

**AN ANALYSIS OF TEACHER'S STRATEGIES IN TEACHING  
READING COMPREHENSION OF NARRATIVE TEXT**

*(A Descriptive Study on Grade 10 Students of SMA Negeri 1 Semparuk in  
2022/2023 Academic Year)*

**A THESIS**

Jurisdiction Responsibility by:

**Nurbaiti**

F1021171016



**ENGLISH EDUCATION STUDY PROGRAM**

**LANGUAGE AND ART EDUCATION DEPARTMENT**

**TEACHER TRAINING AND EDUCATION FACULTY**

**TANJUNGPURA UNIVERSITY**

**PONTIANAK**

**2023**

**AN ANALYSIS OF TEACHER'S STRATEGIES IN TEACHING READING  
COMPREHENSION OF NARRATIVE TEXT**

*(A Descriptive Study on Grade 10 Students of SMA 1 Semparuk in 2022/2023 Academic Year)*

**A THESIS**

Jurisdiction Responsibility by:

NURBAITI

F1021171016

Approved by:

Supervisor I



Sumarni, S.Pd., M.TESOL.  
NIP. 196905262000122001

Supervisor II



Drs. Syarif Husin, M.Pd.  
NIP. 196007261993031001

Legalized by:

The Head of Language and Arts Education Department



Dr. Patriantoro, M.Hum.  
NIP. 196208241989031003

# AN ANALYSIS OF TEACHER'S STRATEGIES IN TEACHING READING COMPREHENSION OF NARRATIVE TEXT

*(A Descriptive Study on Grade 10 Students of SMA 1 Semparak in 2022/2023 Academic Year)*

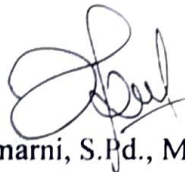
## A THESIS

Jurisdiction Responsibility by:

NURBAITI  
F1021171016

Approved by:

Supervisor I



Sumarni, S.Pd., M.TESOL.  
NIP. 196905262000122001

Supervisor II



Drs. Syarif Husin, M.Pd.  
NIP. 196007261993031001

Legalized by:

Dean of Teacher Training and Education Faculty  
Universitas Tanjungpura



Dr. Ahmad Yani T, M.Pd.  
NIP. 196604011991021001

**AN ANALYSIS OF TEACHER'S STRATEGIES IN TEACHING READING  
COMPREHENSION OF NARRATIVE TEXT**

*(A Descriptive Study on Grade 10 Students of SMA 1 Semparuk in 2022/2023 Academic Year)*

**A THESIS**

Jurisdiction Responsibility by:

NURBAITI  
F1021171016

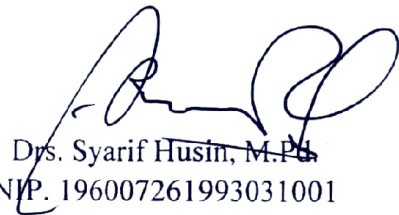
Approved by:

Supervisor I



Sumarni, S.Pd., M.TESOL.  
NIP. 196905262000122001

Supervisor II



Drs. Syarif Husin, M.Pd.  
NIP. 196007261993031001

Examiner I



Dr. Eni Rosnija, M. Hum.  
NIP. 197201031997022001

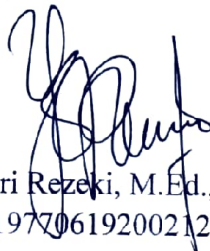
Examiner II



Wardah, S. Pd., M. Pd.  
NIP. 197801072005012003

Legalized by:

The Head of English Education Study Program



Yanti Sri Rezeki, M.Ed., Ph.D.  
NIP. 197706192002122009

# **AN ANALYSIS OF TEACHER'S STRATEGIES IN TEACHING READING COMPREHENSION OF NARRATIVE TEXT**

*(A Descriptive Study on Grade 10 Students of SMA 1 Semparuk in 2022/2023 Academic Year)*


## **AN ARTICLE**

Jurisdiction Responsibility by:

