



**ENGLISH TEACHER'S METHODS  
IN TEACHING READING COMPREHENSION  
OF PROCEDURE TEXT**

**A Case Study of English Teachers of SMP N 23 Semarang  
In the Academic Year of 2019/2020**

A final project  
submitted in partial fulfillment of the requirements  
for the degree of *Sarjana Pendidikan* in English

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**2020**

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### APPROVAL

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## **MOTTO AND DEDICATION**

“Lebih baik merasa gagal karena telah mencoba,  
daripada menyesal karena tidak pernah berani mencoba”

To:

My parents (Mundasir and Asiyah)

My sister (Aulia Putri Wulandari)

My big family

All my best friends

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Akidatul Yusmalinda

## ABSTRACT

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**Keywords:** English Teacher, Teachers' Methods, Teaching Reading, Reading Comprehension, Procedure Text

This study focuses on English teachers' methods in teaching reading comprehension of procedure text. The main purpose of this study is to describe the methods used by English teachers and reveal the strengths and weaknesses of those methods used for teaching reading comprehension of procedure texts. The research was a qualitative case study. The participants of this research were two English teachers at SMP N 23 Semarang in the academic year of 2019/2020. In collecting data, several data collection instruments were used, including: interview, observation guideline and document analysis checklist. The findings showed that English teachers planned the teaching materials and strategies in advance. They also used various methods in teaching reading of procedure text. Both teachers almost used the same methods which were audio visual method, scaffolding, grammar-translation method, and project-based learning. The difference was in the step of the strategy implementation. In addition, based on the findings, the most appropriate methods to teach reading comprehension was grammar-translation method since it helped students in the process of comprehending the procedure text. There was a number of students who still had hard time following the lessons. Teachers are supposed to make sure that all students have understood the whole text or not and they should observe the students' situation and needs so that the teaching and learning is contextual.

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# **CHAPTER I**

## **INTRODUCTION**

In this chapter, the researcher would present the background of the study, reasons for choosing the topic, research questions, objectives of the study, significance of the study, limitation of the study, definition of key terms, and outline of the study.

### **1.1 Background of the Study**

It is believed that language has an important role in this world because everyone uses it for communicating with others. Hartmann (as cited in Shahsavari-Somayeh, 2014) agreed that language is the most fundamental means of communication. Through language, we can deliver meaning, feelings and desires from both spoken and written. However, every country has its own national language and of course, each of them has not the same language to one another. There are a lot of languages in this world, for instance, English, Spain, Arabic, and so on. Those make people uneasy to communicate with others from a different country since most of them only know and master their own mother language. So, they need a language that can unite the countries in order to catch the information, so when people from different countries are talking, they can understand what the speaker says. It will make the goal of language which is for communicating happened.

It is a fact that English has been chosen as an international language because of widespread use among all countries in the world. Therefore, it is obviously

significant for all people to learn English at every level by considering the importance in the daily life both spoken and written. By learning English will help all people from different countries communicate with each other so, they will not have difficulties in delivering their messages.

By considering the importance of English for people's life, the Indonesian government had been decided that English must be taught for children in school. English is learned since students are in elementary school and also be an obligated lesson that must be mastered by all students. Therefore, they have to master all the required skills in English such as listening, reading, speaking and writing. These four skills cannot be separated, they are linked to each other, they relate to receptive skills and productive skills. Where listening and reading are receptive skills, writing and speaking are productive skills (Harmer, 2001). While receptive skills are the ways in which people extract meaning from the discourse they see or hear, on the other hand, productive skills, there several language production processes that have to be gone through whichever medium we are working in (Harmer, 2001). It can be inferred that all the skills have to be understood by the step and the proportion. What we are speaking or writing is determined by what we have already listened to and read. It is about input and output.

Due to the fact that reading is receptive skill, it means reading is one of the ways to get the input language in English, because when we read a text we can obviously get the knowledge what exactly the text tells to us, in addition we can get a lot of vocabularies that will help us in speaking and writing. Hence, reading skills are very important especially for students to collect as many as possible the

vocabulary from the text they have read. In addition, reading is also a skill that can make students develop their ways to learn well about a certain topic. By reading, students can use their time in a good way to get information, knowledge, as well as enrich their vocabulary, and improve their ability in English. Moreover, reading is one of the language skills that will give great value and contribution because someone can get information from the text they read.

Reading is the process of getting information from the written text; from the writer to the reader. So, when students are reading a particular text, they are supposed to understand the whole text. They have to understand what the writer tries to say through the text, get the information of the text and even analyze the meaning of the text. According to Dean (2013) reading is more than seeing words clearly, more than pronouncing printed words correctly and more than recognizing the meaning of isolated words. Reading requires you to think and feel. Reading is not just looking and pronouncing words in the text but comprehending all the components of a text. In short, the goal of all reading is the comprehension of meaning that is conveyed in the written text.

At school, students are taught to read words and also text in English. From the beginning part in elementary school, they are taught to read words by words continue to the next level they are studying to read many different texts. There are many kinds of text that must be mastered by the students. For instance, in junior high school according to Indonesia Curriculum Education 2013, there are several texts that must be studied by the students, such as descriptive text, narrative text, procedure text, and so on. Each of them has different generic structure, aim, and

also language features. Hence, it may make students difficult either to identify or differentiate all text. They must be taught the whole components of the text and also understand the vocabulary on that text so they can easily understand the text they read.

Studying English is not easy for students since it is not their mother tongue and language. They sometimes or always find difficulty in reading an English text. One of the problems that often faced by the students is they do not understand the meaning of the text, and they cannot get any information from the text they read. It is because either they do not familiar with such kind of text or they lack of vocabulary which we know that it will help us understand the text easily.

Hence, the teacher should help students with all their difficulties. The teacher must consider what the best way to teach reading. In teaching reading, a teacher may use many different methods and strategies. In order to, use any instructional technique effectively, anyone who teaches must understand the principles and assumptions upon which each specific technique is based. There is certainly no shortage of descriptions or labels for activities that may be classified as pertaining to instruction. Harmer (2007) has said that a strategy is an action that the teacher takes to attain one or more of her teaching-learning goals. The strategy can also be defined as a general direction set for the teaching process. The teacher should use various methods in teaching reading such as applying various methods, media and games in order to keep the students interested. The key to the strategy in teaching reading is to create learning environments that are more interactive to apply

technology where applicable into the learning experience, and the important thing is to make the students comprehend and understand what the text tells about.

In teaching reading comprehension, teachers lead students in the classroom to become proficient and successful readers. Creative teachers do not use only one specific method and technique, but implement many methods and strategies and skills to accommodate the needs and learning styles of each student in the classroom. Therefore, successful teachers who teach reading realize that reading can be taught by using a variety of strategies. The teaching must be modified by the teachers depending on the students' needs. The teaching strategy is not only considered by the students' need but also from the curriculum, media and materials.

Early research that was conducted by Soleimani and Hajghani (2013) found that reading strategy instruction can lead to the use of an extended range of reading strategies by the learners. Besides, the reading strategies are able to enhance students' reading performance. As a suggestion, teachers can implement the use of reading strategy in teaching reading and help the learners make significant improvement. Based on that study, the previous researcher suggests and recommends the teacher to use reading strategy in teaching reading since it will help the students make an improvement toward their reading ability. From that point, the reading strategy in teaching reading is suggested to be examined by the next researcher.

The notes above shows that teachers play an important role in teaching their students in order to make them comprehend and master the reading skill. In addition, from the previous study shows that the use of reading strategy is important



to make an improvement toward students' reading ability. The basic motivation in conducting this research is I want to know whether the teachers at SMP N 23 Semarang use and implement any kind of reading strategy in teaching reading comprehension. Thus, I intend to know what the methods that are used by English teachers at SMP N 23 Semarang in teaching reading comprehension and also I want to know whether those methods are appropriate and effective to teach reading comprehension.

## **1.2 Reasons for Choosing the Topic**

According to Education Curriculum 2013 state that junior high school students are expected to be able to comprehend written texts either in short functional or simple essay form in the genre of procedure, recount, narrative, descriptive, announcement in a daily activity context and to be able to access knowledge.

There are a lot of text that must be taught by the students and each genre of the text has different purpose, generic structure and also language features. By studying all genre text in school does not mean that students only learn how to read and identify a particular text. Yet, they must understand the whole text; what the writer tries to inform and tell to the readers. Moreover, students must get the knowledge and information of the text, they have to be able to think critically, so whenever they are asked to answer some questions based on the text they have read, they can answer it correctly. It is not an easy thing because one text contains of a lot of vocabulary, grammatical structure and also its story which has differences

with another text. The students need an extraordinary effort to comprehend all the text. It is called by comprehension. Reading comprehension lead students to become proficient and successful readers. In addition, all learners need to improve their level of comprehension in any given text and without appropriate method is impossible to succeed in reading text. Unfortunately, teaching reading comprehension is not easy because when students are reading a text, teacher also have to think how the students can comprehend all the aspects of English in that text. Since, it will help the students master the challenging of linking the paragraph by paragraph in a text. The teacher as a mediator in school is supposed to use appropriate method, so their students not only can read but also comprehend the text. According to Brown (2001) method is a generalized set of specification in the classroom for achieving linguistic objectives. Methods main concern is to teachers and learners' role and behavior. Besides, the concern of method is to linguistic and subject matter objectives, sequencing and materials. This is the key of success of the reader. Teacher need to select which one that must be implemented in teaching certain text so they students can easily get the knowledge of that text. Preparing students for what they are going to read can make comprehension much easier.

On the other hand, according to Standard Operating Procedures of National Examination (POS) claimed that there are fifty questions of multiple choice questions. From the data, most of them are about reading comprehension. It can be finding the main idea of the text, the implication of the text and so on. It is absolutely 100% of the National Examination questions that require students reading comprehension skill.

Based on the data, it is essential for students to master reading comprehension skill. As we know, nowadays National Examination (UN) is not a key to determine whether the students pass or fail in Junior High School. Yet, the function of UN has changed, it becomes the standard of education quality of Indonesia. Besides, for students, the result of their National Examination will be a consideration of entering the next level of education which is senior high school and the next after is university. If they are not succeed in answering the whole questions means they might have a difficulty in the future for students who wants to apply for school in their out zone since their final marks will be a consideration for its school. According to the POS, all the question of UN are from the material from seventh to ninth of Junior High School which means the students need to brush up on their memory of all materials. Due to the importance of English and National Examination, it makes the students worrying of having bad score in National Examination. Therefore, students have to work hard to pass the National Examination.

Passing the national examination with good mark is not easy for most students. As the materials covered from seventh to ninth grade, students have so many materials to study. Those materials contain of some kind of text, conversation and so on. Based on the data mentioned before, there are 100% reading comprehension questions. It means students must study and master all of the genre of text. There are more than five text which must be taught in class such as narrative text, descriptive text, procedure text, etc. Those such texts have different purpose, generic structure and language features to one and another. Frequently, the diversity

of text types makes students confused. So, they will think that English in particular reading text is difficult to be learnt. Here, the importance of teachers are needed.

According to Trisanti and Astuti (2019) education plays an important role in developing people's ability to understand and implement ideas that have been formed by government regulations, the role of teacher is being the main point should be enhanced. A teacher has duty of transferring knowledge and translating theory into practice to be followed by the learners. Teacher as a mediator in teaching at school is supposed to help students getting the best education in their life. If the students faced a difficulty in studying, it is teacher's obligation to help them. Based on the reason that I have been mentioned, students need teachers' help in mastering all skills of English, especially in reading comprehension. However, teaching reading is not as easy as we think, because it is not only ask the students to read the whole words in the text but encourage them to understand the text even conduct a critical thinking. Hence, Teacher should consider what method or strategy that could make a reading text easier.

A good and appropriate method is really needed for students in comprehending the reading text. As a teacher, they have to choose and select which best method that is good to be implemented in class and also the teaching method must be modified depending on the students' needs.

### **1.3 Research Questions**

The research questions of this study are:

- 1) What are the methods used by English teachers at SMP N 23 Semarang in teaching reading comprehension of procedure text?
- 2) What are the strengths and weaknesses of the methods used by English teachers at SMP N 23 Semarang in teaching reading comprehension of procedure text?

#### **1.4 Research Objectives**

The objectives to be achieved in this study are:

- 1) To describe methods used by English teachers at SMP N 23 Semarang in teaching reading comprehension of procedure text.
- 2) To reveal the strengths and weaknesses of the methods used by English teachers at SMP N 23 Semarang in teaching reading comprehension of procedure text.

#### **1.5 Significance of the Study**

The significance of the study can be stated as follows:

First, to answer first objective of the research that finding out methods used by English teachers at SMP N 23 Semarang in teaching reading comprehension of procedure text. The results of the research are useful for the teacher, students, and researcher. Theoretically, this study is expected to find out methods in teaching reading comprehension of procedure text. The result of analyzing in this study will be useful in order to understand deeply about what kind of methods that appropriate to be used in teaching reading of procedure text. The methods are served in

effective, efficient, and easy ways so the students can easily comprehend and master English. This information can be useful for teacher to enrich the method and strategies in teaching reading especially in procedure text.

Practically, this study gives a reference for teachers in teaching their students' in enhancing students reading ability skill. Teachers can develop their skill in managing the materials in class by using the new methods. By applying these methods in class, the students can be more motivated to read English text and achieve reading comprehension.

Pedagogically, the result of this study will be useful for students to develop and increase their critical thinking in reading skill. It will also support the teachers in providing some methods that can be sources for them in teaching reading comprehension of procedure text, so the teaching and learning process will not be monotonous.

To answer second objective of the about strength and weaknesses of methods used by English teachers at SMP N 23 Semarang in teaching reading comprehension of procedure text. Theoretically, this study is expected to enrich English teachers comprehension about strength and weaknesses of each methods in teaching procedure text. Besides, teachers and researchers will know deeply about the strength and weaknesses of certain method if it is used in teaching procedure text.

Practically, teachers can strengthen the advantages of a certain method and can eliminate and decrease the weaknesses of a certain method. So, the use of that

method will be effective. By applying a certain method, it may be suitable for students and they can achieve reading comprehension skill.

Pedagogically, this research may become reference for teachers in practicing appropriate methods in enhancing students reading skill. Besides, the result of this study gives the English teachers more attention in factors that might strengthen and weaken certain method, so that the teachers are able to improve those factors to be conveyed to the students smoothly.

### **1.6 Scope of the Study**

Since there are a lot of text that must be learnt by the students, I limit the research to English teachers' methods of SMP N 23 Semarang in teaching reading comprehension especially in procedure text. The reason I chose procedure text because of teachers' recommendation. This study included two teachers, and when I asked for permission at SMP N 23 Semarang, they gave me suggestion to talk to teachers who teach ninth grade. Both teachers agreed to be the participants, then they suggested using procedure text as a main topic since for the time being the materials of procedure text would be taught the next after and due to the fact that teachers only have short time in teaching ninth grade. So, they suggested me to observe their teaching activities in teaching procedure text.

### **1.7 Definition of Key Terms**

Definition of terms is important to be given in order to avoid misinterpretation and misunderstanding.

### 1.7.1 Teaching Method

Method is a particular way of doing something; the quality of being well planned and organized (Oxford Advanced learner's dictionary, 2015). According to Anthony (1963) pointed out that method is a practical implementation of an approach. A theory is put into practice at the level a method. It includes decisions about:

- 1) The particular skills to be taught,
- 2) The roles of the teacher and the learner in language teaching and learning,
- 3) The appropriate procedures and techniques,
- 4) The content to be taught,
- 5) And the order in which the content will be presented.

It also involves a specific syllabus organization, choices of the materials that will boost learning, and the means to assess learners and evaluate teaching and learning. It is a sort of an organizing plan that relies on the philosophical premises of an approach.

Hartono (2017) said that method is regularly way used in doing an activity in order to achieve a goal; a kind of systematic work to facilitate the implementation of doing a work in order to achieve the goal.

Richard and Theodore (1986) said that teaching method is used to describe the pedagogy, main principles of study, and educational strategies that are used by teachers in the classrooms to instruct students. There are four basic types of teaching methods used worldwide: approach where teacher is a 'center' of learning,



approach where students are a 'center' of study, approach of using low-tech information, and approach of using high-tech materials.

In short, teaching method comprises the principles used by teachers to enable student learning. These methods are determined partly on subject matter to be taught and partly by the nature of the learner. For a particular teaching method to be appropriate and efficient it has to be in relation with the characteristic of the learner and the type of learning it is supposed to bring about. The role of teaching method is to make clearer the meaning of an object (term, assignment, content). In the learning/teaching process, method is a tool used by teachers in order to manifest the comprehension of certain materials.

### **1.7.2 Reading Comprehension**

According to Smith (1988) Reading is a complex process in which the reader uses mental content to contain the meaning from written materials it means that the reader is supposed to recognize the meaning of printed words.

Comprehension is the process of building a connection between what the reader knows and what he or she does not know, between the new and the old, Smith and Johnson (1980). Comprehension is an involving process, often beginning before a book is opened, changing as the material is read, and continuing to change even after the book is completed. It is an interactive process that requires using prior knowledge in combination with the printed material. The developmental nature of comprehension is enhanced when the child interacts with others about aspects of the material after it has been read.

Reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material, Olson and Diller (as cited in Jafar, 2012). Reading comprehension is taught to be a set of generalized knowledge acquisition skills that permits people to acquire and exhibit information gained as a consequences of reading printed language.

It can be said that reading comprehension is the capability to understand or grasp it ideas of one passage. Reading comprehension refers to reading with comprehension. Reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities .When we read, we should be able to recall information afterwards.

### **1.7.3 Procedure Text**

Anderson and Anderson (1998) explain that a procedure is a piece of text that tells the reader or listener how to do something. The purpose of procedure text is to provide sequenced information or directions so that people can successfully perform activities in safe, efficient, and appropriate ways. Procedure text is already familiar with people's daily life, for example in giving instructions to make something, in games rules, in recipes, manual steps, directions of destination. According to Derewianka (2004) procedure text consists of three parts, which are:

- 1) Title/goal
- 2) List of material
- 3) Steps/method/procedures

Then, Anderson and Anderson (as cited in Prawati, 2012) stated that the generic structure of a procedure text contains:

- 1) An introductory statement that gives the aim or goal. This maybe the title of the text or an introductory paragraph.
- 2) A list of the materials that will be needed to complete procedure:
  - a) This may be a list or a paragraph.
  - b) This step may be left out in some procedures.
- 3) A sequence of steps in the order they need to be done:
  - a) Numbers can be used to show first, second, third, and so on.
  - b) The order is usually important; such word as now, next, and after this can be used.
  - c) Usually the steps begin with a command such as add, stir, or push.

### **1.8 Outline of the Report**

This final project is divided into five chapters or sections and its sub-sections. These are brief explanation of each chapter:

Chapter I deals with the introduction of the study. It introduces the significant subject matter of the study. It consists of the background of the study which discusses the brief explanation about the important of English nowadays, learning English, learning English in Junior High School, skills in mastering English, reading comprehension skill, teaching and learning at school, genre of the texts, the reasons for choosing the topic which discusses the reasons why I choose the topic, objectives of the study which talks about the purpose of me to respond the problems

found, significance of the study which talks about the expectation from me after the research done, scope of the study, definition of key terms and outline of the report which shows the framework of the study.

Chapter II presents the review of related literature. In this chapter, especially in the review of the study, I quoted some journals related to the topic about teaching reading, teaching reading comprehension, teaching reading methods and strategies in TEFL. Furthermore, this research discusses the gap identification between the previous studies and the present study, review of relevant concepts such as method in teaching reading comprehension according to expert, and also I give the theoretical framework of this study that is conveyed from relevant concept.

Chapter III discusses the method of investigation. This chapter deals with research design which talks about the research design conducted by the researcher, in this research I use qualitative case study research. Therefore, in this chapter, I explain the research participants who were two English teachers, role of the researcher, units of analysis. Furthermore, I explain how I get the data for my study in data collection methods, instruments for collecting the data, procedures of analyzing data and triangulation.

Chapter IV is the most important chapter in this research. It presents findings and discussions of the research. The findings are from the result of interview, observation and document analysis. The discussions in this chapter analyses the findings, as well as comparing and contrasting the current study with the previous study. It consists of a triangulation's result with sources of expert judgement. It is

also supported by critical analysis of the literature review of previous studies. This discussion chapter will answer two research questions.

The last chapter, chapter V draws the conclusion and suggestions. This chapter presents the conclusion and the suggestion based on the discussion of data analysis and research findings in the previous chapters. The conclusions of the research are the methods used in teaching reading comprehension of procedure text, strength and weaknesses of each methods, and also the most appropriate method according to the result of observation. Then, the suggestions for the teachers and the limitation of the study as well.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This section discusses relatable previous studies on this research topic which includes three parts. First, review of the previous studies which present the previous studies that had been conducted. Second, review of the theoretical studies, it deals with the relevant concepts which become as the references. The last part is the theoretical framework which describes the theory that supports this research.

#### **2.1 Review of Previous Studies**

This study is going to analyze the methods that used by English teachers in teaching reading comprehension. To support this research, there are several previous studies which have relevance with this study that can be used as resources. Many studies have proved that reading is an important for mastering English and also the use of reading methods and strategies may help improving reading comprehension. I have reviewed thirty studies related to teaching reading comprehension.

##### **2.1.1 Teaching Reading**

First, a research conducted by Rochman (2017) told that current methods for teaching reading comprehension tend to emphasize the products of comprehension and neglect the processes of comprehension. Teachers often provide insufficient opportunities for learners to practice English in teaching reading. To make the

situation worse, both teachers and learners frequently use Indonesian language throughout English classes. In addition, during teaching reading in a class teachers may confuse to give exercises relate to fluency or accuracy in reading. So, this study was to emphasize for reading fluency or accuracy in improving students' reading comprehension in EFL context.

