CHAPTER I

INTRODUCTION

This chapter presents the background of the study, statement of the research problem, the purpose of the study, significance of the study, definitions of key terms and organization of the study.

A. Background of the Research

Language is a form of human communication tool in the form of a symbol of a speech sound through headphones, where every sound that came from a sense. Language is a key staple for human life in this world, because the language is able to interact with a neighbor and language resources for the community. As for the language to be used when a mutual understanding or mutual understanding close relationship with the use of language resources that we have. We can understand the meaning and purpose of speaking or talking when we listen well to what is said. (Dept of Education, 2005: 3) Language is in fact self-expression and noticed people on a regular basis, which utilize sound as tool.

Reading and language learning are important. In this case reading can make someone successful in study and also by reading someone knows the world. In the class room every teacher usually asks the students such as how many times they have read something, but you may never have given much thought to haw words, sentences, and text mean. In the daily life, we understand of what we heard and read while other things we doubtless do not understand. However, we may seldom

reflect upon the how or why of comprehension; we may never have constructed from our own experience a theory about how a language means.

Reading is the meaningful interpretation of the printed verbal symbols. And also reading is the most important language skill. Reading involves identification and recognition of printed or written symbols which serve as stimuli for the recall of meanings built up through past experience, and further the concentration of new meanings through the reader's manipulation of relevant concepts already in his possession. Reading is a complex activity that not gives a great amount of action separately. Reading is a verbal process interrelated with thinking and with all other communication abilities – listening, speaking, and writing.

Learning English in the class taught by the teacher is done based on the character of the student. Understanding how students receive reading materials provided by the teacher. Many learning strategies that can be done in the classroom to enhance students' understanding of reading, such as reading text that has been provided by the teacher.Strategies that enable students to control the knowledge and dispositions leading to intelligent thinking and behavior (Brown, 1992 : 47).

Learning strategies have been perceived and defined in many different ways. Some researchers describe them as unobservable attributes, behaviors, or observable, behaviors, or observable actual steps. In terms of scope, some experts consider that learning strategies include only things related to the internalization of language system, whereas some others thinks that they also include the board of communicative competence.

Joan Rubin, (1975) Learning strategies are described as attributes and behaviors. For instance, has studied the differences in characteristics between successful and unsuccessful language learners (Nuril Huda, 1999 : 54). The classroom activities can model the behavior exhibited by successful language learner (Brown, 2001 : 210).

In this study, the researcher conducted a study in MTs Sultan Agung for some reason.

MTs Sultang Agung give learning reading in the classroom that are appropriate to the student's character, the character using the design implementation of learning that investigators found several ways of teaching reading by the teacher and some of the ways students learn reading.

The students at MTs Sultang Agung from grade one has guided qualified personnel, in addition to learning in the classroom with a teacher who guided direct from STAIN Tulungagung, the MTs Sultang Agung provide additional classes such as English clubs and English classes to be prepared for competition in the Olympics.

In learning English, often encountered students who can not easily accept the material provided by the teacher, so it requires teachers to use learning strategies appropriate to the character of the students. Thus providing a reason for researchers to find a problem that occurs in learning English in the classroom. How the learning process in the classroom and students are able to know and not able to understand the lessons given by the teacher to read. So the researchers chose the title in accordance with the problems that often occur in the classroom

reading English.Therefore, this researcher entitles "**Instructional Strategy In Reading Class Of The Second Grade Students at MTs Sultan Agung in Academic Year 2014-2015".**

B. **Statements of the Research Problem.**

This specific study is mainly conducted to provide proper responses to the following proposed questions :

1. What are teacher strategy in teach reading?

2. How are the teacher's strategies implemented in reading class?

3. How are the students responses of implementing teachers' teaching strategies?

C. **Objective of the Research**

Based on the research problem, the study is intended to:

1. To find out teacher's strategies in teaching reading

2. To know how the strategies implemented teachers teaching in reading classroom

3. To know students' responses of implementing teachers teaching strategies

D. **Scope and limitation of the Study**

This study particular focuses on learning strategies in reading employed by good reading proficiency of the second grade at MTs Sultan Agung.

To conduct the study, the researcher focuses on what kinds of learning strategies employed by good students in mastering their language skills, especially

reading and contribution of those learning strategies to improve their reading proficiency.

The limits of the problems in extract researchers is only mentioned that in skill reading class for second grade school, Islamic junior high school and only in take on second grade consisting of 20 students.

E. Significance of the Study

The researcher hopes that the result of the study are expected to give contribution for the researcher, the teacher and the student.

For the students, the finding of research can be used as new reference to learn English. Especially reading . they can adapt learning strategies in reading used good reading proficiency of student.

For English teacher, the findings are expected to be useful contribution that can be transferred to learners based on their character. The teacher can be given different learning strategy to the student that can giving comprehension at learn of reading.

For the researcher, this thesis will give some contributions and information about learning strategies in reading.

F. Definition of Key Term

This study is directed to know learning strategies used by the second grade students who have good in reading . in order to avoid misunderstanding the researcher give some of key term which are as follows.

1. *Instructional Strategies*

Instructional strategies are techniques teachers use to help students become independent, strategic learners.

2. *Reading Strategies*

A strategy is a plan selected deliberately by the reader to accomplish a particular goal or to complete a given task. When students are able to select and use a strategy automatically, they have achieved independence in using the strategy. Along with the strategies that expert readers use, they also use a number of comprehension and study skills. It is clear from research that readers develop the use of strategies and skills by reading and writing and being given the support they need to grow in these processes (Wells, 1990).

3. *Reading Class*

Incorporating strategy teaching in a classroom means giving students all " completely informed training" (oxford 1989), p.414), in which a student is taught what the strategy is, why it should be used, when and how to use it.

4. *Reading Skill*

Reading is one of the most important activities in your lives as students. Without reading you would not be able to acquire knowledge that is fundamental to your intellectual growth.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Reading

5. Definition of reading

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). The reading process requires continuous practice, development, and refinement. In addition, reading requires creativity and critical analysis. Consumers of literature make ventures with each piece, innately deviating from literal words to create images that make sense to them in the unfamiliar places the texts describe. Because reading is such a complex process, it cannot be controlled or restricted to one or two interpretations. There are no concrete laws in reading, but rather allows readers an escape to produce their own products introspectively. This promotes deep exploration of texts during interpretation. Readers use a variety of reading strategies to assist with decoding (to translate symbols into sounds or visual representations of speech) and comprehension. Readers may use morpheme, semantics, syntax and context clues to identify the meaning of unknown words.

Reading is a process of constructing meaning by interacting with text; as individuals read, they use their prior knowledge along with clues from the text to construct meaning. Research indicates that effective or expert readers are strategic (Baker & Brown, 1984). This means that they have purposes for their reading and

adjust their reading to each purpose and for each reading task. Strategic readers use a variety of strategies and skills as they construct meaning (Paris, Wasik, & Turner, 1991).

6. Reading Skill

Reading is one of the most important activities in your lives as students. Without reading you would not be able to acquire knowledge that is fundamental to your intellectual growth. Through reading you become experts in your fields. Reading can be divided into two main sub-headings i.e. *Reading for pleasure and Reading for a specific purpose.*

a. Reading for pleasure

Reading for pleasure means that you choose what you want to read. For example you choose to read a magazine or a book by your favorite author in your free time. This does not however mean that you are not learning from this type of reading. Reading in any form informs you about society and culture and the world in general, whether it is through fiction (creative writing) or non-fiction (fact).

b. Reading for a specific purpose

This type of reading is more goal-orientated. In other words you are reading to achieve a specific outcome, e.g. to pass a test or to research for an essay. This type of reading is common in the life of any student. From the moment you attend your first class you are inundated with reading upon reading. Sometimes you feel you cannot cope with all the information contained in your prescribed readings. Not having the skills to read effectively

can determine whether or not you will be successful in completing your studies. It is therefore important to acquire effective readings to secure success.

