade Students of MTs Abu Dzarrin Bojonegoro”

### **B. Statement of the Problem**

1. What are the strategies of teachers’ in teaching reading comprehension of narrative text at the eighth grade students of MTs Abu Dzarrin Bojonegoro?
2. What are the problems faced by teachers’ in teaching reading comprehension of narrative text class at the eighth grade students of MTs Abu Dzarrin Bojonegoro?

### **C. The Purpose of the Study**

1. To describe of teachers’ strategies in teaching reading comprehension of narrative text at the eighth grade students of MTs Abu Dzarrin Bojonegoro.
2. To describe the problems faced by teachers’ in teaching reading comprehension of narrative text class at the eighth grade students of MTs Abu Dzarrin Bojonegoro.

## **D. The significance of the Study**

### 1. Theoretical

This study is very useful for English teachers in teaching reading comprehension of narrative text. English teacher will get some information about strategies in teaching reading. On the other hand, in this study can be used as a reference by other researchers. So, in the future it can improve the quality of learning through appropriate strategies . It can improve students' abilities and motivation in understanding reading narrative text.

### 2. Practical

#### a. For Students

Students know if there are some strategies in teaching reading comprehension. It can be used reference in learning english.

#### b. For English Teacher

The presence of these findings can be implemented by the teacher in teaching reading comprehension. The teacher can choose one of the appropriate strategies by considering students' abilities.

#### c. For Researcher

The researcher gets experiences which will be useful in the future.

## **E. Definition of Key Term**

### **1. Teacher Strategies**

Cole (2008) that it is the teacher's role to provide effective plans/strategies in accomplishing students' educational needs, whose general purpose is to communicate using the language being learnt.

### **2. Reading Comprehension**

According to Singer (1985) reading comprehension has been defined as an interpretation of written symbols, the apprehending of meaning, the assimilation of ideas presented by the written, and the process of thinking while deciphering symbols.

### **3. Narrative Text**

Anderson (1997: 6) explain that "the narrative text type is a text that type is a text that tells a story whose purpose is to present a view of the world that or informs the reader or listener.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter, the researcher presented Theory of Reading, Teaching of Teacher Strategys, Theory of narrative text, Previous Studies, Framework Theory

#### A. Theoretical Background

##### 1. Theory of Reading

###### a. Reading Comprehension

Reading is an order from God. Reading can know something that has not been known before. By reading can get information. In Alqu'an mentioned Surah 96 Al-'Alaq, Ayat 1-5

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ① خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ② أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ③  
الَّذِي عَلَّمَ بِالْقَلَمِ ④ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ⑤

(96:1) Recite<sup>1</sup> in the name of your Lord<sup>2</sup> Who created,<sup>3</sup> (96:2) created man from a clot of congealed blood.<sup>4</sup> (96:3) Recite: and your Lord is Most Generous, (96:4) Who taught by the pen,<sup>5</sup> (96:5) taught man what he did not know.<sup>6</sup>

According to Grellet (2004: 7) reading is a constant process of guessing, and what brings to the next is often more important than what one finds in it. According to smith (2000) reading is like

asking question to a printed text, and dealing with comprehension becomes a matter of getting your questions answered. So from the two experts, it can be concluded that reading is finding understanding to answer questions from readers by guessing from the contents of the reading.

According to Day and Bamford (1998:12) reading is the construction of meaning from a printed or written message. It means the construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning and understanding.

**b. The Important of Reading**

Reading is one of the important skills in language must be master by students, especially in English. Reading is an important gateway to personal development, and to social, economic and civic life (Holden, 2004). From reading students can increase science, technology, and knowledge. So that, reading can be useful in our life. According to Nell (1988), reading for pleasure is a form of play that allows us to experience other worlds and roles in our imagination. While reading we feel being in that event. So the imagination arises even though it has never been experienced.

**c. The Purpose of Reading**

These have typically included recreation, understanding life, understanding others, and understanding one's self (Thomas, 2001). Day and Bamford (2002) proposed that a reader reads a

text generally for pleasure, information, and general understanding.

Grabe and stoller (2002: 13) state the purpose of reading as follow :

1). Reading to search for simple information

In reading to search, we usually scan the text for certain information or certain words.

