

CHAPTER II

LITERATURE REVIEW

This chapter provides a theoretical review, previous studies that affect the research problem and the theory of teacher's strategy in teaching reading are presented in this chapter.

A. Reading

1. The Definition of Reading

Reading is an order from God. Reading can know something that has not been known before. By reading can get information. In Alqu'an mentioned Surah 96 Al-'Alaq, Ayat 1-5

96:1) Recite in the name of your Lord Who created,(96:2) created man from a clot of congealed blood.(96:3) Recite: and your Lord is Most Generous, (96:4) Who taught by the pen,(96:5) taught man what he did not know.

In addition, Nichols, Rupley, Blair (2005) cited by Rasinski (2016) state reading is the ability to understand and respond to express ideas in writing. Mikulecky (2004), cited by Rahayu (2013) states that reading is the most basic skill asked in language learning because it affects other language skills such as speaking, listening, and writing.

The other opinion about definition of reading is decoding written words so that the readers can produce them orally. Similarly, Richard and Renandya (2002, p. 12) defines reading as the meaningful interpretation of written or printed verbal symbols. This definition is also supported by Linse and Nunan (2005, 68) who states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The same way that reading requires the reader to focus attention on the reading materials and integrate previously acquired knowledge and skills to comprehend what someone else has written. It means that reading is a set of skills that involve making sense and deriving meaning from the printed word.

In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read.

Reading is one of the important skills in language must be master by students, especially in English. Reading is an important gateway to personal development, and to social, economic and civic life (Holden, 2004). From reading students can increase science, technology, and knowledge. So that, reading can be useful in our life. According to Nell (1988), reading for pleasure is a form of play that allows us to experience other worlds and roles in our imagination. While reading we feel being in that event. So the imagination arises even though it has never been experienced.

Based on the definition above, it can be concluded that reading is an interactive process that goes on between the reader and the text, a reader will use his knowledge, skills, and strategies to understand what the text talk about. It means that the reader tries to recognize the words. He or she meets in print and find the meaning of the written text. So, the reading brings a maximum of understanding to the author's message.

2. The Purpose of Reading

Day and Bamford (2002) proposed that a reader reads a text generally for pleasure, information, and general understanding. Readers have own purpose to reach what they want. Grabe and stoller (2002: 13) state the purposes of reading is to search for simple information, to skim quickly, to learn from the text, Reading to integrate information, Reading to write, Reading to critiques text, Reading to integrate information

The importance of reading can be found within the meaning and upholding of human existence. Human beings use reading to expand their understanding of the world around them. It is essential for the mind, concentration, obtaining information, reflection, critical thinking, and emotional intelligence. Reading is quite broad and truly has many benefits for those who take part in it. It makes people realize the meaning

of existence in and outside of themselves. Knowing your purpose for reading will help you choose the content that best serves your needs.

3. Types of Reading

The first type of reading is Intensive Reading , According to Long and Richards (1987) say it is a "detailed in-class" analysis, led by the teacher, of vocabulary and grammar points, in a short passage." Brown (1989) explains that intensive reading "calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like." He draws an analogy to intensive reading as a "zoom lens" strategy.

The second thype is Extensive Reading, according to Long and Richards (1971, p.216) identify extensive reading as "occurring when students read large amounts of high interest material, usually out of class, concentrating on meaning, "reading for gist" and skipping unknown words." Brown (1989) explains that 12 extensive reading is carried out "to achieve a general understanding of a text."

And Reading Aloud , Reading aloud is “a way to introduce students to the pleasures of reading and books.” (Barrentine,1996). Hard reading can stimulate students to think more actively. Besides that, students can obtain information sources not only from the teacher. students can focus on their friends when reading by listening. In reading aloud students can think critically in finding vocabulary that has never been known. So that, it creates curiosity by asking questions to the teacher. Silent Reading Taylor (2001:3) states that silent reading is the ability to read with sustained attention and concentration ease and comfort, at adequate reading rates and with good understanding. One is then led to ask what factors permit sustained attention and ease and comfort in reading.

4. Strategy in Reading

As students progress through school, they are asked to read increasingly complex information and graphical texts in their courses.

Their ability to understand and use the information in these texts is keys to a student's success in learning.

