TEACHER'S STRATEGY IN TEACHING READING COMPREHENSION WITH AUTHENTIC MATERIALS IN SMA ANTARTIKA SIDOARJO

THESIS

Submitted in partial fulfillment of the requirement for degree Sarjana Pendidikan (S.Pd) in teaching English



By:

Vidya Ayu Roesdica Yulis Aviarinda NIM. D75217065

ENGLISH EDUCATION DEPARTMENT FACULTY OF TARBIYAH AND TEACHER TRAINING UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA 2021

PERNYATAAN KEASLIAN TULISAN

PERNYATAAN KEASLIAN TULISAN

saya yang bertanda tangan di bawah ini :

Nama : Vidya Ayu Roesdica Yulis Aviarinda

Nim : D75217065

Jurusan/Prodi : Pendidikan Bahasa /Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Keguruan

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Sidoarjo, 23 Januari 2022

Yang membuat pernyataan,

Vidya Ayu Roesdica Yulis Ay

D75217065

ADVISOR APPROVAL SHEET

The thesis by Vidya Ayu Roesdica Yulis Aviarinda entitled "Teacher's Strategy in Teaching Reading Comprehension with Authentic Materials at SMA Antartika SIdoarjo" has been examined on 30th December 2021 and approved by the board examiners.

Surabaya, 30th December 2021

Advisor I

Rakhmawati M.Pd

Advisor II

Prof. Dr. M. Salik, M.Ag NIP. 196712121994031002

EXAMINER APROVAL SHEET

This thesis by Vidya Ayu Roesdica Yulis Aviarinda entitled "Teacher's strategy in teaching reading comprehension with authentic materials in SMA Antartika Sidoarjo" has been examines in December 2021 and approved by the board of examiners.

Dean.

Dr. B. Al Mas'ud, M.Ag., M.Pd.I

P 296301231993031002

Examiner I

H. Mokhammad Svaifudin, M.Ed., Ph.D

NIP. 197310131997031002

Examiner II

Fitriah, Ph.D

NIP. 197610042009122001

Examiner III

Rakhmawati, M.Pd

NIP. 197803172009122002

Examiner IV

Prof. Dr. M. Salik, M.Ag

NIP. 196712121994031002



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Nama	: Vidya Ayu Roesdica Yulis Aviarinda			
NIM	: D75217065			
Fakultas/Jurusan	: Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris			
E-mail address	: Vidyaayu185@gmail.com			
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ABSTRACT

Ayu, Vidya. (2021). Teacher's Strategy in Teaching Reading Comprehension with Authentic Materials in SMA Antartika Sidoarjo. Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training, State Islamic University of Sunan Ampel Surabaya.

Key Words: Teacher's strategy, reading comprehension, Teaching Reading Comprehension, English teacher

Researches showed that, the use of authentic materials was beneficial for improving students' reading comprehension. However, there is little information on teachers use authentic materials in teaching reading. This study aims to explore the type of strategies in teaching reading and teacher's way in implementing them with the use authentic materials in SMA Antartika Sidoarjo. This study used a qualitative design by interviewing the teacher and observing the class. The findings showed that teacher used three strategies for teaching reading comprehension: brainstorming, scaffolding, and questions and answer relations. The strategies were applied with several activities divided into three stages: pre-reading, while reading, and post-reading. The pre-reading activities are used to activate the students; background knowledge and prepare them for the main materials. While reading activity functions to make students understand the text and increase their reading ability. Post reading activity is the end of the activity such as resume the material. The findings imply that the strategies applied can be as a way to use authentic materials in teaching reading that help increase students' comprehension.

ABSTRAK

Ayu, Vidya. (2021). Strategi guru dalam mengajar pemahaman membaca menggunakan materi otentik di SMA Antartika Sidoarjo. Skirpsi. Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan. UIN Sunan Ampel Surabaya

Kata kunci : strategi guru, pemahaman membaca, mengajar pemahaman membaca, guru bahasa inggris

Banyak penelitian menunjukkan bahwa penggunaan materi otentik menguntungkan untuk meningkatkan pemahaman membaca pada siswa. Namun, hanya terdapat sedikit informasi mengenai guru – guru yang menggunakan materi otentik untuk mengajar membaca. Penelitian ini bertujuan untuk menyelidiki jenis – jenis strategi dalam mengajar membaca serta cara guru mengimplementasikan strategi tersebut dengan menggunakan materi otentik di SMA Antartika Sidoarjo. Penelitian ini menggunakan kualitatif dengan mewawancarai guru dan mengobservasi kelas. Pada penemuan penelitian ini menunjukkan bahwa guru menggunakan tiga strategi untuk mengajar pemahaman membaca: brainstorming, scaffolding, dan hubungan tanya-jawab. Strategi tersebut diaplikasikan dengan beberapa aktifitas yang dibagi menjadi tiga tahapan: pre-reading, while reading, dan post-reading. Pada aktifitas digunakan untuk mengaktifkan pengetahuan siswa dan pada pre-reading mempersiapkan siswa pada materi inti. Pada aktifitas di while reading berfungsi untuk membuat siswa mengerti teks dan meningkatkan kemampuan membacanya. Pada aktifitas di post-reading berisi penutup, seperti simpulan materi, penemuan di penelitian ini menyatakan bahwa strategi – strategi tersebut yang diaplikasikan oleh guru dapat digunakan sebagai cara untuk menggunakan materi otentik untuk mengajar membaca untuk membantu meningkatkan kemampuan membaca pada siswa.

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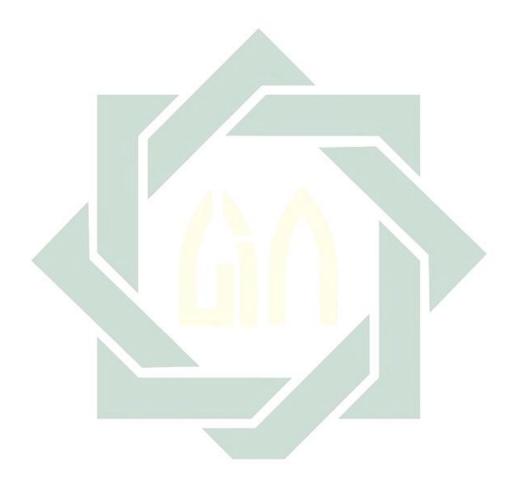
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CHAPTER 1

INTRODUCTION

In this chapter one provides an overview of background of the study, research questions and objectives of the study, scope and limitation and definition of key terms

A. Research Background

Reading comprehension is important in the daily reading activity either inside or outside the class. Students really need the ability of comprehending the text while they read. In Indonesia Curriculum reading becomes the one skills that primary to be taught in the school, the students are must understand several texts including functional text, narrative text, recount text, descriptive text, etc. those kind of text need to comprehend in every sentence, so students will be success in their study if they have ability in understanding the text.

However, a common difficulty faced by English Foreign Language students in reading activity is comprehending the text. so that the main ideas of the text are difficult to find. Darul shows that the difficulties of answering questions in reading comprehension is students are poor in vocabulary, difficult in mastering the grammar, also the long sentences, and the text are difficult to be understood¹. Besides, students have less knowledge about the strategy in reading comprehension. Grallet found that students should find the best strategy to help them in mastering reading comprehension because technique of reading is an essential way to achieve a basic reading competence². It is used to find a better way for helping students to reach the goal in understanding the text, starting from general comprehension (function and organization of the text) until more detailed (understanding meaning).

¹ Darul. "Reading Comprehension Problems in Reading Section of TOEFL Test". "Journal of Applied Linguistics and Literacy". Vol. 3 No.2

² Grallet, F. "Developing Reading Skill: A Practical Guide to Reading Comprehension Exercise". London: Cambridge University Press

Those problems can be caused by the students' interest in the kind of the text, most students are not interested with the example given by the teacher so they are too lazy to read. A good teacher's strategy is needed to face the problem of understanding the text. Selecting the appropriate material is one of the essential things that used to help students increase their reading comprehension. Teachers should be more creative to make an interactive and arrange the materials well while teaching. The kind of the materials can affect the students' interest.

Many studies found that authentic materials are essential for teaching reading. As learners will learn directly the language for real communication. So, if it is used as materials for teaching reading, students could learn different genres of texts in various situations. This will help them process the meaning in different contexts. First study state from Nurul, discovered the impact of the purpose of using authentic materials to improve reading interest in Junior High School students. She found that there are some positive improvements of the students' curiosity in reading after the authentic materials are used in the class.³ In the same year, a study from Andi that examined the good impact of using authentic material to enhance reading comprehension in Junior High School students found that authentic materials make students more attractive, interactive, and also interested in reading. It is proved by the result that students' mean score in the experimental group was higher than students in the control group.⁴ In the next year, a study from Syaiful investigated the power of using authentic material text in teaching reading comprehension.⁵ The study that uses quasiexperimental design found that using authentic texts in teaching reading comprehension is good in increasing students' reading comprehension

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³ Nurul Aryanti, Aria Septi Anggaira, "The Use of Authentic Materials in Improving Students' Reading Interest", *Journal of English Literacy Education*, Vol. 3, No. 1, May. 2016

⁴ Andi Bulkis Maghfirah Mannong, Skripsi, "The Effect of Using Authentic Materials to Improve the Reading Comprehension of The Ninth Grade of SMPN 36 Makassar", (Makassar: State University of Makassar, 2016). 133

⁵ Syaiful Islam, Edi Santoso, "The Effect of Using Authentic Texts in The Teaching Reading Comprehension", Vol. 4, No.2, December 2018

achievement. On the other hand, there are still other topics about authenticity and reading comprehension. It is the teacher's belief of authentic material for teaching reading. State from Desy Rusmawati, dkk using qualitative design research, they state that it is important to investigate teachers; expectation in using authentic text in the class. As a result, the teacher needs self-management when utilizing the authentic material.⁶ Besides studying about the teacher's beliefs, it is also important to know from students' side. The study states that from Abdul in 2018, he investigated the students' perception toward authentic materials for reading and listening activities. The study that was held in SMAN 10 Samarinda found that the students perceived their positive perception in using authentic material for their reading and listening.⁷

Previous studies showed that authentic material is effective to be used for improving students' reading comprehension. However, there are no studies that investigate the way of teachers in teaching reading comprehension using authentic materials itself. Therefore, this study focuses on the teacher's strategy in teaching reading comprehension using authentic materials. Their strategy is important to make decisions about the activities in the class while teaching reading process in order to achieve the particular goals. This study may find the different strategies in teaching reading comprehension using authentic materials.