2). Reading to skim quickly

Reading to skim (eg Taking sample text segments for general understanding) is a common part of many reading assignments and useful skills are their own rights. This involves, basically, a combination of strategies for guessing where important information might be in the text, and rather than using basic reading skills in text segments until a general idea is formed.

3). Reading to learn from the text

Reading for learning usually occurs in an academic and professional context where one needs to learn a large amount of information from a text.

4). Reading to integrate information, Reading to write , Reading to critiques text, Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supportive or conflicting information and the possibility of restructuring the rhetorical framework to accommodate information from various sources. This skill definitely requires a critical evaluation of the information being read so that the reader can decide what

information must be integrated and how to integrate it for the purpose of the reader. In this case, both reading to write and reading to critical texts may be a variant of reading assignments to integrate information.

#### 5). Reading for general comprehension

The notion of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose of reading, underlying and supporting most other purpose for reading. Second, general reading comprehension is actually more complex than commonly assumed.

### **d. Types of Reading**

#### 1) Intensive Reading

Long and Richards (1987) say it is a "detailed in-class" analysis, led by the teacher, of vocabulary and grammar points, in a short passage." Brown (1989) explains that intensive reading "calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like." He draws an analogy to intensive reading as a "zoom lens" strategy .

#### 2) Extensive Reading

Long and Richards (1971, p.216) identify extensive reading as "occurring when students read large amounts of high interest material, usually out of class, concentrating on meaning, "reading for gist" and skipping unknown words." Brown (1989) explains that

extensive reading is carried out "to achieve a general understanding of a text."

### 3) Reading Aloud

Reading aloud is "a way to introduce students to the pleasures of reading and books." (Barrentine,1996). Hard reading can stimulate students to think more actively. Besides that, students can obtain information sources not only from the teacher. students can focus on their friends when reading by listening. In reading aloud students can think critically in finding vocabulary that has never been known. So that, it creates curiosity by asking questions to the teacher.

### 4) Silent Reading

Taylor (2001:3) states that silent reading is the ability to read with sustained attention and concentration ease and comfort, at adequate reading rates and with good understanding. One is then led to ask what factors permit sustained attention and ease and comfort in reading.

### **e. Reading Process**

Effective reading requires a logical sequence of thinking or thought patterns, and these thought patterns require practice to set them into the mind. They may be broken down into the following into the seven basic processes:

1. Recognition: registration the readers" knowledge of the alphabetic symbols.

2. Assimilation: the physical process of prospection and scanning.
3. Intra-integration: basic understanding derived from the reading material itself, with minimum dependence on past experience, other than knowledge of grammar and vocabulary.
4. Extra-integration: analysis criticism, appreciation, selection, and rejection. These are all activities which require the reader to bring his experience to bear on the task.
5. Retention: this is capacity to store to information in memory.
6. Recall: the ability to recover the information from memory storage.
7. Communication: this represents the application of the information and may be further broken down into a less for categories, least 4 categories, which are: written, communication, spoken communication through drawing and the manipulation of objects, thinking (this is another word for communication with self).

**f. Definition of Reading Comprehension**

Heilman (1981: 242) says that reading comprehension is a process of thinking sense of written ideas through meaningful interpretation and interaction as a multifaceted process affected by several thinking and language abilities. According to Klingner (2007: 2) reading

comprehension is “the process of constructing meaning by coordinating a number of complex processes that included word reading, word and world knowledge, and fluency”.

According to Khoiriyah (2010: 1) Reading comprehension can be defined as a thinking process through which readers become aware of an idea, understand it in terms of their experiential background, and interpret it in relation to their own needs and purposes.

#### **g. Strategy in Reading Comprehension**

In reading comprehension. There are many variety of strategy. They are skimming, scanning, references, summarizing, and identifying the main ideas and supporting details.

##### **1) Skimming**

In the same way, Brown (2004: 213) states that skimming is a prediction strategy used to give a reader a sense of a topic and purpose of a text, the organization of the text, the perspective or point of view of the writer. it can be concluded that when we read indirectly we can predict the contents of the reading by looking at the context of the sentence used. besides that we can also know the point of view of the author through the reading. Mikulecky and Jeffries (2004: 38) is to get a general sense of a passage or book, not specific details. So, skimming is reading in a fast way so that in getting information in reading only in general, but the understanding gained is not detailed. Harmer (2001: 202) stated that skimming is a technique in looking for a text to get a quick idea of the gist of a text.

