

SKRIPSI



**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2021**



**AN ANALYSIS OF TEACHER STRATEGIES
IN TEACHING READING COMPREHENSION IN “FUN” ENGLISH
COURSE**



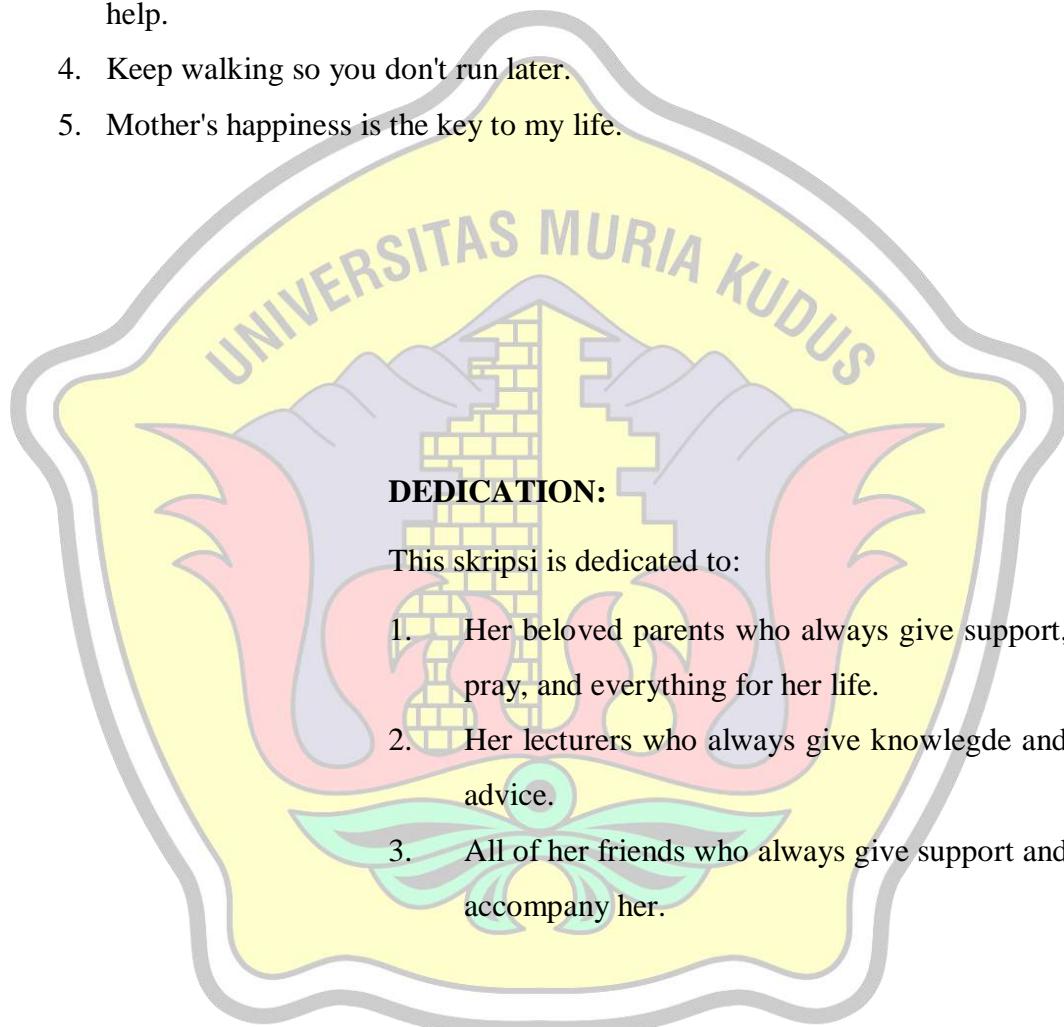
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2021

MOTTO AND DEDICATION

Motto:

1. Patience and hard work are the keys of success.
2. Action is better than words.
3. Everything can be done beyond the predicted ability because of Allah's help.
4. Keep walking so you don't run later.
5. Mother's happiness is the key to my life.



ADVISORS' APPROVAL

This is to certify that Skripsi of Riskiana Putri (NIM: 201632037) has been approved by the Skripsi advisors for further approval by the Examining Committee.

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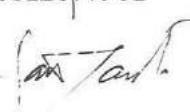
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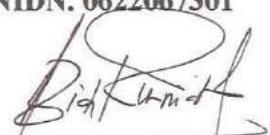
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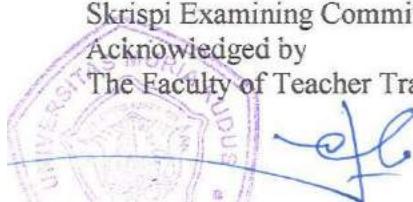
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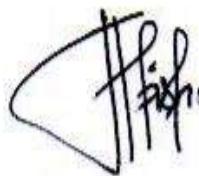
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In the end, the writer hopes that the skripsi will be usefull for the readers especially for those who are in the field of education.

