LETTER OF ADVISOR LEGITIMACY

Thesis entitled of "**An Analysis of Teaching Techniques Used for Improving Students' Reading Comprehension in EFL Classroom**" written by **Vira Santika (2317001)** has fullfilled the requirements to be tested and has been considered and aprroved to be presented and retained in Thesis Examination.

Bukittinggi, 28 July 2023

Advisor



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ABSTRACT

Vira Santika: 2317001, "An Analysis of Teaching Techniques used for Improving Students' Reading Comprehension in EFL Classroom", A Thesis, State Islamic University of Sjech M. Djamil Djambek Bukittinggi, 2023.

This research was conducted because there were several problems with students' reading comprehension activities in the classroom. Based on the preliminary research, it was found that the students stated that reading English text is a difficult thing to do. Additionally, due to students' lack of vocabulary, it is difficult for them to comprehend texts in English. Despite some of students problems, the teacher succeeded in getting students to exceed the KKM score (65), namely 75, even though it was still at the medium level. However, getting 75 in English subject was a good achievement since they were EFL learner of a vocational school. Thus, this study aimed to find out what teaching techniques used by the teacher to improve students' reading comprehension. This research was conducted at SMK N 1 Tanjung Raya.

The design of this research was narrative qualitative research. In order to collect the data, this research used observation, semi-structured interviews, and opened-questionnaire as the instruments. The population of this research was 10 of Mechanical Engineering tenth-grade students of SMK N 1 Tanjung Raya. This research used purposive sampling to get the sample for the observation. Then, this research also used purposive sampling to get the sample for the interview. There was one English teacher who was interviewed in this research.

The result showed that teaching techniques used for improving students reading comprehension in EFL classroom at SMK N 1 Tanjung raya was pre-reading which included pre-viewing, discussing type, brainstorming and also reviewing familiar stories techniques. Then, there was while-reading which included noting grammatical functions of unknown words, analyzing reference word, using dictionary, rereading for detail, reading aloud, and summarizing. Lastly, there was post reading which included checking students reading comprehension, discussing in group, reviewing and also follow-up activity. Several techniques applied by the teacher in improving students reading comprehension had been proven effective for vocational school at SMK N 1 Tanjung Raya.

Keywords: Teaching technique, Reading comprehension, EFL Classroom.

ABSTRAK

Vira Santika: 2317001, "An Analysis of Teaching Techniques used for Improving Students' Reading Comprehension in EFL Classroom", A Thesis, State Islamic University of Sjech M. Djamil Djambek Bukittinggi, 2023.

Penelitian ini dilakukan karena ada beberapa masalah dengan kegiatan membaca pemahaman siswa di dalam kelas. Berdasarkan penelitian pendahuluan yang telah dilakukan ada beberapa masalah yang ditemukan bahwa siswa merasa membaca bahasa Inggris adalah hal yang sulit untuk dilakukan. Ditambah dengan kurangnya kosa kata siswa, membuat mereka kesulitan untuk memahami teks dalam bahasa Inggris. Namun dibalik beberapa permasalahan siswa tersebut guru berhasil membuat siswa melampaui nilai KKM (65) yaitu 75. Meskipun pada tingkat medium. Namun, mendapatkan nilai 75 dalam mata pelajaran bahasa Inggris merupakan prestasi yang baik karena mereka adalah pelajar EFL di sekolah SMK. Dengan demikian, penelitian ini bertujuan untuk mengetahui teknik mengajar apa yang digunakan oleh guru untuk meningkatkan pemahaman membaca siswa. Penelitian ini dilakukan di SMK N 1 Tanjung Raya.

Jenis penelitian ini adalah penelitian kualitatif deskriptif. Untuk mengumpulkan data, penelitian ini menggunakan observasi, wawancara semi terstruktur dan juga opened-questionnaire sebagai instrumen. Populasi penelitian ini adalah 10 orang siswa kelas X Teknik Mesin SMK N 1 Tanjung Raya. Penelitian ini menggunakan purposive sampling untuk mendapatkan sampel. Kemudian, peneliti menggunakan purposive sampling untuk mendapatkan sampel wawancara. Ada satu guru bahasa Inggris yang diwawancarai dalam penelitian ini.

Hasil penelitian menunjukkan bahwa teknik pembelajaran yang digunakan untuk meningkatkan pemahaman membaca siswa di kelas EFL di SMK N 1 Tanjung raya adalah teknik pre-reading yaitu pre-viewing, discussing type, brainstorming dan juga review familiar stories teknik. Kemudian, while-reading yang mencakup noting grammatical functions of unknown words, analyzing reference word, use dictionary, rereading for detail, reading aloud, dan juga summarizing. Lalu, post-reading yang mencakup check students reading comprehension, discussing in group, reviewing dan juga follow-up. Beberapa teknik yang diterapkan guru dalam meningkatkan pemahaman membaca siswa terbukti efektif untuk tingkatan SMK di SMK N 1 Tanjung Raya.

Kata Kunci: Teknik Pengajaran, Pemahaman Membaca, EFL Classroom.

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The writer hopes Allah SWT always blesses all the people who have been mentioned or not for their love, prays, motivations and helps. The writer honestly believes this thesis might still have some weakness. Therefore, the writer hopes there will be some comments and suggestions from the reader to make this thesis better.

Bukittinggi, July 2023
The writer

Vira Santika
2317.001

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CHAPTER I

INTRODUCTION

A. Background of the problem

Reading is not just looking at and pronouncing the words in the text but comprehending all the components of the text. It is known that reading skills are the key to academic success since it has a crucial role in acquiring cognitive achievement. It is because most of the knowledge is presented in written language. Regarding this issue, mastering reading skills are required to accompany the academic journey. Besides, English reading skills also support students to gain resourceful information since most of them are written in English.

Reading is regarded as the most prominent of four academic purposes, mainly English as a second or foreign language learner (Soemantri, n.d.). Reading is more necessary because with the ability to read a lot of new knowledge and comprehension will be obtained.

Reading is a process of understanding a text, which brings forth to a variety of information and imagination that is beneficial to the reader. The reader can also read just for enjoyment, apart from sheer enjoyment, it will also increase the readers' knowledge.

In Brassell and Rasinski point of view, Reading is a multidimensional process that involves the eyes, the ears, the mouth, and most importantly, the brain. One of the essential elements involved in reading is making meaning (Brassell & Rasinski, 2008). In other words,

turning those written into meaningful thoughts, not just those expressed through by author, but also by the reader in whilst reading. These thoughts may even go beyond the content expressed in the text itself. Reading is the creation of meaning, whilst it can contain the sounding out of words, getting accessing the meaning of words, reading the text with suitable fluency.

Furthermore, Reading is known as the skill and comprehension. So, the combination of them as reading comprehension constitutes that comprehension is the crucial thing in reading. To understand the text, the readers must take some process to get the comprehension (Septiani & Safitri, 2021). Comprehending in reading text is referred to reading comprehension. Reading comprehension is an ability of the readers to catch the meaning of the text written. According to Hosenfeld in Dianawati reading comprehension involved decoding the writer's words and then using background of knowledge to obtain an approximate understanding of writer's message. It means reading comprehension is the process of deriving meaning from text (Dianawati, n.d.). The ultimate goal of all reading instruction is to enable the reader to understand a particular, and what the meaning contained in the text is.

In addition Prado and Plourde point of view that reading comprehension is not a single step or easily acquired skill. It is a very complex process that teachers find difficult to teach(Alfian, n.d.). In conclusion that reading comprehension is the process of reading and

comprehension that involves critical thinking, teaching, knowledge, and also deep comprehension to get message and meaning contained in the text.

Moreover, as non-English country who learn English as a foreign language, English subject is more challenging for the students to be mastered rather than the other subjects. Teaching EFL students is found to be quite challenging since the teachers are expected to approach and motivate the students who had been drenched in their mother tongue to learn English (Herta P. Linus, n.d.) So, the teacher should teach reading creatively, and also use method, technique, and strategy that ease the students, especially in reading.

In teaching reading, teachers must master a variety of techniques that can be adapted to classroom conditions. Technique is the way which is done by people to apply a method can run effectively and efficiently (Yunita et al., 2022). Victoria bull in the oxford dictionary defined a technique as a way of implement a particular task (bull, 2011).

Technique in teaching is a way of presenting the language to the students (Lange & Brown, 1996). In another sense, teaching techniques are how a teacher conveys comprehending to students. For instance, new surgical techniques mean quality treatment in a shorter time. Teaching techniques is a way of how the teacher manages the learning process in the classroom and makes the process enjoyable and comfortable.

Additionally, Hoque also noticed that technique is a procedure used to accomplish a specific activity or task (Hoque, 2016).

Through effectually teaching reading comprehension, teachers guide students in the classroom to become the qualified and successful readers. Creative teachers not only use specific methods and techniques, but also implement many techniques and skills to meet the needs and learning styles of each student in the classroom. Effective instruction is not a simple matter of one person with more knowledge transmitting knowledge to another. Therefore, successful teachers who teach reading realize that reading can be taught by using a variety of techniques (Nadira et al., 2020)

There are many techniques that teachers can use when they teach reading comprehension. Some of the techniques are created and used by using authentic material and approaches reading aloud in the classroom, comprehension question, checking the level of difficulty of the text, using pre-reading activities to prepare students for reading (Nadira et al., 2020). Furthermore, teachers also may use the other strategies such as developing vocabulary of children, not to continue reading without understanding, grasping the heart of matter, using contextual clues, teaching reading strategies, visualizing what is written, providing a variety of reading purpose, identifying texts and tasks, and so on.

In the preliminary research conducted on Wednesday November 09th and continued on November 23rd 2022 in SMK Negeri 1 Tanjung

Raya, the researcher gave opened questionnaires to 10 students in X TM and interviewed the English teacher about general problems which appeared in the classroom, especially problems in reading comprehension, and the researcher also analyzed the activity in the classroom during a teaching-learning process and found several problems related to reading comprehension. The first problem was, based on opened questionnaires that researcher gave to the students, it is stated in the 1st appendix page 82 they thought that reading English text was difficult, due to differences in writing and pronunciation and also difficulty understanding the meaning of the text. Furthermore, the students argue also they have difficulty to comprehend the text, due to lack of them vocabulary. And also based on the researcher's interview with the teacher, the teacher also said the same thing that the students had difficulty understanding the text, due to the lack of vocabulary that the students had. Then the teacher also added that the students had difficulty finding important things in the text. In line with the observations made by researchers that students have difficulty understanding the text, and even always ask what the meaning of the sentences and even the vocabulary in the text, so that students can understand the meaning conveyed in the text.

However according to several teachers in SMK N 1 Tanjung raya stated to teach students in vocational school gives a different challenge compared to teaching in senior high school, especially for teaching English. In fact, several English teachers stated that teaching English at

vocational school is more challenging than teaching at senior high school. They come to this conclusion because, the background of students who are classified as rather naughty, and most of the students here are more concerned with lessons and assignments for their majors. Finding out the students' problem, the teacher initiated to give a proper treatment in helping the students increase their reading comprehension by implementing the techniques. However the students score passed the KKM (65), but the score gotten were not really high (75).

Thus getting score 75 for vocational students is a kind of great achievement for the teacher and students. It can be stated that the teacher has an important role in teaching reading comprehension. Teaching-technique can make teaching reading easier to carry out a diversity of teaching strategies and techniques (Enggar & Wibowo, 2020). Furthermore the teacher's role is very important for improving students' learning reading comprehension. The teachers should apply various techniques in order to increase the quality of teaching and learning process. For this assumption, this research will discuss about an analysis of teaching techniques used for improving students reading comprehension in EFL classroom.

B. Identification of the Problem

Based on background of problem above, there are some problems that could be found by the researcher and the identified as below:

1. Lack of student's vocabulary, that the students difficulty to comprehend the text.
2. The students have a good score in reading comprehension.

C. Focus of the Research

Based on the identification of the problem above, in this paper the researcher limits the scope on how teaching techniques applied for improving students reading comprehension.

D. Research Question

Based on the limitation of the problem above, the researcher will formulate the research by the following question:

How the teaching techniques applied by the teacher in improving students reading comprehension?

E. Purpose of the Research

The purpose of this research:

To find out the teaching techniques applied by the teacher's for improving students' reading comprehension.

F. Significance of the research

The result of this research is expected useful for:

1. Teacher

   The result of the research can be used to know the appropriate techniques in teaching students reading

comprehension and help to solve students' problems in reading comprehension.

2. Students

   The result of the research can help the students to know more about their problems in reading, and improve their reading comprehension, and also to get useful information in reading strategies.

3. Researcher

   The researcher can have the experience through this research. Moreover, the researcher can have more knowledge related to the research world.

4. Others Researchers

   The result of this research can be used as the reference and also gives information for the future research.

5. Readers

   The result of this research are expected to give information and reference to the readers about the study of an analysis of teaching technique used for improving students reading comprehension in EFL classroom.

G. Definition of key terms

1. Teaching technique

   Teaching technique is an educational strategy that can be defined as a planned method or set of activities designed by the teacher, and applied in the classroom to achieve a specific goal.

2. Reading comprehension

   Reading comprehension is process in reading to making meaning in the text.

3. EFL Classroom

   English as a Foreign Language (EFL) classroom is a classroom where the students do not use English in their daily communication.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The concept of Reading

1. Definition of Reading

Some experts have been published many definitions about reading. Reading is one the most important components in learning. Reading is a part of receptive skills, which have function to receive the information. Receptive skills are how people extract meaning from the discourse they see and hear. There are general things about this type of processing that apply to both reading and listening. Reading is the process of grasping, understanding and grasping the content of reading, which means the process of extracting the required information from the text.

Additionally reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning (Nurdiana Rizki, 2007). Its mean is the process of constructing or searching for a meaning contained in the text, with the knowledge of the reader.

It can be concluded that reading is an important things, to increase knowledge, and a process to receive the information. In addition reading is not just looking and pronouncing the words in the text but comprehending all the components of the text, and also reading

comprehension is active activity to comprehend and explore the meaning contained in a text.

2. The Aims of Reading

The aims of reading to gain information, to increase knowledge, and also to understand and explore what the meaning contained in the text. The category of aims of reading includes reading to search for simple information and skim, reading to learn from the text, reading to integrate information, reading to write, reading to critique texts, and also reading for general comprehension(Grabe et al., 2011.)

1. Reading to search simple information and reading to skim

Reading to search for simple information is a common reading ability. In reading to search, we typically scan the text for a specific word, or a specific piece of information, or a few representative phrases. And also reading to skim it involves, in essence, a combination of strategies for guessing where important information might be located in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

2. Reading to learn from the text

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text.

3. Reading to integrate information, reading to write, and to critique texts

It requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. Furthermore require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal. In this respect, both reading to write and reading to critique texts may be task variants of reading to integrate information. Both require abilities to selected, critique and compose information from a text.

4. Reading for general comprehension

Reading for general comprehension, when done by an experienced and fluent reader, requires very rapid and automatic processing of words, strong skill in expressing the general meaning of main ideas, and much requires efficient coordination of the process of under very limited time pressure.

3. The Aspect of Reading

There are five essential components of reading include phonological awareness, phonics, vocabulary, fluency, and comprehension (Goodwin et al., 2009) .

1. Phonological awareness

Phonemic awareness is the ability to hear and manipulate individual sounds in words.

2. Phonics

Phonics is a method of teaching the predicable relationship between English sounds (phonemes) and symbols to decode words. Usually occurs in the beginning stages of reading in English when students learn how sounds and letters correspond to one another and use this knowledge to read and spell.

3. Vocabulary

Students vocabulary mastery is very important before reading. Vocabulary is the component of language. If the reader has good vocabulary mastery, they will read and comprehend the text well.

4. Fluency

Fluency refers to the reader's ability to read smoothly. Fluency is the way how the reader reads without any mistakes and trouble, the reader can share the information well.

5. Comprehension

Comprehension in reading is important to make students understand what the author conveys in the text. Comprehension is the complex cognitive process readers use to understand what they have read.

4. The Types of Reading

There are some types of reading according to Patel and Praven. These types consist of : (Patel & Jain, 2008).

1. Intensive reading

   Intensive reading is related to further advancement in language learning under the guidance. Intensive reading also will offer a basis for clarifying difficulties of structure and for buildup knowledge of vocabulary and idioms. Additionally the aim of this reading is to read shorter text. This reading is done to carry out to obtain specific information. Learner reads book to gain knowledge is the kind of intensive reading. There are several characteristics of intensive reading:

   1. This reading helps learner to expend active vocabulary.
   2. Teacher play main role in this Reading.
   3. Linguistic items are developed.
   4. The goals of these reading at active use of language.
   5. Intensive reading is reading aloud.
   6. In intensive reading speech habit are emphasized and accent, stress, intonation and rhythm can be corrected.

2. Extensive Reading

   Reading material for extensive reading will be chosen at a lower level of hardship rather than that for intensive reading. The goal of extensive reading will be to practice the student to read

directly and smoothly in the target language for enjoyment, without the aid of the teacher. Extensive reading can be made the elementary for oral reports, to the rest of the class, or full class discussion.

Extensive reading is the reading for pleasure. The reader wants to know about something. The reader do not care about certain or important information after reading. Various characteristics of Extensive Reading are:

1. It helps student to develop active vocabulary.
2. Extensive reading is silent reading.
3. The subject matter is emphasized.
4. The students play main role because they have to ask for measures.
5. The idea can be developed.
6. The goal of extensive reading is to enrich learners' knowledge.
7. Through extensive reading the good reading habit can be developed.

3. Reading Aloud

Reading aloud also play important role in teaching of English. English teaching is very important task at secondary level. Because at this stage learner comes in contact of other people and have to talk and read any subject matter. So it becomes very necessary for him to pronounce very well in English. Teacher

should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation.

4. Silent Reading

Silent reading is performed to catch a lot of information contained in the text. The teacher has to make the students read silently when they can read without any difficulties.

B. The Concept of Reading Comprehension

The result of reading is reading comprehension. Reading comprehension is considered as the real core for reading process. (Putri Helmina, 2017). Reading comprehension is foundation for later academic learning, due to with reading comprehension skill, so many knowledge can get. Reading comprehension is one of the pillars of the act of reading. When a person reads a text he engages in a complex array of cognitive processes. In addition reading comprehension is a complex process, but it also depends on many other important low-level processes (Kirby, 2007).

Furthermore reading comprehension is not a passive activity in which meaning magically appears once the reader reads the words in the text (Brassell & Rasinski, 2008). Its mean in reading comprehension the readers must do the action involves the use of the existing knowledge that the reader has, in order create the meaning.

In addition reading comprehension is interpreted as a process of extracting with simultaneously and construct meaning through

interaction and engagement with written Language (RAND, 2002). In line with Nasir stated reading comprehension is a result of the interaction between language and thoughts (Muhammad Nasir, Widya Syafitri*, 2021).

Grabe also stated that reading comprehension is in its most obvious sense the ability to understand the information in a text and interpret it appropriately (Grabe et al., 2011). Additionally, reading comprehension is constructing the meaning of a written text by making inferences into meaningful ideas (Sya'ban & Reflinda, 2021).

Furthermore Gillet sated reading comprehension is the search for meaning actively using the reader's knowledge to understand a new thing (Wallance, 1994). In line with Chiara et.al stated that reading comprehension is a complex cognitive ability requiring the capacity to integrate text information with the knowledge of the listener or reader and resulting in the elaboration of mental representation (Meneghetti et al., 2006)

C. The Concept of Teaching Techniques

Instructional competence, including the teacher's ability to create students centered classrooms, supply sufficient content knowledge, and preserve a professional demeanor, is the most extremely valued of the three categories by learners. The teacher's personality, on the other hand, relates to the individual traits that the instructor brings to the classroom, and can be conceived of as including their levels of patience and

understanding, the warmth they display, their willingness to get to know their learners, and so on. Teaching techniques is a teacher's scheme in teaching and learning process to reach which have planned. The teacher have to applied the technique to balance between the technique which the teacher's used and the way of the teacher's used to applied the material (Nurdianingsih, 2021). Additionally teaching technique is generalized plan for lesson, which structured includes desired learner behavior, in terms of goals of instructions and an outline of planned tactics necessary to implement the techniques (Rashid Muhammad.2004).

In addition appropriate techniques need to be followed to achieve the desired goal rather than focusing on assessment as a tool to enhance comprehension skill (Al-Jarrah & binti Ismail, 2018). Techniques are especially necessary in language teaching due to they are tools for active, and directing students to involvement for developing communicative competence. Appropriate language teaching techniques will results in improved proficiency for students in learning. In effective teaching reading comprehension, teachers guide students in the classroom to become competent and successful readers. Creative teachers not only use specific methods and strategies, but also implement many techniques and skills to catch the needs and learning style of each student in the classroom.

D. Teaching Techniques in Reading Comprehension

There are some kinds of teaching techniques in reading comprehension. Those are as follows:

1. Pre-reading

   According to Taglieber in Kei Mihara, the three pre-reading strategies (pictorial context, vocabulary pre-teaching, and pre-questioning) were expected contribute EFL students overcome three major problems that may disrupt reading comprehension. The first is a lack of vocabulary knowledge; another is inconvenient in using language cues to meaning; and the third is lack of conceptual knowledge. Unfamiliar words or phrases can interfere with students' comprehension. Pre-teaching vocabulary may help address this vocabulary problem. Students also find it difficult simultaneously to keep in mind earlier textual information and predict what is coming next. The pre-reading strategies of looking at pictures and pre questioning may help students make predictions (Mihara, 2011).

   Furthermore, Wallance stated bra, Crawford et al. defined brainstorming as a method for creating many ideas about a topic (Antoni, 2010.) It is means that brainstorming is once of strategies to provoke and issue students' ideas relevant to the materials before entering the core learning, and also students are invited to

mention words, experience, as well knowledge that relevant to the text.