Nowadays, during Covid-19 pandemic, many changes happen in many aspects of human's life, including the educational system. Covid-19 is caused by coronavirus. These diseases are infecting the respiratory system so that it can spread very fast and infect many people. This pandemic has been attacked in many countries around the world. Indonesia is one of the countries that has been exposed to this virus since the beginning of March

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⁶ Desy Rusmawaty, et al, "Teachers' Beliefs of Authentic Materials for Teaching Reading in Indonesian EFL Classroom", *Journal of Language Teaching and Research*, Vol. 9, No. 3, May 2018 ⁷ Abdul Halim, et al, "The Students' Perception Towards Authentic Materials for Reading and Listening Activities", *Getsempena English Education Journal (GEEJ)*, Vol.5, No.2, November 2018

2020 until today in November 2021.⁸ Because of this situation, the teaching learning process is also affected. About six thousand schools in Indonesia are closed by the government to limit the spread of this virus.⁹ The policy will continue to be implemented until the government declares that the condition is conducive.

Teaching learning process must be continued during the Covid-19 pandemic. Even though the schools are closed by the government, they must do online learning through mobile phones or laptops. As a teacher, they feel most affected with this condition. Teachers should provide online learning activities using internet connection for teaching. Besides, the selection of material also becomes important in this situation. So, this condition makes the teacher's strategy in teaching different from the previous situation before this Covid-19 pandemic happened.

This study took place in SMA Antartika Sidoarjo, because SMA Antartika is included into the good school in Sidoarjo, also this school is categorized in A-Accreditation school. Moreover, there is a program in this school that is concerned with increasing students' ability in reading. The program is that students should do a summary for at least one book every month, then the homeroom teacher will ask students to collect their work and give it a sign. The books are provided in a mini library in every class of SMA Antartika. There are several kinds of books from different languages, including English and Japanese books.

B. Research Questions

Based on the background above, these are the formulated of research questions:

1. What strategies do the English teacher use in teaching reading comprehension with the authentic materials in SMA Antartika Sidoarjo?

⁸ Who.int, 2020 Pandemic Covid-19

⁹ Liputan6.com, 2020. 6 Ribuan Sekolah Ditutup Akibat Pandemi Corona Covid-19.

2. How do the implementation of English teacher's strategies in teaching reading comprehension with the authentic materials in SMA Antartika Sidoarjo?

C. Objectives of the Study

- To explore the strategies used by the English teacher for teaching reading comprehension with the authentic material in SMA Antartika Sidoarjo.
- 2. To analyze how the English teacher implements the strategies to teach reading comprehension with the authentic material in SMA Antartika Sidoarjo.

D. Significant of the Study

This study is expected to be useful for the development of the English teaching learning process. such as:

1. For the teachers

This study can be used as a reference or model in choosing the appropriate strategy of teaching reading comprehension with authentic materials. Also, the teachers can be adopting the strategy used in this study to teach reading comprehension with authentic materials in the class.

2. For the students

The outcome of this study is expected to be used as a guidance for the students to learn English, especially reading. The students know the strategies of the teacher's teaching, and they can use one of them to enhance their skills in reading comprehension.

3. For the next researcher

The findings of this study are expected to be able to add information about the strategies of teachers in teaching reading with authentic materials. It is useful for the next researcher to do their study.

E. Scope and Limitation of the Study

This research basically focuses on the English teacher strategy to teach reading comprehension using authentic material. This research is conducted

in SMA Antartika Sidoarjo which provides the authentic material for teaching reading comprehension. The English teacher didn't do any modification with the authentic text used before it was delivered to the students in the class. The school is located at Siwalanpanji Street, Number 6 Siwalanpanji, Kec. Buduran, Kabupaten Sidoarjo, Jawa Timur. To carry out this study, the researcher focuses on what are the strategies used by the English teacher to teach reading comprehension with authentic materials and the implementation of the strategies of the English teacher in teaching reading comprehension with authentic materials.

F. Definition of Key Terms

1. Teaching strategy

Teaching strategy refers to the plan of the teacher's method used to help students in achieving the objectives of study. ¹⁰ Teaching strategy is creating the environment in the process of teaching and learning. It can be more interactive, applying the technology to develop students' learning experience. In this research, strategy of teaching is a plan of teachers, method, or design that will be used by the teacher for teaching the learning process in the class of Senior High School of SMA Antartika Sidoarjo in order to achieve the purpose which was planned by the teacher.

2. Reading comprehension

State from Kimberly, comprehension is the process to construct the meaning to get information by readers from the text.¹¹ Reading comprehension is a process that commonly occurs before, after or during reading the particular text or written. Many individuals read for any purpose, but to understand the text is one of their purposes. Reading comprehension is an ability to process and understand the meaning

¹⁰ Nurmadia Sarjan, A Thesis, "An Analysis on the English Teachers Strategies in Teaching Reading Comprehension at the Second Grade Students of Junior High School 1 of Wonomulyo", (Makassar: UIN Alauddin Makassar, 2017).

¹¹ Kimberly, *Definition of Reading Comprehension*.

from the text they read. Reading comprehension in this study means that the ability of students in SMA Antartika Sidoarjo to process and understand the authentic text given by the English teacher.

3. Authentic material

State from Nuttal, authentic materials is the materials that can be from any sources. For example, authentic texts are newspaper, magazine, website page, email. Therefore, many teachers bring authentic material in the class. Then, they should prepare the best strategy of teaching in order to make students understand about the text. In this study, authentic materials is the material that teacher got from the internet and brought it into the class for teaching reading comprehension in SMA Antartika Sidoarjo.

¹² Nuttal. *Teaching Reading Skills in a Foreign Language*. (Oxford: Macmillan)

CHAPTER II

REVIEW OF RELATED LITERATURE

In this session of chapter II, the researcher mentioned and explained several theories related to this research. The theory is used as a basis in conducting this research.

A. Theoretical Background

1. Teaching Strategy

1. Definition of teaching strategy

Sarjan states that the strategy of teaching is an educational strategy that is defined as a plan method, or activities designed by educators to achieve a specific goal. Strategy of teaching is a way to make decisions about individual classes, or curriculum, by analyzing the teaching situation. Situation means the characteristics of students, the objectives of learning, and the teacher's preference. Once the situation is analyzed, the information can be from the method, strategy, structure, assessment and other key components. Teaching strategy is used by the teachers to find the learning activities that can be used in the teaching learning process. The activities are selected by considering the objectives, needs, behavior, and attributes of students that aimed to reach the learning goal.

2. Teaching reading

Teaching is not only the activity that gives the information from the teacher to the students. There are many activities that can be applied in the classroom¹⁴. Harmer states that educating is not a simple task, but it is really important for the teacher to know the progress of their learners. In instructing the teaching learning process, it is true that the common difficulties faced by educators and students are discovering the most excellent strategy for teaching

¹³ Nurmadia Sarjan, A Thesis, "An Analysis on the English Teachers Strategies in Teaching Reading Comprehension at the Second Grade Students of Junior High School 1 of Wonomulyo", (Makassar: UIN Alauddin Makassar, 2017).

¹⁴ Ibid.

learning activity, because sometimes both students and teachers feel stress, while the teaching learning process should be enjoyable. In the other words, teaching is a process to manage the activity and environment in the best condition too and produce the opportunity to the learners in the process of learning in order to reach the learning objectives.

Reading is also an important activity in the class. Teachers try to arrange the strategy to make learners interested in reading, because not all learners have the same characteristics. Summarizing can be a good way to teach reading, also there are skimming and scanning that can be alternative to teaching reading in the class.

3. Strategies of teaching reading comprehension

Successful learners in reading can be seen when they are capable of comprehending the text. It means that they can recognize the text while reading. In strategies of teaching reading comprehension based on Vacca there are four strategies¹⁵:

a. Scaffolding

Gasong express that scaffolding strategy means that the teacher who become an assistance to assist the students in understanding the text for the early stages of learning¹⁶. Then, after students have been given the assistance by the teacher, they would be given opportunities. In scaffolding strategy, teachers can help various students in arranging ideas and negotiate the difficulties in text-related learning situations. In a process of scaffolding strategy, a teacher as an assistance in the teaching learning process can help students to solve particular problems beyond students' developmental capacity. In conclusion, scaffolding strategy is a support from the teacher to the students in teaching

¹⁵ Vacca, Richard. "Content Area Reading", (Longman:1999)

¹⁶ Gasong. "Langkah – langkah Pembelajaran Scaffolding". 2007

learning process that can be increasing the development of learning ability of the students so that the students' mastery of the material is higher that shown by the ability in solving more complicated problems.

b. Think-aloud

Think aloud is used to recall the information from the text given by the teacher, this strategy helps students in learning activity. The teachers' ability to show their creativity and control the students in understanding the reading text. Also, the teacher helps students think clearly by verbalizing their thoughts while reading orally.