1) *The Types Of Reading Skills*

   a) Scanning

Is be used to find specific information in a reading.

   b) Skimming

Skimming is a technique where the reader gloss over an article to see whether or not it contains information that is of interest to the reader. This technique makes it possible for the reader to quickly evaluate and understand the message of the reading by looking at the main aspects.

   c) Comprehension

Means that you as a reader should predict what the author is about to say. Reading extensively gives the reader this ability. By doing so the reader understanding of the text is enhanced and the reader become familiar with the reading.

   d) Critical reading

Enables the reader to see the relationship of ideas and use these in reading with meaning and fluency.

Remember that writers often have specific aims in writing texts- they often want to influence the way we think and see the world. In other words texts are sometimes biased. Critical reading means questioning the opinions of the writer. The reader has the right to agree or disagree with his/her opinions. This is an important step in engaging with the text.

Examples of questions you can ask when doing a critical reading:

a. Is the text based on fact or opinion

b. Do I agree with the authors viewpoint

c. Is the text subjective (opinion) or objective (facts)

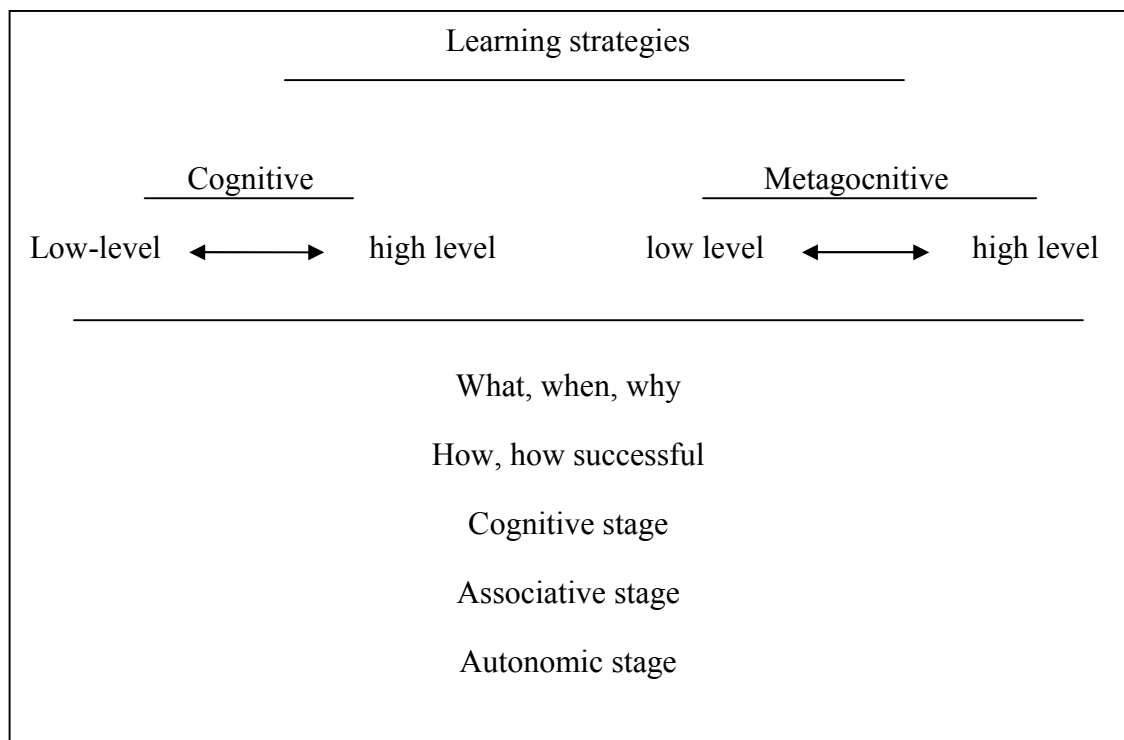d. Is the text written in a specific time frame.

7. Reading Class

Reading is the fundamental skill upon which all formal education depends. The most fundamental responsibility of school is teaching students to read. Indeed, the future success of all students hinges upon their ability to become proficient readers.

1) English teacher has given recognition to and placed a lot of emphasis on low-level cognitive strategies like reading techniques, highlighting and so on, however, high-level strategies have not received as much attention. For example, strategies choice, monitoring and evaluation have escape classroom attention but are obviously essential to enhance, successful learning as a whole.

2) Incorporating strategy teaching in a classroom means giving students all " completely informed training" (oxford 1989), p.414), in which a students is taught what the strategy is, why it should be used, when and how to use it.

We also that the training must aim to get students through all three stage of learning (Anderson 1985 cited in O'Malley and Chamot 1990), namely

a) The cognitive stage : at this stage, students are made aware of the strategies. They acquire knowledge about the strategies by being involved in conscious activities. They are likely to make errors.

b) The associative stage : at this stage, students develop their proficiency in using strategies. they be come more skillful. Errors gradually disappear.

c) The autonomous stage : students performance becomes automatic and effortless. Execution of the strategies become unconscious. Errors disappear.

This diagram show a model for classroom teaching

Learning strategies

Cognitive	Metagocnitive
Low-level ⟷ high level	low level ⟷ high level

What, when, why

How, how successful

Cognitive stage

Associative stage

Autonomic stage

Strategies incorporation in classroom training has significant implications for teacher training.

1) Teachers, first of all, should have some knowledge and understanding about language acquisition and learning, since strategy is part of language learning as a whole.

2) Teacher should have a through understanding of learning strategies, and have experience in using these strategies themselves so they can give effectiveness guidance to students.

3) Teacher should be trained to be sensitive to students characteristics and their beliefs about and previous experiences in language learning since these are factor that can affect students attitudes towards and use of strategies.

4) Teachers should see the importance of incorporating strategies practice into a regular syllabus and really believe that effective use of learning strategies will enhance students' learning.

B. Instructional Strategy

Teaching with text is all the more challenging in today's classrooms, where the range of linguistic, cultural, and academic diversity has been increasing steadily since the 1960s. Traditional approach to instruction aren't reaching diverse learners in way that make a difference in their academic development (Vacca, 1998 : 30).

Students of diverse background are often place in low-ability groups where instruction is based on a limited, watered-down version of curriculum. The strengths they bring to learning situation typically to untapped. However, the trend away from "tracking" students by ability, the movement toward inclusive classroom, and the increasing number of students whose first language is not

English demand instruction that is strategic, with high learning expectation for all students (Vacca, 1998 : 30).

a) *Scaffolding instruction who struggle whit text*

The challenging that lies ahead in to create classroom that are responsive to and supportive and nurturing of all kind of diversity. A key change in the delivery of instructional would make a difference in the content literacy of all learners, especially students from diverse backgrounds, is to scaffolding their use of various strategies for text learning. Scaffolding instruction allows teachers to help diverse learners negotiate and overcome difficulties in text-related learning strategies. Scaffolding instruction goes beyond imperatives. A diverse learner needs not only exhortation but also good model or two. A key feature of instructional scaffolding is the demonstration and modeling of strategies that students need to be successful whit content area texts. To scaffold instruction effectively, teachers need to understand the role that metacognition plays in comprehension in learning (Vacca, 1998 : 45-46).

b) *Metacognition and learning*

Metacognition involves awareness of, knowledge about, regulation of, and ability to control one's own cognition processes (Brown, Bransford, Ferrara, and Campione 1983; flavell 1976, 1981) (cited in Vacca, 1998 : 46). Simply , it is our ability to think about and control our own learning.

Meagocnition, as it applies to reading, has two components. The first is metagocnition *knowledge ,* the second is regulation. Metagocnitive knowledge

includes self-knowledge and task knowledge. Self knowledge is the knowledge students have about themselves as learners. Task knowledge is the knowledge they have about the skills, strategies, and resources necessary for the performance of cognitive tasks. The second component, self regulation, involves the ability to monitor and regulate comprehension through strategies and attitudes that capitalize and metacognitive knowledge (baker & brown 1984). Self and task knowledge and self regulation are tandem concepts. The former are prerequisites for the latter. Together, self knowledge, task knowledge, and self regulation help explain how maturing readers can begin to assume the lion's share of the responsibility for their own learning (Vacca, 1998 : 46).

   c) *Scaffolding students, use of strategies*

Strategy instruction helps students who struggle with text become aware of, use, and developed control over learning strategies (brown & paclinsar 1982) (cited in Vacca, 1998 : 48). Explicit teaching provides and alternative to blind instruction. In blind instructional situations, students are taught what to do, but this is where instruction usually ends. Although to make use of a set of procedures which will improve studying, students seldom grasp the rational or payoff underlying a particular study strategy. Strategy instructional has four components : assessment, awareness, modeling, and demonstration, and application (Vacca, 1998 : 49)

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d) Apply strategies

The preceding component of strategy instruction should provide enough practice for students to know why, how, and when to use the study strategies that have been targeted by the teachers for emphasis. Once students have made generalizations about strategy use, regular class assignments should encourage its application. Rather than assign for homework a text selection accompanied by questions to be answered, frame the assignment so that students will have to apply certain study strategies (Vacca, 1998 : 52).

e) Comprehension strategies

Readers who struggle with text are usually unaware of strategies that will help them construct meaning. Teachers can use think-aloud, reciprocal teaching , and question-answer relationship (QARs) to scaffold students' use of comprehensions strategies (Vacca, 1998 : 52-53).