Additionally pre-reading activities include previewing a text with the students. Pre-reading activities introduce students to a particular text, obtain or provide appropriate background knowledge, and also activate the necessary schemata of the students (Barnett, 1988). Then, discussing type in teaching reading comprehension is aimed to familiarize students with the major contextual features of a text or text structure and to show how these features can help them to work out the main. McGee stated that readers who are knowledgeable about the text, structures have an advantage in comprehension and recall over readers who are not aware of the organization of texts (McGee & Richgels, 1992). Then, brainstorming, reviewing familiar stories and tittles, and also skimming and scanning for structure, main points, and future directions (Toprak & Almacıoğlu, 2009).

2. Whilst- reading

Good readers are actively relevant in the text, they invariably interrogate and interact with it, and they predict what is coming. The purpose of whilst-reading is to increase comprehension, analysis of the text and practice metacognitive skills. And also, students are able to make sure predictions, accumulate and arrange the information.

Additionally in whilst-reading activities students verify their comprehension as they read. The aim of reading is to assign the appropriate type and level of comprehension (Suyarov, 2022). In other words, in these reading activities, the teacher and also students check students' comprehension as they read. It aims to determine the appropriate type and level of understanding of the students.

Furthermore, whilst reading techniques include the context clues, word formation clues, noting the grammatical functions of unknown words, analyzing reference words, reading for specific of information, and also use dictionary (Toprak & Almacıoğlu, 2009)

Additionally, there are several whilst-reading activities (Gibbons, n.d.2015)

a) Modeled reading

As a model reading for the students, it’s useful to read the text aloud in the classroom using appropriate pausing and expression, and attempt to direct the text to life, it’s mean what students need to see that print has meaning and is not simply a functionally empty exercise.

b) Skimming and scanning text

When readers skim a text, they read it quickly to get an idea of the general content. Whereas scan a text they also read fast, but the purpose is to look out for particular information. According

to Richards et al. skimming technique is one of the reading techniques, and it is used when the wants to get the main idea of ideas from a passage. Skimming is essential to comprehending the general meaning, comprehending how the passage is structured, the structure of the text, and understanding the writer's intentions (M. H. Rashid et al., 2021)

c) Rereading for detail

Let the students read the text again, more carefully. The aims of this to ascertain they have understood about the information. Get them to underline or make a note of words or phrases they don't understand.

d) Shared a book

Shared book models how an experienced reader reads and how reading involves getting meaning from the text. This understanding is particularly important when students are at an early stage of reading development.

e) Word masking

In this strategy mask some of the words with small pieces of paper. Ask the students to predict what the word is, and then allow time to discuss alternative choices.

f) Pause and predict

The goal of pause and predict is to engage learners in the process of making meaning, not to have them verbalize the appropriate answers.

g) Shadow reading

Shadowing is nevertheless a precious activity because it demonstrates how meaning is made through text, and how intonation, stress, and the patterns of spoken language are related to the words on the page.

h) Summarizing text

Summarize activities is important part in reading comprehension. If the students are unable to summarize what they have read, chances are strong that they have not understood the text fully, and that they are still unfamiliar with the content.

i) Jigsaw reading

Jigsaw reading is a technique that breaks up longer texts into smaller chunks of text (one until two paragraphs) and students work together in groups to become experts on. Each student then moves into a new group, in which every member has become has become an expert on a different part of the text.

j) Reading aloud

Reading aloud is a kind of reading strategies that can help focus mentally which raises questions and discussion groups

through pronunciation of vowels or consonants, words or phrases into units of ideas, eye speed and expression.

3. Post-reading

Post-reading work should, this contribute in a coherent manner, to the writing, speaking and listening skills that a foreign language program aims to develop. Students can also be asked to evaluate to synthesize, to comment, or to reflect upon what they have read in that lesson. All of these strategies will help students to consolidate in writing the critical understanding and interpretation that they have derived from their interaction with the text (Saricoban, 2002).

Additionally, the techniques of post reading include check students comprehension after reading a text, lead students to a deep analysis of the text, summarize the text content to see into another mind or to get new information into what one already knows, discussing in group what they have understood in the text, and also follow-up. Follow up are exercise take students beyond the particular reading text in one, two ways; by transferring reading skills to other texts or by integrating reading skills with other language skills (Toprak & Almacıoğlu, 2009).

1. The Benefits use Techniques in Reading Comprehension

Using an effective teaching reading technique will ensure the students understand the contents of the text in a short time with

maximum results. According to Richard et al. the benefits use techniques are: (Richard et.al, n.d.)

1. The technique helps readers overcome common reading difficulties

   These statements are unusually flexible tools for buildup students' reading skills. With a little practice, you can design dissimilar types of statements to address a host of critical reading issues and support students overcome common reading challenges.

2. The technique engages students in the process known as "strategic" reading

   Effective readers outperform ineffective readers because they use specific strategies during all three phases. For example, effective readers activate previous knowledge and explain goal before reading, monitor comprehension and pay attentions to context clues during reading, and reflect and summarize after reading.

E. EFL Classroom

In accordance in Indonesia context, English is viewed as a foreign language (EFL), in which it is not widely used by the learners in their daily communication. Included in school area where the students learn English as a subject, but do not use English in common communication with others. According to Komaria English had been a foreign language

that was determined as a compulsory subject in Indonesia educational system since 1989 (Abrar et al., 2018).

As a teacher of English as a foreign language, it is certainly not easy to guide learning to the students, therefore certain strategies are needed to attract attention, and invite the students to comprehend and also interest the lessons being taught. Doe to this condition, as an EFL country, it is a responsibility of Indonesia English teachers to find out an effective way in delivering English materials.

According to Brosh, effective EFL teachers are those who focus on comprehension, are in instruction of the language, set up interesting lessons, assist students to be independent, and deal with students fairly (Al-Mahrooqi et al., 2015).

F. Review of Related Studies

There are several relevant studies that has found by the researcher. The first study is *Exploring EFL Teachers' Strategies in Teaching Reading Comprehension by Nurman Antoni fom Indonesia University of Education.* The result found that the teachers have used teaching reading comprehension strategies in three reading stages, these are : pre-reading, whilst-reading, and also post-reading stages. And then about students; responses, the result revealed that in general, the students' responses to their teachers' strategies were good enough, it means classified into low-level association responses and partly-formed knowledge structure responses.

The second study by Bahri, Samsul.2020. *The Effectiveness of Previewing As Pre-reading Activity to Improve Students' Reading Comprehension at The Eleventh Grade of SMA Negeri 7 Pinrang.* Sulawesi selatan. The result of this research was the students in SMA Negeri 7 Pinrang Kab. Pinrang was low in reading. The second result is by using previewing as pre-reading activity could improve the students' reading comprehension. It clarified through the research that done by the researcher about a month in SMA 7 Pinrang Kab. Pinrang. Based on the researcher's analysis using quantitative, the researcher found that the mean score of pre-test and post-test is different, and the score of the test is highest than the score of t-table (1,729) < (8,94). Ho is rejected it means that there is significant difference before and after using previewing as pre-reading activity.

The third study *The Influence of The Mastery of Function Words on Reading Ability of The Seventh Grade Students of Secondary School (An Ex-Post Facto Research in SMP Negeri 1 Semarang in Academic Year 2019/2020) by Irmawati, Monica Ratna from Semarang University*. The result shows that the mastery of function words significantly influences students' reading ability. It is found that there is a significant difference of students' reading ability between students with adequate mastery in function words and those with inadequate mastery of function words. It was found that students with adequate function words mastery

have better and higher reading ability than students with inadequate function words mastery.

The fourth study is *The Teachers' Strategies in Overcoming Students' Difficulties in Comprehending Narrative Texts. (Descriptive study at MTs Ash – Shiddiqiyah and MTs Al – Hidayah Cirebon) by Bilqis Himayatun from IAIN Syeikh Nurjati Cirebon.* The result found that two English teachers used many kinds of strategies. There are used three processes: pre-reading stage, whilst-reading stage and post-reading stage. Several variety strategies are used include: Brainstorming, story structure, predicting, oral reading, silent reading, peer assisted learning, story telling, retelling the texts, etc. both two teachers have similar function on using strategies that to enhance students‟ comprehension in narrative texts. It was also found out 76% students have good responses on receiving teachers‟ strategies toward their comprehension in narrative texts.

The sixth study is by *Gendis Nadira from University of Bengkulu conducted a research entitled " Teachers' Strategies in Teaching Reading Comprehension".* The result found that the first teacher used several strategies in teaching reading comprehension. There included brainstorming, reading aloud, and asking for specific information to students. Whilst the second teacher used nine strategies in teaching reading comprehension. They were encouraging the use of dictionary, reading aloud, reread for checking comprehension, evaluating students'

comprehension in particular tasks, and also asking questions for specific information. And both teacher applied and combined the strategies divided into three stages of teaching reading comprehension. The strategies applied were very effective in teaching reading comprehension in that school. It was proven by the students' motivation, students' attention, and teachers' ease in teaching and learning process.

The eighth study is *The Techniques of Teaching Reading Comprehension at Second Grade Students at SMP Institut Indonesia* by Tri Widiyanti. The researcher focuses on three components of teaching, include: the techniques used by the teachers in teaching reading comprehension, the implementation of the techniques teaching reading ability, and the last the strength and weaknesses of techniques implemented in teaching reading by the teacher and students. The result of this study show that the English teacher used techniques SQ3R (survey or skimming, questioning, read, recall and review) and scanning in teaching. The implementation into the students' ability, the teacher used three-phase stages in reading they are: pre reading activity, whilst reading activity, and post reading activity. Whereas the strength and weaknesses of the techniques, the teacher used the same techniques in teaching reading to make easier for students. It is to make student more attracted because the teacher always give them motivation in guidance and the teacher also help the students to increase their ability in pronunciation.

In accordance with the previous researches above, this research will also focus on the same problem, that teachers' techniques applied in teaching reading comprehension. But the differences thus research wants to explore more about all techniques applied by the teachers at SMK N 1 Tanjung Raya in improving students' reading comprehension and helping them gain a good score in the subject. Going hand in hand the study conducted by Bahri result is by using previewing as pre-reading activity could improve the students' reading comprehension. Furthermore, the study conducted by Nadira, that showed the teachers also use several techniques such as brainstorming, reading aloud, and using dictionary. Moreover, it also in accordance with Himayatun who found that applying pre-reading, whilst-reading and post-reading can enhance students' reading comprehension. Similarly, in this research the teacher conveyed that pre-reading, whilst-reading, and post-reading help the students in comprehending a text and passing the minimum score limit. Thus, the proposed research would be about "An analysis of Teaching Technique Used for Improving Students Reading Comprehension in EFL Classroom".

G. Conceptual framework

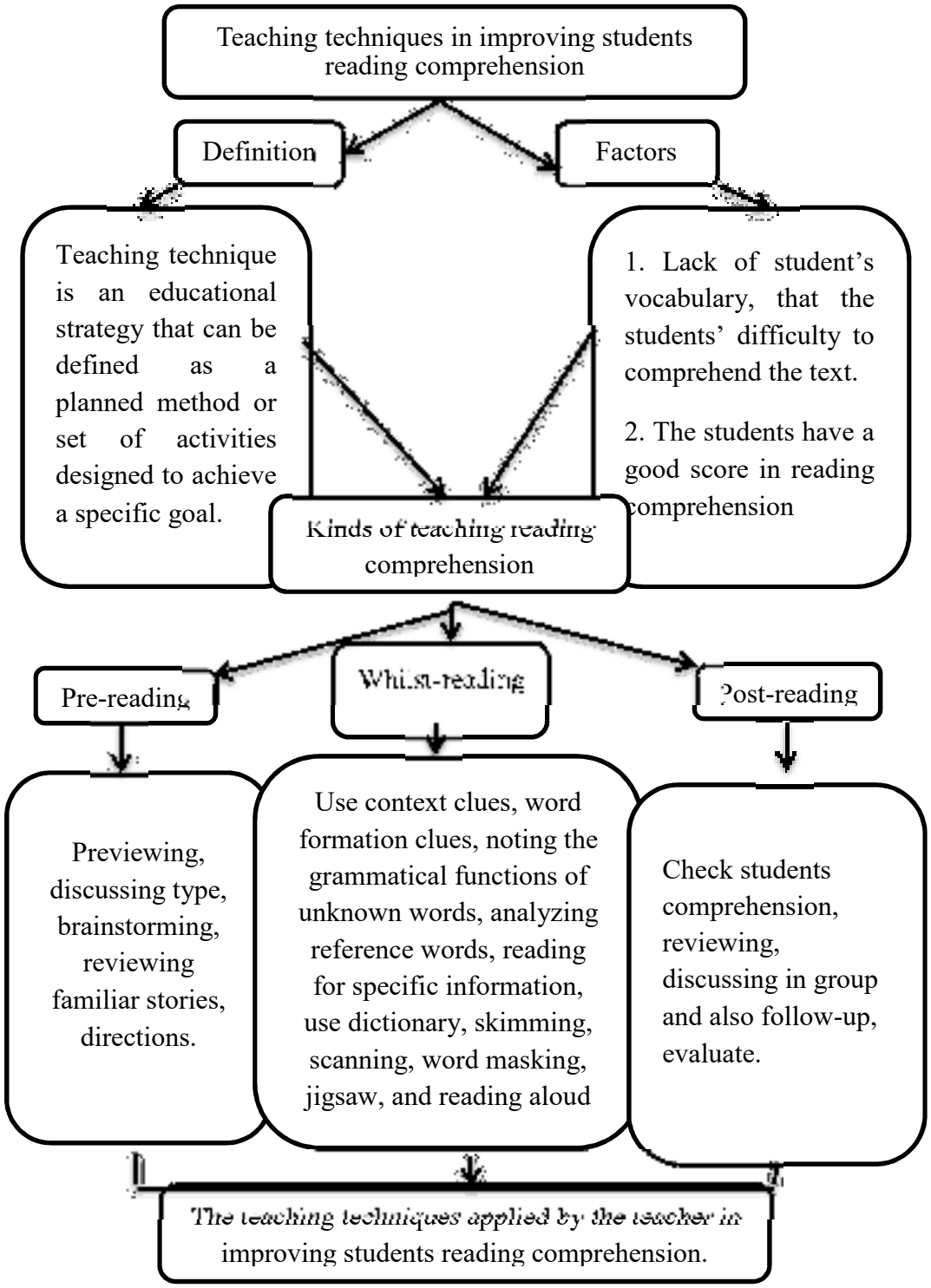


Figure 2.1 Conceptual framework

The figure 2.1 explains, the first the definition of teaching technique, teaching technique is an educational strategy that can be defined as a planned method or set of activities designed to achieve a specific goal. The tables number two about the factors of contributing students' in reading comprehension. The third is about kinds of teaching techniques such as; pre-reading, whilst-reading. And also post reading. Last is the result, this research wants to get the result about the appropriate teaching techniques in improving students reading comprehension what the appropriate techniques applied by the teacher in improving students reading comprehension.

CHAPTER III

RESEARCH METHOD

A. Design of The Research

Qualitative research was used in this research. This research provided the data by describing it using narration. A narrative typically focuses on studying a single person, gathering data through the collection of stories, reporting individual experiences, and discussing the meaning of those experiences. Qualitative research is the generated study about the phenomenon and the researcher gets the information from the participants through exploration (*creswell*. 2012).

In Qualitative Research the sensibility of the data is the most important thing. The sensibility of the data must be based on the obvious phenomenon, it is not only based on what the people see, hear or speak only, but should be appropriate between data and the result. This research was naturalistic, this might not be manipulative. Qualitative research produced the descriptive data which consists of the sentences focused on the purpose of the research. Focused on the process, qualitative research focused on the process of gathering the information. In this research would be focused on the phenomenon that appears at the tenth grade of SMK N 1 Tanjung Raya. The purpose of this research is to find out the teaching techniques applied by the teacher to improve students' reading comprehension.

B. Informant of The Research

This research used purposive sampling to get the informant for the observation. Purposive sampling is the identification and selection of information-rich cases for the most effective use of limited resource (Patton, 2002). The informant of the proposed research was 10 students of the tenth graders from the Mechanical Engineering Department 1 (TM 1). Tenth grade students were chosen in this research because TM1 class has a good average score for reading comprehension.

Then, this research also used purposive sampling to get the sample for the interview. Purposive sampling is a non-probability sampling method, and the elements selected for the sample are chosen by the researcher's judgment. Researchers believe that they can obtain a representative sample by using sound judgment (Black, 2013). There was one English teacher who was interviewed in this research. This teacher was chosen because she taught in class X TM 1. Hence, this teacher met the criteria to be interviewed and could give adequate information.

C. Instrumentation

There were many kinds of instruments that could be used in research. Nonetheless, in this research would use classroom observation, interview and questionnaire.

1. Observation

Observation were observing and measuring either people or other measurable things in order to examine the situation being observed

(Gaillet & Eble, 2021). In this research, the data has been gained through classroom observation. It was done for several times to observe the classroom situation directly. The classroom observation was intended to find out the teaching techniques used in improving students' reading comprehension.

2. Interview

Interview can be used to gathering personal responses and views privately about a certain topic (Brown, 1995). In this research has been used semi-structured interview because all questions could be asked freely to the interviewee but still use a script as a guideline.

3. Questionnaire

Opened questionnaire has been used in this purposed research. Opened questionnaires provide a way to find out, in an unstructured manner, what people were thinking about a particular topic or issue (Heigham, Juanita and Croker, 2009).

In addition before being used the three research instruments, scilicet observation, interview, and questionnaire had been validated by three validators of English lecturers at UIN Bukittinggi. The first validator is Mrs. Agseora Ediyen, M.Hum. The second validator is Mrs. Elsy Pranita, M.Pd. and then the third validator Dr. Afdaleni, M.Pd. then all that can be seen in the appendix page 107-116.

D. Technique of Data Collection

In this research the data would be collected by using observation and interview.

1. Classroom observation

The observation was conducted in the classroom at the reading activity for several times to check the suitable of data that occurs in the classroom. During the observation, note-taking will be also included. Additionally, the classroom situation and condition, especially in the teaching reading activity would be captured by taking some photos. Then, the conclusion would be made based on the notes taken during the observation.

2. Interview

After doing the observation, the teacher was interviewed to find out the teaching techniques applied by the teacher in improving students reading comprehension. All questions could be asked freely to the interviewee but still use a script as a guideline. It is more efficient to talk each other because we did not focus on the script only, but also could develop the question and considered the informants' conditions.

3. Questionnaire

After doing observation and interview the English teacher, opened questionnaire was used to check credibility the data. The questionnaire was developed based on research questions. The data gathered from the questionnaire were used to support the data get from

observation and the interview. The data taken from the student's answers were considered to confirm the students' responses toward teaching techniques used by the teacher in teaching reading comprehension.

E. Technique of Data Analysis

The data were analyzed by using some steps from de Hoyos and Barnes (De Hoyos & Barnes, 2012) as follow:

1. Firstly, the data were collected through opened-questionnaire and interview to find out the problems in reading comprehension.
2. Then, the data were organized and categorized based on what this research needed. This stage included the process of selecting, focusing, simplifying, abstracting, and transforming data that the researcher got in the field. The data found must be minimized to achieve the purpose of the research easily. Then, the codes were affixed to make the process of analyzing the data easier. After being organized and categorized, the data would be connected and interrelated. In this stage, lines connecting the data obtained from different participants would be drawn.
3. The last step was interpreting and providing the meaning. This stage included displaying the data where this research could explain what techniques the teacher applied to improve students' reading comprehension.

After doing all the steps of the data analysis above, the result of this research was concluded in a descriptive explanation. The result was

consisting of the teaching techniques applied by the teacher in improving students' reading comprehension.

F. Triangulation

In conducting this research, data triangulation has been used. Triangulation of the data is one of the ways to check the credibility of the data. Triangulation refers to the process that helps increase the reliability and validity of the research (Bans-Akutey & Tiimub, n.d.).

Additionally, triangulation is a combination of interview, observation, or document analysis was expected in much fieldwork (Patton, 1999). In other words, studies that use multiple methods in which different types of data provide cross-data validity checks.

After gaining the data, triangulation will be needed in order to proof whether or not the proposed research data is credible. Triangulation technique meant comparing the result of the data that were collected by the researcher from the same informants by using different techniques of data collection. This research would compare the result of the observation with another techniques the result of the interview and open-questionnaire from the same informant. It would help this research to know was the result of this research credible or not. Because by comparing these three techniques of data collecting, this research would get more accurate data of the research.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Data Description

This research had been done in the tenth-grade SMK N1 Tanjung Raya. The researcher went to the school for several times to conduct the research. The data were gathered through observation and interview, then this research would be analyzed by using qualitative method. This chapter described the data analysis to answer the research question about how the teaching techniques applied by the teacher in improving students' reading comprehension. The data of this research were based on the classroom observation, interview, and opened-questionnaire result.

After finishing the data collection, the data when had been found would be processed in order. Initially, this research would describe the findings to answer the research question that wares gotten through observation. Then this research would describe the findings was gotten through interview. The last this research would be describe the findings was gotten through opened-questionnaire. These three findings supported each other to find out the factors that contributed to the teaching techniques used for improving students' reading comprehension.

Initially, the data was gained through observation. Observation was used for gathering the data to answer the research question about finding out teaching techniques used for improving students' reading

comprehension. The researcher did the observation three times which was on 8th, 15th and 16th May 2023. During the observation, the researcher observed the teaching techniques used in the reading comprehension activity. The table below was a data display compiled from the first observations in the classroom. It can be seen in the appendix page 107-110.

Table 4.1

Data of 1st observation

STAGE	ACTIVITY	Notes
Pre-reading	**a.** Previewing	The teacher explained about the text will be studied and asked the students about what the narrative text was.
	b. Discussing type	The teacher wrote kinds of narrative text and also general structure of the text and explained. Then, invited the students to discuss the text.
	c. Brainstorming	The teacher recalled the last material and invited the students to explore their idea about the text.
	d. Reviewing familiar stories	The teacher told story about *malin kundang*, and gave others example like *tangkuban perahu*, *Bujang 9*, *kancil*, and Cinderella.
Whilst-reading	a. Noting the grammatical	The teacher wrote the tenses used and then explained. After that, the teacher asked students to find the verb 2 in the

	functions of unknown words	text.
	b. Analyzing reference words	In the first paragraph, the students found pronoun. And the teacher also used this technique. The teacher explained about the references word.
	c. Rereading for detail	The teacher asked the students to read more in order to have a good comprehension about the text.
	d. Use dictionary	The teacher asked the students to use dictionary to help them find out the meaning of difficult words.
	e. Reading aloud	The teacher asked the students to read the text aloud one by one.
	f. Summarizing	The teacher asked students to summarize the paragraphs they read an to report the result
Post-reading	a. Reviewing	The teacher read the text one more time to justify and explain what message was conveyed in the text.
	b. Discussing in group	The teacher provided the opportunity to discuss the text by dividing students into groups.