Davey suggests that there are five steps when a teacher wants to use think-aloud.¹⁷ First, select the students to read aloud the text or word that contains some words that are difficult, or unknown words. Second, while doing orally reading think-aloud, let some students silently and just listen to the word or sentence. Third, make students work with a partner and ask them to exercise thinking-aloud by taking short readings and distributing ideas with the partner. Fourth, ask students to practice individually and make a checklist to involve all students. Finally, to provide for transfer, integrate practice with other lessons, and provide occasional demonstration of how, why, and when to use think aloud.

Five points that can be made during think-aloud are showing how:

a) To develop hypotheses by making predictions

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¹⁷ Davey, Beth. "Think Aloud- Modelling the Cognitive Process or Reading Comprehension". Journal of Reading. Vol. 27, No. 1. October. 44-47

- b) To develop images by describing pictures forming in one's head from the information being read,
- c) To link new information with prior knowledge by sharing analogies
- d) and to monitor comprehension by verbalizing a confusing point
- e) To regulate comprehension by demonstrating strategies.
 - 1. Developing hypotheses by making predictions teacher might model how to develop hypotheses by making predictions from the title of a chapter or from subheadings within the chapter. Suppose you were teaching with an earth science text. You might say, "From the heading 'How Mineral Are Used, I predict that this section will tell about things that area mode out of different minerals." The text continuous: Some of the most valuable minerals are found in ores. An ores is a mineral resource mined for profit.
 - 2. Develop images to model ho to develop imaging, at this point you may stop and say. "I have a picture in my head from a scene I saw in a movie about the Old West. I see blacksmith pumping bellows in a forget to heat up an iron horseshoe. When the iron turns a reddish orange, he picks it up with his tongs, and he hammers. The sparks fly, but slowly the horseshoe changes shape to fit the horse's hoof."
 - 3. Share analogies to model how to link new information with prior knowledge, you might share to following analogies. "this is like a time

when I tried to eat a piece of pizza with extra cheese. Every time I took a bite, the cheese kept stretching and stretching into these long strings. It is also like a time when I went to the county fair and watched people make taffy. They got this glob of candy and put it on a machine that just kept pulling and stretching the taffy, but it never broke.

- 4. Monitor comprehension to model how to monitor comprehension, you can verbalize a confusing point. "This is telling that metals have metallic luster. I don't know that that is. I'm also confused because I thought this section was going to be about things that are mode out of different minerals. This is different from what I expected"
- 5. Regulate comprehension to model how to correct lagging comprehension, you can demonstrate a strategy: "I'm confused about what metallic luster means, and I don't know why the authors are talking about this when I expected them to talk about stuff mode out of minerals. Maybe if I ignore the term metallic luster and keep on reading, I'll be able to make some connections to what I expected and figure it all out."

c. Reciprocal Teaching

Brown expresses that reciprocal teaching is a guidance strategy in teaching reading comprehension that encourages students in developing the skills that can do automatically for the summarize, questions, clarify, predict, and respond to the text they read.

Reciprocal teaching strategy is a good strategy to teach learners to decide the important ideas while they are discussing the vocabulary, developing the questions, and summarizing the information provided in the text. Reciprocal teaching allows both teacher and students to lead the discussion about the text given.

A key to the effectiveness of this strategy is adjusting the task demand to support the students when difficult occurs. That is, when students experience difficulty, you provide assistance by lowering the demands of the task. As the process goes on, you slowly with draw support so that students continue learning. Reciprocal Teaching is in some ways a compilation of four comprehension strategies.

1. Prediction

Ask students to predict what they think the reading may be about. Get them to think about what is going to happen by asking questions like a detective might do.

2. Question as you go

Remind students to generate questions as they listen and read. Remind them of the three levels of questions:

- a. Right-There questions (answer in the text)
- b. Between-the-lines questions (inference needed)
- c. Critical Thought questions (require their opinion)

3. Clarify

As students listen and read remind them to ask themselves what words and phrases are unclear to them. These clarifications may take the form of the following questions.

- a. How do you pronounce that?
- b. What does the word mean?
- c. I think the author is saying...
- d. I'm guessing 'pie-in-the-sky' means...

4. Summarize

- a. Students summarize verbally, within pairs, and then share with their assigned small group or record their summary and read it aloud to their small group.
- Each small group could create a semantic map with major points of significance shared by each group member.

d. Questions-Answer Relationship (QARs)

Questions-Answer Relationship strategy is used to help the teacher in organizing the process of reading into manageable units. In other words, this strategy guides the students to answer the questions to get information from the text. So for the activity in the classroom, this strategy focuses on practicing reading by understanding the questions given by the teacher.

4. The Importance of Teaching Reading

Teaching reading is very important to increase language ability that can be master in English, especially for students of senior high school. Therefore, English teacher should know the principles in teaching reading to make teaching learning process effectively. There are six principles in teaching reading according to Harmer¹⁸.

a. Motivate students to read as often as possible

In learning process, teacher should encourage the students to read as much as possible. The students try to guess what the meaning of word and understand the argument by looking at picture based on the text.

b. Choosing the reading text that can engage to students

¹⁸ Harmer, Jeremy. How to Teach English (Britain: Pearson Longman, 2007), 101-102.

The teacher must select an interesting topic to get students' interest. This way can help students to be engaged with the topic and the activities in reading text.

c. Motivate students to respond to the text content (and share their feelings about it)

Giving a chance for students to respond the purpose of the text is important in studying reading text. That way can help students to understand the meaning and message from the text, not only the number of paragraph.

d. The main factor in reading is prediction.

In the beginning of reading text, the students often look at the blurb such as the book cover, photographs and headline. Effectively, it can help them to predict what they are going to read. The teacher also should give students "hint" to predict what is coming.

e. The topic appropriate to the task when using intensive reading texts.

Before teaching reading, the teachers should choose reading task and appropriate activities during reading text based on level of their students.

f. Good teachers utilize reading texts to the full.

The important things for the teachers to make interesting lesson sequences and integrate the topic and activities in reading text.

5. Stages in teaching Reading Comprehension

From Gulchekra, teaching reading has three major stages, there are pre-reading stages, while-reading stage and post reading stage. Those each stages are provided several activities related to the material given by the teacher¹⁹. Gulchekra experienced that use

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¹⁹ Khamraeva Gulchekhra Ibrakhimovna. "Benefits of Implementation of Pre-, While-, and Post Reading Activities in Language Learning". *International Scientific Journal*. No.4, 2016.

those stages in teaching reading can make teaching reading more effective²⁰.

a. Pre-reading Activities

In this stage provide the interactive activities provided by the teacher that are applied before students are directed into the real reading activities. In teaching reading using authentic materials, the important activity is building the students' background knowledge about the text. It is done to help students to relate the life situation and the text. When the students are capable of relating their knowledge and the text, it will be easy for them to understand the text.

The activity in this stage also aims to give the motivation to the students. Students' motivation in reading makes them more attracted to the text and gives attention to the text. Also pre – reading activity is aiming to facilitate the students to be able to understand the text.

b. During reading activities

The activity in this stage is where students do the activities while the reading happens. Based on Mukhoji's statement, During reading activities include; (a) identifying the main idea from the text (b) finding the detailed information in the text (c) following the section (d) deducing the text, and (e) identifying the patterns.²¹

The activities provided during reading are based on Mukhroji: First, students identify the main idea and topic sentence in the text by skimming. Second, students identify the specific and detailed information from the text. Third, students relating the items or information in particular order. Fourth, students summarize the

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²⁰ Ibid.

²¹ M. Mukhroji, Skripsi. "The Importance of Teaching Reading Strategies to Improve Students Reading Comprehension", (Malang: State University of Malang). 2011

text by understanding the text using their experience. And lastly, students recognize the pattern to understand the text. ²²

c. Post-reading activities

The teacher conducts the post reading activity after students did the reading text. In these stages, students post questions, and receive feedback from the teacher. The post-questions is focused on the comprehension of the text and the objective.

Muhkroji's statement is post-questions, feedback, and group or whole discussion of the class can be the activities for this stage.²³ Those activities can be used to check the comprehension of the students by understanding the text. Beside post-questions, summarizing also can be applied as an activity for the students in the class. Other than that, the discussion section also can be various activities to do in the class for post-reading activity.

2. Reading Comprehension

1. Definition

Harmer said that a person who constructs the meaning of the text is the definition of reading comprehension.²⁴ State from Klingner, Vaughn and Boardman reading comprehension is the interaction between reader and writer to carry out their prior background knowledge and strategy use from the text they read.²⁵ In constructing the meaning of the text, it is based on the individual experience and the way they interpret the text.

When reading, the readers need to comprehend the text they read. It means, when reading, the content of the text must be known first, then the ideas of writers and also the information from the text that

²³ Ibid.

²² Ibid.

²⁴ Jeremy Harmer, *The practice of English Language Teaching*, (England: Longman, 2001)

²⁵ Klingner, J.K, Vaughn, S., Boardman, A., *Reaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007)

the writer wants to show to the readers. It is what reading comprehension means.

