

CHAPTER II

THEORITICAL REVIEW

A. Reading Comprehension

1. The Definition of Reading

Reading is an activity to gain information from the text. The more texts we read more knowledge and information we got. Through reading, we can get information about science, technology, and other advancements of the world (Cahyani 2014: 7). Information that we gain from reading can influence human being life include behavior, characteristics or the ways of people thinking.

Reading can be defined as a process of interpreting meaning about the text through symbol/ codes inside. Furthermore, according to Soedarsono in Cahyani (2014:7) reading is not only understanding the symbol or codes in the text, but also complex activity includes words recognition, comprehension, and reflection. Those activities are essential for the students who want success in academic reading and want to become a good reader which have a good understanding in a text.

Furthermore, according to Anderson in Nunan cited in Cahyani (2015:8) stated that there are two main definitions of reading. Those are strategic reading and fluent reading. Strategic reading is the ability of the reader to use a wide variety of reading strategies to accomplish a purpose for reading. Fluent reading is defined as the process of readers combining

information from a text and their own background knowledge to build meaning. The activity in reading can be defined when the text, the reader, fluency and strategies combined together.

Other definition also stated by Eliyana (2015:8) that reading is the key to success in studying. Students who like to read many types of text have a bigger possibility to have good ability in reading. They are used to understanding the context of the texts. If the students can understand and comprehend the texts well they can answer the comprehension question from the text easily.

From those explanations above, the writer concludes that reading is a process to gain information from the text through words or symbols. Reading is not just an activity to read symbols in the text but also to know what the text tells about. Moreover, reading is a process of getting and understanding the author's message from a text.

2. The Definition of Reading Comprehension

When reading, comprehend the text is needed to know the message of the text well. The readers are necessary to understand the author's message of text to know the content, the writer's idea, and the information provided in the texts, Cahyani (2014:16). There are several definitions that explain about reading comprehension. Reading comprehension can be defined as the ability to extract the required information from a written text and interpret this information properly (Grape & Stoller, Grellet in Alshammari, 2015: 3). It means that reading comprehension is about how

the readers understand about the written text that they have already read and interpreted the information that they got in an appropriate way.

Other definition stated by Snow in Cahyani (2014: 16) that reading comprehension combines some elements those are the reader, the text, and the activity of reading. The text gives great impact in comprehension through the wording of the text (surface code), the idea units presenting the meaning of the text (text-based) and the way the information is processed (mental models; Snow; Cahyani, 2014). The activity of reading includes processing the text and the outcome of performing the activity, Snow in Cahyani, 2014.

From some explanation above, it can be concluded that reading comprehension is a process of reading which the readers develop the meaning from a text based on their knowledge to get a clear understanding of the writer's message.

3. The Problems in Reading

In Indonesia, the English language becomes a foreign language. Even the English language was taught from elementary school until the university it's still become a difficult language to be learned. According to Chaudron in Muslaini (2017: 69) studying English is not easy for Indonesian students because the English language is very different in term of spelling, sounds, pronunciation, vocabulary, and culture.

One problem of learning English is in comprehending the reading text. According to Weta in Eliyana (2015:15), there are three

comprehension problems that are faced by the students. Those problems are:

- a. The length of the text.
- b. The failure in finding the writer message.
- c. Inability in outlining the important points of the text.

The other problems stated by Gersten in Boyle in Eliyana (2015:15) there are three factors that contribute to difficulties in reading comprehension.

- a. Lack of prior knowledge of the topic.
- b. Difficulty in making inferences (conclusion).
- c. Poor understanding of text structure.

4. The Function of Reading

Reading has an important role in human life. By reading there is much information that people can know. It is important for people especially for students to get success in the future by knowing much information. Actually, the function of reading is not only for the students but also for human in the general. For students reading is important because it can make them get success in their study. By reading, students can get knowledge which useful to support the learning process in the school. Through reading, students can explore everything they want without directly go or have certain experiences. If students do not have good skill in reading they cannot understand the text that they have read.

On the other hand, if students having good ability in reading they can understand the text better and have a big chance to succeed in their study.

