

ABSTRACT

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Teaching reading is a way of sharing the knowledge from the teacher to the students through a certain technique or strategy and a certain material in order for the students to master reading itself. This study is aimed to find (1) the English teachers' strategies in teaching reading, (2) the implementation of the English teachers' strategies in teaching reading, and (3) the students' perceptions of the English teachers' strategies in teaching reading.

The study used a qualitative research design with a descriptive method. The participants were two English teachers and thirty-two students from two classes of the 8th grade in Junior High School 2 of South Cikarang, West Java. The participants were chosen by purposeful sampling. Moreover, the data were collected through semi-structured interviews, observation of two meetings, and close-ended questionnaires. The interview was used to find out the English teachers' strategies. Meanwhile, the observation was used to determine the implementation of English teachers' strategies. Last but not least, the questionnaires were used to find out the students' perceptions of English teachers' strategies in teaching reading.

The research result showed several teachers' strategies adopted from Vacca et al. (2015), Grabe and Stoller (2011), Brown & Lee (2015), and Ikhsan (2017) used by the English teachers, such as defining the reading objective, identifying the material, question and active comprehension, reciprocal question, highlighting strategy, question-answer relationship, rereading, and examining the comprehension. Those strategies were implemented in pre-reading, while-reading, and post-reading activity. The teachers implement defining the reading objective strategy in pre-reading activity. Then, the teachers implement identifying the material, question and active comprehension, reciprocal question, and question-answer relationship strategy in while-reading activity. Meanwhile, the teachers implement rereading and examining the comprehension strategy in post-reading activity. The teacher modified the strategies based on the teaching needs and material lessons. It was supported by the students' perceptions that they mostly responded to the teachers' strategies positively. They stated that the strategies could make them easy to understand the material. They were more excited about learning reading. The strategies eliminated their boredom and improved their learning achievement. However, the rest of the participants did not always give a positive perception of the English teachers' strategies.

To conclude, the English teachers' strategies could be implemented in teaching reading. It depends on the teaching needs, material, and class environment. The teacher should be creative in choosing the appropriate strategy to assist the students in improving their learning achievement in reading.

Keywords: *Reading, Teaching reading, Strategies in teaching reading*