The correlation between fluency and reading comprehension showed a significant positive relationship between oral reading fluency and reading comprehension performance. Therefore, automaticity of decoding fluency was essential for high levels of reading achievement. Based on the result of the study, the researcher said that between oral reading fluency and reading comprehension performance have a significant positive relationship. It showed that if the teachers teach the students with the appropriate strategy in reading comprehension, it will make the students have a fluency in reading.

A study conducted by Sunggingwati (2013) in her research said that the most frequent techniques used for improving reading comprehension include questions of what the students have read. For this to occur, teachers need more effective self-questioning strategy to use with their students. Therefore, this case study explored how EFL teachers used questions in teaching reading lessons in the classrooms in Indonesia. This study focused on an exploratory investigation of the practice of questioning strategies with teachers in a particular EFL context in Indonesia. As context is crucial, a case study approach was used to examine a particular location and program of teaching.

The result showed that the teachers used textbook to provide questions and tasks to go with each reading passage. The findings from the initial observations revealed that the way they taught English reading was similar to the traditional approach used by the majority of teachers in Indonesian classrooms. After the students are asked to read aloud then they were required to answer the questions provided in the textbook and to complete the tasks presented there. Overall, these teachers were exposed to low-level questions provided in the textbooks and they had limited knowledge themselves about questioning strategies. This implied that they needed to improve their ability to develop more complex questions. It is a need to investigate how effective of questions in textbook in improving the understanding of students' reading skill.

### **2.1.2 Teaching Reading Comprehension**

Masadeh (2015) on his research said that reading teachers, in general and more specifically Saudi ones were noticed facing many difficulties when trying to develop their learners' comprehension. Therefore, the present study aimed to investigate these areas of difficulty that reading teachers and learners often encounter. It will also propose a lesson plan as a model for these teachers and assess its benefits for both parties. The researcher of the present study followed the descriptive approach through which participants were questioned for the sake of describing the phenomenon being studied and the sample consisted of 56 teachers. In findings, it can be strongly claimed that Saudi teachers usually suffer from severe deficiencies in reading lessons. Their blunders and vague strategy during the lesson



can shed light on their need for the support of other parties. The amount of training and the sort of preparation programs must be reconsidered and modified. Their teaching strategies should be modified and improved in various ways. This study suggested researchers are called for conducting studies to identify the differences in students' reading achievement levels because of adopting the previously discussed lesson plan.

Kamgar and Jadidi (2016) in their research said that EFL learners still suffer from difficulties in language learning skills. It seems that the problem refers to educational system; most EFL teachers traditionally appeared to prefer teaching 'what to think' instead of 'how to think'. Critical thinking is a purposeful and both reading comprehension and critical thinking are kinds of cognitive abilities, so they have some properties of cognitive skills in common, in this way it can be concluded that development of critical thinking improves reading comprehension. So, this study aimed to investigate the relationship of Iranian EFL learners' critical thinking and self-regulation with their reading comprehension ability across beginners, intermediate, and advanced levels of proficiency. This study employed quantitative method and the design of the study is correlational.

The findings indicated a statistically significant correlation for those with greater critical thinking skill among advanced and intermediate learners, while there was no significant relationship between self-regulation and reading comprehension ability except for the advanced group of learners. The study had implications for course designers, teachers and students. This study also showed a significant relationship between each of innovation, maturity, and engagement subscales with

reading comprehension ability among intermediate and advanced students. On the other hand, there was no significant relationship between self-regulation and reading comprehension ability among beginners and intermediate students. There were a lot of possible factors which involved in making different result from previous researches; different learning context, ignoring age of students as a variable, and several possible reasons. However this research suggested a positive correlation at advanced level of participants. It is suggested to investigate the relationship of possible factors that may involve the improvement between self-regulation and reading comprehension.

The paper by Srisang, Fletcher, Sadeghi and Everatt (2018) said that inference skills were significant to the construction of text representations in the earliest stages of reading comprehension development. Therefore, the ability to make inferences is a significant predictor of reading comprehension in a first language. Such theory suggest that it is plausible that inference skills developed in one language should transfer to the processing of text in a second. So, this study investigated first, whether inferential skills support reading comprehension within-language (Thai and/or English) and also what if inferential skills in one language can support reading comprehension in another language. This study used quantitative research.

In findings found that first, the correlational analyses demonstrated the positive relationship between inferential skills and reading comprehension within the same language and also across languages. Second, hierarchical multiple regression analyses showed inferential skills made independent contributions to

reading comprehension within the same language, but only the English inferential measure predicted extra variability in reading comprehension across languages. One of the potential implications for future studies it is suggested to investigate whether the explicit teaching of inferential skills would be a recommendation for practice in different language classrooms.

Ness (2016) said that teachers are often reluctant to provide explicit reading comprehension instruction in their secondary classrooms. Teachers point to the lack of instructional time and the pressure to cover content as barriers to literacy instruction. The primary reason for conducting this research was to determine the frequency of reading comprehension instruction in middle and secondary content area classrooms and how teachers' perceptions of reading comprehension influenced their instructional decisions. This study used mixed methodology.

Findings indicate that 600 total minutes observed in classrooms, reading comprehension strategies made up 60 minutes (10%) of instruction. Reading comprehension instruction in classrooms was essentially absent because these teachers saw reading comprehension as a time-consuming detraction from their content coverage, or doubted their responsibility for or skill in providing such instruction. The data from this study seem to suggest that middle and secondary teachers are uncertain about what and how reading comprehension instruction was. Furthermore, teachers' knowledge of how to teach such strategies was equally narrow. Even when teachers in this study did provide reading comprehension instruction, they merely directed students to use the strategy, not how or why to do so. For future studies in order to gain a more comprehensive picture of reading

comprehension in content classrooms, the research reported in this study must be replicated across a larger number of teacher participants and across schools set in different contexts.

Küçükoğlu (2012) in his study said that the teacher researcher believed without a solid foundation of reading strategies the students will struggle throughout their academic and adult life. The area of focus of this research is to improve reading comprehension through the use of reading strategies. The study was an action research applied to a number of 14 students in an intermediate level integrated skills course. The main question of the study was “Would reading strategies help my students reading comprehension studies?”

The reading awareness scale on this study showed that there was a lack of knowledge in the area of reading strategies in students at the beginning of the study. The number of the strategies was another obstacle as the students might have found them confusing. In order to overcome this situation, the researcher guide and monitor the students in every step of the process especially for the questioning, inferring, and summarizing strategies. The teacher researcher used six strategies; predicting, making connections, visualizing, inferring, questioning, and summarizing. First the strategies were modeled by the teacher researcher and as the second step the strategies were practiced by the whole class, then small groups, and finally independently. The result of this study indicated that the students had improvement to a great extent have been tutored about the reading strategies. Future research on the revised reading strategies may probably explore meta-comprehension differences between female and male students. In preparatory

school groups students in different levels of English can also be examined in order to see the differences in competence in English.

Reynolds and Goodwin (2016) on his study said that experimental research had shown that interactional scaffolding provided to a novice reader in order to support the reader's comprehension, was effective in supporting student reading when more-scaffolded interventions were compared to less-scaffolded comparison groups. In fact, little research exist about how to scaffold student who are reading complex texts above their ability levels. So, this study focused on promising research about interactional scaffolding to investigate the specific kinds of scaffolding that best support student comprehension. Quantitative study was used in this research. Scaffolding data were collected as part of a larger study that examined the effectiveness of comprehension strategy instruction in supporting reading comprehension. Students were pre- and post-tested on measures of vocabulary, reading comprehension, word-reading fluency, and morphological awareness, with assessment sessions taking approximately 50 minutes and occurring within 1 to 2 weeks of instruction.

As research had shown that teachers' interactional scaffolding may be a mediational means toward inadvertently reducing cognitive challenge or student engagement during reading instruction. In addition, this study showed ways in which such means can be harnessed for engaging students in complex text instruction. The researcher recommend further research on motivational scaffolding for different reading abilities and in different contexts.

Hamra (2010) using an interactive model of teaching reading comprehension is another effort to improve the reading comprehension of EFL students, especially the Indonesian students. Thus, reading requires the highest pattern of thought. Reading demands a communication to the message and comprehension at different levels, starting from the lowest level to the highest level of comprehension or from the literal comprehension to the applied reading comprehension. This study was guided by several research question: “What teaching model is suitable for reading comprehension of the senior high school students?” and “is the teaching model effective for improving the reading comprehension of the students?” This developmental study had five steps: analysis, design, development, implementation, and evaluation.

According to this study, most teachers did not comprehend and implement completely the school curriculum in their teaching. The students had difficulty to comprehend the text while they are reading. The teachers used The Interactive Model of Teaching Reading Comprehension (IMTRC) to teach reading which consists of learning aspects: previous knowledge, reading skills, reading knowledge, and reading participation as well as learning environments: the instructional reading materials, teacher participation and strategy, class interaction and condition, group learning, individual learning, reinforcement, thinking in English, and evaluation. In using this model teachers should consider and control some supporting learning aspects: reading knowledge, previous knowledge, reading strategies, and reading participation as well as teaching environments: the

instructional reading materials, class interaction and condition, group learning, individual learning, reinforcement, thinking in English, and evaluation.

The result showed that it was suitable for reading comprehension improvement. The IMTRC can be an alternative model that can be used to improve the reading comprehension. It means that conducting a strategy to teach and improve students in reading is important due to the fact that reading is difficult to be mastered. For future studies, it is suggested to investigate another strategy to teach reading comprehension.

Vaughn (2011) said that there is not much room for optimism as students' reading achievement levels and understanding of complex text are at the lowest that they have been in a decade. To address the issue of improving reading comprehension for middle school students, the researcher designed an experimental study to examine the effects of collaborative strategic reading and metacognitive strategic learning on the reading comprehension of students in seventh- and eighth-grade) aimed at improving students' text comprehension. This research was an experimental study.

The finding showed that students with low reading skills in the CSR treatment would perform significantly better on reading comprehension than comparison students. Though results were not statistically significant ( $p = .066$ ), the effect size ( $g = 0.36$ ) has considerable practical significance and future studies examining the effects on low readers are needed. We also examined the extent to which a measure of metacognitive reading strategies (MSI) would be associated with improved outcomes in reading comprehension. Students who participated in CSR and

demonstrated similar scores on metacognitive strategies in reading scored significantly better on reading comprehension than comparison students. The researcher think it is worthwhile to ask whether these multicomponent approaches like CSR are the most impactful ways of influencing comprehension or whether interventions that focus more on vocabulary building and/or background knowledge might be even more efficacious.

### **2.1.3 Teaching Reading Methods and Strategies in TEFL**

First, a research conducted by Muslaini (2017) was done to find out how reading comprehension was taught at an Islamic boarding school in Pidie Jaya, the strategies that were used by the teachers for teaching reading comprehension, and the responses of the students towards the teaching-learning of reading comprehension. This study was conducted because of the writer's interview with an English teacher at Aceh on December 5<sup>th</sup>, 2014, she found that most of the students at that school had passed their final examinations with a good mean score for English of 75. The students also reached the passing score when the teacher gave them a test for reading comprehension. In that interview, the writer also learnt that the teacher used many strategies for teaching reading. That makes the writer eager to know what strategies that is used to teach reading comprehension. The focus of this research were how the English teachers at Jeumala Amal Private Islamic High School implement strategies for teaching reading comprehension and what the students do at Jeumala Amal Private Islamic High School during teaching-learning reading comprehension activities. This study was conducted using an action



research. The study was designed as a descriptive qualitative research with an interview guide and observation sheets used to collect data. The participants were two English teacher at Islamic boarding school in Pidie Jaya.

Based on the observations, both of the teachers used various strategies to teach reading comprehension. They were both very creative in handling their classes and they made the students actively involved in the teaching-learning for English reading comprehension. The use of appropriate strategies to reach the purposes of learning was planned in the lesson plan. They also modified the strategies by using most appropriate method used in teaching depending on the materials or the genre of the text. By using appropriate methods, the purpose of learning reading comprehension can be easily reached. This study also gave suggestion for future studies that the teachers should evaluate the students' achievement by giving them appropriate tests based on the lessons which have been taught. These tests will be the instruments to measure their comprehension of the reading texts and also to measure whether the learning process is achieved or not.

Wahyuni (2010) found that teaching reading comprehension to the junior high school students in Indonesia was not easy especially, teaching reading which the majority students were not accustomed to read a text in English. It required the appropriate technique and method in order to achieve the better result in language teaching. The objectives of the study were to find out the students' achievement in reading comprehension for both experimental and control group and to find out whether there was significant difference in students' achievement in reading comprehension between experimental group and control group. The experimental

group was taught reading comprehension using make-a match method whereas the control group was taught without using make-a match method. After giving treatment, the posttest was conducted in both classes.

Based on the result of the study, the experimental group got 74.67 in average and 75% in percentage of achievement. It showed that the mastery level in reading comprehension for experimental group was categorized to be good. Then, the control group got 64.40 in average and 65% in percentage. The mastery level in reading comprehension for control group was categorized to be sufficient. In order to investigate whether the difference in mean was statistically significant, the t-test was applied. The t-test application to the scores showed that the estimated t value (3.27) was higher than the critical t value (2.0043). Therefore, there was significant difference between the students who were taught using make-a match method and the students who were taught without using make-a match method. The higher achievement in experimental group shows that using make-a match method in teaching reading comprehension to the first grade students of SMP N 2 Sulang, Rembang in the academic year of 2009/2010 is effective. It indicates that make-a match method could be an alternative method in teaching reading comprehension.

Alshumaimeri (2011) said that reading was a crucial skill in learning and communication. For decades, investigators have emphasized the importance of oral reading to children in first language. Teaching situations not only as a means of encouraging children to read, but also of improving their reading comprehension this study investigates the effects of different reading methods on L2 student reading comprehension. This study investigated the relative effects of different

reading methods on the comprehension performance of Saudi EFL 10th grade male students. The research questions were as follows: do different reading methods affect the comprehension of Saudi students; which reading methods affect reading comprehension; and which reading methods do Saudi students prefer and why?

This research employed a classroom-based, quasi-experimental design in order to examine the effects of different reading methods on the comprehension performance of Saudi students. Participants in the study were 145 Saudi male students in Riyadh, Saudi Arabia. The scores of participants who read three comparable passages in three ways (oral, silent and subvocalizing) were compared.

Results revealed a significant difference between oral reading and subvocalization, and between oral reading and silent reading. Oral reading had the greatest effect on comprehension performance among the three reading methods examined. All groups reported that oral reading was the most preferred reading method with the majority of respondents feeling the style best supported comprehension. Feedback suggested that oral reading was preferred specifically because it helped in memorizing words and texts, concentration, and practicing and pronouncing words for real world encounters. It is recommended that second language teachers and students use all available reading methods in order to identify which method best serves their study objectives.

Ferdila (2014) on her research said that because reading in a foreign language was not easy. Therefore, teachers need to find an appropriate technique to encourage students' interest instructions in various levels of Indonesian school dominantly adjust to intensive reading. Thus, this study was to investigate the

benefits of using extensive reading in teaching reading and as well as students' attitudes toward it. A case study design as a part of qualitative research was employed in this study. The data were collected through classroom observation, questionnaire and interview. The participants of this study were a class of second graders in one of the public junior high schools in Bandung.

The findings revealed that the students seemed to enjoy follow up activities related to extensive reading in the classroom, because they had read the material before, so that they could follow the classroom activities well. There were five benefits found, those are building students' perspective that reading is a fascinating activity, creating enjoyable learning atmosphere, helping students in developing a wide vocabulary, improving students' reading comprehension, and increasing students' motivation in reading. In addition, most students had positive attitudes toward the use of extensive reading in their reading class. Hence, extensive reading can be used as one of the method or strategy to teach reading. It can be a resource or an option for the teacher when they want to teach a certain genre.

Fatimah (2019) has said on her study that based on her experience that the students cannot answer the questions related to the topic of the descriptive text. Their difficulties considered because of the lack of vocabularies, inadequate teaching materials and method which is affected the lack of understanding about the procedure to read the text. Basically, the student's reading capability was slow and unfinished because of the period to find the text meanings. Therefore, this research described the implementation of Mind Mapping Method in helping them to read the descriptive text comprehensively. It conducted to see the effect of mind

mapping as a learning method in teaching reading comprehension about descriptive text at Grade VIII in SMPN 48 Bandung due to the background of the students' ability in having a hard time to understand the texts as they still have difficulties in reading comprehension which are dominated by the lack of vocabularies.

The researcher used mix methods, namely qualitative and quantitative to answer the research questions. Qualitative data obtained through an interview, observations with the process of method implementation guided by field notes. Quantitative data obtained through the tests which are pre-test and post-test in the form of multiple choice, and the last was giving them a questionnaire. The implementation of mind mapping method in this research showed an improvement in the percentage of students' reading comprehension by 45% with an average of pre-test result as much as 55.78 before the treatment and post-test 81.41 after the three times treatment. Students also give positive responses to the mind mapping method after the implementation have been carried out. It showed that mind mapping improved the students' comprehension in descriptive text.

Hamidavi (2016) said that content and language integrated learning (CLIL) has been initiated in Europe since 1994. The main objective of this study was to analyze the impact on learners' reading skills involved in a CLIL project and found out if there was a significant advantage over those students at the same grade who are not involved in a CLIL program. The research question was "Do the students who are taught reading comprehension through CLIL, learn and perform better than those who are taught through intensive reading?"

This study investigated the effect of CLIL (i.e., content and language integrated learning) on Iranian EFL learners' reading comprehension which the participants were 60 students who attended language institutions were selected non-randomly. They took part in Oxford Quick Placement Test (OQPT) test to determine their level of proficiency. Based on their scores in the placement test, the students were divided into two groups: High and low achievers. Then they took a pre-test of reading comprehension. Two groups of low achievers were considered as experimental groups and two groups of high achievers were considered as the control groups.

After treatment and the post- test, the improvement of two high achievers in the experimental group was significant. The control groups in the high and low achievers showed less improvement in the post-test. However, high achievers performed better than the low achievers in the post-test of the experimental group. Thus CLIL method could enhance the learners' reading comprehension among both high and low achievers. CLIL offered the required conditions for language acquisition to occur, it enables learners to use another language naturally, in such a way that they soon forget about the language and only focus on the learning topic. This study suggested to implement the method among the learners with upper and lower levels.

Rahmani (2013) had done a research based on his observation, regarding to the result of reading comprehension task on narrative text, only few of them passed the standard minimum score. This was because of the excitement of the students toward the teaching learning activity was low. The students were passive during the

classroom process that affected their ability in accomplishing the task. The teacher applied the conventional way of teaching; meaning the teacher explained the material and then gave the task without giving the students chance to take part actively in the process. Based on the problem, the researcher decided to conduct a classroom action research which focused on the students' comprehension on reading narrative text with the purpose of helping students to improve the reading comprehension, especially on main idea and moral value of the narrative text. It was a classroom action research which the data was collected using observation checklist, field-note, and test. The data was interpreted by describing the observation checklist and field-note. It also used mean score and percentage to scoring the test.

The results indicated the students' reading comprehension on narrative text improve in two cycles through Reciprocal Teaching technique. The students' comprehension on main ideas moral values was better in the second cycle than the first cycle which was shown by the percentage of its aspects. In the first cycle, the students achieved 65,71% for the main idea, and 33,33% for the moral value; while in the second cycle, the students achieved 70,53% for the main idea and 65,58% for the moral value. Finally, the researcher hopes the result of this research can be a reference for the English teacher to enhance their techniques in teaching, in order to help their students comprehend the text, especially narrative text.

Merkuri and Boboli (2012) on their study described that in classroom interaction, a shift between teacher and learner focus was made to provide the teacher's support and guidance at earlier stages and gradually withdrawn the

teacher's focus to assist students in becoming more independent learners. As some students may be shy and afraid of making mistakes in front of the class or peers, whole class, groups, and pair discussion were implemented at the earlier stages to minimize their anxiety. Hence, this study was conducted to provide methods can be used for EFL classes to teach reading strategies. The objectives of the article were to help students understand the text structure of a particular genre, find the main idea in the text, learn new vocabulary and learn effective reading strategies to develop their reading comprehension. This study was done by doing a teaching process at classroom.

In findings, the researcher mentioned three steps to teach reading; first pre-reading activities, during reading activities and post-reading activities. On completion of the program, the students were expected to be able to read and understand newspaper articles, on topics familiar to them, without depending on dictionaries. These activities help the students to reflect on written texts critically and to progress from an intermediate to an advanced level of proficiency. For future studies, it is suggested to prove the use of those steps whether effective or not in mastering reading comprehension.

Almasri and Alshumaimeri (2016) said that Web Quests had been around for more than ten years and received popular reception among K-12 teachers, little research has been conducted on the effects of this technology-based activity on learning. Many studies focus on the design of Web Quest rather than curricular. Very little research has been conducted on Web Quest use in the EFL classroom to investigate its potential in promoting language skills and reading skills in particular.



So this study focused to investigate the significant differences between the control and experimental groups in the posttests in relation to the use of Web Quest. The design of this study was a quasi-experimental. It used a pre-test/post-test quasi-experimental nonequivalent control group research design. The experimental group received traditional teaching plus Web Quests as supplementary activities. The control group received the traditional teaching only.

The results indicated the effects of using Web Quest on Saudi EFL students' reading comprehension performance, this research found that the performance of the students in the control and the experimental group improved significantly in reading comprehension scores. However, the strongly significant differences occurring in the experimental group's post-test comprehension performance when compared to the pre-test indicate that using Web Quest can improve students' reading comprehension performance. The authors suggest that the teacher's experience of the Web Quest tool, and the challenges to its integration in the blended learning classroom, should be investigated further.