According to Lado in Eliyana (2015: 10), there are four functions of reading:

a. Reading can make students smarter

When the process of reading begins, the brain cells of the students are forced to think about the content or information in the text. It makes the brain cell trained to always process the information smartly.

b. Reading makes knowledge

By reading many kinds of literature or other resources of reading the students can obtain knowledge easily.

c. Reading can improve vocabulary and language skill

Students' vocabulary and language skill can be developed by reading many kinds of literary texts that have different literary style. By learning and reading different literary style students can enhance their vocabulary and language skill better.

d. Reading boots creativity

In the text of reading, there is much knowledge that can make students more creative. That creativity can be used of students in their life.

5. The Goal of Reading

The whole goal of the reading activity is to understand its content. Someone goals in reading would determine the ability to read comprehension and speed in reading a text. Without a clear purpose, the

ability to understand a text would also be unclear. There are seven goals of reading by Tarigan in Cahyani (2014: 8-9):

a. Reading for detail facts

Reading activities aimed to find detail facts information that is in a text or written language. The students' reading goal here is students can gain, know and get what the writers feel and experiences in detail.

b. Reading for main ideas

Reading activities aimed to find out the main topic of reading the passage is. Students must know the content of the text first to know what the topic is. The content can be known by knowing the main idea of every paragraph they read.

c. Reading for sequence or organization

Reading activities aimed to find out the sequence of event or story that happens in the text.

d. Reading for inference

Reading activities aimed to sum up the contents contained in the reading passage. Students can get a conclusion after reading the text.

e. Reading for classify

Reading activities aimed to classify some information of the writer in the text or paragraph.

f. Reading to evaluate

Reading activities aimed to evaluate the contents of the text.

g. Reading to compare or contrast

Reading activities aimed to compare between phenomenon on the text and real life.

6. Components of Reading Comprehension

A good reader should consider components in reading comprehension as one of the important things before reading a text. It is because the components in reading comprehension can support the reader to comprehend the text successfully. There are some components of reading comprehension that must be mastered by the reader. Leu and Kinzer in Eliyana (2015: 13) stated some components of reading as follow:

a. Decoding Knowledge

Decoding knowledge refers to the reader's knowledge. The knowledge will be used to determine the oral equivalent of a written word. For beginner readers who know the meanings of many words in spoken but are relatively unfamiliar in printed word is important.

b. Vocabulary Knowledge

The oral equivalent of a word does not guarantee the reader to understand the meaning. The readers also need to understand the content of the text after they know the meaning of words. The words that the readers know can determine how better them to comprehend a text.

c. Syntactic Knowledge

Syntactic knowledge is knowledge of syntax or word order in a sentence. The knowledge is important in reading comprehension. Syntax knowledge includes word order rules is knowledge about word order rules that determine grammatical function and often the meaning of pronunciation of words.

d. Discourse Knowledge

Discourse knowledge is the knowledge of language organization of units beyond the single sentence level. It includes knowledge of organizational structure of different kinds in writing.

e. Readiness Aspects

Readiness aspect in reading is the students' readiness to read and understand a part of texts. Reading readiness describes as the abilities required of students for reading and comprehending any particular piece of printed material. Students' readiness will influence how students to comprehend a text.

f. Affective Aspects

Affective aspects of comprehension are about the reader's attitude and interest in reading. Their comprehension will be better when they are interested in reading. They will increase their motivation in reading comprehension because they enjoy what they did.

7. Reading Comprehension in the Classroom

According to Urquhart & Weir in Alshammari (2015:5), the exercises that in reading textbooks could not answer well the comprehension questions to teaching reading strategies in the text at the pre-reading, while-reading, and after-reading stages. Therefore, to teach reading comprehension in the classroom a teacher should use the following stages:

a. Pre-reading

The activity of this stage is the teacher may start the lesson by activating students' background knowledge and experiences of the lesson topic (Bradford & Day in Alshammari 2015:5). It intended to attract the students' interest in the subject of the text that wants to be learned. The teacher can use interactive strategies in this stage such as by giving the students pictures and new vocabulary that related to the text, raising some comprehension questions about the topic of the text, where students can find the answers in the passage or by explaining the meanings of new words by using some ways like context, synonyms, or antonyms (Abu-Ghararah in Alshammari 2015:5).

b. While reading

The students should read the text individually in silent although in the final they have group assignment. Make sure that the students start reading the passage silently at their own pace (Bradford & Day in Alshammari 2015:5). Before the students read the whole of the text in

detail they certainly have some questions in their mind. The questions can appear after they read the title of the passage. While reading they attempted to seek all the answers to those questions in the text. The teacher can give some comprehension questions to the students as the way to make them comprehend the text well.

