

**INSTRUCTIONAL STRATEGY IN READING CLASS OF THE SECOND
GRADE STUDENTS AT MTs SULTAN AGUNG JABALSARI
TULUNGAGUNG**

THESIS



By:

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**ENGLISH EDUCATION PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
(FTIK)
STATE ISLAMIC INSTITUTE (IAIN) TULUNGAGUNG
2014**



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THESIS**

**Presented to
Faculty of Tarbiyah and Teacher Training
State Islamic Institute (IAIN) Tulungagung
In partial fulfillment of the requirements for the degree of
Sarjana Pendidikan Islam in English Education Program**



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2014**

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The thesis with title "Instructional Strategy In Reading Class Of The Second Grade Students At MTs Sultan Agung Jabalsari Tulungagng" that is written by **ACHMAD FEBRIANA SARI** NIM 3213103032 has been approved by the thesis advisor for further approval by the Board of Examiners.

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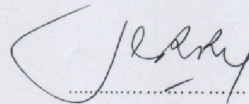
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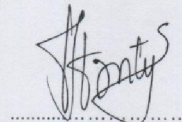
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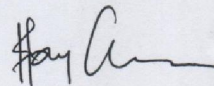
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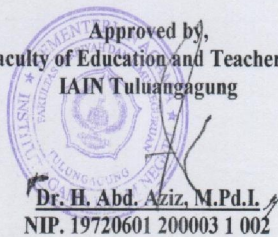


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MOTTO

WHEN DO WE WANT ANY KIND, INCLUDING READING,

THEN SAY

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

THEN ALLAH SWT, WILL ALWAYS BLESS WHAT YOU DO

(My Beloved Mother)

DEDICATION

الحمد لله ربّ العالمين

*This Thesis Is My Hard Work, That My Dedicate For My Beloved
Family*

*My Beloved Father, Achmad Wachid, And My Beloved Mother
Endang Mardiani*

*Who Always Giving Spirit And Prayer To Me in My Educated
Who Always Worked Hard To Finance My Education,
Thank You Very Much Dad And Mom, I Love You So Much.*

*Were Always There For Me Good Times And Bad
Mohammad Yunus Efendi*

*Which Give Me Lessons Motivation And The Meaning Of Life
My Beloved Friends
TBI B ANGKATAN 2010*

*My Beloved friends Campus IAIN Tulungagung
Great Student Family IAIN Tulungagung*

Great Family MTs Sultan Agung Jabalsari

Great Family KKN 2014 Desa Sumberdadap

*Always In Academic's Guiding Me
My Beloved Lecture
English Education Program
Thank You Very Much For Your Guidance*

And My Belove Almamater

*Thank You Very Much
And
I LOVE YOU SO MUCH*

ACHMAD FEBRIANA SARI

ABSTRACT

Sari, achmad febriana. Registered Number Student. 3213103032.
2014.*Instructional Strategy In Reading Class Of The Second Grade Students At Mts Sultan Agung Jabalsari Tulungagung*. Thesis. English Education Program, Faculty of Tarbiyah and Teacher Training, State Islamic Institute (IAIN) Tulungagung.
Advisor: Dr. Erna Iftanti, SS., M.Pd.

Keywords: Reading, Instructional Strategy, Reading Class

Language is a form of human communication tool in the form of symbols speech sounds through headphones, where every sound that came to have meaning. Language is the key staple for human life in this world, because the language is able to establish interactions with neighbors and language resources for the community. The language to be use when mutually understand or comprehend a close reciprocal relationship with the use of language resources that we have. Study English in classes taught by teachers conducted by the character of students. Understanding how students receive reading materials provide by the teacher.

This study was conducted to answer the research problem "(1) what are teacher strategies in teaching reading? (2). How are the teacher's strategies implemented in reading class? (3). How are the students' responses of implementing teachers' teaching strategies?".

The purpose of this study is "(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".

Researcher uses descriptive qualitative research design, survey research design in qualitative research. This research was conducted in MTs SULTAN AGUNG JABALSARI. The school is located in TULUNGAGUNG. This study is aimed at students of the junior class MTs SULTAN AGUNG JABALSARI in academic 2013/2014 subjects were students in the second or eighth grade level. The author has a reason in choosing a second-level students of class VIII or the subject of research. The author notes that in the eighth grade students they have low morale or low motivation in learning English, so the condition is much easier to do research.

