TEACHERS' STRATEGY IDENTIFICATION IN TEACHING READING

COMPREHENSION OF RECOUNT TEXT AT SMAN 5 SEMARANG

Presented as a Partial Fulfillment of the Requirement for Bachelor Degree

(*Sarjana Pendidikan)* in English Education

A FINAL PROJECT

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SULTAN AGUNG ISLAMIC UNIVERSITY SEMARANG

2022

PAGE OF APPROVAL

A Sarjana Pendidikan Final Project on

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prepared and presented by

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Has been approved by the advisor and to be examine by the Board of Examiners

Semarang, February 2021

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VALIDATION

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Defended before The Board of Examiners

On August

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Hereby, I honestly declare that the undergraduate final project I wrote does not contain the works of part of the works of other people, except those which were cited in the quotations and the references, as a specific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form or revocation of my paper and my degree obtained from the paper.
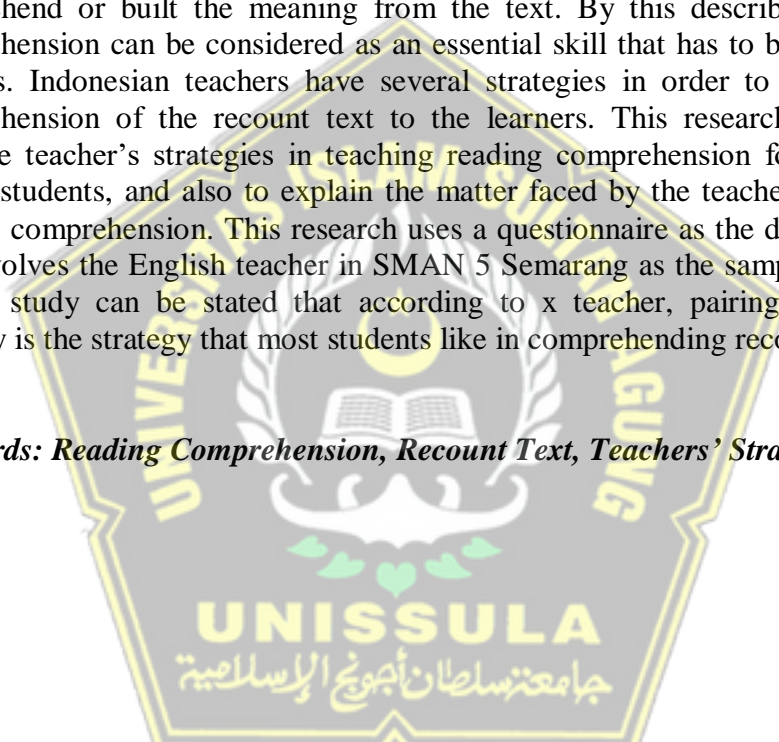
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ABSTRACT

Badiah, Muna Maziatul. 31801500591. *Teachers' Strategy Identification in Teaching Reading Comprehension of Recount Text at Sman 5 Semarang*; Thesis: English Education Study Program Languages & Communication Science Faculty of Sultan Agung Islamic University. Advisor: Nur Ekaningsih, S.Pd., M.Pd.

Reading comprehension, one of the pillars of the act of reading, is a reading activity that engages a complex arrangement of cognitive processes. It involves the awareness and understanding of phonemes, phonics, and ability of the doer to comprehend or built the meaning from the text. By this describtion, Reading comprehension can be considered as an essential skill that has to be mastered by learners. Indonesian teachers have several strategies in order to teach reading comprehension of the recount text to the learners. This research is aimed to describe teacher's strategies in teaching reading comprehension for senior high school students, and also to explain the matter faced by the teachers in teaching reading comprehension. This research uses a questionnaire as the data generation and involves the English teacher in SMAN 5 Semarang as the sample. The result of this study can be stated that according to x teacher, pairing collaborative strategy is the strategy that most students like in comprehending recount text.

Keywords: Reading Comprehension, Recount Text, Teachers' Strategies

INTISARI

Badiah, Muna Maziatul. 31801500591. *Teachers' Strategy Identification in Teaching Reading Comprehension of Recount Text at Sman 5 Semarang*; Skripsi: Jurusan Pendidikan Bahasa Inggris & Komunikasi Universitas Islam Sultan Agung. Pembimbing : Nur Ekaningsih, S.Pd., M.Pd.

Membaca pemahaman , salah satu tindakan pilar, adalah kegiatan membaca yang melibatkan pengaturan proses kognitif yang kompleks. Ini melibatkan kesadaran dan pemahaman fonem, fonetik, dan kemampuan pelaku untuk memahami atau membangun makna dari teks. Dengan deskripsi ini, pemahaman membaca dapat dianggap sebagai keterampilan penting yang harus dikuasai oleh peserta didik. Guru Indonesia memiliki beberapa strategi untuk mengajarkan pemahaman membaca teks recount kepada peserta didik. Penelitian ini bertujuan untuk mejelaskan masalah yang dihadapi guru dalam mengajar pemahaman bacaan. Penelitian ini menggunakan kuesioner sebagai pengumpulan data dan melibatkan guru Bahasa Inggris di SMAN 5 Semarang sebagai sampel. Hasil penelitian ini dapat dinyatakan bahwa menurut guru x, strategi kolaboratif berpasangan adalah strategi yang paling disukai siswa dalam memahami teks recount.
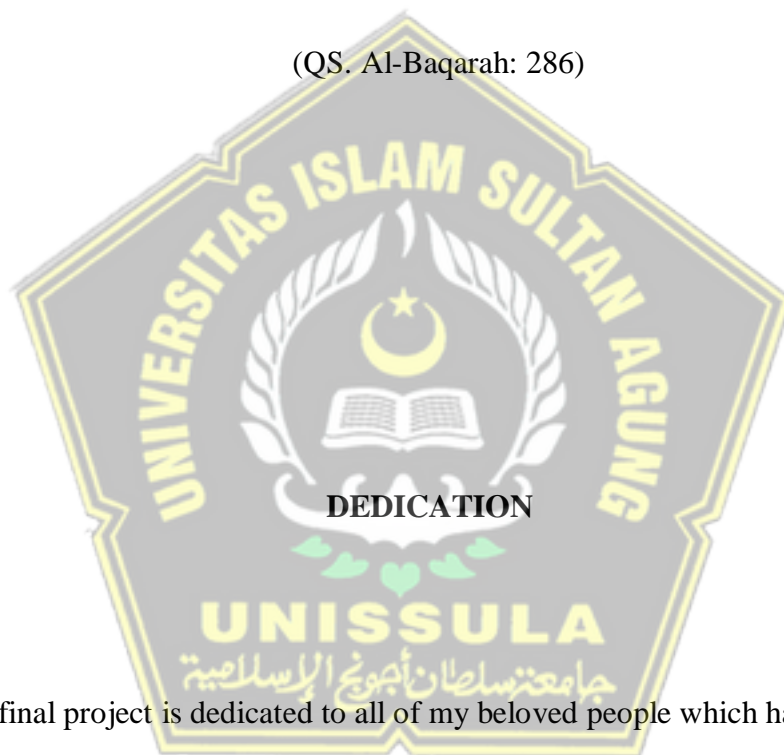
Kata kunci : Pemahaman Membaca, Teks Recount, Strategi Guru