**NURBAITI**  
**F1021171016**

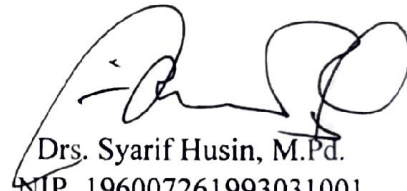
Approved by:

Supervisor I



**Sumarni, S.Pd., M.TESOL.**  
**NIP. 196905262000122001**

Supervisor II



**Drs. Syarif Husin, M.Pd.**  
**NIP. 196007261993031001**

Acknowledged by:

Dean of Teacher Training and Edu. Faculty  
Universitas Tanjungpura



**Dr. Ahmad Yani T, M.Pd.**  
**NIP. 196604011991021001**

Head of Language and Arts  
Education Department



**Dr. Patriantoro, M.Hum.**  
**NIP. 196208241989031003**

## DECLARATION OF AUTHENCITY

I who signed below:

Name : Nurbaiti

NIM : F1021171016

Department/ Study Program : Language and Art Department / English Language  
and Education Study Program

I sincerely declare that this thesis entitled “An Analysis of Teacher’s Strategies in Teaching Reading Comprehension of Narrative Text on Grade 10 Students of SMA Negeri Semparuk” that I have written is completely the result of my work, and I am responsible for the content of this thesis. Others’ writings that are included in it are cited in accordance with the ethical standards.

If this thesis contains the results of others’ work or plagiarism in the future, I will take responsibility for the actions.

Pontianak, 20 January 2023

The Writer



Nurbaiti

F1021171016

## **ABSTRACT**

This study was aimed to find out the teaching strategies that used by the teacher in teaching reading comprehension of narrative text in X grade of SMA negeri 1 Semparuk. The participant of this is research is an English teacher who has been teaching for about 18 years in SMA Negeri 1 Semparuk. A descriptive qualitative design was employed in this research by using semi-structured interview and observation as the technique of data collection. The findings of the research showed that the teacher used two strategies in teaching reading comprehension of narrative text they were small group discussion strategy and Questions and Answers Relationship (QnAR) strategy. The teacher used small group discussion strategy in helping students to get the same opportunity to understand the material. Another strategy was Questions and Answers Relationship (QnAR) strategy used in order to obtain students' critical thinking. Furthermore, QnAR strategy was used in measuring and knowing students' understanding about the material. In addition, the finding showed that these strategies gave good impact to influence students' reading comprehension ability of narrative text. It can be seen from the teaching learning process and the score of the individual evaluation test.

**Keywords: Narrative Text, Reading Comprehension, Teaching Strategies.**

## **ACKNOWLEDGEMENT**

First and foremost, praises and thanks to Allah SWT, the Almighty, for his showers of blessings throughout the writer's work to complete successfully. In addition, may peace and salutation always be given to The Prophet Muhammad SAW, who has taken all human being from the darkness to the lightness way so the writer can be finishing this thesis entitled "An Analysis of Teacher's Strategies in Teaching Reading Comprehension of Narrative Text on Grade Ten of SMA Negeri 1 Semparuk in Academic Year 2022/2023".

The writer would like to express her deepest gratitude to both of supervisors Sumarni, S.pd., M. TESOL and Drs. Syarif Husin, M.pd, for giving the writer an inspiration in choosing the research topic, the opportunity to do the research and providing abundantly helpful and valuable assistance, support and guidance throughout this research.

The writer's sincerest appreciation also to Dr. Eni Rosnija, M. Hum, as the first examiner for giving valuable encouragement, along with constructive critiques, suggestions and input. Greatest appreciation also to Wardah, S.pd., M.pd. as the second examiner for the beneficial inputs, ideas, and suggestion to make this writing completed.

A great appreciation also to Mr. A, the participant of this research, who had cooperatively participated in making this research accomplished. The writer's sincerest gratitude to those who always supported the writer morally and



materially that made the writer able to handle the difficulties and obstacle well so this thesis could be completed.