The process of collecting data from observations and interviews directly, researchers 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 students' learning strategies in reading, observing the results of students' understanding in reading the text that has been given by the teacher as well as working on the problems in the students' books.

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

Based on observations and interviews. Researcher observed students in reading strategies in MTs Sultan Agung Jabalsari. Observations were carried out to find out who the student who has a good ability in reading and students who have less Traffic in reading. The study was conducted by means of interviews with subjects English teacher MTs Jabalsari Sultan Agung, an interview with the eighth grade students of MTs Sultan Agung Jabalsari, and direct observation in the classroom.

Researcher found four strategies used by teachers when teaching reading in the classroom. The first strategy, is a strategy to memorize, students will be required to memorize vocabulary words in the reading text. Students are required to memorize any list that has been written by teacher on the board. In addition, students are also asked to write 1-3 corresponding verb text that has been taught by a teacher and recite in front of the class when the next meeting. At the beginning of the lesson, the teacher will make a list of difficult vocabulary contained in the text. This is to facilitate students in understanding the content of the text.

The second is the story, the teacher will ask the students to tell back one by one in front of the reading text that has been given, and the other students were asked to respond to the results of his story. Students are required to read a given text given by the teacher, and ask students to review the text that has been read back. The third is the game. Teachers will provide such an easy game cards to provide an understanding of the reading material to students. And lastly, the teacher will also give quizzes at the end of each lesson to each student according to the material that has been given.

The results of this study it can be concluded that students who have good skills in reading by using multiple learning strategies implemented in the classroom. The first is that students can translate new vocabulary by looking at the dictionary (dictionary students are able to read well). Secondly, they will work together in small groups to complete tasks assigned by the teacher so that students are able to build students' social interaction. Third, students are able to memorize vocabulary difficult. Fourth, students are able to memorize vocabulary that has been written by teachers and are able to answer the quiz that will be given by the teacher. Fifth, students will attempt to solve problems individually or in groups. Sixth, they will learn by themselves translate text that has not been discussed by the teacher and the students will make a summary of the material. And the last student is able to understand the reading material that is given by the teacher well.

ABSTRAK

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Keywords: Reading, Instructional Strategy, Reading Class

Bahasa adalah bentuk alat komunikasi manusia dalam bentuk simbol suara pidato melalui headphone, di mana setiap suara yang datang memiliki arti. Bahasa adalah kunci pokok bagi kehidupan manusia di dunia ini, karena bahasa mampu menjalin interaksi dengan tetangga dan sumber daya bahasa bagi masyarakat. Adapun bahasa yang akan digunakan ketika saling mengerti atau memahami hubungan timbal balik yang erat dengan penggunaan sumber daya bahasa yang kita miliki. Belajar bahasa Inggris di kelas diajarkan oleh guru dilakukan berdasarkan karakter siswa. Memahami bagaimana siswa menerima bahan bacaan yang diberikan oleh guru.

Penelitian ini dilakukan untuk menjawab masalah penelitian "(1) Apakah strategi guru yang digunakan dalam mengajar membaca? (2). Bagaimana strategi guru dilaksanakan di kelas membaca? (3). Bagaimana tanggapan siswa menerapkan strategi mengajar guru? "

Tujuan dari penelitian ini adalah "(1) Untuk mengetahui strategi guru mengajar membaca. (2) Untuk mengetahui strategi yang diterapkan guru di kelas mengajar membaca. (3) Untuk mengetahui tanggapan siswa menerapkan strategi mengajar guru".

Peneliti menggunakan desain penelitian deskriptif kualitatif, desain penelitian survei dalam penelitian kualitatif. Penelitian ini dilakukan di MTs SULTAN AGUNG JABALSARI. Sekolah ini terletak di TULUNGAGUNG. Penelitian ini ditujukan untuk siswa kelas satu MTs SULTAN AGUNG JABALSARI pada tahun akademik 2013/2014 subyek penelitian adalah siswa tingkat kedua atau kelas VIII. Penulis memiliki alasan dalam memilih siswa tingkat kedua atau kelas VIII menjadi subjek penelitian. Penulis melihat bahwa di kelas VIII siswa mereka memiliki semangat rendah atau motivasi rendah dalam pembelajaran bahasa inggris , sehingga kondisi ini lebih mudah untuk melakukan penelitian.

