An Analysis on Teacher's Strategy in Teaching Reading Comprehension at SMP YLPI Marpoyan Pekanbaru

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ABSTRACT

This study was carried out to know what is the strategy used by the teacher in teaching reading at SMP YLPI Marpoyan Pekanbaru. The researcher expected the more teaching strategy is applied by the teachers in teaching reading, the more students enjoyable and understand how to be good reader. Design of this research as descriptive qualitative design, in which researcher describe strategy of teaching reading used by teachers to students at SMP YLPI Marpoyan Pekanbaru. This research had only one variable, it was strategy of teaching reading that used by teachers. The teachers utilized two strategies in teaching reading of the first and third year students in the classroom namely: Repeated Reading strategy and SQ3R strategy. The teachers utilized generally the indicator of the Repeated Reading strategy that they utilized in classroom. Total points of strategy on teacher A utilizing SQ3R strategy 4 points and the total points of strategy on teacher B utilizing SQ3R strategy 5 points. It can conclude that the teacher utilized generally the indicator of the strategy that her utilized in teaching reading comprehension in the classroom. Result of interview as additional information to know teacher teaching learning process used Repeated Reading and SQ3R strategies. Teacher ever used SQ3R technique and Repeated Reading strategies in teaching reading comprehension in previous class. The writer observed, she used material appropriate with the strategy. Teacher utilize this strategy in order to make students easy in comprehend learning material, since they frequently reread the content and discover the translation of difficult words, so it make them straightforward the understanding content.

Keywords: An Analysis, Teacher's Strategy, Reading.

1. INTRODUCTION

One of four skills in teaching English is reading. In this digitalization era, reading is becoming important. It cannot be separated from human daily life activity, especially for students. By reading people can draw information from a text and to form an interpretation of that information.

According to Qanwal & Karim, 2014, Reading is commonly recognized as an interpretative and interactive skill that involves decoding, as well as active, cognitive thinking processes. Reading is closely related to comprehension. The text is presenting letters, words, sentences and paragraphs that encode meaning. To understand a text, reading only is not enough for students; they need to comprehend a text.

Reading is a connected process in

order to go on around reader and for produce comprehension. To determine what that meaning of a text the reader uses knowledge, skills and strategies. For junior high school students" reading material is texts. The students have to understand about the existences of separate text tasks such as how to get factual information through text, identify, main idea, finding the meaning of vocabulary, identify references, and how for making different to have a comprehend text well. English teachers are expected to be able to create an appropriate and interesting strategy that can make the students feel comfortable and enjoy when they are learning reading. The students need some strategy that can encourage them to learn and master reading easily.

The teachers usually have some strategies in reading teaching learning process. In a strategy, there is a systematic procedure, formula, or routine by which a task is accomplished. Designs are organizationally determined in teaching strategy and relate theoretically to an approach. An appropriate strategy will determine the students" understanding to English. The teacher strategies have important role to make students able to master reading skill.

In the fact some teachers do not use appropriate or suitable strategy in teaching reading, it influencing the students" comprehension in reading a text. To arouse student's interest and motivation in reading, a teacher should apply a good strategy in teaching reading. In teaching reading there are some problems face by the teachers and students. The first problem, in teaching reading some teachers still uses common strategy. The second problem, teachers tend to be repetitious on a single strategy, so students are bored

with the usually strategy. English teachers should use variation of strategy in teaching reading. The third problem, when teaching reading some teachers did not focus to comprehension, teacher focus to emphasize pronunciation and fluency. The fourth problem, students are not motivated to learn especially reading, so it influences on their comprehension.

In the English learning and teaching at school, reading is taught by the teacher of SMP YLPI Marpoyan Pekanbaru in the class as her strategy to teach English to the students. Many students have some difficulties to get communicative purposes from reading text. They cannot get main information and authors' ideas from reading text. It means that they have low ability to comprehend a text.

The writer views some the teachers at SMP YLPI Marpoyan Pekanbaru use some strategies in learning and teaching reading process but the teachers and the students still faced problems in learning and teaching reading strategies, the problem are : first, repeated reading, the instructors are familiar and have used it. In using repeated reading strategy, the students have problems in responding to reading consistently with other students. Second, the strategy SQ3R is designed to help students read faster and retain more. It can improve students' reading text. In using SQ3R strategy, students have problem in turning into a question and ask questions to be answered in their reading. There should be some creative ways to be applied separated in using strategies for teaching reading.