## 2) Scanning

Scanning is reading rapidly in order to find specific facts. The purpose of scanning is to extract specific information without reading through the whole text (Brown, 2001: 308). Brown (2003) explains that scanning is the process of quickly searching for particular piece or pieces of information in a text.

## 3) Guessing and making inference

Guessing and making inference involve using a wide variety of clues (including linguistic and nonlinguistic) to guess the meaning when the learner does not know all the words. Guessing helps readers to overcome knowledge limitation in reading. The readers do not have to recognize and understand every single word before they can comprehend the overall meaning. The readers can actually comprehend a lot of reading passage through systematic guessing without necessarily comprehending all details (Oxford, 1990: 90).

## 4) Summarizing

The definition of summarizing is when we take large selections of text and reduce them, making sure to include the main points and the general idea of the article (Jones, 2012). Jones (2012) also states, "This strategy is truly about equipping your students to be lifelong learners."

#### 5) Identifying the main ideas and supporting details

According to Barnes, Brown, and Burgdorf (1980), “The purpose of identifying the main idea is to help students find the thesis or core idea of the paragraph. The main idea is the most important element presented in a paragraph. It is the foundation upon which all the other sentences are built (pp. 9-10

### **f. Problem of Reading Comprehension**

Poor readers might spend less time reading, therefore, develop limited vocabulary and general knowledge (Yunus, Mohamad, & Waelateh, 2016; Ismail & Yusof, 2016). Gunning (2002, pp. 356-359), problems in reading include: the lack of basic decoding skills, the lack of academic vocabulary, limited background or overuse of background, failure to read for meaning, the lack of strategies or failure to use strategies, and limited language skills.

### **h. Teaching Reading Comprehension**

#### 1) Definition of Strategy

According Harris & Hodges, (1995: 224) A systematic plan, consciously adapted and monitored, to improve one’s performance in learning.

#### 2) The influence of Teachers Strategy in Teaching

Teachers strategies are very influential. Strategy is a way of conveying material. As teacher must have a strategy, because the teacher’s strategy is a determinant of the success of learning, especially in English lessons.

## **2. Teaching of Teacher Strategys**

### **a. The Types of Teachers Strategy in Teaching**

#### **1. Character map strategy**

According to Mc Cormack (2010: 170), character is a person in a story poem, or play, occasionally, it is an animal or object given human attributes.

#### **2. Word spalsh strategy**

Strategies used to understand vocabulary so that it is easy to learn. Stone (2009: 101) says that word splash is also another great prereading activity. Word splash allows students to activate their prior knowledge and discuss key vocabulary term all at once.

#### **3. Directed reading activity**

DRA is a strategy that provides students with instructional support before, during, and after reading process. Smith (2007: 1) explains that Directed Reading Activity (DRA) is a strategy that provides students with instructional support before, during, and after reading.

#### **4. CSR Strategy**

CSR is a reading comprehension technique that combines two instructional elements: (1) modified reciprocal teaching (Palincsar & Brown, 1984) and (2)

cooperative learning or students pairing (Johnson & Johnson, 1987).

#### 5. QAR Strategy

QAR is one of the strategies in teaching reading and it teaches students to answer the questions that require understanding of information from the text and helps them understand the relationship between questions and where the answers to those questions are found. This strategy provides a common language for thinking and talking about answering questions from reading sources through explicitly stated information in the text and implicitly stated. It means that QAR is a tool to help students to get better understanding of the text in answering the question.

#### 6. Retelling Strategy

Reem (2013) states that retelling is redoing or reconstructing something. This leads us to say that it is a sophisticated activity that requires the reteller to collect items, organize, find the relation among them in order to reconstruct and introduce them in a new form that keeps up the meaning and the theme. In other words, it is expressing an experience that the reteller has passed in a personal form and his/her own understanding and opinion to the core matter.

**b. The purpose of Teachers strategy in Teaching**

Be prepared to integrate a variety of strategies into teaching, and help students learn and perform with integrity.