The writer would like to express gratitude to a few parties for the assistance, guidance, and encouragement, namely to:

1. Dr. Ahmad Yani. T, M.Pd. as the Dean of the Teacher Training and Education Faculty
2. Dr. Patriantoro, M. Hum. as the Head of Language and Arts Education Department
3. All the lecturers and staff in English Education Department for the knowledge, guidance, and assistance for the writer in composing this research
4. Tiara Annisa, Meilsa Santri S. Pd, Adelia Nurhidayah S.Pd, Ulil Albab S.Pd, Lisa Nur Agustia, Lisa Ma'rufi S.Pd, Nur Sesba Kausar, Siti Khadijah, A.Md, Wirranto, and Kurnia for the companion and support for the writer.
5. Rido Winarto, Hafiz Al-Basar, Fitrianti Ulfah, Yanrina Angraini, all members of Class A, and all of her colleagues from batch 2017 who experienced the ups and downs of the college life with the writer and made it full of precious moments.

Last but not least, the writer would like to give her sincere appreciation to her family, with a special mention to the writer's parents, Mr. Hamdani (almarhum) and Mrs. Kartila who has become the writer's source of motivation, for the patience, support, and endless love, also to the writer's brothers and sisters, Hanafi S.Pd, Sri Agus wahyuni S.Pd, Jecki, Rossy, Sakinah, and Farul.

Finally, the writer realizes that her writing has not been perfect and might still have some weaknesses both in terms of materials and presentation. Therefore, constructive suggestions from the readers would be highly appreciated. The writer hopes that this thesis can be useful and provide insight to the readers and especially for the writer as well.

Pontianak, 20 January 2023

Nurbaiti

## TABLE OF CONTENT

DECLARATION OF AUTHENCITY .....	<b>Error! Bookmark not defined.</b>
ABSTRACT .....	vii
ACKNOWLEDGEMENT.....	viii
TABLE OF CONTENT .....	xii
INTRODUCTION .....	1
1.2 Research Question.....	6
1.3 Research Purposes.....	6
1.4 Research Significance .....	7
1.5 Research Terminology .....	7
1.6 Limitation of the Study .....	8
LITERATURE REVIEW .....	9
2.1 Teaching EFL.....	9
2.2 Skills in English Learning .....	10
2.2.1 Listening Skill .....	10
2.2.2 Speaking Skill .....	11
2.2.3 Writing Skill.....	12
2.2.4 Reading Skill .....	14
2.3 The Types of Reading .....	15
2.3.1 Intensive Reading .....	15
2.3.2 Extensive Reading .....	15
2.3.3 Reading Aloud.....	16
2.3.4 Silent Reading .....	16
2.4 Reading Comprehension.....	17
2.5 Strategies in Teaching Reading Comprehension.....	18
2.5.1 Group Reading .....	19
2.5.2 Small Group Discussion Strategy .....	20
2.5.3 Question and Answer Relationship .....	21

2.6 Narrative Text in Foreign Language .....	24
2.7 Cooperative Learning Model .....	24
RESEARCH METHODOLOGY .....	29
3.1. Research Design.....	30
3.2 Setting and Participant.....	31
3.4 Technique and Instrument of Data Collection .....	32
3.4.1 Observation .....	32
3.4.2 Semi-structured Interview questions .....	33
3.4.3 Observation Checklist .....	33
3.4.4 Interview Guidelines.....	33
3.5. The technique of data analysis .....	35
1. Data Reduction.....	35
2. Data Display.....	35
3. Conclusion .....	36
FINDING AND DISCUSSION.....	37
4.1 Findings .....	37
4.1.1 Finding on the Observation .....	51
4.1.2 Finding on the Interview .....	50
4.2 Discussion.....	55
4.2.1 Teacher's Strategies in Teaching Reading Comprehension of Narrative Text	55
4.2.1.1 Small Group Discussion Strategy .....	56
4.2.2.2 Question and Answer Relationship.....	57
4.2.2 The Implementation of Teacher's Strategies in Teaching Reading Comprehension of Narrative Text.....	58
4.2.2.1 Small Group Discussion Strategy .....	59
4.2.2.1 Question and Answer Relationship Strategy .....	60
CONCLUSION AND SUGGESTION .....	61
5.1 Conclusion .....	61
5.2 Suggestion.....	63
References .....	64