Based on the research problem, the writer has some objectives as follows:

a. Generally, it is to identify method of teaching reading to the first and third year students at SMP YLPI

Marpoyan Pekanbaru. Especially, it is to:
- Describe the objectives of teaching reading;
- Describe the material given by the teacher;
- Describe the teaching and learning activities.
b. To describe the problems faced by the teacher in implementing the strategy.

One of the four language skill that have to be learned by students is reading. Reading is very important skill that students must be mastered, so reading cannot be separated in the process of teaching and learning process. According to Grellet (2010), reading is an active skill which involves guessing, predicting, checking, asking oneself questions. When devising reading comprehension exercises it should be taken into consideration. Through systematic practice, or introduce questions that help students to anticipate the content of a text from its title and illustrations or the end of a story from the preceding, it is possible, for instance, to develop the students" powers of inference

The intention of reading in order to get information or check existing knowledge, or in order to critique a writers' ideas or writing type. Reading is also defined as an interactive process, in reading process readers binding an exchange of ideas with a writer via text. In other words, readers" understanding of text is several of exchange ideas with the author. It is the process of expression and reception of meaning as the main goal of both readers. Reading is an interactive and a thinking process for displacing printed letters into significance in order for communicating defined messages between writer and reader. To understand a text, reading

only is not enough for the students, they require comprehending text. To comprehend passage students requires reading for meaning. They do not only read the text, but also understand the meaning of written text being read. Similarly, the act of constructing meaning in the text. Reading is an interactive process in which readers construct a meaningful representation of a text using effective reading strategies. The passages consider letters, words, sentences, and paragraph that encode meaning. Knowledge skills, and strategies use by the readers to determine what that meaning is. According to Mikulecky (2011:5), reading is a complex conscious and unconscious mental process in which reader uses a variety of tactic to retrieve the meaning that the author is assumed to have intended, based on data from the text and from reader prior knowledge.

Based on definitions above, it can be concluded reading has been called as a process of decoding a particular writing system into a language or a process of having meaning from written object. Reading is an enjoyable activity when it is carried out effectively. The students must be motivated to acquire skills. The students must also read a lot of any kind of information in order to increase their knowledge.

Furthermore, reading comprehension can be defined as a thinking action through which readers become aware of an idea, understand it in terms of their experiential background, and interpret it in relation to their own needs and purposes (Khoiriyah: 2010:1). Reading comprehension also defined as act of combining information in a passage with previous knowledge for constructing the meaning. In comprehension there is a process of

generating meaning through assorted sources-immediately observing phenomena, reading, looking at a sign, cartoon, painting, listening to a lecture, discussion, and viewing a film. It is process of building a connection between what the reader knows and what he does not know, between new and the old. Comprehension is involved process, often beginning before a book is opened, changing as the material is read, and continuing to change even after the book is completed.

Here are the three elements of reading comprehension according to (Chaterin: 2002:1):

1. A reader who is doing comprehending to comprehend, reader should have a extensive of capacities and abilities. These include cognitive capacities (such as: attention, impression, critical analytic ability, inference, visualization ability), motivation (a purpose for reading, an interest in content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension program).

2. A text must have features that must understand, because it has a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading the reader constructs different representation of the text that are important for comprehension (Chaterin: 2002:14).

The activity in which comprehension is a part of reading activity involves one or more purposes, some operations to process text at hand, and the consequences of performing the activity, all which occur within some specific context. The initial purpose for the activity can change as the reader reads. Processing text involves decoding the text, 18 higher-level linguistic and semantic processing, and self-detector of comprehension. These three dimension (reader, text, activity) define a phenomenon that occurs within a larger sociocultural context that shapes and is shaped by the reader and that interacts with each of the three elements (Chaterin: 2002:11).