Students should be encouraged to find the answers to the comprehension questions given earlier (Bradford & Day, Abu Ghararah in Alshammari 2015:5). Moreover, the students also may use various reading strategies when they read the text. The strategies that they use are such as scanning and skimming, to find specific information or to gain a general impression of the text (Davies & Pearce in Alshammari 2015:5).

c. Post-reading

After the students did the silent reading, students divided into some small groups to discuss their answers to the questions and their views on the topic (Bradford & Day in Alshammari 2015:5). In this activity, the students can share their understanding of the text given to the other group. The ways of students to answer the questions can describe whether they can comprehend the text well or not. At the end of the activity, the students are expected to transfer their reading skill and strategies that they had such as guessing the meaning of unknown words and can interpret it to other language skill.

8. The Principles of Teaching Reading

In the teaching of reading, the teacher cannot directly just teach reading to the students by giving texts and asks them to understand it. There are some principles which have to be considered by the teacher. According to Nunan in Cahyani (2014:13), there are eight principles that must be applied in teaching reading. Those are:

a. Exploit the reader background knowledge

The background knowledge of the reader can influence their reading comprehension. Background knowledge includes all knowledge and experiences that the readers have to understand a text (Carrel and Connor in Nunan in Cahyani 2014:13). In context teaching-learning process, the teacher needs to build up the students' background knowledge when the students have difficulties in reading the unfamiliar topic.

b. Build a strong vocabulary base

Vocabulary is important to become a successful reading (Nunan in Cahyani 2014: 13). If the readers have lots of vocabularies it can help them to understand the message of the text easily. For a student having lots of vocabulary can help them in understanding the academic text to support their study successfully.

c. Teach for comprehension

Monitoring process in teaching comprehension is important to make a successful reading. Monitoring process includes verifying the

prediction have made are correct and checking the reader is making necessary adjustment when meaning is not obtained.

d. Work on increasing reading rate

The teacher should focus on how to decrease the students' dependence on dictionary skill by scanning, skimming, predicting and identifying main ideas when they read a written text. The teacher should teach students in reading class by using different ways rather than only develop the students' speed in reading.

e. Teach reading strategies

There are a variety of comprehensive strategies that could be considered when teaching reading to second/foreign language learners, including a) Giving a purpose for reading b) Previewing the text c) Predicting d) Skimming e) Scanning f) Clustering g) Guessing h) Analyzing unknown words i) Differentiating between literal and implied meanings (Brown, Grape & Stoller, Nunan, in Alshammari, 2015: 6). By teaching those reading strategies in a reading classroom it can help students to improve their ability in reading comprehension.

f. Encourage the reader to transform strategies into classroom

The goal for obvious strategy instruction is to change the readers' reading strategy from conscious control to unconscious by using the reading skill.

g. Build assessment and evaluation into teaching

Build assessment and evaluation into teaching can be done in two assessments. There are quantitative and qualitative assessments. Quantitative assessment will include information in a reading comprehension test, while qualitative assessment include a reading interest survey (Brindley in Nunan, in Cahyani 2014: 15).

h. Strive for continuous improvement as a reading teacher

The teacher as a facilitator should facilitate the students what the best activity that should be given to them in the classroom.

Other principles of teaching reading stated by Harmer (1998: 70-71), there are six principles in teaching reading. They are described as follows:

a. The teacher needs to understand that reading is not a passive skill.

Reading is an active activity. When the readers read a text, they must do other activity, not just read a text at glance. The other activities include understanding what the words mean, understanding the arguments, and working out whether the readers agree or not with the passage. The teachers do not ever ask the students just to read a text but make them realize that reading is not a passive skill. It is because if the students just read a text, did not do the other activity explained above they will quickly forget with what they have read.

- b. The teacher has to engage the students with what they are reading.

Students who are not engaged with reading text they will not interested in the text to read. When the students read a text but they do not enjoy reading because the topic is not interesting or they feel the text is not too important for them, they will get less benefit from it. It is because they do not enjoy what they are reading. It is different from when they are interested in the topic that they are reading, they will get more benefits. They can get more knowledge and new information from the text they are reading.

- c. The teacher needs to encourage the students to response the content of reading a text, not just to the language being used in the text.

Understanding a language is also important in comprehending text. However, the most important in reading comprehension is to understanding the meaning or the message of the passage. After the students understood the message of the text they have respond to the meaning of the text and express their feelings about the topic of the text. So the teachers' occupation is to encourage the students to do that.