2. The component of reading comprehension

There are six components in reading comprehension.

a) Decoding knowledge

Decoding knowledge is an important thing to help reader in determining the oral equivalent of a word.

b) Vocabulary knowledge

The readers needs to have knowledge about the word meaning used to determine the appropriate meaning for a word in particular context.

c) Syntactic knowledge

Syntactical knowledge means understanding the word order rules in the text. Also the knowledge to determine the grammatical function and the pronunciation of a word.

d) Discourse knowledge

The knowledge of the language structure organization in different type of writing.

e) Readiness aspects

Readiness aspects includes reading readiness. Reading readiness means the ability of the students to benefit from initial reading instruction. It means reading readiness is instruction designed to assist both preferred and children who have already know how to read, it is important instruction skills during kindergarten.

f) Affective aspects

Students needs to be motivated and facilitated while reading. it means the text use in reading comprehension section should be interested. Thus, the instruction have to be interesting and enjoyable as possible.

3. Level of reading comprehension

There are four levels of reading comprehension, such as:

a) Literal reading

Literal comprehension is the lowest level type of understanding. Because, the information involve directly stated in a selection. Answering to literal question simply demands the students from memory what the text said.

b) Interpretive reading

The interpretive reading involve reading between the lines that is not directly stated in the text, but catches the message of the selection or understanding that the author meant by the passage.

c) Critical reading

It evaluates written text by comparing the ideas and making conclusion that discovered in the text about accuracy and appropriateness. Critical reading depends on literal comprehension and implied ideas are very important.

d) Creative reading

It requires the readers to be creative reading. The students should use their imagination while reading a text, creative reading involves going beyond the material presented by the writer.

4. Strategies of reading comprehension

Adler state that reading are a steps used by the good reader to understanding the text.²⁶ Strategies of reading comprehension can help students become more active, and purposeful readers. Alder make seven strategies for improving text comprehension.

a) Monitoring comprehension

Students who are good at monitoring their comprehension knows when they understand what they read and when they do

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²⁶ Alder, C, R, *Put Reading First: The research building blocks for teaching children to read.* (Jessup, MD:ED Pubs, 2001)

not. They have strategies to "fix" problems in their understanding as the problems arise.

b) Metacognition

Metacognition can be defined as "thinking about thinking." Good readers use metacognitive strategies to think about and have control over their reading. Before reading, they might clarify their purpose for reading and preview the text. During reading, they might monitor their understanding, adjusting their reading speed to fit the difficulty of the text and "fixing" any comprehension problems they have. After reading, they check their understanding of what they read.

c) Graphic and semantic organizers

Graphic organizers illustrate concepts and relationships between concepts in a text or using diagrams. Graphic organizers are known by different names, such as maps, webs, graphs, charts, frames, or clusters.

d) Answering questions

The Question-Answer Relationship strategy (QAR) encourages students to learn how to answer questions better. Students are asked to indicate whether the information they used to answer questions about the text was textually explicit information (information that was directly stated in the text), textually implicit information (information that was implied in the text), or information entirely from the student's own background knowledge.

e) Generating questions

By generating questions, students become aware of whether they can answer the questions and if they understand what they are reading. Students learn to ask themselves questions that require them to combine information from different segments of text.

f) Recognizing story structure

In story structure instruction, students learn to identify the categories of content (characters, setting, events, problem, and resolution). Often, students learn to recognize story structure through the use of story maps. Instruction in story structure improves students' comprehension.

g) Summarizing

Summarizing requires students to determine what is important in what they are reading and to put it into their own words. Instruction in summarizing helps students:

- 1. Identify or generate main ideas.
- 2. Connect the main or central ideas.
- 3. Eliminate unnecessary information.
- 4. Remember what they read.

5. The Function of Reading

Reading is an activity that includes a set of skills to make sense and obtain the meaning from the printed word²⁷. It means through reading activity people will gain the meaning from the discourse by seeing or hearing²⁸.

The functions of reading is as the source of knowledge to obtain more information that cannot get from other skill such as writing, listening, or speaking completely. It might be the learners will obtain an information or knowledge from listening to the television or radio, and communication with others. However, the learners did not get the information as well as they do reading. They are able to find the example, explanation, reason, and summary from the news that they read.

²⁷ Caroline – David Nunan. Practical English Language (McGraw-Hill, 2005), 68.

²⁸ Harmer, Jeremy. The Practice of English Language Teaching (Longman, 2007), 199.

Harmer stated that reading is important skill for language acquisition. How the students learn what they read, it will have an impact on what they get at it²⁹.

Therefore, students must understand what they read to improve their language ability. Reading ability will best be developed in association with speaking, writing, and listening activities³⁰. Furthermore, the learner should improve their reading skill in order to develop their ability on those skills too. Based on those statements, the researcher concludes that reading is an activity to obtain knowledge or information and comprehend from printed text to learn what the writers think in their writing. So, the teachers need to teach it for enhance students' capability in making sense of the text that is being read.

6. The Importance of Reading Comprehension

The process of recreating meaning from text is known as reading comprehension. Recreating meaning means the process of change the information that is presented and demonstrated how the readers learn what they read³¹. Comprehending the texts is not easy for students especially in English since they have to give all of their attention to the text. There some distractions that they face along the reading process, such as: vocabulary, working memory and type of text³². Seems like a computer process, comprehend text needs relating each other things³³. Sometimes the connection will occur when the readers assume that the information is important or interesting.

²⁹ Harmer, Jeremy. How to Teach English (Britain: Pearson Longman, 2007), 99.

³⁰ Brown. H. D. Teaching by Principle an Interactive Approach to Language Pedagody 2nd edition (San Francisco state university, 2000),298.

³¹ Maulida, Faiza. "The Use of Think-Pair-Share in Teaching Reading Comprehension A Case study of the English Teachers in SMKN 1 Randudongkal in the Academic Year of 2016/2017" Journal of English Language Teaching 6 (1) (2017)

³² Maulida, Faiza. "The Use of Think-Pair-Share in Teaching Reading Comprehension ... (2017)

³³ Aslam. R. A., "Students' Strategies in English Reading Comprehension at SMA Muhammadiyah 1 Gresik" (Islamic State University of Sunan Ampel Surabaya).

Moreover, reading comprehension is beneficial to get the information from a text and increase students' vocabulary through interpret the meaning on the text. In this research, reading comprehension is the process of recreating meaning for specific information. It is active activity that tries to learn the text by knowing the main idea, supporting ideas whether it is about detail express or detail implied, and inference.³⁴

3. Authentic Materials

1. Definition

Authentic materials are used to develop communicative approaches in real life context. As Berardo³⁵ said that authentic materials or authentic text are not used for pedagogical purposes. But they are used in real life context. In other words, authentic material has certain messages to the reader which are not supposed to be used for the teaching process in the school but used for realt life communicative purposes.

Moreover, Gilmore (2007) defined that authentic materials provide the authentic message to the readers, so it contains the authentic language from the real speakers or writers. Means that authentic materials are originally used in the real world context. However, states from Widdowson authentic material means that the material designed from native speaker and can be provided in the classroom³⁶. The language classroom is prepared to make students survive in the real world, so that the purposes of the learning should be the same as with real life. One of the ways to stimulate students' real language in the classroom is to use authentic materials for the teaching process. Moreover, Nuttal express that authentic materials

³⁴ McNamara, D. S. Reading Comprehension Strategies: Theories, Interventions, and Technologies. New Jersey: Lawrence Erlbaatum Associates, Inc., 2007.

³⁵ Sacha Anthony Berardo, "The Use of Authentic Materials in the Teaching of Reading", *The Reading Matrix*, Vol.6, No. 2, September 2006.

³⁶ Widdowson H.G, Aspect of Language Teaching, (Oxford:O.U.P)

can be the material from the internet sources such as Newspaper, magazine, letters, articles, and so on.

2. The use of Authentic Materials

Authentic material has become available and used in many schools in Indonesia. Authentic material can be newspapers, magazines, brochures, letters, articles, and so on. Many of them are accessible from many internet sources. But for choosing them to bring into the classroom, the teacher should provide the right authentic material for their students. Nuttal gives three main criteria to choose authentic material used in the classroom³⁷, there are:

a. Suitable of content

The text should be relate to the students' need, also interesting and motivate students to study

b. Exploitability

Exploitability means that the text should be used to develop the students' competence in teaching learning process

c. Readability

Readability is about the new vocabulary and new structure provided in the text. It means that the authentic text should be considered about the level of difficulty of the text.

B. Previous Study

This section gives information about related previous studies by other researchers which concern about reading comprehension and authentic material

The first study is from Rina was talking about improving students' reading comprehension with authentic materials³⁸. This study was conducted in 2013 at SMP 15 Yogyakarta. The study uses mixing design which is using qualitative and quantitative design as supporting data. The

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³⁷ Nuttal. *Teaching Reading Skills in a Foreign Language,* (Oxford: Macmillan)

³⁸ Rina Desitarahmi. *A Thesis,* "Using Authentic Materials to Improve Reading Comprehension of Grade Eight Students of SMP 15 Yogyakarta". (Yogyakarta: Yogyakarta State University)

result of this study shows that authentic material is effective to improve reading comprehension of students. Students more focus and actively participate in the teaching learning process when using authentic text because it provides communicative activities. Then, three years later, which is in 2016. There was a study with similar topic state from Nurul³⁹. Nurul's study focuses on the students' reading interest while using authentic materials. This study was also conducted in Junior High School. For collecting the data of the research, this study used questionnaire and observation, but for the analysis of the data the researcher uses quantitative and also qualitative techniques. Which means this study used mixing design. The result also shows the positive attitude from the students in their reading interest while providing the authentic materials in the class.