According to King and Stanley (2007: 10). Here are the components of reading texts:

1. Finding Factual Information
   Factual information needed readers to scan specific details. There are many types of questions of factual information such as question types of reason, purpose, result, comparison, means, identity time, and amount in which the greater part of the answer can be found in the text.
2. Finding Main Idea
   Main idea is the most important statement about the topic, so that in order to get easier in comprehending the text, the reader should recognize it well. Reading concern with definition to greatest extend than it is with from. An efficient reader understands not only the ideas but also their comparative significance as expressed by the author, in other words. Some of ideas are super ordinate while other subordinate.

3. Finding Meaning of Vocabulary

   Vocabulary is more than list of target language words. Vocabulary includes the right and appropriate used of word. lt means

that the larger vocabulary the smaller misunderstanding. So, by knowing meaning of the vocabulary readers can achieve reading comprehension well. To find the meaning of vocabulary can be done by guessing it in the context. Pollock et. al, (1961 : 5) in Nopri (2007: 1 2) says that it was not effective if we found meaning of vocabulary by consulting dictionary very often. lt means that vocabulary learning comes through the words origin and basic meaning, its structure and its functions in context.

4. Identify Reference

    In English, as in other language, it would be clumsy and boring to have and to do again the same word or phrase every time a reader used it. Instead of replicate the same word or phrase several times, we usually refer to it rather that repeat it. For this purpose, we use reference words most often, reference expression will refer to a preceding word or phrase. Recognizing reference words or phrase to which they refer will help a reader understand the reading passage. Students of English might learn many rules for sentences. Reference words are usually short and are very frequently pronouns, such as it, she, he, this, those, and soon.

    Teaching is a concerned process it does not only give the information from the teacher to the students. In the process of teaching and learning in the classroom there are many activities that can be doing especially. Make learners become an effective and efficient reader is the goal of teaching. According to Cahyono (2010:128) teaching is the

activity of transferring knowledge from teacher to the learners, somebody to another whether in a formal and informal situation. Hammer (2007:23) said that teaching is not an easy job, but it is an important one, and can be very useful when we see our students" progress and know that we have helped to make it happen. The principal assessment in instruction reading is to train understanding.

There are some strategies that might be used to test reading abilities are multiple choice, true/false, completion, short answer, guided short answer, summary cloze, information transfer, identifying order of events, identifying referents, guessing the meaning of unfamiliar words from context.

a) Multiple-choice. The assessment provides evidence of successful reading by marking a mark against one out of amount of alternatives.
b) True/false. The assessment must return to a statement by choosing one of the two choices, true or false.
c) Completion. The learners are needed to complete a sentence with a single word.
d) Short answer. It is in form of questions and requires learners to answer briefly.
e) Guided short answer. This is the substitute of short answer in which learners lead to have the intended answer. They have to complete sentences presented to them.
f) Summary cloze. A reading passage is summarized by the examiner, and then distance is left in the resume for completion by the test examiners. This is really the extension of the guided short answer.
g) Information transfer. One way to reduce demands on writing by test

takers is to require them to show successful completion of a reading task by supplying simple information in a table, following a course on a map, labeling a picture, and soon.

h) Identifying order of events, topics or arguments. The assessment can be needed to number the events etc.

i) Identifying referents. One of the micro skills listed previously was the ability to identify referents.

There are some strategies in studying reading at junior high school. Some teachers get disoriented to use the term of strategies of teaching reading.

1. *The Repeated Reading Strategy In a junior high school*

Remedial reading classroom, a group of students wearing earphones reread a tale while at the same time listening to it on a tape recorder. The method of repeated readings is circumstances share a little known and easily used strategy. Some instructors familiar with this strategy and have used it, but it is also useful for building reading fluency that it deserves to be over widely known and used.

2. *SQ3R Strategy*

SQ3R strategy is one of strategy that encourages reader to be more efficient is a SQ3R designed to help reader read faster and retain more. SQ3R stands for the steps in reading: survey, question, read, recite, review.

3. *Mind's eye Strategy*

Mind's eye strategy explained by Wood, (1994:61). Mind's eye is strategy for imaging developed to help students developed their visualization skill by having them create visual image of familiar object. It means that mind's eye is strategy for guide the students as a developed imaging reading dependently. In other word, this is an easy way to remember for students understanding in reading a text.