MOTTO

"On no soul doth Allah Place a burden greater tha it can bear. It gets every good

that it earns, and it suffers every ill that it earns."

(QS. Al-Baqarah: 286)

DEDICATION

This final project is dedicated to all of my beloved people which has supported

and motivated me in completing this final project and for those who get involved

in creating me as I am right now

ACKNOWLEDGEMENT

All Praise is given to Allah, the Lord of the world for His mercies and blessing, the writer finally could finish this final project. The writer would like to express her biggest gratitude and appreciation for people who have helped her in finishing her final project. The writer would like to say thank you to bellowing people:
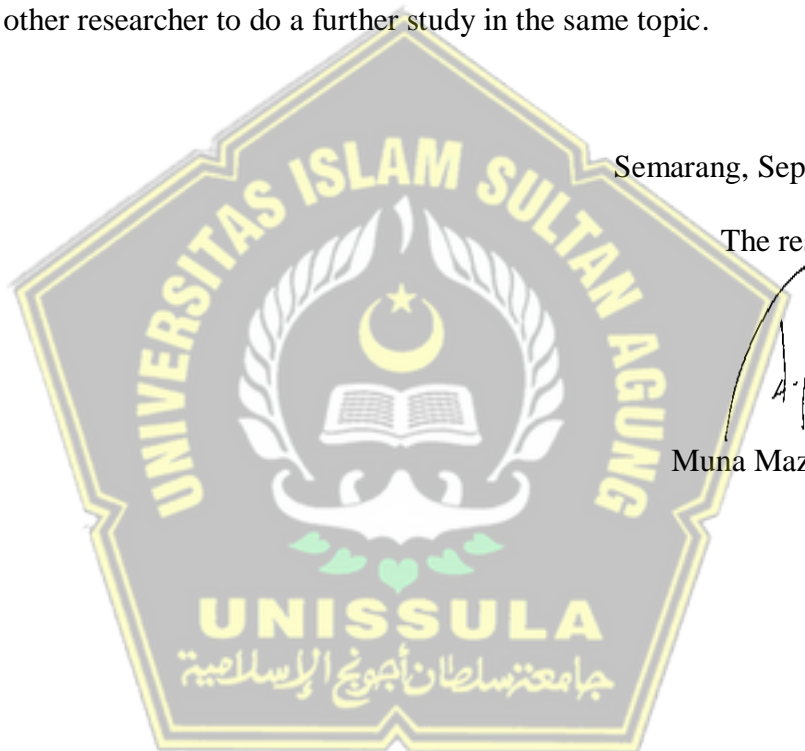
1. Prof. Dr. H. Gunarto, S.H., M.H. as the Rector of Sultan Agung Islamic University.

2. Dr. Kurniawan Yudhi Nugroho, S.Pd., M.Pd. as the Dean of Faculty of Language and Communication Science, Sultan Agung Islamic University.

3. Elok Widiyati, S.Pd., M.Pd. as the Head of English Education Study Program of Faculty of Language and Communication Science, Sultan Agung Islamic University.

4. Nur Ekaningsih, S.Pd., M.Pd. as the researcher's advisor, for the guidance and patience during the completion of this final project.

5. All lecturers and Staffs of Faculty of Language and Communication Science, Sultan Agung Islamic University who had been giving motivation, support, and precious knowledge to the writer during her study at Sultan Agung Islamic University.

6. The researcher's family especially her beloved father and mother who always support the writer until this far.

7. All the researcher's friends of English Education Study Program of Faculty of Language and Communication Science UNISSULA.

Finally, the researcher realizes that all supports and helps which were coming up covering her in writing this research could not be mentioned completely, she sincerely thank them. Moreover, the researcher hopes the findings will give valuable significances for the readers or the other researcher to do a further study in the same topic.
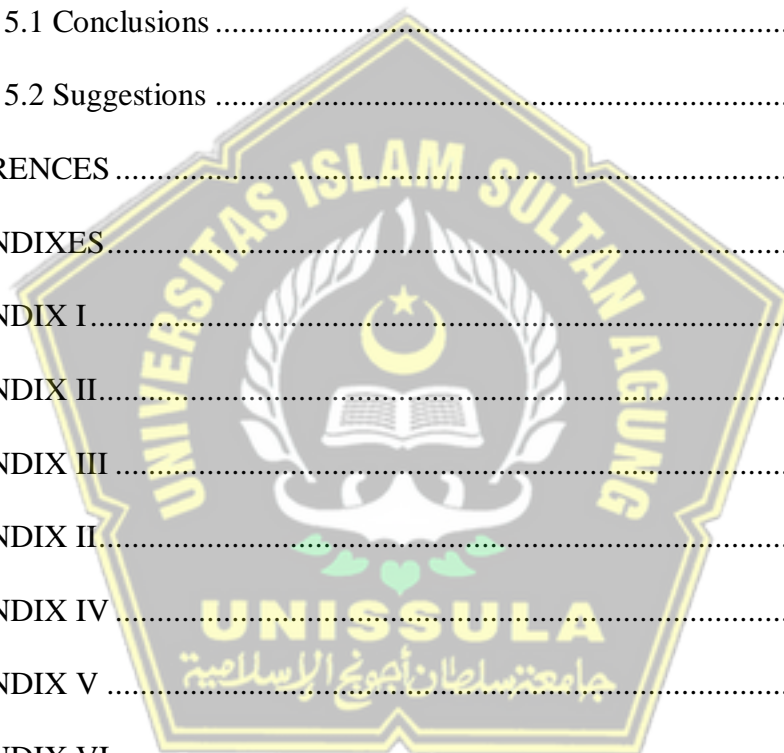
Semarang, September 2022

The researcher

Muna Maziatul Badiah

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CHAPTER I

INTRODUCTION

This chapter compose of the background of the study, the reasons for choosing the topic, the statement of the problem, the objectives of the study, the limitation of the study, the significance of the study, the definition of key term, and the organization of the research.

