

**A STUDY ON TEACHER’S STRATEGIES IN TEACHING READING  
COMPREHENSION IN SECOND GRADE OF STUDENT’S  
MTs MIFTAHUSSALLAM SUNGAI DANAU SATUI  
ACADEMIC YEAR 2016/2017**

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**ABSTRACT**

Purposes of the study are : To know the teacher strategies in teaching reading at second grade of student’s MTs Miftahussallam Sungai Danau Satui Academic Year 2016/2017. To know to what extent strategies do help the teacher in teaching reading comprehension at second grade of student’s MTs Miftahussallam Sungai Danau Satui Academic Year 2016/2017

This research show that in teaching reading comprehension the teacher uses various teaching strategies they are: memorizing, Question and answer relationship, Game discussion. Based on this research, those strategies are affective in teaching reading comprehension because can help student to comprehend the text. In short, those strategies give good contribution for teacher. Students who have difficulty in reading will be easier in mastering reading comprehension. With uses this strategy the teacher more easily gives the material to the students. Those strategies can help the teacher because the students more active. And the students can exchange their opinion with their friends.

Key Wordzss : Reading Comprehension

**1. BACKGROUND OF THE RESEARCH**

Hordvanded (1995:662) said that language is the most important means of communication. It has many roles such to communicate with the others, to make relationship, to give information, to express our feeling etc. language is the key of communication. Sp by language will be help us to make easy our life.

There are four skills in English, there are speaking, writing, reading, and listening . it is better for English learners to master in all those skills, but the fact is different. Many English learners do not master in all of those skills. For example, some of English learners are good in writing skill, but do not for reading skills. The other example, some English learners are good in speaking, but do not well in listening. It means that those English learners have different ability in acquiring language

Reading is one of the language skills that play an important role in foreign language acquisition. Richeard said (1992:306) “reading perceives a written in the text in order to

understand the contents. The understanding that result is called reading comprehension”.

Finally, based on the phenomenon above, showed that strategy in teaching and learning process is very important. In addition, teacher's strategy is the one of crucial factor which influences to the success in teaching reading. From this reason the researcher carry out a research under “A STUDY ON TEACHERS'S STRATEGIES IN TEACHING READING COMPREHENSION IN SECOND GRADE OF STUDENT'S MTs MIFTAHUSSALLAM SUNGAI DANAU SATUI ACADEMIC 2016/2017”

## **2. STATEMENT OF THE PROBLEM**

Based on the background of the study above, the problem can be formulated as follow:

1. What are the teacher's strategies in teaching reading comprehension at second grade of student's MTs Miftahussallam Sungai Danau Satui Academic Year 2016/2017?
2. To what extent do the strategies help the teacher in teaching reading comprehension at second grade of student's MTs Miftahussallam Sungai Danau SATui Academic Year 2016/2017?

## **3. RESEARCH DESIGN**

This item present what design used in conducting the research. The design of this research is qualitative research. Qualitative research, in contrast focuses on understanding social phenomena from the perspective of the human participants in the research. Descriptive qualitative research is a study designer to obtain information concerning the phenomenon (Ary, 1985:325). According to Meolong (2006:5) descriptive research is a method of research which trying to picture out and interprets the objects as in the fact. So, in this research descriptive research I conducted in the purpose to describe systematically about the fact and characteristics of the subject (the teacher and the students of MTs Miftahussallam Sungai Danau Satui accurately.

## **4. DATA AND DATA SOURCES**

### **1. Data**

According to Krippndort (1991, in Tanzeh 2011) says the data is information of indication has to be written in whole if writing process. Data in this research are in the form written text in the field notes.

### **2. Data Sources**

Ary (1985) stated that the primary data is which are collected directly from the source. A data source is a person, something, or place that provides information for a piece of research. In this research, the researcher get data from interview and observation.

## **5. TECHNIQUE OF DATA COLLECTION AND THE INSTRUMENT**

### **1. Observasion**

Observasion is a way of collecting data by conducting direct observasion of an object in a given period and held a systematic recording of certain things observed.

### **2. Interview**

According to sugiyono (2008:23), interview is a meeting of two persons to exchange information and idea through and responses, resulting in communication and joint construction of meaning about a particular topic

## **6. TECHNIQUE OF DATA VERIFICATION**

In qualitative research, there is a common technique that usually used to increase the research data validity. The technique is called triangulation. "Triangulation is defined as technique of collecting data by combination of some different data sources" (Meleong, 2006:330). The aim of triangulation is to increase understanding of what ever being investigated. In this research, the researcher use triangulation. This is data collecting technique triangulation. These can be explained as follow.

## **7. DATA ANALYSIS**

### **1. Coding**

The first stage in analyzing qualitative data here involves coding. Coding is analogous to getting ready for data provided. The first step in coding is referred to as open coding, preliminary coding, or provisional coding. The most common approach is to read and reread all the data and sort them by looking for units of meaning =-word, phrase, and sentence to make it easy to be learned.

### **2. Data Reduction**

The second step of data analysis is data reduction . it is the process of reducing the data occurring repeatedly. "Reducing the data means summarizing, choosing the main thing, focusing on the important things, finding the topic and the form" (Meleong, 2006).

### **3. Data Display**

After data reduction the next step in analyzing data is Data Display. It is process of displaying data in the form of table or essay so what it gets more understandable.

### **4. Drawing Conclusion**

In this last step data analysis that is drawing conclusion. Here, the researcher begin to see what is the data.

## **8. DATA FINDINGS**

This findings, of this research are arranged and presented in such a way in which research problem become the basis of reference of the arrangement and presentation.

### **1. The strategies in teaching reading comprehension**

#### **a. Memorizing**

All of the students especially in second grade are using this strategy. For example, in every meeting with English lesson, the teacher must memorize five vocabularies and those meaning individually related to the topic that they have discussion.

b. Question Answer relationship

In this strategy, the teacher gives to the students one until two question. So the students answer that question. This question is about the lesson that they have discuss. It's done by the teacher to know students understand or not understand or not understand about the material. And its done in final learning with the teacher point in e of students to answer that question.and they answer it by sits in chair each.

c. Game

Usually the students are happy whit this activity because it is conducted with students in group. For example, the teacher in front the class showing the card that there is a picture and the students finding the answer what is the picture.

## 9. CONCLUSION

Memorizing, question and answer relationship, game, discussion. Based on this research, those strategies are effective in teaching reading comprehension because can help student to comprehend the text. In short, those strategies give good contribution for teacher. Student who have difficully in reading will be easier in mastering reading comprehension. With uses this strategy the teacher more easily gives the material to the students.

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