*Matching practice to purpose* means selecting classroom activities and instructional strategies that will help students achieve your learning objectives. Integrate a variety of teaching strategies to foster learning through several modes of information processing. Teaching strategies refer to the structure, system, methods, techniques, procedures and processes that a teacher uses during instruction. These are strategies the teacher employs to assist student learning.

Learning activities refer to the teacher guided instructional tasks or assignments for students. Method selection, and having a variety of learning activities. The committee on agricultural education (1988) suggested that the teaching strategy becomes the most critical element to educate students in learning activities. In secondary education is basically a problem solving activity. According to Dyer and Osborne (1995), the learner's problem solving ability can be accelerated with the use of appropriate instructional approaches. For this reason, the role of teachers and their teaching strategies are never ending topics in all educational settings (Martin et al., 1986; Miller et al., 1984). According to Carkhuff (1981), teaching is the opportunity to help others to live their lives fully,

which means we help to give to our learners' lives through their physical, emotional, intellectual and social growth. Anderson (1994) concluded that student outcomes may heavily depend on the teacher's instructional planning, teaching method selection, and having a variety of learning activities.

### **3. Theory of Narrative Text**

#### **a. The Definition of Narrative Text**

According to Rebecca (2003), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. According to Gorski (2008) a fictional narrative is “the story of the self” that people use to define who they are. Anderson and Anderson (2003) explain that a narrative is a text that tells a story and, in doing so, entertains the audience.

#### **b. Generic Structure of Narrative Text**

According to Derewianka 1990:32 states that the steps for constructing a narrative text:

##### **1) Orientation**

The writer tells the audience about who the characters in the story are, where the story is taking place, and when the action is happen. Can be a paragraph, a picture or opening chapter.

## **2) Complication.**

This story is pushed by a series of event, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main character of main often serves to temporally toward them, for reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable. Here, the writer tells how the problem arises, sometimes something unexpected events will happened.

## **3) Resolution**

A resolution of the complication is brought about. The complication may be resolved for better or the worse, but it is rarely left completely unresolved although this is of course possible in certain types of narrative, which leave us wondering how is the end ? it is the end of the story.

## **4) Grammatical Pattern of Narrative Text**

Narrative text is the story. There are some grammatical pattern in narrative text : use of past tense, use adverb of the time, use conjunction of the time, use of specific character, use of action verbs, use of direct speech.

## **B. Previous Studies**

First, by the observing the kind of analysis in SMAN 2 Sungai Kakap, the researcher found the research report about *Teaching Reading Comprehension on Narrative Text Using Numbered Heads Together Technique*. The researcher are Andri, Iwan Supardi, Luwandi Suhartono .The research explains the student's reading comprehension on narrative text using numbered heads together technique. The result of pre-test and post-test of students will be counted. The writer will measure and compare the result of both tests to know whether or not teaching reading comprehension using numbered heads together (NHT) strategy improve tudents' reading comprehension achievement on narrative texts. They used experimental research.

Second, the researcher found the english education journal about *Strategies For Teaching Reading Comprehension at an Islamic Boarding School In Pidie Jaya By Muslaini*. These two teachers at Jeumala Amal used various strategies for teaching reading comprehension, such as using the Grammar Translation Method and Cooperative Learning techniques via: Jigsaw, Snowball, Think Pair Share, Numbered Heads Together etc. They modified the strategies used for teaching depending on the materials and/or the genre of the text studied. He used descriptive qualitative study.

Third, the researcher by observing about *Improving Students' Reading Comprehension of Narrative Text Through Reciprocal Teaching Technique at the First Grade Students of SMAN 1 Way Pengubuan*. The researcher are Lia Puspitasari, Ujang Suparman, Hery Yufrizal from University of Lampung. On their research used quantitative which used one-group pretest-posttest design. They explained Reciprocal teaching technique is considered as a good teaching technique to improve students' reading comprehension. There is significant difference of students' reading comprehension before and after being taught through reciprocal teaching technique. The result of questionnaire shows that most of students gave positive response toward the steps of reciprocal teaching technique in learning process.

