

**AN ANALYSIS ON TEACHERS STRATEGIES IN TEACHING READING
COMPREHENSION AT THE ELEVENTH GRADE STUDENTS OF MAN 2
BOJONEGORO IN ACADEMIC YEAR OF 2019/2020**

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ABSTRACT

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Keywords: Teachers strategies in reading, problems faced by teachers in teaching reading.

The purpose of this study was to describe the teachers' strategies in teaching reading comprehension class of the eleventh-grade students of MAN 2 Bojonegoro year of 2019/ 2020 and To find the problems faced by the teacher in teaching reading comprehension class of the eleventh-grade students of MAN 2 Bojonegoro year of 2019/ 2020.

The study was conducted at MAN 2 Bojonegoro in June in the academic year 2019/2020. The object for this study was eleventh-grade students at MAN 2 Bojonegoro. The researcher analyzed the data by using qualitative research design. The instruments for collecting author's data are interviews and documentation.

The results of this research were there four strategies used by the first teacher in teaching reading comprehension class of the eleventh-grade students of MAN 2 Bojonegoro. They were monitoring comprehension, using prior knowledge/predicting, summarizing/retelling to asses and improve reading comprehension, and generating and answer and question. The second is there two strategies used by the second teacher in teaching reading comprehension class of the eleventh-grade student of MAN 2 Bojonegoro. They were scaffolding and QARs.

There were three problems faced by the teachers in the reading comprehension class of the eleventh-grade students of MAN 2 Bojonegoro. They were inadequate instruction, Lack of pupils' interest, and Vocabularies difficulties.

ABSTRACT

Purnamasari, Indri. 2020. Analisis Strategi Guru dalam Mengajar Kemampuan Membaca di MAN 2 Bojonegoro Tahun 2019-2020. Skripsi, English Education Department faculty of languages and education IKIP PGRI Bojonegoro. Penasihat (I) Meiga Ratih Tirtanawati, M.Pd. Penasihat (II) Yuniarta Ita Purnama, M.Pd. Keywords: Strategi Guru dalam Mengajar Pemahaman Membaca, Masalah yang dihadapi Guru dalam Mengajar Pemahaman Membaca

Tujuan penelitian ini adalah untuk mendeskripsikan strategi guru dalam pembelajaran membaca pemahaman siswa kelas XI MAN 2 Bojonegoro tahun 2019/2020 dan untuk mengetahui permasalahan yang dihadapi guru dalam pembelajaran membaca pemahaman kelas sebelas- siswa kelas MAN 2 Bojonegoro tahun 2019/2020.

Penelitian dilakukan di MAN 2 Bojonegoro pada bulan Juni tahun ajaran 2019/2020. Objek penelitian ini adalah siswa kelas sebelas di MAN 2 Bojonegoro. Peneliti menganalisis data dengan menggunakan desain penelitian kualitatif. Instrumen pengumpulan data penulis adalah wawancara dan dokumentasi.

Hasil dari penelitian ini adalah ada empat strategi yang digunakan oleh guru pertama dalam mengajar kelas pemahaman membaca siswa kelas sebelas MAN 2 Bojonegoro. Mereka memantau pemahaman, menggunakan pengetahuan / prediksi sebelumnya, meringkas / menceritakan kembali untuk menilai dan meningkatkan pemahaman bacaan, serta menghasilkan dan menjawab serta pertanyaan. Kedua, ada dua strategi yang digunakan guru kedua dalam pembelajaran membaca pemahaman siswa kelas sebelas MAN 2 Bojonegoro. Mereka adalah perancah dan QAR.

Ada tiga masalah yang dihadapi guru di kelas membaca pemahaman siswa kelas sebelas MAN 2 Bojonegoro. Mereka adalah instruksi yang tidak memadai, Kurangnya minat siswa, dan kesulitan Kosakata.

BACKGROUND OF STUDY

Many reading strategies have been used in teaching English in the classroom. The result to know the strategies are used by the teacher to successful with some students. Many reading strategies may be applied to the class to make the situation become fun. What should be taken into consideration now is the way the knowledge is presented. As we know, teacher centre approaches taking place in traditional classrooms do not produce active recipients and results in fossilized language learning. It is not effective enough to promote language acquisition.