In think-aloud, teachers make their thinking explicit by verbalizing their through while reading orally. Davey (1983) explains that this process helps readers clarify their understanding of how to use strategies. Students will more clearly understanding of how to use strategies. Students will more clearly understand the strategies after a teacher uses think-aloud because they can see how a mind actively responds to thinking though trouble spots and constructing meaning from the text.

When using reciprocal teaching, you model how to use for comprehension activities (generating questions, summarizing, predicting, and clarifying) while

leading a dialogue (Placinser & Brown 1984) (cited in Vacca, 1998 : 56). then students take assuming the teacher's role. A key to the effectiveness of this strategy is adjusting the task demand to support the students when difficulty occurs. That the demands of the task. As the process goes on, you slowly withdraw support so that students continuo learning.

When sing question-answers relationship (QARs) to model comprehension strategies, the type of question asked to guide comprehension should be based on the information readers need to answer the question. Therefore help, teachers must help students become aware a likely source of information as they respond to question (Pearson & Johnson 1978) (cited in Vacca, 1998 : 59).

A reader draws on two board information source to answer question: information in the text and information inside the reader's head. For example, some question have answer that can be found directly in the text. These question are textually explicit and lead to answers that are "right there" in the text.

Other questions have answers that require students to think about the information they have read in the text. They must be able to search for ideas that are related to one another and then put these ideas together in order to answers the questions. These question are textually implicit and lead to "think and search" answer (Vacca, 1998 : 59-60).

1. Teaching reading

Research in foreign (L2) reading suggests that effective reading strategies can be taught and that students benefit from such instruction.

Strategy training as it relates to L2 reading means that successful reading mainly depends on appropriate strategy use and that learners can improve their reading comprehension by being trained to use effectiveness strategies. Strategy instruction develop student knowledge about the reading process, introduces to specific strategies, and provides them with opportunities to discuss and practice strategies while reading (Jazen and Stoller, 1998). Although there are many suggestions in the literature on L2 reading as to how strategy instruction should take place (eg. Jazen And Stoller, 1998 ; Winograd and Hare, 1988), few studies have been conducted on how teachers, in reality, implement strategy instruction on their classrooms.

Janzen And Stoller (1988) suggest that in order to incorporate reading instruction the emphasize strategic behavior, teacher should explain what the strategies are and why they are important in helping to improve reading comprehension. They also argue that teachers should model the strategies, give feedback and remind students about the benefits of strategy use. Most importantly, Jazen And Stoller (1998 : 252) point out that the instructional process itself is long term, as it is estimated that it takes several years for students to develop as strategic readers.

Teaching reading is a job for an expert. Contrary to the popular theory that learning to read is natural easy, learning to read is a complex linguistic achievement. For many children, it request effort and incremental skill development. Moreover teaching reading requires considerable knowledge and skill, acquired over several years trough focused study and supervised

practice.

Consider what the classroom demands of the teachers. Children's interest in reading must be stimulated through regular exposure to interesting books and through regular exposure to interesting books and through discussion in which students respond to many kind of text. For best result, the teacher must instruct most students directly, systematically, and explicitly to decipher word in print, all the while keeping in mind the ultimate purpose of reading, which is to learn, enjoy, and understand.

Well-designed, controlled comparisons of instructional approaches have consistently supported these components and practices in reading instruction :

a. Direct teaching of decoding, comprehension, and literature appreciation.

b. Phoneme awareness instruction.

c. Systematic and explicit instruction in the code system of written English.

d. Daily exposure to a variety of text, as well as incentives for children to read independently and with others.

e. Vocabulary instruction that include a variety of complementary methods designed to explore the relationships among word and the relationship among word structure, origin, and meaning.

f. Frequent writing of prose to enable a deeper understanding of what is read.

2. Reading Strategies

The strategies, adapted from the oxford (1990), were investigation at two levels, they are cognitive strategies and metacognitive strategies. For reading are those that learners use in receiving message, structuring and processing them, coping with unfamiliar word and improving reading ability. Some example of the strategies are getting the idea quickly (receiving message), using clues (coping with unfamiliar word), and practicing naturalistically (improving reading ability) (Saroni, 1995 : 102-103).

Different researchers show different opinions on the definitions of reading strategies. Barnett (1988) argues that reading strategies refer to the tools that are used by the readers for solving problems and acquiring text information. Cohen (1990) defines reading strategies as the psychological process and these strategies are used by the reader consciously when he is doing a reading task. Anderson (1991: 460) claims that the reading strategies are "cautions and cognitive measures adopted by the reader for acquiring, storing and amending new information". Although different researchers define reading strategies in different ways, they have the common agreement that reading strategies are conscious actions that the readers take to achieve specific reading goals. Reading strategies are part of the language learning strategies which are essential factors of effective reading. All the strategies used by the readers, directly or indirectly, in the process of doing reading tasks not only solve the specific comprehension difficulties, but are also helpful in improving the

reading comprehension ability. According to Carrell (1998), reading strategies include the following strategies: scanning the text to get the main idea of the text; skimming the text quickly to obtain specific information; skipping over new words; using context to guess words; predicting the text content, and so on. In this paper, reading strategies used by the students are classified into metacognitive and cognitive reading strategies.

Cognitive strategies these are perhaps the most popular strategies with language learners. The target language is manipulated or transformed by repeating, analyzing or summarizing. The four sets in this group are: Practicing, Receiving and Sending Messages, Analyzing and Reasoning, and Creating Structure for Input and Output. Practicing is the most important in this group which can be achieved by repeating, working with sounds and writing, and using patterns. The tools of receiving and sending messages are used when learners try to find the main idea through skimming and scanning. It is not necessary to check every word. The adult learners commonly use analyzing and reasoning strategies. These are used to understand the meaning and expression of the target language. These are also used to make new expressions. (Samida, 2003 : 2).

Metacognitive strategies go beyond the cognitive mechanism and give learners to coordinate their learning. This helps them to plan language learning in an efficient way. When new vocabulary, rules, and writing system confuse the learner, these strategies become vital for successful language learning. (Samida , 2003 : 3

CHAPTER III

RESEARCH METHOD

A. Research design

Research is careful study on investigation, especially in order to discover new facts or information, such as scientific, historical research (Hornby, 1995:996). It means that a study is done carefully and accurately on investigation of an event, problem or phenomenon about scientific to find out a new information.

"Research is the formal systematic application of the scientific method to the study of problems" (Gay, 1992:2). It means that a research needs a scientific method that is available to use, such as experimental research, historical research, descriptive research, action research etc.

Research is the people initiate which is done systematically to follow mythology rules, example observation as systematic, decontrol and based on the real theory and be reinforce by the indication. So, research design is a strategy to find a valid data. to conduct useful research question can be found out valid answer.

At this stage the researcher used a descriptive research design forms a survey research design in qualitative research. Descriptive research, descriptive held for giving a clearer picture of the social situation such as a student's life in a rented house, a local transport company in the city, a new recruitment system in

private companies, and so on. More specific descriptive study with a focus on certain aspects and often show the relationship between several variables (Nasution, 2009 : 24).

A research survey aims to collect information about the large number of people who, by interviewing a small number of the population. Survey can be used in research that is descriptive (Nasution, 2009 : 25).