Another topic of authentic materials and reading comprehension is about the impact of using authentic materials for teaching reading, the first study conducted in 2014 from Sari untitled the effectiveness of the use authentic materials in students' reading comprehension of short functional texts⁴⁰. The research that was conducted in SMP Al – Hasra Bojongsari for 8th grade students was quasi-experimental. The findings summarized that the students who use authentic short functions are different from the students who don't use it. The students who use authentic materials, especially short functional text, have the highest scores. The students' reading comprehension is increasing while they were taught with the authentic short functional text. In 2016, there were two studies that aimed to know the effectiveness of the use of authentic materials for reading comprehension. Different from the first study, these studies are conducted in ninth grade students. These studies show that the impact using authentic

³⁹ Nurul Aryanti, Aria Septi Anggaira, "The Use of Authentic Materials in Improving Students' Reading Interest", Journal of English Literacy Education, Vol. 3, No. 1, May. 2016

⁴⁰ Sari Anjayani. *Skripsi*, The Effectiveness of Using Authentic Materials Towards Students' Reading Comprehension of Short Functional Texts. (Jakarta: Syarif Hidayatullah State Islamic University)

materials are high for students reading comprehension. It is proved that the mean of the experimental group was higher than the control group.

The use of authentic materials has increased the students' reading comprehension, either their motivation or achievement. It is proven by some previous study that conducted the same topic about the effectiveness and the impact of using authentic materials for reading comprehension. The last topic is about the students' and teacher's perception of using authentic materials for increasing reading comprehension. The first study state from Eka at 2015, which purpose to discover the perception of students in Senior High School on the application of materials (both of non-authentic and authentic materials)⁴¹. The study that used questionnaires for collecting the data was conducted in first grade students of Senior High School. The findings found that the positive students' attitude while using authentic materials was higher than while using non-authentic materials. Then, there are also studies that focus on the teachers' belief in using authentic materials to teach reading state from Desy in 2018. It is important to investigate the teacher's belief about authentic reading materials and how they demonstrate it in the classroom activities⁴². This study uses qualitative design which uses interviews, observation, and teacher's documents for collecting the data. The result finds that teachers need self-management when utilizing the authentic materials in the classroom. Another study about the teacher's perception is from Wildanun in 2020.⁴³ The qualitative design is used in this study. The result says that teachers showed a positive impression while delivering the authentic text in teaching reading, because they were implementing the authentic text in their classroom practices. They said that

⁴¹ Eka Firmansyah, "Students' Perception on the Use of Authentic Materials in Senior High School", *Bahasa & Sastra*. Vol. 15, No.1, April 2015

⁴² Desy Rusmawaty, et al, "Teachers' Beliefs of Authentic Materials for Teaching Reading in Indonesian EFL Classroom", *Journal of Language Teaching and Research*, Vol. 9, No. 3, May 2018 ⁴³ Wildanun Mukhalladun, Nidawati, and Muhammad AR. "EFL Teachers' Perception Toward the Use of Authentic Material in Teaching Reading Comprehension", *Journal Ulmiah Pendidikan dan Pembelajaran*. Vol. 7, No. 2, Oktober 2020.

the motivation and interest of the students was increased when they brought authentic materials into the classroom learning activities.

On the other hand, there are some previous studies related to the teacher's strategy for teaching reading comprehension. The first study state from Khairunnisa in 2019 shows that there are two strategies that were used by the English teacher, it was scaffolding and QARs (Questions Answer Relationship) strategy. The study that used descriptive qualitative method found that those two strategies applied by the English teacher help students to overcome the difficulties in comprehending the text⁴⁴. In the same year, there was also a study that discovered a teacher's strategy in teaching reading from Ribka. This study also used a descriptive qualitative method with interview and observation as an instrument to get the data. The study that was conducted in SMP Swasta Mulia Pratama Medan shows that the English teacher used Reciprocal Teaching Strategy and Questions And Answer strategy to teach reading comprehension in the class, this study also mentioned that using those two strategies can make students easily understanding the meaning of the text also they are more focus when teaching learning process in the class⁴⁵.

Another strategy of teachers for teaching reading came from Nurdianingsih in 2021. This study analyzed the strategy of teachers to teach reading comprehension. The finding shows that the strategies of the English teachers to teach reading comprehension is understanding the text, group and individual learning strategy, and questions and answer relationship strategy. Those strategies can assist learners to solve the difficulties in studying English, particularly reading comprehension. The English

⁴⁴ Khairunnisa. "An Analysis of Teachers' Strategies in Teaching Reading Comprehension of First Grades Students at SMK Swasta Tunas Karya Batang Kuis". *Jurnal Ilmiah Pendidikan dan Pembelajaran*"

⁴⁵ D Yosi Lumban Gaol, Ribka Debora Grace, Bellaudry Sri Anselina. "Teacher's strategy in teaching reading at SMP Swasta Mulia Pratama Medan". *Elite Journal*. Vol 6 No 2, December 2019.

teacher's strategy choice is adapted from the materials, syllabus and curriculum in the school.

From the previous study that has been mentioned above, the researcher has found out the impact in using authentic materials for teaching reading comprehension. There are a lot of positive impacts of using authentic material that was found in the previous study. Also there are some studies that focus on the strategy of teachers to teach reading comprehension. There are several strategies that can be applied by the teacher to teach reading comprehension. However, there is no study that investigates the strategy of teachers in teaching reading comprehension with authentic material. It may be found in different strategies when teachers teach reading comprehension with authentic material. Also, the teacher's strategy is important to make decisions while teaching. Moreover, the current situation in Indonesia is affected by Covid-19 that is also affecting the process of teaching and learning in the school. All the activities of the learning process are done online. Therefore, this research will focus on investigating the English teacher strategy to teach reading comprehension using authentic materials.

CHAPTER III

METHODOLOGY

In this chapter of methodology section, the researcher provides to the readers the information about method used to collect the data in this research. Those are included in the sub headings such as research design, research subject, data and sources of data, data collection techniques, research instrument, also data analysis technique.

A. Research Design

This study used descriptive qualitative design by observing the classroom activities and interviewing the teacher. According to Creswell, qualitative design is needed to explain phenomena in depth by observing the person, attitude, or environment to collect the information.⁴⁶ This study explored strategies in teaching reading comprehension with authentic materials by the English teacher in SMA Antartika Sidoarjo. This study also does not need to give the treatment to the subject of research.. This study used data in the form of words, phrase, and also sentences collected from the interview and observations to the English teacher in SMA Antartika Sidoarjo.

B. Research Subject

The subject of this research is chosen by cluster sampling. Based on Sarjan, cluster sampling means choosing the subject of the research based on the individual.⁴⁷ This study was conducted in one of Senior High School in Sidoarjo which is SMA Antartika Sidoarjo. The school is chosen because SMA Antartika is categorized in A-Accreditation school in Sidarjo. The researcher choose the school that considered in a good Senior High School in Sidoarjo. This study interviewed one English teacher in SMA Antartika

⁴⁶ John W. Cresswell, "Research Design".

⁴⁷ Nurmadia Sarjan, A Thesis, "An Analysis on the English Teachers Strategies in Teaching Reading Comprehension at the Second Grade Students of Junior High School 1 of Wonomulyo", (Makassar: UIN Alauddin Makassar, 2017).

who has experienced in using authentic materials for teaching reading comprehension over a year.

C. Data and Sources of Data

There are two research questions in this study which were "1. What do the strategies used by the English teacher in SMA Antartika to teach reading comprehension with authentic materials?. 2. How is the way of teacher's implement the strategies in teaching reading comprehension with authentic materials?." The data needed to conduct the research questions was as follows. For answering the first research questions, the data needed to be collected was the teacher's strategies in teaching reading comprehension with authentic materials in SMA Antartika Sidoarjo. For the second research questions, the data needed to be collected was the stages of implementation of the teacher's strategies in teaching reading comprehension with authentic materials in SMA Antartika Sidoarjo. For the source of the data this study was one English teacher in SMA Antartika who has experiences in implementing the authentic materials for teaching reading comprehension.

D. Data Collection Technique

This study collected the data from the interview and classroom observation. The interview was done in person based on teacher agreement and it took for about 30 minutes. There are around 11 questions raised in the interview. The interview was conducted after doing class observation so it can function as a clarification as what she did in the class.

The observation did in twice, at April 22nd and 29th 2021. The observation was done to answer the second research questions about implementation of the strategies in teaching reading with authentic materials. The researcher observed and took note the way of teacher's implement of the strategies. The observation also used the observation checklist adapted from the Brown about teacher's strategy. The observation spent for about 30 minutes because of the Pandemic Covid-19.

E. Research Instrument

To answer the two research questions, this study used two instruments: interview guidelines and observation checklists. Detail explanation of each instrument is described as follows:

A. Interview guideline

Interview guideline is useful to structure the questions and ensure that the questions raised are still in the scope of relevant topic. There are 11 questions asked to the English teacher namely: strategies she used in teaching reading with authentic materials. The interview guideline was adapted from Brown's theory about teaching strategy.⁴⁸ The interview was used structured interviews which asked systematic questions based on the guideline

B. Observation checklist

The observation were used to obtain information about the way the teacher applied the strategies and the responses of students during classroom teaching. In observing the classroom, the researcher took notes the important points that teachers did and checked the observation instrument.