- d. The teacher should emphasize that prediction is a major factor in reading.

There are some strategies in reading comprehension one of them is a prediction. Prediction is an activity to guess what that in the text before we read the whole of the text. Before the students read to the

text, they can do prediction by looking at the title of the text. Sometimes there are some clues about what the text is in the title. The teacher should give the students clues that they can predict what the text is about to make them comprehend the text easily.

- e. The teacher has to match the tasks to the topic.

The right tasks can check the students' ability in comprehending text. Good tasks are the tasks that are suitable for the topic being discussed. Tasks can be made by questions and puzzle. The teacher has to consider choosing or creating the right tasks for the students.

- f. The teacher should exploit reading texts to the full.

Exploiting reading texts to the full means that the teacher integrates the reading text to another activity that still related to the topic of the text. The teacher does not ask the students to read a text and then move to another activity that has no relation to the text. The teacher has to discuss the text fully, from the language, the activity and the additional tasks for the students.

B. Strategy

1. Definition of Strategy

In teaching reading comprehension, the teacher should use appropriate strategies to make the students interested. The strategies that used are such as by applying various methods, media, and games. A strategy is an action that is taken by the teachers to achieve one or more of

her teaching-learning goals (Harmer in Muslaini 2017:67). In another word, strategy can define as a direction that has been set by a teacher for the teaching process. According to Brown in Muslaini (2017:67), the fundamental feature of teaching strategies is to make it easier to implement a variety of teaching methods and techniques. It means that every teacher should use an appropriate strategy in the teaching-learning process include in teaching reading to attain the goals of the learning process maximally.

The strategy that the teachers choose should be implemented in the teaching-learning process so the students can learn to read and comprehend a written text as well as possible. Strategies classified into two kinds (Brown in Muslaini 2017: 70).

a. Direct strategies or cognitive strategies.

These strategies include a number of different ways of remembering more effectively and of using all possible cognitive processes and compensating knowledge. According to Cohen, O'Malley and Chanot, Oxford 1990 in Allen (2003: 322).

“Cognitive strategies are strategies that directly involve the target language and involve using many different methods, such as summarizing and deductive reasoning, to process, understand, and produce the new language.”

These strategies are the most popular strategies for students learning new languages.

b. Indirect strategies or metacognitive strategies.

These strategies focus on some aspects, such as organizing and evaluating learning, managing the emotions and learning from others.

According to Allen (2003: 322), metacognitive strategies are actions that allow students to control their own learning. These strategies include such as strategies as centering the students' learning, arranging and planning the learning, and evaluating the learning.

2. Strategies in Teaching Reading Comprehension

Duffy in Muslaini (2017:70) has mentioned some strategies for teaching reading comprehension in the classroom. The strategies must be owned by teachers to teach reading comprehension in the classroom.

- a. A good teacher has to prepare knowledge related to the materials that want to be taught.

The teaching of reading is knowledge-based. Thus, teachers are acquired to have knowledge related to the material so that they can explain the material to their students. If the teachers did not have enough knowledge about the material for example about the general knowledge of reading text they cannot teach the students about the text maximally.

- b. The teacher has to realize that reading is a multidimensional process.

Reading is a complex cognitive and linguistic process. It involves decoding alphabetic symbols, drawing upon experiences and language, and using strategies effectively to make meaning. So to teach reading comprehension the teacher must give understanding to the students not just to read the written text but also understand the meaning of the text.

- c. Teachers need to analyze the abilities of the students in order to help themselves to manage the classroom situation.

Learners are different, this means that every student is different, either their ability or their behavior or both. Students have a variety of abilities, especially for comprehending the meaning of a text. By analyzing the students' abilities the teachers can easily to manage the classroom situation because the teachers have known the appropriate strategy that should they take to treat the students, such as by managing the activities in the classroom.

- d. Teachers must be knowledgeable about the reading processes, effective instruction, the diversity of communities they serve, and the expectations for the teaching of reading as outlined in the curriculum.

In order to make instructional decisions that will positively affect the reading achievements of the students, the teachers must have those knowledgeable. Teachers are informed decision-maker who makes many instructional decisions every lesson. The instruction which made also should suitable with the curriculum. The teachers cannot make the instruction freely base on their wish but they should make it based on the expectations outlined in the curriculum.