Table 4.1 showed teaching techniques used by the teacher in improving students' reading comprehension. On the first day of observation, the teacher started the class by writing the material which

was Narrative Text on the whiteboard. After that, the teacher checked the students' primer knowledge about the text to be discussed. The teacher asked the students brain-storm before reading by asking them what narrative text is, then invite students to know about the narrative text by giving examples of familiar stories that had often been heard like *Malin kundang*, *Bujang 9*, *kancil*, Cinderella, and also T*angkuban Perahu*. After that, the teacher explained about kinds and examples of narrative text; fable, legend, fairytale, myth. Then, the teacher taught the students about structure of the text which were orientation, complication, and resolution. Not only was the text explained, but the teacher also explored student's ideas by asking for their opinions about what they knew about the text to be read and understood.

Moving on to the next step, the teacher gave a text in the book. The teacher used book Practice Your English Competence for Tenth Grade for Vocational School. Before the students read the text, the teacher's did some text preview. The teacher also explored student's ideas about the text. The teacher asked where the text classified is. After that, the teacher broke up the text, and asked the students to take turns in reading each paragraph to find out the important information from the text. In the first paragraph, it was found reference words and the teacher asked the students who does that word refers to? Then explain with the students answers.

After that, the teacher led the students to check their comprehension after reading the text by asking them to explain what information had been caught after reading the text . Then the teacher repeated reading the text that students had read to justify and explain what message was conveyed in the text. The teacher provided the opportunity to discuss the text by dividing students into groups.

On 15th May 2023 the researcher continued observation. The table below was a data display compiled from the second observations in the classroom. It stated in the appendix page 1119-120.

Table 4.2

Data of 2nd observation

STAGE	ACTIVITY	Notes
Pre-reading	**a.** Previewing	The teacher recalled the last meeting material, narrative text.
	b. Brainstorming	The teacher invited the students to change idea about narrative text.
	c. Reviewing familiar stories	The teacher gave example to the students the story about them self.
Whilst reading	a. Noting the grammatical functions of unknown	The teacher asked the students to find out verb 2 in the text and to write the on the white board

	words	
	b. Analyzing reference words	The teacher explained to the students who the pronouns in the text referred to
	c. Use dictionary	The teacher asked the students to use dictionary, to help them find out the meaning of difficult words
	d. Summarizing	The teacher asked students to summarize explain what they caught from the text.
Post-reading	a. Reviewing	Then the teacher repeated reading the text that students had read to justify and explain what message was conveyed in the text.
	b. Follow-up	The teacher gave homework to students to find story texts they liked and to submit them at the next meeting.

Due to time constraints, last week's learning continued today. In the previous week, the teacher divided the groups to understand the text of each group. The teacher asked the students to used dictionary to find out and understand the meaning of difficult vocabulary, with the aim that students understand more about what the meaning conveyed by the text. Before the students explained what they has read before, the teacher picked up the material discussed last week, and asked students' opinions with the aim of reminding students about last week's material. After that, the teacher checked the students' comprehension by asking the overall

conclusion of the text that had been read, and each group took turns explaining. Subsequently, the teacher wrote the conclusion of the text that has been read on the whiteboard and then explained the meaning and tense used in the narrative, especially the narrative text that has been read before. Then the teacher asked the students to found Verb 2 in the text, and then asked the students wrote in whiteboard. Lastly, the teacher gave homework to students to find story texts they liked and then collected them at the next meeting.

The third observed on 16th May 2023 the teacher taught about descriptive text. It is stated in the appendix page 121-122.

Table 4.3

Data of 3rd observation

STAGE	ACTIVITY	Notes
Pre-reading	**a.** Previewing	The teacher explained about the text will be studied and asked the students about what descriptive text is.
	b. Discussing type	The teacher wrote general structure of the text and explained, and then invited the students to discuss the text.
	c. Brainstorming	The teacher recalled the last material, and then invited the students to explore their ideas about the text.

	d. Reviewing familiar stories	The teacher gave an authentic example by describing some of the students in the class.
Whilst-reading	a. Noting the grammatical functions of unknown words	The teacher wrote down and explained the tenses used.
	b. Analyzing reference words	In the first paragraph, the students found pronoun. And the teacher also used this technique. The teacher explained about the references word.
	c. Rereading for detail	The teacher asked the students to read more to got good comprehension about the text.
	d. Use dictionary	The teacher asked the students to use dictionary, to help them found out the difficult vocabulary.
	e. Word masking	The teacher asked students to look for characters that showed the person in the text being discussed.
	f. Reading aloud	The teacher asked the students to read the text aloud one by one
	g. Summarizing	The teacher asked students to summarize the paragraphs they read and to report in in front of the class.
Post-	a. Reviewing	Then the teacher repeated reading the text that students had read to justify and

reading		explain what message was conveyed in the text.
	b. Discussing in group	The teacher provided the opportunity to discuss paragraphs that have not been discussed in the text by dividing students into groups.

Before that, the teacher also reminded the students about the material from the last meeting. As usual, the teacher did a preview before starting the teaching material. The teacher asked the students what the descriptive text was. Then what discussed in the descriptive text was. After the students answer, the teacher immediately wrote it on the whiteboard and explained. Afterwards, the teacher explained the structure of the text. This section, located in the first paragraph, aims to identify an object that want to describe. Identification serves to introduce the reader about the object that will explain more detail in the next paragraph. The teacher also connected with the previous lesson, namely narrative text, which in the first part was also almost the same as descriptive, but in the narrative text, it is called orientation. The second is description. This section, located in the second paragraph and so on, contained the inherent characteristics of something that had been introduced to the reader in the first paragraph.

The text today was about describing peoples, the teacher used Practice Your English Competence for Tenth Grade for Vocational

School book. The teacher explored students' idea, and asked the students what needs to be described about humans? The students enthusiastically answer hair, body shape, face, skin tone. After appreciating the students' answers, the teacher explained that the first thing to be described about human was the character. The next was physical appearance like skin tone, body shape, hair and also face. And then the teacher also gave an example of how descriptive text was, by describing some of the people in the class.

After that the teacher asked students to read the book, and comprehend what conveyed in the text. The first the teacher developed students' ideas by asking them to read and find specific and important information in the text, use dictionary to find out and know the meaning of difficult vocabulary. Afterwards, the teacher asked the students to read aloud by calling the names of students one by one. After the students read the teacher asked what the information in the text, and students also explain what they got from the text. Then the teacher divided some texts and asked students to read and understood in pairs. After that the teacher asked the students to write on the whiteboard the characteristics of the people they found in each text.

In addition after the students took turns writing down what they found in the text, the teacher repeated reading and then explained again so that students better understand what is in the text. And also the teacher asked the students wrote down in the book what has been explained and

written before. Then the teacher checked the students' comprehension again, by asking the overall conclusion of the text that has been read. The teacher also checked student understanding by asked questions, clarifying and justify understanding, reviewed the text after reading, and also gave homework to students, and checked in the next meeting.

The second instrument that the researcher used in this research was an interview. After being observed, interviewed were also conducted in order to prove whether or not the proposed research data is credible. The data that had been collected through observation would be compared to each other. This research used interview for gathering data about teaching techniques used by the teacher to improve students' reading comprehension. The result of the interviewed was used to complete the data that the researcher needed and supported the result of the observation. The result of these two could achieve the purpose of the research.

On 22nd May 2023 the researcher did interview with the teacher. Several questions have been provided, especially about the teaching techniques used by the teacher to improve students' reading comprehension. The researcher started the interview by first asking permission from the teacher concerned to be interviewed. The table 4.4 is a display of data compiled from interviews with teachers. It is stated in the appendix page 123-128.

Table 4.4

Result of interview with English teacher

No	Question	Answer
1.	Pre-reading	
	Do you use previewing technique?	This technique is important to make the students connect with the text would be read
	Do you use discussing type technique?	Usually, before starting to read, the structure of the text is explained first, as well as its types
	Do you use brainstorming technique?	Yes, brainstorming is also always done, at least by asking a few questions
	Do you use familiar stories technique	Yes, especially for narrative text there are many familiar stories that can be exemplified before starting the text. Like the legend of *bujang* 9 lake *Maninjau* that they often hear here.
2.	Whilst-reading	
	Do you use context clues-technique?	This technique is rather difficult at the level of understanding of SMK students here, so this technique is rarely used but sometimes it is also applied
	Do you use noting the grammatical functions of unknown words	This technique is also often used, so that it is easier for them to understand the text and also easier to remember grammatical unfamiliar words later. First, the students are told, for example, we focus on verbs, then what grammar functions are explained using then, they are discussed in the text, and find examples in the text.
	Do you use analyzing reference words-technique?	Explain in advance what the function of a pronoun is and then develop their ideas about who the pronoun refers to.
	Do you use using dictionary- technique?	Usually ask the students to use a dictionary to look up unfamiliar vocabulary
	Do you use rereading for detail technique?	Asks the students to read again and careful so they can better understand what the text means
	Do you use shared a book technique?	There are also sometimes depending on the story and context.
	Do you use word masking	For example, focus on verbs, ask students

	technique?	to look for only verbs in the text.
	Do you use jigsaw reading technique?	No, I don’t use this technique
	Do you use reading aloud technique?	In reading aloud usually asks them one by one to read, and the initial goal is to motivate them to read first, before they understand it.
	Do you use skimming and scanning techniques?	Skimming and scanning are rarely used, because the students' vocabulary here is very low, so when they use this technique they often say they don't know, don't understand. But there are some of the students this technique was workable, but when asked about their understanding the answer is not quite right.
	Do you use summarizing technique?	Usually asks the students to summarize and conclude the paragraphs they read
3.	Post-reading	
	Do you use discussing in group technique?	Asks the students to read then understand and answer questions based on the text with their friends next to them.
	Do you use reviewing technique?	Review and explain in detail what is meant by the text, how its structure, and unfamiliar vocabulary in the text so that if there are students who still don't understand, they can understand it.
	Do you use follow-up technique?	Usually, for follow-up, they are given assignments related to the text they have read, to work on and understand at home, and then at the next meeting, students are asked to explain what text they are working on.

Based on table 4.4 the first the researcher asked about techniques applied by the teacher in pre-reading, based on interviewed the teacher use several techniques to improving students reading comprehension. The teacher always use pre-viewing before reading, because according to the teacher that's an important thing to do pre-viewing before start the material, especially in reading comprehension so that later students will

connect with the lesson that will be conveyed. Then the teacher also allowed discussing type technique. According to the teacher in this technique, at least the teacher asked a few questions to exchange ideas with students, and that is also in line with brainstorming, to stimulate student's ideas about the text to be taught. Furthermore the teacher also applied reviewing familiar stories. According to the teacher reviewing familiar stories is a fairly effective way for this class and also this school, because this technique it creates motivation and enthusiasm for students before read the text, especially with stories that students really already know.

The second the researcher asked about techniques applied by the teacher‘s in whilst-reading. The first is about context clues. According to the teacher, the technique is a bit difficult to apply at this school, because English is one of the most difficult subjects to understand at this school. But sometimes the teacher still tries to apply this technique to vary the techniques in teaching reading comprehension, so that students don't get bored and understand more easily. Then the teacher applied noting the grammatical functions of unknown words. The teacher previously explained what the focus would be discussed in the text. Then the teacher also explained the grammatical function to be used. And then asked the students search and then also write what is found in the text. Subsequently the teacher also used analyzing reference words technique in whilst reading. Because in the text being studied a lot tells about people, so the

teacher uses pronoun analysis techniques so that students know who this pronoun refers to, or what is being told in the text. Afterward the teacher also applied reading for specific information. This technique is used to simplify and hone students' ability to predict which important information is in the text. Along with that, this technique also helps students not to get bored when they see texts that are too long. And this is in line with the jigsaw reading technique because after reading the specific information, the teacher divides the text into one paragraph for each student to understand each part.

Furthermore in whilst-reading the teacher always applied use dictionary technique. Because of a lack of knowledge about students' vocabulary, the teacher's point of view using a dictionary will make it easier for students to understand what is meant in the text. And then the teacher also used reading aloud technique in whilst reading. In addition to correcting students' pronunciation, the main purpose of reading aloud in reading comprehension is for students to understand more and other students can also really listen and understand what their friends are reading. And also so that students better understand what message is conveyed in the text the teacher also uses the reading for detail technique. By asked the students to re-read the text they had read so that they better understand the message the text has conveyed.

In addition based on the interviewed the teacher also used several techniques, but the teacher only uses it occasionally, because the teacher

feels that the technique is not suitable for students in this class because of the lack of vocabulary that students know is one of the reasons why the teacher rarely uses this techniques, likes word masking, scanning, and skimming techniques.

The third, the researcher asked about post-reading. The teacher applied several techniques in post-reading with the purpose to checking student comprehend which includes asking questions, clarifying and justify understanding, ask specific questions, reviewing, and follow-up techniques.

The third instrument used in this research was an opened-questionnaire. After did observation and interview, opened questionnaires were also in order to prove whether or not the proposed research data is credible. The data which had been collected through observations and interviews would be compared to each other. It purposes to see how accurate the data is. This research used observed and interviewed for gathering data about teaching techniques used by the teacher to improve students' reading comprehension. The result of the opened questionnaire was used to complete the data that the researcher needed and supported the result of the observed and interviewed with the English teacher. The result of these two could achieve the purpose of the research.

On 22nd July 2023 the researcher gave opened questionnaire to the students. Several questions have been provided, especially about the

teaching techniques used by the teacher to improve students' reading comprehension. The table 4.5 is a display of data compiled from opened questionnaires with the students. It is stated in the appendix page 129-158.

Table 4.5 the result of opened questionnaire with students

Respondents	Teaching techniques used by the teacher in reading comprehension
The 1st respondent Beni Saputra	The teacher used pre-reading, whilst-reading and also post-reading. Pre-reading includes previewing, discussing type, brainstorming, and also review familiar stories techniques. Whilst-reading includes noting grammatical function, analyzing reference words, use dictionary, reading for detail, reading aloud and summarizing techniques. Post-reading includes reviewing text, discussing group, and also follow-up techniques.
The 2nd respondent Ardi Winata	The teacher used pre-reading, whilst-reading and also post-reading. Pre-reading includes previewing, discussing type, brainstorming, and also review familiar stories techniques. Whilst-reading includes noting grammatical function, analyzing reference words, use dictionary, reading for detail, reading aloud and summarizing techniques. Post-reading includes reviewing text, discussing group, and also follow-up techniques.
The 3rd respondent Ahmad Fakri	The teacher used pre-reading, whilst-reading and also post-reading. Pre-reading includes previewing, discussing type, brainstorming, and also review familiar stories techniques. Whilst-reading includes noting grammatical function, analyzing reference words, use dictionary, words masking, jigsaw reading, reading for detail, skimming and scanning, reading aloud and summarizing techniques. Post-reading includes reviewing text, discussing group, and also follow-up techniques.
The 4th respondent Rafik Muzadi	The teacher used pre-reading, whilst-reading and also post-reading. Pre-reading includes previewing, discussing type, brainstorming, and also review familiar stories techniques. Whilst-reading includes noting grammatical function, analyzing reference words, use dictionary, reading for

	detail, reading aloud and summarizing techniques. Post-reading includes reviewing text, discussing group, and also follow-up techniques.
The 5th respondent Reza Herfandi	The teacher used pre-reading, whilst-reading and also post-reading. Pre-reading includes previewing, discussing type, brainstorming, and also review familiar stories techniques. Whilst-reading includes noting grammatical function, analyzing reference words, use dictionary, reading for detail, reading aloud and summarizing techniques. Post-reading includes reviewing text, discussing group, and also follow-up techniques.
The 6th respondent M. Yudideswan Saputra	The teacher used pre-reading, whilst-reading and also post-reading. Pre-reading includes previewing, discussing type, brainstorming, and also review familiar stories techniques. Whilst-reading includes noting grammatical function, analyzing reference words, use dictionary, reading for detail, reading aloud and summarizing techniques. Post-reading includes reviewing text, discussing group, and also follow-up techniques.
The 7th respondent Yoga Ramadani	The teacher used pre-reading, whilst-reading and also post-reading. Pre-reading includes previewing, discussing type, brainstorming, and also review familiar stories techniques. Whilst-reading includes noting grammatical function, analyzing reference words, use dictionary, reading for detail, reading aloud and summarizing techniques. Post-reading includes reviewing text, discussing group, and also follow-up techniques.
The 8th respondent Muhammad Aidil	The teacher used pre-reading, whilst-reading and also post-reading. Pre-reading includes previewing, discussing type, brainstorming, and also review familiar stories techniques. Whilst-reading includes noting grammatical function, analyzing reference words, use dictionary, words masking, jigsaw reading, reading for detail, reading aloud and summarizing techniques. Post-reading includes reviewing text, discussing group, and also follow-up techniques.
The 9th respondent Muhammad Fharel	The teacher used pre-reading, whilst-reading and also post-reading. Pre-reading includes previewing, discussing type, brainstorming, and also review familiar stories techniques. Whilst-reading includes context clues, noting grammatical function, analyzing reference words, use dictionary, words

	masking, jigsaw reading, reading for detail, skimming and scanning, and reading aloud techniques. Post-reading includes reviewing text, discussing group, and also follow-up techniques.
The 10th respondent Arlan Saputra	The teacher used pre-reading, whilst-reading and also post-reading. Pre-reading includes previewing, discussing type, brainstorming, and also review familiar stories techniques. Whilst-reading includes noting grammatical function, analyzing reference words, use dictionary, words masking, jigsaw reading, reading for detail, reading aloud and summarizing techniques. Post-reading includes reviewing text, discussing group, and also follow-up techniques.

Based on table 4.5 the first questions about teaching techniques applied by the teacher in pre-reading, based on opened questionnaire the teacher use several techniques to improving students reading comprehension. According to all respondents the teacher always applied pre-viewing technique before start reading material, and then used discussing type technique, brainstorming technique and also reviewing familiar stories before reading.

The second question was about teaching techniques applied by the teacher in whilst reading. According to the several respondents the teacher applied noting grammatical function, analyzing reference words, use dictionary, reading for detail, reading aloud and summarizing techniques.

The third question about teaching techniques applied by the teacher in post-reading. According to all respondents the teacher applied

reviewing text after reading, discussing in group, and also follow-up techniques.

B. Findings

1. Pre-reading

Pre-reading activity techniques are activities carried out by the teacher, before starting to read. Based on the result of observation the teacher used pre-viewing technique before- reading, the teacher described the text they would learn that day.

In addition, this finding is supported by the results of researcher's interview with the teacher, several activity techniques before started learned reading comprehension must be carried out by the teacher. Because so that students will not be confused with the reading material that will be taught, the first is pre-viewing technique. The teacher said “oh ya, sebelum mengajar memang harus dilakukan Previewing itu ya supaya anak-anak ee nyambung dengan materi apa yang akan diajarkan gitu” The teacher applied this technique with the aim that students enjoy before starting to read and of course, that students will find it easier to understand the reading material later.

In line with result of opened-questionnaire with the students, all respondents stated the teacher used previewing technique before starting reading material. *“iya, miss nya menjelaskan teks terlebih dahulu sebelum dipelajari”*.

The second technique was discussing types. Based on the result of observation the teacher used discussing type technique. First, the teacher writes down what type of text will be discussed on the whiteboard, then invites students to discuss the general structure of the text. After the students give their opinion the teacher explains again so that students understand more.

In addition, this finding is supported by the results of interviewed the teacher applied this technique in the class, by inviting students to discuss with asking several questions related to structure the text to be read and also comprehend. The students will understand more easily because they have discussed and exchanged ideas about structure the text with the teacher and also other students before entering the text to be studied. The teacher said ‘‘*Ya biasanya discuss terlebih dahulu setidaknya mengajukan beberapa pertanyaan (jenis-jenis teksnya, generic structurenya) lebih kayak brainstorming gitu*.”

In line with the result opened questionnaire with the students, all respondents stated the teacher used discussing type technique in pre-reading. “*Guru menjelaskan dan mendisukan jenis-jenis teks, dan juga generic structure sebelum mulai pelajaran”*.

The third was brainstorming. Brainstorming is one of the activities that can be done in the pre-reading stage. In general, the teachers activated their students’ knowledge by asking questions related words within text or to the title given which was called brainstorming activities. Based on the

result of observation that the researcher has made, the teacher gave several questions that aim to get students' ideas out. The teacher asking questions related words within text and to the title given.

In accordance with the result of interviewed the teacher applied this technique by asking several questions to provoke students' ideas, before starting to read. The teacher's stated that *''Biasanya dengan mengajukan beberapa pertanyaan yang terkait dengan teks yang akan dipelajari."*

In accordance with the result opened questionnaire with the students. The respondents stated the teacher *"ya miss husna bertukar pendapat, dan memancing ide siswa dulu sebelum belajar"*.

The third was review familiar stories technique. Based on the results of observed the teacher applied this technique. The teacher gave examples of several descriptive stories and explained the types of texts that were exemplified. The teacher the teacher tells a story about the mouse deer and the crocodile and after that explains that it belongs to the fable type. And then the teacher also gave example about story of legend, fairytale, and also myth.

In line with the result of interviewed the teacher applied this technique. The teacher stated *''Ya contohnya kemaren narrative ya kan. Kita bahas dulu fokusnya kecerita. Pernah enggak dengar cerita ini ? yang familiar sama anak-anak, kalau disekitar kita kan khususnya danau*

maninjau, pasti ada kan cerita-cerita yang memang paling familiar bagi mereka, jadi kita bahas itu dulu."

