

**ENGLISH TEACHERS' STRATEGIES IN TEACHING READING**



**A THESIS**

**Submitted to the English Department as a Partial Fulfillment of the  
Requirement for S. Pd Degree**

**By:**

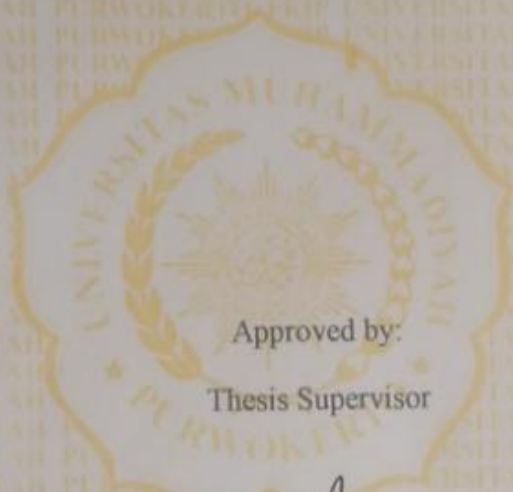
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Menyatakan dengan sesungguhnya bahwa skripsi ini adalah hasil karya tulis saya sendiri dan bukan dibuatkan orang lain atau jiplakan atau modifikasi karya orang lain. Bila pernyataan ini tidak benar, maka saya bersedia menerima sanksi, termasuk pencabutan gelar kesarjanaan yang sudah saya peroleh.

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## DEDICATION

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, I would like to thank to my greatest praises and gratitude to Allah SWT for giving me blessing, health, and opportunities in completing this study. Peace and blessing upon to our Prophet Muhammad SAW.

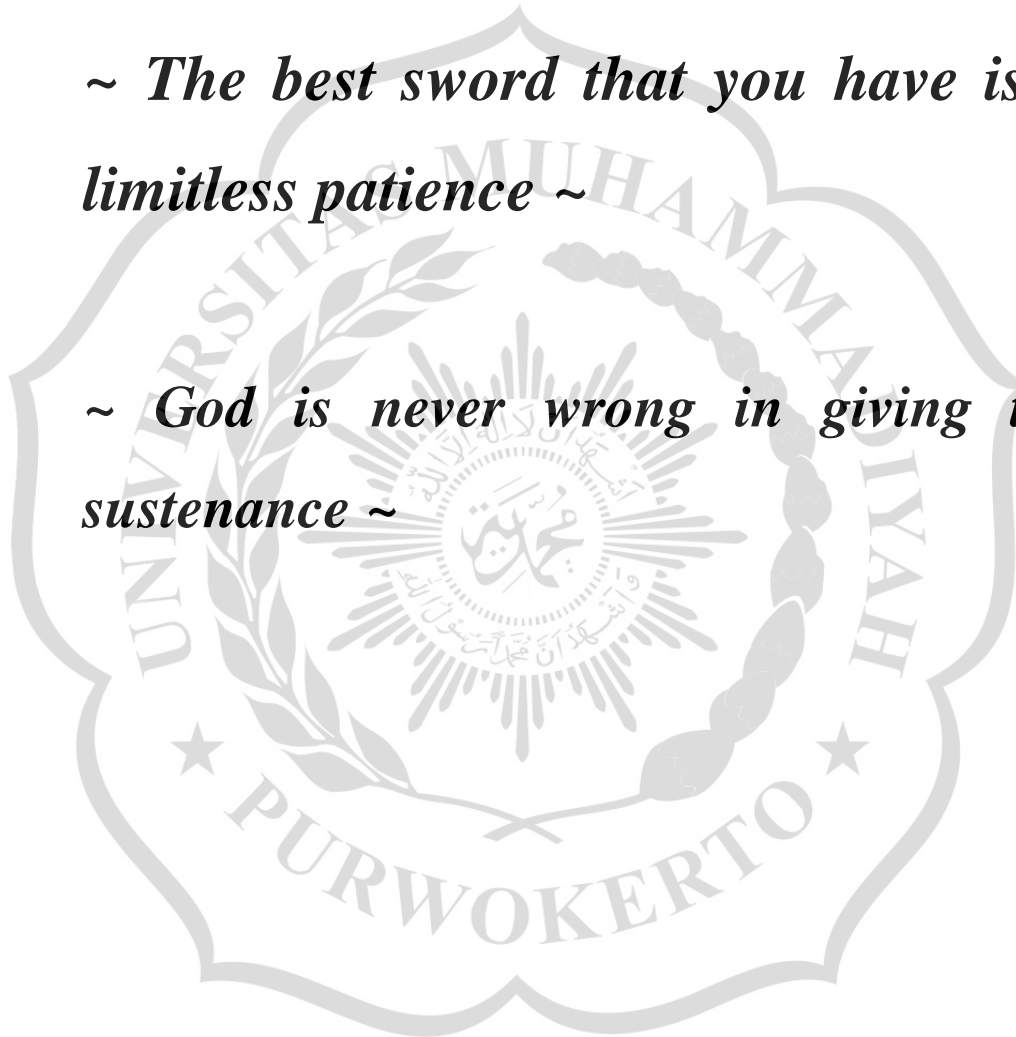
In addition, grateful dedication of this thesis is greatly given to all those who gave me the opportunities to complete it:

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## MOTTO

*~ The best sword that you have is a  
limitless patience ~*

*~ God is never wrong in giving the  
sustenance ~*



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This thesis is far from perfect, but it is expected will be useful not only for the author but also for the readers. However, the author would appreciate and welcomed for constructive thoughtful suggestion and criticism.