1.1 Background of the Study

Reading is one of the ways to find any kind of information from all written texts (Muslaini, 2017). We can get written texts through books, magazines, scientific papers, social media, etc. Reading consists of two related processes, word recognition and comprehension. Word recognition refers to the process of perceiving the correspondence between written symbols and spoken language. (Ningsih, 2017) has noted that reading needs more serious attention because there are many components that cannot be separated when we learn to read. So that reading skills are very necessary for the student to get knowledge more of the text or others.

Comprehension is the process of understanding related words, phrases and texts. The aim of all reading is the comprehension of meaning that is communicated in the written text, but not all students can take meaningful from what they read (Nurhayati, Muslem & Manan, 2019). So the students musunderstand all the components of the text, not only look at and say the words in the text.

Reading comprehension is one of the pillars of the act of reading. When a person reads a text he enters a complex set of cognitive processes. The person is simultaneously uses their awareness and understanding of phonemes (individual sound "bits" in speech), phonetics (the link between letters and sounds and the relationship between sounds, letters and words) and the ability to understand or interpret the meanings of the text. The final part of the reading process is reading comprehension.

Cohen (1990: 4) in Ningsih (2017) states that learning strategy as learning processes consciously chosen by the students. The element of choice is important here because it gives it a special character. Many reading strategies have been used in teaching English in the classroom, but there are only a few strategies used by teachers for reading comprehension. The result of knowing the strategies used by the teacher to be successful in some students.

According to Dias & Anita (2013), teacher should choose reading material that are related to the student's need and interest. Teacher should also choose methods that are fun for the students, because selecting the wrong method will decrease students interest in reading comprehension. So a teacher must be able to use the strategy appropriately.

Finally the researcher in this research entitle "Teacher's Strategies Identification in Teaching Reading Comprehension at SMAN 5 Semarang" tries to observe some strategies discover effective strategies used by

English teachers and also to find strategies used by students to improve their reading comprehension abilities.

1.2 Reasons for Choosing the Topic

The topic of the research has been chosen because of the following reasons:

1. Many strategies are used by the English teachers when teaching reading comprehension, but there are only a few effective strategies used

2. Reading is especially for English text is very complicated for students, so teachers should implement an appropriate strategy to make them easy learning reading.

1.3 Reseach Questions

The topic which is going to be analyzed here is the teacher's strategy in teaching reading comprehension of recount text for senior high student at SMAN 5 Semarang.

Teacher's Strategies Analysis in Teaching Reading Comprehension at SMAN 5 Semarang is the main point of this study. Therefore, research questions are from this research:

1. What strategies are used by the English teacher when teaching reading comprehension of recount text at SMAN 5 Semarang?

2. How does the English teacher handle things in teaching reading comprehension at SMAN 5 Semarang?

1.4 Objectives of the Study

The specific objectives of this research are:

1. To describe the teacher's strategies in teaching reading comprehension at   SMAN 5 Semarang

2. To explain the matter faced by the teacher in teaching reading comprehension at SMAN 5 Semarang

1.5 Limitation of the Study

Based on the problem above, the researcher limit the scope on the teacher strategies and the matters in reading comprehension of recount text for SMAN 5 Semarang in the academic year of 2020/2021

1.6 Significance of the Study

This research is hoped to give information to the researcher and people in educational in a such following areas:

1. Pedagogical Significance

   This research give opportunities for student to study an observation for their own learning and thinking. This research will give informatiaon about English teachers strategies in teaching reading comprehension of recount text.

2. Practical Significance

   a. For the students

      To help students for becoming the strategic readers, they will be able to use effective reading strategies to gain better comprehension of recount text. They also can resolve some matters they face in comprehending the recount text.

b. For the English teacher

The result is used to know the strategise are used by the teacher to be succesfull in teaching reading comprehension of recount text to some students. Many reading strategies may be applied effectively to the class to make the situation become fun.

c. For the next researcher

The researcher gets a valuable experience and some information for the next researcher about strategies in reading comprehension of recount text which is used by the the theacher in teaching the eleventh grade of SMAN 5 Semarang students.

1.7 Definition of Key Term

In this study have several key terms to be defined :

1. Teaching Strategy

Teaching Stategy is a teacher's plan in teaching and learning process to reach an aim which have planed (Sarjan, 2017). In other word, teaching strategy is an approach to teach students in learning. The teacher has to put in the strategy to balance between the technique which the teacher's used and applied the material.

2. Reading Comprehension

Reading Comprehension is a complicated interaction among automatic and strategic cognitive processes that allow the reader to make a mental representation of the text (van den Broek & Espin, 2012). Comprehension not only count on characteristic of the reader, such as prior knowledge and working memory, but also on language processes, such as basic reading skills, vocabulary, sensitivity to text structure, inferencing, and motivation.

3. Recount Text

1.8 Organization of the Research Report

This final project is divided into five chapters. Chapter I composed of the background of the study, the reasons for choosing the topic, the statement of the problem, the objectives of the study, the limitation of the study, the significance of the study, the definition of key term, and the organization of the research.

Chapter II deal with review of the related literature that composed of some points which contain theorities and relevant reserch. Additionally, this chapter discuss about the previous study as well.

Chapter III discuss about method of study is divided into of the research design, the subject of the study, the instrument of the study, the validity and reliability, the data analysis, and the data collecting procedure.

Chapter IV discusses about the results, it elaborates about the whole process of research until analyzing the result after doing the research, and the discussion.

