

**ENGLISH LEARNING STRATEGIES USED TO INCREASE  
STUDENTS FLUENCY IN READING ABILITY**

( A case study of seventh grade of MTS Salafiyah Prambor tergayang in  
the Academic Year of 2018/2019 )

SKRIPSI

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2019

**LEGITIMATION**

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This is to certify that the sarjana's thesis

Has been approved by the Board of Examiners

As the requirements for the degree of Sarjana in English Language Education

August 19<sup>th</sup> 2019

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

In many aspects of life, students need to have a reading skill. They may have many purposes of reading. First, students need to read for academic purposes. Since there are many books written in English, it is important for them to have a good reading competence. Moreover, reading skill is required when they take an examination. Most of the questions are in the written form so students should be able to read comprehensively.

Reading is the activity of perception, analyze, and interpreted by the reader to obtain messages to be conveyed by the author in the media writing. Activities including reading loud and reading silently. English is an international language. Even though there are many other languages that are used in the world, English is learnt in most countries. If someone goes abroad, the language that he has to acquire is English. Based on this fact, it is very important for the students to learn English.

Because English is commonly learnt in most countries in the world, Indonesian government wants Indonesian young generation to learn English. In this globalization era, in which there is no limited time and place, people can share anything they want wherever and whenever. Nowadays, people from different countries can communicate each other. They can share information from their countries to other countries. Indonesian young generations need to be able to communicate in English so they can follow the development of globalization era.

To follow up the globalization era, Indonesian government makes Indonesian young generations learn English since they are in the school because the students do not only need knowledge of science or social but they also need knowledge of language

so they can deliver their science or social knowledge. When students have knowledge in science or social and they are able to speak in English, they will be able to present their knowledge not only in Indonesia but also in overseas. By starting to learn English in school, it will be easier for them to understand English than if they learn English when they become adults.

Because the students are to learn English in the school, it is the teacher's job to teach English to the students well. There are two kinds of text that the teacher has to teach to students. They are spoken and written text. In teaching, the teacher should make teaching and learning process occur communicatively in which teaching-learning process should be in context. It means when the teacher teaches students, he must use context in teaching. Now, the teacher cannot teach grammar separately with the text. In providing students a text, the teacher can also teach about grammar and pronunciation which are related to the text.

In addition, English has four macro-skills that every student has to acquire. They are reading, writing, listening and speaking. In curriculum, the four-skills should be integrated each other. Reading and listening skills are receptive skills. The students need to learn receptive skill first so they can produce production skills in the form of texts or speeches. Someone should read more so he can produce written text, someone also should listen more so he can produce speech. Without listening, someone will not know how to pronounce certain words correctly and without reading, someone will find it difficult when they have to write a text.

Students also need a reading skill in daily life because there are so many products available such as foodstuff (e.g. snacks, noodles, etc); cosmetics (e.g. powder, lipstick, perfume, etc); medicine and many others, the instruction or the explanation of

which is written in English. Moreover, students are also supposed to be able to read many signs, including traffic signs, the signs in the public places, and so on.

Students need to read English mass media, such as magazines, newspapers, tabloids, etc to gain more information and get the latest news in the world. It will broaden their horizons. Students can also improve their reading skills through reading novels, short stories, dramas, and so on, to get an enjoyment or pleasure.

This research investigate the learning strategy of reading ability. First, as a language teacher, research identifies students difficulties in understanding text to improve students' reading ability. Students have difficulty in understanding the text, because reading ability is a difficult ability for students to understand a text. Researchers will analyze strategies to improve students' reading ability.

The problem is that many students are not listening when the teacher or other students read the text and the students of MTS Salafiyah Prambontergayang have less ability in understanding.

Giving students motivation in learning to read text in class.using a text listening strategy, explaining text, and searching for a question in a text. so that all students have the opportunity to understand a text and read it carefully, then the teacher gives justification when the student is reading.

Reading is an important skill because it functions as literacy skill. It means that when someone is going to master certain knowledge, the first thing he must do is to be able to read. By reading, someone will understand certain knowledge and he will get more knowledge. In this technology era, everyone uses technology in his daily life. Reading also plays an important role. Nowadays, most of electronic stuffs, warnings in transportations, labels and instructions in gadgets, are written in English. Someone should be able to read in English so he can operate those stuffs appropriately. In

operating the computer, someone also should be able to comprehend the instructions since computer systems are also written in English.