F. Data Analysis Technique

There are several methods for analyzing the data. Data analysis is a process of gathering, and transforming the data with highlighting the important information that is useful for making and supporting decisions in providing a result of the research. In this study, the researcher gained the data collection from observing and interviewing the English teacher's strategy in SMA Antartika in teaching reading comprehension with authentic materials. The researcher should analyze the data. Based on the Cresswell states that there are six ways to analyze the data such as;⁴⁹

⁴⁸ Brown, H. Douglas. *Principles of Language Learning and Teaching.* California: San Francisco State University. 2000

⁴⁹ Creswell, John.W. *Educational research: planning, conducting, evaluating."* 3rd ed. California: SAGE Publications

a. Organizing and preparing the data

The researcher arranged the data based on the purposes of the data such as interview for answering the first research questions about teacher's strategy in teaching reading comprehension with authentic materials and observed the activity of teacher's strategy in teaching reading comprehension with authentic materials for answering second research questions.

b. Reading all the data

The researcher read all the data to get information and answer this study to from the data. While doing reading, the researcher highlighted the important information from the data

c. Coding and reducing the data

After read all the data, this step the researcher started to analyze the data. the researcher identified which data needed for this study and reduce the unimportant data.

d. Coding to generate the theme for analysis

Then, the researcher identify the data based on the theme. The researcher separated the data based on the theme to gather the data.

e. Describe based on the themes

The researcher described the data based on the theme, then provided the findings from the data collection of interview and observation

f. Interpreting the data

The researcher made discussion session to interpret the data from the finding and correlate them into the theories provided in this study. Then, the researcher made a conclusion from the finding.

G. Research Stages

This research has a long process that has to be finished. The researcher used some stages in this research, they are:

1. Preliminary research

This step, the researcher formulated the research title and research questions, analyzed the related literature, chose the location of the research, also the subject in order to be suitable with the research questions, then chose the instrument to collect the data. In addition, the researcher did a simple observation by researching the literature or finding out the fact about the kind of teachers' strategies in the researcher.

2. Research design

The next step is research design. The research design is written in the research proposal. They consist of deciding backgrounds that underlie the reason why conducting this research, the literature review also the method of this research to help the researcher in collecting the data.

3. Research activity

In this stage, the researcher did some activities dealing with the plan in the research proposal as in the previous stage. The researcher did an interview and observation to collect the data based on the plan that has been written in the research proposal.

4. Analyzing the data

After finishing with the previous stage which is research activity, the researcher has the data from the subject research. Then, the researcher did a data analysis based on the way that has been planned in the research proposal.

5. Writing the research report

The last stage is writing the research report. The researcher should report the conclusion of the result into a text. The conclusion should answer the research questions.

H. Checking the Validity of the Data

As Patton states in Understanding Reliability and Validity in Qualitative research by Nahid that validity and reliability are two factors that should be concerned in qualitative research especially while arranging a study, investigating the results and judging the quality of the study. According to Cresswell, there are three ways to validate the findings, namely members checking, triangulation, and auditing. This research uses triangulation to validate the data. According to Sabina and Khan, Triangulation is a process to increase the data validation by incorporating several viewpoints and methods. ⁵⁰ It combines two or more theories, source of data, or design in one study into phenomenon to converge a single construct.

The triangulation was used to compare the data from interview and observation. Both of the instrument have already validated by competent lectures. This research used two instruments for collecting data which are observation checklist and interview guideline. It is according to methodological triangulation. Therefore, the result of this study will validate because using two methods in the data collection.

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⁵⁰ Sabina Yeasmin, Khan Ferdousour Rahman. "Triangulation Research Method as the Tool of Social Science Research". *BUP Journal.* Vol. 1, No. 1. 1 September 2012 (Yaesmin & Rahman, 2012)

CHAPTER IV

FINDING AND DISCUSSION

In this chapter IV, the researcher provides the research finding and discussion of the research. The findings produce the analysis of the strategies of English teachers to teach reading comprehension with authentic materials according to the data from interview and observation.

A. Research Finding

In this part, there are two points that will be explained. The first is about the strategies of the teacher to teach reading comprehension using authentic materials and the second is about the implementation of those strategies that are used by the English teacher in the class. The data from this study is taken from the interview and observation that was done by the research on Thursday, April 22nd and 29th 2021.

The English teacher in SMA Antartika prepared authentic materials about recount text biography about Indonesian heroes. The authentic materials were adopted from the internet and the teacher didn't do any modification to the text because she wanted to show to the students the authentication of the text from the source. Moreover, the English teacher used authentic text only for the reading comprehension material because not all the materials are suitable to use authentic text. The reason teachers use authentic material for teaching reading is because the students' response is good. Students become more interested when they are given the authentic text from the teacher.

1. Teacher's strategy to teach reading comprehension with authentic text

Based on the result of the interview and class observation, the teacher in SMA Antartika Sidoarjo had three strategies to teach reading comprehension with the authentic materials. Those strategies are brainstorming, questions and answer relation, and scaffolding strategy. The strategies are listed in the table below with the reason why the English teacher in SMA Antartika used the strategies to teach reading comprehension with authentic materials.

Table 4.1. Teacher's strategy and reasons in teaching reading

Strategies	Reasons	
Activating students	Activating students	
background knowledge	background knowledge	
Questions and answer relation	Students understanding about	
	the text	
Scaffolding	Students ability in reading the	
	text	

As shown on the table above, the first strategy was brainstorming strategy. The English teacher in SMA Antartika said that before students starting to give the materials, the teacher elicit the students' background knowledge first. It was proven by the activity provided by the English teacher. The English teacher showed the pictures of BJ Habibie to the students in the class through LCD projector and ask them to describe the picture by providing the questions that can elicit the students.

The teacher said in the interview that because using authentic text so the teacher should initiate the students in order to make them easy to understand the text.

"biasanya, sebelum memulai materi itu saya initiate siswanya dulu supaya mereka mempunyai background knowledge dulu, jadi nggak langsung diberikan materinya. Karena menggunakan text otentik jadi biar siswanya tidak kesulitan saat memahami text nya nanti"

The second strategy is questions and answer relation. The teacher provides the questions and answer activity. It is intended to make students more understanding about the text. Because, the goal of reading comprehension is to understand the text in order they can answer the exercise given after the text. For understanding the text properly, students need to know the meaning of the text. In this activity

the teacher said that it should follow the students' abilities because not all the students have the same ability in understanding the text. So the teacher said that in this activity they usually start by finding the difficult words including the vocabulary first, and then move to discuss in each paragraph and the main idea of the text.

"untuk memahami isi dari bacaan teks otentik tersebut, kita sama – sama mencari kata – kata sulit. Vocabulary nya dulu, kemudian kita bahas per – paraghraph, ide pokoknya apa, paraghrap nya menceritakan tentang apa"

After students understand the meaning of the text. Teacher starts to discuss the questions given about the text. Question answer relationships are used to establish students' higher order thinking, because most of the questions in reading comprehension are in essays. In question answer activity also gives students a chance to ask what they didn't know about the text or the difficult words. Also, teachers allow students to search the difficult words through mobile or book dictionaries.

The last strategy is the scaffolding strategy. Scaffolding is used by the English teacher to assist students reading ability. In this activity the teacher gives the opportunity to the students to read the text. Usually teachers ask students to choose whether they read the text first or after the teacher gives an example on how to read the text. Teacher said that even though reading comprehension is focused on understanding the meaning of the text in order to be able to answer the exercise questions given. There is still a need to make students be able to read the text properly. Because the teacher assumed that language learning is also about knowing how to pronounce the words properly like native speaker.

"setelah membahas pertanyan yang ada setelah text nya, biasanya Maam suruh beberapa anak untuk membaca teksnya itu, supaya tahu dan bias belajar pronunciationnya juga. Jadi nggak hanya comprehension saja, tetapi reading juga harus bagus."

The Implementation of Teacher's Strategy to Teach Reading The implementation of teachers' strategy is divided into three stages. There are Pre-reading activities, while reading activities and Post-

reading activities. Table 4.2 describes each stage that teacher apply in her classroom.

Table 4.2. Teacher's activity for teaching reading with authentic materials.

no	Teaching	Teacher's activities	Description
	stages		
1	Pre- reading stages	Preparing the material	Video and picture of BJ habibi
		Greeting the students before class begin	Opening the class
		Checking attendance students'	The attendance through whatsApp group
		Giving the explanation about the aims of the materials	Explaining before starting the materials
		Brainstorming about the text	Picture of BJ Habibi
	-	Giving the example of the authentic text	giving the authentic text
		Giving the explanation about the materials	Video from YouTube
2	While reading	Asking students to read the text	Scaffolding strategy
	J	Asking the students to analyze the text (main idea, detail information, structure text)	Questions and answer relation strategy
3	Post reading	Giving the opportunity for students to ask their difficulties about the text	Through WhatsApp group
		Making summary about the material	The time is over
		Closing the class	Teacher close the class

As shown in the table above, in each stage of teaching reading, the teacher had been preparing several activities. Those activities are aimed to increase students' ability and motivation in reading comprehension. Here the explanation about each activity in those stages.

a. Pre-reading activity

The first activity in the first stage, as shown in the table above, the teacher started to open the class by greeting and asking the students' condition. Teachers are also giving attention to the students to keep healthy, wearing masks, and washing hands due to the current condition, namely Covid-19 Pandemic. Then the teacher guides students to pray together. This activity aimed to increase students' religious attitude. After that, the teacher reminds students to attend through a WhatsApp group before noon because the attendance list ends at noon. The next activity is for the teacher to explain the aim of the materials. It is useful for students in order to know their goals at the end of the class.