Successful students have a list of strategies to use, and know how to use them in different contexts and also struggling students need explicit teaching of these strategies to become better readers. Psychologically, reading is viewed as an interactive process between language and thought. There are some strategy for reading comprehension according to Shea& Roberts, (2016 :15). The first is Pre-reading activities, Pre-reading activities are interactional activities carried out before students conduct the real reading activities. In this stage, the teachers give an overview and are related to the topic and briefly explain the contents of the text. Pre- reading is to tell students the purpose of reading and learning. Pre-reading activities are one of the activities aiming at facilitating the student's understanding about the reading text.

Then During reading activities During reading activities are the activities that reader does while reading take place. When reading the reader can identify the main idea, find text details, make conclusions from the reading text, and recognize the pattern of discourse. During reading activities are instructional activities that are going on while reading activities are happen.

And Post – reading activities Post-reading activities are the activities conducted by a reader after reading. Postreading activities are instructional activities that the students and teacher do after reading, after reading the teacher gives feedback and makes a group. The function of this activity is to examine student's comprehension the text that has been read.

In reading . There are many variety of strategy. They are skimming, scanning, references, summarizing, and identifying the main ideas and supporting details.

a. Skimming, In the same way, Brown (2004: 213) states that skimming is a prediction strategy used to give a reader a sense of a

topic and purpose of a text, the organization of the text, the perspective or point of view of the writer. it can be concluded that when we read indirectly we can predict the contents of the reading by looking at the context of the sentence used. besides that we can also know the point of view of the author through the reading. Mikulecky and Jeffries (2004: 38) is to get a general sense of a passage or book, not specific details. So, skimming is reading in a fast way so that in getting information in reading only in general, but the understanding gained is not detailed. Harmer (2001: 202) stated that skimming is a technique in looking for a text to get a quick idea of the gist of a text.

- b.** Scanning, Scanning is reading rapidly in order to find specific facts. The purpose of scanning is to extract specific information without reading through the whole text (Brown, 2001: 308). Brown (2003) explains that scanning is the process of quickly searching for particular piece or pieces of information in a text.
- c.** Guessing and making inference, Guessing and making inference involve using a wide variety of clues (including linguistic and nonlinguistic) to guess the meaning when the learner does not know all the words. Guessing helps readers to overcome knowledge limitation in reading. The readers do not have to recognize and understand every single word before they can comprehend the overall meaning. The readers can actually comprehend a lot of reading passage through systematic guessing without necessarily comprehending all details (Oxford, 1990: 90).
- d.** Summarizing, the definition of summarizing is when we take large selections of text and reduce them, making sure to include the main points and the general idea of the article (Jones, 2012). Jones (2012) also states, “This strategy is truly about equipping your students to be lifelong learners.”

- e. Identifying the main ideas and supporting details ,According to Barnes, Brown, and Burgdorf (1980), “The purpose of identifying the main idea is to help students find the thesis or core idea of the paragraph. The main idea is the most important element presented in a paragraph. It is the foundation upon which all the other sentences are built

B. Teaching Reading

Teaching strategy is one of the common terms used to define the activity in the classroom between teachers and students. Smith in (Anil, 2011:1) states “teaching strategy refers to a pattern of teaching acts that serves to attain certain outcomes”. It refers to how the teacher designed the class, involves classroom setting and teaching material. In prepare all of their need until conduct the teaching process; it will be expect to reach some goals.

According to J.R. David in (Sanjaya, 2008:294) in education the term of strategy is defined as “a plan, method, or series of activities designed to achieve a particular educational goal”. It means that teaching strategy can be concluded as a planning that contain of series of activities which is designed to reach particular educational goal. Teaching strategy is also defined by Strasser in (Anil, 2011:2) that “teaching strategy is generalized plan for a lesson or lessons which includes structure, desired learner behavior, in terms of the goals of instruction, and an outline of tactics necessary to implement the strategy”. It is more specific than the previous definition. Teaching strategy deals with the lesson plan which involves tactic to implement the strategy in teaching and learning process

Sharma (2015:44) states teaching strategies can be divided into two categories the first category is Autocratic Strategies, Autocratic strategies are traditional teaching strategies and are also called convergent approach. These are content centered and teacher-centered. While using these strategies, the teacher’s place is primary and the pupil’s place is secondary. The teacher determines the content himself and by considering himself an

ideal and by 12 suppressing pupil's interests, attitudes, capacities, abilities and needs, he\she tries to impose knowledge forcibly from outside in the minds of the pupils. In such a situation, pupils don't have any freedom for their expressions. Hence, in these objectives and group development is not cared for at all. Autocratic teaching strategies include Lecture, Demonstration, Tutorial, Programmed instruction, etc.