Mistar and Zuhairi (2016) conducted a research that investigated the effect of reading strategies training on the students' literal and inferential reading comprehension. This research was conducted since it was believed that reading strategies were tools the readers take to aid comprehension, such as taking notes, and using references when reading which can help students improving their reading comprehension. Thus, this article reported a study of reading strategies training to the tenth grade students of a vocational high school in Indonesia. More specifically, this study is aimed at investigating the effectiveness of reading strategies training

on students' literal and inferential reading comprehension skill. To achieve the purpose of this study, a quasi -experimental design was selected with the experimental group being given reading strategies training and the control group being treated in a 'business as usual' mode.

The result of this study was found that the students' ability of grasping literal and inferential comprehension from given passages was significantly enhanced through trainings in the use of reading strategies, including predicting, text mapping, and summarizing. The effectiveness of these strategies has been found among Indonesian students of a vocational senior high school learning English as a foreign language. In addition, in order to facilitate the reading comprehension of readers such strategies should be incorporated within the normal syllabus and as part of the reading tasks and the teachers should be more attentive to these strategies and try to overtly teach the readers how to apply such tricks in actual process of reading and for future studies, it is better to examine whether the teaching strategies in teaching reading is suitable with the syllabus or not.

A research conducted by Soleimani and Hajghani (2013) told that very few studies have been conducted to investigate the actual effect of teaching reading comprehension strategies on learners' reading comprehension performance in Iran. Thus, the present study aimed to prove into this important issue by providing formal instruction of the strategies to a group of Iranian EFL learners and comparing their reading comprehension performance with another group not receiving such an instruction. So, this study focused on whether strategies instruction significantly enhance learners' reading ability and learners' awareness of reading strategies. To

collect the necessary data, three types of instruments were employed, a reading comprehension test, questionnaire and interview. A group of 53 students (experimental) was taught to employ reading comprehension strategies in reading some English texts during a period of 15 sessions while the other group of 37 students (control) was taught reading comprehension traditionally.

The findings of the study showed that reading strategy instruction can lead to the use of an extended range of reading strategies by the learners. However, the results pointed to the fact that learners' awareness of strategies and their ability to use them while reading did increase, the reading strategy instruction was not able to enhance the students' reading performance significantly based on the results of a reading comprehension test given to the participants at the end of the program. Consciousness-raising can play an important role in teaching reading comprehension strategies as the findings suggest. Therefore, teachers can implement this technique in the process of teaching reading and help the learners make significant improvements.

Alejandra (2017) conducted this study since he found out during the pre-professional training that the most common problem for an English learner is the difficulty in understanding the texts they are reading. Therefore, how to improve reading ability in learners draws more and more attention. So, the purpose of the study was to know which reading methods were used by the teacher into the English class for developing the literal reading comprehension skill in order to suggest some suitable reading methods for the improvement of this ability. The research followed

a qualitative approach. The researcher used the ethnographic method to get the information needed in the study.

It found that the reading method applied to develop the literal reading comprehension by the teacher were the “Think and search” questioning; “Story frame strategy” and “right there” questioning. The reading questioning strategies benefit the acquisition of students’ literal reading comprehension. With the use of these strategies they were able to identify the main idea in a story and created answers for the teacher’s questions with the information they got through keywords. For next study it is suggested to check for student understanding using careful error correction procedures.

Souhila (2013) said on his research that most of students at university had the ability to read, but unfortunately, they always failed in the achievement of comprehension in reading, owing to the fact that they were unable to use certain effective reading strategies or lack of understanding of these strategies, that help them to access comprehension in reading. So, the study focused on showing the importance of reading strategies in the comprehension of reading for first year English student. To test the hypothesis of this study, it was administered questionnaire and practical exercises to students in order to collect data about their use of these strategies and their ability to achieve comprehension in reading.

The results of this study showed that students have some difficulties in approaching reading strategies task. It confirms that reading is a challenging and complex skill because students showed that they have a great awareness about reading, but unfortunately they have lacked some of reading strategies. On the other

hand, after the students were given designed practical exercises to evaluate the comprehension level of students when they read a text dealing with some of reading strategies, the result showed that most of students understood the content of a text and they also answered correctly about the questions of a text. It had been proved that there is a strong relationship between the students' knowledge (whether linguistic and background) and their success in applying strategies of reading about the text (whether general or specific). Moreover, it is expected for future studies will go more than that and make investigations relative to how to teach these strategies in the classroom which was not given much importance in this research.

Samitayothin and Tapinta (2018) on their researcher showed that the exploration of the teachers' attitudes towards their strategies in developing reading skills as well as the use of Graded Readers should allow us to learn more about the instructional context of English reading in Thai schools these days. Yet, Thai teachers' attitudes towards the use of Graded Readers as supplementary reading materials in an English language curriculum have not been substantially focused on. Therefore, this study focused on aimed to survey the use of Graded Readers in Thai secondary schools and to explore the attitudes of English language teachers towards the use of the materials in promoting reading skills in Thai secondary schools. The participants were 45 teachers of Foreign Languages Departments from 6 secondary schools which used Graded Readers in English language teaching. The descriptive and interpretive methods of content analysis were conducted for this study. The questionnaire and semi-structured interview were the major instruments.

The results revealed Graded Readers were 53% of the teachers reported positive attitudes in the use of the materials in teaching strategies. Regarding the teachers' reflections on their attitudes towards the use of Graded Readers in promoting reading skills, they agreed that it could help the students improve their reading skills and ability to comprehend the texts more effectively. To illustrate, they became more capable of using background knowledge to familiarize texts, predicting parts of stories more easily, and spending less time reading because of improved ability in skimming and identifying main ideas. Further studies can be expanded to observe how well students who have learned the use of reading strategies in classrooms can apply their skills to the reading of Graded Readers or even other kinds of texts outside of classrooms. Moreover, when various levels and/or stories of Graded Readers are used with heterogeneous learners in one classroom, it is interesting to observe how lessons can be best arranged.

Hall (2012) with his research said that the results from the recent National Assessment of Educational Progress (NAEP, 2009) showed that 68% of the eighth graders tested were considered to be reading at or below a basic level. Students who read at or below a basic level often had difficulty doing more than extracting basic facts from texts and struggle to critically evaluate and apply what they read to their lives. The present study aimed to examine how students' discussions do about texts and comprehension strategies look similar and/or different based on their identities as readers and their reading abilities. The researcher used mixed-methods study over a period of 12 weeks. Three sixth grade social studies teachers and one of their classes participated. Four types of data were collected in each classroom.

Findings indicated that students who self-identified as high-performing readers talked about texts and strategies in ways that were different from students who self-identified as being average or low-performing readers. These differences remained regardless of students' assessed reading levels. Students who identified as high-performing readers discussed using comprehension strategies as a way to clarify their knowledge of content and to support their interpretations of text. They also selected strategies based on what they believed would best help them address their specific comprehension problems. By comparison, students who identified as average or low-performing readers separated their talk about strategies from their talk about the texts and tended to have one or two favorite strategies that they repeatedly used regardless of their success.

Sahara, Bahri and Erdiana (2018) said on their research that reading comprehension is a complex, dynamic process, it is best taught in rather complex, dynamic ways. It means, reading comprehension is the understanding of what a text is all about. Besides the way teacher teaches student and the strategy that teacher uses is so important. That the use of reading strategies is important, high ability students who use reading strategies are getting successful not only in comprehending reading, but also in overcoming reading problems and becoming a better reader. This quantitative study aimed to find out whether the implementation of reading aloud improves students' reading comprehension or not, particularly in finding main idea, detail information and vocabulary in recount text.

After collecting and processing all of data taken from the test, the result showed that P was lower than the significant level of 0.05 between pre-test and

post-test, i.e.  $0.030 < 0.05$ . Therefore, based on the significant level 0.05, the  $H_0$  was rejected, otherwise the  $H_a$  was accepted. In detail, the results for main idea showed that  $P >$  the significant level, i.e.  $1.000 > 0.05$ , thus  $H_0$  was accepted, and  $H_a$  was rejected. For detail information,  $P >$  the significant level ( $0.015 < 0.05$ ), suggesting that  $H_0$  was rejected, the  $H_a$  was accepted. Finally,  $P$  for vocabulary was lower than the significant level ( $0.000 < 0.05$ ). Therefore,  $H_0$  was rejected and  $H_a$  was accepted. In other words, Reading Aloud Technique can only improve students' reading comprehension on two aspects of reading, they were detail information and vocabulary. But, there was no improvement on the aspect of main idea. It is suggested to examine the larger area of school and it is better if this technique is applied on specific text.

Kissau (2013) stated in his research that reading comprehension skills were particularly critical for students as they progress in school and the focus became no longer on learning to read, but rather reading to learn. Given this reality, it was troubling that so many adolescent learners struggle to read. In addition, a more common explanation, however, for lack of reading instruction among teachers of adolescent learners was the belief that reading instruction was not their responsibility teachers were encouraged to integrate reading comprehension instruction into their classrooms. So, this study focused to increase the likelihood reading comprehension strategies were effectively used in schools. To better understand what strategies were viewed as beneficial in different content areas, two teacher educators investigated the preferred reading comprehension strategies of teacher-candidates in Germany and the United States of America in regard to a



variety of different contexts. Using a survey to collect both quantitative and qualitative data, the researchers were able to identify common preferences among participants from both countries.

It was found that the eight reading comprehension strategies discussed in this study were perceived by the teacher candidates from both countries as beneficial in enhancing student reading comprehension skills. The participating teacher-candidates from both countries frequently mentioned that they found a particular reading comprehension strategy to be beneficial for students due to its interactive nature. The reading strategy instruction improved reading skills among students. To increase the likelihood that reading strategies were effectively used by teachers, teacher-candidates in all content areas need extensive practice using strategies that were viewed as beneficial and applicable in regard to their particular subject matter. It is suggested that to build upon the results presented in this article, future research should involve participants from a greater number of universities and from a variety of different countries.

Namaziandost (2018) conducted a study that compared the effects of spacing and massed instructions on Iranian English as a foreign language (EFL) learners' reading comprehension. The researcher said that there was not a significant difference between the spaced and massed distribution groups on the immediate posttest. There is nutritiously little research on the impacts of spaced instruction in foreign language learning, especially reading comprehension. In fact, empirical studies, which have specifically delved into the effect of spaced and massed distribution instructions on reading comprehension, are few in number, but they are

promising. Therefore, this study tried to compare the impacts of spaced and massed instructions on reading comprehension of Iranian EFL learners. This study used quantitative research. The intermediate selected participants were then randomly divided into two equal experimental groups; spacing group and massed group. Afterward, the researcher measured the participants' English reading comprehension by administering a reading comprehension pretest. After the instruction, a reading posttest was administered to the both groups and finally the data were analyzed by using paired and independent samples t-tests.

The results revealed that the students who received spacing instruction had better performance compared with those who were trained through massed instruction and imply that spacing instruction enhanced Iranian EFL learners' reading comprehension. The implications of this study can make the teachers aware that teaching through spaced intervals can provide better results than teaching through one massed session

Harvey (2011) conducted a research that was focusing on secondary school that there were multiple reasons why some students had difficulty with reading comprehension. Some students had difficulties because they had not truly mastered reading fluently. When a student who was struggling to read words and focus so hard on just saying the words correctly, they were not focusing on what they are reading. So that, the purpose of this paper was to discuss several strategies that can be used for elementary and secondary school students who have disabilities but would also benefit those without disabilities as well. This study used an action research.

In findings, it was said that for both elementary and secondary students there were four of general methods are visualization, summarization, making inferences, and making connections to one's own life and experiences but for secondary students there was a different way to implement those strategies such as they will have more writing than graphics, require students to identify important vocabulary words, answer short questions, or summarize certain pieces of text, and also acronyms were often used in reading.

It can be concluded that reading comprehension strategies have been researched and found consistently to improve and enhance a student's reading comprehension. When teaching reading strategies, it is important to make sure that the student truly understands the strategy before letting them use the strategy independently. Strategies need to be taught explicitly through demonstration, modeling, prompting, guided practice, and independent practice with feedback. It is a need for next study to observe and explain about other strategies that can improve students reading comprehension and also others skills.

The paper conducted by Medina (2012) examined the effects of strategy instruction in an EFL reading comprehension course carried out with 26 undergraduate students at a Colombian university. Since, there is a common belief among educators that appropriate strategy use has a good impact on students when they are trained to apply effective strategies. This study focused on whether the effects of reading strategy instruction in an undergraduate group are taking a reading comprehension course. As a research method, a case study was implemented. There were three instruments with which to collect data: reading

comprehension tests, teacher's field notes and self-reflection in class at the strategy instruction phase, and a learning perception questionnaire.

From the findings showed that the effects of the reading strategy instruction were, first, it was quite useful for these foreign language readers because they improved in reading comprehension. Second, when the students applied the reading strategies, their self-confidence improved and this resulted in higher levels of motivation. Third, when the learners applied the reading comprehension strategies as they read, the use of a dictionary was considerably reduced. Yet, this study did not cover how, if at all, the process of becoming autonomous learners is linked to the use of reading strategies. Knowing how to use reading strategies helps EFL readers to interact with the reading but it does not mean that they are autonomous readers. Further research is necessary to examine the issue of learner autonomy when students are applying reading strategies.

The study conducted by Farzaneh and Nejadansari (2014) stated that typically in Iranian classrooms at all educational levels a teacher-centered approach seems to be utilized. In such classrooms, the lecturer is typically seen as the repository of knowledge with students passively taking notes, asking very few or no questions. Although cooperative methods were becoming more prevalent in private language schools, there are few studies regarding evaluating the students' attitude towards using cooperative learning for instructing reading comprehension in Iranian context. Taking this into account, this study was conducted to investigate students' attitude towards using cooperative learning techniques for teaching English reading comprehension in Iranian private language schools. In this study a descriptive,

survey-based design is employed. To determine the views of intermediate level students towards cooperative learning strategies, a survey questionnaire was used.

The results of this study indicated that the participants hold generally a positive view of the implementation of cooperative strategies in teaching and learning context. Positive attitude towards cooperative approaches may indirectly change the learners' attitude towards language learning and encourage their interest. Based on findings of the study, it is necessary that teachers use cooperative learning approach side by side with non-cooperative learning approaches. It is worth mentioning that successful implementation of cooperative learning techniques requires structurally planned teaching and learning activities. Also, this approach is recommended to be employed for skills like reading comprehension because cooperative learning collects suggestions and ideas from different group members and contributes the concepts become easily clear. So, it is needed to be examined on the next study.

Naseri (2012) said that a limited amount of research has examined the effects of reading self-efficacy beliefs and the reading strategies when reading academic text. It is true that some studies have been conducted in other countries about reading self-efficacy beliefs, reading strategy use and their impact on reading comprehension, but the relationship between these beliefs, strategies and reading performance of Iranian English learners has not been fully examined. Furthermore, the role of Iranian English learners' gender on reading strategy use and reading self-efficacy beliefs have not been clearly defined. Therefore, this study aimed at exploring the relationships between reading self-efficacy beliefs, reading strategies

use and reading comprehension level of Iranian EFL learners. Moreover, since the EFL student's gender play an important role in using the strategies, reading self-efficacy and learning language, this study is going to investigate the relationship between Iranian students' gender, reading self-efficacy beliefs and their use of reading strategies. This study used an action research.

The result showed, first, as it is shown self-efficacy is a good predictor of reading comprehension ability and reading comprehension levels ( $\beta = .627$ ,  $p = 0.000$ ). Second, there is a significant strong positive correlation between reading self-efficacy beliefs and reading strategies use (cognitive, meta-cognitive, compensation, testing). Third, the relationship between Reading Self-efficacy and Reading Strategies used by Iranian EFL Senior and Junior students was not different regarding the Gender (significance level = 0.075). The last, These findings indicated that the overall frequency of reading strategy use was almost "usually"; that is, students generally have a clear awareness to use the combination of strategies frequently, particularly using cognitive strategy, in order to get a high reading score. In general, this relationship was consistently observed in all three strategies used and perceived self-efficacy. Specifically, students report that the more frequently they use strategies in their English reading, the more confidence and personal control they have over their reading skills.

Febtisari and Fitrawati (2017) in their research the writer used a strategy known as the Collaborative Strategic Reading (CSR), which was taught in the classroom. This paper was written because there were some problems faced by the students while they were reading comprehension, which were: the students have

low interest in reading, low vocabulary and low critical thinking skill. Finally, students were lazy to read and reading strategies that are less good. Other factors were teachers' less creative in selecting methods for teaching. This study focused on whether there is a significance improvement in reading comprehension using (CSR) or not. Collaborative Strategic Reading is a technique that teaches students to work cooperatively on a reading assignment to improve better comprehension.

The result showed that the role of Collaborative Strategy Reading (CSR) in learning English is to facilitate the students to get the knowledge and to comprehend the reading text, especially in solving the problem of reading descriptive text. By using this strategy, the student will not find difficulties in reading comprehension. It can be concluded that Collaborative Strategic Reading (CSR) can improve reading comprehension.

This study has not been answered how the students attitude towards this technique, it is suggested for future studies to ask the students' opinion about this kind of activity to get input for better activities in the classroom.

Oktarina (2017) in her research said that students had difficulty in narrative text the students have to comprehend the main idea and other information of the narrative text. In other words, it is not easy for the students to comprehend a narrative text because they have to recognize all of the elements of the text. An appropriate strategy that can be applied in teaching 3H (Here, Hidden, in my Head) strategy, which is adapted from QARs strategy. So, the objective of this study was to find out whether or not there was a significant difference in reading comprehension achievement between the eighth graders of SMP Negeri 4

Kayuagung who were taught by using 3H (Here, Hidden, in my Head) strategy and that of those who were not. The quasi-experimental method was used in this study.

Based on the result showed that the mean scores of pretest and posttest in the experimental group increased 16 points and the mean scores of pretest and posttest in the control group increased 8 points. The students' posttest mean score in the posttest experimental group was higher than the students' posttest mean score in the control group. It could be interpreted that the improvement of the students in the experimental group was more than the improvement in the control group. It indicated that 3H (Here, Hidden, in my Head) strategy was useful to improve students' skill in reading comprehension. It can be concluded that there was a significant difference in reading comprehension achievement between the eighth graders of SMP Negeri 4 Kayuagung who were taught by using 3H (Here, Hidden, in my Head) strategy.

#### **2.1.4 Gap Identification**

Based on the reviews of previous studies above, the writer could conclude some conclusions and also some plans for the present study. The explanations are stated as follows:

Most of the previous studies that have been reviewed are done by using both qualitative and quantitative research. The quantitative research had done to prove a certain method or technique in teaching reading comprehension. The researchers had chosen one technique and they then, implemented such technique in certain school by grouping students into two groups, control group and experimental group.



The experimental group was given a treatment using the method they chose. On the other hand, some researcher had conducted the study to prove the relationship between a certain skills and reading comprehension, for example critical thinking and fluency in reading that can enhance reading comprehension itself. Besides, some of researchers had investigated the effectiveness and also the frequency of reading strategies to teach reading comprehension.

For qualitative research, mostly the researchers conducted their study in order to find out what the difficulty that were facing the students and teachers in reading, and what teachers' perception on reading strategy. As well as some of them found that reading strategies will help students in improving their reading comprehension. In addition, in teaching reading teachers have used an interactive method and strategy in order to make the reading text easier for students, whereas other teachers still used a traditional method and questions in textbook as a media for teaching reading comprehension.

From those thirty studies that have been conducted, it was just few studies examining about how the teachers teach reading comprehension in class. This is a gap in the literature. The previous researchers have not investigated yet what the strategies that are used by teachers in teaching reading comprehension. For instance, how the teachers find the appropriate method for teaching reading, how they conduct their lesson plan, whether they teach reading based on curriculum or not.

This research is different from the previous studies because it reveals the strategies and methods which has not been examined by others researchers

especially in teaching reading comprehension of procedure text. It will give a fresh result of an observation about methods used in teaching procedure text.

Based on these gaps, I decided to conduct a research in order to find out what methods used by English teachers in teaching reading comprehension of procedure text in a certain school. The reason why I choose this topic because there are just few studies discuss about that topic since we know that reading method is essential for teaching reading and also by conducting this topic we can know whether the teachers' methods are appropriate or not for the students.

## **2.2 Review of Relevant Concepts**

This section discusses about review of relevant concepts that related to teaching reading comprehension.

Teaching reading is not an easy job, but it is a necessary one and can be very rewarding when we see our student's progress and know that we have helped to make it happen. It is true that some students can be difficult and stressful at times, but it is also worth remembering that at its best teaching can also be extremely enjoyable. It is concluded that teaching activities and manages the environment in a good condition to make and give the opportunity for the students in learning process to get the purpose. Since the teaching reading is important for students, some experts have conducted their research in order to reveal the concepts of teaching reading comprehension. First, according to Wallace (as cited in Pardede, 2008), has mentioned three steps in teaching reading, there are pre-reading, during reading and after reading.

### 1) Pre-Reading Tips

Before the actual reading act on a text starts, some points should be considered for making the reading process more comprehensible. First, teachers should ensure that the words and grammatical structures in the texts to read are familiar to the learners. Supposing that the texts have unfamiliar words, they could be introduced in pre-reading activities focusing on language awareness, such as finding synonyms, antonyms, derivatives, or associated words. Second, teachers need to make certain that the topics of chosen texts are in accordance with the learners' age range, interests, sex, and cultural background. If the teachers do not make it, necessary background information should be provided to the reader to facilitate comprehension.

### 2) During-reading tips

The activities carried out in during-reading stage include taking notes, reacting, predicting, selecting significant information, questioning the writer's position, evaluating, and placing a text within one's own experience. Due to the fact that most attention is often paid to dictionaries, the text, and the teacher in English reading classes, these processes can be the most complex to develop in a classroom setting. To encourage active reading, the teacher is recommended to let the students to practice some tips, such as making prediction, making selection, and integrating prior knowledge in order to facilitate comprehension to the students.