In accordance with the result opened questionnaire with the students. The respondents stated *" miss husna menceritakan teks dulu sebelum mulai membaca, contohnya miss menceritak sangkuriang"*.

2. Whilst-reading

Based on the data gathered, there were some techniques used by the EFL teacher in teaching reading comprehension in the whilst-reading stage. In these reading activities, the teacher and also students check students' comprehension as they read. It aims to determine the appropriate type and level of understanding of the students. The teacher's applied several techniques in whilst-reading.

The first was context clues techniques. Based on the observation, the researcher did not found this technique because the researcher did not see the specific signs that showed the teacher used this technique in whilst reading. When the researcher did the interview, the researcher could get more complex about the reasons and techniques applied by the teacher in this class. This was the reasons why the researcher used two instruments. These two instruments could help the researcher found the complex data about this research. The researcher could ask directly to the teacher about the techniques used by the teacher in improving students' reading comprehension.

The data support by the result of interview the teacher admits that it is difficult to use this technique at the high school level here. Due to the lack of students vocabulary, and they are worried that they will get bored reading later because they do not understand the technique. So this technique has been used a few times but not often. The teacher stated *''Okay, conteks clue itu mungkin agak susah kalau untuk tingkat pemahaman anak SMK disini ya, maksudnya memang bahasa inggris itu agak sulit mereka memahami, jadi kalau conteks clue miss jarang pakai, tapi kadang-kadang ada."*

In accordance with the result opened questionnaire with the students. Some of respondents stated the teacher not used this technique in this class.

Then, about nothing grammatical functions techniques in whilst reading. Based on the result of observed the teacher applied this technique. The teacher wrote and explained the grammatical function in the whiteboard. The teacher explained about grammatical function used narrative text. After explained the students rewrite what has been explained by the teacher so that later it will be easier for students to remember and be able to re-read their notes.

In addition, this finding was supported by the result of interviewed the teacher's applied noting the grammatical functions of unknown words. The teacher previously explained what the focus would be discussed in the text. Then the teacher also explained the grammatical function to be

used. The teacher stated *"dikasih tau dulu misalkan kita fokusnya ke kata kerja, grammar functionnya present atau past dijelaskan dulu sedikit nanti kita tela'ah di dalam teksnya contohnya ini present, ini past."*

In line with the result opened questionnaire with the students. The respondents stated *"ya ada, miss husna pernah meminta mencari dan mencatat verb saja dalam teks descriptive"*.

The next technique was analyzing references words. Based on the result of observed that the teacher used this technique by asking students to read the text "sangkuriang" and then in paragraph one the name of the character has not been mentioned, but only uses pronouns. Then the teacher asks whom the pronoun refers to, after the students' answer the grunt explains again what the function of the pronoun is.

In addition, this finding was supported by the result of interviewed references come from pronouns referring to who or what. The teacher used this technique. The teacher stated "*Analysis pronoun gitu, ada beberapa apalagi di narrative gitu banyak menyebutkan pronoun, karna dia banyak tokoh juga kan? ada dijelaskan pronoun nya mengacu pada siapa."*

In line with the result opened questionnaire with the students. The respondents stated *"ya ada, miss husna menjelaskan kata she mengacu pada dia perempuan dan he dia laki-laki*".

Additionally, Taufik and friends also founds in previous research, that in achieving good reading comprehension, the ability to recognize

and use reference words and phrases in texts is essential From informal observations, it has frequently been found that one of the major hurdles in comprehending texts is the recognition of words and phrases that refer to the same idea which traditionally have been called ‘reference words’(T. Rashid et al., 2011).

Furthermore the teacher also used dictionary technique in whilst reading. Based on the result of observed that the teacher asked the students used the dictionary if found difficult vocabularies. The use of dictionaries in teaching reading comprehension as a foreign language is very dominant. The students used an English-Indonesian dictionary to make it easier for students to use.

Hereinafter this finding was supported by the result of interviewed the teacher stated *“Memakai kamus ya, disuruh untuk mencari kosa kata yang unfamiliar.”* So that students are more active and can look up the meaning of vocabulary that they do not know in the dictionary. This technique will be very useful because with students looking for answers themselves, it will be easier for them to remember than being told directly by the teacher.

In accordance with the result opened questionnaire with the students. All of respondents stated *“ ya, guru saya meminta mencari kata yang tidak diketahui di dalam kamus”*.

The next was shared a book technique. According to the results of observed the researcher not found that teacher used this technique, but the

teacher only using a book, and asked students to read and comprehend the text in pairs or individually.

In addition, this finding was supported by the result of interviewed with teachers, this technique is rarely used by teachers, the teacher stated *"ada juga kadang, itu tergantung ceritanya,untuk baca bareng-bareng"*. Additionally in this class the teacher only used the same books from *Erlangga*, and reads the text together but not too deep into this technique.

In accordance with the result opened questionnaire with the students. Some of respondents stated the teacher not used this technique in this class.

Furthermore, the teacher also applied reading aloud technique. Based on the result of observed the teacher asked the students one by one to reading aloud, after that the teacher asked the students what the meaning conveyed in the text. And the students explained their own ideas about the text.

Additionally, this finding was supported by result interviewed. The teacher stated *"Yaa, I used. Nunjuk perorangan, tapi tujuan lebih utamanya untuk membangkitkan motivasi membaca siswa terlebih dahulu, dan melatih pronountiation nya."* This reading aloud technique is very effective in learning reading comprehension for this class, because the teacher can also justify the way students read (pronunciation) and also other students will also actively listen, and will practice reading silently to understand the text.

In line with the result opened questionnaire with the students. Some of respondents stated *"ya, miss sering meminta membaca dengan lantang dan jelas secara bergiliran"*.

It is in line with Gibbon's ideas in Antoni that reading aloud plays an important role in the development of reading competence and help students in making meaning (Antoni, 2010). In addition, Anum Shara and friends also found that after being taught using the reading-aloud technique there was an increase in aspects of reading, and this technique was recommended for use in teaching reading comprehension (Anum et al., 2018).

The next technique is rereading for detail. Based on the data observed the teacher used rereading for detail-technique in whilst reading. The teachers asked students to check or monitor their comprehension whilst rereading the text in teaching reading comprehension.

In line with the result of interviewed the teacher stated *"Adaa, rereading for detail ini agar mereka lebih paham. Biasanya mengulang-ulang membaca teksnya secara detail lagi."*.

This finding was supported by the result opened questionnaire with the students. All of respondents stated *"ada, miss husna menyuruh mengulang membaca teks supaya lebih paham"*.

The next was jigsaw reading technique. Based on the result of observation the researcher not found that teacher used these techniques.

In addition, this finding was supported by the results of interviewed with teachers, this technique not used by teachers. The teacher stated “No, I don’t used”.

In accordance with the result opened questionnaire with the students. Some of respondents stated the teacher not used this technique in this class.

The next technique were skimming and scanning techniques. Based on the result of observed the teacher not found used this techniques. In line with the result of interviewed the teacher stated *“Skimming dan scanning itu jarang miss pakai, karena mereka itu vocabulary nya lack banget, jadi kalau disuruh scanning, skamming serinng jawabnya engga tau miss, apo ko miss? Jadi emang harus dijelaskan secara detail gitu. Ada bebrapa yang bisa diterapkan teknik ini, Cuma tidak terlalu benar jawabannya”.*

This data supported by the result of questionnaire. All respondents stated *“tidak ada”.*

The last in whilst-reading the teacher also used summarizing in whilst reading. Based on the result of observed the teacher asked the students one by one to read the text, after that the teacher asked the students what the meaning conveyed in the text. And the students explain their own ideas about the text.

Additionally, this finding was supported by the result of interviewed the teacher stated *“summarize cerita ya, mm apakah*

ceritanya menarik owh mungkin ada yang mau ceritain lagi eem mengulang, kira-kira retell lah istilahnya ya, memorizing dengan bahasa sendiri mm".

In accordance with the result opened questionnaire with the students. Some of respondents stated *"iya, miss husna pernah meminta meringkas teks atau hal-hal yang penting saja agar mudah diingat"*.

In line with gibbons stated summarize activities is important part in reading comprehension. If the students are unable to summarize what they have read, chances are strong that they have not understood the text fully, and that they are still unfamiliar with the content (Gibbons, 2015).

3. Post-reading

In this stage, the teacher has done activities to check student understanding which includes asking questions, clarifying and justify understanding, reviewing, discussing in group and follow-up techniques.

Based the result of observed the teacher applied these techniques. The first the teacher led the students to check their comprehension by asking several question related to the text by review the story technique. After the students answers the teacher also clarifying and justifying so that students understand more.

Furthermore, based on the data obtained after interviewed *the* teacher, the teacher applied reviewing technique. The teacher stated

"dengan menanyakan beberapa pertanyaan apakah ceritanya menarik, Biasanya miss ngulang lagi cerita nya apakah mereka masih ingat dengan story nya.

Additionally, this finding was supported by the result of opened questionnaire, all respondents stated "iya, miss mengulang kembali teks yang telah dibaca dan menjelaskannya agar tidak lupa".

In accordance with the data In line to, Anderson in Antoni identified that Justifying comprehension, as the possible application for teaching reading comprehension was a technique that asked students to read a passage, then ask comprehension questions, and then ask the class to justify their answer to the comprehension questions (Gibbons, 2015).

Additionally the teacher also used discussing in group technique. Based on the result of observed the teacher asked the students in pairs to discuss the text after read.

In line with the result of interviewed the teacher stated *"ya membagi perkelompok untuk mendiskusikan teksnya"*. In accordance with the result opened questionnaire with students. Some of respondents stated *"iya ada, miss membagi kelompok untuk mendiskusikan teks yang sudah dibaca"*.

The last technique was follow-up. Based on the result of observed the teacher used this technique. The teacher gave a homework related to the text, and asked the students to analyzing the text they choose.

It is supported by the result of interviewed the teacher stated *"follow up tu mungkin kayak eee disuruh cari sendiri sih, oo kan jadi biar mereka bias ulang oo materi yang disekolah. Ya udah nanti dirumah coba cari satu cerita yang emang kalian suka, jadi coba kayak analisa sendiri bagian-bagian ceritanya oke gitu. Itu aja sih".*

After the students understood, then the teacher gave assignments in groups to analyze the entire text. And then based on the data observed the teacher applied follow-up technique, gave a homework related to the text, and asked the students to analyzing the text they choose.

In addition after did the observation and interview the teacher claimed to do some techniques for reading comprehension. And there are several techniques that may not be in accordance with theory but are quite effective for vocational school levels like our school because English is a foreign language, and also to teach English at the vocational level is more challenging than teaching at the high school level. So as teachers, we have to think about which technique is more effective for students.

It can be concluded that the teaching techniques used to improve students' reading comprehension in EFL classrooms at SMK N 1 Tanjung raya was pre-reading which included pre-viewing, discussion type, brainstorming, and reviewing familiar story techniques. Then, there was whilst-reading which included noting the grammatical functions of unknown words, analyzing reference word, using dictionary, rereading for detail, reading aloud, and summarizing. Lastly, there was post reading

which included checking students reading comprehension, discussing in group, reviewing and also follow-up activity. Those techniques applied by the teacher in improving students reading comprehension had been proven effective for vocational school at SMK N 1 Tanjung Raya.It can be concluded that the teaching techniques used to improve students' reading comprehension in EFL classrooms at SMK N 1 Tanjung raya were pre-reading, including pre-viewing, discussion type, brainstorming, and reviewing familiar story techniques. Then, there was whilst-reading which included noting grammatical functions of unknown words, analyzing reference word, using dictionary, rereading for detail, reading aloud, and summarizing. Lastly, there was post reading which included checking students reading comprehension, discussing in group, reviewing and also follow-up activity. Several techniques applied by the teacher in improving students reading comprehension had been proven effective for vocational school at SMK N 1 Tanjung Raya.

C. Discussion

Based on the result of observation, interview and questionnaire the researcher got the teaching techniques used by the teacher to improve students' reading comprehension. The findings suggested several techniques used by the teacher in improving students' reading comprehension in EFL classroom. Based on the findings, the teaching techniques used by the teacher to improving students' reading

comprehension that the researcher found by doing observation and interview could be classified as below:

1. Pre-reading

Based on results of observed, interviewed and opened questionnaire the teacher used several techniques in pre-reading included pre-viewing, discussing type, brainstorming and also reviewing familiar stories techniques in improving students reading comprehension.

Almost the same as the results of Antoni's research the teacher applied pre-reading techniques, they conducted brainstorming, encouraging the use of dictionaries, discussing text types, and predicting techniques in improving students reading comprehension. Additionally, Similar with Samsul Bahri founds used of previewing as pre-reading can improve students' reading skills. Not only increasing reading comprehension, but preview as pre-reading also influence students' motivation in learning to read. Students really enjoy the learning process because before students are given the subject matter students are given the opportunity to guess the material that will be given by the teacher and this will stimulate students to be interested in the material (Bahri, n.d.). Bilqis also found that English teachers used many kinds of techniques. One of them were told story, that has function to enhance students' reading comprehension of narrative texts (Himayatun et al., 2014).

Additionally pre-reading activities introduce students to a particular text, obtain or provide appropriate background knowledge, and

also activate the necessary schemata of the students (Barnett, 1988). Then, discussing type in teaching reading comprehension is aimed to familiarize students with the major contextual features of a text or text structure and to show how these features can help them to work out the main. In addition that readers who are knowledgeable about the text, structures have an advantage in comprehension and recall over readers who are not aware of the organization of texts (McGee & Richgels, 1992). Then, brainstorming, reviewing familiar stories and tittles, and also skimming and scanning for structure, main points, and future directions (Toprak & Almacıoğlu, 2009).

2. Whilst-reading

Based on results of observed, interviewed and opened questionnaire the teacher used several techniques in whilst reading which included noting grammatical functions of unknown words, analyzing reference word, using dictionary, rereading for detail, reading aloud, and summarizing.

Irmawati found the mastery of function words significantly influences students' reading ability. It is found that there is a significant difference of students' reading ability between students with adequate mastery in function words and those with inadequate mastery of function words. It was found that students with adequate function words mastery have better and higher reading ability than students with inadequate function words mastery.

Additionally, Taufik and friends also founds in previous research, that in achieving good reading comprehension, the ability to recognize and use reference words and phrases in texts is essential From informal observations, it has frequently been found that one of the major hurdles in comprehending texts is the recognition of words and phrases that refer to the same idea which traditionally have been called ‘reference words’(T. Rashid et al., 2011).

Additionally with Antoni founds that the three English teachers seem to ask their students to consult a dictionary in teaching reading comprehension. This strategy is used when their students have problems in finding the meaning of the new or difficult words (Antoni, 2010).

Triwidiyanti found in previous research the teacher used three-phase stages in reading they are: pre reading activity, whilst reading activity, and post reading activity. Whereas the strength and weaknesses of the techniques, the teacher used the same techniques in teaching reading to make easier for students. It is to make student more attracted because the teacher always give them motivation in guidance and the teacher also help the students to increase their ability in pronunciation (Widiyanti et al., 2014)

Several techniques recommended by Gibbons included Modeled reading, Skimming and scanning, Rereading for detail, Shared a book, Word masking, Pause and predict, Shadow reading, Summarizing, Jigsaw reading, and reading aloud techniques (Gibbons, n.d.2015).

In addition Then, discussing type in teaching reading comprehension is aimed to familiarize students with the major contextual features of a text or text structure and to show how these features can help them to work out the main. In addition that readers who are knowledgeable about the text, structures have an advantage in comprehension and recall over readers who are not aware of the organization of texts (McGee & Richgels, 1992).

3. Post-reading

Lastly, Based on results of observed, interviewed and opened questionnaire the teacher used several techniques there was post reading which included checking students reading comprehension, discussing in group, reviewing and also follow-up activity.

In line with Antoni's found in post-reading they evaluated comprehension in particular tasks, clarifying and justifying the students' answers, asking questions for specific information, reviewing, and assignment and following-up activity(Antoni, 2010)

In addition Bilqis also found that two English teachers used many kinds of strategies. There are used three strategies: pre-reading, whilst-reading and post-reading. Several different strategies are used, included: Brainstorming, story structure, predicting, oral reading, silent reading, peer assisted learning, story-telling, retelling the texts, etc. Both teachers have similar functions in using strategies to enhance students' comprehension in narrative texts. It was also found out that 76% of

students have good responses on receiving teacher's strategies toward their comprehension in narrative texts (Himayatun et al., 2014).

Additionally, the techniques of post reading included check students comprehension after reading a text, lead students to a deep analysis of the text, summarize the text content to see into another mind or to get new information into what one already knows, discussing in group what they have understood in the text, and also follow-up. Follow up are exercise take students beyond the particular reading text in one, two ways; by transferring reading skills to other texts or by integrating reading skills with other language skills (Toprak & Almacıoğlu, 2009).

Post-reading work should, this contribute in a coherent manner, to the writing, speaking and listening skills that a foreign language program aims to develop. Students can also be asked to evaluate to synthesize, to comment, or to reflect upon what they have read in that lesson. All of these strategies will help students to consolidate in writing the critical understanding and interpretation that they have derived from their interaction with the text (Saricoban, 2002).

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings which had been elaborated in the previous chapter, it could be concluded that there were several techniques used to improve students' reading comprehension. It could be seen from the data that were collected by the researcher through observation and interview. This research focused on conducting the research involving tenth-grade students as new students in EFL classroom. This research wanted to analyze the teaching techniques used in improving students' reading comprehension itself. It could be concluded as below.

Firstly, it was found that the teacher applied three techniques of teaching reading comprehension this includes; pre-reading, whilst-reading and also post-reading techniques. In the pre-reading activity, the teacher also applied various steps. Initially, the teacher did some pre-viewing before reading, discussed type of the text, invited students to explore their idea with brainstorming, and also reviewed some familiar related stories. Secondly, the teacher applied whilst-reading. The teacher noted grammatical functions of unknown words. Thus, the students understand in advance and are not confused about the purpose of the tenses to be used. Then the teacher used analyzing reference words techniques to help students to understand who the word refers to. The teacher also used dictionary technique to help students finding unfamiliar words, the teacher

used words masking technique. After that, the teacher applied reading aloud technique in whilst reading, and the last but not least the teacher used summarizing text technique in whilst-reading. Thirdly, the teacher use post-reading techniques that included checking student understanding techniques by doing some activity such as asking questions, clarifying and justifying understanding, asking specific questions, reviewing, discussing group and follow-up techniques.

Then the researcher did interview with the teacher and in accordance with the data obtained by observation the teacher applied three techniques in teaching reading comprehension, that includes; pre-reading, whilst-reading and also post-reading. However, there is some additional information obtained from the interview results which was not found during the observation, namely the teacher sometimes uses several other techniques, such as context clues, skimming, and also scanning techniques. However, some of these techniques are rarely used because according to the teacher, they were less effective for students in this class.

Then the researcher did the opened questionnaire to triangulate the data and get more complex data about teaching techniques used for improving students' reading comprehension. The researcher gave questionnaire to the students and got the result in accordance with the data obtained by observation and interview that had been done the teacher applied three techniques in teaching reading comprehension, that includes; pre-reading, whilst-reading, and also post-reading.

So, it can be concluded that teaching techniques used for improving students reading comprehension in EFL classroom at SMK N 1 Tanjung raya are pre-reading included pre-viewing, discussing type, brainstorming and also telling familiar related stories techniques. In whilst reading, it included noting grammatical functions of unknown words, analyzing reference word, using dictionary, rereading for detail, reading aloud, and summarizing. Lastly, in post reading, it included checking students reading comprehension, discussing in group, reviewing and also follow-up.

B. Suggestions

1. The teacher took very crucial role responsibility in learning process. The outcomes of the learning were mostly depended on how the students delivered their talks. This study focus about teaching techniques used by the teacher for improving students reading comprehension. Several techniques used by teacher were very effective for the level of vocational students.

2. For students, they should be able to practice harder by themselves in order to achieve even more optimal results.

3. For the further researchers interested in the conducting the research on the similar fields, it is recommended to apply as reference for teaching techniques used for improving students reading comprehension in EFL classroom.