The researcher have the objective of the study about To describe of teachers strategies in teaching reading comprehension of narrative text at the eighth grade students of MTs Abu Dzarrin Bojonegoro 2. To describe the problems faced by teachers' in teaching reading comprehension at the eighth grade students of MTs Abu Dzarrin Bojonegoro .The researcher wants to know what strategies are used by teachers' in teaching reading comprehension of narrative text at the eighth grade students of MTs Abu Dzarrin Bojonegoro and what are the problems faced by teachers' in teaching reading comprehension of narrative text at

eighth grade students of MTs Abu Dzarrin Bojonegoro. The researcher used qualitative descriptive research.

### B. Framework Theory

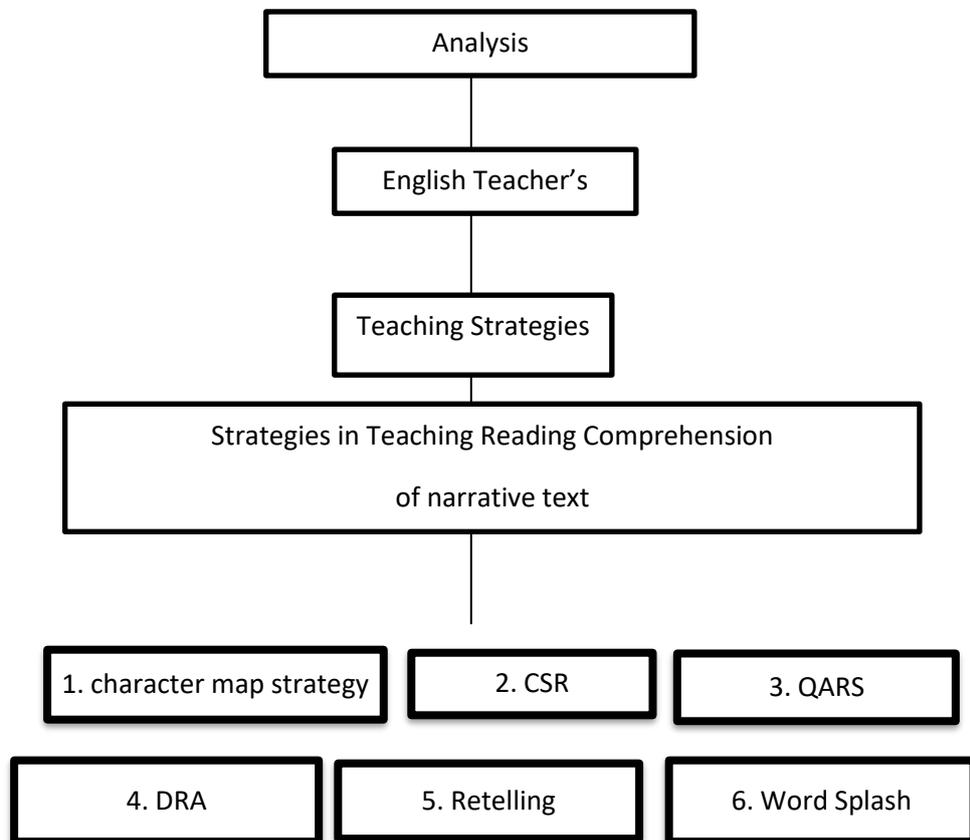


Figure 2.1

The diagram above shows that conceptual framework will be built in this study. An analysis of teachers' strategies in teaching reading comprehension of narrative text. In observing english teachers have teaching strategies. Strategies in teaching reading comprehension of narrative text to be analyzed by researcher.

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter, the researcher presents research design, the presence of researcher, subject of the research, data sources, the technique of data collection, technique of data analysis, the trustworthiness of the data.

#### **A. Research Design**

This study is categorized a qualitative research. Lincoln (2000 :3) claim that qualitative research involves an interpretive and naturalistic approach: “This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them”. Erickson in Susan Stainback (2003) states that the characteristics of qualitative research are as follows :

1. intensive, long term participation in field setting
2. careful recording of what happens in the setting by writing field notes and interview notes by collecting other kinds of documentary evidence
3. analytic reflection on the documentary record obtained in the field
4. reporting the result by means of detailed descriptions, direct quotes from interview, and interpretative commentary.