### 3) After-reading tips

Post-reading activities are essentially determined by the reading purpose and the information type extracted from the text. This step aims to monitor students'

comprehension and then lead them to a deeper analysis of the text. In the real world, the reading is not directed to summarize a text content or to memorize the author's viewpoint. The true goal of reading is to see into the author's mind or to engage new information with what one already knows. To let the students check the information they did not comprehend or miscomprehended, holding a group discussion is recommended.

Second, in conjunction with the students' differences in their background knowledge, teachers when teaching English reading are not trying to determine how to teach a student one-by-one. Rather, they look for the most effective methods and strategies to use to meet the needs of students in majority. According to Thonis (1990) the basic skills that must be applied and maintained in order to provide foundation of reading include the skill of developing vocabulary and the skill of comprehending what is read.

Developing vocabularies is built through the use of meaning clues which may be applied to unknown words and which may help pupils discover a word in a specific context. Teachers need to provide some activities to help them by providing pictures that may give students clues to the discovery of new words and giving the students a study to learn many associations between these two sets of language symbols. In addition, additional comprehension skills must be added to the abilities to organize and to gain meaning from words or group of words if the reader is to grasp fully the significance of what a paragraph consisting of many sentences and select the one main idea to which all the sentences refer. So, the teachers have to

teach the students to use the reading techniques includes, skimming, scanning, intensive and extensive reading in order to grab the meaning of the text.

Third, successful reader can also read for thorough comprehension. This means they read to understand the total meaning of a passage. This kind of reading is often done in academic and other settings where complete comprehension is necessary. There are some methods in teaching reading comprehension according to Vacca and Vacca (1999):

1) Scaffolding

Scaffolding allows teachers help diverse learner negotiate meaning and overcome difficulties in text-related learning situation. Scaffolding is as a process whereby a student is helped to solve a particular problem beyond its developmental capacity through the help of a teacher or other person with more ability.

2) Think-aloud

Think Aloud is a strategy that helps students on learning activities, Aims to recall more significant information from the texts given by the teacher. The ability of teachers to transfer creativity Them and control the students in completing each step of the way think aloud strategy in understanding reading texts and teachers make their thinking explicit by verbalizing their thoughts while reading orally.

3) Reciprocal Teaching

Reciprocal Teaching is a strategy that asks students and teachers to share the role of teacher by allowing both to lead the discussion about a given reading. Reciprocal Teaching involves four strategies that guide the discussion: predicting, question generating, summarizing and clarifying.

#### 4) SQ3R (Survey, Question, Read, Recite and Review)

SQ3R is a systematic reading strategy to help you organize the reading process into manageable units. It is only one of many similar methods that you can use to improve comprehension. It consists of five steps, they are: Surveying, questioning, reading, reciting, and reviewing. The SQ3R strategy involves (1) reading the headings in the chapter quickly to get its important part, (2) turning the heading into a question, (3) reading to find the answer to the question, (4) recalling the important point (the answer to the question) by retelling them or writing them in one's memory at the important point.

#### 5) QAR (Question-Answer Relationship)

QAR is a reading strategy through understanding and analysis of questions. In other words, this strategy guides students to understand the questions in order to get an answer from the reading itself. So that in practice in the classroom, students only glance read the reading and to understand further, the focus of students is the questions given by the teacher about the text reading.

Fourth, according to Rumelhart (as cited in Fahriani, 2014) indicates that methods are the key to the teaching of reading; they are the hour-by-hour, day-by-day evidence of what is really happening in the classroom. This statement implies that methods play a very important role in the teaching and learning process. Effective teachers should master a variety of methods and techniques that they will adapt to fit the needs of their students. Methods and techniques are essential for every reading teacher, especially of English reading. The mastery of methods and

techniques on the part of the teacher will make them easier conduct their instruction that in turn it will facilitate the students in learning to read.

The teachers' knowledge of methods and techniques may reflect their beliefs about the teaching of reading. The teachers' beliefs will influence their methods and activities in the classroom. It is in line with Rumelhart (as cited in Fahrani, 2014) who indicate that beliefs about the teaching of reading are reflected in teachers' methods and actions in the classroom.

From those concepts, it has been said that teaching reading comprehension is important since the students do not only read the text but they have to understand the meaning. To fulfill the comprehension of reading, the experts have mentioned different kinds of program which can be used and implemented by the teachers in classroom. It means, the success of instructional programs depends on the teaching-learning process in the classroom. In teaching of reading the teachers' beliefs about reading are very essential. The mastery of methods and techniques will facilitate teachers to implement their programs. In executing the teaching in the classroom, teachers can apply bottom-up, top-down and interactive methods in order that the students can understand the text read.

Therefore, it can be concluded that methods in teaching reading comprehension can help the teachers to know the students' need, so they can use a certain method to help the students understand the whole meaning of the text easily. Based on that conclusion, I am interested to reveal what methods used by English teacher in teaching reading comprehension.

### **2.3 Theoretical Framework**

Hussein (2018) theoretical framework means it is the ‘blueprint’ or guide for a research. The theoretical framework is the foundation of study that serves as the structure and support for the rationale for the study, the problem statement, the purpose, the significance, and the research questions. The theoretical framework provides a grounding base, or an anchor, for the literature review, and most importantly, the methods and analysis.

In this study, I have explained that there are some researchers who had proved that using different methods can engage the students to understand the reading text. This study is informed by the assumption that methods is very essential for teachers to be used in classroom in order to make the learning process successful so the students can get deep understanding of the materials in that study. So that, the students can master the reading comprehension materials.

According to Klingner, Vaughn, and Broadman (as cited in Yulianti, 2014) define reading comprehension as complex processing involving interaction of many components, they are readers’ background knowledge, readers’ reading strategies, the text, readers’ interest in topic, readers’ knowledge of text type. Those components interact with one another in comprehending a printed text. When interference appears in those interactions, the readers gain their reading comprehension. In conclusion, based on the explanation above, reading is a process of decoding words from the text by interacting with the contexts and involving the readers’ background knowledge to comprehend them.



In teaching reading comprehension, the teacher should consider how to implement approach, technique and method as well in classroom. According to Anthony (1963) define approach is a broader term than method. It is a view of looking at things. It has no scientific logic. It is a set of ideas. It is overall view or ideas to face a problem. Approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. Besides, technique is implementation that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well. In addition, method is the term of pedagogy; main focus is on effective presentation of subject matter to have mastery over it. It is step by step scientific way of presenting the subject matter. It is overall plan for systematic presentation based on a selected approach means method is the practical. Method is related to the nature of content of a subject to be taught. Teaching method is a style of presentation of content in classroom.

It is obviously teachers' role in conducting the strategies in teaching a certain material in class. According to Brown (2002) the followings are seven strategies which can be applied in the teaching reading comprehension in the classroom, there are:

- 1) Identifying the purpose in reading
- 2) Using graphemic rules and patterns to aid in bottom up decoding (especially for the beginning level learners)

- 3) Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)
- 4) Skimming the text for the main ideas
- 5) Scanning the text for specific information
- 6) Using semantic mapping or clustering
- 7) Guessing when you are not certain

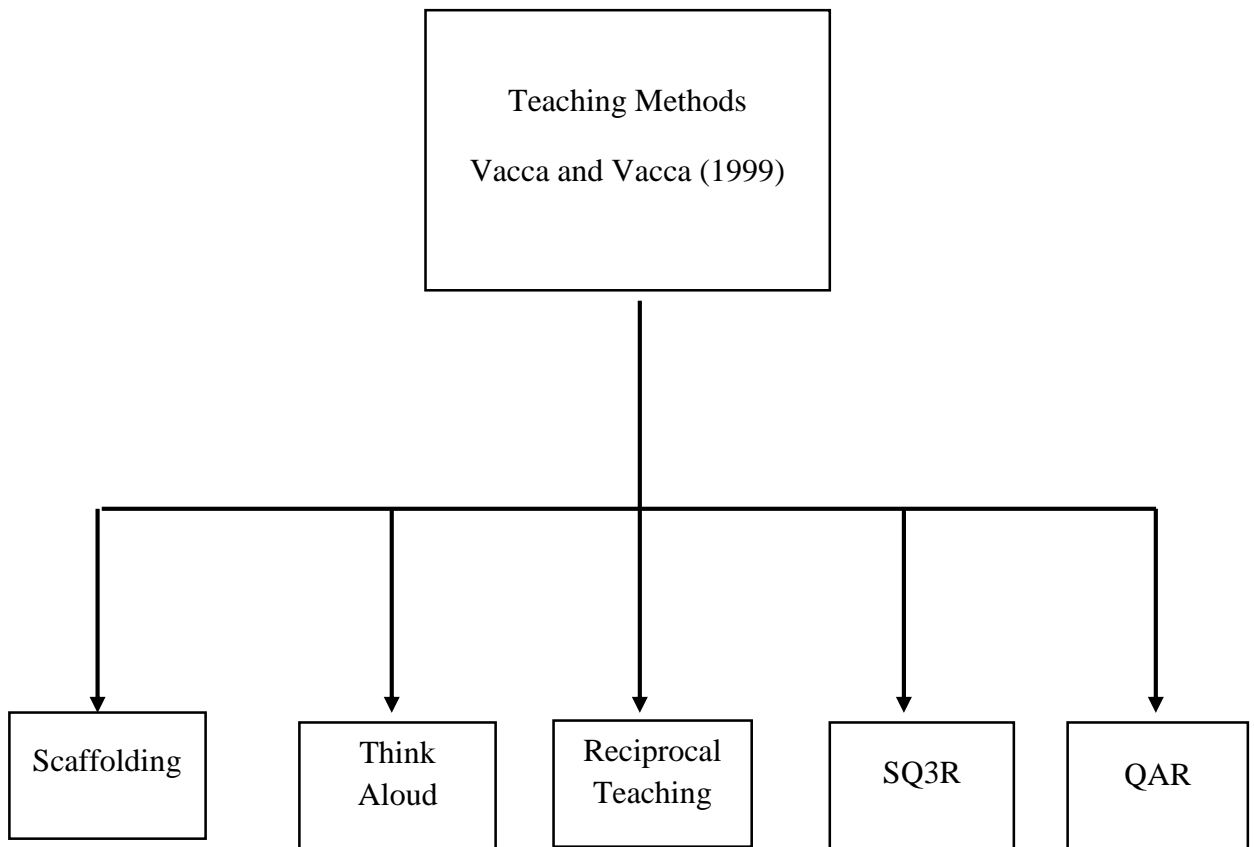
Based on Vacca and Vacca (1999) there are some methods in teaching reading comprehension such as scaffolding, think aloud, reciprocal teaching, SQ3R (Survey, Question, Read, Recite and Review), and QAR (Question-Answer Relationship). Those methods have been used for many teachers around the world to teach reading comprehension and proved as effective ways in enhancing students' understanding. So that, it becomes a theoretical framework in this study.

As there are some reference methods in teaching reading, teacher will easily find and choose which methods and strategies that appropriate with the students' need. Teachers are supposed to have or make at least one methods in teaching reading comprehension due to the fact that there are a lot of techniques which available to be implemented in class. It is believed that using a certain technique will improve students understanding and comprehension in reading, because it will clearly explain the detail of how the methods implemented.

Those methods are available for teachers in order to gain the students' understanding in reading comprehension. Besides, there are many researchers that have conducted research to prove that those methods are effective to teach reading comprehension. So, there is no exception for teachers who are teaching reading by

asking the student only to read the text without any effort to make the students comprehend. It depends on what the students need and how the teachers use it. If the teachers have found the needs of class, the use of strategy will be more effective. So, the use of strategy in teaching reading comprehension is a must.

The theoretical framework of English teachers' methods in teaching reading comprehension according to Vacca and Vacca (1999) is presented below:



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This section focuses on research design, the object of the study, the target of the study, roles of the researcher, types of data, units of analysis, and procedures of collecting data.

#### **3.1 Research Design**

In the present study, it used qualitative approach as the research design. According to Creswell (2003) a qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives or advocacy/participatory perspectives or both. It also uses strategies of inquiry such as narratives, phenomenologies, ethnographies, grounded theory studies, or case studies. The researcher collects open-ended emerging data with the primary intent of developing themes from the data.

In this present study, I used qualitative case study research since this study focused in answering “what” questions. According to Simons (2009) case study is an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, program or system in a real life. The reason of using case study approach in this research because it answered “how” and “why” questions, as well as it focused on description and explanation based on the collected data from the result of observation and interview activities about the methods used by teacher in teaching reading comprehension. This

research used that method because it was also appropriate to the objectives of the research which focused on teachers' methods in teaching reading comprehension. The results of the research emphasized in the form of words and it was presented in narrative. The data taken from the interview answered the questions from the interviewer while the observation examined the correlation between the interviewee' answer and his/her action in class. In addition, the use of document analysis help the data more accurate and valid. The data was also recorded in a form of audio which later on would be examined and re-examined to minimize the mistakes in analyzing the data.

### **3.2 Research Participants**

The research participants of this study were English teachers of SMP N 23 Semarang. I chose the participant as mentioned because the ease of the data collection in terms of permission procedural, time, and accessibility. The permission procedural was much easier because I had my teaching practice at SMP N 23 Semarang and already got the permission to conduct the data collection there.

### **3.3 Role of the Researcher**

In this study, the researcher has four roles. First, as the interviewer, means the researcher asks series of questions needed in collecting the data needed to investigate the topic being discussed to the interviewee or the subjects of the study. Second, as the observer, means the researcher observes the participants about the aspects that are used as the data relating to the topic. Third, as the analyzer of the

data, means the researcher analyzes the data carefully and as critical as possible throughout the entire processes of data analyzing. Finally, as the data reporter. At the end of the research, the researcher has to report the result of the analyzed data by providing a detailed explanation.

### **3.4 Units of Analysis**

The unit of analysis in a study is the level of abstraction at which you look for variability, Guest G (2013). In this study, the units of analysis are teachers' activities in teaching reading comprehension in class.

### **3.5 Data Collection Methods**

This research observed English teachers' methods in teaching reading comprehension materials. The main purpose of this study is description and explanation about what and how the English teachers' methods in teaching reading comprehension materials in class. Hence, this research took the data from interview and observation which happened at the same time in order to make it efficient since both data correlate to each other. In addition, this study used document analysis by analyzing the teacher's lesson plan to make this study more valid and accurate.

The interview had done by asking the interviewee some questions related to her teaching process which the questions had been prepared in advance by the interviewer. The preparation of conducting the questions in advance aimed to use the time wisely and also get the accurate data. The interview data was in form of utterances.

The observation was about the adjustment between the teacher's words from the interview section and what she did in class. The data was collected by using an observation sheet which related with the aspects being observed. Observation had done by observing, checking and noting down events happening.

The document analysis had done by analyzing the teachers' document. Document analysis was particularly applicable to produce rich descriptions of a single phenomenon, event, or program which in this study related to teaching reading comprehension. For this study, the documents required for analysis were available in the form of lesson plan. Document analysis involved skimming, reading, and interpreting the lesson plan.

### **3.6 Instruments for Collecting Data**

An instrument is a tool for measuring, observing, or documenting data. It includes interview, questionnaire, observation, and test (Saleh, 2012). To generate findings in a systematic way, it is needed to have some instruments in the research. The instruments that used to collect the data from the research participants were interview, observation and document analysis.

#### **3.6.1 Interview Questions**

Barbour (2006) interview is an extendable conversation between partners that aims at having 'in-depth information' about a certain topic or subject, and through which a phenomenon could be interpreted in terms of the meanings interviewees bring to it. Additionally, research has shown there are four types of interviews, there

are structured interview, unstructured interview, semi-structured interview and focus group interview.

In this study, I used structured interview. A structured interview was mostly organized around a set of predetermined direct questions. The interviewer followed a list of predetermined questions, the interview becomes structured. To conduct the interview, I used some steps as mentioned below:

- 1) Developed and wrote down interview questions to ask candidates.
- 2) Developed and wrote down a scale that would be used to grade candidates answers.
- 3) Printed out the list of questions and brought them to the interview site.
- 4) Took detailed notes of each candidate's answers.
- 5) Graded the candidates' answers according to previously determined scale.

In this study, I interviewed the candidates only once. The interview asked the question that had planned and created in advance, which meant that all candidates were asked the same questions. This interview was aiming to know what exactly teachers do before teaching reading comprehension in class.

I did not do the interview after observing the class. It was because the teachers had gave clear teaching and learning process. What the teachers had done in class were mostly as same as theirs answer in the first interview.

In interview, I used English in asking the questions since the participants were English teachers. However, language switch happened (English to Bahasa) in order to minimize or erase the misunderstanding that happened throughout the interview



section. The following is the list of orders and questions prepared for gathering the data from the subjects.

**Table 3.1**

**Interview Questions**

*Before we start the interview, please confirm that this interview is conducted without any lies or agreement from both interviewer and interviewee to change or manipulate the data in order to point the findings into a certain point.*

*I have some questions for you. These questions related to your strategy in teaching reading comprehension.*

- Q1: *What do you think about teaching reading comprehension?*
- Q2: *What do you think about strategy to teach reading comprehension?*
- Q3: *Do you always conduct a lesson plan before teaching?*  
*If it is yes, how do you get the materials?*
- Q4: *Can you tell me the first thing you do when you want to teach reading?*
- Q5: *Can you please elaborate you strategy (step by step) when you are supposed to teach reading comprehension in procedure text?*
- Q6: *What kind of strategy or method do you use to teach reading comprehension?*  
*Do you use any medium to help you in teaching reading comprehension?*
- Q7: *Why do you use that strategy or method?*
- Q8: *How do you do to achieve a reading comprehension in teaching a particular text by using that method or strategy?*
- Q9: *How do you assess students' reading comprehension toward that strategy?*
- Q10: *How about the students' respond? Is the strategy or method you used effective to teach reading comprehension?*

### 3.6.2 Observation Guideline

According to Gorman and Clayton (2005) define observation studies as those that involve the systematic recording of observable phenomena or behavior in a natural setting.

This study used observation. Observation guideline as instrument of collecting data in order to monitor the teachers' performance in teaching reading comprehension in class. I did the observation class after I had an interview session with the teachers. The following is observation guideline:

**Table 3.2**  
**Observation Guideline**

No	Identification	Answer		Note
		Yes	No	
1.	Teacher conducts a lesson plan before teaching reading			
2.	Teacher uses a strategy in teaching reading comprehension			
3.	Teacher uses medium in teaching reading comprehension			
4.	Teacher mentions the name of the teaching reading method			
5.	Teacher gives deep explanation in reading comprehension			

6.	Students are active in teaching process by participating all the activities in class			
7.	Teacher assess students' comprehension			
8.	The students can answer the teacher's question related to procedure text			
9.	The students understand the whole procedure text			
10.	The method used by teacher is effective in teaching reading procedure text			

### 3.6.3 Document Analysis Guide

According to Corbin and Strauss (2008) document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical. Document analysis is a systematic procedure for reviewing or evaluating documents—both printed and electronic materials.

This study used the method by analyzing teachers' lesson plan in order to know how the teaching process were designed and conducted. Besides, it help me as a researcher to uncover meaning, develop understanding, and discover insights relevant to the research problem. It had done by asking for the lesson plan to the teacher, skimming, reading, and then interpreting. This iterative process combined elements of content analysis and thematic analysis. Content analysis is the process of organizing information into categories related to the central questions of the

research. On the other hand, thematic analysis is a form of pattern recognition within the data, with emerging themes becoming the categories for analysis, Fereday and Muir-Cochrane (2006). The process involves a careful, more focused re-reading and review of the document. It takes a closer look at the document or selected words and performs coding and category construction, based on the data's characteristics, to uncover themes pertinent to a problem of the study. Predefined codes may be used, especially if the document analysis is supplementary to other research methods employed in the study. The codes used in interview transcripts, for example, may be applied to the content of documents. The following is document analysis list based on Ministerial Regulation No. 65/2013 (as cited in Puspita, 2015).

**Table 3.3**

**Document Analysis Checklist Based on 2013 Curriculum as stipulated by  
Ministerial Regulation No 65/2013**

No	Lesson Plan Elements	Answer		Note
		Yes	No	
1.	Indicators and Objectives			
2.	Learning Materials			

3.	Teaching method/strategy in teaching reading comprehension in procedure text			
4.	Learning Activities			
5.	Assessment			

As the study was qualitative research, those data were in form of words and sentences. It was also essential to gather the data by audio recording of the interview and observation thus the data could be examined and re-examined to minimize the error.

### **3.7 Procedures of Analyzing Data**

Data analysis is the process consists of reading through textual data, identifying themes in the data, coding those themes, and then interpreting the structure and content of the themes. The goal is to understand the data that has been collected, and organize it into groups or categories, to prepare for data interpretation (Guest, 2013).

This research used in-field analysis Gibson and O’connor Model (2017) to analyze the data. Data analysis in qualitative research, conducted at the time of data collection took place, and after completion of data collection in a certain period.

The process of analyzing data consists of four steps, there are:

1) Organizing the data

Miles and Huberman (1994) valid analysis is immensely aided by data displays that are focused enough to permit viewing of a full data set in one location and are systematically arranged to answer the research question at hand. Data should be organized in a way that is easy to look at and that allows the researcher to go through each topic to pick out the concepts and themes. One way to do this is to organize all the data from the transcript and make a chart.

2) Finding and Organizing Ideas and Concepts

The way in which it refers to specific things or events can reflect attitudes or behaviors. The researcher pick out the words and expressions used frequently by the participants or interviewees that might sound different. After identify words/phrases used frequently, as well as the ideas then organize these ideas into codes or categories.

3) Identify patterns and connections within and between categories

By organizing the data into categories, the patterns and connections both within and between the categories will begin to appear. Such connections are important to look for because they can help explain why and how something occurs.

4) Interpretation

Using the themes and connections to explain the findings, this is called interpreting data-attaching meaning and significance to the analysis. It is done by developing a list of key points as a result of categorizing and sorting the data. Then,

develop an outline for presenting the result. This will be a summary of the findings of the data.