Chapter V discusses about the conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter composed of some points which contain theorities and relevant reserch to be explained. The theory review about Reading, Reading Comprehension, Teaching Reading, Genre of Reading, and the Review of the Previous Studies.

2.1 Definition of Reading

Reading is a complicated action for its relation with other skillfulness. Frenkel, Beacker, Rowe, & Pearson (2016) define that reading is a methode to know the meaning of writing. Reading activity contains : introduction of letters, sound of letters, meaning and comprehension. Reading requires understandaning, so that there is no misinterpretation and there is no need to rush in reading.

There are some definitions of reading. According to Ningsih (2017), reading is an intelligently handle through which the reader employments code, setting, examination, previous information, lexicon, and dialect together with the official control procedures to get it, intelligently handle between the reader and the content in arrange to get it. Reading is not only to know the contents of the reading, but also to know the correct writing of the reading. The reader must have the ability to understand the new vocabulary in the reading.

Sarjan (2017) states that reading is one of ways to create the students understand in teaching-learning process in the classroom. From some

theories above, we can concluded that reading is a learning process in class to get information and understand a text through activities in it such asletter recognition, letter sounds, comprehension, reading arrangement and student interest in reading.

2.2 Definition of Reading Comprehension

According to Cahyono (2011) states that reading is implies of exchanging data between the writer and the reader. Subsequently reading comprehension gets it a written text implies extracting the specified data from it as productively as possible. Reading with comprehension implies understanding what has been examined. It is an active, considering prepare that depends not as it where on comprehension abilities but too on the student's encounters and previous information. Comprehension involves understanding the lexicon seeing the relationship among word and concepts, organizing thoughts, recognizing author's reason, making judgments, and assessing.

Snow (2002:11) states that reading comprehension as the method of the same time extricating and building meaning through interaction and association with composed dialect. We utilize the words extracting and building both the significance and the lacking of the content as a determinant of reading comprehension. Comprehension involves three components : the reader to comprehend, a reader must have a wide extend of capacities and abilities.

Wooley (2011:33) states that reading comprehension may be a exceptionally complex cognitive movement. Comprehenders are not seen as just detached beneficiaries of data but as dynamic constructors of meaning. Talented comprehenders utilize a wide collection of dialect aptitudes to pick up meaning from content by developing a text-based show whereas at the same time they draw upon and utilize their possess foundation information to develop a circumstance show of the understandings related to the text entry. To be effective, readers got to be effectively locked in within the reading prepare by utilizing their metacognitive aptitudes to screen and direct their claim meaning making forms. The researcher concluded that reading comprehension is to find out meaning the text clearly by using the abilities and capacities of a student.

2.3 Definition of Teaching Reading

Teaching is directing and encouraging learning, empowering the learner. It is mean that teaching provides collaborator and offices to the understand in arrange the students can learn well (Brown, 2007:7).

Leo (2013:27) stated that teaching is an movement that has reason to create student not afraid, confident, motivated to learn, include student's information, attitude, and ability, allow students a solution, and bring students to positive impacts energies and be able to change a difficult issue of students to become challenge.

According Solikhatun (2017), teaching reading is an action that done by English teacher in the school. It support the student to increase their background learning and the target of teaching reading the student's understanding the passage obviously. It can be concluded that teaching reading is a learning to provide knowledge and experience to students through the process of reading any text such as magazines, books, newspaper, novels, letters, etc to get information in an understanding and clearly.

2.4 Definition of Recount Text

Djiwandono (2001:67) states that recount text is text to explain what happened by using simple past tense and simple present tense for special cases. According to Pardiyono (2007:74) states that recount text is a text to explain about past occasions, for example: holiday, seminar, activity in weekend. Based on the theories, it can be concluded that recount text is a text that tells about past event or unforgettable experience such as; holiday or another activity in the past. In recount text, there is generic structure that must be recognized. The generic structures of recount text are (1) orientation, (2) record of event, and (3) re-orientation. Orientation has function (1) to interest the readers, (2) to show the readers the topic of past activity or event that will be told. (3) interesting the readers to know the detail information, and (4) to introduce characters, place and time of events. The second generic structure of recount text is record of events. In record of events give detail information about events

or activities happened chronologically. The last is re-orientation. In re-orientation give explanation about the writer's expression during the   events or activities. It also gives conclusion for all events or activities that have written.

In writing recount text, there are some language features that must be recognized by students, so they can write recount text well. The language features are (1) using simple past tense, past perfect tense, past continuous tense, (2) using verb of doing like; drew, ran, thought. knew, forgot, closed, opened, watched, etc., (3) using sequence markers to tell the activity or event chronologically and sequentially, like; first, second, third, or next, after that, finally. Students must know and understand the rules used in writing recount text to make it esier.

Recount text also has social function that must be known by students. There are two social function of recount text. The first is to retell past activities or events to readers. The second is to entertain the readers.

2.5 Previous Studies

Some researcher had conducted researches that focused on Teachers

strategies in teaching reading comprehension as follows :

The first prior study was conducted by Ningsih (2017) and was titled "An Analysis On Teacher's Strategies Reading Comprehension Class Of the Second Graduate Students Of SMPN 3 Ngrambe In The Academic Year Of 2015/2016." The purpose of this study was to determine the impact of teachers' strategy on teaching reading comprehension to second grade students of SMPN 3 Ngrambe in academic years 2015/ 2016. The SMPN 3 Ngrambe English instructor. In the

academic year 2015-2016. It was choosen to focus on Ngawi and East Java. The research design of this research is qualitative research. The researcher observed anything done by the English teacher correlated to the teacher's strategies in teaching reading in the classroom. The interview was done after wrapped up the teaching and learning handle. This interview conducts to pick up a talked react from the participants. The capacities of interview in this research were to cross-check the information when teaching and learning process by lesson plan and syllabus and to create beyond any doubt that the information from the observation were truly substantial. The results of this research were; the first, there four strategies that used by teacher in reading comprehension class of the second A grade students of SMPN 3 Ngrambe. They were monitoring comprehension, using prior knowledge/ predicting, summarizing/ retelling to asses and improve reading comprehension, and generating and answer and question. The second, there were three problems faced by the teacher in reading comprehension class of the second A grade students of SMPN 3 Ngrambe. They were inadequate instruction, Lack of pupils' interest and Vocabularies difficulties.