Reading helps the students become better writers. Through reading, the students have incidental contact with the rules of grammar. The students develop a sense for the structure of the language and grammar and increase their vocabulary (Andrew P. Johnson, 2008). It is an important thing to teach reading in school. Reading can make someone have much knowledge. Only by reading, they will know about many things.

## **B. Statement of the Problems**

The problems investigated are stated as follow :

1. What strategies are used to increase the fluency of students in reading ability ?
2. To what extent are strategies be useful in reading ability ?

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

1. To find out strategies are used to increase the fluency of students in reading ability of MTS Salafiyah Prabontergayang..
2. To find what extent are strategies be useful in reading ability of MTS Salafiyah Prabontergayang.

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

### 1 The Teacher

It can be used as s significant input to the teacher for increasing strategies and technique of teaching reading and to extent are strategies of teaching in reading ability.

### 2. The Students

It can increasing their ability in reading a text. Practical importance for students from this study can give them valuable learning experiences to read understanding by using strategies applied by the teacher. Wish them will be more interested in English.

For other researchers, the results of this study can be a reference for doing other research in the future.

### 3. Next Researcher

Hopefully, this study will contribute as a good reference for next researcher who conduct a study with the same topic as the researcher has done.

## **E. Definitions of the Key Terms**

Definitions of terminologies are very essential to understand the meaning of the topic. The terminologies of the study are defined as follows:

### 1. Reading

Reading is perceived as an interaction between the reader and the text (Alderson & Urquhart, 1984). It is a purposeful activity which requires active involvement on behalf of the readers, as readers have specific goals to achieve, when reading a text (Koda, 2005). Grabe and Stoller (2002:4) added that reading in terms of academic setting is perceived to be the central means for learning new information and accessing alternative explanations and interpretations.

### 2. Reading ability

Reading ability is the efficiency to draw meaning from the printed page and interpret this information appropriately (Grabe and Stoller, 2002:09). In reading ability, the message that must be increased in written form is the most important element to be recognized by the students, since the primary purpose of reading is to know the thoughts expressed in the printed material. Therefore, reading ability is just a way for students to arrive at what they want to know from their reading material. However, the problem is how to get them to understand.

## CHAPTER II

### THEORITICAL REVIEW

#### A. Theoretical Background of Study

As students shift from the skills emphasis of elementary grades to the content emphasis of secondary grades, they face greater demands to read information from textbooks, take notes from lectures, work independently, and express understanding in written compositions and on paper and pencil tests (Schumaker & Deshler, 1984). For students who haven't acquired such important academic skills, the task of mastering content often comes with failure, particularly in inclusive general education classes. In response to this challenge, many students with learning problems, including those with learning disabilities (LD), have acquired and use specific learning strategies to become successful despite their knowledge and skill deficits.

Simply put, a learning strategy is an individual's approach to complete a task. More specifically, a learning strategy is an individual's way of organizing and using a particular set of skills in order to learn content or accomplish other tasks more effectively and efficiently in school as well as in nonacademic settings (Schumaker & Deshler, 1992). Therefore, teachers who teach learning strategies teach students how to learn, rather than teaching them specific curriculum content or specific skills

#### 1. Definition of Study

Much of the research and development of learning strategies for students with learning disabilities has come from researchers and educators affiliated with The University of Kansas, Center for Research on Learning. In general, their research suggests that use of learning strategies can improve student performance in inclusive



settings or on grade appropriate tasks. In reading, for example, results from a study of the use of the Word Identification Strategy indicated that the number of oral reading errors decreased while reading ability scores increased for all students on ability level and grade level materials (Lenz & Hughes, 1990). Another study revealed that students using the Test Taking Strategy improved average test scores in inclusive classes from 57% to 71% (Hughes & Schumaker, 1991).

Other researchers in the area of learning strategies have also found positive results. For example, Graham, Harris, and colleagues (e.g., Graham, Harris, MacArthur, & Schwartz, 1991) have validated strategies for improving the quality of student compositions, planning processes, and revisions. In another line of research, Palincsar and Brown (e.g., Palincsar & Brown, 1986) successfully tested and replicated reciprocal teaching, a strategy to improve student reading performance. Scruggs and Mastropieri (e.g., Scruggs & Mastropieri, 1992) have validated several approaches to teach students how to construct and use mnemonics. Strategies tested by Miller and Mercer (e.g., Miller & Mercer, 1993) have resulted in improved student performance in math calculations as well as in solving word problems.