### **3.8 Triangulation**

Hales (2016) defines triangulation as a method used to determine the location of a fixed point based on the laws of trigonometry. These laws state that if one side and two angles of a triangle are known, the other two sides and the angle of the triangle can be calculated.

Hales (2016) argued that there are four types in triangulation; they are data triangulation, method triangulation, investigation triangulation, and theory triangulation.

- 1) Data triangulation is the use of a variety of data sources, including time, space and persons, in a study. The approach has been used in many sectors to strengthen the conclusions about findings and to reduce the risk of false interpretations.
- 2) Methods triangulation is the use of multiple methods to study a situation or phenomenon. The intention is to decrease the deficiencies and biases that come from any single method.
- 3) Investigator triangulation is the use of more than one investigator, observer, researcher or data analyst in a study. Investigator triangulation is particularly important for decreasing bias in gathering, reporting and/or analyzing study data.
- 4) Theory triangulation is the use of multiple theories or hypotheses when examining a situation or phenomenon.

Therefore, in this study, I used methodological triangulation because there were three data techniques used which were interview, observation and document analysis. Interview and observation correlated to each other, which meant the two data supported each other in drawing the data to the conclusion. The document analysis made the study more accurate. I used the triangulation technique in order to get the most valid data as possible. Using triangulating data, it attempt to provide ‘a confluence of evidence that breeds credibility’ (Eisner, 1991). By examining information collected through different methods, the researcher could corroborate findings across data sets and thus reduced the impact of potential biases that can exist in a single study.



## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the findings of the study which have been supported by relevant data and its discussion as well. I present the findings and analysis obtained from interview, observation and document analysis. Since this study is qualitative, most of the data are in the form of words, sentences, or statements.

In this research, I observed two teachers at SMP N 23 Semarang in the academic 2019/2020. Both are teaching in ninth grade but they have different experiences in teaching. Mrs. Gea has been teaching for ten years and she is now taking magister program at Universitas Negeri Semarang. On the other hand, Mrs. Nia has graduated for magister program since 2015. She has been teaching for fifteen years.

When I asked the permission, I also told them about my topic of the study. After sharing and talking about my research, both teachers suggested me observing their strategy in teaching reading comprehension in procedure text. The reason why I finally chose that such text because procedure text is taught in ninth grade at semester one and teachers are going to teach that materials in the next week. Since ninth grade will be busy and have limit time due to the preparation of national examination, I agreed to choose the procedure text as the recommendation for my research.

The way I got the data from Mrs. Gea and Mrs. Nia was same. I asked them several questions through interview did the observation class and also did the

teachers' lesson plan analysis. The first thing I did was interview the teachers to ask some questions related to the reading comprehension. I have conducted ten questions to be answered. After the interview has done, I came to the class to observe the teachers' activity in teaching procedure text. I brought the observation guideline with me to help me observing and analyzing the teaching process in the class. I checked and put some note on my guideline. In addition, I also asked for teachers' lesson plan to be my document analysis to strengthen my research. I did my interview and observation with Mrs. Gea in advance, after it has done, I did it with Mrs. Nia on the next day.

In this following section, I answered the research questions of this study. That are: What are the methods used by English teachers at SMP N 23 Semarang to teach reading comprehension materials? And what are the strengths and weaknesses of the methods used by English teachers at SMP N 23 Semarang to teach reading comprehension materials?

#### **4.1 Findings**

The main purpose of this research is giving the readers detail information about methods used by English teachers in teaching reading comprehension materials especially in procedure text. Moreover, the strengths and weaknesses of each methods will be explained as well. So, I will reveal the response, answer and activity of the teachers in the form of words and sentences.

#### **4.1.1 Three Methods Used by English Teachers in Teaching Procedure Text**

The present study will examine the teaching process from the beginning of planning the lesson plan until the end of class related to reading comprehension, in particular procedure text. This study had been supported by doing an interview, observation class and analysis of lesson plan which taken from two teachers at SMP N 23 Semarang. From that activity, I got relevant data that can be present in this section.

This study focuses on teachers' methods in teaching procedure text on how they encourage the students not only to read the text but also comprehend the content of the text. From the result of interview and observation, there are three methods that used by English teachers at SMP N 23 Semarang in teaching reading comprehension especially in procedure text, those are scaffolding and audio visual method, grammar translation method and project based learning.

##### **4.1.1.1 Scaffolding and Audio Visual Method**

In attaining the goal of comprehension, Mrs. Gea and Mrs. Nia had done a scaffolding strategy in advance. They had similar thought in gaining students' attention but they did it in a different way. Mrs. Gea created attracted-materials such as colorful photos and videos related to procedure text which often about food in order to be showed and seen by students on LCD screen. This strategy aimed to gain the students' attention and build a concept of the material that are going to be taught in class. It is because the video made the students guessing what kind of materials about. This strategy, for sure, used the technology such as video and LCD screen as supporting system in achieveing the goal of scaffolding. After showing

the video, the teacher gave such text related to the video in order to establish the students' understanding about what the video exactly talked about. The students can do skimming, scanning about the type and structure of the text as well. The interview transcript is presented below.

Mrs. Gea: The first thing I do is conducting attracted materials. It can be like showing them some pictures and videos of procedure text (how to make something). After that, I show the related text on screen and the students can do scaffolding, scanning and skimming. It aims to stimulate students' thoughts about procedure text.

(Mrs. Gea, 11092019)

These two kind of activities related to one another which scaffolding used by Mrs. Gea had done by using the audio visual method. From the observation I had for Mrs. Gea, she did the same thing as the interview. Directly after opened the class, she showed some photos and played a video and then she gave the students a text to be skimmed and read so that they can understand the video better.

On the other hand, Mrs. Nia also did scaffolding in different way. She began the class by giving a text or asking the students to open the book and read a certain text about procedure text. The teacher would read the text first, sentence by sentence then the students would repeat. The objective of such activity was to make the students reading aloud the text so that they are accustomed to the vocabulary and the text.

Mrs. Nia: I will prepare for the printed text about procedure text in advance and make sure that each of students has the text on their hands. I will not use screen to show the text because I want the students

focus on the text they have, so they can easily do scanning, skimming or even underline the words that they think difficult for them.

(Mrs. Nia, 12092019)

After read the text, she also played a video in order to make the students more understand about what the procedure text is since it will be difficult to comprehend the text by only reading it.

In line with Mrs. Nia's interview, she did the reading aloud when began the materials of procedure text. The students followed her and read sentence by sentence of the text. After that, she showed a video to be examined by the students so that they would know exactly what they are going to talk (see appendix 1).

Those activities were similar with Mrs. Gea had done. The difference was in the step, if Mrs. Gea did the audio visual method first, in advance to gain students' attraction and then continued by giving a text to be skimmed and scanned by students. Otherwise, Mrs. Nia used the printed text in advance in order to make the students focused on the materials they were going to discuss. Then, she gave an additional material as scaffolding by showing a video.

Both teachers did same activities in different way. The same thing they did was they used scaffolding in every beginning of the class in order to refresh and review students' knowledge about the previous materials. Nevertheless, those such activities did not written in their lesson plan. I found that they only wrote the basic strategy which was discovery learning, they did not explain the detail method and the activities they did in class.

#### 4.1.1.2 Grammar-Translation Method

The second method I found out when I did the research was grammar-translation method. In achieving the comprehension of certain text, the teacher used this method since it will help the students understand the text very well.

Mrs. Gea did the grammar-translation method after asking the students to read the text. She said that grammar-translation method is a must since the students learnt foreign language which absolutely was difficult to be mastered. By translating the words into their mother tongue, it may help the students comprehending the text better. At class, she asked what point they did not understand, and difficult words of the text. The teacher opened a question and answer section and discussion within the method which aimed to ask the students about the difficult words in such text. First, teacher asked the students unfamiliar words that came up in text that made them difficult in understanding the text. While students were mentioning some words, then she asked the other students that might know the meaning of certain words. If they did not know the meaning, teacher explained the certain word by giving a movement such gestures to represent the meaning of the word. The students were enthusiastic in mentioning the words and got the idea of the content of the text. It also happened in Mrs. Nia's class. She did the grammar-translation method to help the students mastering the content of the text. From two data sources teachers exactly used this method in teaching reading procedure text but again they did not write the strategy in lesson plan (see appendix 1).

Mrs. Gea: Then, I give the example of procedure text and do scaffolding. While scaffolding, I ask the students the difficult words that come up in the text. It helps the students understand the text easily.

(Mrs. Gea, 11092019)

Mrs. Nia: I often use audio visual method by showing the video through LCD and also use grammar translation method for understanding the text.

(Mrs. Nia, 12092019)

#### 4.1.1.3 Project-Based Learning

The third strategy that used by both English at SMP N 23 Semarang was project-based learning. According to teachers' interview, they both said that procedure text often related to how to make something. So, they wanted the students not only able to read and understand the text but also practice and implement the content of text in real life. So, both teachers used project based learning as final assignment to be done in the last meeting.

Mrs. Gea divided their students into some groups and each group were asked to choose one of the recipes to be demonstrate in front of class. She recorded the performance as a reflection of the learning process.

Mrs. Gea: After showing them many examples of text, I will divide them into some groups and ask them to perform a certain procedure text in front of class. So, they both understand the knowledge and skill of procedure text. At the same time, I record the process of performance as a reflection. It will be a review whether the students have understood the materials or not.

(Mrs. Gea, 11092019)

Moreover, Mrs. Nia also did the same method as Mrs. Gea. She grouped the students in order to train their skill in performing the recipe in front of the class. Most of them demonstrated the menu or food the next meeting, and then the Mrs. Gea assessed their performance.

Mrs. Nia: The final step is grouping the students and asking them to perform in front of the class.

(Mrs. Nia, 12092019)

The students seemed very enthusiastic in presenting their products to their friends. They were very creative in decorating the products they made. Unfortunately, neither of the teachers wrote the strategy or even the step in lesson plan. They simply just did it when they came to class.

#### **4.1.2 The Strength and Weaknesses of Three Methods Used in Teaching Procedure Text**

##### **4.1.2.1 Scaffolding and Audio Visual Method**

From the data of interview and observation that I got, this method had some strengths and also weaknesses. First, when Mrs. Gea used scaffolding by showing pictures and videos all students were enthusiastic in watching the video, the pictures could attract students' attention. So, they were really enjoy the learning process through media such as powerpoint and video. On the other hand, when teacher asked the students some questions related to the video, not all students were active in answering those questions. Some of them understood the content of the text, but



others just focused on images which showed up on screen. Besides, the position of the screen was not on the center of class, so the students who were sitting at the back corner of class could not see the power point clearly. It also had impact on their reading comprehension. When they read the text on the screen, they might miss some words, so their understanding of the content were less than others.

Besides, when Mrs. Nia used scaffolding by giving all the students printed text, they all seemed seriously read the text since the reason Mrs. Nia gave the strategy was because she wanted the students got used to in reading procedure text. Reading the text made the students understood in pronouncing new vocabularies that came up in text, yet they might not pay attention to the content of the text. So when she asked some questions related to the text, students must read again the text in order to build the comprehension of the text, for details see appendix 1 and 2.

#### 4.1.2.2 Grammar-Translation Method

This method is really helpful since first language of the students is Bahasa, they needed a certain strategy to make them understand the whole text. Mrs. Gea and Mrs. Nia used grammar translation method in order to help students converting the words from English into Bahasa so that they can easily comprehend the content of procedure text. From observation, I saw that students can understand the whole text easily since they succeed in finding the meaning of difficult words that came up in the text. Besides, in translating the words teachers used some gestures to represent the meaning of the text to stimulate the students' mind in guessing the word. That such strategy was really effective for students in comprehending the text. So that they can easily answer the questions related to the text.

In addition, from the interview, I have asked both teachers about the weaknesses of using grammar-translation method in teaching procedure text. The result showed that grammar-translation method is the only one method which has not any weaknesses from teachers point of view. This strategy was appropriate in teaching reading comprehension about procedure text (see appendix 1).

#### 4.1.2.3 Project-Based Learning

The third method that used by English teacher in teaching reading procedure text was project-based learning. This method was very effective in training students skill in speaking since they were supposed to perform in front of class. Nevertheless, the aim of using such strategy was to assess students understanding of procedure text. This method was effective because it would stimulate students' ability in speaking so that all students have the same opportunity to demonstrate the recipe of certain food. Yet, the speaking skill can be achieved if the students master the whole text. If the students have mastered the whole text, they can perform properly.

Mrs. Gea: Based on my experience in teaching procedure text for about ten years. Students are more active when I use project based learning. Because when I ask them to make a group and practice the menu in front of the class, they seems very enthusiastic. Besides, using that strategy gives not only the understanding of the text but also the opportunity for students to express and exercise their skill in speaking and memorizing the content of the text.

(Mrs. Gea, 11092019)

This method was effective in stimulating students in order to understand the text, so that they can train their speaking skill in front of class. Yet, this method used so much time because one group may perform more than 15 minutes and the effect was not all students can perform properly.

## **4.2 Discussion**

This present study is mean to answer the research question which to find out the methods used by English teachers at SMP N 23 Semarang. The research question will be answered by doing some observation used several instruments such as interview, observation and document analysis. In this section, I elaborate the finding of this research, which I had explained in the previous section with the theory in theoretical framework.

Procedure text is one of several text that must be taught in junior high school. Since the question about procedure text will come up in national examination, the students have to know how to understand the text and answer the question so that they will succeed in passing the national examination. Because of the importance of reading comprehension, teachers have to train their students to have a reading comprehension skill, so the students can help their own self in passing any test about reading.

Due to the fact that reading comprehension is essential in students' life, teacher prepared in advance to set and conduct how the teaching and learning process will be. Mrs. Gea and Mrs. Nia have known the real meaning of reading comprehension. They do understand that reading comprehension is not only about

read aloud the text but also comprehend the text. Comprehending the text can be achieved if the students know the function of the text, generic structure, the meaning of vocabulary of the text, thus the students can grasp the content of the text. In attaining the goal of comprehension, both teachers had done a scaffolding strategy in advance. It aims to gain the students attention and build a concept of the materials that are going to be taught in class.

In line with Wood, Bruner and Ross (1976) define scaffolding as a process that enables a child or novice to solve a task or achieve a goal that would be beyond his unassisted efforts. It means that scaffolds require teachers' controlling of those elements of the task that are initially beyond the learner's capability, thus permitting students to concentrate upon and complete only those elements that are within their range of competence. Vygotsky (1978) said that scaffolding is a teaching method that helps students learn more by working with a teacher or a more advanced student to achieve their learning goals. In correlation with the observation that I did, Mrs. Gea showed some colorful photos and video to attract the students' attention, whereas Mrs. Nia asked the students to read aloud. They used medium like LCD screen and screen in facilitating the students to have the appropriate learning process. In addition, the utilization of technology helped the teacher organizing and maintaining the similarity of the materials. Thus, every class will have the same concept and comprehension about a certain material, especially procedure text. Those two action succeed in stimulating the students to focus and concentrate to the materials. Besides, both teachers always did the scaffolding in the beginning of the class in every meeting. It has done by reviewing the previous materials. It can make

students are ready in learning process and also connecting the previous materials with the ones which will be taught in class.

In teaching and learning process teachers had designed such the lesson plan so that they know what should do in class. They set such activities and decided what methods which are suitable and appropriate to be implemented. They had written step by step in teaching procedure text, start from the beginning of class by preparing students to pray, motivating, giving a material and assessing the students' comprehension and skill. In class, they had done such activities they planned in advance, but sometimes they did improvisation due to the class and students' situation.

Nevertheless, each teacher had difference in beginning the materials in class. Mrs. Gea showed the video and pictures to introduce the materials, so that students could guess and grab the idea of the materials. Besides, Mrs. Nia began the class by giving a text or asking the students to open the book and read a certain text about procedure text. The teacher would read the text first, sentence by sentence then the students would repeat. The objective of such activity is to make the students reading aloud the text so that they are accustomed to the vocabulary and the text. Afterwards, what she had done in continuing the teaching and learning process almost the same as with the Mrs. Gea. Both teachers discussed the materials such as asking the unfamiliar words in text which make them difficult in comprehending the text then teachers will translate those words together with the students. Teachers used to call the process as grammar translation method.

In line with Krashen (1987) the aim of language learning in this method is described as to help students attain the ability of reading the literature of the source language by studying its structures and lexicon, with a special weight on grammar rules, vocabulary memorization and written translations into and out of the target language, with a strong focus on the form and meaning. Students learn new vocabulary and grammatical rules through their own native language. It is also widely used in explanation about new concept. Meaning of the target language items is made clear via translation into students' native language. As my observation, students are involved in translating the reading text from their book into Bahasa after reading aloud by lines or sentences. As I have seen in the experience, individual students do the translation orally, yet the teacher can also ask students to write down their translation in their notebooks, as well.

Teachers also did not forget to explain the materials more detail and deeper as they explained what the text was and video told about, the function, generic structure and also the common words which often appear in procedure text. While explaining, teachers also often gave several oral questions, and students answered it orally. At the end of the discussion, teachers gave written question to the students so that the teacher would know how the process of understanding the material especially in procedure text in each students. Yet, Mrs. Nia added some task from the questions of national examination. She wanted her students familiar with each kind of questions, because sometimes the question about procedure text can be unfamiliar for students due to the use of words. For example, the question would be about the function of the text, yet the writer used the synonym of the word

“objective” like goal or aim. By giving the different type of questions, students are supposed to train in understanding what the question wants to ask.

After giving a lot of explanation and task related to procedure text, teacher wanted the students to use their comprehension in real life. This will be happened by asking the students to perform. Teachers divided the students into some group and ask them to find a recipe or any kind of procedure text that related to their life, and after that they asked them to perform in front of class. Teachers will assess their performance and also knowledge by measuring their pronunciation, intonation, teamwork and their performance whether they gave the explanation of their project by reading the text or they have mastered the text so they can do it without reading any text. This process is called project based learning.

According to Jalinus Nabawi and Mardin (2017) in project-based learning, students are the center of learning who are learning actively to improve their competences. Teachers act more as a guide since it is student-centered. Project based learning focuses on a real-world problem in this case, the students’ work related to their life such as an easy recipe that can be made in their real life. The significant improvement that occurred in ability doing project work could be seen from skilled student in preparing the materials, the materials and ingredients in accordance with procedure, managing of work, managing of time, cooperation with team work more solid and show better work attitude. The most important thing is the ability of comprehending the text.

Teacher chose and prepared such strategies and methods because they thought those were appropriate in teaching reading comprehension in particularly

procedure text. The use of scaffolding aimed to build a concept of procedure text, stimulate students' mind, and also attract students' attention. When students had focus on the teacher and materials, teachers gave warming-up material by discussing about what the video was, what the text was and guessing the content. It can motivate the students to learn new materials. While learning new materials students surely got some obstacle in learning. Thus the teacher helped them by asking difficult words, translating so that students felt helped and easy to understand the materials. Discussing in question and answer session was a way to know whether the students have understood the material or not, if the students can answer the whole questions and know the whole text or what the content of the text, teacher can move forward to the next step. The goal of the use project based learning as final project in procedure text was to make each individual student not only able to read aloud and translate the words from English into Bahasa, but also understand and comprehend the content of the text. The result was they could implement their understanding into skill by performing a certain text in front of class. They thought that by demonstrating a certain procedure text into performance means they were able to understanding and comprehension the text, especially when they performed without text. It concluded that they comprehend the text well. By doing so, teacher could assess students' comprehension and also skill through performance, besides giving a certain text with some questions to be answered in order to know the students' comprehension in reading procedure text. Giving a text and some questions relate to text can be a training for students to achieve reading



comprehension as the more they read, the more they know and feel familiar about the words which often appear in procedure text.

Nevertheless, Mrs. Gea and Mrs. Nia did not mention the name of each strategy either in class or in lesson plan they conducted. They both only gave materials, instruction as they set in advanced. They just simply wrote discovery learning as approach and learning method without writing detail each strategy that will be used in class. They should have written all methods and activities in lesson plan in order to measure whether what they have done in class as same as with the lesson plan or not. In addition, mentioning the strategy in class is also important since the students will know what they are going to do in that learning process. It can be done by changing the name of strategy with any easy term which make students understand the aim of learning activities in class.

Observing the students' respond, actually not all students were active in learning process even teachers had set and prepared such materials and methods using medium, some students seemed not focus so that when teacher asked, they could not answered it. It also happened when teacher gave an exercise and asked them to write the answer, they were wrong in finding the correct answer. From five questions, most of students could not answer one question that was about implicit question, for example the question was about "how long does it take to cook rice?", most students answered the written-minutes, but actually the answer was implicit. On the other hand, when it came to question and answer section orally, they seemed enthusiastic and scrambling in answering the meaning of words.

In line with Cahyani (2018) by using project based learning in teaching procedure text, students could make project plan through logical thinking, meaningful steps and reasonable ways of thinking. Students could work in collaborative way to plan and create something. To enhance literacy competence, students were encouraged to write problems, formulate solution, plan steps, analyze data, finish with series of processes, and finally present their product before the class. Students learned English integrally when everything should be read, listened, noted and presented orally.

From the result of study showed that project based learning has been implemented in teaching procedure text, yet it just focused on how the implementation of such strategy at class and the process of students' activity. Students were encouraged to collaborate in teamwork duty, stimulated to master their portion of duty in group. It can be concluded that project based learning has been used to teach procedure text.

The result of this observation related to the study conducted by Tan (2016) he said that grammar translation method and task based language teaching were two effective teaching methods in reading and they did improve Chinese college students' reading comprehension over a certain period of time.

Based on two previous studies, those two methods were appropriate in teaching. That is the reason why I choose to examine the methods used by English teacher in teaching reading comprehension in particular procedure text because there are some methods and strategies which proven effective in teaching reading.