Appendices .....	70
Appendix 1 .....	70
Appendix 2 .....	76
Appendix 3 .....	79

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of Study

Reading is a skill that cannot be separated from and is always associated with learning. Reading provides people with a wide range of knowledge. Reading has always been an important requirement for students, and it is a fundamental skill that all students must master. As stated Zare & Othman (2013) students must understand how to learn via reading in order to enter today's literate culture and communicate effectively. Learners who master reading skills can easily understand and comprehend the knowledge gained from reading materials such as books, newspapers, and magazines.

Reading is the process of looking at a series of written symbols and getting meaning from them. Reading helps reader to build the vocabularies as well. According to Breznitz (2008) reading is an action of decoding and comprehending of the printed materials. In reading process, readers do not only read the text, but also comprehend and understand the content of the text, the message that writer wants to deliver to the reader. To comprehend

and understand the text easily, readers need to put a big attention to reading comprehension ability.

Reading comprehension is the activity of reading in order to understand, comprehend, figure out, and obtain the messages that the author desires to convey to the readers. Moore, Jerilou, Alif, Vogel & Elizabeth (2016) defined reading comprehension as activity of understanding what you read, however, the complexities of having the ability to grasp typically embrace complex and careful processes. In order to help students understand the text and achieve the goal of reading comprehension, teachers must use appropriate strategies when teaching reading comprehension.

Reading comprehension can be taught in various strategies. According to Sarode (2018, p.58) “teaching strategies refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future”. In teaching reading comprehension, teachers can employ a variety of strategies. As stated by Dwiningtias, Sofyan & Puspita (2021), to keep the students interested in reading, the teacher should employ a variety of strategies, including the use of varied methods, media, and games. Some of them are by using authentic material and approaches, reading aloud in the classroom, comprehension questions, checking level of difficulty of the text, use pre reading activities. The other strategies that can be used by teachers in teaching reading comprehension are developing

vocabulary of students, not to continue reading without understanding, grasping the hard of matter, using contextual clues, teach reading strategies, visualizing what is written, provide a variety of reading purpose, identify texts and tasks. After nearly two years of using online classroom, teachers must be able to select appropriate strategies for teaching reading comprehension in offline classroom. Teachers must consider the situation and conditions in the classroom, as well as the students' abilities and students' knowledge in selecting the appropriate strategies.

In fact, most of students still face difficulties and problems in comprehending the text. Students also have difficulty in translating the text. Most of the students translate the text word by word without paying attention to the context of the text. It means that students still have low ability in reading comprehension. Ahmadi, Ismail, Abdullah (2013) stated on their research that even after years of studying the English language, many EFL/ESL students have "severe challenges" with English reading comprehension. Teacher need to consider with the students' ability, knowledge and classroom condition. That is what leads the researcher to conduct this research, to find out the strategies that used by the teacher to teach reading comprehension of narrative text and how the teacher implies the strategies. The writer chose narrative text as the material for this study, because the teacher at this school teaches narrative in the teaching and learning process based on



the syllabus. Narrative text is a type of text that entertains the reader, and also provides lessons from the moral values on the story.

Some of the researchers have been conducted the research about teaching strategies in teaching reading comprehension. One of this ways was Waskito Adi (2017) who has investigated the strategies that used by the teachers in teaching reading comprehension in SMK 2 Batu. The result of the finding showed that there were three strategies in teaching reading comprehension. The first strategy was scaffolding strategy. The teachers used scaffolding strategy to help students who have difficulties in comprehending the text. The second strategy was Think-aloud strategy. The teachers used think-aloud strategy to help students to comprehend the text easily. The last strategy was QARs (question and answer relationship). Moreover, teachers used QARs strategy to build students' knowledge. Last, teachers used think-aloud strategy to help students to comprehend the text easily. The other similar research finding to analysis teaching strategies was conducted by Nurul Hidayah (2016). The result of the finding showed that the strategies that used by teacher in teaching reading comprehension several teaching strategies. First strategy was memorizing strategy. The teachers utilized this strategy to help students in easily comprehending the text. Furthermore, if the students are not in a good mood, this strategy couldn't work well. Second strategy was Question and Answer (QnAR) strategy. This strategy is used to provide material