Kudus, August 2021

The writer



Riskiana Putri
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ABSTRACT

Putri, Riskiana. 2021. : *An Analysis Of Teacher Strategies In Teaching Reading Comprehension in 'FUN' English Course.* Skripsi, English Education Department, Teachers Training and Education Faculty, Universitas Muria Kudus. Advisor: (1) Dr. A. Hilal Madjidi, M.Pd. (2) Nuraeningsih, S.Pd, M.Pd.

Keywords:*reading strategy, teaching reading model, reading skill*

Reading has an important role in the learning process because the student's success in learning other subjects is very much determined by the high degree of mastering reading. It encourages students in finding the main ideas, factual information, and meaning of the words. Reading requires more serious attention because there are many components that couldn't be separated when we learn reading. Therefore, the teacher should try to make learning reading interesting, meaningful, and enjoyable.

The research aims to find out the teacher's strategies in teaching reading comprehension at "FUN" English course. The specific objectives of this research are to find out the English teacher strategies in teaching reading comprehension used at "FUN" English course, and to describe the implementation of English teachers in teaching reading comprehension at "FUN" English course. This research design is qualitative design. In the qualitative research method, the researcher interacts with the surroundings and involves in the natural setting to get deep information. The design of this research is descriptive qualitative research.

The data in this research are the teacher's strategies in teaching reading comprehension and the implementation of the strategies in "FUN" English course. This "FUN" English course is located on Gabus Village 01/04, Gabus District, Pati Regency. The data source is an English teacher of "FUN" English course. The total participant of the research is one English teacher, so there would be interview and observation. The researchers collected the data with interview and observational checklist. Then, the researcher analyzed it with Miles and Hubberman (2014), consisting of data reduction, display, and verification. From the finding and discussion, the researcher concluded that the teacher used a partially combined strategy of SQ3R and QAR. However, in this research the teacher had a misconception about the model and strategies. The teacher also did not apply either the scaffolding model or reciprocal teaching strategy.

This research suggests the institution and the teacher to consider the other skills of reading, for example the extensive reading skills. It is important because a non-formal education institution can have intensive learning time with the learners. Learners that have excellent skills to find the correct answers must be encouraged to develop their skills for writing and manipulating the information they read.

ABSTRAK

Putri, Riskiana. 2021. : *Analisis Strategi Guru Dalam Mengajarkan Pemahaman Membaca di Kursus Bahasa Inggris ‘FUN’*. Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (1) Dr. A. Hilal Madjidi, M.Pd. (2) Nuraeningsih, S.Pd, M.Pd.

Kata kunci: *strategi membaca, model pengajaran membaca, keterampilan membaca*

Membaca memiliki peranan penting dalam proses pembelajaran karena keberhasilan siswa dalam mempelajari mata pelajaran lain sangat ditentukan oleh tingginya derajat penguasaan membaca. Ini mendorong siswa dalam menemukan ide-ide utama, informasi faktual, dan makna kata-kata. Membaca membutuhkan perhatian yang lebih serius karena banyak komponen yang tidak dapat dipisahkan ketika kita belajar membaca. Oleh karena itu, guru harus berusaha membuat pembelajaran membaca menjadi menarik, bermakna, dan menyenangkan.

Penelitian ini bertujuan untuk mengetahui strategi guru dalam mengajar pemahaman bacaan pada kursus bahasa Inggris “FUN”. Tujuan khusus dari penelitian ini adalah untuk mengetahui strategi guru bahasa Inggris dalam mengajar pemahaman bacaan yang digunakan pada kursus bahasa Inggris “FUN”, dan untuk mendeskripsikan implementasi guru bahasa Inggris dalam pengajaran pemahaman membaca pada kursus bahasa Inggris “FUN”. Desain penelitian ini adalah kualitatif. desain. Dalam metode penelitian kualitatif, peneliti berinteraksi dengan lingkungan sekitar dan terlibat dalam setting alam untuk mendapatkan informasi yang mendalam. Desain penelitian ini adalah penelitian deskriptif kualitatif.