According to Krashen (1982) the value of second language classes, then, lies not only in the grammar instruction, but in the simpler "teacher talk", the comprehensible input. It can be an efficient place to achieve at least the intermediate levels rapidly, as long as the focus of the class is on providing input for acquisition. This statement relate with the observation I did that teachers had provide input for students reading comprehension by applying some methods in class. The use grammar translation method is concluded as the most appropriate method among others according to teachers' answer. Thus, more vocabulary should mean more comprehension of input, and more acquisition of grammar.

Krashen (1982) the second way to develop competence in a second language is by language learning. The term "learning" henceforth to refer to conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them. In non-technical terms, learning is "knowing about" a language, known to most people as "grammar", or "rules". Some synonyms include formal knowledge of a language, or explicit learning. Those points mean that reading comprehension is one of the input in acquiring English especially for Indonesian students as the second language.

Those point of Krashen meant that reading comprehension help students in acquiring English as their second language. By knowing new vocabulary that came up in text as many as possible make them collect those word in memory so the library of words will increase day by day. In the end, they could master English well.

In line with the result of the study I did at SMP Negeri 23 Semarang, teachers had prepared and chose the best methods in teaching reading about procedure text. Hence, they did some activities in class using three best method that they thought can build students' reading comprehension. What I saw in my observation, teachers did not only pay attention on how students could understand the text well, but also how the students can use and apply the procedure text in real life which can be achieved if the students have really comprehend the content of the text. If students have understood what the text is going to tell, they can implement that meaning and aim of the text, they can show or perform it in front of their friend and others.

Thus all activities that had been done in class were connected one to another. The most important thing is students must achieve the reading comprehension of procedure text if they want to train other skills such as speaking and writing. The result of my observation showed that the teachers had drilled the students to read and understand the text using three methods I had mentioned. So, they get accustomed to reading procedure text and understanding the context of the text. At th end, they all have mastered the reading comprehension of procedure text, it also can be seen from their performance in class.

## **CHAPTER V**

### **CONCLUSIONS, SUGGESTIONS AND LIMITATIONS**

In this chapter, the conclusions of the analysis result based on chapter four were presented. Moreover, the suggestions and limitations from the study were given as well.

#### **5.1 Conclusions**

In this section, the conclusions are described of the whole study which had been obtained from the result. The conclusions are as follow:

There are some methods in teaching reading comprehension about procedure text. Mrs. Gea and Mrs. Nia conducted a lesson plan by seeing the guide from MGMP in advance, then they suited with their students. Thus, when came to class, Mrs. Gea began the teaching reading comprehension in procedure text by doing audio visual method and by showing some pictures and videos continued with guessing what the materials will talk about. They did scaffolding in every beginning of the class in order to refresh and review students' knowledge about the previous materials. After that, she did scaffolding. While scaffolding, she asked students the difficult words that appeared in the text which called as grammar translation method. While questioning the difficult words, she gave them explanation about procedure text; the generic structure, social function, and language features. After that she gave students many examples of text and the last she gave a task by dividing students into some group which called as project based learning.

On the other hand, Mrs. Nia gave the printed text for each students to begin the class and trained them to read aloud. After that, she played a video about procedure text and did scaffolding. After showing the video then she explained what procedure text is, the aim of the text, the generic structure and also the language features. She also gave some exercises and examples of procedure text from national examination. The final step was grouping the students and asking them to perform in front of the class.

In short, the methods used by English teachers at SMP N 23 Semarang can be concluded as, Mrs. Gea conducted the lesson plan in advance, then did audio visual method by showing video and pictures, and scaffolding by showing the text related to the video. After that she did grammar translation method, then giving question and answer session by discussion and also as individual work. The last she implemented the project based learning to know the students' comprehension into performance. On the other hand, Mrs. Nia conducted lesson plan in advance, then reading aloud the text, did scaffolding after that, showed video used audio visual method, then grammar translation method, thus giving question and answer session and the last she implemented the project based learning to know the students' comprehension into performance.

By using those methods, teachers had implemented the methods very well. Nevertheless, because of the differences of students' knowledge they were difficult in comprehending the text. Some students were active in guessing the meaning of words, and answering teachers' question orally. Besides few of them were just silent, seemed they did not want to speak up too much. In understanding the text,

not all students 100% could answer the questions correctly. The most difficult question was about implicit answer so that they made mistake in such question.

From that point a view means teachers had made and conducted the materials and methods as good as possible yet the point of success and effectiveness of the use of a certain method can be achieved not only from the teachers' side but also from the students' side, since each students has difference background knowledge, needs, ability, the situation of students in class at that day can be influenced as well. So, that is difficult to know whether a particular method is effective or not. It has to be done in a long time to prove it.

From the observation I had, English teachers at SMP N 23 Semarang had used various methods in teaching reading comprehension. They did not only use one strategy to teach all students. The three methods that most used by English teachers at SMP Negeri 23 Semarang are scaffolding and audio visual method, grammar-translation method and project based learning.

In short, the most appropriate method to teach reading comprehension according to English teachers at SMP N 23 Semarang is grammar-translation method as it really help students understanding the text easily. Second, project based learning, it will stimulate the students to work in group and train their speaking skill which obtained from the result of reading and comprehending the procedure text. The last but not least, scaffolding and audio-visual method since it really works on attracting the students to focus on the materials and introduce them what kind of text they are going to learn. Those methods could make students comprehend the materials and acquire English as second language as well.

The use of different strategy are good in order to make students understand the materials due to the fact that students have difference ability, needs and background knowledge. By using miscellaneous method may help teacher in teaching process, because we never know which strategy that appropriate to such students. The result may be different from one students and others, for instance a student can understand the material by translating the words into their native language, whereas others can master the learning process by directly doing the materials in real life. Each strategy is good if the teacher know how to implement in their class and of course after they have fitted with their students' needs and situation as well.

## **5.2 Suggestions**

As concluded above, there are some suggestions for other English teachers and also for the next researchers as well.

Reading comprehension is important for students. Because of that importance, teacher should make sure all students, one by one, whether they all have understood the whole text or not. It can be done by asking the questions one by one spoken or written. By doing that so, teachers can control and decide what the next activity they should do in order to achieve students' understanding. In addition, before teacher move on to another activity they must review the materials in this study is procedure text. They may review the purpose of procedure text, meaning of certain words and content of the text, so they will know whether the students have really mastered the procedure text or not.



Moreover, teacher can do drilling to make sure that students have understood the materials. It can be done by asking the students one by one so that teachers can make sure that their students have mastered the materials well. It also can be a training the students' skill both understanding the text and speaking as well.

On the other hand, teacher had better prepare well before coming to class. The suggestion is before conducting a lesson plan, teachers should observe the students' situation in advance which include students' background knowledge, situation and also the needs. Since I mentioned above that each students are unique and absolutely has difference needs. When teacher has known the concern of their learning process will be, they can conduct the lesson plan. By doing that so, it may help the students so the learning process will be succeed.

In addition, mentioning the methods in both teaching and learning process and lesson plan are essential as well. Teacher should clearly and detail mention how the process will be, the step by step as well. It aims to make the structured of learning process at class. Mentioning the strategy is important since if the students are introduced by what the instruction and the goal of what they are doing, they can feel easy to understand the materials so that they can master what the teacher taught.

### **5.3 Limitations**

The research focused in finding what methods used by English teachers at SMP N 23 Semarang especially in teaching reading comprehension about procedure text. Yet, I did not ask and observe the students' responses toward the teaching and learning process in class. I should have asked and interviewed them

whether what teachers did in class related to teaching reading comprehension in procedure text has made them understand the materials and text or not. So, I hope for the next researchers could observe the students' respond towards teaching and learning process in class in order to know whether what teachers have taught in class are appropriate in delivering the materials or not.

Besides, I did not use post interview after doing an observation class. I should have done that in order to observe teachers' performance which should be examined together with the teachers as well. This method can be used as reflection in teaching and learning process.

In addition, I did not observe teachers' method in teaching other materials such as narrative, descriptive, recount text and so on. Even I did not observe English teachers' strategies and methods used in another skills such as speaking, listening and writing because of the limitation of time. Hopefully for the next researchers could do the research about strategies and methods used in teaching other skills and in different materials as well. By doing that so, I hope it can help other teachers finding the best and appropriate way in teaching English and also for the students, they will easily comprehend the materials as well. The end of the study, students will master all skills in learning English as their foreign language.

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## APPENDICES

### APPENDIX 1 Participants' Interview Transcript

#### Interview Transcript #1

Interviewer: Before we start the interview please confirm that this interview is conducted without any lies or agreement from both interviewer and interviewee to change or manipulate the data in order to point the finding into certain point.

Mrs. Gea: Yes I can confirm that there is no lies, or agreement between the interviewer and interviewee and manipulate the data to convert the facts.

Interviewer: What do you think about teaching reading comprehension?

Mrs. Gea: Reading means we read a text and comprehension means we do not only read the text but also know the content of such text. So, reading comprehension means how well a person can read and understand the text. I as a teacher must make my students not only able to read but also understand the whole text, what writer tries to say within his text.

Interviewer: What do you think about strategy to teach reading comprehension?

Mrs. Gea: I think that it is a plan how I am going to teach my students related to reading comprehension. I am as a teacher should conduct the strategy in advance, so that the teaching and learning process will

be working smoothly because I have prepared for the materials and activities.

Interviewer: Do you always conduct a lesson plan before teaching?

If it is yes, how do you get the materials?

Mrs. Gea: Yes, I do. I always conduct a lesson plan before teaching. Nevertheless sometimes what happened in class was not as same as what I had planned, it was because of students' conditions and ability. The ideal of lesson plan is the one which has been fitted with students' needs. For the time being, I am only using one lesson plan to teach English for all ninth grade, even though when I come to class, I make some adjustment with students' current condition. I get the material from book and I add with many references from the internet.

Interviewer: Can you tell me the first thing you do when you want to teach reading?

Mrs. Gea: The first thing I do is conducting attracted materials. It can be like showing them some pictures and videos of procedure text (how to make something). After that, I show the related text on screen and the students can do scaffolding, scanning and skimming. It aims to stimulate students' thoughts about procedure text. I spontaneously ask students about the text and we will discuss the answer. Such activity is done as brainstorming, in order to stimulate the students to think.

Interviewer: Can you please elaborate your strategy (step by step) when you are supposed to teach reading comprehension in procedure text?

Mrs. Gea: Students are given the knowledge in advance, because if they are asked to search for the knowledge by themselves, they will find a difficulty. Then, I do scaffolding to make students realize the aim of studying procedure text. While doing scaffolding, I question all students about the vocabulary that are written in text. The next is practice. After showing them many examples of text, I will divide them into some groups and ask them to perform a certain procedure text in front of class. So, they both understand the knowledge and skill of procedure text. At the same time, I record the process of performance as a reflection. It will be a review whether the students have understood the materials or not. They are supposed to perform a certain example of procedure text in front of class in order to show whether they have understood the text they have read or not. The students' performance will be recorded as well. It can be a reflection for all of us that aims to know what I have been taught are appropriate to teach procedure text and also to know students' knowledge and skill.

Interviewer: What kind of strategy or method do you use to teach reading comprehension in procedure text?

Do you use any medium to help you in teaching reading comprehension?

Mrs. Gea: I do not only use one method, whereas I use mix method. In teaching procedure text, I often use scaffolding and audio lingual method. While doing that, I can built a discussion session with students about the text. Then, I give the example of procedure text and do scaffolding. While scaffolding, I ask the students the difficult words that come up in the text. It helps the students understand the text easily. I also use project based learning which students perform to demonstrate how to make or operate something. Sometimes, I also use the real object by directly showing the students how to do something. The important strategy is translating the words which come up in text from English into Bahasa. Students are helped in understanding the text.

Interviewer: Why do you use that strategy?

Mrs. Gea: The reason I choose audio visual is because teachers have to implement the use of IT for supporting the teaching and learning process. Besides, it help teachers in managing the time, and it easily attract the students since it shows many colorful pictures and videos. It also make students to focus on the material, and the important thing is the material showed will be guarded since it can be used in different class and minimize the different perception about the lesson. I can easily evaluate the materials since it is taught in different class and the content are same. On the other hand, the use of project based learning can train students' skill. Students will

not only know the content of the text but also can realize what has written in the text into the real life. The indicator that students has comprehend the reading is they can demonstrate it in front of class. Grammar –translation method is used because it really help the students understand the text easily. Since, we will translate word by word from English into Bahasa, so that students can know the meaning of those words and comprehend the reading easily.

Interviewer: How do you do to achieve a reading comprehension in teaching procedure text by using that strategy?

Mrs. Gea: Giving as many texts as possible, then discussing as much vocabularies as possible, reviewing the text by asking the students. In asking the meaning of certain vocabulary, I often ask the students to practice, for example the word 'stir', I will ask one student to demonstrate the gesture of doing 'stir'. If the students know the meaning and how to demonstrate it, so they will easily achieve the reading comprehension.

Interviewer: How do you assess students' reading comprehension toward that strategy?

Mrs. Gea: In audio-visual method, I just assess the students' knowledge by asking the social function, generic structure and also aim of the text. Meanwhile, if use project based learning, I assess the teamwork, fluency, intonation, and also the product itself. I also assess both knowledge and skill of students in the last of lesson.

Interviewer: How about the students' respond? Is the strategy that you use effective to teach reading comprehension?

Mrs. Gea: Sometimes, it is difficult to know whether the method used is effective or not as it really depends on the situation of the class and other factor. Based on my experience in teaching procedure text for about ten years. Students are more active when I use project based learning. Because when I ask them to make a group and practice the menu in front of the class, they seems very enthusiastic. Besides, using that strategy gives not only the understanding of the text but also the opportunity for students to express and exercise their skill in speaking and memorizing the content of the text. Students have known the text in advance, hence they feel excited for the performance. Yet, this strategy has weaknesses such as students need to prepare some ingredients and it takes to much time to perform. So, sometimes we run out of time. On the other hand, it is good to train students' skill in speaking, students' teamwork as well. If we talk about reading comprehension, the most effective strategy I have used is grammar-translation method. It is because the students will know the meaning of difficult words, hence it help them understand the text well. In addition, I see no weaknesses of this method. Meanwhile, using audio-visual method can attract students' attention but for student who sit in the back of class may be difficult to see the screen and affected their concentration. This

method also cannot train students' skill because the material has been conducted by teacher. Students are more passive since they just focus on the screen.

### **Interview Transcript #2**

Interviewer: Before we start the interview please confirm that this interview is conducted without any lies or agreement from both interviewer and interviewee to change or manipulate the data in order to point the finding into certain point.

Mrs. Nia: Yes I can confirm that there is no lies, or agreement between the interviewer and interviewee and manipulate the data to convert the facts.

Interviewer: What do you think about teaching reading comprehension?

Mrs. Nia: Reading is one of English skill that should be mastered. There are others skills such as speaking, listening, and writing, yet reading is also important. There are two kinds of reading which are reading aloud and reading comprehension. Reading aloud means that we read a text with voice, whereas reading comprehension means understanding the text. The aims of studying reading comprehension is to train students to be able not only read a text but also understanding the content of the text since each text has its own specification.

Interviewer: What do you think about strategy to teach reading comprehension?

Mrs. Nia: Strategy means a plan. In teaching reading comprehension, there are a lot of strategies that can be used. Yet, I often use scaffolding in advance by introducing the students to some texts which are going to be taught. Then, I give them printed text and ask them to do scanning, skimming toward such text.

Interviewer: Do you always conduct a lesson plan before teaching?  
If it is yes, how do you get the materials?

Mrs. Nia: Yes, I do. Because I cannot teach without any preparation and for me lesson plan is a must. I get the lesson plan from MGMP, then I do scanning through the whole content of it. After that, I conduct a new one which has been fitted with my students' needs. For the materials, I get many references from books, in addition I search for examples from the internet which related to students' life.

Interviewer: Can you tell me the first thing you do when you want to teach reading?

Mrs. Nia: I will prepare for the printed text about procedure text in advance and make sure that each of students has the text on their hands. I will not use screen to show the text because I want the students focus on the text they have, so they can easily do scanning, skimming or even underline the words that they think difficult for them.

Interviewer: Can you please elaborate you strategy (step by step) when you are supposed to teach reading comprehension in procedure text?



Mrs. Nia: I give them printed text about procedure text to build a concept about that material. After that, I play a video about how to make something, so students can observe such videos. Then, I will ask the students some questions related to the video. Those activities can make students get the concept of procedure text. It can stimulate students' mind. Next, I will explain what the procedure text is, the aim, generic structure and also the social function. The next meeting, I will give another text and the written questions about it. We will discuss about the generic structure and also the difficult words in the text. Since I teach ninth grade, I give them some examples and questions that often come up in national examination. The final step is grouping the students and asking them to perform in front of the class.

Interviewer: What kind of strategy or method do you use to teach reading comprehension in procedure text?

Do you use any medium to help you in teaching reading comprehension?

Mrs. Nia: I often use audio visual method by showing the video through LCD and speaker and also use grammar translation method for understanding the text. Then, I also use project-based learning.

Interviewer: Why do you use that strategy?

Mrs. Nia: The reason I use those strategies because it can attract students. Students are very enthusiastic in learning process. Moreover, if I use project-based learning, students like to explore their skills in making

something and they can also enjoy their products after the lesson. So, it can make them happy and enjoy during the teaching and learning process.

Interviewer: How do you do to achieve a reading comprehension in teaching procedure text by using that strategy?

Mrs. Nia: I do assessment and test for students' comprehension. I do two kinds of assessment, according to curriculum-13 there are two assessment which are knowledge and skill. I assess students' knowledge from their reading comprehension. I give them text and questions. If students are succeed in answering the questions, means that they have achieved reading comprehension. On the other hand, I assess students' skill by their demonstration product in front of class. The criteria of good presentation can be seen from their teamwork, intonation, fluency and the product as well.

Interviewer: How do you assess students' reading comprehension toward that strategy?

Mrs. Nia: I assess students' reading comprehension toward that strategy by doing an assessment both knowledge and skill.

Interviewer: How about the students' respond? Is the strategy that you use effective to teach reading comprehension?

Mrs. Nia: In my opinion, those three strategies are effective. I have tried using another strategy such as online-test which is using TOEFL. I did showing them the web and trying to access the web in order to do

online-test. In beginning, there was no problem, but in the middle of teaching there was a problem. The most problem that often happened was about the internet connection and electricity. I think that the most effective in teaching reading comprehension is grammar-translation method because it really helps the students to understand the text and they will know many vocabularies from the text as well. If I do audio-visual method, it is not very effective because of the position of LCD screen which is not at the center of class. So, some students might difficult to catch the material. The last, project-based learning is actually good enough to train students' skill in speaking, but it takes to much time and we often run out of time.

## APPENDIX 2 Result of Observation Guideline

No	Identification	Teacher A		Teacher B		Note
		Yes	No	Yes	No	
1.	Teacher conducts a lesson plan before teaching reading	√		√		
2.	Teacher uses a strategy in teaching reading comprehension	√		√		
3.	Teacher uses medium in teaching reading comprehension	√		√		
4.	Teacher mentions the name of the teaching reading method		√		√	Teachers did not mention the name of teaching methods in class
5.	Teacher gives deep explanation in reading comprehension	√		√		
6.	Students are active in the teaching process by participating all the activities in class		√		√	Not all the students are active in teaching and learning process.
7.	Teacher assess students' comprehension	√		√		
8.	The students can answer the teacher's question		√		√	If the students were asked explicit questions, they could answer it. Yet, if it

	related to procedure text					is implicit questions, most of them were fail in answering the questions.
9.	The students understand the whole procedure text		√		√	Since all students were not succeed in answering all questions, it meant that the students did not understand the whole text especially in implicit things. They just understood what had been written in the text.
10.	The method used by teacher is effective in teaching reading procedure text	√		√		It is effective when teachers used grammar-translation method

### Appendix 3 Result of Document Analysis Guide

No	Lessopn Plan Elements	Teacher A		Teacher B		Note
		Yes	No	Yes	No	
1.	Indicators and Objectives	√		√		
2.	Learning Materials	√		√		
3.	Teaching method/strategy in teaching reading comprehension in procedure text	√		√		

**APPENDIX 4**  
**LESSON PLAN**

**Teacher's Lesson Plan #1**

**RENCANA PELAKSANAAN PEMBELAJARAN**  
**(ADIWIYATA)**

Sekolah : SMP NEGERI 23 SEMARANG  
Mata Pelajaran : BAHASA INGGRIS  
Kelas/Semester : IX/1  
Materi Pokok : memberi dan meminta informasi terkait resep makanan/minuman dan manual serta menanggapi  
Alokasi Waktu : 6 pertemuan/12 JP

**a. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

**Kompetensi Dasar**

- 3.4 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/minuman dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya
- 4.4 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual

**Indikator Pencapaian Kompetensi**

Peserta didik dapat mengomunikasikan secara terintegrasi lisan dan tulis tentang memberi dan meminta informasi terkait resep makanan/minuman dan manual serta menanggapi untuk tujuan mendapatkan hasil terbaik secara efektif dan efisien, menghindari kerusakan, kecelakaan, dan pemborosan terkait ketiga aspek teks berikut ini:

- **Fungsi Sosial**

Menentukan (menyebutkan/memilih) secara lisan dan tulis:

1. Tujuan penggunaan teks prosedur
2. Isi dari teks prosedur
3. Manfaat yang dapat dipetik dari teks prosedur.

- **Struktur teks**

Menentukan (menyebutkan/menyalin/membacakan) secara lisan dan tulis:

1. Menyebutkan bahan-bahan
2. Menjelaskan cara-cara yang berurutan.

- **Unsur kebahasaan**

Menentukan (menyebutkan/menyalin/membacakan) secara lisan dan tulis unsur-unsur kebahasaan yang memberi dan meminta informasi terkait resep makanan/minuman dan manual dan menanggapi:

1. Kosakata khusus terkait dengan produk,
2. Frasa nominal untuk menyebut benda
3. Kata sambung *first, next, then, finally*.
4. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

**b. Tujuan Pembelajaran**

Melalui serangkaian kegiatan pembelajaran, peserta didik dapat mengomunikasikan secara terintegrasi lisan dan tulis tentang memberi dan meminta informasi terkait resep makanan/minuman dan manual serta menanggapi untuk tujuan mendapatkan hasil terbaik secara efektif dan efisien, menghindari kerusakan, kecelakaan, dan pemborosan, secara kontekstual dengan memperhatikan fungsi sosial, struktur teks dan unsure kebahasaan yang tepat.