to students in order for them to accept the material provided by the teachers. Another strategy was silent reading. The main goal of using this strategy was to see students how to efficiently, quickly, and thoroughly obtain information from printed pages. Fourth strategy was game strategy. The picture dictionaries game was used by the teachers. This strategy was successful in attracting students' attention and interest in the lesson. Another strategy was small group discussion strategy. The teachers implemented a small group discussion strategy to help students in sharing their ideas with one another. The last strategy was reading aloud strategy. This strategy was used by teachers to train students' pronunciation and courage when reading English. This strategy could, help students with their spelling and pronunciation.

Despite the previous research focusing on teaching strategies in teaching reading comprehension as explained above, further research is needed to know the appropriate teaching strategies in teaching more specific reading text which in this research focused on narrative text. Furthermore, this research was conducted after the pandemic. Online classroom were implemented for two years. The strategy used by the teacher must pay attention to the adaptation process of students in having face-to-face classes.

In this research, the researcher was using descriptive qualitative design to conduct the research. By using qualitative design,

the researcher described the strategies that used by teacher in teaching reading comprehension of narrative text in a classroom and the implementation of the teaching strategies. Furthermore, all teachers and students have been vaccinated and have started face-to-face learning, so this research conducted in an offline classroom. This research conducted in 10 grade of MIA 2 of SMA Negeri 1 Semparuk, based on recommendation by the teacher, and students' score in English subject that is pretty well than the other classes in X grade on that school.

## **1.2 Research Question**

Based on the background above, the researcher formulated the research problems that are:

- 1.2.1 What are the strategies that used by the teachers in teaching reading comprehension of narrative text?
- 1.2.2 How does the teacher implement the strategies in teaching reading comprehension of narrative text?

## **1.3 Research Purposes**

In order to read expected goal, it would be impossible for the researcher to solve all stated problems, so the purpose of this research are:

- 1.3.1 To describe teacher's strategies in teaching reading comprehension.

1.3.2 To describe the implementation of the strategies in teaching reading comprehension of narrative text.

#### **1.4 Research Significance**

The result of this research is expected to give some benefits to the researcher, the teacher, the students, and other researchers, there are as follows:

1.4.1 To the researcher: it will be a new experience and knowledge how to conduct the research on teaching narrative text.

1.4.2 To the teacher: This research can help the teacher to find out the appropriate strategies in teaching reading comprehension and description about those strategies to improve the quality of teaching and learning process.

1.4.3 To the students: This research can help the students to learn reading comprehension easily, to give information in order in improving their reading skills.

1.4.3 To other researchers: This research could be one of the sources and references to conduct their research, especially which similar with this research..

#### **1.5 Research Terminology**

In order to clarify the terms and to avoid misunderstanding the explanations are provided as follows:

### 1.5.1 Reading Comprehension

Reading Comprehension is an ability to understand, comprehend, figure out the text and get the message from the text.

### 1.5.2 Teaching Strategies

Teaching strategy is a careful plan of teaching activities to be undertaken which ensure effective teaching and learning.

### 1.5.3. Narrative Text

Narrative text is a text which contains about fantasy, fairy tales, or a true story that has been exaggerated.

### 1.5.4 Descriptive Qualitative Design

Descriptive Qualitative is a design that used by the researcher to analyze teaching strategies in teaching reading comprehension

### 1.5.5 SMA Negeri 1 Semparuk

SMA Negeri 1 Semparuk is a public Senior high school which is located on Jalan H. Tauran A Majid Semparuk, Sambas

## **1.6 Limitation of the Study**

There are several types of text that are taught in English lessons, but this study is limited on teaching strategies in teaching narrative text. This study also limited on one participant who teaches English at the 10 MIA 2 grade of SMA Negeri 1 Semparuk.