*Wassalamualaikum warahmatullahi wabarakatuh.*

Purwokerto, Agustus 2020

Luki Tri Februani



## ENGLISH TEACHERS' STRATEGIES IN TEACHING READING

### Abstract

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This research had been conducted mainly to find out the types of strategies that teachers used in teaching reading comprehension. In order to fulfil the objective, researcher conducted this research by sending questionnaire and also running interviews 10 English teachers from 5 State Senior High Schools in Purwokerto. The result showed that most of the teachers had tried to apply the scientific method in their reading strategy in the class by doing suitable activities in each step. Those activities covered observing, questioning, analysing, reporting and networking. On the other side, the research result also showed that some points needed to do better in the future reading classes. Besides that the result also showed that some teachers rarely stimulated students to make self-generated questions during reading classes, rarely guided students to make visualization based on the content of the text, and rarely encouraged students to do activities that represented the content of the text in an activity such as role play, and others.

**Keywords :** *reading, reading comprehension, teacher, English teacher, strategy, teacher strategy*

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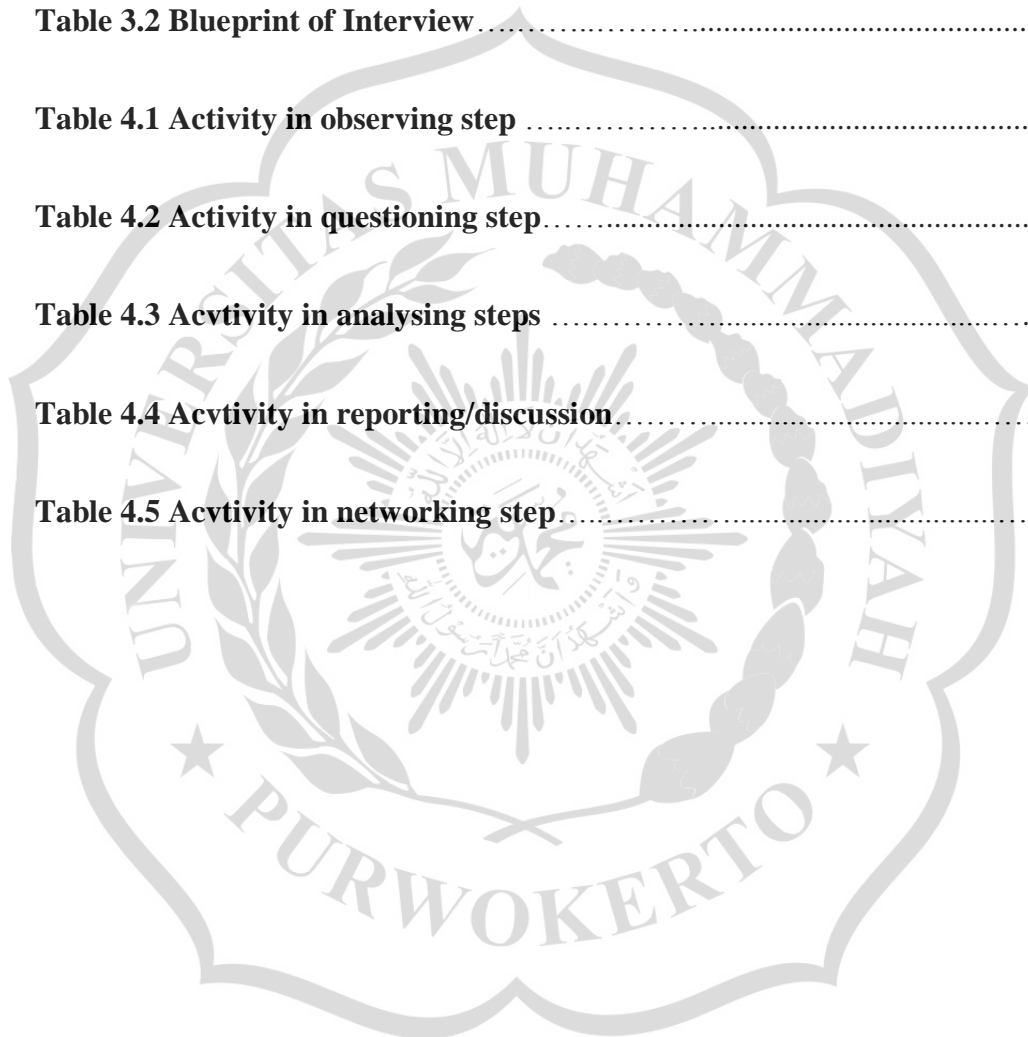
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