The second is a research entitled An Analysis of Teaching Reading Method For Recount Text (A Descriptive Study at the Class of X Multimedia 3 in SMK Negeri 1 Miri at the Academic Year 2016/2017) conducted by (Diah, 2017). The subject of the research is the teachers and the students. The research design of this research is descriptive qualitative study. The researcher collected the data by using observation, interview, and document. In this research, the researcher used data reduction, data display and conclusion in analyzing the data. The researcher

showed the process of teaching reading recount, the implementation of teacher's method. The teacher used Communicative Language Teaching as method and Scientific Approach and Genre Based Approach as approach in teaching recount text for students of X Multimedia 3. In implementing CLT, the teacher started with writing students' experience and reading the text. The teacher made a group to discuss students' exercises and presenting the result. In process of teaching reading, there were some problems faced by the teacher and students. The problems faced by the teacher were: (1) classroom management, material, and media. The problems faced by the students were vocabulary difficulty, knowledge, students' interest, grammar, pronounciation. The students' response during the process of teaching reading recount text was good. They were active and could answer question from the teacher. In evaluating students' outcome, the teacher used two ways for evaluations. They were during the process of teaching reading recount text by observation and evaluating the student's outcome from studying reading recount text by written test.

The third is journal entitled An Analysis On The English Teachers Strategies In Teaching Reading Comprehension At The Second Grade Students Of Junior High School 1 Of Wonomulyo. The research conducted is Sarjan (2017). The research was descriptive qualitative method. The subject of this research was a teacher in junior high school, especially English teacher in second grade and the students of VII D in Junior High School 1 of Wonomulyo. In this reseach, the researcher used observation and interview.

The topic of teacher technique review in teaching reading comprehension was the subject of these three researchers. The discrepancies between these experiments and the research of the researcher are regarding the methods and instruments of analysis, the same as the subject of the researcher. The first previous study used only the qualitative approach, but the descriptive qualitative system was used in this analysis. Nevertheless, it will assist the researcher as a guideline in planning the analysis and as a guide in evaluating the results. The methods used to collect the data were observation and interview for the second and third previous studies, but this analysis would use questionnaire as the methods. The result of the research found that two strategies that the teacher used, Scaffolding and QARs (Question Answer Relationship). Scaffolding strategy student can develop about idea which readable by the student. QARs (Question Answer Relationship), the teacher able to know how far their students understand what the teacher has given to them. And the teacher able to know how far understanding of the student doing the task after read the text that has been given and the students guided to more focus on the text and understand what the content of the text.

CHAPTER III

RESEARCH METHOD

Chapter III discuss about the research method. It consists of the Research design, the Subject of the study, Instrument of the study, the Validity and Reliability, the Data Analysis, and the Data Collecting Procedure.

3.1 Research Design

According to Dzikrina (2015), research design is a arranged work plan related to the relationship between variables in a comprehensive manner so that the research results can provide answers to research questions. It should be able to give respons of the reserve queires. Bhandari (2020) states that there are two kinds to collect data, they are quantitative and qualitative method. In numbers and graphs, quantitative data is represented and analyzed by statistical methods. Qualitative is conveyed and evaluated in words through interpretations and categorizations. This study used descriptive research design which was include in qualitative method.

For a variety of purposes, descriptive research is performed. In order to find more data on a given subject to create hypotheses, descriptive studies are often conducted as the first phase in a research investigation. Descriptive research attempts to define the interactions between variables. The researcher uses qualitative research because the researcher wants to know the result of teacher's strategy in teaching reading comprehension of recount text and also to find out strategies used by students to improve their reading comprehension abilities.

3.2 Population of the Study

According to (Furchan, 2004), population is an object, all members of a group of people, organizations, or groups that have been clearly defined by the researcher. The population was the teachers at SMAN 5 Semarang. The was conducted in January 2022.

3.3 Sample of the Study

Kabir (2018) states that sample is a small portion of the population that reflects the features of the population. Sampling is the method of choosing a sample to estimate the characteristics of the population. In other words, it is the method of collecting data about a whole population by analyzing only a portion of it. The choice of the sampling method is depend by the goal of the researcher.

Taherdoost (2016) has note that generally, sampling techniques can be classified into two kinds. They are random sampling and non-random sampling. One kind of non-random sampling is purposive or judgmental sampling. Purposive or judgmental sampling is technique in which unique environments or events are purposely chosen to provide valuable information that cannot be derived from other choices (Maxwell, 1996). The researcher used non-random sampling, which is a purposive sampling in this analysis. The sample of this study are two English teachers in SMAN 5 Semarang.

3.4 Instrument of the Study

" Instrument refer to tools used for data collection, such as questionnaires, tests, standardized interview schedules and checklists (Seaman,1991:42)." Whatever method you use to collect data, it must be critically analyzed to verify the degree to which the

desired outcome is likely to be provided to you. In this study the researcher used questionnare.

3.4.1 Questionnaire

A questionnaire is a written from that asks respondents to provide information that may be used for anlysis, according to Babbie (1990:377) in Acharya (2010). There are two varieties of questionnaire: open-ended and closed-ended, according to Nunan (2009). An open-ended inquiry forces respondents to fill in any blank spaces with their own ideas rather than following their preference for answer options.

Respondents may choose one of the available possibilities because the closed-ended questionnaire is the one that has range of possible replies that the resarcher determines. In contrast to the closed-ended questionnare, which includes instrument validity and reliability, the open-ended questionnaire involves instrument validity. The researcher will employ both an open-ended questionnaire and a closed-ended question with a Likert scale in this investigation. The Likert scale is used to assess a person's or group's attitude, notion, and perspective of a situation (Sugiyono, 2015). Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree are the models for likert scale answers (SD).

Table 3.1. Likert Scale

Likert Scale	
Respons	**Numerical Value**
Strongly Disagree	1
Disagree	2

Agree	3
Strongly Agree	4

The open ended questionnaire involves instrument validity while the closed-ended questionnaire contains instrument validity and reliability.

3.5 Validity and Reliability

The degree to which an instrument measures what it intends to measure is known as prior validity. Validity is the effort to justify the truth of study results, as Zohrabi (2013). In this analysis, the researcher used material validity. The validity of material is used to assess whether or not an instrument can be used sufficiently to measure what is supposed to be measured.