Sejnost (2009:79) state that this strategy begun by listening the students to be key words and then attempt to visualize what are they hearing by making pictures in their minds. When students read a text, the

Brown (1994: I 60- 1 6 I) says, the teachers play many roles in the course of teaching, they are:

a. Teacher as a controller
English teacher is a controller during the teaching and learning process. A teacher does not only control what learners do, but also what they read and what language from they use. In addition, a good controller will project how a strategy proceeds and gives an input to the students.

b. Teacher as a director
The teacher as a director means in teaching and learning process, teachers' job are kept this process flowing softly and efficiently.

c. Teacher as a manager
In this case, the instructors is responsible for clustering the activities into lesson, and then her or she allows the students to be creative within learning process, especially in practicing their oral English, gets the activity going and then organize feedback when the lesson is over.

d. The teacher as a resource
The role of the teacher as a

resource means the students are allowed to come to the teacher during the teaching learning process to ask some questions. In this case, it is responsible for the teacher to give advice and counsel to the students. Moreover, a teacher also monitors the strength and infirmity of the learners as a basis for planning further activities.

2. METHODS

Design of the research descriptive qualitative design, in which researcher describe strategies of teaching reading that used by teachers to first and third year students at SMP YLPI Marpoyan Pekanbaru. This research have only one variable, it is strategies of teaching reading that used by teachers.

According to (Douglas, 2015), there are different methods used gather information, all of which fall into two categories, i.e primary and secondary data. Primary sources are sources which can give valuable information directly. It can be concluded that the data sources are derived from the English teachers" in SMP YLPI Marpoyan Pekanbaru through observation and interview. In Secondary sources can be obtained from books, journals, and articles.

To collect the data **t**he researcher use carried out observation through the following procedures, they are:

1. Confirmation and approval from both the head master and the English teacher to collecting the data.

2. After that, the researcher come to the class and asked permission to the teacher who taugh reading subject.

3. Then, when teacher teaching their students, the researcher observed teaching learning process and the writer fill the paper observation to check what the teacher strategies in teaching reading to students in the classroom.

The researcher also used interview. Interview used to get information from sample of the research in relation to statements of the indicators of the research, which cannot be obtained through observatory activities in the classrooms at the time of learning and teaching process carried out by each English teacher.

1. The writer looked for the convenient time for each English teacher to have an interview.

2. After getting a confirmation about the convenient time, the researcher comes to have an interview with each English teacher concerning the indicators of the research.

3. The researcher took notes down as each English teacher gave comments upon each indicator being asked to each of them. The researcher correlated between the results of observation and the result of interview for data of the research.

The researcher found qualitative data from classroom observation, and recording from the respondent. Then, the researcher used this classroom observation, and recording to describe, explain the data. The data used the sentences and it did not form numbers or tables. The writer organized the data in the structure that will be understood easily.

There are three steps in analyzing process of qualitative data. Firstly, collect the data. Collecting data can be done in various setting, sources and ways. To collect the data, the researcher refers to the research problem. The collecting data techniques include questionnaire, interview, observation, test and documentation. In this research, the researcher uses documentation and interview. Secondly, process the data, the writer explained how to analyze the data that had already been collected. The data collected in this research were analyzed in descriptive explanation. The next step would be drawing a conclusion based on the analysis. In this step, the researcher made valid conclusion in the form of a brief description.

3. FINDING AND DISCUSSION

The findings are explained the data presentation and the finding of the research. It presents about the teacher strategies in teaching reading comprehension at SMP YLPI Marpoyan Pekanbaru and the result of interview about the strategies in teaching learning reading comprehension process.

Description of Teacher's A Strategy (Repeated Reading) in Teaching Reading Comprehension

From the first observation of teacher on Wednesday, 2nd September 2020 in IX.1 it can be known from the observation checklist above, the teacher previously did her strategy in online classroom teaching reading comprehension. It is found that during in the process of pre-teaching activities, she was opening of the lesson with some question regarding students' condition and check attendance list. Here, teacher utilized Repeated Reading strategy to prepare students to

start the cycle of learning. The opening activities, teacher gave information about the topic of learning material. The topic about reading conversation related to expression agreement and disagreement "*Well students today our material is reading conversation about expression agreement and disagreement*". Teacher gave students reading conversation related to material agreement and disagreement, then teacher asked students to observe the reading text given. *"Well students lets we observe or identify the reading conversation below, it is short conversation.*