In this case the research is done naturally by observing the social phenomena that exist in school. Researchers describe the phenomenon clearly without manipulation. Data obtained by making direct observations. This design consists of three stages. The first stage is interview. In the interview process, the researcher asks in detail about what

strategies are used in teaching. Then the second stage is observation. Researchers immediately observed the state of the classroom during the process of learning English. The third step is with the documentation.

The researchers chooses qualitative data to fulfill the final project .In this qualitative research, the researcher wants to know the result of teachers' strategy in teaching reading comprehension of narrative text at the eighth grade students of MTs Abu Dzarrin Bojonegoro.

### **B. The Presence of Researcher**

In qualitative research, researcher is the main instruments and data collectors Sugiyono (2011: 306), the instrument of choice in naturalistic inquiry is the human. We shall see that other forms of instrumentation may be used in later phases of the inquiry, but the human is the initial and continuing in earlier stages of inquiry, so that an instrument can be constructed that is grounded in the data that the human instrument has product. In this case the research is a sacred instrument that has a role as a non-participant observer. Researcher can directly capture the social phenomena that exist in the field. Besides that, researcher play an active role. So that the data generated is influenced by the researchers themselves. Data obtained is truly valid and there is no manipulation. But in this study, the researcher has a quite complicated role because the researcher is a planner, executor of data collection, analysis, data interpreter, and finally the researcher as the reporter of the results. It can be concluded that in qualitative research in the beginning where the

problem was not clear and definite then the instrument was the researcher. But, after the problem to be studied is clear, an instrument can be develop.

### C. Place and Time of the Study

Place the study used in MTs Abu Dzarrin Bojonegoro . It is located at Kyai Haji Raden Muhammad Rosyid street number 29, Sumber Tlaseh, Bojonegoro, East Java. The times of the research from November to July. Here is time table of the study.

No	Activity	Month									
		11	12	1	2	3	4	5	6	7	
1	Designing research proposal										
2	Developing research proposal										
3	Developing research instrument										
4	Conducting proposal seminar										
5	Trying out instrument										
6	Experiment and analyzing the data										
7	Writing the report										
8	Submitting the document										

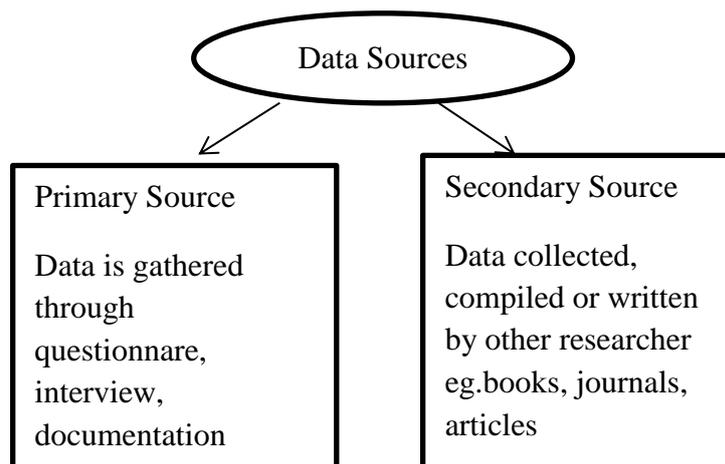
Table 3.1 Time of the study

### D. Subject of the Study

The study was carried out at eight grade class MTs Abu Dzarrin Bojonegoro. The subject of the study were two English teacher in MTs Abu Dzarrin Bojonegoro, East Java.

### E. Data Sources

There are different methods used gather information, all of which fall into two categories, i.e primary and secondary data (Douglas, 2015). According to Sugiono (2008: 225) Primary sources is sources which can give valuable information directly. It can be conclude that the data sources are derived from the english teachers' in MTs Abu Dzarrin Bojonegoro through observation, interview, and documentation. Given (2008: 803) stated that secondary data sources is preexisting source have been different purpose or by someone other than the researcher. In Secondary sources can be obtained from books, journals, and articels.



### F. The Technique of Data Collection

Before the researcher conducts the research must collect data first.

Steps :

1. The writer determine the place to be used for study
2. The writer determines the subject in the study
3. The writer makes a research instrument.
4. Try research instruments.

5. Finally, teachers' strategies in teaching reading comprehension of narrative text and problems faced by teachers' in teaching reading comprehension gathered from interview, observation, and documentation.