According to Drost (2011), reliability is the degree to which measurements are repeatable when different individuals conduct the measurement on various occasions, under different conditions, supposedly with alternative instruments that measure the construct or capacity. It can also be defined as the degree to which a construct's measure is coherent or reliable. In this section, the researcher will clarify how the validity and reliability of the tools can be accomplished.

3.5.1 Validity of the Questionnare

This gauges how well the study questionnaire's findings or conclusion match up to the outside worl. Validity is the degree to which a computation tool is accurate (Dewi, 2018). According to Yusup (2018), "the validity of the instrument contains material validity" Validity of substance is based on presenting evidence on the

calculation's instrument and is then subjected to logical analysis. The appraisal would be easier to do because it is evaluated and examined in depth by experts.

3.5.2 Reliability of the Questionnare

Consistency is also characrterized by this. It refers to the degree tp which the same is the same questionnaire would yield the same findings if the study were repeated under the same circumtances. Reliability was used to determine whether a measurement device is accurate and repeatable after several trials (Dewi, 2018). The researcher will utilize the Cronbach' Alpha formula in SPSS program, which refers to the Kuder-Richardson and Cronbach's Alpha reliabilities, to evaluate the relaibility of the closed-ended questionnaire. According to Ghozali (1998) referenced in (Shauqi, 2015), the variable is reliable if the Cronbach alpha value is more than 0.60. The formula is as follows:

$$R_{\text{total test}} = \frac{(K)(SD^2) - \overline{X}(K - \overline{X})}{(SD^2)(K-1)}$$

Where

K = the number of items in the test

SD = standard deviation of the scores

$\overline{X}$ = the mean of the scores

3.6 Data Analysis

Data analysis is one of the importance elements in media studies. It is intended to define, transform, facilitate decision-making and bring a study to a conclusion. According to Ashirwadam (2014), data analysis is a technique of placing facts and figures to solve the issue of science.

Miles and Huberman (1996:56) in Ningsih (2017) states hat Indicate that the study of qualitative data consists of three procedures:

1. Reduction of data

   This tool helps you organize and reduce the qauntity of contextual information you may gather from sources like interview transcripts, field notes, observations, etc. by using techniques like coding, summaries, and dicardingextraneous information.

2. Data Display

   To make sense of the vast amount of data, a clear presentation of the data in the form of tables, charts, networks, and other graphical representation is crucial (Miles and Huberman). This is concurrent process, not merely one that needs to be delivered after the data is generated.

3. Conclusion drawing/verification

   Your study is supposed to encourage you to start drawing assumptions about your findings. They can then check these initial assumptions, that is their authenticity, checked by comparison to the current field notes or by collecting more data.

3.7 Data Collecting Procedure

This study is systematically performed with some steps as follows, they are:

1. Choosing the object the research

   The English teacher of SMAN 5 Semarang.

2. Asking permission to conduct the research in the school

The researcher gave official research letter from Faculty of Languages and communication science of UNISSULA to SMAN 5 Semarang.

3. After the authorization has been obtained, the researcher will arrange a meeting with the questionnaire respondents.

4. Realization of research data generation

The researcher prepared material that would be the material for observation. In addition, the researcher prepared the interview questions.

5. After gathering the responses of the respondents, doing observation with the respondents would be the next step.

6. Analyzing the data

Data processing was conducted after all data generation was collected by the researcher. This move involved several phases, such as the overview of the teacher's plan for teaching recount text comprehension and the strategy for learners to develop their reading skills.

7. Concluding the study

The final step of this analysis was to conclude the study, where all data generation was generated into paragraphs. These are approaches for finding the outcome of the study in order to address the two test questions: to consider the outcome of the teacher's approach in teaching the interpretation of recount text reading and also to figure out techniques used by students to improve their reading comprehension abilities.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter presents the analysis of the result, it elaborates about the whole process of research until analyzing the result after doing the research. This chapter consists of: Findings and Discussion.

4.1 The Profil of the School

SMA N 5 Semarang which is located on Jalan Pemuda 143 Semarang is a strategic school. The school built on August 1, 1964 and has stepped on 46 years is a relatively old school and has given birth to alumni who lead the Indonesian nation, especially in the city of Semarang. Then, the amount of the students in the school was 1.545 students, 36 classes, 74 teachers, 3 majors, 190 lessons, 38 extracurriculars. There were 3 English teachers in the school. Extracurriculars activities consist of ECC (English Conversation Club), Cheerleaders (Eagles Cheers), Library Study Club, Chess, Rebana, etc.

This school has a vision "The realization of students who have faith and piety, excel and master science and technology". Always based on efforts to increase commitment and loyalty, the mission of SMA Negeri 5 Semarang is as follows:

1. Encourage respect for the adopted religion's teaching so that they might serve as a source of actionable wisdom.

2. Practicing religious teachings that have been incorporated into daily life, both in the context of the classroom and in the community.

3. Enhance kids' noble character attitudes and behaviors.

4. Actively encouraging the attitude of excellence among all students.

5. Build potential, a love of reading and writing, and a learning culture.

6. To ensure that each student's potential is fully realized, encourage and assist them in doing so.

7. Develop a competitive, tenacious mentaly when vying for academic success.

8. Achieved successes in the sport industry.

9. Achieved successes in the fields of culture and the arts.

10. Accomplished successes in the fields of science and technology.

   The educational objectives at SMA Negeri 5 Semarang are as follows:

1. Through worship, pupils' faith will grow.

2. Infrastructure and facilities for worship are provided.

3. Facilitate religious discussion.

4. Facilitate dialogue across religions.

5. Be tolerant of different religions.

6. Create a compassionate, social mindset.

7. Create a caring attitude toward the environment.

8. Amplify your sense of accountability.

9. Boost your discipline.

10. Maintain a perfect score of 100 for the national examination.

11. Boost the National Examination's average score.

12. Possess the capacity to evaluate and analyze literary works.

13. Winning up to national level subject competitions.

14. Obtaining first place in Science Olympiad events up to the national level.

15. International Science Olympiad competition victories.

16. Be the winner of all language-related competitions at the national level.

17. X class TOEFL score of 400 attained.

18. The class XI TOEIC 500 score was attained.

19. A champion accomplished in the category of youth scientific writing (KIR).

20. A national champion in basketball, achieving this feat.

21. Achieving the status of a national champion in futsal.

22. Achieving at the national level the status of a tennis champion.

23. Attained the national volleyball championship accomplishment.

24. Achieving the title of national champion in badminton.

25. Reaching the goal of becoming a national martial arts champion.

26. Winning championship in the PASKIBRA sport.

27. Achieving provincially-level victories in the fields of the arts and culture.

28. Accomplishments in science and technology.

29. Providing instruction in information and communication technology to students.

30. Giving pupils the scientific and technology skills they need to compete in higher education.

31. Providing pupils with specialized knowledge in science and technology as a means of support for those who cannot continue their education.