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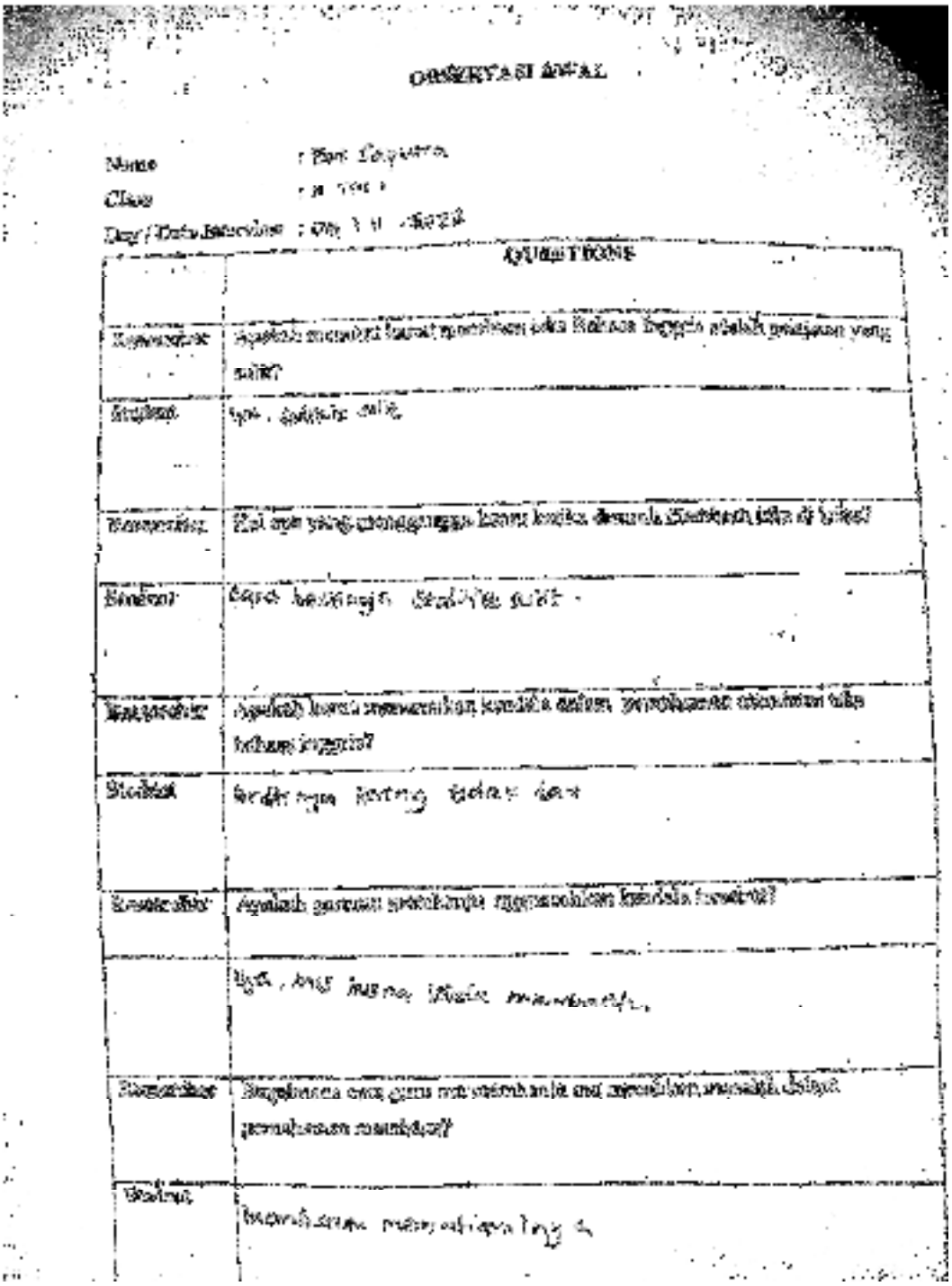
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APPENDICES

Appendix 1

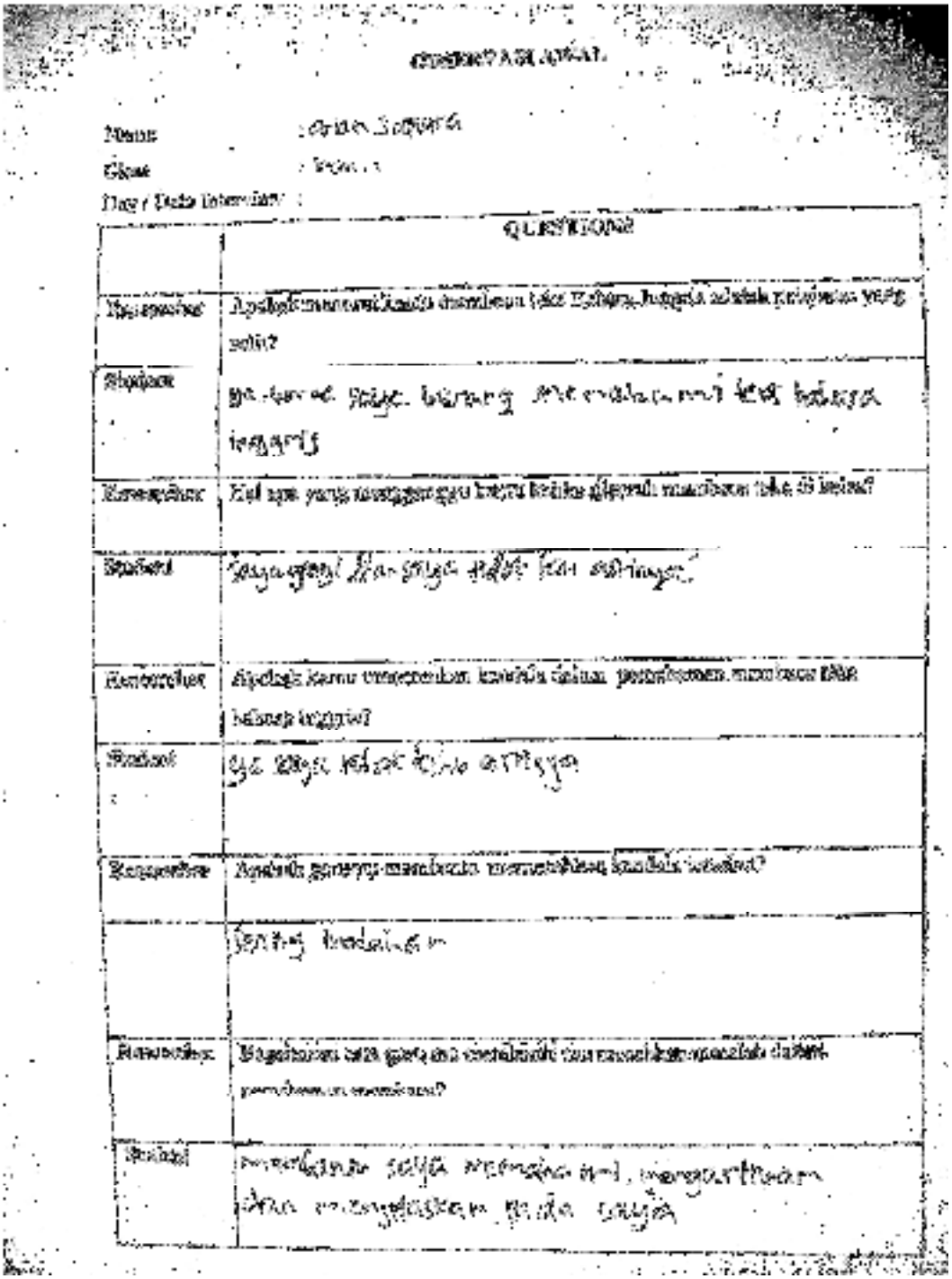
Result of questionnaire in Preliminary Research



OBSERVASI AWAL

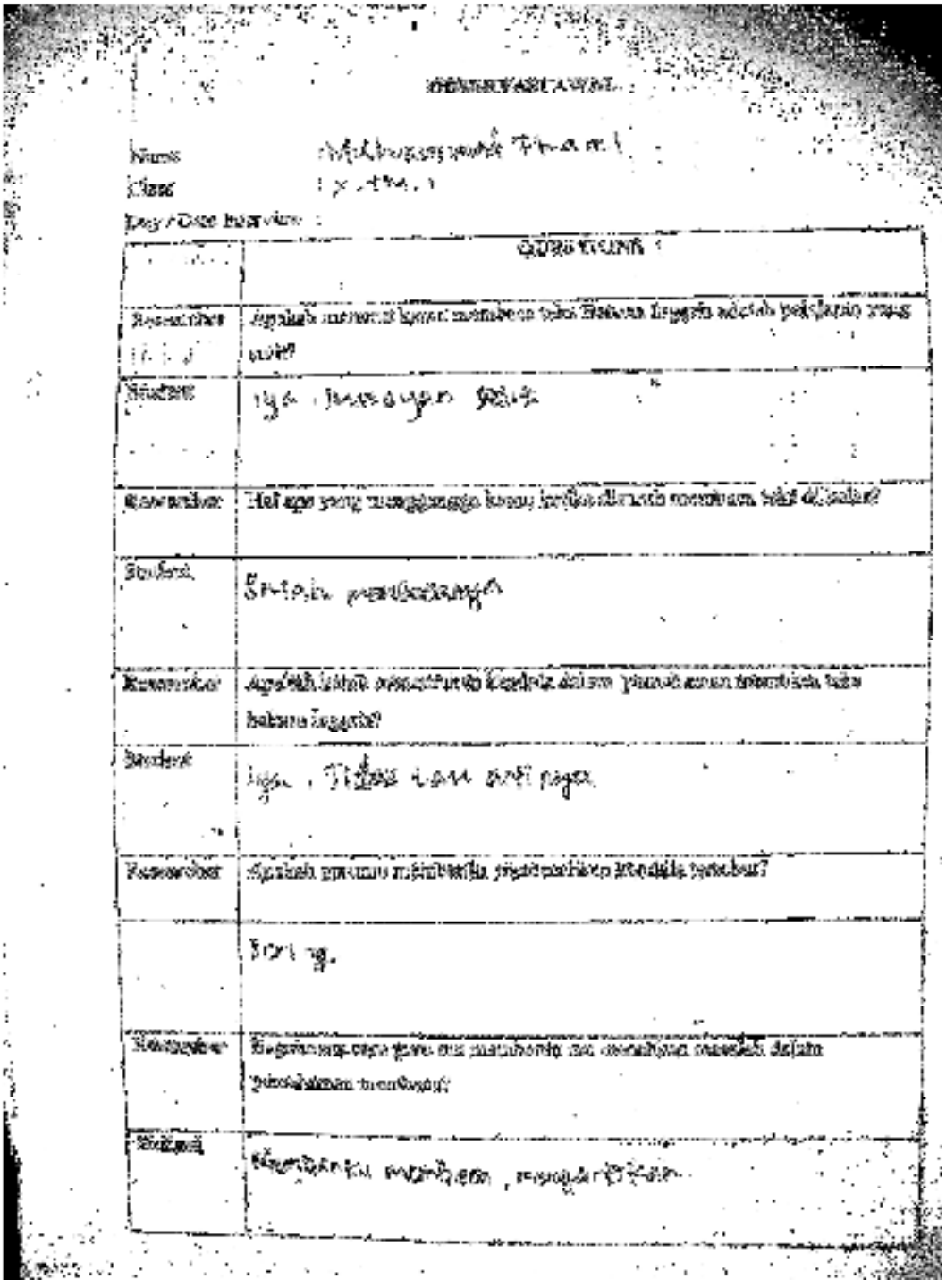
Name : Bpk Suyatno
Class : X TKR 1
Day / Date Interview : Kamis, 11 Agustus 2022

	QUESTIONS
Researcher	Apakah menurut bapak pembelajaran pada Kelas bapak adalah pelajaran yang sulit?
Student	iya, pelajaran sulit
Researcher	Hal apa yang menyebabkan bapak kesulitan dalam pelajaran itu pak?
Student	Cara belajar siswa sulit.
Researcher	Apakah bapak memerlukan kendala dalam pembelajaran otomotif ini bapak jelaskan?
Student	kendalanya kurang paham dasar
Researcher	Apakah ada upaya tertentu yang dilakukan bapak?
	Ya, saya harus lebih memahami
Researcher	Bagaimana cara guru mengatasi hal tersebut, apakah bapak pernah mencoba?
Student	Mencoba cara yang lain



Name :
Class :
Day / Date Interview :

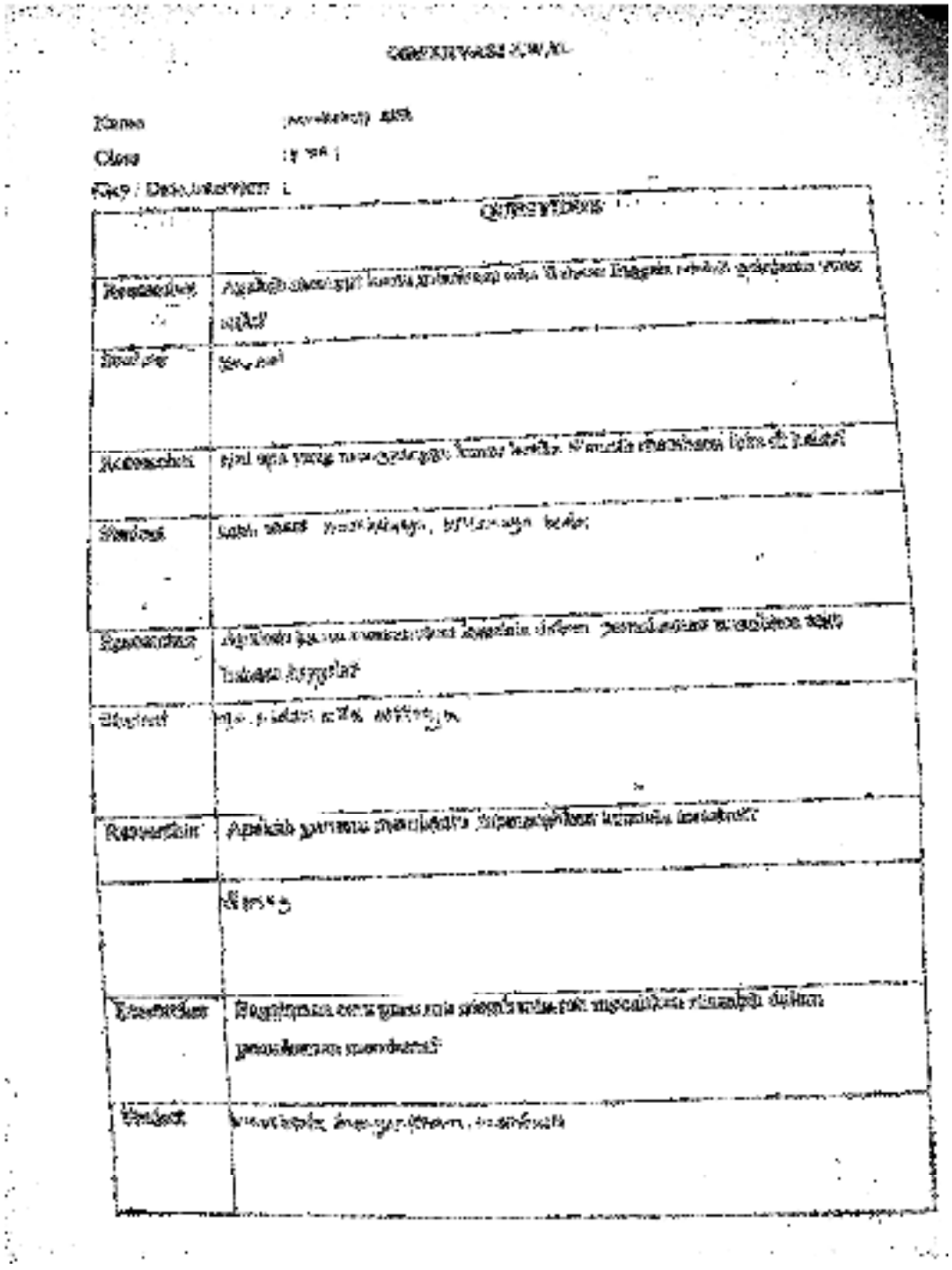
	QUESTIONS
Researcher	Apakah masalah anda dalam (ke Bahasa Inggris adalah pronoun yang sulit?
Student	ya karena tidak tahu bagaimana menggunakan kata bahasa inggris
Researcher	Kapan saja anda menggunakan kata bahasa Inggris di luar?
Student	Saya tidak pernah di luar sekolah
Researcher	Apakah kamu mempunyai kesulitan pronoun menggunakan bahasa inggris?
Student	ya tidak tahu kalo di luar
Researcher	Apakah guru mengajar menggunakan bahasa inggris?
	tidak pernah
Researcher	Bagaimana cara guru mengajarkan pronoun dalam pembelajaran?
Student	menerangkan tidak menggunakan bahasa inggris



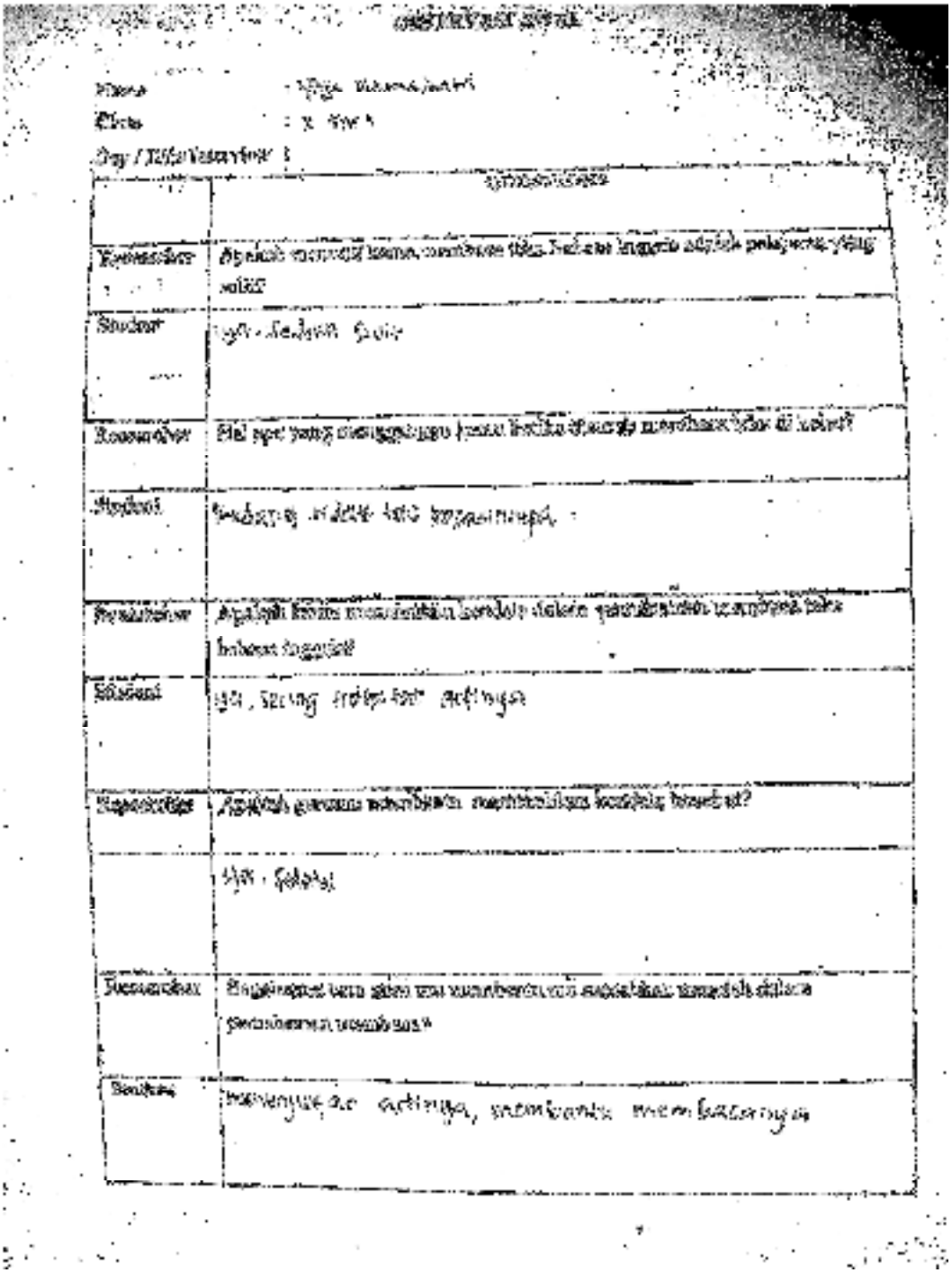
OBSERVASI AWAL

Nama : Muhammad Fikri
Kelas : IX-MA.1
Day / Date Interview :

	QUESTION
Researcher (I.1)	Apakah anda suka belajar bahasa Inggris adalah pelajaran yang sulit?
Student	iya, karena saya tidak
Researcher	Hal apa yang menggangu kamu berbicara bahasa Inggris di kelas?
Student	Susah pengucapannya
Researcher	Apakah kamu mempunyai kesulitan dalam pronunciation bahasa Inggris?
Student	iya, Tidak bisa dan sulit juga.
Researcher	Apakah guru memberikan pembelajaran kepada kamu?
	Iya ada.
Researcher	Bagaimana cara guru anda memberikan pembelajaran kepada kamu pronunciation tersebut?
Student	Membaca satu persatu, mengulangi



Nama :
Kelas :
Hari / Tanggal :



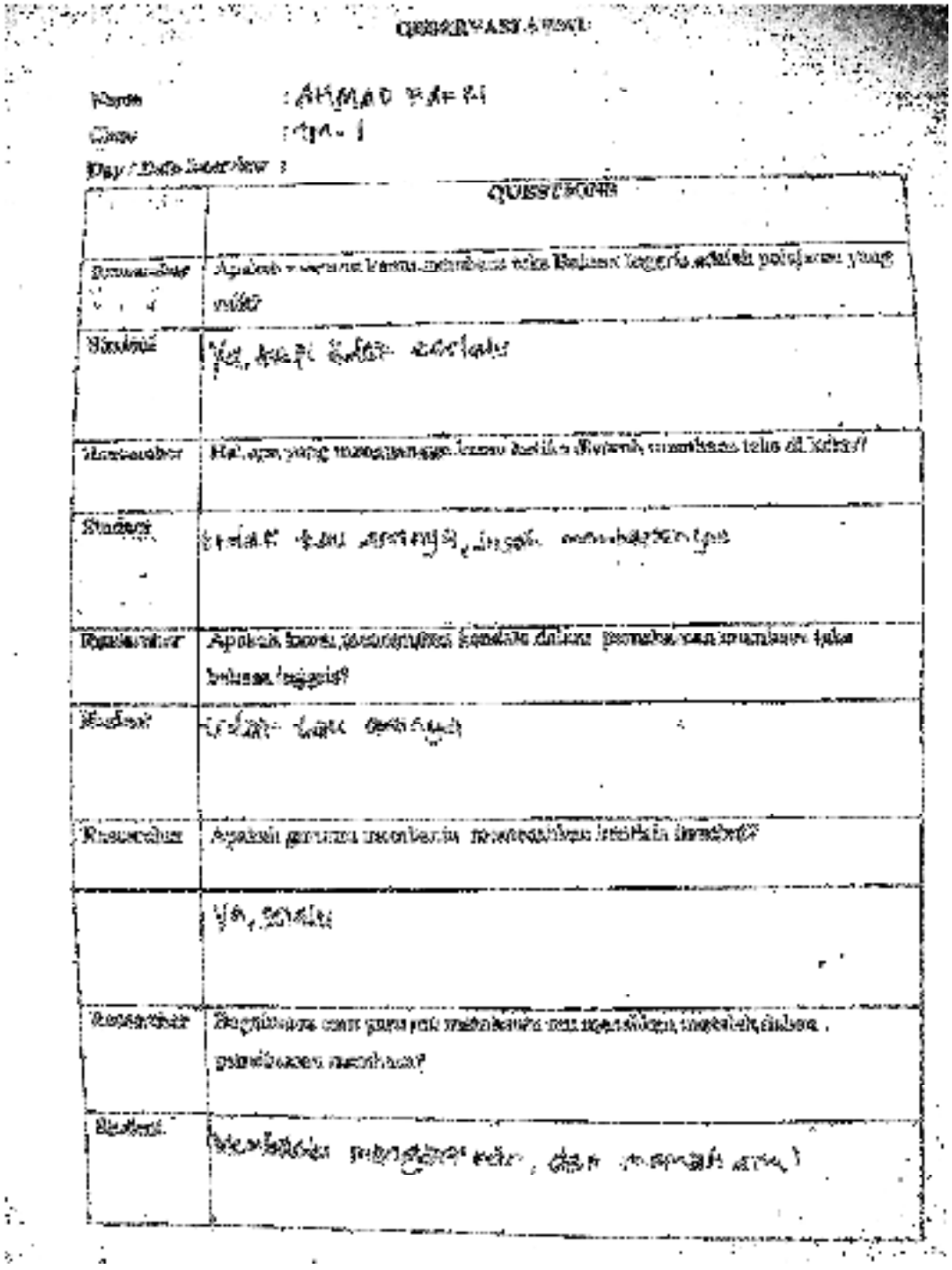
Nama :
Kelas : X
Hari / Tanggal :

