CHAPTER IV

FINDING

The findings are explained as follow: This part includes the data presentation and the finding of the research itself. It presents about the teacher strategies in teaching reading in MTs Tarbayatul Ulum Panggungasri Pannggungrejo Blitar and the result of interview about the strategy in teaching learning reading comprehension process.

A. Data presentation

Teacher's strategies in teaching reading comprehension

According to the result of observation and interview conducted with an English teacher about teacher' strategies, there are four strategies used by the teacher in teaching, they are memorizing, question answer relationship, game and discussion strategies. All the strategies used by the teacher in teaching reading comprehension are effective, because with those strategies the students can understand the material easily.

The teacher in MTs Tarbiyatul Ulum Blitar said that there is some strategies that he use in teaching reading English their students they are memorizing, question answer relationship, game and discussion strategies

"………….. ada beberapa strategi yang saya gunakan , diantaranya adalah memorizing, question answer relationship, game and discussion strategies

The first strategy is *memorizing*. Teacher utilizes memorizing's strategy on student for reading comprehension's learning. Every final Learns the teacher asks to student to memorize minimum 5 vocabularies from text readings that was taught, student was given a few minutes to memorize vocabulary. After that, the student asked to memorize vocabularies at each theirs seat with attendance. According the teacher, this strategy utilizes in order the student easily to understand content of that text's reading

This strategy can help students to understand the reading text. Because after memorize and know what it means students will easily understand in understanding the text. But this strategy cannot work properly if the student does not have a good mood and atmosphere are less comfortable classes.

The second strategy is *question answer relationship*. Teacher utilizes question answer relationship's strategy on student for reading comprehension's learning at the class. In this strategy which utilized by teacher, the teacher gives problem or question to student as much 1 until 2 problems at each learning final so the students answer that the problem. According to the teacher, this strategy used to give material to the student in order the students easy to accept material that gave by teacher.

This strategy is used by the teacher to see if students really understand it with text they read. If the student can answer the questions they have been understood in understanding the text, and if they cannot answer the question then the students not understand with those text. This Strategy can help students if students really

answer that question with their own words or with the answer from the text. And this strategy cannot help students if the students answer the teacher's question get from their friends or not using his or her own words.

The third strategy is *game*. The teacher uses this strategy in reading comprehension class. The teacher use Picture Dictionaries game. In this game the teacher divide the students into some group. The teacher uses card or piece of paper that there is a picture. So, the teacher shows that card in front of the class and all of students saw. Next, the students answer that picture and spell the words with find the in the dictionary quickly. And the group who that they have low score the other group will get the punishment. This punishment done by the teacher in order the student active.

This strategy helps the students because the students feel enjoy in following this lesson. But this strategy there is disadvantages that is students not serious in this lesson.

The fourth strategy is *discussion*. Teacher utilizes discussion's strategy on reading comprehension's learning in the class. Teacher will divide student in little group, and teacher gives the passage to each group with different title. Teacher asks to the students for translating the passage reading with each group. After that the Teacher asks one of student of that group presentation in front of the class. And the other groups comment the result of presentation.

This strategy can help students because students can share ideas with their friends. Because in this discussion one group should give ideas in order to get the

right answer. But this strategy cannot run well if the discussion was only a few students are active in working.

B. 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. It's done in the end of lesson. And a week the students can memorize ten vocabularies because in a week they have two meeting with English lesson.

> "……...*memorizing,* misalnya dalam setiap pertemuan siswa harus meghafalkan 5 vocab beserta artinya. Mereka menghafalkan vocab dari bacaan yang telah dibahas anak-anak tadi. Ketika dalam satu minggu anak-anak mempunyai kumpulan vocab sebanyak 10 vocab, karena dalam seminggu hanya ada dua kali pertemuan. Cara menghafalkannya langsung dipanggil oleh guru satu persatu. (for example in every meeting the students should memorize five vocabularies and those meaning. They memorize the vocabulary from reading passage that they have done. In a week, the students have ten vocabularies to memorize, because in a week only twice meeting. The trick to memorize call by teacher directly one by one.

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 about the material. And its done in final learning with the teacher point one of student to answer that question. And they answer it by sits in chair each.

> *"....... Question answer relationship,* staretegi ini disesuaikan dengan materinya. Materinya yaitu yang telah kita bahas bersama-sama dibahas di kelas tadi. Saya memberikan kepada siswa satu sampai dua pertanyaa, kemudian saya menyuruh anak-anak untuk menjawabnya (this strategy based on material. (The material that related to the topic that we have discuss together in the class. I give one until to question to the student so, the student answer that question)".

c. Game

Usually the students are happy with 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. And if the students do not know the English language and the spelling the student can open the dictionary. And they must answer that picture quickly.