4.2 Research Finding

The researcher would like to discuss (discussed) the result of the close-ended and open-ended questionnaire used to identify the instructional strategies used to teach reading comprehension of recount text.

4.2.1 Finding on Closed Ended Questionnaire

Respon from the x teacher that she strongly agree on questionnare about reading is one of ways to create the students understand.

Respon from the x teacher that she strongly agree on reading comprehension is a method of building meaning through interaction and association by composing dialect.

Respon from the x teacher that she agree on comprehension involves three components.

Respon from the x teacher that strongly agree on the English teacher uses three steps to improve students' reading competence.

Respon from the x teacher that strongly agree on pre-reading can help student expand their passive and active knowledge of vocabulary.

Respon from the x teacher that strongly agree on teaching reading of recount text is fun.

Respon from the x teacher that strongly agree on post-reading can lead students to deeper analysis of the text.

Respon from the x teacher that strongly agree on the teacher provides skimming and scanning strategy in teaching reading.

Respon from the x teacher that agree on the English teacher asks the students to search unfamiliar words in reading recount text.

Respon from the x teacher that agree on the English teacher gives students a chance to guess the meaning of each word.

Respon from the x teacher that strongly agree on the English teacher uses scanning strategy to develop their student' experiences with the recount texts.

Respon from the x teacher that she agree on the English teacher asks students to memorize the vocabularies they have learned.

Respon from the x teacher that she strongly agree on the English teacher uses more than one strategies in teaching recount text.

Respon from the x teacher that she agree on the English teacher uses skimming strategy in teaching recount text.

Respon from the x teacher that she strongly disagree on the English teacher use PQ4R strategy in teaching recount text.

Respon from the x teacher that she strongly disagree on the use of PQ4R strategy become active readers in understanding text.

Respon from the x teacher that she strongly agree on the students often play play games rather than reading book.

Respon from the x teacher that she strongly agree on the English teacher helps students if they have problems in the recount text.

Respon from the x teacher that she agree on the English teacher asks students to give an oral or written retelling about what they have read.

Respon from the x teacher that she strongly agree on the English teacher explains the material of recount text in about 50% English.

Respon from the y teacher that she strongly agree on questionnare about reading is one of the ways to instil understanding in students.

Respon from the y teacher that she agree on reading comprehension is a method of building meaning through interaction and association by composing dialect.

Respon from the y teacher that she agree on comprehension involves three components.

Respon from the y teacher that agree on the English teacher uses three steps to improve students' reading competence.

Respon from the y teacher that agree on pre-reading can help student expand their passive and active vocabulary knowledge.

Respon from the y teacher that agree on teaching reading of recount text is fun.

Respon from the y teacher that strongly agree on post-reading can lead students to a more in-depth analysis of the text.

Respon from the y teacher that agree on the teacher provides skimming and scanning teaching strategy in reading.

Respon from the y teacher that agree on the English teacher asks the students to search unfamiliar words in reading recount text.

Respon from the y teacher that agree on the English teacher gives students a chance to predict the meaning of each vocabulary..

Respon from the y teacher that agree on the English teacher uses scanning strategy to develop their student' experiences with the recount texts.

Respon from the y teacher that she agree on the English teacher asks students to memorize the vocabularies they have learned.

Respon from the y teacher that she strongly agree on the English teacher uses more than one teaching strategies in recount text.

Respon from the y teacher that she strongly agree to the English teacher uses skimming teaching strategy in recount text.

Respon from the y teacher that she agree to the English teacher use PQ4R teaching strategy in recount text.

Respon from the y teacher that she agree on the use of PQ4R strategy become active readers in understanding text.

Respon from the y teacher that she disagree on the students often play play games rather than reading book.

Respon from the y teacher that she strongly agree on the English teacher helps students when they have difficulties in the text of recount.

Respon from the y teacher that she agree on the English teacher asks students to report orally and in writing what they have read.

Respon from the y teacher that she agree on the English teacher explains the material of recount text in about 50% English.

4.2.2 Finding on Open Ended Questionnaire

Respon from the x teacher that students usually like to read English text in English lesson, textbook and internet.

Respon from the x teacher that students feel happy when the teacher teaches recount text.

Respon from the x teacher that the teacher teach recount text uses four skills of language.

Respon from the x teacher the difficulties the teacher has teaching text of recount they are grammar and understanding text.

Respon from the x teacher that the effective to gives lesson about text of recount on the first semester.

Respon from the x teacher that the teachers using flipped classroom's strategies in teaching recount text.

Respon from the x teacher that flipped classroom is the most effective strategy in teaching recount text.

Respon from the x teacher that teacher use flipped classroom in reading recount text because students can prepare at home.

Respon from the x teacher that the teacher can know that used is effective and useful for students when there is an increase in the indicators.

Respon from the x teacher that pairing collaborative of strategies that students really like most in reading recount text in the classroom.

Respon from the y teacher that students usually like to read English text in the library, internet(ebook) and English lesson.

Respon from the y teacher that students are fun when the teacher teaches recount text.

Respon from the y teacher that the teacher teach recount text by reading text, speaking and writing.

Respon from the y teacher that the problems faced by the teacher in teaching recount text they are vocabulary and grammar.

Respon from the y teacher that the effective to gives material about recount text on the first semester.

Respon from the y teacher that the teachers using flipped classroom's strategies in teaching recount text.

Respon from the y teacher that flipped classroom is the most effective strategy in teaching recount text.

Respon from the y teacher that teacher use flipped classroom in reading recount text because students can prepare at home.