RESEARCH METHODS

At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense or interpret, and phenomena in terms of the meanings people bring them. The researcher chooses qualitative data research to conduct the final project of this paper. In this qualitative research here, the researcher wants to know the result of teachers' strategy in teaching reading comprehension of the eleventh-grade students of MAN 2 Bojonegoro year of 2019/ 2020

FINDINGS AND DISCUSSION

Based on interview above the researcher concluded that the first teacher used four strategies in teaching learning reading comprehension. The first strategy is monitoring comprehension. Mrs. Rukayah,S.Pd asked to students must learn how to consider the meaning of text, reflect on their understanding, and use different strategies to enhance their understanding. The type is used by Mrs. Rukayah,S.Pd to monitoring students comprehension in teaching reading comprehension. In every meeting Mrs. Rukayah,S.Pd always monitor comprehension when the students have some problem, and to check comprehension about the text.

The second strategy is using prior knowledge/predicting. Mrs. Rukayah,S.Pd used predicting strategy because this strategy to help students to know about the meaning of the text. The students cannot translate word one by one to know the aim the text. Mrs.Rukayah,S.Pd allow the students open dictionary to find the difficult vocabulary.

The third is summarizing /retelling to asses to improve reading comprehension. This strategy used by Miss Rukayah,S.Pd to evaluate comprehension, the teacher often ask children to give an oral or written retelling about what they have read. This is an effective, viable, and engaging alternative to simply asking children follow-up questions. For the strategy to work, the setting should be informal and relaxed. They can show in their mind when teaching learning process, and then they can speak to give opinion in the class when teaching learning process. Reading is not passive skill. Reading will explore their skill in written and spoken.

The fourth is generating and answering questions. The teacher gives some question. So the students answer that question. This question about that lesson that they have discuss, it is done by the teacher to know students understand or not understand about the material. And it is done in final learning with the teacher point one of the students answer the question. And they answer it by sits in the chair each.

The second teacher used two strategies in teaching learning reading comprehension The first strategy is scaffolding. Mrs. Rohyati,S.Pd told the student to open their book after that Mrs. Rohyati,S.Pd exemplifies how to read clearly and how to mentioned it well. And this situation the students pay attention to what was done by the teacher. In fact, the teacher using scaffolding strategy because the teacher helped the students how to read properly and then told the students read the text but when the student either mentioned the words in the text the teacher helped them and also the teacher asked the students which word they did not know in the text.

The second strategy is QARs. In the middle teaching process after the students knew how to read the text Mrs. Rohyati,S.Pd asked the students one by one what is the meaning of this word. This question was about the lesson that they had learn. It was done by Mrs. Rohyati,S.Pd to know students understand or not understand about the material. And it was done in final learning with the teacher point one of student to answer that question. for example, *what was the meaning of invite? date? month? year?* After that the student answer “*mengundang*” “*tanggal*” “*bulan*” “*tahun*”.

there three problems faced by Mrs. Rukayah,S.Pd and Mrs. Rohyati,S.Pd in reading comprehension of the eleventh-grade students of MAN 2 Bojonegoro.

CONCLUSIONS

After did research in MAN 2 Bojonegoro about the teachers strategy in teaching reading comprehension at the eleventh grade students of MAN 2 Bojonegoro in academic years 2019/ 2020. Mrs. Rukayah,S.Pd used four strategies in teaching reading comprehension. There are monitoring comprehension, using prior knowledge/predicting, summarizing/retelling to asses to improve reading comprehension and generating and answering questions. Mrs.Rohyati,S.Pd used two strategies in teaching reading comprehension. There are Scaffolding & QARs.

From the strategies of the two teachers, the researcher conclude that the strategies used by Mrs. Rukayah are more effective when applied in teaching reading comprehension because the students can be more active and more understand about the material taught by the teacher.

The both of the teacher have the same problem faced, There are Inadequate instruction, Lack of pupil interest, Vocabulary difficulties. The researcher conclude that in teaching English lesson

The first is inadequate instruction. The students are one of the problems that occur in the teaching learning process. In this case, the students learn English at school only when they get English lesson in the school.

The second is lack of pupil interest. It is difficult to any but the most thoroughly disciplined readers to concentrate on materials they dislike or that is unrelated to their personal interest. Without thoughtful attention to content comprehension of such materials will be negligible. The students have less of interest in English, because they feel that English is not easy and English is very difficult.

The third is vocabularies difficulties. The students have different capability in receiving the material in teaching learning process. The students always open their dictionary in every meeting to understand what text tells about.

there are always problems faced by teachers, especially Vocabulary difficulties and Lack of pupil interest because English is not their first language or their second language but according to them English is a foreign language.

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