Peneliti	Apakah materi ini sama, contohnya jika bahan organik adalah pelajaran yang sulit?
Siswa	Iya, sedikit sulit
Peneliti	Hal apa yang menyebabkan kamu kesulitan memahami ini tadi?
Siswa	Banyak rumus yang harus dihafal
Peneliti	Apakah kamu memerlukan bantuan dalam pembelajaran seperti bahan bahan organik?
Siswa	Iya, karena sering lupa
Peneliti	Apakah guru sering memberikan motivasi kepada kamu?
	Iya, sering
Peneliti	Bagaimana cara guru memberikan motivasi kepada kamu dalam pembelajaran tersebut?
Siswa	Memberikan arahan, semangat, memberikan

OBSERVASI AWAL

Nama :
Kelas :
Hari / Tanggal Observasi :

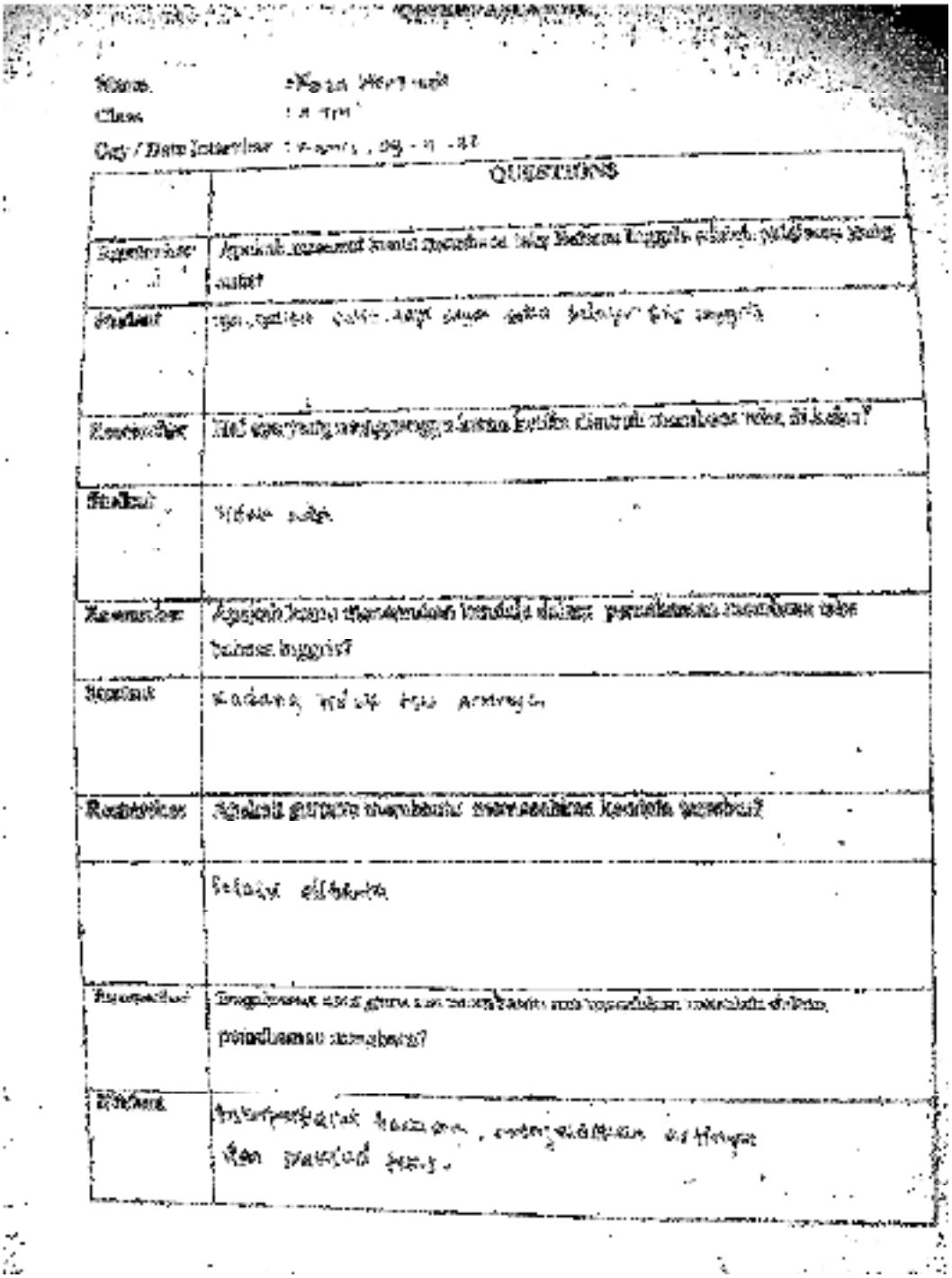
	QUESTIONS
Researcher	Apakah siswa/siswi masih semangat belajar Bahasa Inggris setelah pelajaran sudah usai?
Student	
Researcher	Hal apa yang menyenangkan bagi kalian dalam pembelajaran di kelas?
Student	
Researcher	Apakah kalian mengalami kendala dalam pembelajaran matematika saat belajar bahasa inggris?
Student	
Researcher	Apakah guru/pengajar matematika menggunakan media belajar?
Researcher	Bagaimana cara guru/pengajar matematika menyampaikan materi dalam pembelajaran matematika?
Student	



OBSERVASI AWAL

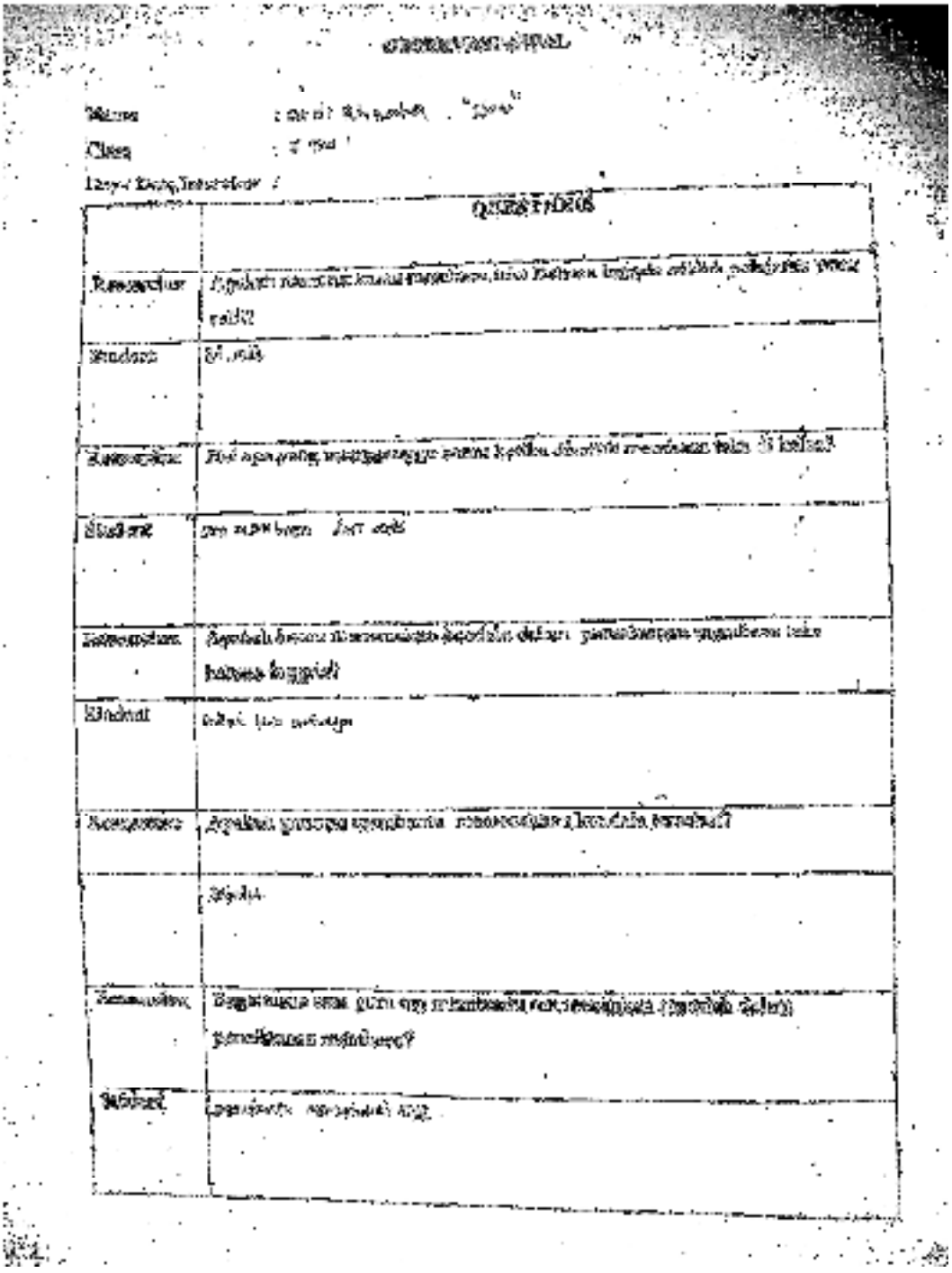
Nama : AHMAD YANI
Kelas : VIII - I
Hari / Tanggal Interview :

	QUESTIONS
Researcher	Apakah anda senang belajar menulis teks Bahasa Inggris adalah pelajaran yang mudah?
Student	Ya, saya suka pelajaran
Researcher	Hal apa yang menyenangkan bagi anda ketika menulis teks di kelas?
Student	Saya suka menyalin tulisan
Researcher	Apakah kamu mengalami kesulitan dalam pembelajaran menulis teks bahasa Inggris?
Student	Tidak, saya mengerti
Researcher	Apakah guru anda menerima pembelajaran menulis teks?
	Ya, benar
Researcher	Bagaimana cara guru anda mengajarkan menulis teks, apakah dalam pembelajaran menulis?
Student	Mendengarkan penjelasan guru, lalu menyalin tulisan



Name:
Class:
Day / Date Interview :

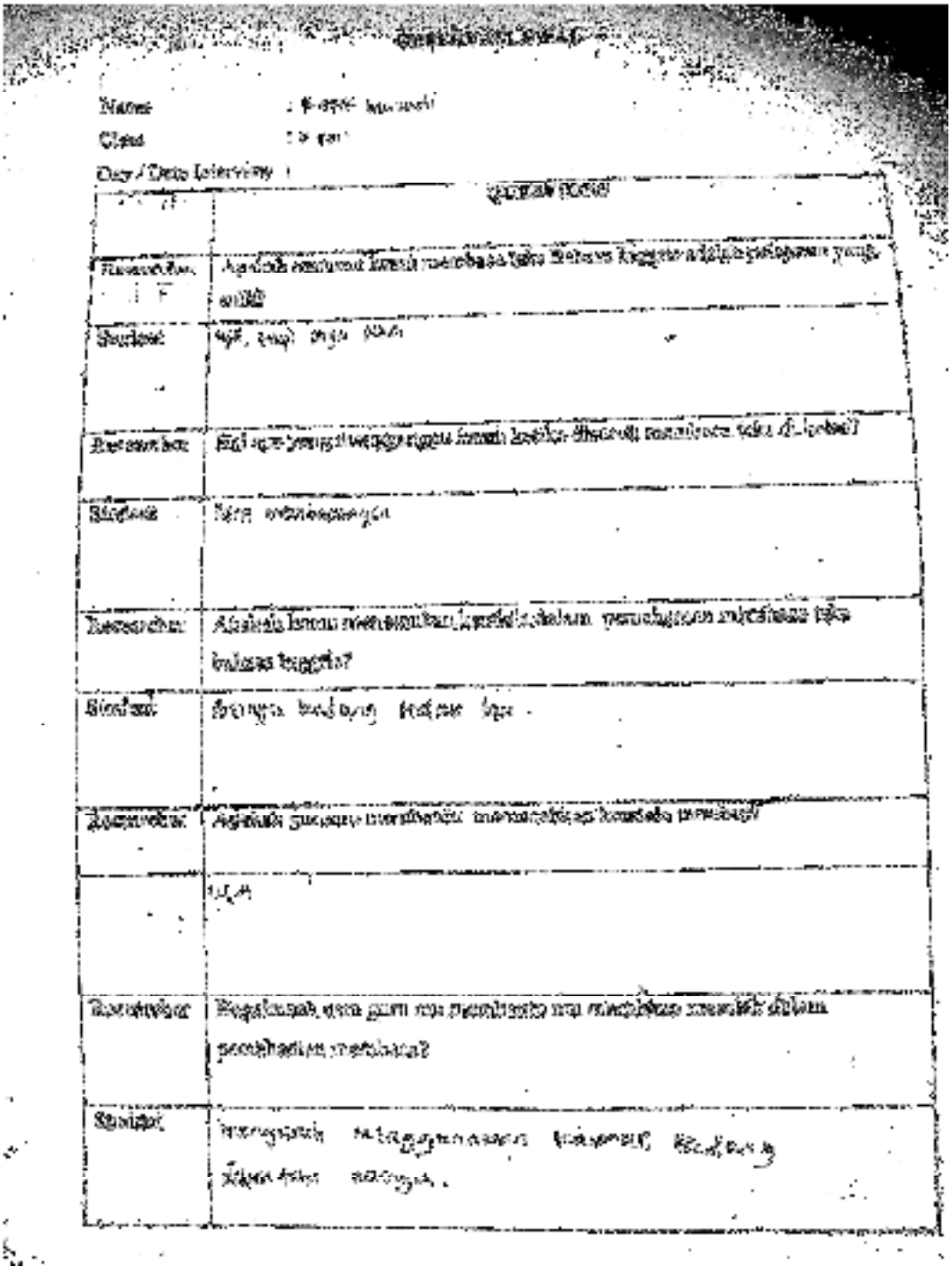
	QUESTIONS
Researcher:	Apakah masalah kamu berkaitan dengan bahasa inggris adalah pelajaran yang sulit?
Student:	
Researcher:	Jika ya/tidak, apakah yang menyebabkan kamu berpikir demikian?
Student:	
Researcher:	Apakah kamu menggunakan media dalam pembelajaran matematika?
Student:	
Researcher:	Apakah guru matematika memberikan kesempatan kepada kamu untuk berdiskusi?
Researcher:	Bagaimana cara guru matematika mengajarkan materi dalam pembelajaran matematika?
Student:	



Name :

Class :

	QUESTIONS



Name : [illegible]

Class : [illegible]

Day / Date Interview :

Researcher:	Apakah anda suka belajar matematika? Bolehkah berikan alasan anda?
Student:	[illegible]
Researcher:	Adakah guru anda menggunakan bahan bantu belajar dalam pengajaran matematik?
Student:	Tiada
Researcher:	Adakah kamu menemui kesukaran dalam pembelajaran matematik bahan bantu belajar?
Student:	[illegible]
Researcher:	Adakah guru anda memberikan latihan matematik secukupnya?
	[illegible]
Researcher:	Bagaimanakah cara guru mengajarkan matematik dalam pembelajaran matematik?
Student:	[illegible]

Appendix 2

Recap of students' reading comprehension scores



REKAP NILAI READING COMPREHENSION
SMK N 1 TANJUNG RAYA TP 2022/2023

Kelas : X TM 1
Kompetensi Keahlian : Teknik Otom

No	NAMA SISWA	L/P	NIS	Tanggal	KET
1	ADIT KURNIA AKBAR	L	6535		
2	AHMAD FAISAL	L	6536		
3	ALDI DEFRIANTO	L	6537		
4	ARDI WINANTA	L	6538		
5	ATI AN SAFLIRA	L	6539		
6	BENI SAPUTRA	L	6540		
7	FAJET	L	6541		
8	FATIH AISHA HANDAYANI	P	6542		
9	FAJRI PURAWIJE	L	6543		
10	HASBI WIRAYUDA	L	6544		
11	KISHAR SATRA PRATAMA	L	6545		
12	IDAT RAMADHAN	L	6546		
13	KEVIN JANUR	L	6547		
14	M. YUDI DESWAN SAPUTRA	L	6548		
15	MUHAMAD ADIL	L	6549		
16	MUHAMMAD FADIL	L	6550		
17	MUHAMMAD FAREL	L	6551		
18	MUHAMMAD IRFANSYAH	L	6552		
19	NABIL JIHONDO	L	6553		
20	RAFIQ MIRADI	L	6554		
21	RAHIAN TAN SINA	L	6555		
22	RIZA HERFIADI	L	6556		
23	RIZKI RAMADHAN	L	6557		
24	SURYA FIRDAUSYAH	L	6558		
25	VIDIA RAMADANI	L	6559		
26					
27					
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29					
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31					
32					
33					
34					
35					
36					
PARAF GURU					
TANGGAL					

Tanjung Raya ..... 20..
Guru Mata Pelajaran

JESSA NURINI, S.Pd. Gr.
NIP.

Appendix 3

Result of interview with English teacher in preliminary research

Interviewer	English teacher's answer
Apakah ada kendala dalam reading comprehension siwa?	Ya pastinya ada yaa, apalagi ini SMK jadi agak susah siswa tu dalam bahasa inggris
Apa saja kendala yang dialami siswa?	Salah satunya ya itu kesulitan untuk memahami teks karena mereka lack banget vocabularynya. Kemudian kayak mereka susah meneumkan hal-hal yang penting dalam teks.
Bagaimana miss menanggapi hal itu?	Menanggapinya miss tu mencoba menerapkan beberapa teknik yang mungkin cocok untuk mereka, karena balik lagi ini SMK ya jadi agak susah menemukan cara yang cocok untuk mereka mudah untuk memahami teks bahasa inggris tu. Tapi yang paling penting harus dilakukan pendekatan dulu ya agar mereka enjoy nantinya.