Teacher explained students to read reading conversation and recorded it using voice note in What's app group or voice message in Telegram group," *Now, lets you read reading conversation given, (record by using voice note or voice message)*". Teacher also ensured the whole class started to read reading conversation and gave them additional score. Teacher provided additional scores for ten students who were most active in sending recorded reading. "*Thank you to students who finished sending reading recording, the first ten students who sent it were given additional scores".*

Teachers asked students to recognize words after students finished reading text, teachers asked students to find the missing words in their reading text (points 1.1.1), " *Now let's we identify some missed words from reading conversation, write some missed words that you find in the reading text*". Students wrote down the missing words they received from the talk about reading. The teacher then asked them to translate the words into Indonesian. "*Next, lets you translate the missed words from reading*

conversation". Most of students tried to translate, but several of them did not do it. Teacher ensured whole class to translate and asked the reasons of several students who did not translate it. Teacher also checked the translations.

After students finished translating missed words teacher asked students to read missed words and memorize (point 1.2.1.). After teacher asked students to memorize the missed words, then students recorded it using video. Teacher also gave example how to pronoun the words correctly. "*Well students now, let's memorize the translation of some missed words, record using video and then please sent your video in your English what's app group*". The next stage, teacher called students one by one by phone to ensure they already memorized the missed words and translation. "*Well I will ensure you have memorized the missed words and translation*". In this stage teacher mentioned the translations and students mentioned an English words. Most of them still confused in memorizing the words in English. There were some problems why they confused such forgot the words and some other said they have difficulties to pronounce it.

From the observation for teacher A on Wednesday, 2nd September 2020 in IX 1 it can be known from the observation checklist above, teacher already did her strategy in online classroom teaching reading. The teacher performed her duty very well. It is seen that in the all stage of Repeated Reading strategy. Teacher almost fulfilled all stage of Repeated Reading strategy. Students also looked very active during process of learning repeated reading strategies.

Description of Teacher's A SQ3R Strategy in Teaching Reading Comprehension

In the next meeting 9th September 2020 in IX 1, teacher greeted students and checked attendance list, and students were ready to study. Students answered teacher's greeting. After that, teacher asked about some missed words from last lesson. "*Assalamualaikum students, fill the attendance list please*". The students answered it, *"Ok mem"*. On the while-opening teacher explained that today use SQ3R Strategy. At the first time teacher gave reading conversation in English what's up group, students received the reading conversation and follow the instruction from the teacher. "*Well students we still learn expression agreement and dis agreement. So lets you read and observe reading conversation below*". Teacher asked students to survey reading conversation to get background knowledge. Teacher gave 10 minutes to read and identify reading conversation. After 10 minutes, teacher reminded students that time was over and gave next instructions. "*Write some information do you know from the reading conversation*". Students said, " *Ok Mem*". Some students sent their answer, such as "*Reading conversation tentang Rina dan Tina akan pegi ke festival makan dan festival lukisan*". Teacher helped some students who did not know how to write some informations from the reading text. *" okey students, thanks you for those who already write some information from the reading conversation, there are some alternative answer that you can write, such as: "Rina asks Tina, Is Tina gong to the festival?"*.

After 10 minutes teacher continued the SQ3R strategy into the next stage, the instructor concluded that students

were then asked to get an idea of where the chapter was heading. In addition, after the teacher asked students to get an idea of where the chapter goes, the teacher asked students to answer questions about understanding. *"Ok, now we will check our comprehension related to the reading conversation above, please answer five questions below on your exercise book, then take capture and send to your answer into English what's app group".* After gave the instruction, teacher closed the class session. In addition, the second day of observation on Wednesday, It is found that teacher used SQ3R strategy in teaching reading comprehension.

To make the students understand the material provided, the instructor also use power point media. In using the SQ3R strategy, there were five steps: survey, question, read, recite and review. In this section teacher A used four step of SQ3R strategy, teacher A did not used the third step. Teacher did not ask students to skim the sections and read the final paragraph of the review (point 2.3.1). Teacher also did not ask students to read the first part of their reading assignment to answer the questions (point 2.3.2).