**c. Materi Pembelajaran**

Beberapa teks prosedur lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait resep makanan/minuman dan manual serta menanggapi untuk tujuan mendapatkan hasil terbaik secara efektif dan efisien, menghindari kerusakan, kecelakaan, dan pemborosan, dalam tiga aspek teks berikut ini, secara kontekstual, terintegrasi secara lisan dan tulis:

- **Fungsi Sosial**

Menentukan (menyebutkan/memilih) secara lisan dan tulis:

1. Tujuan penggunaan teks prosedur
2. Isi dari teks prosedur
3. Manfaat yang dapat dipetik dari teks prosedur.

- **Struktur teks**

Menentukan (menyebutkan/menyalin/membacakan) secara lisan dan tulis:

1. nama makanan, minuman, alat, mesin, bahan, apparatus yang diperlukan,
2. cara memasak, menggunakan dalam bentuk langkah-langkah kerja secara berurutan

- **Unsur kebahasaan**

Menentukan (menyebutkan/menyalin/membacakan) secara lisan dan tulis unsur-unsur kebahasaan yang mendukung memberi dan meminta informasi terkait resep makanan/minuman dan manual serta menanggapi:

1. Kosakata khusus terkait dengan produk,
2. Frasa nominal untuk menyebut benda
3. Kata sambung *first, next, then, finally*.
4. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

**d. Metode Pembelajaran**

5 M (Mengamati, Menanya, Mengumpulkan informasi, Mengasosiasi dan Mengomunikasikan)



**e. Media/alat dan Bahan**

- Media/Alat : video, laptop, LCD, realia, gambar
- Teks: autentik atau mendekati autentik

**f. Sumber Belajar**

Kementrian Pendidikan dan Kebudayaan, Bahasa Inggris, *Bright an English grade IX*, SMP/MTs Kelas IX, hal. 41–52 dan sumber lain yang sesuai

**g. Langkah-langkah Kegiatan Pembelajaran**

**1) Pertemuan Pertama: (2JP)**

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan pendahuluan	Pesertadidik, dengan bimbingan guru: <ul style="list-style-type: none"> <li>• Mengucapkan salam dan tegur sapa</li> <li>• Menunjukkan kehadirannya, berdoa, menyiapkan suasana belajar yang kondusif</li> <li>• Bertanya jawab tentang cara penggunaannya beberapa benda di dunia, mendapatkan masakan yang enak</li> <li>• Menyebutkan tujuan pembelajaran</li> <li>• Menyebutkan kegiatan belajar yang akandilakukan</li> </ul>	10'
Kegiatan inti	Selama proses pembelajaran di kelas, peserta didik berpartisipasi aktif, bekerja sama dengan teman, dan memanfaatkan bimbingan guru: <ul style="list-style-type: none"> <li>• Menyimak langkah-langkah penggunaan benda pada gambar dan penjelasan situasinya</li> <li>• Membuat pertanyaan tentang langkah-langkah tersebut</li> <li>• Mendiskusikan pertanyaan kepada teman sekelas apakah mereka punya jawabannya</li> <li>• Membaca teks procedure tentang cara membuat lilin</li> <li>• Bertanya jawab tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari dialog secara umum dan sekilas</li> <li>• Menjawab pertanyaan tentang teks activity 3</li> </ul>	60'

	<ul style="list-style-type: none"> <li>• Mendiskusikan jawaban bersama-sama dengan guru dan teman</li> <li>• Membaca teks procedure tentang cara membuat <i>ECOBRICK</i></li> <li>• Bertanya jawab tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari dialog secara umum dan sekilas</li> <li>• Menjawab pertanyaan tentang teks activity 4</li> <li>• Mendiskusikan jawaban bersama-sama dengan guru dan teman</li> <li>• memasukan jawaban tersebut kedalam file porto folio</li> </ul> <p>Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan unsure kebahasaan yang digunakan secara lisan dan tulis.</p>	
Kegiatan penutup	<p>Peserta didik, dengan bimbingan guru:</p> <ul style="list-style-type: none"> <li>• membahas manfaat pembelajaran yang baru diselesaikan</li> <li>• membahas kesulitan dalam melakukan aktivitas pembelajaran</li> <li>• menyimpulkan hasil pembelajaran</li> <li>• menyebutkan tugas rumah untuk membaca teks yang ditulisnya dengan ucapan dan intonasi yang benar</li> <li>• menyebutkan kegiatan dan topik rencana pembelajaran untuk pertemuan berikutnya</li> </ul>	10'

## 2) Pertemuan Kedua: (2JP)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan pendahuluan	<p>Pesertadidik, dengan bimbingan guru:</p> <ul style="list-style-type: none"> <li>• Mengucapkan salam dan tegur sapa</li> <li>• Menunjukkan kehadirannya, berdoa, menyiapkan suasana belajar yang kondusif</li> <li>• Bertanya jawab tentang bagian-bagian teks prosedur</li> <li>• Menyebutkan tujuan pembelajaran</li> </ul>	10'

	<ul style="list-style-type: none"> <li>Menyebutkan kegiatan belajar yang akan dilakukan</li> </ul>	
Kegiatan inti	<p>Selama proses pembelajaran di kelas, peserta didik berpartisipasi aktif, bekerja sama dengan teman, dan memanfaatkan bimbingan guru:</p> <ul style="list-style-type: none"> <li>Membaca teks procedure tentang cara membuat salad</li> <li>Bertanya jawab tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari dialog secara umum dan sekilas</li> <li>Menjawab pertanyaan tentang teks activity 5</li> <li>Membaca teks procedure pada activity 6</li> <li>Bertanya jawab tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari dialog secara umum dan sekilas</li> <li>Mengenal kata sambung urutan cara</li> <li>Bersama pasangan menjawab pertanyaan tentang teks activity 6</li> <li>Mendiskusikan jawaban bersama-sama dengan guru dan teman</li> <li>Secara berkelompok menuliskan <i>generic structure</i> dan unsur kebahasaan dari teks procedure dalam karton yang dapat dipajang di majalah dinding</li> <li>memasukan jawaban tersebut kedalam file porto folio</li> </ul> <p>Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan unsure kebahasaan yang digunakan secara lisan dan tulis.</p>	60'
Kegiatan penutup	<p>Peserta didik, dengan bimbingan guru:</p> <ul style="list-style-type: none"> <li>membahas manfaat pembelajaran yang baru diselesaikan</li> <li>membahas kesulitan dalam melakukan aktivitas pembelajaran</li> <li>menyimpulkan hasil pembelajaran</li> </ul>	10'

	<ul style="list-style-type: none"> <li>• menyebutkan tugas rumah untuk membaca teks yang ditulisnya dengan ucapan dan intonasi yang benar</li> <li>• menyebutkan kegiatan dan topik rencana pembelajaran untuk pertemuan berikutnya</li> </ul>	
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### 3) Pertemuan Ketiga: (2JP)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan pendahuluan	Pesertadidik, dengan bimbingan guru: <ul style="list-style-type: none"> <li>• Mengucapkan salam dan tegur sapa</li> <li>• Menunjukkan kehadirannya, berdoa, menyiapkan suasana belajar yang kondusif</li> <li>• Bertanya jawab pernahkah memasak sesuatu, apa saja bahannya dan bagaimana caranya</li> <li>• Menyebutkan tujuan pembelajaran</li> <li>• Menyebutkan kegiatan belajar yang akandilakukan</li> </ul>	10'
Kegiatan inti	Selama proses pembelajaran di kelas, peserta didik berpartisipasi aktif, bekerja sama dengan teman, dan memanfaatkan bimbingan guru: <ul style="list-style-type: none"> <li>• Melengkapi resep rumpang dengan kata yang telah tersedia</li> <li>• Mendiskusikan jawaban bersama-sama dengan guru dan teman</li> <li>• Bertanya jawab tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari dialog secara umum dan sekilas</li> <li>• Menjodohkan arti kata-kata yang biasa muncul dalam teks procedure</li> <li>• Mendiskusikan jawaban bersama-sama dengan guru dan teman</li> <li>• Menemukan antonym dari kata yang sering muncul dalam teks prosedur</li> <li>• Mendiskusikan jawaban bersama-sama dengan guru dan teman</li> <li>• Membuat 5 kalimat dari kata yang terdapat pada activity 8 dan 9</li> </ul>	60'

	<ul style="list-style-type: none"> <li>• memasukan kalimat tersebut kedalam file porto folio</li> </ul> <p>Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan unsur kebahasaan yang digunakan secara lisan dan tulis.</p>	
Kegiatan penutup	<p>Peserta didik, dengan bimbingan guru:</p> <ul style="list-style-type: none"> <li>• membahas manfaat pembelajaran yang baru diselesaikan</li> <li>• membahas kesulitan dalam melakukan aktivitas pembelajaran</li> <li>• menyimpulkan hasil pembelajaran</li> <li>• menyebutkan tugas rumah untuk membaca teks yang ditulisnya dengan ucapan dan intonasi yang benar</li> <li>• menyebutkan kegiatan dan topik rencana pembelajaran untuk pertemuan berikutnya</li> </ul>	10'

#### 4) Pertemuan Keempat: (2JP)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan pendahuluan	<p>Pesertadidik, dengan bimbingan guru:</p> <ul style="list-style-type: none"> <li>• Mengucapkan salam dan tegur sapa</li> <li>• Menunjukkan kehadirannya, berdoa, menyiapkan suasana belajar yang kondusif</li> <li>• Bertanya jawab bagian-bagian teks procedure kata yang sering muncul dalam teks prosedur</li> <li>• Menyebutkan tujuan pembelajaran</li> <li>• Menyebutkan kegiatan belajar yang akan dilakukan</li> </ul>	10'
Kegiatan inti	<p>Selama proses pembelajaran di kelas, peserta didik berpartisipasi aktif, bekerja sama dengan teman, dan memanfaatkan bimbingan guru:</p> <ul style="list-style-type: none"> <li>• Menyimak teks tanpa script sebanyak 2x</li> </ul>	60'

	<ul style="list-style-type: none"> <li>• Menjawab pertanyaan berdasarkan teks yang didengarkan</li> <li>• Mendiskusikan jawaban bersama dengan guru dan teman</li> <li>• Menjodohkan gambar dengan namanya</li> <li>• Bersama teman sekelompok mendiskusikan beberapa teks procedure yang telah dipelajari</li> <li>• Mendiskusikan jawaban bersama-sama dengan guru dan teman</li> <li>• Bersama pasangan menjawab soal tentang fungsi dan bagian-bagian teks procedure</li> <li>• Mendiskusikan jawaban bersama-sama dengan guru dan teman</li> <li>• Membandingkan jawaban dengan grup lain</li> <li>• Menuliskan jawaban yang telah didiskusikan dalam karton dan menempelnya dalam majaah dinding</li> <li>• memasukan jawaban mendengarkan ke dalam file porto folio</li> </ul> <p>Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan unsure kebahasaan yang digunakan secara lisan dan tulis.</p>	
Kegiatan penutup	<p>Peserta didik, dengan bimbingan guru:</p> <ul style="list-style-type: none"> <li>• membahas manfaat pembelajaran yang baru diselesaikan</li> <li>• membahas kesulitan dalam melakukan aktivitas pembelajaran</li> <li>• menyimpulkan hasil pembelajaran</li> <li>• menyebutkan tugas rumah untuk membaca teks yang ditulisnya dengan ucapan dan intonasi yang benar</li> <li>• menyebutkan kegiatan dan topik rencana pembelajaran untuk pertemuan berikutnya</li> </ul>	10'

### 5) Pertemuan Kelima: (2JP)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan pendahuluan	Pesertadidik, dengan bimbingan guru: <ul style="list-style-type: none"> <li>• Mengucapkan salam dan tegur sapa</li> <li>• Menunjukkan kehadirannya, berdoa, menyiapkan suasana belajar yang kondusif</li> <li>• Bertanya jawab fungsi procedure teks, bagian-bagian teks procedure, kata sambung urutan cara dan kata yang sering muncul dalam teks prosedur</li> <li>• Menyebutkan tujuan pembelajaran</li> <li>• Menyebutkan kegiatan belajar yang akan dilakukan</li> </ul>	10'
Kegiatan inti	Selama proses pembelajaran di kelas, peserta didik berpartisipasi aktif, bekerja sama dengan teman, dan memanfaatkan bimbingan guru: <ul style="list-style-type: none"> <li>• Menulis teks procedure yang pertama dengan memodifikasi teks yang sudah ada pada buku dengan mengganti judul, bahan dan cara</li> <li>• Mempresentasikan di depan kelas</li> <li>• Menulis teks procedure yang kedua dengan kata-kata sendiri sesuai dengan tenses, kata hubung dan kalimat imperative yang telah dipelajari</li> <li>• Mempresentasikan di depan kelas</li> <li>• memasukan teks-teks ke dalam file porto folio</li> <li>• Menyimak teks tanpa script sebanyak 2x</li> <li>• Merefleksikan kemampuan diri sendiri</li> </ul> Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan unsur kebahasaan yang digunakan secara lisan dan tulis.	60'

Kegiatan penutup	<p>Peserta didik, dengan bimbingan guru:</p> <ul style="list-style-type: none"> <li>• membahas manfaat pembelajaran yang baru diselesaikan</li> <li>• membahas kesulitan dalam melakukan aktivitas pembelajaran</li> <li>• menyimpulkan hasil pembelajaran</li> <li>• menyebutkan tugas rumah untuk membaca teks yang ditulisnya dengan ucapan dan intonasi yang benar</li> <li>• menyebutkan kegiatan dan topik rencana pembelajaran untuk pertemuan berikutnya</li> </ul>	10'
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**6) Pertemuan Keenam: (2JP)**

<b>Langkah Pembelajaran</b>	<b>Deskripsi</b>	<b>Alokasi Waktu</b>
Kegiatan pendahuluan	<p>Peserta didik, dengan bimbingan guru:</p> <ul style="list-style-type: none"> <li>• Mengucapkan salam dan tegur sapa</li> <li>• Menunjukkan kehadirannya, berdoa, menyiapkan suasana belajar yang kondusif</li> <li>• Menyebutkan tujuan pembelajaran</li> <li>• Menyebutkan kegiatan belajar yang akan dilakukan</li> </ul>	10'
Kegiatan inti	<p>Selama proses pembelajaran di kelas, peserta didik berpartisipasi aktif, bekerja sama dengan teman, dan memanfaatkan bimbingan guru:</p> <ul style="list-style-type: none"> <li>• tes tertulis mendengarkan, membaca dan struktur bahasa</li> <li>• tes ketrampilan berbicara dan menulis</li> </ul>	60'
Kegiatan penutup	<p>Peserta didik, dengan bimbingan guru:</p> <ul style="list-style-type: none"> <li>• membahas manfaat pembelajaran yang baru diselesaikan</li> <li>• membahas kesulitan dalam melakukan aktivitas pembelajaran</li> <li>• menyebutkan kegiatan dan topik rencana pembelajaran untuk pertemuan berikutnya</li> </ul>	10'

**g. Penilaian, Pembelajaran Remedial dan Pengayaan**



### 1) Teknik Penilaian Otentik

- Sikap: observasi
- Pengetahuan: penggunaan rubrik untuk mengukur ketercapaian fungsi sosial, kelengkapan dan keruntutan struktur teks, dan ketepatan unsur kebahasaan yang tampak pada proses dan hasil belajar.
- Keterampilan: unjuk kerja dalam bentuk tindakan komunikatif lisan dan karya tertulis
  - *role-play*
  - tugas tertulis meminta dan memberi informasi terkait teks prosedur dengan resep makanan/minuman dan manual untuk tujuan mendapatkan hasil terbaik secara efektif dan efisien, menghindari kerusakan, kecelakaan, dan pemborosan

### 2) Instrumen penilaian untuk tes tertulis

#### Kisi-Kisi dan Soal

Indikator	Soal	Teknik/ Bentuk Penilaian
<p><b>Fungsi Sosial</b></p> <ol style="list-style-type: none"> <li>1. Menentukan (menyebutkan/memilih) tujuan penggunaan ungkapan dalam teks <i>procedure</i></li> <li>2. Menentukan (menyebutkan/memilih) isi dari teks <i>procedure</i></li> <li>3. Menentukan (menyebutkan/memilih) pembaca</li> <li>4. Menentukan (menyebutkan/memilih) judul teks <i>procedure</i></li> </ol>	<p>Read the text and answer the questions below.</p> <ol style="list-style-type: none"> <li>1. What is the procedure text written for?</li> <li>2. What is the text about?</li> <li>3. Who is the readers</li> <li>4. What is the title?</li> </ol>	
<p><b>Struktur teks</b></p> <ol style="list-style-type: none"> <li>1. Menentukan (menyebutkan/menyalin/membacakan) bagian-bagian teks <i>procedure</i></li> <li>2. Menentukan (menyebutkan/menyalin/membacakan) bahan dan langkah</li> </ol>	<ol style="list-style-type: none"> <li>5. What is the name of the product?</li> <li>6. What are the ingredients in the product?</li> <li>7. How are the steps?</li> </ol>	

<p><b>Unsur kebahasaan</b></p> <p>1. Menentukan (menyebutkan/menyalin/membacakan) kata sambung yang digunakan</p> <p>2. Menentukan (menyebutkan/menyalin/membacakan) kalimat imperative</p>	<p>8. How should we write the steps of a procedural text?</p> <p>9. What is the tense used on the procedure text?</p> <p>10. What is imperative sentence?</p>	
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### 3) Rubrik Penilaian dan Pedoman Penskoran

#### a) Rubrik Penilaian Pengetahuan

Aspek	Kriteria	Skor	Jumlah Soal	Skor Perolehan
Isi	Sangat sesuai	3		
	Sesuai	2		
	Kurang sesuai	1		
Struktur Teks	Benar dan tepat	3		
	Benar tapi kurang tepat	2		
	Kurang tepat	1		
Unsur Kebahasaan	Sangat tepat	3		
	Tepat	2		
	Kurang tepat	1		
Total Skor				

**Keterangan:**

Nilai akhir = Nilai perolehan : Total Skor x 100

#### b) Rubrik Penilaian Keterampilan (Praktik/Kinerja)

Kriteria	Deskripsi	Rentang Skor	Perolehan Skor

meminta dan memberi informasi terkait teks prosedur dengan resep makanan/minuman dan manual, dan menanggapi (lisan)	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai	89–100	
	Lancar dan kosa kata dan kalimat berkembang, serta ada transisi	76–88	
	Sesekali melihat teks, kosa kata terbatas tapi  Lancar	61–75	
	Membaca script, kosa kata terbatas, dan tidak  Lancar	0–60	
	Jumlah		
memberi informasi terkait teks prosedur dengan resep makanan/minuman dan manual, dan menanggapi (tertulis)	Fungsi sosial tercapai, struktur dan unsur kebahasaan tepat	89–100	
	Fungsi sosial tercapai, struktur tepat dan unsur kebahasaan ada yang kurang tepat,	76–88	
	Fungsi sosial tercapai, struktur dan unsure kebahasaan kurang tepat	61–75	
	Fungsi sosial, Penggunaan kata, kalimat, dan struktur tidak sesuai	0–60	
	Jumlah		

Mengetahui  
Kepala SMP N. 23 Semarang

Semarang, 16 Juli 2019

Guru Mata Pelajaran

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## Teacher's Lesson Plan #2

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Negeri 23 Semarang  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : IX/1  
Materi Pokok : **Teks Prosedur; Resep makanan/minuman dan manual**  
Alokasi Waktu : 4 Jam Pelajaran @40 Menit

#### A. Kompetensi Inti

- **KI1 dan KI2: Menghargai dan menghayati** ajaran agama yang dianutnya serta **Menghargai dan menghayati** perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- **KI3:** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

#### B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.4 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/ minuman dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"><li>• Mengucapkan ulang setiap kata dari beberapa teks resep makanan/ minuman dengan ucapan dan tekanan kata yang benar</li><li>• Menganalisis struktur nomina yang digunakan untuk menyebutkan benda-benda</li><li>• Menganalisis struktur kalimat yang menyebutkan langkah kerja</li><li>• Membacakan dengan suara lantang, dengan ucapan dan tekanan kata yang benar teks terkait resep makanan/ minuman dan manual</li></ul>
4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual	<ul style="list-style-type: none"><li>• Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual</li></ul>

#### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengucapkan ulang setiap kata dari beberapa teks resep makanan/ minuman dengan ucapan dan tekanan kata yang benar

- Menganalisis struktur nomina yang digunakan untuk menyebutkan benda-benda
- Menganalisis struktur kalimat yang menyebutkan langkah kerja
- Membacakan dengan suara lantang, dengan ucapan dan tekanan kata yang benar teks terkait resep makanan/ minuman dan manual
- Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual

#### D. Materi Pembelajaran

- Fungsi sosial  
Mendapatkan hasil terbaik secara efektif dan efisien, menghindari kerusakan, kecelakaan, dan pemborosan
- Struktur Teks  
Dapat mencakup
  - nama makanan, minuman,
  - alat, mesin, bahan, aparatus yang diperlukan,
  - cara memasak, menggunakan dalam bentuk langkah-langkah kerja secara berurutan
- Unsur Kebahasaan
  - Kosakata khusus terkait dengan produk,
  - Frasa nominal untuk menyebut benda
  - kata sambung *first, next, then, finally*.
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik  
Resep makanan/minuman, manual peralatan yang terkait dengan kehidupan peserta didik yang dapat menumbuhkan perilaku yang termuat di KI