## 2. Teachers Teach Learning Strategies

Educators at the University of Kansas, Center for Research on Learning, have validated an instructional sequence in which students learn each strategy following these teacher-directed steps: (a) pretest, (b) describe, (c) model, (d) verbal practice, (e) controlled practice, (f) grade-appropriate practice, (g) posttest, (h) generalization (Schumaker & Deshler, 1992). After a teacher assesses the current level of student performance on a strategy pretest, students commit to learning a new strategy.

The teacher then describes the characteristics of the strategy and when, where, why, and how the strategy is used. Next, the teacher models how to use the strategy by "thinking aloud" as the strategy is applied to content material. During the verbal practice step, students memorize the strategy steps and other critical use requirements. Afterwards, controlled practice activities enable students to become proficient strategy users with ability level materials. Teachers provide specific feedback on performance, and then students use the strategy with grade-appropriate or increasingly more difficult materials.

Finally, after a posttest, teachers facilitate student generalization of strategy use in other academic and nonacademic settings. Each strategy has multiple parts that students remember with the aid of a mnemonic. For example, in the Paraphrasing Strategy (Schumaker, Denton, & Deshler, 1984) students learn a reading comprehension strategy that is remembered by the acronym RAP:

Read a paragraph, Ask yourself, "What were the main idea and details in this paragraph?" Put the main idea and details into your own words. If students need to learn prerequisite skills, such as finding main ideas and details, teachers teach those before teaching the strategy, and reinforce student mastery of those skills during strategy instruction. Students typically learn to use a learning strategy in small groups, sometimes in a resource room, through short, intensive lessons over several weeks.

### 3. Resources are Available for Teachers

The learning strategies curriculum developed at the University of Kansas is organized into three strands: (a) information acquisition, (b) information storage, and (c) expression and demonstration of understanding. The information acquisition strand features the Word Identification Strategy, the Paraphrasing Strategy, and others. The

Word Identification Strategy (Lenz & Hughes, 1990) enables students to decode multisyllabic words. Students use the Paraphrasing Strategy (Schumaker, Denton, & Deshler, 1984) to improve reading comprehension of main ideas and details through paraphrasing. The information storage strand includes the FIRST-letter Mnemonic Strategy, the Paired Associates Strategy, as well as others. Students who master the FIRST-letter Mnemonic Strategy are able to scan textbooks to create lists of critical information and devise first letter mnemonics to remember the material (Nagel, Schumaker, & Deshler, 1986).

To better study and recall content, the Paired Associates Strategy enables students to pair pieces of new information with existing knowledge by using a visual device (Bulgren, Hock, Schumaker, & Deshler, 1995). The expression and demonstration of understanding strand includes the Sentence Writing Strategy, the Test Taking Strategy, and others. The Sentence Writing Strategy is designed to teach students how to write simple, compound, complex, and compound-complex sentences (Schumaker & Sheldon, 1985). The Test Taking Strategy is an integrated strategy used by students to focus attention on critical aspects of test items, systematically answer questions, and improve test performance (Hughes & Schumaker, 1991).

In large measure, the learning strategies research conducted over the last 20 years at the University of Kansas, Center for Research on Learning, has been funded by the U.S. Office of Special Education Programs. Additional funding has come from sources including the State of Kansas, The Casey Family Foundation, and the National Council for Learning Disabilities. The content of this publication does not necessarily reflect the views or policies of the funding agencies, nor does the mention of trade names, commercial products, or organizations imply their endorsement.

#### 4. Reading

##### a. Types of Reading

According to Tarigan (1986: 12-13), classifying reading types is reading aloud, reading aloud (reading aloud; oral reading); silent reading; Extensive reading (extensive reading); This extensive reading includes reading the survey; skimming reading, and superficial reading; intensive reading; reading the content content, which includes reading reading, reading comprehension, reading and reading, Reading the language study (reading language), which includes reading foreign languages (foreign language reading), and reading literature (literary reading). According to Patel and Jain (2008: 117-123) the types of reading:

##### 1.) Intensive Reading

Intensive reading is related to further in language learning under the teacher's guidance. Intensive reading will provide a basic for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. Intensive reading material will be the basis for classroom activity. It will not only be read but will be discussed in detail in the target language, sometimes analyzed and used as a basis for writing exercises. Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorted text. This reading is done to carry out to get specific information.