B. Setting and Subjects of the study

To make the research easier, it is important for the researcher to know the research area where the research was conducted

The research was conducted at MTs SULTAN AGUNG JABALSARI . This school is located in TULUNGAGUNG . This research was intended for the first grade students of MTs SULTAN AGUNG JABALSARI in the academic year 2013/2014 the subjects of the study were the second great students in VIII class. The writer has a reason in chosing the second great students of VIII class to be the subject of study. The writer saw that in the VIII class their students have low spirit or motivation, so this condition is easier to conduct an experimental study.

C. Data and Data Source

1. Data

Data is recorded media information units that can be distinguished with other data, can be analyzed and relevant to a particular problem. Data is information about a phenomenon that should be noted, more precisely the data, of course, a "*ratio d'entre*" the whole process of recording (Tanzeh, 2009 : 53).

The data in this study were needed to answer the research question. Data which were collected in this study were qualitative data. in this research got data in the form of interview transcriptand transcript of research observation toward students' instructional strategies in reading.

According to Lofland and Lofland (1984: 47) The main sources of data in qualitative research is the words, and actions, the rest is additional of data such as documents and others. In connection with this type of data in this section is divided into words and actions, the written data sources, photographs and statistics (Cited , Moleong, 2012 : 157).

In this research, the researcher used observation in the class, and interview guide to collect of data. the researcher find of data from the students and from the teacher. in this research, the researcher to interview the teaches who has found out good score, and a good ability on reading. The data collected through observation obtained directly in the classroom and interviewed students in second grade MTs Sultan Agung. As well as interviewing English tutor, and observe the value of each student while reading course, as the supporting data to enhance data obtained.

D. Method of Collecting Data And Instruments

At this stage in the data collection process can be from direct observation and interviews, researcher conducted observations on students' learning strategies in learning to read in class, second grade in MTs SULTAN AGUNG JABALSARI.

In this observation the researcher observed the students' learning strategies in reading, observing the results of students' understanding in reading the text that has been given by the teacher and work on the problems in the student books.

Researcher observed directly, students who are able to understand the lessons well in reading or reading material that has been given by the teacher and observing students lacking in understanding of learning to read.

In this research, the researcher used some method of collecting data. those are :

1. *Interview.*

Interview is a form of verbal communication, a kind of conversation aimed at obtaining information (Nasution, 2009 : 113). The interview is a verbal communication or conversation that requires the respondent's ability to formulate thoughts and feelings appropriately. Verbal skill are not always shared by all people and among others depends on the level of education, nature also has problems and the formulation of questions. Interviews There are two kinds of structured interviews and unstructured interviews. In this study, researchers used interviews with structure. That is the first formulate the questions to be asked. Researchers used a list of questions when doing interviews. This interview was conducted to obtain valid data to answer the problem formulation. In this stage the researcher interviewed English tutor, as well as interviewing students to determine student outcomes in reading comprehension.

In a structured interview questions have been carefully formulated earlier, usually in writing (Nasution, 2009: 117). Structured interviews were tied, both the questions and answers. Henry how can we limit the scope of the problems we

investigate, among others, due to considerations of time and cost, but also to gain a clearer picture of certain aspects of the problem.

    2.   Observation.

Observations carried out to obtain information about human behavior such as the case in reality, the observations we can get a clearer picture of the social life, which is difficult to obtain with other methods. Observations were also made when not much information about the problem that we owned investigated, so it serves as an exploration. By observation as a data collection tool is the observation that do not systematically observed while-odd or coincidental observations to obtain valid and reliable as well as to the object of observation Which was representative for the same symptoms (Nasution, 2009: 106)

Instrument in qualitative research, roomates Became the instrument or tool is the researcher's own research, qualitative research as "human instrument" function sets the focus of research, selecting informants as a source of the data collecting the data, assessing the data quality, the data analysis, interpreting the data Conclusions and makeup on all (Sugiyono, 2011 : 222).

The main instrument in qualitative research is the researcher's own, then after it became clear research focus. Then it is Likely to be modest research instrument was developed, the which is expected to complement the Data with the Data that has been found to through observation and interviews.

As described above, the researcher will use observation and interview techniques as a step in the data collection. Researchers will use the technique of participant observation and structured data collection.

In this research, in conducting interview and observation , the researcher used an interview guide and observation guide which was developed through the following step :

a. *Interview guide*. The formulation of questions to be asked, According done first observation, is a participant in the classroom. Questions submitted to the supervising teacher in the English language and ask students, with each of the 5 questions, to Obtain information related to a strategy to improve the value of learning to read.

b. *Observation guide*. Recording observations in classrooms, observing how learning to read by English tutor. Record observations systematically arranged according to the time and place of observation. Researchers also looked at the ability of students in grasping the material in the learning strategies in reading is done by the teacher. Researchers also interviewed the student after the learning process is completed to obtain valid data.

data obtained from a field note observation will be undertaken while participating in learning English reading class and a video recorder while learning English reading class.

E. Technique of Data Verification

At this stage the researchers assure that the data obtained is valid data. There are several techniques to test the validity of the data that is already in the can, so that the data which h has been in the can and on the bias if received were correct.

There are several criteria to prove the validity of the testing technique that could strengthen the validity of the engineering data.

Data validity checking techniques can be described as follows:

1. *Extension Participation*

    The participation of researchers are crucial in data collection. participation is not only done in a short time, but also requires the extension of participation in the research setting(Moelong,2011:327).

    Extension participation of researchers stay living in the field of research in the field of research to collect data saturation is reached. If this is done then it will limit:

    a. Limiting disturbance of the impact of research on context.

    b. Limiting errors (biases) research.

    c. Compensate for the effects of events that are unusual or momentary effect.

2. *The power of Observation*

    Means finding is consistent with the interpretation of the various ways in terms of a constant process of analysis or tentative. Finding an effort to limit the various influences. Looking for what can be counted and what can't.

3. *Triangulation*

    In the data collection techniques, triangulation is defined as data collection techniques are combining the various techniques of data collection and data sources that already exist. When doing research with triangulation of data collection, the research actually collect data simultaneously credibility test data,

check the credibility of the data with a variety of data collection techniques (Sugiyono, 2011 : 241).

Triangulation techniques, means researchers used data collection techniques different to get the data from the same source. Researchers used participatory observation, in-depth interviews, and documentation for the same data sources simultaneously. triangulation means, to get data from different sources with the same technique. This can be illustrated as figure 1 and 2 below

Gambar 1. Triangulasi "teknik" pengumpulan data (bermacam-macam cara pada sumber yang sama)

Observasi Partisipatif → Sumber Data Sama

Wawancara Mendalam →

Dokumentasi →
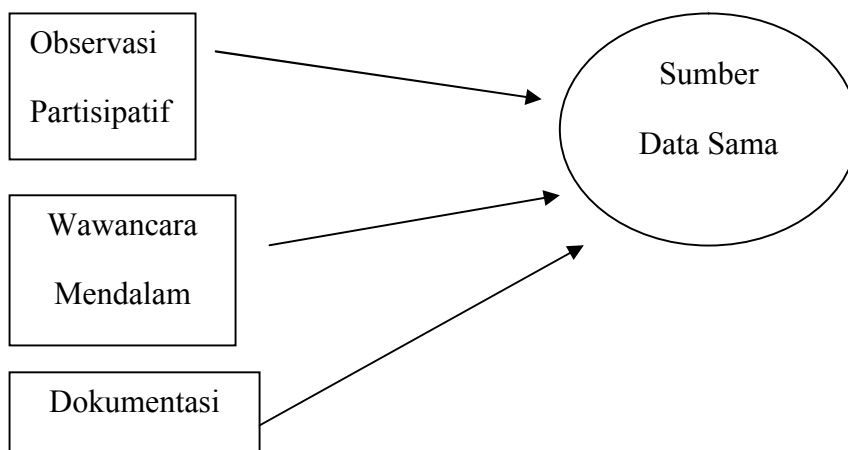
Gambar 2. Triangulasi "sumber" pengumpulan data. (satu teknik pengumpulan data pada bermacam-macam sumber data A, B, C).
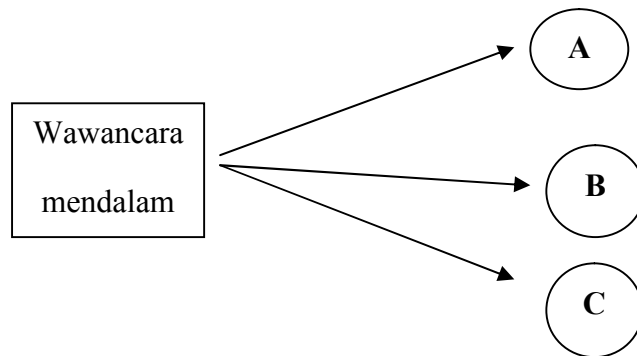
Data validity checking techniques which utilize something else. Beyond the data for checking purposes or as a comparison to the data. Triangulation technique is most widely used as a source of other examinations (Moelong, 2011: 330).