> *"........ game.* Strategi ini dilakukan dengan cara kelompok. Guru membagi murid menjadi beberapa kelompok. Setelah selesai membentuk kelompok, guru berdiri didepan kelas dan menunjukan kartu atau potongan kertas yang berisi gambar. Kemudian murid-murid menjawab apa gambar itu dan bagaimana cara membacanya dengan cepat-cepat. Jika tidak tahu bahasa inggrisnya gambar itu murid-murid bisa membuka kamus. Dan bagi kelompok yang nilainya terendah akan memdapatkan hukuman. Hukuman ini dilakukan supaya murid-murid aktif. (game is conducted with the students in group. The teacher divides some group. After that the teacher stands in front

of the class and show piece of paper or the card that there is the picture. So the students answer what is the picture and how to spell it done quickly. If the students do not know the English language about that picture the students can open the dictionary. And who group have low score will get the punishment. This punishment done in order the students' active.

d. Discussion

In this strategy the students divided in to small group. So, the teacher gives them difference topic to discuss with their group. The teacher asks them to translate. The students discuss in their group, while the teacher around from one group to another group maintain order, and give motivation and help so that each member of the group actively, and so the discussion went well. After they have done, so the teacher points one of every group to presentation in front of the class and the other group is give comment.

"……….*discussion*, strategi ini dilakukan untuk mengetahui kekompakan siswa apakah dalam mengerjakan tugas yang telah diberikan guru, semua siswa dalam kelompok tersebut mengerjakan semua. Dalam hal ini guru memanggil satu orang dari setiap grup gunanya untuk mencatat anak-anak yang tidak ikut mengerjakan tugas nya tadi. Jadi ank-anak semua berusaha aktif mengerjakannya. Dalam grup ini guru menyuruh siswanya untuk mentranslate bacaanya dan setelah selasai guru akan menunjuk perwakilan menuju kedepan satu orang anak secara acak dari setiap kelompok tersebut untuk mempresentasikannya di depan kelas dan kelompok lainya menanggapinya. (This strategy is done to know student solidarity if in doing task already being given by teacher, all students in group is do it. In this case teacher calls one person of each group the purpose to note children that don't do the task. So children all tries active done it. In this group teacher ask to the student for the reading passage and after that the teacher will point represented in front of class one student at random of one each group for presentation the result of the task and the other group is given the comment).

2. To what extent do the strategies help the teacher in teaching reading comprehension

a. Memorizing

These strategies help the teacher in teaching reading comprehension in the class. Because with memorize the words that the teacher gave, the student always remember what already the teacher to give them. Although maybe available one forgets, but students tries to remember it back. The words that was memorize by the students, teacher take from reading passage that already work together sometimes also from the teacher's utterance. This teacher do, in order the students if they found the words that haven't knows they not lazy to memorize it. And it also help the teacher in process teaching and learning which is if there is difficult word the students not always ask to the teacher.

> "………*memorizing,* Strategy ini dapat membantu saya karena setelah anak-anak mengetahui beberapa kosa kata yang telah mereka hafalkan proses belajar mengajar ini akan berjalan dengan efektif". (memorizing, this strategy can help me because after they know same of words that they have memorize teaching and learning process will effective).

b. Question Answer Relation

These strategies help the teacher in teaching reading comprehension. With this strategy the teacher able to know how far their students understand what he has gave to them. And in this stage the students not only read the passage but also really understand what the content of the content.

> "…………*Question answer relationship.* Strategi ini dapat membantu saya dalam proses belajar karena saya dapat mengetahui seberapa jauh murid-murid dapat mengikuti dan memahami pelajaran yang telah saya berikan kepada mereka". (This strategy can help me in teaching process because I can know

how far the students can join and understand the lesson that already the teacher gave to them).

c. Game

These strategies help the teacher in teaching reading comprehension class. With these strategies the student feel enjoy to join the class. The teacher can include the material without the students know.

> "…………..*game,* Game ini dapat membantu saya dalam proses belajar mengajar karena dalam pembelajaran ini tanpa murid-murid menyadarinya guru dapat memasukkan materi ke dalam game ini. Game ini saya gunakan untuk memancing ketertarikan murid dalam pembelajaran reading comprehension. (This game can help me in teaching and learning process because in this learning without student realize the teachers can incluide materials into this game. This game use by the teacher to interest student anxiety in learning reading comprehension).

d. Discussion

These strategies help the teacher in reading comprehension class. It is can help the teacher because can allow the students to learn more about the information from the other friends. This strategy used by the teacher to make the students has a confident to give opinion in discussion.

> "…………..*Discussion*, Diskusi ini dapat membantu saya dalam proses belajar mengajar karena tidak hanya guru yang berperan aktif dalam pembelajaran ini tetapi murid-murid juga ikut berperan aktif. Dengan diskusi murid-murid dapat bertukar pendapat dengan teman-temannya. Sehingga mereka dapat mengeluarkan ide-ide yang ada di pikiran mereka. (This discussion can help me in process teaching and learning because not only the teacher that get active role in this learning but the students also active. With discussion the students can change opinions with their friend. So they can issue their idea that in their mind).