Proses pengumpulan data di dapat dari observasi dan interview secara langsung, peneliti melakukan observasi pada strategi belajar siswa dalam pembelajaran membaca di dalam kelas, second grade di MTs SULTAN AGUNG JABALSARI.

Dalam observasi ini peneliti mengamati strategi belajar siswa dalam membaca, mengamati hasil pemahaman siswa dalam membaca teks yang telah di berikan oleh guru maupun mengerjakan soal-soal di dalam buku lembar siswa.

Peneliti mengamati secara langsung, siapakah siswa yang mampu memahami dengan baik pelajaran membaca ataupun materi dalam membaca yang telah di berikan oleh guru dan mengamati siswa yang kurang dalam memahami pembelajaran membaca .

Berdasarkan hasil observasi dan wawancara. Peneliti mengamati strategi siswa dalam pelajaran membaca di MTs Sultan Agung Jabalsari. Pengamatan dilakukan untuk mengetahui siapa siswa yang memiliki kemampuan yang baik dalam membaca dan siapakah siswa yang memiliki kemampuan yang kurang dalam membaca. Penelitian dilakukan dengan cara wawancara dengan guru mata pelajaran bahasa Inggris MTs Sultan Agung Jabalsari, wawancara dengan siswa kelas delapan MTs Sultan Agung Jabalsari, dan observasi langsung di dalam kelas.

Peneliti menemukan empat strategi yang di gunakan oleh guru saat mengajar reading di dalam kelas. Strategi pertama, adalah strategi menghafal, siswa akan diminta menghafal kosa kata dalam teks bacaan. Siswa diminta untuk menghafal setiap daftar yang telah ditulis oleh guru di papan tulis. Selain itu, siswa juga diminta untuk menulis 1-3 kata kerja sesuai teks yang telah diajarkan oleh guru dan menghafalkannya di depan kelas ketika pertemuan berikutnya. Pada awal pelajaran, guru akan membuat daftar kosakata sulit yang ada dalam text. Hal ini untuk memudahkan siswa dalam memahami isi teks.

kedua adalah bercerita, guru akan meminta siswa menceritakan kembali satu per satu di depan teks bacaan yang telah diberikan, dan siswa lain diminta untuk menanggapi hasil cerita temannya. Siswa diminta untuk membaca teks yang telah diberikan yang diberikan oleh guru, dan meminta siswa untuk mengulas kembali kembali teks yang telah dibaca. Yang ketiga adalah game. Guru akan memberikan permainan yang mudah seperti kartu untuk memberikan pemahaman tentang materi reading kepada siswa. Dan yang terakhir, guru juga akan memberikan kuis pada akhir setiap pelajaran kepada setiap siswa sesuai dengan materi yang telah diberikan.

Hasil penelitian ini dapat disimpulkan bahwa siswa yang memiliki kemampuan yang baik dalam membaca dengan menggunakan beberapa strategi belajar yang diterapkan di dalam kelas. Yang pertama adalah siswa dapat menerjemahkan kosa kata baru dengan melihat kamus (siswa mampu membaca kamus dengan baik). Kedua, mereka akan bekerja sama dalam kelompok-kelompok kecil untuk menyelesaikan tugas yang diberikan oleh guru sehingga siswa mampu membangun interaksi social siswa. Ketiga, siswa mampu menghafal kosakata sulit. Keempat, siswa mampu menghafal kosa kata yang telah di tulis oleh guru dan mampu menjawab kuis yang akan diberikan oleh guru. Kelima, siswa akan berusaha untuk memecahkan masalah secara individu maupun kelompok . Keenam, mereka akan belajar sendiri menerjemahkan teks yang belum dibahas oleh guru dan siswa akan membuat ringkasan materi. Dan yang terakhir siswa mampu memahami materi reading yang di berikan oleh guru dengan baik.

DECLARATION OF AUTHORSHIP

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State that the thesis entitled “Instructional Strategy In Reading Class Of The Second Grade Students At Mts Sultan Agung Jabalsari Tulngagung” is truly my original work. It does not any materials previously written or published by another person except those indicated in quotation and references. Due to the fact, I’m the only person responsible for the thesis if there is any objection or claim for other.

Tulungagung, July 10th 2014

Achmad Febriana Sari
NIM. 3213103032

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Tulungagung, July 10th 2014

The Writer

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