

**EFL TEACHERS' PERCEPTION OF THE EFFECTIVENESS OF
TEACHING STRATEGIES IN READING COMPREHENSION FOR HIGH
SCHOOL STUDENTS IN SURABAYA**

THESIS

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



**UIN SUNAN AMPEL
S U R A B A Y A**

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The thesis by Hayati Fardasatul Jinan entitled "*EFL Teachers' Perception of the Effectiveness of Teaching Strategies in Reading Comprehension for High Scholl Students in Surabaya*" has been examined on 15th October 2021 and approved by the board examiners.

Surabaya, 15th October 2021

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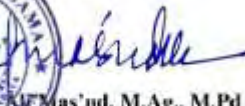
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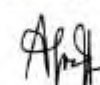
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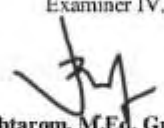
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Surabaya believe that identifying keywords related to the text and text elements such as setting, characters, and point of view are effective strategies to improve students' reading comprehension skills.

In addition, statements 4 and 6 (TPT4, TPT6) ranks the second highest position after TPT1 and TPT8. It can be seen from the mean score which reached $M=3.66$. Besides that, the percentage results of these two statements reached 28.6% of teachers agree and 68.6% strongly agree. The results indicate that these statements (TPT4, TPT6) are less effective than statements 1 & 8 (TPT1, TPT8). Perhaps, the teachers still believe these strategies (highlighting important points, giving some questions related to the text) may be useful to certain students in understanding a text.

However, statement 5 (TPT 5) and 14 (TPT14) obtained the lowest mean score with 3.14 and 3.17 respectively. Less than 30% of teachers strongly disagree with these statements. This indicated that EFL teachers believe that taking notes while reading and creating a story-map is less effective to be implemented in teaching reading. Teachers may think that students need time to understand the content of the text and they may be unable to take notes of what they understand from the text directly. That is why statement 5 obtained the lowest score. Similarly, creating a story-map/mind-mapping rank second lowest position. This result indicated that not all teachers apply the strategy in their classroom practice or they may think the strategy is less influential in improving students' comprehension of the reading.

Overall, the EFL teacher's perception of the effectiveness of reading strategies in improving students' reading comprehension showed a very high level of agreement. As stated previously, approximately 90% of teachers agree that the listed strategies in the questionnaire are effective for comprehending the reading texts. This is known from the results of the questionnaire which

experience. As a result, students will be able to comprehend the reading content rapidly. In addition, two other teachers also use the highlighting a main point strategy in their teaching practices. They may believe that by emphasizing (highlighting) the primary point, students are able to guess the text's content.

Nevertheless, the last five strategies are strategies which are only used by 1 teacher in their teaching practice, namely: making conclusions, taking notes, predicting and guessing, relating text with the students' daily life, and re-telling. EFL teachers who implemented the strategies may think that those strategies have a little impact on students' reading comprehension skills. The students may have difficulty in making conclusions from a reading text. In addition, teachers may think that students need more time when they have to take a note while they read a reading text. Furthermore, one of EFL teachers considers that not all students can predict or guess the content of the text. This is due to the fact that not all titles and images can provide a comprehensive perspective of the text's substance. That is why not all teachers apply this strategy. Also, the teacher may think that not all reading texts can be linked to students' daily life. Not all students have a history that they can relate to their daily life. Re-telling the reading text that they have read is also a strategy that is only applied by 1 teacher of 35 EFL teachers in this study. This represents that this teacher may think not all the students have a skill in re-telling the story. Also, the students need a much time to understand what they read before they re-tell the reading text.

Overall, 12 kinds of reading strategies is an effective strategy for teaching reading comprehension which is applied by 35 high school teachers in Surabaya. These strategies are beneficial for comprehending a reading text. Most of these strategies are strategies that have been listed in the questionnaire of which approximately 90% of EFL teachers use and believe that these strategies have a significant impact on progress of students' reading

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