Appendix 4

Research Guideline

No	Indicator	Sub indicator	Description	Total item
1.	Kinds of teaching techniques	Pre-reading a. Previewing	Previewing a text with the students, It is means introduce students to a particular text or provide particular background knowledge, and activate necessary schemata.	1,2
		b. Discussing type	Discussing the text type in teaching reading comprehension is aimed to familiarize students with the major contextual features of a text or text structure and to show how these	3,4

			features can help them to work out the main.	
		c. Brainstorming	Method for creating many ideas about a topic	5,6
		d. Reviewing familiar stories	Reviewing familiar stories that students knows	7,8
		Whilst-reading		
		a. Use context clues	Context clues are hints found within a sentence, paragraph, or passage that a reader can use to understand the meanings of new or unfamiliar words.	1,2
		b. Noting the grammatical functions of unknown words	Considering syntax and sentence structure in the text	3,4
		c. Analyzing reference words	using referential words are words and phrases in a language that can	5,6

			be used for referring to persons, objects, phenomena, times, places and other 'things'.	
		d. Use dictionary	Use dictionary when students find unfamiliar words	7,8
		e. Rereading for details	Let the students read the text again, more carefully. The aims of this to ascertain they have understood about the information.	9,10
		f. Shared a book	Shared book models how an experienced reader reads and how reading involves getting meaning from the text.	11,12
		g. Word masking	In this strategy mask some of the words with small pieces of paper.	13.14

			Ask the students to predict what the word is, and then allow time to discuss alternative choices.	
		h. Shadow reading	Shadowing is nevertheless a precious activity because it demonstrates how meaning is made through text, and how intonation, stress, and the patterns of spoken language are related to the words on the page.	15,16
		i. Jigsaw reading	Breaks up longer texts into smaller chunks of text (one until two paragraphs) and students work together in groups to become experts on. Each student then moves into	17,18

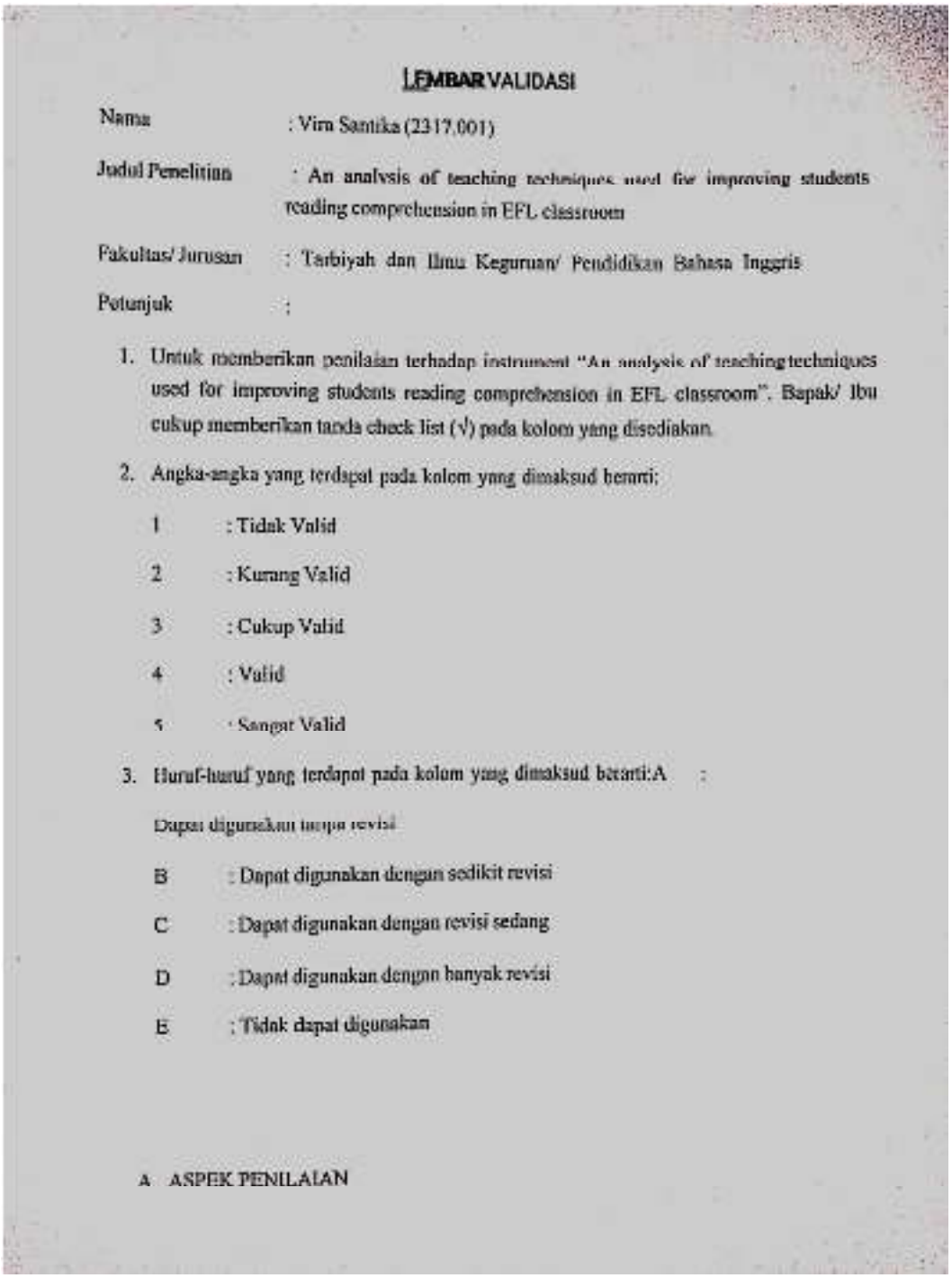
			a new group, in which every member has become has become an expert on a different part of the text.	
		j. Reading aloud	Read the text aloud	19,20
		k. Skimming and scanning	Skimming is essential to comprehending the general meaning, comprehending how the passage is structured, the structure of the text, and understanding the writer's intentions. Scanning get an idea of the general content.	21,22
		l. Summarizing	summarize what they have read.	23,24
		Post-reading	Review the story in the	1,2
		a. Reviewing		

			text, make a summarizing.	
		b. Discussing in group	Discuss with a friends or groups to more comprehension	3,4
		c. Follow-up	Exercise take students beyond the particular reading text in one, two ways; by transferring reading skills to other texts or by integrating reading skills with other language skills	5,6

Source: (Leyla, 2009. Three reading phases and their applications in the teaching of English as foreign language in reading classes with young learners: journal of language and linguistics studies. Vol. 5, Gibbons, P. 2015. Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the mainstream Classroom. Second Edition:HeinemamP.152-159)

Appendix 5

Validation Sheet 1st validator



LEMBAR VALIDASI

Nama : Vira Santika (2317.001)

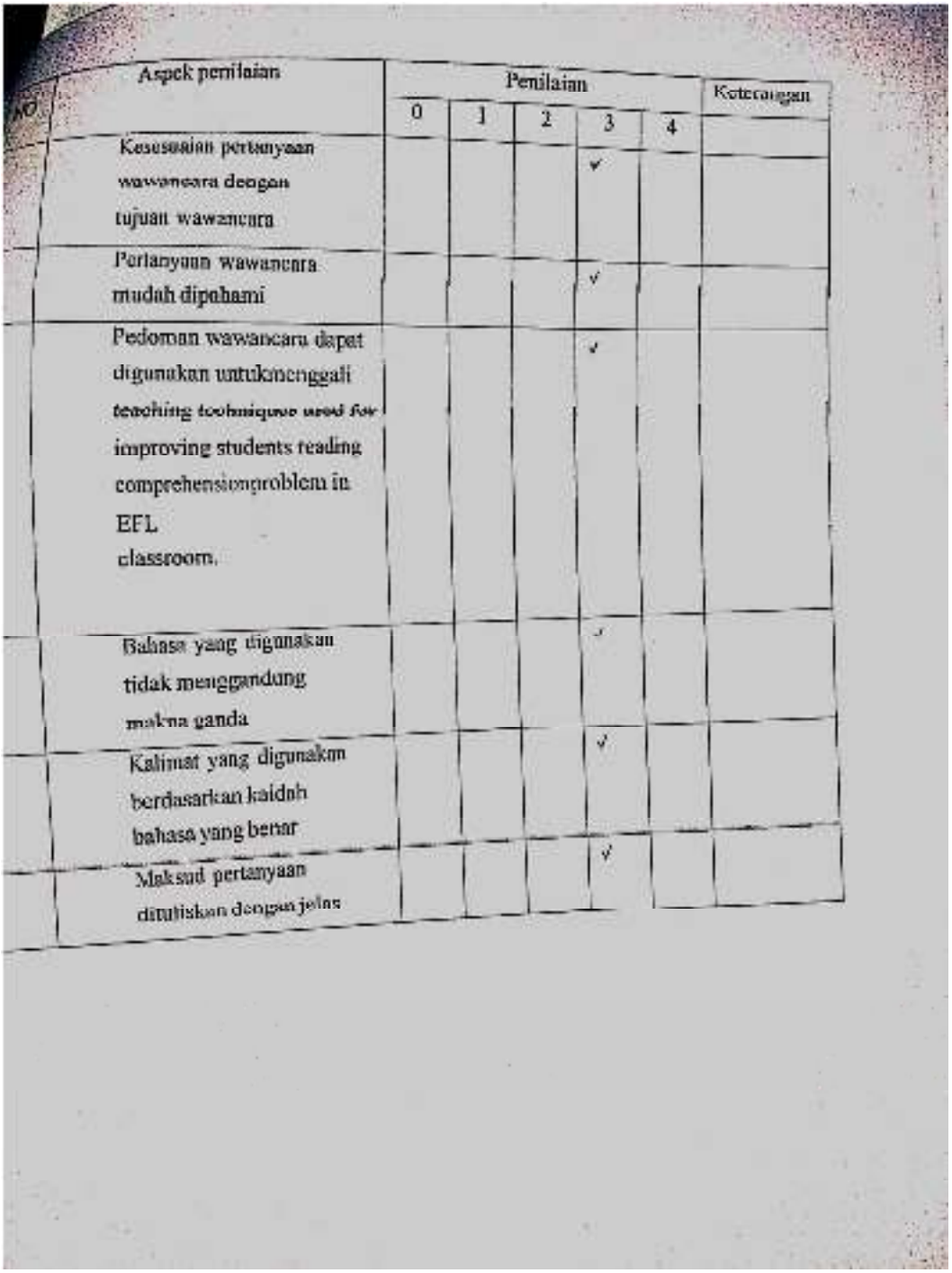
Judul Penelitian : An analysis of teaching techniques used for improving students reading comprehension in EFL classroom

Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Petunjuk :

1. Untuk memberikan penilaian terhadap instrument "An analysis of teaching techniques used for improving students reading comprehension in EFL classroom". Bapak/ Ibu cukup memberikan tanda check list (√) pada kolom yang disediakan.
2. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
   - 1 : Tidak Valid
   - 2 : Kurang Valid
   - 3 : Cukup Valid
   - 4 : Valid
   - 5 : Sangat Valid
3. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:A :
   Dapat digunakan tanpa revisi
   - B : Dapat digunakan dengan sedikit revisi
   - C : Dapat digunakan dengan revisi sedang
   - D : Dapat digunakan dengan banyak revisi
   - E : Tidak dapat digunakan

A ASPEK PENILAIAN



NO	Aspek penilaian	Penilaian					Keterangan
		0	1	2	3	4	
	Kesesuaian pertanyaan wawancara dengan tujuan wawancara				✓		
	Pertanyaan wawancara mudah dipahami				✓		
	Pedoman wawancara dapat digunakan untukmenggali teaching technique used for improving students reading comprehensiongroblem in EFL classroom.				✓		
	Bahasa yang digunakan tidak menggandung makna ganda				✓		
	Kalimat yang digunakan berdasarkan kaidah bahasa yang benar				✓		
	Maksud pertanyaan dituliskan dengan jelas				✓		

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap instrument		√			

C. KOMENTAR/ SARAN

.....

.....

.....

Bukittinggi, Maret 2023
Validator

Dr. Aldinesi, M.Pd, M.Pd
NIP:196404091985032001

SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini:

Nama : Dr. Afdaleni, M.Pd, M.Pd

Jabatan : Dosen

Dengan ini menyatakan bahwa mahasiswa yang bernama Vira Sentika dengan NIM 2317001 dengan judul " An analysis of teaching techniques used for improving reading comprehension in EFL Classroom" benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, Maret 2023
Validator

Dr. Afdaleni, M.Pd, M.Pd

Appendix 6

VALIDATION SHEET 2nd VALIDATOR

LEMBAR VALIDASI

Nama : Vira Santika /2317001

Judul Penelitian : An analysis of teaching techniques used for improving students reading comprehension in EFL classroom

Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Petunjuk

1. Untuk memberikan penilaian terhadap instrument "An analysis of teaching techniques used for improving students reading comprehension in EFL classroom". Bapak/ Ibu cukup memberikan tanda check list (√) pada kolom yang disediakan.
2. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
   - 1 : Tidak Valid
   - 2 : Kurang Valid
   - 3 : Cukup Valid
   - 4 : Valid
   - 5 : Sangat Valid
3. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:
   - A : Dapat digunakan tanpa revisi
   - B : Dapat digunakan dengan sedikit revisi
   - C : Dapat digunakan dengan revisi sedang
   - D : Dapat digunakan dengan banyak revisi
   - E : Tidak dapat digunakan

A. ASPEK PENILAIAN

NO	Aspek penilaian	Penilaian					Keterangan
		0	1	2	3	4	
	Kesesuaian pertanyaan wawancara dengan tujuan wawancara				✓		
	Pertanyaan wawancara mudah dipahami				✓		
	Pedoman wawancara dapat			✓			

	digunakan untuk menggali teaching techniques used for improving students reading comprehension problem in EFL classroom						
	Bahasa yang digunakan tidak menggandung makna ganda				✓		
	Kalimat yang digunakan berdasarkan kaidah bahasa yang benar				✓		
	Maksud pertanyaan dituliskan dengan jelas			✓			

B. PENILAIAN SECARA UMUM

NO	Unsur	A	B	C	D	E
1	Penilaian secara umum terhadap instrument		✓			

C. KOMENTAR/SARAN

1. Tambahkan label description of the indicator pada research guidelines serta label FF item dan sub-indicator
2. Jenis soal multi memerlukan bukan teaching techniques yg secara default reseach area tapi frequency, kontekstual, context clue, etc.
3. Utk Omnibus, aspek aktivitas yg akan dikodekan harus sama dengan deskripsi penelitian

Hukitinggi, 1 April 2023
Validator

Eky Dania, M.Pd

SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini:

Nama : Elsy Pranita, M.Pd

Jabatan : Dosen Bahasa Inggris

Dengan ini menyatakan bahwa mahasiswa yang bernama Vira Santika dengan NIM 2317001 dengan judul "An analysis of teaching techniques used for improving reading comprehension in EFL Classroom" benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 1 April 2023
Validator

Elsy Pranita, M Pd

Appendix 7

Validation Sheet 3rd Validator

LEMBAR VALIDASI

Nama : Vira Santika (2317.001)

Judul Penelitian : An analysis of teaching techniques used for improving students reading comprehension in EFL classroom

Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Petunjuk :

1. Untuk memberikan penilaian terhadap instrument "An analysis of teaching techniques used for improving students reading comprehension in EFL classroom". Dapat/ Ibu cukup memberikan tanda check list (√) pada kolom yang disediakan.
2. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
   - 0 : Tidak Valid
   - 1 : Kurang Valid
   - 2 : Cukup Valid
   - 3 : Valid
   - 4 : Sangat Valid
3. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:
   - A : Dapat digunakan tanpa revisi
   - B : Dapat digunakan dengan sedikit revisi
   - C : Dapat digunakan dengan revisi sedang
   - D : Dapat digunakan dengan banyak revisi
   - E : Tidak dapat digunakan

A. ASPEK PENILAIAN

NO	Aspek penilaian	Penilaian					Keterangan
		0	1	2	3	4	
1.	Kesesuaian pertanyaan wawancara dengan tujuan wawancara					✓	
2.	Pertanyaan wawancara mudah dipahami					✓	
3.	Pedoman wawancara dapat digunakan untuk menggali					✓	

	teaching techniques used for improving students reading comprehension problem in EFL classroom.						
4.	Bahasa yang digunakan tidak mengandung makna ganda				✓		
5	Kalimat yang digunakan berdasarkan kaidah bahasa yang benar					✓	
6.	Maksud pertanyaan dituliskan dengan jelas					✓	

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap instrument		✓			

C. KOMENTAR/SARAN

Instrumen tersebut dan sebanarnya valid digunakan untuk mengambil pertanyaan penelitian terhadap responden penelitian dalam skripsi ini tapi ingat memperhatikan waktunya jangan terlalu panjang pada tahap pertanyaan FGD supaya tidak membosankan responden

Bukittinggi, 31 Juni 2023
Validator

Agustria Hidayati, M.Hum
NIP:

SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini;

Nama : Apseora Ediyen, M. Hum

Jabatan :DosenBahasaInggris

Dengan ini menyatakan bahwa mahasiswa yang bernama ViraSantikdengan nim 2317001 dengan judul "An analysis of teaching techniques used for improving reading comprehension in EFL Classroom" benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengelahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 13 Maret 2023
Validator

Apseora Ediyen, M. Hum

NIP:

Appendix 8

Result of 1st Observation

Name of English Teacher / Class : Husna Nurdini, S.pd, Gr

Observer : Vira Santika

Date : Mei 8th 2023

Duration : 25 menit

STAGE	ACTIVITY	Yes	No
Pre-reading	**a.** Previewing	√	
	b. Discussing type	√	
	c. Brainstorming	√	
	d. Reviewing familiar stories	√	
Whilst-reading	a. Use context clues		√
	b. Noting the grammatical functions of unknown words	√	
	c. Analyzing reference words	√	
	d. Rereading for detail	√	

	e. Use dictionary	√	
	f. Shared a book		√
	g. Word masking		√
	h. Jigsaw reading		√
	i. Reading aloud	√	
	j. Skimming and scanning		
	k. Summarizing	√	
	l. Shadow reading		√
Post-reading	a. Reviewing	√	
	b. Discussing in group	√	
	c. Follow-up		√

Appendix 9

Result of 2nd Observation

Name of English Teacher / Class : Husna Nurdini, S.pd. Gr

Observer : Vira Santika

Date : Mei 15th 2023

Duration : 25 menit

STAGE	ACTIVITY	Yes	No
Pre-reading	**a.** Previewing	√	
	b. Discussing type		√
	c. Brainstorming	√	
	d. Reviewing familiar stories	√	
Whilst-reading	a. Use context clues		√
	b. Noting the grammatical functions of unknown words	√	
	c. Analyzing reference words		√
	d. Rereading for detail		√

	e. Use dictionary	√	
	f. Shared a book		√
	g. Word masking		√
	h. Jigsaw reading	√	
	i. Reading aloud		√
	j. Skimming and scanning		√
	k. Summarizing	√	
	l. Shadow reading		√
Post-reading	a. Reviewing	√	
	b. Discussing in group	√	
	c. Follow-up	√	

Appendix 10

Result of 3rd Observation

Name of English Teacher / Class : Husna Nurdini, S.pd, Gr

Observer : Vira Santika

Date : Mei 16th 2023

Duration : 25 menit

STAGE	ACTIVITY	Yes	No
Pre-reading	**a.** Previewing	√	
	b. Discussing type	√	
	c. Brainstorming	√	
	d. Reviewing familiar stories	√	
Whilst-reading	a. Use context clues		√
	b. Noting the grammatical functions of unknown words	√	
	c. Analyzing reference words	√	
	d. Rereading for detail	√	

	e. Use dictionary	√	
	f. Shared a book		√
	g. Word masking	√	
	h. Jigsaw reading		√
	i. Reading aloud	√	
	j. Skimming and scanning		√
	k. Summarizing	√	
	l. Shadow reading		√
Post-reading	a. Reviewing	√	
	b. Discussing in group	√	
	c. Follow-up	√	

Appendix 11

Result of Interview with English Teacher

Name of English teacher : Husna Nurdini, S.Pd. Gr
Date interview : 22nd Mei 2023

No	Question	Answers
	Pre-reading	
	Do you use previewing technique before starting read a text?	Iyaa
	How did you do previewing technique before starting the material?	oh ya, sebelum mengajar memang harus dilakukan Previewing itu ya supaya anak-anak ee nyambung dengan materi apa yang akan diajarkan gitu
	Do you use discussing type before starting read a text?	Yaa
	How did you do discussing type before starting read a text?	Ya biasanya discuss terlebih dahulu setidaknya mengajukan beberapa pertanyaan(jenis-jenis teksnya, generic structurenya) lebih kayak brainstorming gitu.
	Do you use brainstorming technique before starting the	Yes, I do this technique.

	material?	
	How did you do brainstorming technique before reading?	Biasanya dengan mengajukan beberapa pertanyaan yang terkait dengan teks yang akan dipelajari
	Do you use familiar stories technique that relevant to the text pre-teaching?	Yaa
	How did you do familiar stories technique that relevant to the text pre-teaching?	Contohnya kemaren narrative ya kan. Kita bahas dulu fokusnya kecerita. Pernah enggak dengar cerita ini ? yang familiar sama anak-anak, kalau disekitar kita kan khususnya danau maninjau, pasti ada kan cerita-cerita yang memang paling familiar bagi mereka, jadi kita bahas itu dulu
	Whilst reading	
	Do you use context clues-techniques?	Conteks clue itu mungkin agak susah kalau untuk tingkat pemahaman anak SMK disini ya, maksudnya memang bahasa inggris itu agak sulit mereka memahami, jadi kalau conteks clue miss jarang pakai, tapi kadang-kadang ada.
	How did you do context clues-	

	technique?	
	Do you use noting the grammar functions- technique in whilst reading?	Ya oke, ada
	How did you do noting the grammar function- technique in whilst reading?	Dikasih tau dulu misalkan kita fokusnya ke kata kerja grammar functionnya present atau past dijelaskan dulu sedikit nanti kita tela'ah di dalam teksnya contohnya ini present, ini past.
	Do you use analyzing reference words- technique in whilst-reading?	Ada
	How did you do analyzing reference word- technique in whilst-reading?	Analysis pronoun gitu, ada beberapa apalagi di narrative gitu banyak menyebutkan pronoun, karna dia banyak tokoh juga kan? ada dijelaskan pronoun nya mengacu pada siapa.
	Do you use dictionary-techniques in whilst reading?	Yes, I do this technique
	How did you do dictionary-techniques in whilst reading?	Memakai kamus, ya disuruh untuk mencari kosa kata yang unfamiliar.
	Do you use shared a book technique in whilst-reading?	Ada juga kadang- kadang