The second category of teaching strategy is Democratic Strategies The democratic strategies are child centered as the students determine themselves the content. Hence, the students' place is primary and that of teachers is secondary. As a result of its use, maximum interaction occurs between the students and the teacher. This develops their constructive capacities in accordance to their interests, attitudes, capacities, abilities, needs and mental levels of the students. Democratic strategies are objective and hence, the genius children gain advantage to the maximum. Democratic strategy is include of Group discussion, student presentation, role play, simulation, brainstorming, and independent study.

Based on the statements above can be conclude that teaching strategy is the general term of teaching and learning process. It is divided into two categories, Autocratic Strategies which are consist of methods and approaches in teaching where the teacher as the center. While, Democratic Strategies consist of methods and approaches where the students as the center.

1. Teachers Strategy in Teaching Reading

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minds of the pupils. In such a situation, pupils don't have any freedom for their expressions. Hence, in these objectives and group development is not cared for at all. Autocratic teaching strategies include Lecture, Demonstration, Tutorial, Programmed instruction, etc.

There are some strategies in teaching reading according to Vacca & vacca, (1999:53) cited in Sarjan, (2017).

a. Scaffolding

Scaffolding is help, support for students from people who are more mature or more competent, especially teachers which influences the use of higher cognitive mastery and enables the development of students' learning abilities. Scaffolding allows teachers help diverse learner meaning and overcome difficulties in text-related learning situation. Scaffolding is as a process whereby a student is a helped to solve a particular problem beyond its developmental capacity through the help of a teacher or other person with more ability. It can be concluded that the scaffolding is a support given by the teacher to students that encourages the development of students learning abilities so that there is an increase in the higher level material abilities needed with more complex problem solving. Bruner (1978) cited in Fernandez, (2002) states that scaffolding as cognitive support given by teachers to learners to help them solve tasks.

The characteristic of effective scaffolding is that learning must always be in ZPD Harman cited in Jalmo, (2009). Scaffolding is a process used by adults to guide children through their proximal development zones.

The Procedure of scaffolding is like Explain learning material, Determine the zone of proximal development (ZPD) or the level of student development based on cognitive levels by looking at the value of previous learning outcomes. Group students according to their ZPD, Provide learning tasks in the form of tiered questions related to learning material, courage students to work and learn to solve problems

independently by groups Providing assistance in the form of guidance, motivation, giving examples, keywords or other things that can lure students toward learning independence. Directing students who have a high ZPD to help students who have a low ZPD, Conclude the lesson and give assignments

b. ART (Ask, Read and Tell) Strategy

ART is consisted of three part Ask, Read and Tell. a simple procedure to prompt students to conduct pre-, during-, and postreading activities designed to enhance comprehension, Mc Callum (2010). It is kind of technique to teach reading comprehension. During the first step, Ask, students are asked to read the title and ask themselves questions regarding the material (e.g., What does this material cover? How familiar is this material ?What do I already know about the topic?). This strategy assists readers to combine information, recognize main ideas, and summarize information(Gilakjani, 2016).

During the second step, Read, students were taught to stop at the end of each paragraph and determine if the passage continued to make sense to them. They also underlined unknown words and tried to figure out their meanings by using context clues. The goal of this stage was to enhance students' comprehension monitoring while reading.

In the third step, Tell. Readers combine information in a text to elaborate in their own words what the text is about (Gilakjani, 2016). This process was made concrete by prompting students to answer the questions that they had posed to themselves in the prereading (Ask) step. They would tell their work with their own words.

In relation to the problems stated previously, the researcher was interested in conducting ART (Ask-Read-Tell) Strategy to enhance reading comprehension of the students. ART stands for Ask, Read, and Tell. This is one of the new ways of teaching reading that can be used by the teacher to enhance students' comprehension. It is a simple strategy that can prompt the students to conduct pre-, during-, and -post

reading activities. This allows teachers to see that the students is actually using the strategy properly and students can come back and try to answer the questions later.

When focusing on the second step, read, students actually read the selection and stop at the end of each paragraph. At the end they are asked themselves if what they are reading makes sense before continuing on. During this step they also underlined any unknown words to look up are finished out their meanings from context clues. The third stage is tell. When students are finished reading, they told themselves what they read. Some teachers had the students write down a summary, tell a partner, or tell the teacher themselves what they have read. At this time, students can also go back and answer the questions that they had asked themselves during the ask step.