##### 2.) Extensive Reading

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure. The reader wants to know about something. The reader doesn't care about specific or important information after reading. Usually people read for to keep them update

### 3.) Aloud Reading

Aloud reading is basic form of classroom organization and disciplines. In reading aloud, the students are confronted with written sentences which haven't spoken before. The aim of reading aloud is the achievement or better speaking ability and the pronunciation of the students. According to Elizabeth (2004: 286 - 288) aloud reading means reading a book by producing sounds audible to other. Reading aloud by the teacher can help the students in the improvement of their listening ability. Reading aloud is useful at specific moment alone. Reading aloud prevents the students from learning to understand the meaning of a sentence even when he may not know one word in the sentence.

### 4.) Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Silent reading must be based on student's selected text. Silent reading enables the students to read completely silently without making sounds and moving his lips. It helps him read with speed, ease and fluency. It aids comprehension and expands the student's vocabulary. According to Elizabeth (2004: 287- 288) silent reading means reading something without producing sounds audible to other. In silent reading the students can more easily work at their own material pace or speed.

## 5. Reading Ability

### a. Definition of Reading Ability

Ability defined as the capacity of the individuals to perform various tasks in a specific job. Ability for basically mean that you have the potential to do something. Ability is the skill or power to do something in other words talent.

Reading is a process of understanding written language (Rumelhart, 1985). Reading is a process, it starts from viewing the linguistics surface representation and ends with certain ideas or meaning about messages intended by the writer. This, reading is the combination of perceptual process and cognitive process.

Reading ability is skill of communication between the reader and the writer to get knowledge and information. According to Brown (2001: 298) reading ability will be developed best in association with writing, listening, and speaking activities. Even in those courses that may be labeled reading your goals will be best achieved by capitalizing on the interrelationship of skills, especially the reading – writing connection.

#### b. Level of Reading Ability

According to Gillet and Temple (1990:134 – 137) level of reading ability:

##### 1.) The Independent Level

This level of difficulty the student can read text easily, without help. Comprehension of what is read is generally excellent, and silent reading at this level is rapid because almost all the words are recognized and understood at sight. The student has to stop rarely and analyze a new word. Oral reading is generally fluent, and occasional divergences from the written text rarely interfere with comprehension.

##### 2.) The Instructional Level

This level the material isn't really easy but is still comfortable. In here, the student is challenged and will benefit most from instruction. Comprehension is good,

but help is needed to understand some concepts. The silent reading rate is fairly rapid, although usually slower than at the independent level. Some word analysis is necessary but the majority of the words are recognized at sight. Oral reading is fairly smooth and accurate, and oral divergences from the written text usually make sense in the context and don't cause a loss of meaning.

### 3.) The Frustration Level

This level the material is too difficult in vocabulary or concepts to be read successfully. Comprehension is poor, with major ideas forgotten or misunderstood. Both oral and silent reading is usually slow and labored, with frequent stops to analyze unknown words. Oral reading divergences are frequent and often cause the reader to lose the sense of what was read. Because of this difficulty, it is frustrating for students to attempt read such material for sustained periods of time, and their efforts often fail. This level is to be avoided in instruction.

### 4.) The Listening Level

The listening level provides an estimate of the student's present potential for reading improvement. Most reader who has not yet reached their full potential as readers, who are still developing their reading skills, can listen to and understand text read aloud to them that they cannot yet read for themselves. The listening level is usually higher than the instructional reading level. The listening level gives us an indication of how much their reading may be expected to advance at this point in time.

## **B. Relevan Research**

The first study was conducted by Sullivan. The participants were the preintermediate to lower intermediate learners of English studying in Kanagawa University, Japan. Sullivan (2006) states in her thesis that the use of authentic materials

and the accompanying exercises seemed to arouse and maintain the students' attention. They also contextualized and gave relevance to the language. The students were exposed to and drew upon, which seemed to make the activity both comprehensible and enjoyable for them. The topics of authentic materials which are contextual and close to them also affect students' attitude. It will be easier to students to recall their background knowledge in order to comprehend the texts.