Description of Teacher's B Strategy (Repeated Reading) in Teaching Reading Comprehension

From the first observation of teacher B on Friday, 4th September 2020 in VII1, it can be seen from the observation checklist above, the teacher B already did her strategy in teaching reading comprehension as long as teaching learning process in online classroom. It is seen in the process of teaching activities, she opened the study with check attendance list. In the opening activities, teacher asked one

students who had good fluency and pronunciation to read the reading text. The topic about descriptive text of place. "*Well students I want to tell you that i have favorite place. It is my bed room, do you have favorite place?*" Teacher said. Then students answer, "yes mem". Then teacher said, "*Well students. Now let's listen your friend read the reading text below*". After listen one students read the reading text, teacher asked all students to read the reading text by them self and record it use voice note or voice message. After that teacher gave corrections for some students who got missed words. Teacher wrote some missed word in students" first reading, then share it to the students. After that, teacher asked them to memorize the missed words and translations. Then teacher asked them to read the reading text for the second time.

From the first observation for teacher on Friday, 4th September 2020 in VII1 it can be seen from the observation checklist above, teacher B already did her strategy in teaching reading in online classroom. Teacher B performed her duty very well. It seen in the all stage of repeated reading strategy. Teacher B fulfill all stage of repeated reading strategy.

Description of Teacher's B SQ3R strategy in Teaching Reading Comprehension.

From the second observation for teacher B on Friday, 11th September 2020 in VII.1, it tends to be seen from the observation checklist above, the teacher previously did her strategy in teaching reading comprehension in online classroom as well. The first, she opened the learning cycle with prepared students got ready to study. It is found that

during the process of opening the class, she opened lesson with some questions regarding students' condition and asked students filled attendance list to start the lesson. Teacher ordered students to open their English text book page 97. She asked students to observe material given and gave through 5 minutes for students to survey reading text by reading the final summary of the reading text (Points 2.1.1.)." *Well Students now, you can survey the reading text entitle "Home Sweet Home, you can start by reading the end of paragraph to find an idea of the reading*". Teacher at that point posed students to ask a question what, why, how, when, who and where. Teacher stated, "*Now lets you prepare 5 questions 5 W+ 1 H that you want to know related to the content of the reading text. After you finish asks the questions then you should answer the question".* The next stage, teacher asked students to read the first section of paragraph to answers of the questions given. Teacher said." *Read the first section to help you find the answers of your questions".* After that, teacher continued last stage of SQ3R strategy. Teachers asked students few questions to check students understanding about the reading text." *To review your comprehension about the reading idea, lets answer some questions below*" Teacher said.

In this part the teacher used generally all of SQ3R procedure however the teacher did not used the third step (points 2.3.1). Teacher did not request students to skim the sections and read the final paragraph of the review.

In addition, based on observation, it is found that teacher use SQ3R strategy in teaching reading comprehension. In this regard teacher used the majority of the stages in SQ3R procedure, they are survey (Points 2.1.1), Question (Points 2.2.1), Read (2.3.2), Recite (point 2.4.1) and Review (points 2.5.1).

The Result of Interview

To discover the additional data about the classroom observation when teachers was teaching reading comprehension in online classroom at SMP YLPI Marpoyan Pekanbaru, the writer made a few questions related with the indicators of repeated reading strategy and SQ3R strategy.

From the interview with the teachers, it is found that the teachers actually ever used SQ3R and Repeated Reading strategies for teaching reading. Teachers explained some advantages from using SQ3R and Repeated Reading strategies in teaching learning reading, such as made students simple to get understanding, importance of understanding content since students do a few stage before they go to answer the questions dependent on the understanding content, students truly comprehend what the content are discussing, in light of the fact that SQ3R strategy and Repeated Reading strategy rehashed methodology permit the teacher to ensure the entirety of the students previously completed all stages.

Teachers also stated that strategies can increase students comprehend and it help students to read quickly and accurately. In applied the strategies generally the teachers and students made conclusion in the last session of the reading text by making the outline of the topic.

Especially for SQ3R strategy,

teacher follow five stage or procedure, for example, survey, question, read, recite and review. In utilizing Repeated Reading strategy teacher utilized three stages, for example: identify words, memorize words and repeated words.