There are some advantages by using ART Strategy. The first is it can increase students' motivation to read for comprehension. The second advantage is enhance students' comprehension monitoring while reading. The last one is prompt students to answer the questions that they had posted to themselves. Therefore, by using this strategy, it can help the students who have difficulties in comprehending reading text. ART strategy is expected to be able to solve the lack of vocabulary of the students, because this strategy encourages students to underline the difficult words. It might help them to solve the problem in terms of vocabulary problem. Furthermore, this strategy was different from the one that the teacher usually uses the one that the teacher usually uses. Therefore, the students might feel interested in learning English especially in reading.

c. SQ3R (Survey, Question, Read, Recite and Review)

SQ3R is the acronym for survey, question, read, recite and review. It is one of the teaching learning strategies in order to make students remember and get information from the reading text easier. In Survey phase, students survey the text they read. Based on their pre-reading

impressions in Question phase, students then create and write questions that they expect might be answered in the reading. In Read phase, the students read the text to find the answers to their questions. Furthermore, students write their answers by their own words and a response about the text in Recite phase. Finally in Review phase, the students reread the text to find the important information and the supporting details of the text.

Moreover, according to Robinson (2019) a process of SQ3R strategy consists of five steps 1) Survey: Glance over the heading, get general Ideas of the text, theme, and topic in the text to see the few big points that will be developed 2) Question: The following step is, turn it into a question reading. Create own question relate the text get main information 3) Read: read to answer that question, skim reading of the text to find the questions' answer. 4) Recite: look away and try to reread or recall the answer of questions using your own words without text.5) Review: In the last step answer the major purpose question then look over answer and all part of the text to organize information.

The process of SQ3R strategy begins with a guide and stimulate student's survey by using question. The teacher then provides an example of how to recite, ask open-ended questions, and encourage students to express their reciting, appreciate, or all supporting ideas. and it repeated until students' read all the passage paragraph (Gurning & Siregar, 2017, p. 193). According to Mangasi (2019, p. 82),

the steps of the process of Sq3R strategy are, The survey is conducted by skimming the first and the last paragraph and paying attention to the picture or diagrams in the text to help them recognize the text they will read. The questions are conducted to make the students pay more attention to the text when they start to read. It will guide students to get to the detailed information when they read in the next steps. Read is conducted to find the answer to the reader's question; in this step, the reader should be concentrated on the main ideas and the

main idea's detailed supporting. Recite is a step when readers try to answer the question that we made before in the paper piece without looking back at the text. The review is the step when readers reflect on the reading experience, review new information in case there is a vital link that missed.

teacher used this strategy to encourage students' memory of the texts that have been read in a long term.

d. Think aloud

Think Aloud is a strategy that helps students on learning activities, aims to remember information that is more significant than the texts given by the teacher. The ability of teachers to transfer creativity them and control the students in completing each step of the way think aloud strategy in understanding reading texts.

In this learning model, within each group of students are divided into two roles, namely as a problem solver (problem solver) and listener (listening and giving a solution to the problem solver). The use of Thinking Aloud Pair Problem Solving (TAPPS) learning models is expected to increase student learning activities, and stimulate student motivation, so that it affects the students learning outcomes, especially in the subject matter provided.

The steps in implementing of Thinking Aloud Pair Problem Solving (TAPPS) learning model Desriyanti, (2014) first Students are divided into groups of two students then Students are asked to sit in pairs and face each other then Each group member determines who first becomes the problem solver and who becomes the listener and The teacher gives questions to each group and for Those who act as problem solvers must read the questions clearly to the listener ,Furthermore, before the problem solver gives his ideas about the problem, he must first make reasoning about the questions given by the teacherAfter that, then the problem solver conveys the result of his reasoning to listener , then the Listener has the duty to listen to what is conveyed by the problem solver

and understand each step, answer, and analysis provided , but the Listener is not allowed to add the answer to the problem solver because the listener here is only entitled to notify if there is an error in the analysis of the problem solver . If a problem or problem has been solved by a problem solver then they immediately exchange tasks. Problem solver becomes listener and listener becomes problem solver. After they exchange assignments, the teacher gives a new problem that must be solved by a new problem solver. This is done so that each students has the opportunity to provide the results of their analysis and the opportunity to become listener

e. Reciprocal Teaching

Reciprocal Teaching consists of a set of strategies that are first introduced and modeled by the teacher and then used by students in pairs or in small groups. According to Palincsar & Brown, (1984) cited in Pilten, (2016) mentioned that reciprocal teaching strategy is a systematic teaching activity that involves strategies that reinforce reading, such as Predicting ,Clarifying Questioning and Summarizing