Berardo conducted his research on 2006. The subjects are the students of Engineering University. In Berardo's study (2006), the students were highly motivated and preferred working with the authentic materials since they are finding it more interesting. When students are motivated in learning, they will enjoy all the activities the teacher conducts. One of the advantages of using authentic materials is that it can make students more motivated in learning. The teacher has to make teaching-learning process meaningful when the students are motivated to learn. This chance should be used to make the students get much knowledge through the use of authentic materials.

The next study was conducted by Zohoorian. The participants of his study were students of English in University Science Malaysia. Zohoorian (2011) states in her thesis, it may be possible to simulate the real world in classrooms via presenting authentic materials that are probable in occurring outside the safe classroom context. Authentic materials contain topics and languages that are used in real situation. If the teacher brings those materials into the classroom, it means the teacher exposes the students to know how the texts look like and how the language is used in real situation.

The last study was conducted by Gates, Degener, Jacobson and Soler in Boston. A study of ESL students (Purcell-Gates, Degener, Jacobson, and Soler, 2001) showed that, when they used authentic materials inside the classroom, they were more likely to engage in literacy activities outside the classroom. In this case, authentic materials



which are brought to the classroom train students to be more aware about the texts outside the classroom. When the students usually read authentic materials in the classroom and they enjoy reading those texts, they will read those texts as well outside the classroom. In other words, authentic materials can make students more interested in reading. Besides, Al-Azri and Al-Rashdi (2014) state in their study that authentic materials as a useful means to motivate the learners and to arouse their interest and expose them to real language they will face in the real world.

### **C. Theoretical Framework**

Reading Ability is understanding the reading according to *Harjasujana and Damaianti* (2003: 134-136) includes the understanding of sentences. An understanding of the phrases involves the ability to use the theory of intercostal structural relationships. Knowledge of the structural relationship is useful for the process of understanding the sentence, because the sentence is not just a string of words but a string of interrelated words follow specific ways.

The structural relationships necessary to understand the meaning of the sentence are not only given in the outer structure but also in the structure of the sentence content. Understanding the sentence can not be done properly without the support of understanding the relationship between the contents of the sentence. Therefore, in order to have high readability, sentences arranged in a discourse should always pay attention to the external structure, content structure, and the relationship between them.

According Bowman and Bowman (*Sugiarto, 2001*) show that reading is an appropriate means of promoting lifelong learning. Allen and Valette (*Sugiarto, 2001*) say that reading is a process that develops (mental processes develop). Davies (*Sugiarto,*

2001) provides reading comprehension as a process of mental or cognitive process in which the reader must be able to follow and respond to messages from the author.

Stauffer (*Petty & Jensen, 1980*) considers that reading, the mind with respect to the transmission channel or idea. In addition, reading can be used to build a concept, develop vocabulary, give knowledge, add personal enrichment processes, develop intellect, help understand and understand other people's problems, develop self-concept and as pleasure.

So the conclusion of reading ability is the appropriate means as a process of mental or cognitive process where the reader must be able to follow and respond to the reader's message can be used to build a concept, develop vocabulary, give knowledge, add personal enrichment. process, develop intellect, help understand and understand other people's problems, develop self-concept and as pleasure.

## 1. Reading Ability

This subchapter discusses some relevant theories about reading ability. They are they are the processes of how reading ability occurs, the element involved in reading ability and the theories about reading ability.

### a. Framework Theory

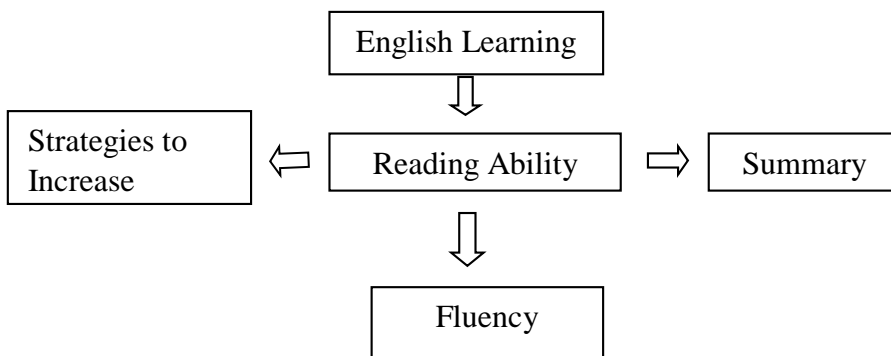
Reading ability process must be occurred in reading process. Therefore, there are many theories which underlie the notions of reading Ability. A reading skill can be described as “a cognitive ability which a person is able to use when interacting with texts”(Urquhart & Weir, 1998). Thus, unlike comprehension, which can be viewed as the product of reading a particular text, skills are seen as parts of the generalized reading process. So far, many different lists, taxonomies and even hierarchies of skills have been developed. Davis (1968) defines eight skills. Munb (1978) elaborately writes a reading ability list, he distinguishes nineteen reading microskills, which has been

