

**AN ANALYSIS OF ENGLISH LANGUAGE TEACHERS' STRATEGIES IN
TEACHING READING COMPREHENSION**



RESEARCH PAPER

submitted in partial fulfillment of the requirements for the degree of
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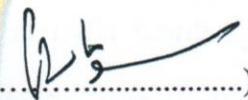
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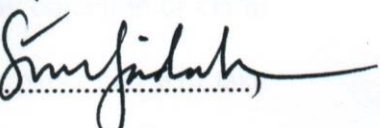
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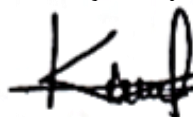
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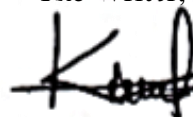
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Kendari, 5th May 2021
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ABSTRACT

Karmini. 16010106065. An Analysis of English Language Teachers' Strategies in Teaching Reading Comprehension. Supervised by: Suhartini Syukri, S.Pd.I., S.Pd, M.Pd.

The aim of this study is to discover teachers' practices for teaching second-grade reading comprehension at one of Kendari's Islamic state senior high schools. This study used a qualitative method to collect data from interviews conducted by the researcher, which demonstrated that teachers use a variety of strategies to teach reading. Two teachers from one of Kendari's state Islamic senior high schools took part in this study. The findings of this study were based on the reading tactics utilized in class. The teacher employed pre-reading strategy training, such as asking students to check their memory of the text and having a brief conversation about the text's title. Also, the teacher employed calculative vocabulary which allowed the students to acquire skills for predicting word meanings based on context and prior knowledge. As for reading comprehension, the teacher engaged the class to read aloud and discuss how they understand what is written, moreover observing students who asked questions about difficult vocabulary during reading instruction and directing students to learn difficult vocabulary. Meanwhile, the challenge that students faced in reading class is a lack of vocabulary and enthusiasm.

Keywords: Reading class; reading comprehension; teaching reading strategy

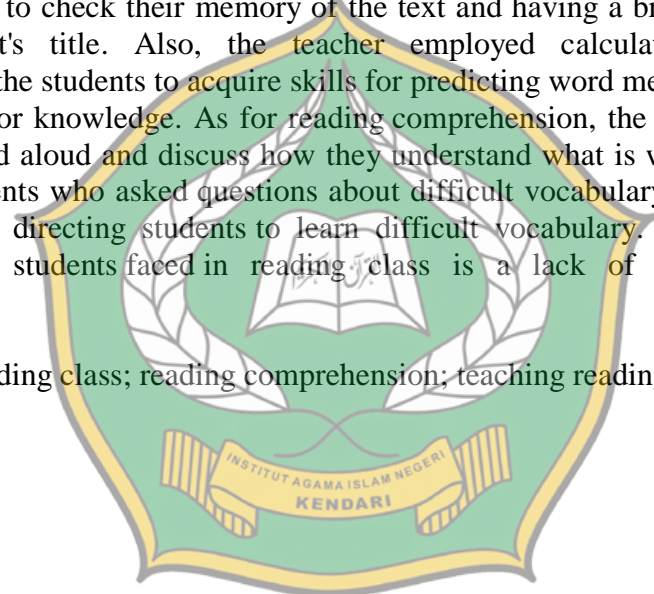
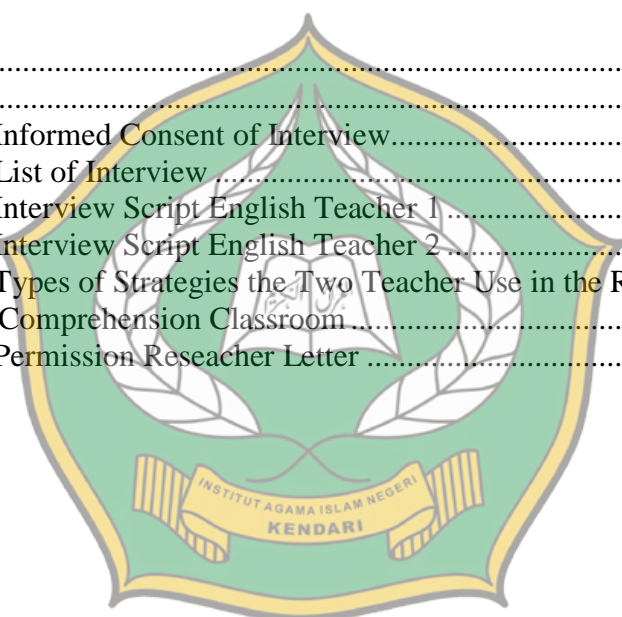


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