At the beginning of teaching, the teacher assumes the primary responsibility for teaching and demonstrating the strategies. Students slowly take over and practice these strategies with each other until they can work independently in their groups. The strategy is best used with “informational” non-fiction texts but can be adapted for narratives.

f. QARs

According to Raphael and Au, (2005) cited in Erdiana, Kasim, Junita, (2017) states that QAR is a reading comprehension strategy developed to clarify how students approach the tasks of reading texts and answering questions. In other words this strategy guides students to understand the questions in order to get an information in a reading itself. So that in practice in the class of students only see and read at a glance and understand further, students must focus on the questions given by the teacher about the reading text.

International reading association, (1999) stated that there is no single strategies or single combination methods that can successfully teach all students to read. Therefore a teacher/a lecturer must have a strong knowledge of multiple strategies for teaching reading and a strong knowledge of the students in their care so they can create the appropriate balance of methods needed for the students they teach.

There are some strategies in teaching reading according to Decoda literacy solutions, (2015:5:23).

a. Clarifying

Clarifying belongs to a set of reading strategies called collaborative teaching, but it can also stand on its own. Clarifying is an umbrella term for a set of cognitive strategies that students can use to identify where they have comprehension difficulties and how they can get at the meaning of a word, phrase, sentence or passage. Students are encouraged to identify problem areas and consider specific fix-up or repair strategies when understanding breaks down.

Clarifying strategies need to be adjusted for different kinds of texts and need to take into account a variety of reasons for comprehension difficulties such as background knowledge, weak decoding skills, unfamiliar vocabulary.

b. Click, Clunk

Click, Clunk is a teaching/learning strategy that students use to signal comprehension difficulties to themselves and the teacher. Students simply read silently and then say “click” for each word they understand and again for each sentence or passage and “clunk” whenever they encounter a word, phrase, sentence or passage that they don’t fully understand.

Students click and clunk while reading each section of the passage. The goal of clicking and clunking is to teach students to monitor their reading comprehension and to identify when they have breakdowns in understanding Abidin&Riswanto, (2012). Click refer to portions of the

text that make sense to the reader: “Click,” comprehension clicks into place as the reader proceeds smoothly through the text. When a student comes to a word, concept or idea that does not make sense, “Clunk” comprehension interference. For example, when students do not know the meaning of a word, it is a clunk.

c. Predicting

Predicting belongs to a set of strategies called reciprocal teaching or collaborative teaching. According to Gather, (2004) cited in wulandari, (2017) states that making predictions is a strategy in which readers use information from a text such as: titles, headings, pictures, diagrams, and their own personal experiences to anticipate what they are about to read or what comes next. After making a prediction, students read or listen to a text and either confirm or revise their predictions.

d. RolePlays

Students work in pairs or small groups to act out a situation. Each student has a role. Role plays can be simple or complex. According to Tompkins,(1998) cited in Krisdiana, Irawati, & Kadarisman, (2018) Stated that his strategy encourages thinking and creativity, makes it easy students develop and practice new languages and become hard skills in a relatively non-threatening environment, motivation and student involvement requires a process to occur learn, and simulate real life situations and to train students to describe what they will do when situations occur in real life. The purpose of a role play is to give students an opportunity to work with others to act out a situation and explore how others may think, feel or respond in a situation. Role plays are meant to build communication skills as well as problem solving skills.

They can't simply recite a memorized dialog. By putting themselves in real situations, students learn to think about what they might say and gain practice expressing thoughts and ideas in response to others. Role plays can be created from current events, short stories, novels, and screenplays to help students understand dramatic structure in texts. They

also useful in having students act out sticky or stressful situations that are part of their daily lives.

e. Summarizing

According to Perin, (2002) cited in Murniyati, (2018) states that summary is a mixture of reading and writing. Writing a summary of a text can help students connect the essence of ideas, process thoughts, rephrasing and restructuring them in their own words. Summarizing is a challenging task for most struggling readers, and is often preceded by practice in retelling and note taking. Summarizing requires that students first get the gist of a reading and then distill key points in the reading.

Summarizing requires that students develop a shorter version of a longer piece that includes both the main points and essential details. Most readers have with summaries, since they may not have the literacy skills required to distill and restate ideas. To start, they may need a chance to practice paraphrasing and retelling a short text in their own words.