Data Analysis

The teachers utilized two strategies in teaching reading of the first and third year students in the classroom namely: Repeated Reading strategy and SQ3R strategy. From the observations in utilizing Repeated Reading strategy teacher A and teacher B focus on 3 points, they are (1.1.1, 1.2.1 and 1.3.1). The teachers performed her duty very well. It is seen that in the all stage of Repeated Reading strategy. Teachers almost fulfilled all stage of Repeated Reading strategy. Students also looked very active during process of learning repeated reading strategy.

In utilizing SQ3R strategy teacher A focused on 4 points, they are (2.1.1, 2.2.1, 2.4.1 and 2.5.1). Teacher A did not utilize (point 2.3.1 and point 2.3.2). In utilizing SQ3R teacher B focused on 5 points, they are (2.1.1, 2.2.1, 2.3.1, 2.4.1 and 2.5.1). Teacher A did not utilize (point 2.3.2). The total points of strategy on teacher utilizing Repeated Reading strategy is 3 points. It can conclude that the teachers utilized generally the indicator of the Repeated Reading strategy that they utilized in classroom. Total points of strategy on teacher A utilizing SQ3R strategy 4 points and the total points of strategy on teacher B utilizing SQ3R strategy 5 points.

Here, interview result as additional information to know teachers teaching learning process used Repeated Reading and SQ3R strategy. The teachers have some reasons for choosing these two strategies for teaching reading comprehension. SQ3R will help students remember the content of reading better, SQ3R helps make reading and studying purposeful and effective, so that students use their time most efficiently, the use of SQ3R in the reading process has systematic stages including Survey, Question, Read, Recite, and Review. Repeated reading strategy can improve reading speed and accuracy, by reading repeatedly, students will see and review the texts, and also help students remember sounds and words.

There are some problems faced by the teachers in implementing SQ3R and Repeated Reading Strategies that cause the failure of applying the strategies such as constraints on student motivation, students do not have the courage so that they are ashamed to express their opinions, lack of discipline in doing each stage of learning activity. Based on researcher observation and interview teacher A and teacher B applied material appropriate with the strategy and the use of both strategies has achieved the learning objectives.

4. CONCLUSION

Based on the data description of teacher strategy in teaching reading comprehension at SMP YLPI Marpoyan Pekanbaru could be reasoned that the teacher have applied the majority of strategy components, however some of the components actually need improvement.

Researcher found during the teaching learning process the teacher utilized two languages they are English and Indonesian. Teacher attempted to clarify in English, yet when students did not comprehend she translate in to Indonesian. The teacher previously

utilize the appropriate strategies for teaching reading comprehension, in order the students do not bored in the classroom, since they can comprehend the understanding lesson.

With the SQ3R strategy, teachers' accomplishment to make students express the reading lesson and get the thought from the understanding content. They can discuss fluently with their friend about the topic without numerous troubles.

Finally the researcher resume that from analysis of the teachers strategies in teaching reading comprehension at SMP YLPI Marpoyan Pekanbaru, we may conclude that teacher utilize 2 (two) strategies, they are: SQ3R and Repeated Reading strategies in teaching reading comprehension. Teachers utilize this strategies in order to make students easy in comprehend learning material, since they frequently reread the content and discover the translation of difficult words, so it make them straight forward the understanding content.

Based on the results of the research, it is implied that Repeated reading and SQ3R strategy was effective to teaching reading comprehension. The implications of the benefits of repeated reading and SQ3R strategy in the teaching and learning process of reading comprehension are presented below:

1. The use of repeated reading strategy can improve reading speed and accuracy and by reading repeatedly students will see and review the texts, and also help students remember sounds and words. The use of SQ3R strategy will help students remember the content of reading better, SQ3R helps make reading and studying purposeful, has

systematic stages. It implies that teachers need to implement repeated reading and SQ3R strategy in their teaching and learning process of reading comprehension.

2. The use of repeated reading and SQ3R strategy could also improve the students" motivation in the teaching and learning process of reading comprehension. It implies that it would be better for teachers to use SQ3R and Repeated Reading strategy in their teaching and learning process of reading comprehension to make the students" motivation in reading comprehension improve.

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