According to Vacca & Vacca, in Sarjan & Mardiana (2017: 152) there are some strategies in teaching reading comprehension. Those strategies are:

a. Scaffolding

Scaffolding strategy is the teachers' helpings to assist a student or a group of students to accomplish a task that they could not complete alone (Graves, Watts & Graves in Clark & Graves 2005:572). Studies conducted by Chi, Hammond and Snow, Burns and Griffin in Enyew and Abiy (2015: 264) show that:

“Scaffolding is a crucial role of teachers, knowledgeable adults, parents, guardians or more knowledgeable peers in guiding students' reading skills and re-conceptualizing learners' output to push not only language development and proficiency but also cognitive gains which will help them be autonomous learners.”

Scaffolding strategy in teaching reading allows a teacher to help the students negotiate the meaning and overcome difficulties in a text-related learning situation. The teacher needs to scaffold students when they face difficulties in comprehending the texts especially to negotiate the meaning of the words in the text based on the context or situation. The way of scaffolding strategy implemented in the classroom depends on students, abilities. It means more complex tasks that the students face, more support will the students need to accomplish it.

b. Think-aloud

Think-aloud is a technique which the students verbalize their thoughts as they read and thus bring it into the open the strategies they are using to understand a text (Baumann, Jones, Seifert-Kessell, Davey, Wade in Oster 2011:64). The readers' thoughts might include commenting on or questioning the text, bringing their prior knowledge

to bear, or making inferences or predictions (Oster 2001:64). The teachers' responsibility here is to help students to develop individual comprehension skills.

In implementing this strategy teachers become a model who explains how the strategy is used and how the comprehension occurs. The teachers must tell to the students that a reader should be thinking all the time while reading. There are some of the things must be explained by a teacher to the students before they do reading (Oster 2001:65). First, tell to the students that a reader must think the information that might be important. Second, a reader must think about facts and possible facts about the characters in the story. Third, a reader need do predictions what might happen next. Then, while reading a reader must think the answer of questions they have about words or phrase, or about what characters do or say. The last is about a personal reaction after have finished reading, how the reader feels about what the characters did or what happened in the story.

c. Reciprocal Teaching

According to Palincsar and Brown in Stricklin (2011:620), reciprocal teaching is a strategy which uses the four strategies of teaching reading comprehension those are predicting, clarifying, questioning, and summarizing to increase comprehension. In reciprocal teaching, the students predict before reading and then check their predictions during reading. They stop to clarify unknown words or

ideas during reading. They ask questions to the teacher during and after reading to check for understanding. Then they summarize either a page or the entire text selection after reading.

The success of reciprocal teaching is students can think critically. The students critical thinking include in metacognitive thinking. Metacognitive thinking is an important tool that gives students insight into their learning styles and allows them to reflect on which tools help them gain the most understanding (Israel, Block, Bauserman, & Kinnucan-Welsch, 2005 in Stricklin 2011: 620).

d. SQ3R

SQ3R strategy is a systematic reading strategy that used to help the teacher to organize the reading process into manageable units. According to Robinson in Spor & Barbara (2001:259), SQ3R strategy is a study system, sometimes taught as a formula, designed to help students approach the text in a structured way. SQ3R strategy, consists of five steps, they are: survey, question, read, recite, and review (Brown 2011:315).

According to Robinson and others (Adams et al., McCormick and Cooper, Tadlock in Jairman and friends 2013:412) in SQ3R strategy, first students survey text headings to get an idea what the text is about. Second, they create questions based on those headings that serve to activate prior knowledge. Third, students read the text seeking to answer the questions created. Next, during the recite stage, students

answer their self-generated questions in their own words. Last, students review all the information by recalling from memory.

e. Question Answer Relationship Strategy (QARs)

The question-answer relationship (QAR) strategy is a reading comprehension strategy that can be used to assist students in understanding the relationship between questions and answers (Kinniburgh & Shaw 2009: 20). QAR strategy is defined as a way for students to understand the answer to a question is directly related to the types of question that are asked (Raphael and Raphael, and Pearson in Kinniburgh & Shaw 2009:20). The QAR strategy guide students to answer the questions base on the place where the answer can be found. The answer can be found in the book or in the head. If the answers are in the book, questions will be of a literal type because the answers are “right there” in the text. If the answers are “in my head,” inferential questions have been posted and readers must use their own background knowledge to compose answers that require information not found in the text (Tompkins 2004 in Kinniburgh & Shaw 2009:20).