Respon from the y teacher that the teacher can know that used is effective and useful for students when they gain good scores.

There is not respon from the y teacher about sort of strategies that students really like most in reading recount text in the classroom.

4.3 Discussion

4.3.1   Closed Ended Questionnaire

Based on the previous study by Sarjan (2017) that skimming strategy can develop about idea which readable by the studen and the teacher able to know how far their students understand what the teacher has give to them.

Related to the above findings from close-ended questionnaire number one that x teacher and y teacher have the same answer namely strongly agree on reading is one of ways to create the students understand.

The x teacher and y teacher have the different answer, the x teacher has answer is strongly agree but the y teacher has answer is agree on reading comprehension is a method of building meaning through interaction and association by composing dialect.

The x teacher and y teacher have the same answer namely agree on comprehension involves three components.

The x teacher and y teacher have the different answer, the x teacher has answer is strongly agree but the y teacher has answer is agree on the English teacher uses three steps to improve students' reading competence.

The x teacher and y teacher have the different answer, the x teacher has answer is strongly agree but the y teacher has answer is agree on pre-reading can help student expand their passive and active knowledge of vocabulary.

The x teacher and y teacher have the different answer, the x teacher has answer strongly agree but the y teacher has answer is agree on teaching reading of recount text is fun.

The x teacher and y reacher have the same answer namely strongly agree on post-reading can lead students to deeper analysis of the text.

The x teacher and y teacher have the different answer, the x teacher has answer is strongly agree but the y teacher has answer is agree on the teacher provides skimming and scanning strategy in teaching reading.

The x teacher and y teacher have the same answer namely agree on the English teacher asks the students to search unfamiliar words in reading recount text.

The x teacher and y teacher have the same answer namely agree on the English teacher gives students a chance to guess the meaning of each word.

The x teacher and y teacher have the different answer, the x y has answer is strongly agree but the y has answer is agree on the English teacher uses scanning strategy to develop their student' experiences with the recount texts.

The x teacher and y teacher have the same answer namely agree on the English teacher asks students to memorize the vocabularies they have learned.

The x teacher and y teacher have the same answer namely strongly agree on the English teacher uses more than one strategies in teaching recount text.

The x teacher and y teacher have the same answer namely agree on the English teacher uses skimming strategy in teaching recount text.

The x teacher and y teacher have the different answer, the x teacher has answer is strongly disagree but the y teacher has answer is agree on the English teacher use PQ4R strategy in teaching recount text.

The x teacher and y teacher have the different answer, the x teacher has answer is strongly disagree but the y teacher has answer is agree on the use of PQ4R strategy become active readers in understanding text.

The x teacher and y teacher have the different answer, the x teacher has answer is strongly agree but the y teacher has answer is disagree on the students often play games rather than reading book.

The x teacher and y teacher have the same answer namely strongly agree on the English teacher helps students if they have problems in the recount text.

The x teacher and y teacher have the same answer namely agree on the English teacher asks students to give an oral or written retelling about what they have read.

The x teacher and y teacher have the different answer, the x teacher has answer is strongly agree but the y teacher has answer is agree on the English teacher explains the material of recount text in about 50% English.

4.3.2 Open Ended Questionnaire

Based on the previous study by Diah (2017) that the problems faced by the teacher were students' interest, grammar and vocabulary difficulty. It support this research.

The x teacher and y teacher have the different answer. The x teacher has answer that students usually like to read English text in English lesson, textbook and internet but the y teacher has answer that students usually like to read English text in library, internet (ebook) and English lesson.

The x teacher and y teacher have the same answer that students feel happy when the teacher teaches recount text.

The x teacher and y teacher have the different answer. The x teacher has answer that the method teacher teach recount text uses four skills of language but the y teacher has answer that method teacher teach recount text by reading text, speaking and writing.

The x teacher and y teacher have the different answer. The x teacher has answer that the problems faced by the teacher in teaching recount text they are grammar and understanding text but the y teacher has answer that the problems faced by the teacher in teaching recount text they are vocabulary and grammar.

The x teacher and y teacher have the same answer that the effective to gives material about recount text on the first semester.

The x teacher and y teacher have the same answer that the teachers using flipped classroom's strategies in teaching recount text.

The x teacher and y teacher have the same answer that flipped classroom is the most effective strategy in teaching recount text.

The x teacher and y teacher have the same answer that teacher use flipped classroom in reading recount text because students can prepare at home.

The x teacher and y teacher have the different answer, the x teacher has answer that the teacher can know that used is effective and useful for students when there is an increase in the indicators but the y teacher has answer that teacher can know that used is effective and usefull for students when they gain good scores.

The x teacher and y teacher have the different answer, the x teacher has answer that pairing collaborative of strategies that students really like most in reading recount text in the classroom but the y teacher there is not answer.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

After the reasearch was conducted using the questionnaire, the conclusion is presented in this chapter. Additionally, the researcher makes recommendation for additional research.

5.1 Conclusions

According to the data's finfings, most English teachers have various challenges and lack certain teaching methods when it comes to teaching reading comprehension of recount text. According to the statements in the closed-ended questionnaire, the English instructor employs multiple teaching methods when using recount text. Then, when the teacher teaches a recall text, pupils are pleased with the open-ened questioonaire questions. The teaching strategy for recount texts makes use of for linguistic abilities.

They are enganging in speaking, writing, listening, and reading. When teaching recount texts, the teacher encounters issues with vocabulary, comprehension, and grammar. Due to the fact students can prepare at home, teachers use flipped learning when reading recount text. When there is an increase in the indicators or when the students receive hiigh marks, the teacher can tell that the method is valuable and effective for pupils.

5.2 Suggestions

In light of the aforementioned findings, the researcher would like to recommend the following for the students:

Students ought to participate more actively in the educational process, particularly while practicing reading comprehension.

For the instructor

a. The best conditions for teaching reading comprehension of recall texts should be set up by the teacher.

b. The teacher ought to employ techniques that can help students comprehend things more quickly.

c. To ensure that pupils who did not speak English well could understand the lesson, the teacher should combine English and Indonesian in the classroom.

For the next researcher

The researcher hopes the other researcher considers in developing other strategy which could help students' difficulties and understanding in teaching reading comprehension of recount text.

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