The next activity shown in the table is when the teacher asked students to describe the Indonesian hero picture which is BJ. Habibi that showed in the projector. This activity included a brainstorming strategy that aimed to correlate the students into the text and make them focus more on the material. As the teacher said before in the interview, the brainstorming activity is used to prepare students before they are given the text or even the material. Teachers used brainstorming to enrich students' vocabulary by giving questions to elicit students to show their opinion with their own words. Teacher didn't judge whether the students 'answers were right or wrong, because the focus of this activity is to gather as much information from students. With this activity the teacher tried to make students get many new vocabulary that is similar to the authentic text that will be given later.

After the teacher finds out the students are ready to be given the authentic text. Then the teacher gives the text to the students. After the teacher gave the text to the students, the teacher asked them to read the text carefully by themselves and give them opportunities to ask when they didn't know the meaning of the word in the text. Teacher discussed the text with students briefly, just to know the students' ability in understanding the text.

b. While reading activity

The table above shows that after the students have already finished the brainstorming activity, the teacher gave the explanation about the material through a short video explanation that the teacher got from YouTube. The teacher gave time to the students if there was a question or material they didn't understand. However, as far as I did the observation in the class, there are no students asking for the material because the video has been given by the teacher a day before offline learning through Google Classroom. So, the students had already learned it. The teacher just did a bit of recall about the material like explaining briefly about the structure of the recount text and the tenses used. This activity is categorized as the main-activity stages, because it is included in the delivery material. After the teacher made sure that the students really understood the material, the teacher closed the class because the time was already up. Teacher said to the students that the materials will be continued in the next meeting.

The next meeting was on Thursday, April 29th 2021, this meeting continued the material about recount text. The first activity was the same as the first meeting. The teacher greeted the students and asked about their condition. Also, teachers give attention to the students to keep healthy by wearing masks, washing hands and keeping distance from each other. The next activity was the teacher asking students to open their workbook in page recount text. Then, they discussed the

text and also the exercise. The discussion activity is included in the Questions and Answer Relationship strategy. This strategy was used by the English teacher after giving the material. After that, the teacher started discussing the text in the workbook with the students. Starting from the words in the text, teachers give the students time to read the text by themselves and they can ask the teacher if there is a word they didn't know, or they can also open their dictionary to search for those difficult words. The instruction given by the teacher in this activity is clear and understandable. For example, the teacher used English instruction then translated it into Bahasa. So, students can follow the teacher easily. Moreover, the teacher also tried to explain the structure text or tenses used in the text while interpreting the text by words. So it makes students recall and understand the material more. As the researcher saw in the observation, the students were quite active in the class. They answered the teacher's questions actively. Furthermore, students are also confident to answer the teacher's questions even though there are some inexact answers. Through this activity, the relationship of the students and teacher will be good and it is also good for the teacher to know how far the students understand the text.

For the next activity, the main activity for teaching reading was included in the Scaffolding strategy. The scaffolding strategy was used by the English teacher in SMA Antartika to give guidance for the students. After students understand the meaning of the text and they can answer the exercise given after the text, the teacher gives the opportunities for the students to read the text. Teacher asked one of them to read the text after the teacher gave an example of how to read it. This activity aimed to make students be able to read and pronounce the words. Therefore through this activity teachers can monitor the students' pronunciation.

c. Post reading activity

For the last stage of reading activities, the teacher said to the students that they can ask a question through a WhatsApp group after the class is over. Teacher also asked students to read a lot in their house. Also, the teacher wanted students to continue the next text about recounting the text biography and answer the questions in their house as homework. This activity was absolutely to take students' scores for school documentation. Furthermore, the activity is used for the students to practice their reading at home. Then, for the last activity, the teacher asks students once more to keep healthy because the condition is still dangerous. At the end of the class the teacher closes the class by saying Alhamdulillah.

B. Research Discussion

This section is conducted based on the explanation in findings. The English teacher in SMA Antartika Sidoarjo agreed that using authentic materials for teaching reading is well received by the students. It is in line with the previous study found in this research that state from Rina in 2013⁵¹. Rina's study found that using authentic text for teaching reading comprehension makes students more focused and actively participate in the teaching learning process because it provides communicative activities. Another previous study about teacher's perspective in using authentic materials for teaching reading state from Wildanun⁵². It found that using authentic materials could increase students' motivation, interest, and understanding of written English.

This study focuses on the teacher's strategy in teaching reading comprehension with authentic materials. There are three strategies that teacher used in teaching reading with authentic materials: brainstorming,

⁵¹ Rina Desitarahmi. A Thesis, "Using Authentic Materials to Improve Reading Comprehension of grade eight of SMP 15 Yogyakarta". (Yogyakarta: Yogyakarta State University)

⁵² Wildanun Mukhalladun, Nidawati, and Muhammad AR. "EFL Teachers' Perception toward the use of authentic material in teaching reading comprehension". *Journal Ilmiah Pendidikan dan Pembelajaran. Vol. 7, No. 2, Oktober 2020.*

scaffolding and QAR. Teachers used the strategies to increase students' understanding in comprehending the text and increase students' reading ability. Khairunnisa' study also found that scaffolding and QARs strategies help students to overcome the difficulties in comprehending the text. However, in this study the teacher also uses a brainstorming strategy for teaching reading comprehension using authentic materials. The authentic text needs the approach in order to help students understand the meaning of the text. Here is some explanation of those strategies and the implemented with the related theories.

1. Teacher's strategy to teach reading comprehension with authentic text According to Vacca, there are five common strategies used for teaching reading comprehension that can be adopted for the teacher in the class⁵³. Those are Scaffolding, Think-aloud, Reciprocal Teaching, SQ3R, and Question and Answer Relation. Meanwhile, based on the data analysis, the English teacher in SMA Antartika used three strategies for teaching reading comprehension using authentic text. The two of those strategies were categorized in Vacca's theory. The English teacher assumed that those three strategies are appropriate to be applied in her class for teaching reading comprehension using authentic text. There are: Brainstorming, Questions and Answer Relation, and Scaffolding.

Teaching strategies based on Sarjan is the educational strategy which provides a way to make a decision about a plan, method or activity to help students achieve an educational goal.⁵⁴ In this research, the teaching strategy provides the teachers activities in the class including the behavior and personal qualities of the teacher. The way teachers organize, plan the activities for teaching and the learning process in the

⁵³ Vacca, Richard T & Vacca, Jo Anne L. *Content Area Reading*. Longman:1999

⁵⁴ Nurmadia Sarjan. Skripsi. *An Analysis on the English Teachers Strategies in Teaching Reading Comprehension at The Second Grade Students of Junior High School 1 of Wonomulyo*. UIN Alauddin Makassar: Makassar. 2017.

class. Teachers can make their own strategy or adopt from the other person then modify it based on the students' ability in the class.

In the research findings, the researcher mentioned that English teachers used brainstorming strategies to prepare the students about the text before they are given the authentic text. Brainstorming strategy is the strategy designed by the English teacher itself. There is no previous study that was used as a guidance in this study using brainstorming as a strategy in teaching reading comprehension. As Feather said through brainstorming the readers become concerned about the topics of the text before they read it. Through this strategy the readers can know the ideas, vocabulary grammatical and the structure which are most probably met in the text to be red⁵⁵. Moreover, brainstorming strategies provide the activity to enrich the students' vocabulary. Burns said that mastering vocabulary is important for foreign learners to master English, either for elementary, intermediate or advance level⁵⁶. Vocabulary is needed in four skills in studying English, because the knowledge of words is really needed to make a sentence.

The brainstorming strategy helps students to gather a lot of information or new vocabulary while the teacher asks them several questions. As stated by Maryam, brainstorming can develop students' knowledge by giving a reading task through considering a topic from a different perspective from their classmates. This will facilitate the students' creative thinking⁵⁷. As a Crawford said, the brainstorming strategy is aimed to gather as many as ideas of students without

⁵⁵ Feathers, K.M. *Info Text: Reading and Learning*. Ontario: Pippin Publishing Corporation.

⁵⁶ Burns, and Broman, B.L. The Language Arts in Childhood Education. Rand McNally College: University of Michigan. 1975

⁵⁷ Maryam Sharafi Nejad, Shaik Abdul, Shohreh Raftari, and Lin Siew. "Prior Knowledge Activation through Brainstorming to Enhance Malaysian EFL Learners' Reading Comprehension". *International Journal of Linguistics*". Vol. 8, No.2. 2016

concerning the right or wrong answer⁵⁸. It is important for students to answer the questions without getting a judgment from the teacher.

Students' reading comprehension is improved while the teacher uses authentic text. Because as stated from finding of this research, the students' are more excited when the teacher uses authentic text. As Nuttal said the authentic text proposed by real people include the real life context can be motivating for the students⁵⁹. Even though it is not easy to bring it into the classroom, as long as the teacher gives many activities that prepare students' knowledge before giving them the full-text. Therefore, the English teacher in SMA Antartika used an activity that brainstormed students for pre-reading activities.

The second strategy that was mentioned by the English teacher in finding is Questions and Answer Relation. In the research about this strategy, the teacher said that students should be able to understand the meaning of the text because at the end of the class students should be able to answer the exercise given after reading the text. To realize the goals, the teacher did the questions and answer activity in the class. as Raphael state, Questions and Answer Relationship strategy is designed as a method that provide the way of thinking and talking the specific or effective information when answering the questions during reading the text that can be improved the comprehension⁶⁰. This strategy also helps students to be active in the class. The students can contribute to this activity by answering the questions. This strategy is proved by many studies to be effective in making students contribute to the teaching learning process. One of them is a study from Agustina that states that teaching reading comprehension using Questions and Answer Relationships (QAR) has a positive effect. The students showed their

⁵⁸ Crawford Alan. *Teaching and Learning Strategies for the Thinking Classroom.* New York: The International Debate Education Association. 2015.

