

ABSTRACT

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Reading is one of the four language skills that students must master well; however, when learning English, students still have difficulty understanding words and ideas due to their limited vocabulary and slow reading speed. This results in teachers having difficulty explaining the contents of descriptive texts well; therefore, teaching reading strategies is very important in the student learning process. Therefore, this research aims to explore the strategies implemented by English teachers and the challenges they face in teaching reading comprehension of descriptive texts in the 7th grade of junior high school.

This research method uses a qualitative method with a case study design. The participants in this research consisted of two English teachers from different junior high schools in Cirebon. The sample used was intended for this research. The researcher observed teachers implementing strategies for teaching reading comprehension of descriptive texts, validated these through questionnaires, and conducted interviews to understand implementation challenges.

This study finds that both teachers employed three similar strategies with varying implements, which were as follows: making connection, both teachers implemented this strategy by connecting descriptive text with text-to-self and text-to-world. Then, during reading stages, there are differences in the implementation of this strategy; namely, P1 implements this by requiring students to present their results and conclude their group readings, while P2 employs the primary strategy of having each student read descriptive text from the textbook. Meanwhile, both teachers implemented the imitation learning method to help slow readers, with P1 implementing worksheet-style images as a medium for visualization strategies and cooperative learning models and P2 implementing a prediction strategy to predict related themes. Both teachers face similar challenges. 7th grade junior high students are still beginners and have difficulty deducing meaning from literature, sentence structure, and word context. The inability of students to meet reading comprehension standards causes a lack of reading competence and passive behaviour, resulting in a less interactive class environment.

This research concludes that the exploration of implementation strategies and challenges above provides answers to the three research questions. However, every teacher who teaches reading comprehension of descriptive text in English to seventh grade junior high school students may face different challenges and require different strategies. It is recommended that teachers, in a variety of situations, investigate and incorporate reading comprehension teaching practices to enhance students' educational experiences and increase student engagement.