#### E. Metode Pembelajaran

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : Discovery learning, Problem Based Learning (PBL)
- 3) Metode : Tanya jawab, wawancara, diskusi dan bermain peran

#### F. Media Pembelajaran

1. Media
  - ❖ Worksheet atau lembar kerja (siswa)
  - ❖ Lembar penilaian
2. Alat/Bahan
  - ❖ Penggaris, spidol, papan tulis
  - ❖ Laptop & infocus

#### G. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris *When English Rings The Bell*, Kelas IX, Kemendikbud, Revisi Tahun 2016
- ❖ Kamus Bahasa Inggris
- ❖ Pengalaman peserta didik dan guru

#### H. Langkah-Langkah Pembelajaran

<b>1. Pertemuan Ke-1 (4 x 40 Menit)</b>
<b>Kegiatan Pendahuluan (15 Menit)</b>
<p><b>Orientasi</b></p> <ul style="list-style-type: none"> <li>• Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran</li> </ul>

- Memeriksa kehadiran peserta didik sebagai sikap **disiplin**
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

#### Aperpepsi

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- Mengingatkan kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

#### Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :

*Kosa kata khusus terkait dengan produk*

- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan

#### Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- Pembagian kelompok belajar
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

### Kegiatan Inti ( 130 Menit )

Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/pemberian rangsangan)	<p style="color: blue; text-decoration: underline;">KEGIATAN LITERASI</p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi Kosa kata khusus terkait dengan produk dengan cara :</p> <p>→ <b>Melihat</b> (tanpa atau dengan Alat) Menayangkan gambar/foto/video yang relevan.</p> <p>→ <b>Mengamati</b></p> <ul style="list-style-type: none"> <li>● Lembar kerja materi Kosa kata khusus terkait dengan produk</li> <li>● Pemberian contoh-contoh materi Kosa kata khusus terkait dengan produk untuk dapat dikembangkan peserta didik, dari media interaktif, dsb</li> </ul> <p>→ <b>Membaca.</b></p> <p>Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan Kosa kata khusus terkait dengan produk</p> <p>→ <b>Menulis</b></p> <p>Menulis resume dari hasil pengamatan dan bacaan terkait Kosa kata khusus terkait dengan produk</p> <p>→ <b>Mendengar</b></p>

	<p>Pemberian materi Kosa kata khusus terkait dengan produk oleh guru.</p> <p>→ <b>Menyimak</b></p> <p>Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi :</p> <p><i>Kosa kata khusus terkait dengan produk</i></p> <p>untuk melatih rasa <i>syukur</i>, kesungguhan dan <i>kedisiplinan</i>, ketelitian, mencari informasi.</p>
<p>Problem statemen (pertanyaan/identifikasi masalah)</p>	<p><b><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></b></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <p>→ <b>Mengajukan pertanyaan</b> tentang materi :</p> <p><i>Kosa kata khusus terkait dengan produk</i></p> <p>yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.</p>
<p>Data collection (pengumpulan data)</p>	<p><b><u>KEGIATAN LITERASI</u></b></p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <p>→ <b>Mengamati obyek/kejadian</b></p> <p>Mengamati dengan seksama materi Kosa kata khusus terkait dengan produk yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya.</p> <p>→ <b>Membaca sumber lain selain buku teks</b></p> <p>Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi Kosa kata khusus terkait dengan produk yang sedang dipelajari.</p> <p>→ <b>Aktivitas</b></p> <p>Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi Kosa kata khusus terkait dengan produk yang sedang dipelajari.</p> <p>→ <b>Wawancara/tanya jawab dengan nara sumber</b></p> <p>Mengajukan pertanyaan berkaitan dengan materi Kosa kata khusus terkait dengan produk yang telah disusun dalam daftar pertanyaan kepada guru.</p> <p><b><u>COLLABORATION (KERJASAMA)</u></b></p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk:</p> <p>→ <b>Mendiskusikan</b></p>



	<p>Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi Kosa kata khusus terkait dengan produk</p> <p>→ <b>Mengumpulkan informasi</b></p> <p>Mencatat semua informasi tentang materi Kosa kata khusus terkait dengan produk yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.</p> <p>→ <b>Mempresentasikan ulang</b></p> <p>Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri Kosa kata khusus terkait dengan produk sesuai dengan pemahamannya.</p> <p>→ <b>Saling tukar informasi</b> tentang materi :</p> <p><i>Kosa kata khusus terkait dengan produk</i></p> <p>dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.</p>
Data processing (pengolahan Data)	<p><b><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u></b></p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p> <p>→ <b>Berdiskusi</b> tentang data dari Materi :</p> <p><i>Kosa kata khusus terkait dengan produk</i></p> <p>→ Mengolah informasi dari materi Kosa kata khusus terkait dengan produk yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.</p> <p>→ Peserta didik mengerjakan beberapa soal mengenai materi Kosa kata khusus terkait dengan produk</p>
Verification (pembuktian)	<p><b><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></b></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <p>→ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi :</p> <p><i>Kosa kata khusus terkait dengan produk</i></p>

	<p><b>antara lain dengan</b> : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>
Generalization (menarik kesimpulan)	<p><b><u>COMMUNICATION (BERKOMUNIKASI)</u></b></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <p>→ Menyampaikan hasil diskusi tentang materi Kosakata khusus terkait dengan produk berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan.</p> <p>→ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi :</p> <p><i>Kosakata khusus terkait dengan produk</i></p> <p>→ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi Kosakata khusus terkait dengan produk dan ditanggapi oleh kelompok yang mempresentasikan.</p> <p>→ Bertanya atas presentasi tentang materi Kosakata khusus terkait dengan produk yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.</p> <p><b><u>CREATIVITY (KREATIVITAS)</u></b></p> <p>→ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa :</p> <p>Laporan hasil pengamatan secara <i>tertulis</i> tentang materi :</p> <p><i>Kosakata khusus terkait dengan produk</i></p> <p>→ Menjawab pertanyaan tentang materi Kosakata khusus terkait dengan produk yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.</p> <p>→ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi Kosakata khusus terkait dengan produk yang akan selesai dipelajari</p> <p>→ Menyelesaikan uji kompetensi untuk materi Kosakata khusus terkait dengan produk yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.</p>
<p><b>Catatan : Selama pembelajaran Kosakata khusus terkait dengan produk berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan</b></p>	
<p><b>Kegiatan Penutup (15 Menit)</b></p>	
<p><b>Peserta didik :</b></p> <ul style="list-style-type: none"> <li>● Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi Kosakata khusus terkait dengan produk yang baru dilakukan.</li> <li>● Mengagendakan pekerjaan rumah untuk materi pelajaran Kosakata khusus terkait dengan produk yang baru diselesaikan.</li> <li>● Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.</li> </ul>	
<p><b>Guru :</b></p>	

- Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran Kosakata khusus terkait dengan produk
- Peserta didik yang selesai mengerjakan tugas proyek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas
- Memberikan penghargaan untuk materi pelajaran Kosakata khusus terkait dengan produk kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

## 2. Pertemuan Ke-2 (4 x 40 Menit)

### Kegiatan Pendahuluan (15 Menit)

#### Guru :

#### Orientasi

- Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap **disiplin**
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

#### Apersepsi

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- Mengingat kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

#### Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :  
*Frasa nominal untuk menyebut benda (konteks resep makanan/minuman dan manual)*
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan

#### Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- Pembagian kelompok belajar
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

### Kegiatan Inti ( 130 Menit )

Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/pemberian rangsangan)	<p><b><u>KEGIATAN LITERASI</u></b></p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi Frasa nominal untuk menyebut benda (konteks resep makanan/minuman dan manual) dengan cara :</p> <p>→ <b>Melihat</b> (tanpa atau dengan Alat)</p> <p>Menayangkan gambar/foto/video yang relevan.</p>

	<p>→ <b>Mengamati</b></p> <ul style="list-style-type: none"> <li>● Lembar kerja materi Frasa nominal untuk menyebut benda (konteks resep makanan/minuman dan manual)</li> <li>● Pemberian contoh-contoh materi Frasa nominal untuk menyebut benda (konteks resep makanan/minuman dan manual) untuk dapat dikembangkan peserta didik, dari media interaktif, dsb</li> </ul> <p>→ <b>Membaca.</b></p> <p>Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan Frasa nominal untuk menyebut benda (konteks resep makanan/minuman dan manual)</p> <p>→ <b>Menulis</b></p> <p>Menulis resume dari hasil pengamatan dan bacaan terkait Frasa nominal untuk menyebut benda (konteks resep makanan/minuman dan manual)</p> <p>→ <b>Mendengar</b></p> <p>Pemberian materi Frasa nominal untuk menyebut benda (konteks resep makanan/minuman dan manual) oleh guru.</p> <p>→ <b>Menyimak</b></p> <p>Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi :</p> <p><i>Frasa nominal untuk menyebut benda (konteks resep makanan/minuman dan manual)</i></p> <p>untuk melatih rasa <i>syukur</i>, kesungguhan dan <i>kedisiplinan</i>, ketelitian, mencari informasi.</p>
<p>Problem statemen (pertanyaan/identifikasi masalah)</p>	<p><b><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></b></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <p>→ <b>Mengajukan pertanyaan</b> tentang materi :</p> <p><i>Frasa nominal untuk menyebut benda (konteks resep makanan/minuman dan manual)</i></p> <p>yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.</p>
<p>Data collection (pengumpulan data)</p>	<p><b><u>KEGIATAN LITERASI</u></b></p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <p>→ <b>Mengamati obyek/kejadian</b></p> <p>Mengamati dengan seksama materi Frasa nominal untuk menyebut benda (konteks resep makanan/minuman dan manual) yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya.</p> <p>→ <b>Membaca sumber lain selain buku teks</b></p>

	<p>Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi Frasa nominal untuk menyebut benda (konteks resep makanan/minuman dan manual) yang sedang dipelajari.</p> <p>→ <b>Aktivitas</b></p> <p>Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi Frasa nominal untuk menyebut benda (konteks resep makanan/minuman dan manual) yang sedang dipelajari.</p> <p>→ <b>Wawancara/tanya jawab dengan nara sumber</b></p> <p>Mengajukan pertanyaan berkaitan dengan materi Frasa nominal untuk menyebut benda (konteks resep makanan/minuman dan manual) yang telah disusun dalam daftar pertanyaan kepada guru.</p> <p><b><u>COLLABORATION (KERJASAMA)</u></b></p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk:</p> <p>→ <b>Mendiskusikan</b></p> <p>Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi Frasa nominal untuk menyebut benda (konteks resep makanan/minuman dan manual)</p> <p>→ <b>Mengumpulkan informasi</b></p> <p>Mencatat semua informasi tentang materi Frasa nominal untuk menyebut benda (konteks resep makanan/minuman dan manual) yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.</p> <p>→ <b>Mempresentasikan ulang</b></p> <p>Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri Frasa nominal untuk menyebut benda (konteks resep makanan/minuman dan manual) sesuai dengan pemahamannya.</p> <p>→ <b>Saling tukar informasi</b> tentang materi :</p> <p><i>Frasa nominal untuk menyebut benda (konteks resep makanan/minuman dan manual)</i></p> <p>dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.</p>
Data processing (pengolahan Data)	<p><b><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u></b></p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p> <p>→ <b>Berdiskusi</b> tentang data dari Materi :</p>

<p>Verification (pembuktian)</p>	<p><i>Frasa nominal untuk menyebut benda (konteks resep makanan/minuman dan manual)</i></p> <ul style="list-style-type: none"> <li>→ Mengolah informasi dari materi Frasa nominal untuk menyebut benda (konteks resep makanan/minuman dan manual) yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.</li> <li>→ Peserta didik mengerjakan beberapa soal mengenai materi Frasa nominal untuk menyebut benda (konteks resep makanan/minuman dan manual)</li> </ul> <p><b><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></b></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <ul style="list-style-type: none"> <li>→ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : <i>Frasa nominal untuk menyebut benda (konteks resep makanan/minuman dan manual)</i></li> </ul> <p><b>antara lain dengan :</b> Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>
<p>Generalization (menarik kesimpulan)</p>	<p><b><u>COMMUNICATION (BERKOMUNIKASI)</u></b></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> <li>→ Menyampaikan hasil diskusi tentang materi Frasa nominal untuk menyebut benda (konteks resep makanan/minuman dan manual) berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan.</li> <li>→ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : <i>Frasa nominal untuk menyebut benda (konteks resep makanan/minuman dan manual)</i></li> <li>→ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi Frasa nominal untuk menyebut benda (konteks resep makanan/minuman dan manual) dan ditanggapi oleh kelompok yang mempresentasikan.</li> <li>→ Bertanya atas presentasi tentang materi Frasa nominal untuk menyebut benda (konteks resep makanan/minuman dan manual) yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.</li> </ul> <p><b><u>CREATIVITY (KREATIVITAS)</u></b></p>

	<p>→ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa :</p> <p>Laporan hasil pengamatan secara <i>tertulis</i> tentang materi :</p> <p><i>Frasa nominal untuk menyebut benda (konteks resep makanan/minuman dan manual)</i></p> <p>→ Menjawab pertanyaan tentang materi Frasa nominal untuk menyebut benda (konteks resep makanan/minuman dan manual) yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.</p> <p>→ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi Frasa nominal untuk menyebut benda (konteks resep makanan/minuman dan manual) yang akan selesai dipelajari</p> <p>→ Menyelesaikan uji kompetensi untuk materi Frasa nominal untuk menyebut benda (konteks resep makanan/minuman dan manual) yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.</p>
<p><b>Catatan : Selama pembelajaran Frasa nominal untuk menyebut benda (konteks resep makanan/minuman dan manual) berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan</b></p>	
<p><b>Kegiatan Penutup (15 Menit)</b></p>	
<p><b>Peserta didik :</b></p> <ul style="list-style-type: none"> <li>● Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi Frasa nominal untuk menyebut benda (konteks resep makanan/minuman dan manual) yang baru dilakukan.</li> <li>● Mengagendakan pekerjaan rumah untuk materi pelajaran Frasa nominal untuk menyebut benda (konteks resep makanan/minuman dan manual) yang baru diselesaikan.</li> <li>● Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.</li> </ul> <p><b>Guru :</b></p> <ul style="list-style-type: none"> <li>● Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran Frasa nominal untuk menyebut benda (konteks resep makanan/minuman dan manual)</li> <li>● Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas</li> <li>● Memberikan penghargaan untuk materi pelajaran Frasa nominal untuk menyebut benda (konteks resep makanan/minuman dan manual) kepada kelompok yang memiliki kinerja dan kerjasama yang baik.</li> </ul>	

## I. Penilaian Hasil Pembelajaran

### 1. Sikap

#### - Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	...	75	75	50	75	275	68,75	C
2	...	...	...	...	...	...	...	...

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggun Jawab
- DS : Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria:
  - 100 = Sangat Baik
  - 75 = Baik
  - 50 = Cukup
  - 25 = Kurang
2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria =  $100 \times 4 = 400$
3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai =  $275 : 4 = 68,75$
4. Kode nilai / predikat :
  - 75,01 – 100,00 = Sangat Baik (SB)
  - 50,01 – 75,00 = Baik (B)
  - 25,01 – 50,00 = Cukup (C)
  - 00,00 – 25,00 = Kurang (K)
5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

**2. Penilaian Pengetahuan***Tabel Penilaian Aspek Pengetahuan*

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Tujuan Komunikatif	Sangat memahami	5	4	
		Memahami	4	3	
		Cukup memahami	3	2	
		Kurang memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	
2	Keruntutan	Struktur teks yang digunakan sangat	5	4	



	Teks	runtut			
		Struktur teks yang digunakan runtut		4	3
		Struktur teks yang digunakan cukup runtut		3	2
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut		1	
3	Pilihan Kosakata	Sangat variatif dan tepat		5	4
		Variatif dan tepat		4	3
		Cukup variatif dan tepat		3	2
		Kurang variatif dan tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan tepat		1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

### 3. Penilaian Keterampilan

#### a. Penilaian Presentasi/Monolog

Nama peserta didik: \_\_\_\_\_

Kelas: \_\_\_\_\_

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		
	Ucapan		
	Tata bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
<b>Skor yang dicapai</b>			
<b>Skor maksimum</b>		<b>10</b>	

**Keterangan:**

Baik mendapat skor 2

Kurang baik mendapat skor 1

**b. Rubrik untuk Penilaian Unjuk Kerja**

AKTIVITAS	KRITERIA		
	TERBATAS	MEMUASKAN	MAHIR
Melakukan Observasi	Tidak jelas pelaksanaannya	Beberapa kegiatan jelas dan terperinci	Semua kegiatan jelas dan terperinci
Role Play	Membaca script, kosakata terbatas, dan tidak lancar	Lancar dan kosakata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai
Simulasi	Fungsi social tidak tercapai, ungkapan dan unsur	Fungsi social kurang tercapai, ungkapan dan unsure	Fungsi social tercapai, ungkapan dan unsure

	kebahasaan tidak tepat	kebahasaan kurang tepat	kebahasaan tepat
Presentasi	Tidak lancar, topik kurang jelas, dan tidak menggunakan slide presentasi	Lancar, topik jelas, dan menggunakan slide presentasi tetapi kurang menarik	Sangat lancar, topic jelas, menggunakan slide presentasi yang menarik
Melakukan Monolog	Membaca teks, fungsi social kurang tercapai, ungkapan dan unsur kebahasaan kurang tepat, serta tidak lancar	Kurang lancar, fungsi social tercapai, struktur dan unsure kebahasaan tepat dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai, kalimat berkembang, serta ada transisi

**Keterangan:**

**MAHIR** mendapat skor 3

**MEMUASKAN** mendapat skor 2

**TERBATAS** mendapat skor 1

**c. Penilaian Portofolio**

Mata Pelajaran : Bahasa Inggris

Alokasi Waktu : 1 Semester

Sampel yang Dikumpulkan : karangan

Nama Peserta didik : \_\_\_\_\_

Kelas

: \_\_\_\_\_

No	Kompetensi Dasar	Periode	Contoh aspek yang dinilai				Catatan pendidik
			Tata bahasa	Perbendaharaan kata	Kelengkapan gagasan	Sistematika	
1.	Menulis karangan deskriptif	30/7					
		10/8					
		.... dst					
2.		1/9					
		30/9					

	Membuat Resensi Buku	.... dst					
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d. **Penilaian Kemampuan Menulis**

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Keaslian Penulisan	Sangat original		5	4
		Original		4	3
		Cukup original		3	2
		Kurang memahami	Hampir tidak	2	1
		Tidak original	original	1	
2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul		5	4
		Isi sesuai dengan judul		4	3
		Isi cukup sesuai dengan judul		3	2
		Isi kurang sesuai dengan judul	Isi hampir tidak sesuai dengan judul	2	1
		Isi tidak sesuai dengan judul		1	
3	Keruntutan Teks	Keruntutan teks sangat tepat		5	4
		Keruntutan teks tepat		4	3
		Keruntutan teks cukup tepat		3	2
		Keruntutan teks kurang tepat	Isi hampir tidak sesuai dengan judul	2	1
		Keruntutan teks tidak tepat		1	
4	Pilihan Kosakata	Pilihan kosakata sangat tepat		5	4
		Pilihan kosakata tepat		4	3
		Pilihan kosakata cukup tepat		3	2
		Pilihan kosakata kurang tepat	Pilihan kosakata hampir tidak tepat	2	1

		Pilihan kosakata tidak tepat		1	
5	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hamper tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	
6	Penulisan Kosakata	Penulisan kosakata sangat tepat		5	4
		Penulisan kosakata tepat		4	3
		Penulisan kosakata cukup tepat		3	2
		Penulisan kosakata kurang tepat	Penulisan kosakata hampir tidak tepat	2	1
		Penulisan kosakata tidak tepat		1	
7	Kerapihan Tulisan	Tulisan rapi dan mudah terbaca		5	4
		Tulisan tidak rapi tetapi mudah terbaca		4	3
		Tulisan tidak rapi dan tidak mudah terbaca		3	2
		Tulisan tidak rapi dan sulit terbaca	Tulisan rapi dan hamper tidak terbaca	2	1
		Tulisan tidak rapi dan tidak terbaca		1	

e. **Penilaian Kemampuan Berbicara (*Speaking Skill*)**

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4
1	Pengucapan ( <i>pronunciation</i> )	Hampir sempurna	5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3
		Ada beberapa kesalahan dan	3	2

		mengganggu makna			
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
2	Intonasi ( <i>intonation</i> )	Hampir sempurna		5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna		4	3
		Ada beberapa kesalahan dan mengganggu makna		3	2
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
3	Kelancaran ( <i>fluency</i> )	Sangat lancar		5	4
		Lancar		4	3
		Cukup lancar		3	2
		Kurang lancar	Sangat tidak lancar	2	1
		Tidak lancar		1	
4	Ketepatan Makna ( <i>accuracy</i> )	Sangat tepat		5	4
		Tepat		4	3
		Cukup tepat		3	2
		Kurang tepat		2	1

		Tidak tepat	Hampir tidak tepat	1	
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**Skor Penilaian**

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	$\leq 55$

**4. Pengayaan**

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

**5. Pengayaan**

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

Semarang, 30 Juli 2019

Mengetahui  
Kepala SMP N 23 Semarang

Guru Mata Pelajaran

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## Appendix 5 Research Permission Letter

**PEMERINTAH KOTA SEMARANG**  
**DINAS PENDIDIKAN**  
**SMP NEGERI 23 SEMARANG**  
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Judul : English Teachers' Strategies in Teaching Reading Comprehension Materials  
Pada tanggal : 9 s.d 30 September 2019

Demikian surat keterangan ini saya buat agar dapat di pergunakan sebagaimana mestinya

Semarang, 8 November 2019  
Kepala SMP Negeri 23 Semarang

  
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## Appendix 6 Pictures of Observation