There are four kinds of triangulation as examination techniques that exploit the use of sources, method, investigators, and theories.

Triangulation with the means to compare and check the sources behind a degree of confidence that the information obtained through time and different tools in qualitative research (Patton, 1987: 331).
This can be achieved by:

a. comparing the observed data with the interview data.

b. comparing what people are saying in public with what he says personally.

c. Comparing what people are saying about the research situation with what he says all the time.

d. Comparing the situation with the perspective of people with different opinions and views people as ordinary people, people who have secondary education or higher, people are, the government.

e. Comparing the results of interviews with the contents of a document related.

in the triangulation method, according to Patton (1987: 329), there are two strategies, namely: (1) checking the degree of confidence in the results of discovery research multiple data collection techniques and (2) the degree of confidence checking multiple sources of data with the same method.

Triangulation techniques with the type of investigator, is by way of utilizing research or other observers for the purpose of re-checking the degree of confidence of the data. Utilization of other observations help to reduce errors in data collection. Basically the use of a research team can be realized in terms of this technique. Another way is to compare the results of the work of other analysis.

Triangulation with the theory, according to Lincoln and Guba (1981: 307), based on the assumption that the facts can not be checked with a degree of belief or theory. On the other hand, Patton (1987: 327) argues another, namely that it can be done and that he called an explanation of appeal (*a rival explanation*)

F. Data analysis

Data analysis is the process of arranging the order of the data, organizing it into a pattern, category and description of the basic unit (Patton, 1980:268).

Data analysis is a review of a series of activities, grouping, systematization, interpretation and verification data to a phenomenon of social values, academic and scientific (Suprayoga, 2003:1991).

Data analysis is the process of data processing in each of its data can be through observation and interviews. From the data obtained analyzed and conclusions drawn as a result of the end of the data obtained. The data have been processed should still be based on theories that must be accounted (Tanzeh, 2009 : 69).

The data analysis took place concurrently with the data collection process. Among them is through a three-stage water model, namely data reduction, data presentation, and verification. Qualitative data analysis (Bogdan & Biklen, 1982) is the effort made by way of working with data, organizing the data, sort it out to make units that can be managed, searched and found the pattern, determine what is important and what is learned, and deciding what can be told to others.

Meaningful analysis examined data obtained from the field by way of organizing data into categories, outlines into units, choose which ones are important and will be studied, and make conclusions so easily understood by oneself or others (Muhadjir, 1998: 104).

Procedures of analyzing qualitative data :

1. Collecting data, namely data collection process. Data collection was conducted by researchers directly by means of interviews to students and teachers. Direct observation as a passive participant in the reading class.

2. Editing data, ie data cleansing process, it means re-examine whether the answer is correct to answer them. Re-examine the results of the interview answers and sort out the data from the observation

3. Reducing data, ie data is simplified, scaled, trimmed, arranged and disposed wrong. Sorting through the data as needed. It means sifting through data in accordance with research problem to answer the problem, with a balanced scale means not overstate results and not a lot of data processing reduces data processing.

4. Data display, the presentation of data in the form of verbalitas descriptive. Organizing the data that has been obtained, the data are presented according to subject and then summarized into one integrated manner, with this then know and understand what steps must be carried out in this study.

5. Data verification, namely the re-examination of a repeat of the data. Prove the validity of the data obtained by the researchers with the data validity checking techniques participation extension, the power of observation and triangulation

6. Data conclusion, namely the formulation of conclusion of the study were presented, either in general or specific formulation. Assuring that the data obtained by the researchers actually valid data and strengthened with significant theories.

CHAPTER IV

RESEARCH FINDING

This chapter presents the results of observations and interviews that have been able to study. At this stage we present the subject in the study, description of the research, finding of the research to answer the objectives of the research. In this chapter describe the chosen subject and the subject of the profile option, using outcome data from interviews and observations.

A. Data Presentation

Based on the result of observation and interview. Researcher observed students learning strategies in reading lessons in MTs Sultan Agung Jabalsari. Observations carried out to find out who the students who have a good ability in reading. Subjects in this study were second grade at MTs Sultan Agung Jabalsari. In this process, first, the researcher discuss the related student English teacher who is the subject of this research.

The study was conducted by means of interviews with second grade class teachers of English subjects MTs Sultan Agung Jabalsari, interviews with the second grade students MTs Sultan Agung Jabalsari, and direct observation in the classroom.

In this process, first, the researcher discuss the English teacher at the MTs Sultan Agung Jabalsari on the subject of this study is the students and teachers of

English, and who according to English teacher, students who have the ability to read with well. And interviews with students, students who have the ability to read well. The ability of the students in good value marked on the score they get when reading lessons in the classroom, on the score of files that can exist in the English language teacher. Researchers not only observe the student who has the ability to read well, but also observed that less students in understanding the reading lesson in class.

1. **Teacher Strategy in Teaching reading**

From the observation and interview, some of the strategies use by the English teacher. At the time of the interview, the teacher explained using several strategies for teaching reading in the classroom, that teaching strategies used by teacher, first memorizing. Students was required to memorize vocab, said as many as 20 according to the text readings given by the teacher. The second was the strategy of telling the story, the students were asked to explain or retell re-reading the text they have read. Third, guessing game or quiz, the student will be given a game like charades to test the understanding of students and teachers will give a quiz at the end of the lesson. The latter is a list of vocabulary, the teacher would write down a list of difficult vocabulary on the board to facilitate the students in translating text reading.

The subject of research in this process is symbolized in the S1-S8, which will describe the character of students when learning in the classroom, and their responses to the questions proposed during the interview, and observation process.

1. Subject 1 (S1)

Muhammad Husnul Qulub, students from A class of second grade, reading is an activity that he likes because he thinks reading is an activity that can increase knowledge, and her reading is important.

> "……….membaca itu kesukaan saya bu, karena menurut saya membaca itu bisa menambah ilmu dan membaca itu penting bu."

When learning to read in class, he always first read carefully before the teacher gives a task, be it to read in front of the class and answer the questions in the book are student worksheets and teacher assignments that have been written on the board. He always learn in advance the contents of the reading was given to teachers and in the book the student worksheet. He was one of the students who have good grades in reading. Pronunciation is fairly good, although not perfect.

> "……….belajar bu, kalau bu hajar belum masuk kelas saya suka membaca dulu, saya baca dengan teliti, trus saya kerjakan bu…."

Mohammad Husnul Qulub boil is one of students actively in learning activities in the class, have a good empowerment in capturing and understanding the lessons, especially English language lesson. Frequents discussion with his friend when he found him hard material, such as translating text together. According to him, learning with instructional media such as games can improve reading comprehension in learning in the classroom. So it is often suggested that teachers often play games, because with that, he and his friends would be easier to understand the material in a reading lesson in the classroom.

"…………..saya suka kalau belajar itu gak Cuma ngerjakan LKS bu, kan kadang bu hajar sambil member tebak-tebakan atau pake LCD proyektor itu bu, jadi senang dan bisa paham"

2. Subject 2 (S2)

Mohammad Bisri Mustofa, is also one of the students who achievers in the classroom, but this time he did not like reading, especially reading the English-language text, according to him, is very difficult to understand the English language text.

"………………….saya nggak suka membaca lho bu…tapi saya juga tahu kalau membaca itu sangat penting"

For him to translate one by one each word in the English language text is boring. Nevertheless, he is an active student in learning the English language.

