

ABSTRACT

Kusuma, Andi Purnama. NIM. 126203202144. 2025. Teachers' Strategies in Teaching Reading Comprehension at the Eighth Grade of Mts Darussalam Kademangan Blitar in the Academic Year 2024/2025. English Language Teaching. Faculty of Tarbiyah and Teacher Training, UIN Sayyid Ali Rahmatullah Tulungagung. Supervisor: Dr. Arina Shofiya, M.Pd.

Keywords: Reading, Reading Comprehension, Strategies Reading

The ability to understand reading plays an important role in supporting students' learning success, especially in English lessons. However, many students still have difficulty understanding English texts.

This study aims (1) to determine the teacher's strategy in teaching reading comprehension, (2) to determine the impact of implementing the strategy on students' reading comprehension skills. This study uses a descriptive qualitative method with a case study design. The subjects of this study were 3 English teachers who taught at the eighth grade students of MTs Darussalam Kademangan Blitar. Data were collected through observation and structured interviews. Observations were conducted in class during reading lessons to identify strategies used by teachers and their impact on students. Data validity was tested using triangulation. Meanwhile, data analysis was conducted using data reduction, data presentation, and drawing conclusions and verification.

The results of data analysis showed that all English teachers at the eighth grade of MTs Darussalam Kademangan Blitar implemented various strategies such as Scaffolding, Think Aloud, Reciprocal Teaching, SQ3R, and QARs. The impact of implementing these reading strategies made students more actively involved in the learning process, more confident in expressing their opinions, able to understand the contents of the reading more deeply, and more interested and motivated to learn to read.

ABSTRAK

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Kata Kunci: Membaca, Pemahaman Membaca, Strategi Membaca

Kemampuan memahami bacaan berperan penting dalam mendukung keberhasilan belajar siswa, khususnya pada pelajaran Bahasa Inggris. Namun, masih banyak siswa yang mengalami kesulitan dalam memahami teks berbahasa Inggris.

Penelitian ini bertujuan (1) untuk mengetahui strategi guru dalam mengajarkan pemahaman membaca, (2) untuk mengetahui dampak penerapan strategi tersebut terhadap kemampuan pemahaman membaca siswa. Penelitian ini menggunakan metode kualitatif deskriptif dengan desain studi kasus. Subjek penelitian ini adalah 3 orang guru Bahasa Inggris yang mengajar siswa kelas VIII di MTs Darussalam Kademangan Blitar. Data dikumpulkan melalui observasi dan wawancara terstruktur. Observasi dilakukan di kelas pada saat pembelajaran membaca untuk mengidentifikasi strategi yang digunakan guru serta dampaknya pada siswa. Keabsahan data diuji menggunakan triangulasi. Sedangkan, analisis data dilakukan dengan menggunakan reduksi data, penyajian data, serta penarikan kesimpulan dan verifikasi.

Hasil analisis data menunjukkan bahwa semua guru Bahasa Inggris pada kelas VIII di MTs Darussalam Kademangan Blitar menerapkan berbagai strategi seperti Scaffolding, Think Aloud, Reciprocal Teaching, SQ3R, dan QARs. Dampak penerapan strategi membaca tersebut membuat siswa lebih aktif terlibat dalam proses pembelajaran, lebih percaya diri dalam mengemukakan pendapat, mampu memahami isi bacaan dengan lebih mendalam, serta lebih tertarik dan termotivasi untuk belajar membaca.