

SKRIPSI



**ENGLISH TEACHERS' STRATEGIES IN TEACHING
READING COMPREHENSION AT SMA N 1 MEJOBOKUDUS**

By

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

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**Presented to the University of Muria Kudus
in Partial Fulfilment of the Requirements for Completing
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MOTTO AND DEDICATION

Motto:

“Empowering Minds, Shaping Futures”

Dedication

1. Thanks to Allah SWT
2. Thanks to Muria Kudus University.
3. Thanks to my advisors who have guided me.
4. Thanks to my beloved parents and family who always support me in all conditions.
5. Thanks to myself for always trying and never give up.
6. Thanks to my partner and friends for help and support.

ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Eviana Muharram Rose Diana (NIM 202032090) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

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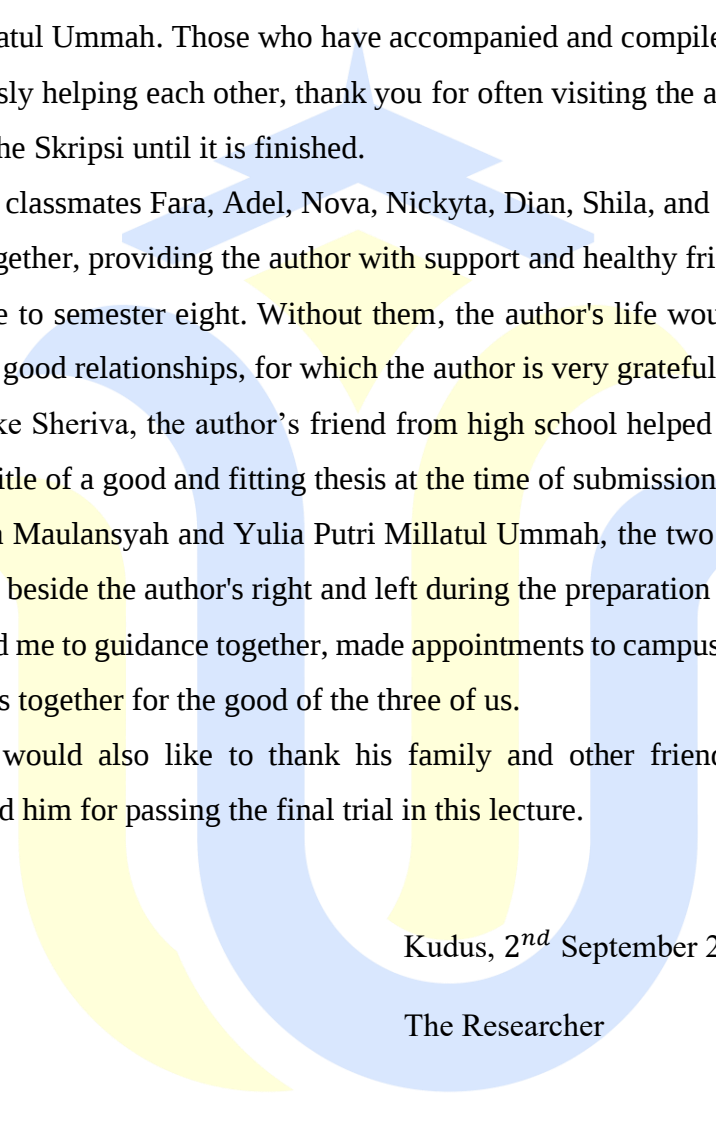


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The Researcher

Eviana Muharram Rose Diana

ABSTRAK

Diana, E.M.R, 2024. “*English Teachers’ Strategies in Teaching Reading Comprehension at SMA N 1 Mejubo Kudus*”. Skripsi Proposal. English Education Departement, Teacher Training and Education Faculty, Universitas Muria Kudus. Advisor (1) Dr. Atik Rokhayani, S.Pd., M.Pd. (2) Dr. Dra Sri Surachmi W, M.Pd.