influential in syllabus and materials design as well as language tests design. Heaton (1988) also defines fourteen skills of reading ability. Hughes (1989) describes four levels of reading skills: macro-skills, micro-skill, grammatical and lexical abilities, and low-level operations.

Despite the widespread influence of a multidivisible view of reading on current practice, this view is greatly challenged. The idea that language ability is essentially unitary or holistic has been discussed in language teaching and testing circles since the 1970s. An early influential advocate of a holistic view of language ability is John Oller (e.g. Oller, 1979). His famous Unitary Competence Hypothesis (UCH) holds that language performance involving different skills and in different contexts draws on the same set of sources. Language ability could consequently be assessed as a whole, using integrative tests, such as cloze and dictation tests.

Though the view that reading is multidivisible lacks empirical support, the unidimensionality which considers reading as a unitary skill is not without its problem. The above-mentioned Unitary Competence Hypothesis was rejected by Oller himself (Oller, 1983). Weir (1994, cited in Alderson, 2000), after reviewing the testing literature, reanalyzes the results of Alderson (1990a), and analyzes some test-based results of his own for EFL reading tests, he concludes that there is clear evidence that vocabulary should be seen as a component separate from reading comprehension in general. He says that if vocabulary is to be considered part of reading, then bi-divisible approach might be more appropriate. There are other evidences which seem to suggest a bi-divisible view of reading, at least as far as word meanings and reading comprehension in general are concerned. It has become common in the research literature that reading is essentially divided into two components: decoding (word recognition) and comprehension (Alderson,2000).

Figure 1 : Model of Reading Ability Proses



Brown (2004: 188-189) writes that a person who comprehends English language has the following capabilities:

- a) He can identify the purpose in reading the text.
- b) He can apply spelling rules
- c) He can apply fluency reading in text.
- d) He could understand the problem that was read to very detailed.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Approach**

This study investigates what metafunctions are realized in students' reading ability, so this study elaborates the realization of the data analysis to find out the meanings realized from the data. This, the study is a qualitative research. According to Creswell (2008:4), qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. This study investigates the result of the data descriptively, so the study is a qualitative descriptive since the data are in the form of words. Denzin and Lincoln (1994:2) stated that: Qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them.

The object of the study is students' texts which include in discourse analysis. A discourse research is commonly a qualitative descriptive because it interprets and exemplifies social phenomena subjectively by the researcher's perspective in analyzing what happen beyond the text. The qualitative researcher interprets the meaning of the data based on the investigation. Then, the result of investigation is presented descriptively in order to draw conclusion. And the researcher was also used qualitative approach in calculating the findings. Quantitative approach is used in order to strengthen the qualitative data, so the data can be reasonable and objective.

## B. Researchh of Presence

In this research, the researcher presents at the scene of action but does not interact or participate. It is with reason that the researcher can be able to investigate of analysis of English assessment that teacher use for student deeply in class during teaching learning process.

## C. Place and Time of Study

The study had been conducted in the second semester of the academic year of 2018/2019. Then, the action had been conducted from March to April 2019. The researcher had carried out the actions based on the school schedule, especially the English schedule of VII A class and VII B of MTS Salafiyah Prambontergayang.

	Activity	MoTh								
	Designing research proposal	✓	✓							
	Developing research proposal									

	Develop ing research instrum ent								
	Conduct ing proposa l seminar								
	Trying out instrum ent								
	Experi ment and analyzin g the data								
	Writing the report								
	Submitti ng the								

	docume nt										
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Tabel 3.1 Time of the research

## D. Data Sources

### 1. Types of Data

There are two types of data that the researcher uses in this research. Those are:

#### a. Primary Data

The first primary data is transcriptions of in depth interview about investigate of strategies used by the English teachers in English assessment for student. The second primary data is field notes of observation which deals with English teachers' give the assessment for student.