There are some steps that must be prepared before implementing the QAR strategy. First, the teachers must choose the types of text they will be used, read the text, and create questions from all categories. This requires more planning time in the beginning, but teachers can use the same text and questions to students in future classes. Then, before asking the students to identify the questions in all categories, it is important to begin strategy instruction by introducing students to the answers places where “in the book” or “in the head” categories.

C. Previous Research Findings

Teachers' strategies in teaching reading comprehension are being interested topic to conduct research. There are some researchers that have conducted the research on this topic. The writer also interested in this topic and wants to conduct similar research. There are some previous researches which done by other researchers will become references to compile this research. The other references such as from education journal, thesis, and books related on the teachers' strategies in teaching reading comprehension also will be used in completing this research.

The first previous research comes from Nurmadia Sarjan and Mardiana in 2017 with the title *An Analysis on the English Teachers Strategies in Teaching Reading Comprehension SMP 1 of Wonomulyo*. In the thesis, the researchers discussed teachers' strategies that used of teachers to teach reading comprehension in SMP 1 of Wonomulyo. In that research, the researchers used a descriptive qualitative method. The instruments that used were direct observation, interview, and documentation. The research subjects were English teachers in SMP 1 Wonomulyo and the 37 students of VII D in that school.

The result of that research shows that the teachers in SMP 1 Wonomulyo used two strategies in teaching reading comprehension. Those are the scaffolding strategy and question-answer relationship (QARs) strategy. Scaffolding strategy is a strategy used by teachers to help the students in negotiating the meaning of the text and overcoming difficulties in

the text-related learning situation. The teachers help students by giving example how to read the text correctly and asking them which words that they did not know the meaning in the text. The QARs strategy is a strategy used by teachers to help students in comprehending text through understanding and analyzing the questions. The questions can guide the students to analyze information needed to understand the text. Both of those strategies were used by teachers because it can help students to comprehend the content of text easily.

The second previous research was conducted by Muslaini in 2017 with title *Strategies for Teaching Reading Comprehension*. This thesis discussed the strategies for teaching reading comprehension. The researcher conducted this research at Jeumala Amal High School in Leung Putu, Pijay, Aceh. Descriptive qualitative was used in this research. The instruments used to get the data were the observation sheets, the interview, and other documentation. The subjects of the research were two English teachers who teach English to the tenth and eleventh grades at Jeumala Amal High School.

The result of the study showed that the teachers could handle the students that had problems in reading comprehension by using a variety of strategies in the teaching-learning process. They changed their strategies from one meeting to another. Sometimes they also mixed the strategies. They used various strategies for teaching reading comprehension, such as using Grammar Translation Method and Cooperative Learning technique via Jigsaw, Snowball, Think Pair Share, Numbered Heads Together etc. They also used various media e.g.:-games, pictures, and picture series.

These two teachers at Jeumala Amal modified the strategies used for teaching depending on the materials and/or the genre of the text studied. By using various strategies, the process of teaching-learning reading comprehension was made more interesting. The teachers used the strategy depends on the materials, the indicators and the purpose of learning based on the syllabus and the curriculum. They chose strategies most likely to help the students comprehend the text well. The teachers used these strategies to help their students overcome difficulties in comprehending the texts, especially the various aspects of reading such as the main idea, detailed information, making inferences and noting references. Without using appropriate strategies, the purpose of learning reading comprehension cannot be easily reached.

From the explanations above about some previous researches, it contributes much to this study since they provided about strategies that used in teaching reading comprehension, how to implement the strategies and why the teachers used those strategies. In the previous researches that the writer has described most of the researchers used observation and interview to collect the data but in this research the writer used questioner and interview in collecting the data. It is because the purpose of the research is to know what strategies are used by English teachers in teaching reading comprehension at junior high school 6 Purwokerto.

D. Basic Assumption

Making the students understand well about the material given by the teacher can influence the students learning goal. To make the students understand about the material, teacher needs to prepare some things such as approach, technique, method, and the strategy. Those preparations can be implemented in the class to make the students achieve the learning goal maximally. In teaching reading comprehension strategy is one of the important things. If the teacher knows what the appropriate strategies that should be used in teaching reading comprehension, hopefully it can give good impact to the students learning goal. Beside that in this research the writer also gave deep explanation about strategy and kinds of strategies in teaching reading comprehension. These explanations can give the teacher information about the terminology of strategies in teaching reading comprehension.