Summarizing builds comprehension skills in reading and listening by focusing students' attention on essential points. It is often used in academic work, both as a way to engage students in texts and to capture their understanding of key ideas. Although mostly used in writing, it also serves students well in team interaction in school and at work as they present the main points of a discussion to others or report an event or incident.

f. Think-Pair-Share

Think-Pair-Share is designed to have students think about a topic, then pair with another student and share their thoughts. It allows students time to formulate their thoughts and involves all students, not just the few who volunteer or whom the teacher calls on. Think-Pair-Share works well in all classes and can be adapted for all levels. It can easily be implemented in large classes.

Think-Pair-Share allows students to think about a response before sharing their ideas with another student or the class. Students are often more willing to share an idea with a partner than speaking up in class. This strategy allows them to try out their ideas in, one hopes, a supportive dialog with a partner. Thinking and talking about an idea also helps students to formulate sentences in their minds and sharpens their ideas as they listen to others. If students are asked to report out to the whole class, more confident students get a chance to volunteer the answer for their pair, while less confident students hear their ideas presented by a team member. Think- Pair-Share is an excellent way to build workplace communication skills.

Those are some strategies which can be implemented in teaching reading in the classroom. Teacher can select one or two appropriate principles as the need of the students because the appropriate principle influences the students' achievement. From some strategies above, it will be used to know the teacher's strategies in teaching reading at SMAN 3 KEDIRI.

C. Previous Studies

To strengthen this research, there are relevant studies about Teaching reading strategies.

Firstly, the student from Universitas Islam Riau Medan named Safrida, Yani (2020) in her thesis by the title "An Analysis of Teachers' Strategies In Teaching Reading Comprehension at SMAN 2 Tualang ". The aim of this research was to find out there teachers' strategies by English teacher at SMAN 2 Tualang. The design of this research was descriptive, the research was qualitative approach. The total population in this research was two teacher which is teacher A and teacher B. The sample of this research was students at SMAN 2 Tualang in class XI/1, XI/3, XI/5 and X/5. The researcher was doing observation in the classroom, interviews the teacher and documentation. The data were identified, described, and analyzed by using observation and the interviews. The result showed that

the English teachers' applied four strategies in teaching reading comprehension at SMAN 2 Tualang, the strategies were cooperative learning, reciprocal teaching, qars, and summarizing. The teacher applied the strategies students to help students become active during teaching learning process. The strategies could help the students become more active in the teaching and learning process, because the implementation of those strategies was appropriate.

Secondly , ikhsanul Zahara (2020): in her thesis by the title "Eksplorasi strategi-strategi guru dalam mengajar membaca pemahaman: Sebuah studi kasus di SMA Negeri 2 Lubuk Basung." The purpose of this study was to investigate the problem and develop to understand the central phenomenon of teachers' teaching strategies for reading comprehension in tenth and eleventh grade students at SMA Negeri 2 Lubuk Basung. The subjects of this study were English teachers at SMA Negeri 2 Lubuk Basung. The aim of this research is to look at the teacher's strategy in teaching reading comprehension. This research uses a qualitative approach and this type of research is a case study. In collecting data, researchers conducted classroom observations and interviews to identify strategies used by teachers in teaching reading comprehension. Researchers analyzed the data by considering the six steps in analyzing and interpreting qualitative data by Creswell (2012). The results and analysis of the observations found that the three English teachers used prereading, during reading, and post reading in teaching reading comprehension. In the pre-reading stage, teachers provide motivation and set goals, activate background knowledge, relate reading to life around students, teach vocabulary & tell concepts before teaching, provide questions & predict. Meanwhile, at the during reading stage the teacher reads silently & reads aloud, gives cues to students when they read, manipulates the medium, and completes. Then, in the postreading stage, the teacher conducts questions and answers, discussions, writing, nonverbal activities, and completes. The next one is based on the findings from the interviews that teachers have used several strategies but

do not know what these strategies are called. This means that they do not know exactly the theory of the strategy, but they have used it in teaching reading comprehension. It can be assumed that these teachers do not know the strategies in procedures or steps that are good. So, the three teachers of this study need to improve their skills both knowledge and experience, to become more skilled teachers especially in teaching reading comprehension. The researcher concluded that the teacher's strategy in teaching reading comprehension was very positive for students. Teachers' strategies in teaching reading comprehension can also be applied and adapted from other theories and teaching practices. Keywords: Prereading, During reading, Post reading

The previous research results above have relationship with the research that will conduct by the researcher. They have similarity in order to investigate about teachers strategy in teaching reading. The result above also shows that the researcher want to know what strategy used by the teachers in teaching reading.