⁵⁹ Nuttal. *Teaching Reading Skills in a Foreign Language*. Oxford (new edition). 1996.

⁶⁰ Raphael. *Teaching Question Answer Relationship.* 1986.

positive response and some improvement in their ability in comprehending the text⁶¹.

QAR strategy can improve students' ability in understanding the text through discussing the words, paragraph and the main idea. This activity is effective to increase students' vocabulary mastery proved by Citra's study⁶². It means that QAR Strategy helps students better understand the text by breaking the text word by word.

The last strategy is Scaffolding strategy. The finding of this research shows that Scaffolding strategy is used to assist students' reading. It means that in this strategy teachers focus on students 'reading ability. Scaffolding strategy state from Gasong, is a method that give the students opportunity after they gave some assistance in the early stage of learning⁶³. In the finding of this research, the teacher mentioned the activity in this strategy is guiding the students in reading the text, and then the teacher gave them the opportunity to read the text. This statement is in line with the Sarjan, she conclude that scaffolding strategy is a support from the teacher to the students that can be developed students reading skills⁶⁴.

2. The Implementation of Teacher's Strategy to Teach Reading

This section will discuss the teacher's implementation of those strategies that have been explained in the findings. As found in the finding section, the implementation of the teacher's strategy is divided into three stages: pre-reading, while reading, and post reading. In every stage the teacher has prepared different kinds of activities and also

⁶¹ Agustina. *Skripsi."* The Implementation of Question Answer Relationship Strategy in Improving Students' Reading Comprehension at the First Grade of SMA Negeri 9 Bandar Lampung". Lampung University:Bandar Lampung.

⁶² Citra Mustika, Ari Nurweni, and Gede Eka. "Improving Students' Reading Comprehension through Question-Answer Relationship (QAR) Strategy". UNILA Journal of English Teaching, vol.6, no.6, 2017.

⁶³ Gasong. Langkah – Langkah Pembelajaran Scaffolding. 2007

⁶⁴ Nurmadia Sarjan. Skripsi. *An Analysis on the English Teachers Strategies in Teaching Reading Comprehension at The Second Grade Students of Junior High School 1 of Wonomulyo*. UIN Alauddin Makassar: Makassar. 2017.

included the strategies used that aimed to achieve the goals of study. Here the researcher provides the discussion of the implementation of the teacher's strategy in every stage and activities in the table in finding.

a. Pre – reading

At the first meeting as the teacher 's statement also shows in the table from findings, the teacher prepared the material before doing a teaching learning in the class. After that, the next activity was to enter the classroom by greeting "Good Morning, Students!" and asking the students about their condition "How are you today?" "Are you feeling good?" Also, teachers remind the students to always keep healthy because Indonesia's condition is dangerous due to the Covid-19. Teachers always remind them to wear a mask, wash hands, and keep their distance from each other. This activity of the teacher is included in the religious attitude to open the classroom. As Lauren said that the greeting of teachers contributes to the classroom condition where students feel safe, confident, welcomed and supported. So that it can encourage students' productivity to do the classroom activity⁶⁵.

The first strategy that will be described is about the brainstorming strategy. In the finding show the teacher used brainstorming strategy in the early stages of teaching reading comprehension. Brainstorming strategy is made by the teacher itself, because from the brainstorming activity the teacher wants to recall the students' prior knowledge about the text. In line with Fathurrohman and Sutikno, brainstorming strategy is dealing with discussion in order to get the opinion, information, knowledge, also experience from the students⁶⁶. The English teacher said that using authentic text for

⁶⁵ Lauren K, Shields-Lysiak, Maureen O. Boyd, dkk. Classroom Greetings: More than a Simple Hello. *Iranian Journal of Language Teaching Research*. Vol. 8. No, 3. October, 2020.

⁶⁶ Fauzatul Ma'rufah Rohmanurneta, dkk, "Pengaruh Metode Brainstorming Terhadap Motivasi dan Hasil Belajar pada Pembelajaran Tematik Integratif". *Jurnal Dimensi Pendidikan dan Pembelajaran*. Vol. 4. No. 2, Juli 20016, h. 11

teaching reading takes time for the students to correlate with the vocabulary used before they are given the text. The teacher showed pictures about Indonesian heroes that were suitable for the material that day. Then the teacher asked the students several questions: "Do you know who this person is?" "How do you know these heroes?". Those questions encourage students to show their ideas. This activity in-line with the Naser study that said brainstorming techniques involve oral or pre-writing exercise to help students for expressing their ideas to here is no judgment for their opinion. Because this activity focused on gathering the students' ideas to be prepared to be given the authentic text. As Aisyah said the ideas of students are not evaluated by the teacher until the end of the class because each ideas produced by the students does not need to be usable 68.

b. While reading

The second strategy is Questions and Answer Relationships. Based on the table shown in the finding, all the activities included in the questions and answer relationship are categorized as the main activity stages. In this stage, the teacher mentioned the first activity was explaining the material about recount text biography of Indonesian heroes. Teachers choose video as a media to deliver the material. The video was taken from YouTube with only 5 minutes duration. The video was talking about the recount text including the structure text, the tenses used, and the characteristics of recount text.

Because of the limitation of the time, the meeting on day one should be ended in this activity. The next activity which was talking

⁶⁷ Abdullahi Naser Mohammad Al Mutairi. The Effect of Using Brainstorming in Developing Creative Problem Solving Skills among male Students in Kuwait: A Field Study on Saud Al – Kharji School in Kuwait City. *Journal of Education and Practice*. Vol., 6. No., 3. 2015.

⁶⁸ Nur Aisyah Zulfikli, M.Pd. Improving Students' Reading Comprehension through Preview, Brainstorm, Predict (PBP) Strategy at the third semester of the English Educational Department of Tarbiyah and Teachers Training Faculty of UIN Suska Riau. *Journal of Education and Islamic Studies*. Vol. 1. No, 1. January 2014.

about the comprehending text had been continued in the next week. In this activity the teacher provides the discussion activity. It is aimed to make students understand the meaning of the text then they can answer the exercise given after the text.

Not all the students had motivation to read. Also, the teacher said that not all the students in the class had some ability in comprehending the text. Therefore, the teacher tried to find the best strategy to make all the students in the class motivated and understand the text they read. By the discussion activity teacher aimed students can understand the meaning of the text by words to paragraph. Vacca said that QAR Strategy allow to students to understand their thinking process and develop their metacognitive abilities⁶⁹.

As concluded in the finding, the next activity of the teacher was to give the students an opportunity to read the text. This activity included the next strategy, namely Scaffolding strategy.

The next strategy that is still included in the main-activity stages is scaffolding strategy. Scaffolding strategy was used by the English teacher in SMA Antartika for giving guidance to the students in reading text. In the activity mentioned by the teacher, she asked students to read the text after the teacher gave the example of how to read once or twice. This activity was after the teacher made sure that students understood the meaning of the text. As the teacher mentioned in the finding, scaffolding helps students to know how to read the text by paying attention to the teacher's example. As Wachyunni said in her study, the scaffolding strategy is effective to enhance the students' performance, attitude, and reading skill⁷⁰.

⁶⁹ Vacca, T. Richard, & Vacca, Jo Anne L. *Content Area Reading*. New York: Adison. Wesley Educational. 1999

⁷⁰ Sri Wachyunni. The Effectiveness of Scaffolding Strategy in EFL reading comprehension. Advances in Social Science, Education and Humanities Research. Vol. 82

c. Post reading

The last stage in teaching reading comprehension by the teacher is Post-reading Activity. This stage provided the activity that aimed to finish the class. The activity mentioned by the teacher in finding this stage was the activity to end the class. Most of the activity mentioned in the finding was the students' practice of the text about biography. This activity aimed to make students do many practices in their house.



CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter of conclusion and suggestion provides the summary of the analysis from chapter IV. Some suggestions are also given to the English teacher and or the future researcher who are interested in conducting a similar topic with this study.

A. Conclusion

The findings revealed that there are three strategies that the English teacher used in teaching reading comprehension with authentic materials, namely brainstorming, questions and answer relation, and scaffolding. The teacher applied the strategies in different stages: pre-reading, while reading, and post reading. For pre reading stages, the English teacher provided a picture of BJ Habibi and ask students to describe it. In while reading, the teacher gave the text to the students and discuss it word by word to find the difficult word and main idea of the text. After that, teacher asked students to read the text after giving the example of how the read the text. The last stages is post reading. In this activity, the teacher suggested students to read and practice more texts at home.

B. Suggestions

In the end of the study, the researcher provide some suggestions to the English teacher and future researcher who explored the same topic with this study.

1. For the English teacher

The English teacher has done provided good strategies for teaching reading comprehension with the authentic materials. They can find the suitable strategies for the students to achieve the teaching goals. However, students still need to improve their reading comprehension. Thus, the English teacher need to explore more strategies in encouraging their comprehension with the authentic materials.

2. For the future researcher

This research outcome may be a reference for future researchers who intend to investigate similar topic. They may explore more on the strategy use in teaching other skills: listening, writing, speaking with the authentic materials. Others study may investigate different levels of students such as Junior High Schools or university students.



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