"……………saya kalau disuruh membaca itu malas lho bu… enak langsung mengerjakan soal..!!!"

With a character like this, teachers who teach English media always make learning in the classroom, either using a projector screen and games that can boost their morale in learning English.

Teachers always write down every word that is difficult and their meanings on the board. Making it easier for students understand the content of the text.

3. Subject 3 (S3)

Agung Febriansyah, As well as Mohammad Husnul Qulub, Agung Febriansyah, it's the same thing as Mohammad Husnul Qulub, Agung Febriansyah also one of the students who get good grades in the class. One of

student who are active in each subject, especially English subject. According to his presentation, reading is something he would like, because it's very important for him to read to increase knowledge and science in the book that he read.

To understand the contents of the text that has been given, he should read it over and over, 2 to 3 times to translate difficult words to make it most easy to understand. When the teacher gives the task to read in front of the class she would read the material in advance will be served by the teacher, so it will be easier to understand what he's going to lay out by the teacher in the learning moment later.

General as well as Husnul Qulub, one of brilliant student in the class. So, he always good value in the classroom, while his difficulties in certain materials, it will invite discussion with her, while her friend are having trouble reading in front of the class, Supreme always give examples spontaneously to his friend. According to the Agung, with a mild learning system that will Bu Hajar conveyed can be more easily understood by himself and his friends. So it can properly translate the text that is in the book.

> "…………kalau disuruh membaca itu paling males lho bu.. karena saya nggak hobi membaca, tapi kalau bu hajar mau masuk kelas, baru saya baca dan saya karjakan soal-soal yang ada di buku, nantipas bu hajar ngasih soal saya bisa jawab"

4. Subject 4 (S4)

Fatimah Umniyati, students from the class of second grade B who like reading this short story, is one student who is active in the classroom. Her hobbies are making always curious to read the contents of the reading he read. For her reading is really important, because of the reading, will acquire the knowledge

very much. For her reading is a very important activity, because of the knowledge that reading cant' know he knew.

> "………..kalau pas pelajaran bahasa inggris, trus membaca dongen saya suka bu.. karena menrut saya kalau kita sering membacakan kita amkan memperoleh ilmu bu…"

When she was learning to read in English class, Fatimah will examine these works she was reading, searching for the meaning of difficult vocabulary. Before the teacher ordered to read in the classroom, then the Fatima will read, observe and interpret the first. And when the lessons took place when his reading to the class, and experiencing errors while reading, she will spontaneously justify the wrong word when pronounced.

In the classroom, Fatima is a brilliant student with the value of the English language that is always on top of SKM (Complete Standard Minimum), she is also active in each discussion in the class, and always discuss outside the classroom.

Learning to use a media projector she always liked, because it will allow her to understand the content of the reading material conveyed by the Mrs. Hajar.

> "…………kalau pas bahasa inggris pas materinya membaca gitu bu, saya baca dulu, saya cermati bacaannya, trus saya artikan bu.."

5. Subject 5 (S5)

Leli Maulidatul Khasanah, students quiet and not too smart in English learning, values are always less than 7 (Complete Standard Minimum). She said that reading is the important thing, from reading to find out what he knows that is due to unprecedented. Reading is very entertaining for her. She will know what

the purpose of reading the contents when he finished reading, but he should read very carefully, because lily is very weak in English vocabulary.

> "………..membaca itu penting bu…karena membaca itu bisa menghibur, kalau pas pelajaran bahasa inggris trus di suruh membaca sama bu hajar, saya biasanya say abaca berulang-ulang bu, biar tau maksudnya, gitu bu…."

Teachers often provide vocabulary quiz purports to support the student memorization, but Lely, very hard to memorize vocabulary, good light and a secret though, until teachers have members extra attention on Lely, by assigning Lely write 50 words and their translations and read to the class.

Subject 6 (S6)

Rininta Agustina Anggraini, reading is something that she enjoy doing, reading is an activity that can add insight to her. While reading, one by one Rinin should spell vocab in the text reading student worksheets.

> "……….kan membaca itu menyenangkan bu.. bisa tau apa aja"

These students have the ability under the average (value under SKM), is not active in the class, when the teacher gives not always able to answer questions correctly.

His ability to memorize vocabulary is minimum, so the teacher must pay special attention in the form of a continuous questions about vocabulary words in text reading student worksheets and text that has been given by the teacher. And when at the end of the lesson, the teacher assigned to write the vocabulary word that is in the text and their meanings and memorize it in front of the class, for the next meeting.

"………saya itu kalau disuruh hafalan itu gak bisa lo bu…."

6. Object 7 (o7)

Innayatul Maula. According to the presentation, reading is essential to increase knowledge, after reading her no meaningful message in the story is read is a good thing in our lives.

When the teacher asked the class to read Inayatul will read as much as possible first, examine readings that have been given by teachers.

Student who was born in 1996, should have been in high school, but in Psychology, these students have deficiencies in thinking and learning. The characters who tend to be quiet and shy, so it makes it difficult to socialize with classmates. The value of the lesson is always less than 7. Ability in capturing the lessons are very less. Thus requires the teacher gives special material slowly and with mild language capable understood by him. When the teacher gives the task of reading in front of the class, one by one Inayatul have to spell the words he read, before the teacher must be give the example how to read one by one word in the text that is in the student worksheets.

With mild language and mild nature of matter that would make it easier to understand the material Inayatul reading is presented by the teacher.

"………saya ska membaca"

"……..membaca itu penting", " belajar dengan baik".

7. Object (O8)

Umi Barokah, students are also silent in the second grade teachers are also always in the spotlight. Its value is always below 7, requires that teachers provide additional tasks to improve the value of the task or test.

According reading is an activity that is very important to do because it can be understood by reading the contents of the text. Beside reading can also improve knowledge in the can.

"………iya bu…kan membaca itu bisa meningkatkan ilmu, saya juga suka membaca bu…"

When the teacher gives the task to read in front of the class, then he will learn them, when lessons Umi obtaining tried listening material given by the teacher well, when teachers assign the task to read in front of the class will be preparing Umi first task has been given by the teacher..

"……….kalau bu hajar menerangkan saya mendengarkan dengan baik bu, trus kalau bu hajar mau masuk kelas gitu, saya memepersiapkan tugas dari bu hara"

Umi is very less able to understand well the material that is given by the teacher, the better reading material, vocabulary, pronunciation, then the teacher should members special attention to Umi, namely by about providing an additional task, write the words and their meanings that accord with the text that has been given by teachers, and memorize in front of the class when the next meeting.

2. Teaching strategies are implemented in teaching reading

In addition from the students, the description in the data obtained in this research phase of the English language subject teachers are Ibu Hajar Kusnawati, active students in the classroom are just of few (Qulub, Agung, Tofa, Bima, Nia, Ika, Elliya, Vivi) while others only sometimes alone and it was interspersed with jokes. There is a separate difficulties in teaching the second grade.

For those students who are active, Bu Hajar only provided stimulus in the form of questions to provoke students' understanding of the material that is given at the last meeting.

But for students who are less active, Bu Hajar will provide questions one by one to each student to recall the lessons that have been given last week. In each reading lesson, Bu Hajar always made the list or record of difficult words and their meanings. At the end of the lesson the teacher will erase the meaning or translation of existing vocab on the board, after the teacher gave a quiz related to the newly vocabulary taught.

When teachers have difficulty in dealing with students who are difficult to catch material that described the teacher will give the matter orally to students who do not understand as much as 2 or 3 question, such as translating some of the words in a text narrative. Teachers will also be repeated if the material last week at the beginning of the lesson the students are still having difficulties related materials that have been given.

"……saya sendiri terkadang juga kesilitan mengatasi anak –anak yang kurang paham itu. Saya seringkali mmeberikan pertanyaan atau member soal sampai 2 -3 soal kepada anak-anak yang kurang tadi.

In addition, sometimes the Bu Hajar use an LCD projector to deliver reading materials, to attract the attention of students and make it easier for students to understand the material being conveyed. Answer the questions contained in the student book sheet is an exercise that is always applied to support the students' understanding of the material conveyed, exercises in working together.