Data dalam penelitian ini adalah strategi guru dalam mengajar pemahaman bacaan dan implementasi strategi dalam kursus bahasa Inggris “FUN”. Kursus Bahasa Inggris “FUN” ini berlokasi di Desa Gabus 01/04, Kecamatan Gabus, Kabupaten Pati. Sumber data adalah guru bahasa Inggris kursus bahasa Inggris “FUN”. Jumlah peserta penelitian ini adalah satu orang guru bahasa Inggris, sehingga akan dilakukan wawancara dan observasi. Peneliti mengumpulkan data dengan wawancara dan observasional checklist. Kemudian peneliti menganalisisnya dengan Miles dan Hubberman (2014), yang terdiri dari reduksi data, display, dan verifikasi. Dari hasil temuan dan pembahasan, peneliti menyimpulkan bahwa guru menggunakan strategi gabungan parsial SQ3R dan QAR. Namun, dalam penelitian ini guru memiliki kesalahpahaman tentang model dan strategi. Guru juga tidak menerapkan baik model scaffolding maupun strategi pengajaran resiprokal.

Penelitian ini menyarankan institusi dan guru untuk mempertimbangkan keterampilan membaca lainnya, misalnya keterampilan membaca ekstensif. Hal ini penting karena lembaga pendidikan nonformal dapat memiliki waktu belajar yang intensif dengan peserta didiknya. Peserta didik yang memiliki keterampilan yang sangat baik untuk menemukan jawaban yang benar harus didorong untuk

mengembangkan keterampilan mereka untuk menulis dan memanipulasi informasi yang mereka baca.

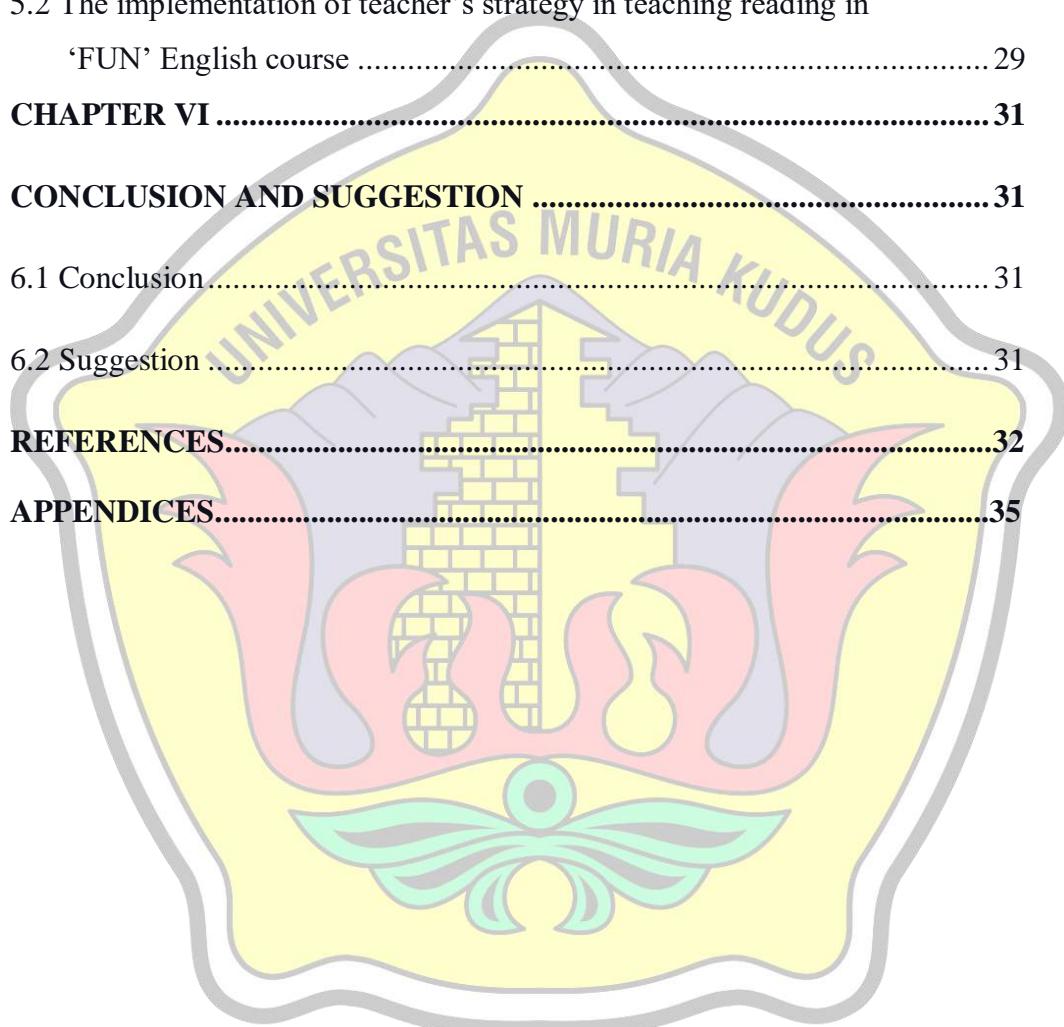


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