#### b. Secondary Data

Pictures, recorders and videotapes as documentation of the research process, the student learning in the class, and track and record of the school will be the additional data that will be collected by the researcher.

### 2. Source of Data

In this study, the types of data are descriptive qualitative data that are described in the form of clauses from students reading ability in class VII of Mts Salafiyah Prambontergayang in Academic year of 2018/2019.

## E. Procedure of Data Collection

This research used qualitative data collection techniques. In order to attain the data, the researcher used several data collection technique, namely:

### 1. Observation



During the teaching and learning process in the classroom, the researcher observed the teaching and learning activity. The researcher observed several aspects in the teaching and learning process. The aspects included how the teacher teaches reading, the students' behaviors, and the learning materials. This technique was to get the information about teaching and learning activity in the classroom. The results were used to identify the problems in the reconnaissance step which determined the planning step, while in the acting and observing stage, the results were used to describe the students' and the teacher's behaviors and the problems that occurred during the implementation of the action. The results of the observation were in the form of field notes.

## 2. Interview

The researcher developed some specific questions, but she allowed the flexibility according to the interview responded. The teacher and some students were interviewed before and after the teaching and learning process. The purpose of this technique was to know the opinion of the teacher and the students about the teaching and learning process.

## 3. Documentation

In this study, the researcher took the data of students reading ability, so the researcher took the data directly from class VII of Mts Salafiyah Prambontergayang.

## **F. Technique of Analyzing Data**

Data analysis techniques explains the steps how the researcher analyses the data. Bogdan (in Sugiyono, 2012:244) state that "Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, 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". Susan Stainback (in Sugiyono, 2012:244) also states, "Data analysis is critical to the qualitative research process. It is to recognition, study, and

understanding of interrelationship and concept in your data that hypotheses and assertions can be developed and evaluated”.

The researcher analyzed the data by using descriptive analysis and the data were described by her own sentences. The data analysis was based on Miles-Huberman, consisting of three concept; data reduction, data display, and conclusion drawing verifications (Miles and Huberman, in Sugiyono 2012:246). The steps were as follows:

### 1. Data Reduction

Data reduction is concerned with the process of selecting, focusing, simplifying, reducing, and organizing the data that has been collected. Chose data which needed to answer the research problem and throw out data which not needed.

That means the researcher chose the important data that had been collected. Then, researcher categorized the data related to the implementation of method used, students’ response toward the implementation of teachers’ method at MTS Salafiyah in academic year 2018/2019 from the data of observation, interview and document. In this activity, the researcher made an abstracting the data.

In directing, the researcher showed the data in narration and description. In eliminating the data, the researcher chose the general subject to organize on the problem statements and get the conclusion.

### 3. Data Display

Data display deals with providing an organized, compressed, assembly of information that allows conclusion drawing. A display can be in the form of texts, graphs, diagrams, charts, matrices, or other graphical formats. This study uses the description will

show the method of teaching reading used by teacher of VII during teaching learning process.

### 3. Conclusion Drawing and Verification

Conclusion drawing involves moving back to consider what the analyzed data mean and to assess whether the data findings the objectives of the study. At this stage, the data that has been analyzed were read and re-read to develop the conclusions regarding the study.

The conclusions, then were verified by revisiting the data as many time as necessary. Verification was also enhanced by conducting peer checking and consultation with the supervisors.

### **G. Checking The Validity of The Finding**

The researcher needs to analyze the validity of the data source to get the valid data. Triangulation is the most common way that is used in improving data validity in qualitative research. Related with this, (Patton 1984, in Sutopo, 2006: 92) states that there are four kinds of triangulation techniques, they are:

1. Data triangulation
2. Investigator triangulation
3. Method triangulation
4. Theory triangulation

The triangulation using in this research is the data triangulation. This technique drives the researcher use many sources of data in collecting the data. It means that same data will be more valid if it is taken from many different sources. The focus of this triangulation based on different sources of the data rather than the emphasis of the technique of collecting the data. The researcher interviews the teacher and students. So,

source or data triangulation is done by comparing different data which are obtained from different sources. In validate the data, the researcher compares the data she found during observations and the data found from interviews. After observing the process of the teaching process, while also observing the supporting and the impeding factors appeared, the researcher does the crosschecking by comparing them to the data of interview.