Based on the reason above, the researcher decided some techniques of collecting data, those are:

a. Interview

According to Sugiyono (2008: 231) states that a meeting between two persons to exchange information and ideas through questions and responses, resulting in communication and joint construction of meaning about a particular topic. According to Haris (2007), the interview gets the addition of information in response to interesting or important answers that arise unexpectedly from planned questions. In this case, the researcher conducted an interview focusing on English teachers at eighth grade students to obtain data about strategies in teaching reading comprehension of narrative text. There are two types of interview:

1) The structured interview

The structured interview is by its very nature a very rigid instrument, according to Gill et al., (2008) the structured interview is defined as a "verbally administered questionnaire" which does not use

prompts and provides very little scope for follow up questions to investigate responses which warrant more depth and detail.

2) According to Legard et al., (2003: 138) describe the unstructured interview as a “conversation with purpose” as it is intended to allow researcher to collect in depth information. This is a view also shared by Morse and Corbin (2003) who describe the unstructured interview as a shared experience “ in which researcher and interviews come together to create a context of conversational intimacy in which participants feel comfortable telling their story”.

b. Observation

According to Gorman and Clayton (2005: 40) define observation studies as those that “involve the systematic recording of observable phenomena or behaviour in a natural setting” . Observation is a type of qualitative research method which not only included participant’s observation, but also covered ethnography and research work in the field. In the observational research design, multiple study sites are involved. Observational data can be integrated as auxiliary or confirmatory research.

c. Documentation

In qualitative, documentation is a important source. According to Sugiyono ( 2008: 240) state that documentation can be written and picture by someone that can be used information. According to Arikunto (2006: 231), documentation are method searching data about thing or variable in form notes, book, newspaper, agenda, transcript. In can be conclude that that the function of documentation to make more reliable the result of observation and interviews.

### **G. Technique of Data Analysis**

Qualitative data analysis is the array of processes and procedures whereby a researcher provides explanation, understanding and interpretation of the phenomenon under study on the basis of meaningful and symbolic content of qualitative data. According to Arikunto (2006: 239), the qualitative data could be written in a form of words or symbols. According to Bodgan (in Sugiyono, 2011: 334) , data analysis is the process of systematically searching and arranging the interview transcripts, fieldnotes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others.

In qualitative research according to Mathew B. Miles and A. Michael Huberman (in Sugiyono 2011: 337) Process of analysis into three phases, consisting of Data Reduction, Data Displays, and Conclusion Drawing/Verification.

a. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions. Reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns and removing unnecessary ones. Thus the reduced data will provide a clearer picture, making it easier for researchers to carry out further data collection.

b. Data Display

After reducing data, the next step is to display data. In qualitative research, the presentation of data can be done in the form of brief descriptions, charts, and the like. Miles and Huberman ( in Sugiyono 2011: 341) state that looking at at displays help us to undertand what is happening and to do some thing-further analysis or caution on that understanding.

By displaying data, it will make it easier to understand what is happening, plan further work based on what has been understood.

### c. Conclusion Drawing/verification

The third step in analyzing qualitative data according to Miles and Huberman is the withdrawal of the initial conclusions put forward is still temporary, and supports the next data collection stage. But, if conclusions are presented at the initial stage, supported by valid and consistent evidence when the researcher returns to the field of collecting data, then the conclusions put forward are credible conclusions.

### H. The Trustworthiness of the Data

To prove the trustworthiness of the data, the researcher uses the triangulation technique. Ary, Jacobs and Sorensen (2010: 259) states that triangulation is the process of corroborating evidence from different individuals (e.g. principal and student), type of data (e.g., observational, field note, and interview, or method data collection (e.g., documents and interviews) in descriptions and themes in qualitative research. Triangulation is interpreted as a technique of collecting data that is combining the various techniques of collecting data and existing data sources. If researchers conduct data collection using triangulation, the researchers actually collect data while testing the credibility of the data with various data collection techniques and various data sources. According to Denzin in Moleong (2006: 330) triangulation used to analyze data based on sources, method, investigator and theory.

In this study, researchers used triangulation techniques, meaning researchers used different data collection to obtain data from the same source. In this case the researcher uses observation ,interviews and documentation to obtain accurate data.