In one half of the teachers will a rote verb. Ranging from 1 verb, verb 2, 3 verbs and their meaning, if the child finds difficult to operate the machine memorized, the teacher will assign the student to write verbs in book 3 times, and will be asked at the next meeting.

"………….iya ada mbak, jadi di satu semester itu saya selalu mengadakan hafalan verb sekitar 20 kata. Di mulai dari verb 1, vebr 2 , verb 3. Saya pilih kata – kata yang sering ada dalam text beserta artinya. Jika ada anak yang tidak mau hafalan, seperti fanani itu mbak, saya suruh menulis 20 vebr di buku tilis sampai rangkap 3 atau 6."

For students who have not read smoothly, then the teacher will give special attention to students who less fluent in reading, the teacher will provide additional tasks, such as text and matter-because, the student must beforehand translate text that has been given, and answer the problems that exist in the text. After that, the teacher will ask the students to read in class, if still not smooth it will be on repeat until two or three times.

Observed from the value of student learning outcomes, many students have scored less well in reading material, such as pronunciation is still very stout values that get less good value. There are many who can't pronounce it properly or read well, so teachers have to repeat several times and even then be read together. But when rote narrative story there are some students who memorized filled with good pronunciation.

3. Student respond of implementing teachers' teaching strategies

To improve the results of the reading means learning to understand the readings were read. The results of this research finding described as shown below.

The results of the interview obtained by researchers when conduct research in MTs Sultan Agung Jabalsari class, that students will learn to read first before asking the teacher to read ahead, because in the minds of students when reading in front of a good class, then they will be bringing the value good of a teacher.

From the results of the student interviews, that O1 - O4 will do preparation before the teacher asks the students to read to the class. Students O1-O4 is categorized in students who have good grades in English class reading class. Students will translate the contents of the text to understand the content of the readings. Before the teacher will be asking questions about the reading text that has been read.

As the expose by O2 " …….saya akan mencoba menerjemahkan setiap kata sebelum Bu Hajar meminta saya membaca di depan kelas, karena jika saat ibu hajar member pertanyaan saya sudah paham isi dari bacaan itu ".

In contrast again to the students O5-O8, the students categorized in poor students in learning English reading class. It's hard to memorize vocabulary, it is difficult to understand the content of the text into the main problems faced by the students. Lack of understanding of the vocabulary that had been taught by teachers requires teachers to make sense of a list of difficult words in front of the class, in order to facilitate the students to understand the content of the text, before the teacher asks the students to read to the class.

As the O6 "………. saya sulit sekali memahami isi bacaan ini, jika bu hajar tidak membantu menerjemahkan isi bacaan ini ". So that while in the classroom, the teacher must translate before students read to the class.

In process learning reading class in English class. At the beginning of learning, the teacher will write the vocabulary according to the student's hard to be understood on the board, so that students easily understand the content of the text after the teacher gives the student reading the text, students are asked to retell the content of the text. Teachers not only assess student fluency in reading, but teachers also assess students' understanding of the content of reading through story telling or answering a question that is given.

Researchers also found difficulties when students do the problems that is given by the teachers and the problems that are in the book the student worksheet. Students difficult to understanding the purpose of the questions that at present, so it requires the teacher to help students translate one by one word in the matter.

Strategies used by teachers in teaching reading in the classroom is very useful to enhance the students' skills in reading and understanding the material

captures reading material that is given by the teacher. With an easy to learn strategy followed by the student, the student can be active in the classroom. When teachers and students not the schools explained, then students will immediately ask the material that can't be understood.

Students are also active in the discussions that have been set up in smaller groups Oleg teacher. So that, students are able to work on tasks that have been given well.

For students whose ability is below average, able to arouse students' interest in improving its value, and the jug students can build social interaction in the classroom better. Moreover, the strategies use by teachers in teaching reading in the classroom.

B. Data Finding

    1. Teacher Strategy in Teaching Reading

From the results of interviews and observations researchers found several strategies used by teachers in teaching reading in the classroom. There are several strategies in teaching reading instructional applied by teachers such as:

    a. Memorizing

Students are required to memorize any list that has been written by gru on the board. In addition, students are also asked to write a 1-3 corresponding verb text that has been taught by the teacher and memorize it in front of the class when the next meeting.

b.   Telling story

Students are required to read text that has been given to the class, and ask students to retell the student body of the text has been read.

c.   Game / quiz

Teachers will provide an easy game like charades to provide an understanding of the material to the students. In addition, teachers will also be giving a quiz at the end of each lesson.

d.   List vocabulary

At the beginning of the lesson, the teacher will make a list of difficult vocabulary associated text will be discussed. This is to facilitate students in understanding the content of the text.

In teaching reading in the classroom, there are several strategies used by teachers in teaching reading in class, as shown above. Memorize the first strategy, students are asked to read the first reading text that is given by the teacher, after which each student took turns starting from the front bench to read and translate each a sentence until exhausted after the students are asked to memorize vocabulary in the text the reading, and the teacher will give the vocab quiz on the reading of the text to each student.

Not only that, the teacher gives the task to the students to write 30 words and their meanings in notebooks, and ask students to write a start of the first verb 1, verb 2, 3 verb and its translations. At the next meeting the students are asked to

memorize vocab one by one that has been written, and the other students to listen and to provide feedback if there is one in his pronunciation.

In addition, students are asked to look for narrative text and ask students to read aloud in front of the class, and students should also be able to convey the intent or content, the message contained in the narrative text.

Some of these strategies have always done reading teacher in the classroom to give understanding to students and students are able to respond to the material that is given by the teacher.

In addition, this strategy is also used to build character so that students receive more focus in the lesson, and active in each lesson given by the teacher, because there are some students who are very passive in the classroom, so that the material conveyed by the teacher was not wearing the students on the student. That is because the character of the students who tend to be shy and quiet, making it difficult to interact with friends and teachers.

Of exposure that exist in the data presentation, so that students know S1 - S8 using the learning strategy employed by the teacher as follows:

a. Memorizing

S1-S8 will use this strategy because it is a task that is always given by the teachers at each meeting, so that students can easily understand the text when reading other teachers did not discuss the matter.

b. Telling story

S1-S8 will use this strategy because it is a task that is always given by the teachers at each meeting, so that students can easily understand the text when reading other teachers did not discuss the matter.

c. Guessing game

This strategy is used not just intermezzo for students, but also will make it easy for students to understand the material provided by the teacher, so that S1-S8 so enjoy following the teaching of reading in the classroom.

d. Quiz

S2, S3, S4. Will be active when the teacher gave a quiz to students when teaching reading. Because for them it will be easier to understand the material conveyed by the teacher, if the teacher gave a quiz on the sidelines learning.

S5-S8 and students, is a passive student in the classroom, so the teacher will give special attention to them. Then the teachers will give extra assignments to students who passively in the classroom by giving them additional tasks to improve and add value to them.

2. **The Implemented Of Teaching Strategies In Reading Class**

In teaching reading in the classroom, teachers will use instructional media interest to facilitate students in understanding the learning of reading that is given by the teacher, for example, from the observation of the teacher will use an LCD

projector in presenting reading material in the classroom. By using illustrations that can arouse students' interest in reading and understanding the lessons following the reading.

The teacher will write on the board a list of difficult vocabulary contained in the text reading. By writing a list on the board will facilitate students in understanding the content of the text.

Teachers also use the method to test the ability of the students memorized in response to reading lessons in the classroom. At the beginning of the lesson, the teacher will write the list on the board and in writing, at the time at the end of the lesson the teacher will erase the list on the board and give quizzes to students, such as the meaning of a new word just in write on the board, up to five to seven words to each student. It will provide a stimulus to make students more easily understand the content of the readings they read.

When in the classroom, the teacher will ask students to discuss translate text that has been given, so students will exchange their knowledge of vocabulary that they understand. This method is not merely facilitate students in understanding the text is given by the teacher, but also train students in cooperation between groups and also trains students social interaction.

As known, from observations made by the researcher, in second grade, Mts Sultan Agung Jabalsari their characteristics different, there is a very shy child some, and very passive in the classroom, so that the material conveyed by a

teacher can't be hit on the students. So that teachers give assignments in groups to provoke social interaction of students to be more active in the classroom.

