

**AN ANALYSIS ON TEACHER'S STRATEGY IN TEACHING READING  
COMPREHENSION AT SECOND GRADE OF MTsN 1 KEDIRI**

**THESIS**

Presented to

State Islamic Institute of Kediri

in Partial Fulfillment of the Requirements

for the Degree of *Sarjana* in Education Department



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**STATE ISLAMIC INSTITUTE (IAIN) OF KEDIRI**

**2023**

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**Arranged By**

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I hereby declare that the thesis and the work presented in it are my own and have been generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others. This thesis is to fulfill the requirement for degree of *Sarjana (S1)* in the English Language Education Department, State Islamic Institute (IAIN) of Kediri.

Kediri, June 23<sup>th</sup> 2023

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This is to certify that the Sarjana's thesis titled  
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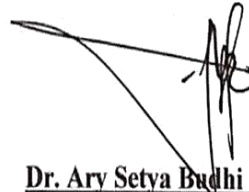
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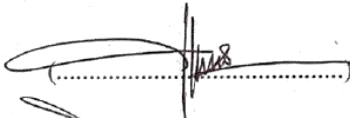
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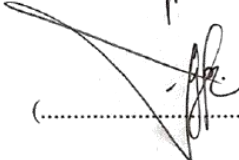
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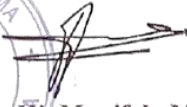
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## **MOTTO**

“And your Lord says, Call upon Me, I will respond to you”

*Source: Qur'an 40:60*

## DEDICATION

### *Bismillahirrahmanirrahim*

1. First of all, I would like to be grateful to Allah SWT who always give me His bounties and blessings, so I can finish my thesis.
2. Secondly, shalawat and salam always be given to our Prophet Muhammad SAW who has guide us from the darkness to the brightness.
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The researcher realized that the researcher was still far from being perfect. Hence, the research expected suggestions and comments from all the readers or other researcher who want to learn about this study. May Allah SWT the most almighty always bless all of us.

Kediri, June 23<sup>th</sup> 2023

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## ABSTRACT

Melani, Iana. (2023). *An Analysis on Teacher's Strategy in Teaching Reading Comprehension at Second Grade of MTsN 1 Kediri*. Thesis. Department of English Language Education, Faculty of Tarbiyah, State Islamic Institute (IAIN) of Kediri. Advisor: (I) Mohammad Muhyidin M.Pd. (II) Dr. Ary Setya Budhi Ningrum M.Pd.

**Keywords:** *Teacher's strategy, reading comprehension, teaching reading.*

Reading is an activity for learners, especially those learning English as a second language. Reading requires a sharper focus when understanding the information that is important to learn. Understanding the details of the information in the text needs the readers to have prior knowledge, which makes reading comprehension a challenging activity. Because of that, the researcher conducted this study to know what strategy of English teacher in teaching reading comprehension and how the implementation of English teacher in teaching reading comprehension at second grade of MTsN 1 Kediri.

This study used descriptive qualitative research as a method to answer the purpose of this research. The English teacher who teaches second grade at MTsN 1 Kediri became the study's subject. The researcher utilized an observation checklist, interviews, and documentation to get information about what strategy that teacher used and how the teacher implemented the strategy in teaching reading comprehension. Data were analyzed by reducing data, presenting data and drawing conclusion.

From the analysis that the researcher has done so far, the finding showed that the teacher used two strategies to teach reading comprehension; Scaffolding and QAR (Question Answer Relationship). To implement the strategy, in the scaffolding strategy, the teacher applied six steps, including modeling, contextualizing, bridging, schema building, re-presenting text, and developing metacognition. While in the QAR strategy, the teacher implemented reading questions, understanding the level of QAR questions, reading texts, answering questions, and sharing answers. The teacher applied and combined the strategies divided into three stages of teaching reading comprehension. The stages were pre-reading, while reading, and post reading. The strategy that the teacher used was effective. It was proven by the condition of the classroom activities and the students' focus while they listened to the teacher when delivering the material.

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