Kata Kunci: *Pemahaman Membaca, Strategi Pengajaran, Pengajaran Membaca*

Membaca adalah keterampilan penting yang memengaruhi kesuksesan akademis dan pembelajaran sepanjang hayat. Pengembangan strategi membaca yang efektif sangat penting agar siswa dapat berinteraksi dengan teks Bahasa Inggris secara bermakna. Kemampuan pemahaman membaca yang kuat tidak hanya membantu memperoleh pengetahuan baru tetapi juga mendorong pemikiran kritis dan kesenangan pribadi. Menangani kebutuhan metode pengajaran yang efektif sangat penting untuk meningkatkan kemampuan membaca siswa dan keseluruhan penguasaan bahasa mereka

Penelitian ini bertujuan untuk menggali dan mendokumentasikan berbagai strategi yang digunakan oleh guru Bahasa Inggris dalam mengajarkan pemahaman membaca. Penelitian ini bertujuan untuk mengidentifikasi dan mengevaluasi strategi-strategi tersebut untuk memahami bagaimana strategi tersebut memengaruhi kemampuan siswa dalam memahami dan menganalisis teks Bahasa Inggris. Dengan mendokumentasikan dan menganalisis metode ini, penelitian ini berupaya memberikan kontribusi pada pengembangan praktik pengajaran membaca yang lebih efektif.

Penelitian ini menggunakan pendekatan kualitatif deskriptif untuk mengeksplorasi strategi pengajaran secara mendalam. Pengumpulan data dilakukan melalui observasi dan wawancara dengan dua guru Bahasa Inggris, memberikan gambaran komprehensif tentang metode pengajaran mereka. Pendekatan ini memungkinkan pemeriksaan rinci mengenai bagaimana berbagai strategi diterapkan dan efektivitasnya dalam meningkatkan

Hasil penelitian ini menemukan empat strategi utama: Perancah, Think-Aloud, QAR (Question Answer Relationship), dan SQ3R (Survey, Question, Read, Recite, Review). Scaffolding membantu siswa membangun kemampuan membaca mereka secara progresif, Think-Aloud melibatkan guru dalam memodelkan analisis teks, QAR membantu dalam memahami dan mengingat informasi teks, dan SQ3R mendukung interaksi dan tinjauan teks yang komprehensif.

Penelitian ini menyoroti pentingnya berbagai strategi pengajaran dalam meningkatkan pemahaman membaca. Instruksi yang efektif melibatkan tidak hanya membantu siswa memahami makna teks tetapi juga mendorong analisis kritis dan praktik yang terstruktur. Guru perlu fokus pada pemberian umpan balik yang spesifik, melibatkan siswa dalam pemilihan teks, dan memanfaatkan teknologi untuk mendukung pembelajaran interaktif. Praktik-praktik ini dapat secara signifikan meningkatkan kemampuan membaca siswa dan mendorong pengalaman belajar yang lebih menarik dan efektif.

ABSTRACT

Diana, E.M.R, 2024. “English Teachers’ Strategies in Teaching Reading Comprehension at SMAN 1 Mejobo Kudus”. Skripsi Proposal. English Education Departement, Teacher Training and Education Faculty, Universitas Muria Kudus. Advisor (1) Dr. Atik Rokhayani, S.Pd., M.Pd. (2) Dr. Dra Sri Surachmi W, M.Pd.

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

Reading is a fundamental skill that influences academic success and lifelong learning. The development of effective reading strategies is essential for students to engage with English texts meaningfully. Strong reading comprehension not only aids in acquiring new knowledge but also fosters critical thinking and personal enjoyment. Addressing the need for effective teaching methods is crucial for enhancing students' reading capabilities and overall language proficiency.

This study aim to delve into the various strategies used by English teachers to teach reading comprehension. The research seeks to identify and evaluate these strategies to understand how they impact students' ability to comprehend and analyze English texts. By documenting and analyzing these methods, the study aims to contribute to the development of more effective reading instruction practices.

This study is a descriptive qualitative research to explore teaching strategies in depth. Data was collected through observations and interviews with two English teachers, providing a comprehensive view of their instructional methods. This approach allowed for a detailed examination of how different strategies are implemented and their effectiveness in improving reading comprehension.

The results found four primary strategies: Scaffolding, Think-Aloud, QAR (Question Answer Relationship), and SQ3R (Survey, Question, Read, Recite, Review). Scaffolding helps students build their reading abilities progressively, Think-Aloud involves teachers modeling text analysis, QAR aids in understanding and recalling text information, and SQ3R supports comprehensive text interaction and review.

The research highlights the importance of diverse teaching strategies in improving reading comprehension. Effective instruction involves not only helping students grasp the meaning of texts but also encouraging critical analysis and structured practice. Teachers should focus on providing targeted feedback, involving students in selecting texts, and utilizing technology to support interactive learning. These practices can significantly enhance students' reading abilities and foster a more engaging and effective learning experience.

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