As known, from observations made by the researcher, in second grade, MTs Sultan Agung Jabalsari, their characteristics different, there are some students who are very shy, and very passive in the classroom, so that the material conveyed by the teacher not to the students. So that teachers give assignments in groups to provoke social interaction of students to be more active in the classroom.

Not only working group that applied by the teacher, but the teacher will give oral quiz at the end of each lesson just in material conveyed or just vocabulary is presented. Teachers will refer students randomly, but more focused on students who are less active in teaching reading in the classroom, and this du use to add value to the value of student learning outcomes.

In each semester the teacher will provide each student memorizing verb 1 in verb 1 ranging from 1, 2 verb 1, verb 3, as many as 30 words and their meanings. This method is used to train students in reading and pronounciaton memorize train students in understanding each vocabulary that has been taught by the teacher.

Teachers also will give each student a text to be read by students in the class. Other students respond when his reading in front of the class, if there are any mistakes during his reading to the class, and students are asked to respond to his mistake and asked to justify her how to read.

3. Student Responses Of Implementing Teaching Strategies In Reading Class

By using learning strategies that assessed reading mild, giving students the ease of learning in response to reading that is given by the teacher.

Students are able to understand the content of the reading that has been presented by teachers and reading the contents contained in the student book sheet. Students can also work on the problems that have been given by the teachers and the problems that exist in the student book sheet.

From the observations made by the researcher in the classroom second grade MTs Sultan Agung Jabalsari, students were able to retell the narrative text given by teacher at yesterday's meeting with the good. Although there are deficiencies in pronunciation but the students were able to review the texts that have been read.

In teaching reading in the classroom, students are able to respond with good material that has been given by the teacher, such as the generic structure in narrative text and generic structure in text recon.

Students can respond to the questions given by the teacher, either orally or in the form of daily tasks and exams. systematically, the value obtained in one semester the student demonstrates the ability of the students that was obtained during the acquisition of reading material class conveyed by the teacher.

In a study group of students were able to build social interaction in the classroom shit, although there are still some students who are still shy in interacting with his friend, the teacher will provide motivation for students to

build character in students. Learning with this group in a sense very easy for the students, because according to them, in groups, so they can discuss with her and ask her more able, because sometimes they would be embarrassed if to ask the teacher.

Reading lessons using instructional media such as LCD projectors easier for students to learn the material in the reading. For students, in addition to attractive, students are also more easily understand the material given by the teacher. They are easier to capture the essence of the material given by the teacher.

CHAPTER V

DISCUSSION

This chapter present discussion concerning result of research finding from chapter IV, from those data gotten, the researcher know that the students who are good reading class made several instructional strategies.

A. Discussion On The Finding

At this stage the researchers presented the results of the data that has been collected, the study subjects consisted of eight students from two classes and their English teacher MTs Sultan Agung Jabalsari. From the data obtained, the researchers know who is a good students in learning to read with some of the strategies they use.

1. Teacher Strategy In Teaching reading

Teacher strategies the way the teacher using those strategies. The first strategy, is a strategy memorize, students will be able to memorize vocabulary in the reading text. Students are required to memorize any list that has been written by gru on the board. In addition, students are also asked to write a 1-3 corresponding verb text that has been taught by the teacher and memorize it in front of the class when the next meeting.

Next is telling story, the teacher will ask the students to tell back one by one in front of the class reading text that has been given, and other students are asked to respond to the results of his friend story. Students are required to read

text that has been given to the class, and ask students to retell the student body of the text has been read.

The third is game and quiz. Teachers will provide an easy game like charades to provide an understanding of the material to the students. In addition, teachers will also be giving a quiz at the end of each lesson.

The last is list vocabulary. At the beginning of the lesson, the teacher will make a list of difficult vocabulary associated text will be discussed. This is to facilitate students in understanding the content of the text.

In addition, students were asked questions and given the task of working in groups, this strategy will help students understand the material and the task given by the teacher.

Before the lesson begins, students try to translate the text readings that will be discussed later. And students also held discussions with his friend, trying to problem solving. This activity always used to enhance students 'understanding and improve the quality of students' reading.

2. The Implemented Of Teaching Strategies In Reading Class

Based on the theory of instructional strategy presented in Chapter II explains that, instructional strategies are techniques teachers use to help students become independent, strategic learners. These strategies become learning strategies when students independently select the appropriate ones and use them effectively to accomplish tasks or meet goals.

Behold, this is the instructional strategies, management and planning that is in use by teachers in delivering on students' understanding. Students can apply what is in the mentioned by teachers in the classroom and outside class

Teachers will use some of these strategies to facilitate students in understanding reading. Not all aspects of the instructional learning is applied in the classroom, only a few are in use by teachers, students adjusted to the abilities and character of students.

Strategy instruction helps students who struggle with the text become aware of, use, and develop control over learning strategies (Brown & Paclinsar 1982) (Cited in Richard T, 1998 : 48). They suggest that good language learner has some characteristic, as follows :

1.   Find their own way in learning

2.   Creative and experiment with language

3.   focus when the teacher explains the material

4.   active in the lesson

5.   Can solve problem

6.   Deft in receiving the material provided by the teacher

Independent study, this is an opportunity for the teachers really know the students' ability, direct interaction with the students, where the teacher will give you problems or questions, according to the teaching strategies that teachers in the mentioned in the interview done by researchers. The teacher will give a quiz at the

end of the lesson or after the teacher discusses the matter. This quiz is given to students orally, transform and test the student's ability to capture the material that has been given.

3. **Student Responses Of Implementing Teaching Strategies In Reading Class**

This strategy is always used in teaching students reading in class. Using instructional strategy to improve the quality of their reading and understanding the reading text. This strategy makes them easy to understand the material given by the teacher and make them enjoy the follow learning reading in the classroom, so that they can focus on receiving the material given by the teacher. Given the reading is essential for language learner. They use a variety of strategies to help them improve their understanding in making it easier to read and enjoy. So the reading is able to help provide a good response in the reading lessons in the classroom.

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion the result of the study. Based on the finding and discussion from chapter IV and chapter V, the researcher gets conclusion as follow.

A. Conclusion

The results of this study it can be concluded that students who have a good ability in reading by using multiple learning strategies implemented in the classroom. The first is that they can translate new vocabulary by looking at the dictionary. Second, they will work in small groups to complete the task given by the teacher. Third, the recording will record the current difficult vocabulary teacher writes on the board. To four, students will memorize vocabulary that has been in the write by the teacher to answer the quiz that will be provided by the teacher. To five, students will attempt to solve individual problems, that is to say, the students will try to work on yourself about that already exist in the student work-books and will ask the teacher when encountering difficulties. To six, they will learn themselves translate text that has not been discussed by the teacher. Students will make a summary of the material. Seventh, the recording will be practiced alone, reading in front of the class, and review what he read, after which his friend would respond, what kind applied by the teacher in the classroom.

In this case, some of the learning strategies that deliver a positive impact for students, so that students were able to respond well to the material that is given by the teacher, and is able to understand the reading lesson.

In finding this conclusion, not only the students' ability to apply learning strategies in the classroom, so as to fix the value and quality of their reading. Characteristic students also affect the outcome of their understanding of the reading material that is given by the teacher. Characteristic students into categories that are important in determining who is a good student in a reading lesson.

At this level, the subject is ready and capable of learning reading. They can develop their skills in teaching reading. finally, it requires students to use learning strategies that they always use in the classroom so that it will be successful in their reading.

B. Suggestion

The results of this study and provide information to the students, that learning strategies in reading can change student learning outcomes. In addition, researchers have a suggestion that students are able to explore their abilities in reading within their learning strategies they use. They are able to develop their capabilities so that it will fix the value of reading is obtained. Some of the activities in the classroom, students are demanding independence can improve the quality of their reading.

In addition, English teachers are also able to provide motivation to the students so that they can improve their understanding of the reading and able to help her by talking about reading. It will make students more creative and make students, students who have a good ability in reading. Students are given the authority of what is a good strategy to select them according to their abilities so that they are easy to implement and easy to understand reading.

In addition, researchers will conduct further research on learning strategy and other subjects with different levels of learning as well as in evaluating the weaknesses in this study.

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