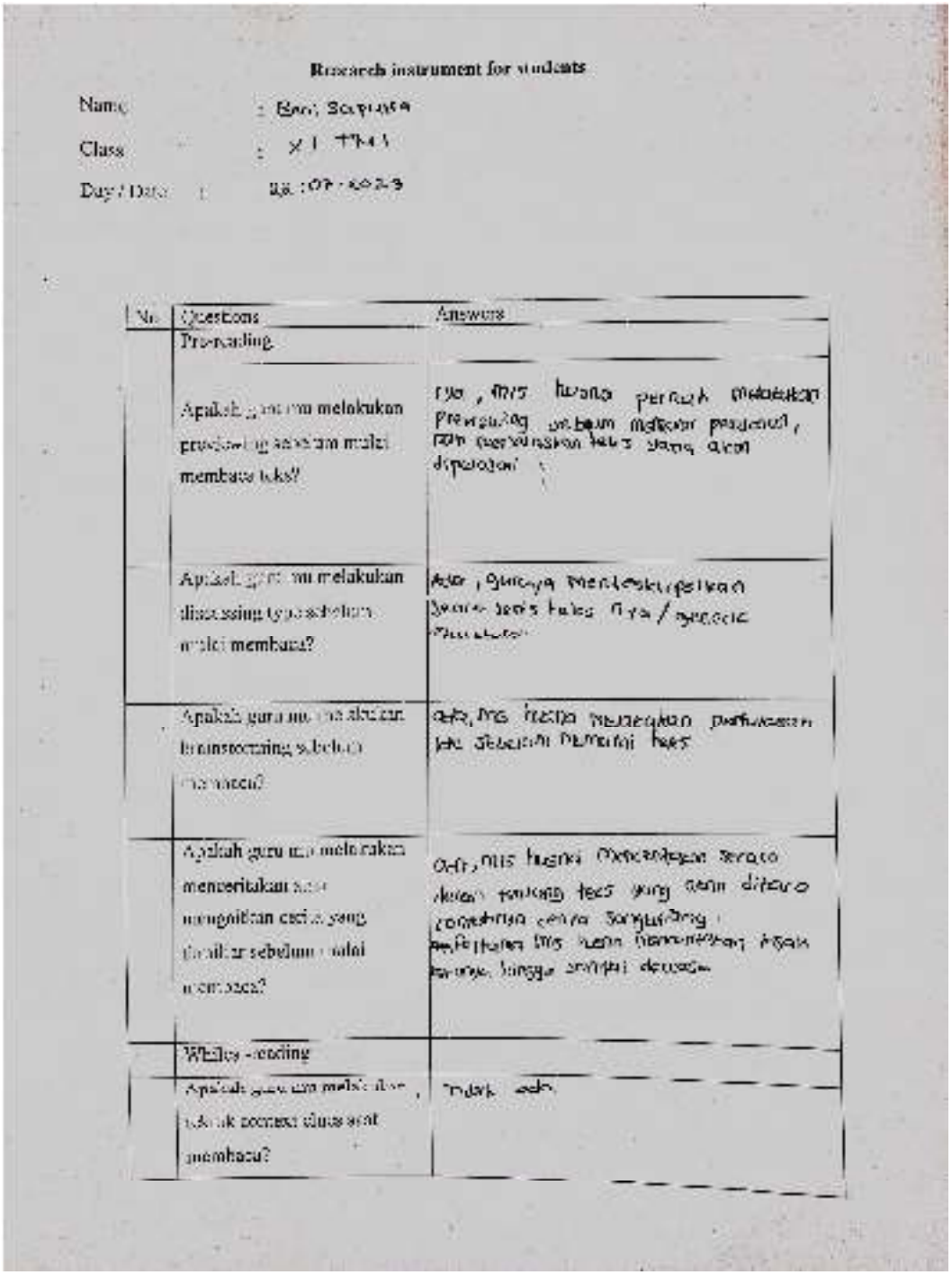
	How did you do shared a book technique in whilst-reading?	Itu tergantung ceritanya,untuk baca bareng-bareng.
	Do you use word masking techniques in whilst-reading?	Adaa
	How did you do word masking technique in whilst-reading?	Misalkan ini verb, disuruh coba cari yang verb aja.
	Do you use jigsaw reading techniques in whilst-reading?	No, I don't used
	How did you use jigsaw reading techniques in whilst-reading?	
	Do you use rereading for detail technique in whilst reading?	Adaa
	How did you do rereading for detail technique in whilst reading?	Rereading for detail ini, agar mereka lebih paham. Biasanya mengulang-ulang membaca teksnya secara detail lagi.
	Do you use skimming and scanning techniques in whilst reading?	Skimming dan scanning itu jarang miss pakai, karena mereka itu (siswa) vocabulary nya lack banget, jadi kalau disuruh scanning, skamming serinng jawabnya engga tau miss, apo ko miss? Jadi emang harus dijelaskan secara

		detail gitu. Ada bebrapa yang bisa diterapkan teknik ini, Cuma tidak terlalu benar jawabannya.
	How did you do skimming and scanning techniques in whilst reading?	
	Do you use shadow reading technique in whilst reading?	No, I don't used
	How did you do shadow reading technique in whilst reading?	
	Do you use reading aloud techniques in whilst-reading?	Yaa, I used
	How did you do reading aloud techniques in whilst-reading?	Nunjuk perorangan, tapi tujuan lebih utamanya untuk membangkitkan motivasi membaca siswa terlebih dahulu, dan melatih pronountiation nya
	Do you use summarizing techniques in whilst reading?	Yaa

	How did you do summarizing techniques in whilst reading?	summarize cerita ya, mm apakah ceritanya menarik owh mungkin ada yang mau ceritain lagi eem mengulang, kira-kira retell lah istilahnya ya, memorizing dengan bahasa sendiri mm
	Post-reading	
	Do you use reviewing after reading techniques?	Yaa ada
	How did you do reviewing after reading techniques?	Biasanya miss ngulang lagi cerita nya apakah mereka masih ingat dengan story nya.
	Do you use discussing in group-technique after reading?	Biasanya membagi teks perkelompok, dan mendisukusikan teksnya
	Do you use follow-up after reading?	Yes, I do this technique
	How did you do follow-up after reading?	"follow-up tu mungkin kayak eee disuruh cari sendiri sih, oo kan jadi biar mereka bias ulang oo materi yang disekolah. Ya udah nanti dirumah coba cari satu cerita yang emang kalian suka, jadi coba kayak analisa sendiri bagian-bagian ceritanya oke gitu. Itu aja sih".

Appendix 12

The result of Opened Questionnaire



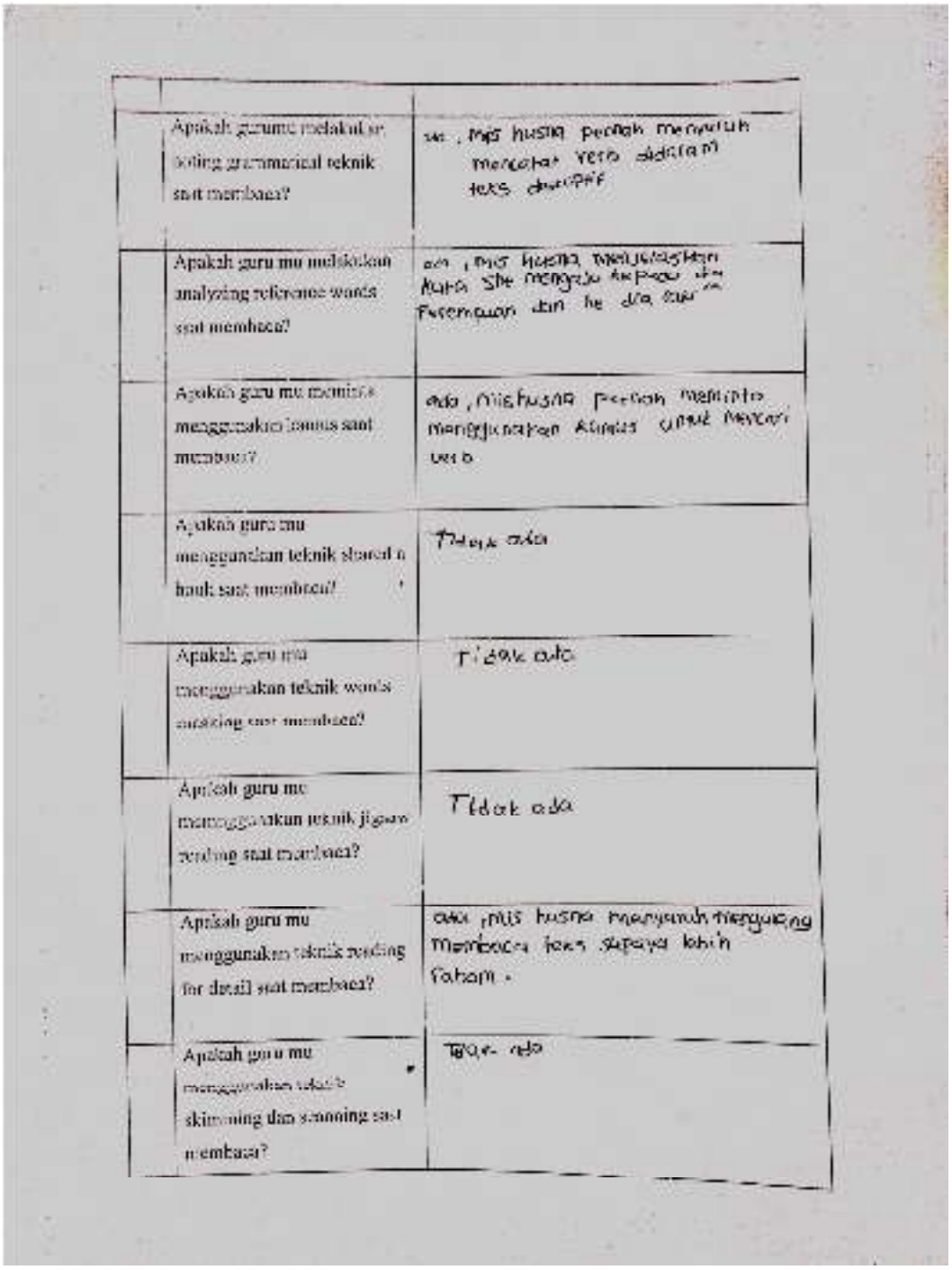
Research instrument for students

Name : Beni Saputra

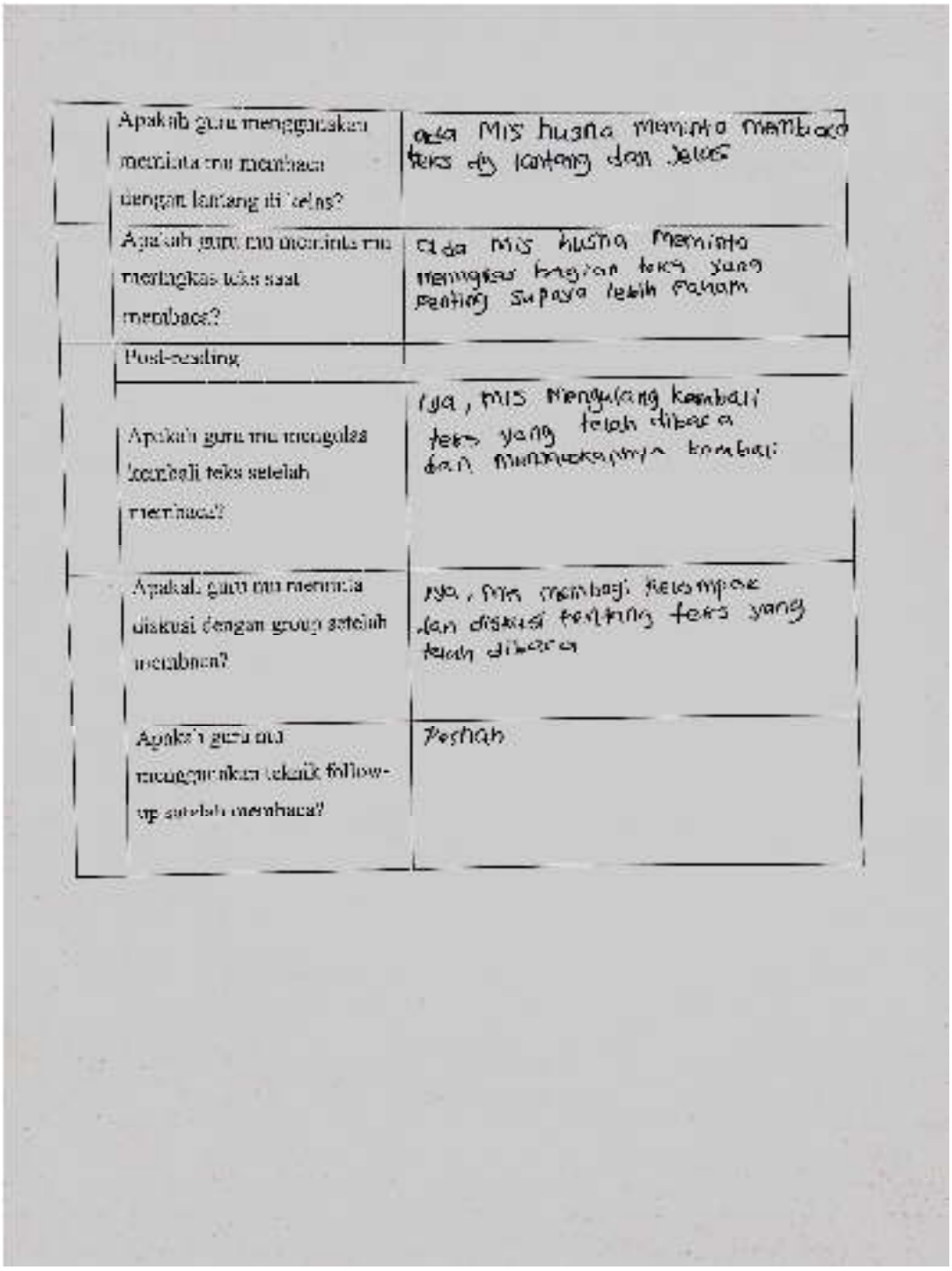
Class : XI TKJ 1

Day / Date : 28 : 09 - 2023

No.	Questions	Answers
	Pre-reading	
	Apakah guru mu melakukan pre-reading sebelum mulai membaca teks?	iya, kita harus perlu melakukan Pre-reading sebelum membaca pelajaran, agar mempersiapkan teks yang akan dipelajari
	Apakah guru mu melakukan discussing sebelum mulai membaca?	Ada, guruku menjelaskan secara teks kalau iya / apakah
	Apakah guru mu melakukan brainstorming sebelum membaca?	ada, kita harus mengerjakan pertanyaan jika sebelum memulai teks
	Apakah guru mu melakukan memberikan pertanyaan tentang sebelum mulai membaca?	ada, kita harus mengerjakan secara akan tentang teks yang akan dibaca contohnya cerita sangkuriang. sebelum teks kami membaca akan harus hingga selesai dengan
	While - reading	
	Apakah guru mu melakukan, untuk concept class saat membaca?	tidak ada



	Apakah guru mu melakukan coding grammatical teknik saat membaca?	ada, Mis husna pernah menyuruh mencatat verb dalam teks descriptive
	Apakah guru mu melakukan analyzing reference words saat membaca?	ada, Mis husna menjelaskan kata She menyuruh kepada Pronoun dan he dia laki
	Apakah guru mu meminta menggunakan kamus saat membaca?	ada, Mis husna pernah meminta menggunakan Kamus untuk mencari verb
	Apakah guru mu menggunakan teknik skimming hauk saat membaca?	Tidak ada
	Apakah guru mu menggunakan teknik words guessing saat membaca?	Tidak ada
	Apakah guru mu menggunakan teknik jigsaw reading saat membaca?	Tidak ada
	Apakah guru mu menggunakan teknik reading for detail saat membaca?	ada, Mis husna menyuruh menyuruh membaca teks supaya lebih faham.
	Apakah guru mu menggunakan teknik skimming dan scanning saat membaca?	Tidak ada



Apakah guru menggunakan metode ini membaca dengan lantang di kelas?	ada MIS husna meminta membaca teks dg lantang dan jelas
Apakah guru ini meminta ini menangkap teks saat membaca?	ada MIS husna meminta menangkap bagian teks yang penting supaya lebih paham
Post-reading	
Apakah guru ini mengulas kembali teks setelah membaca?	iya, MIS mengulang kembali teks yang telah dibaca dan menanyakannya kembali
Apakah guru ini meminta diskusi dengan group setelah membaca?	iya, MIS membagi kelompok dan diskusi tentang teks yang telah dibaca
Apakah guru ini menggunakan teknik follow-up setelah membaca?	Pernah

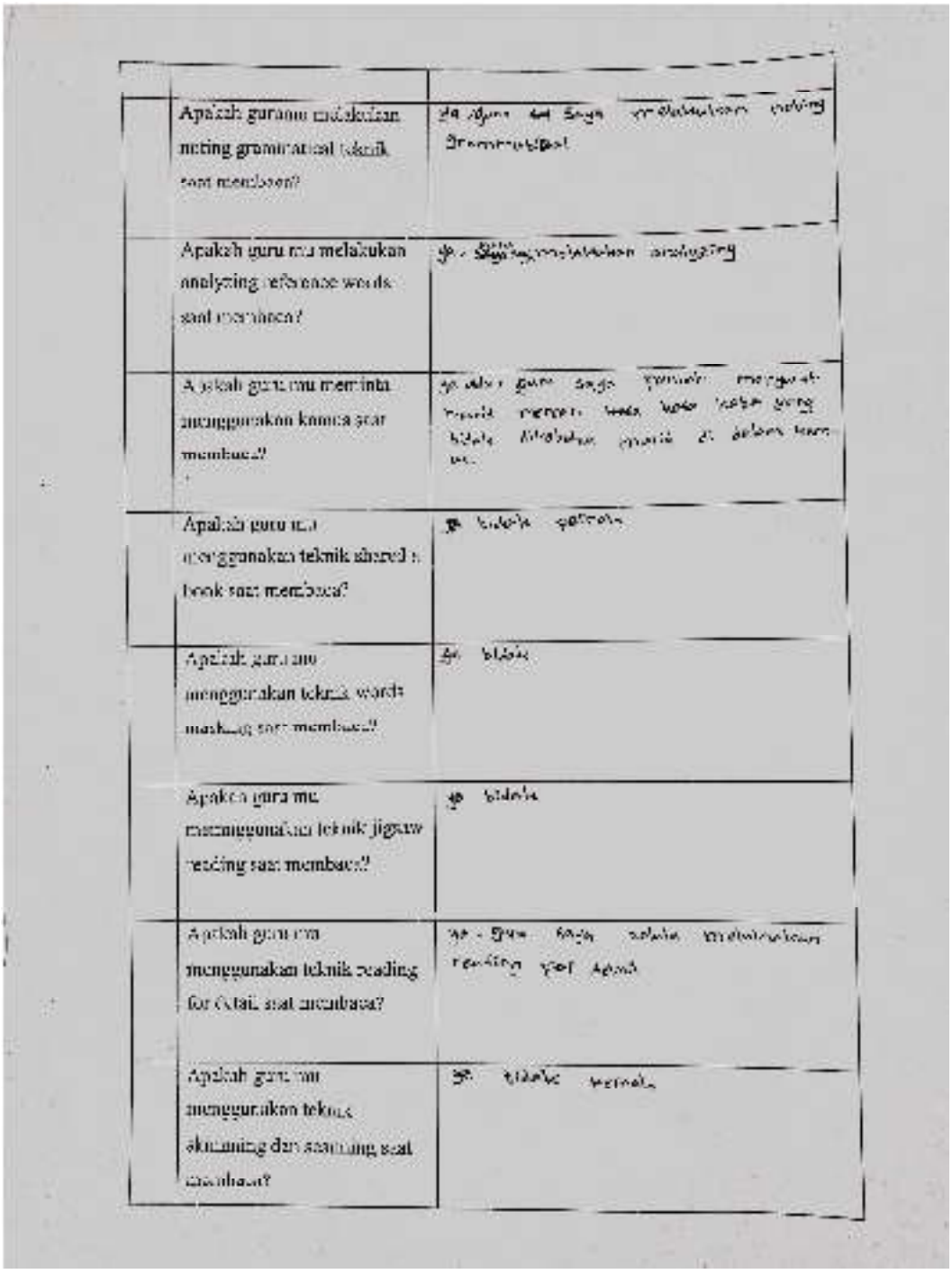
Research instrument for students

Name : Afdi [redacted] Jaang_alaw

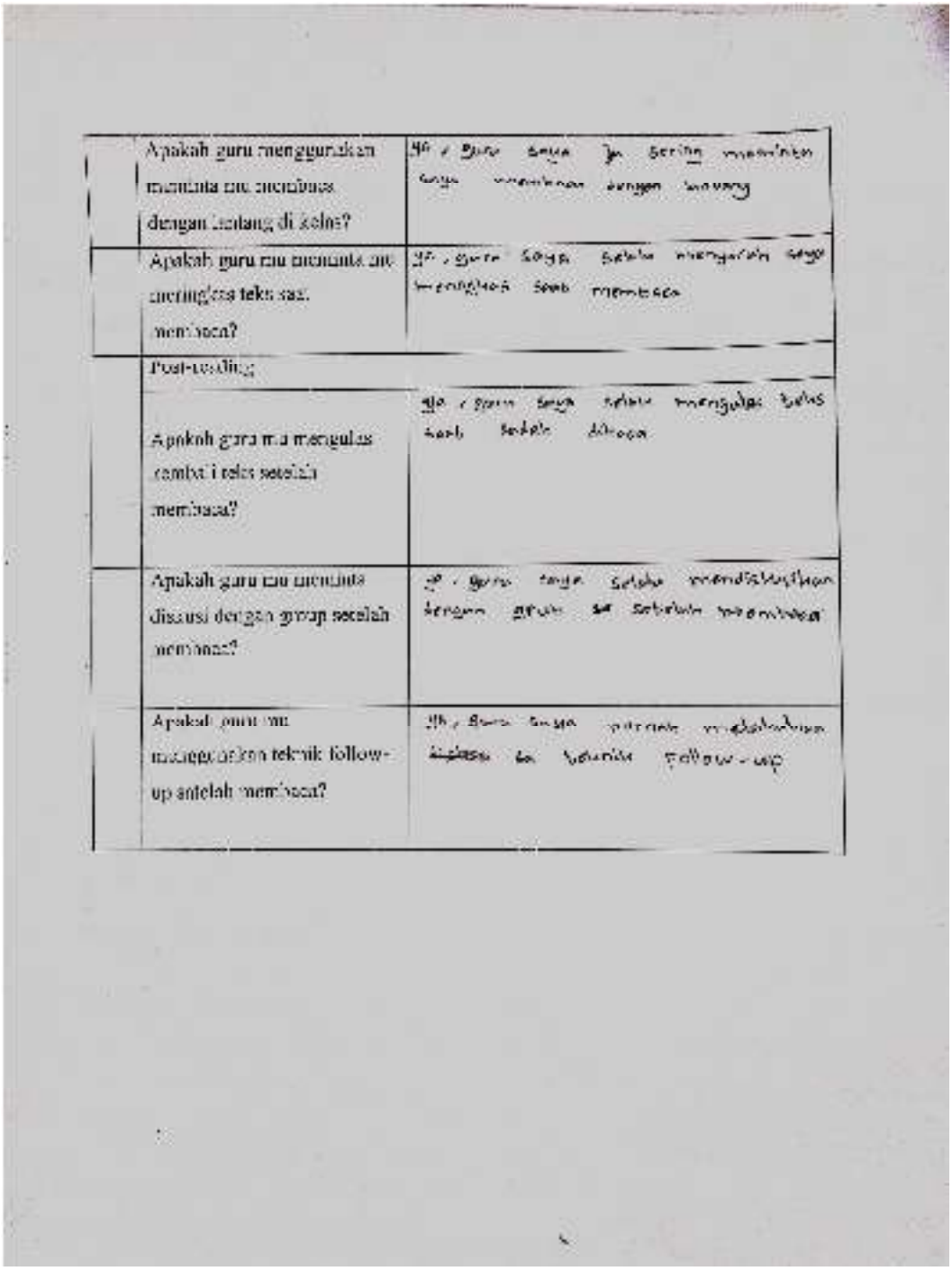
Class : XI [redacted]

Day / Date :

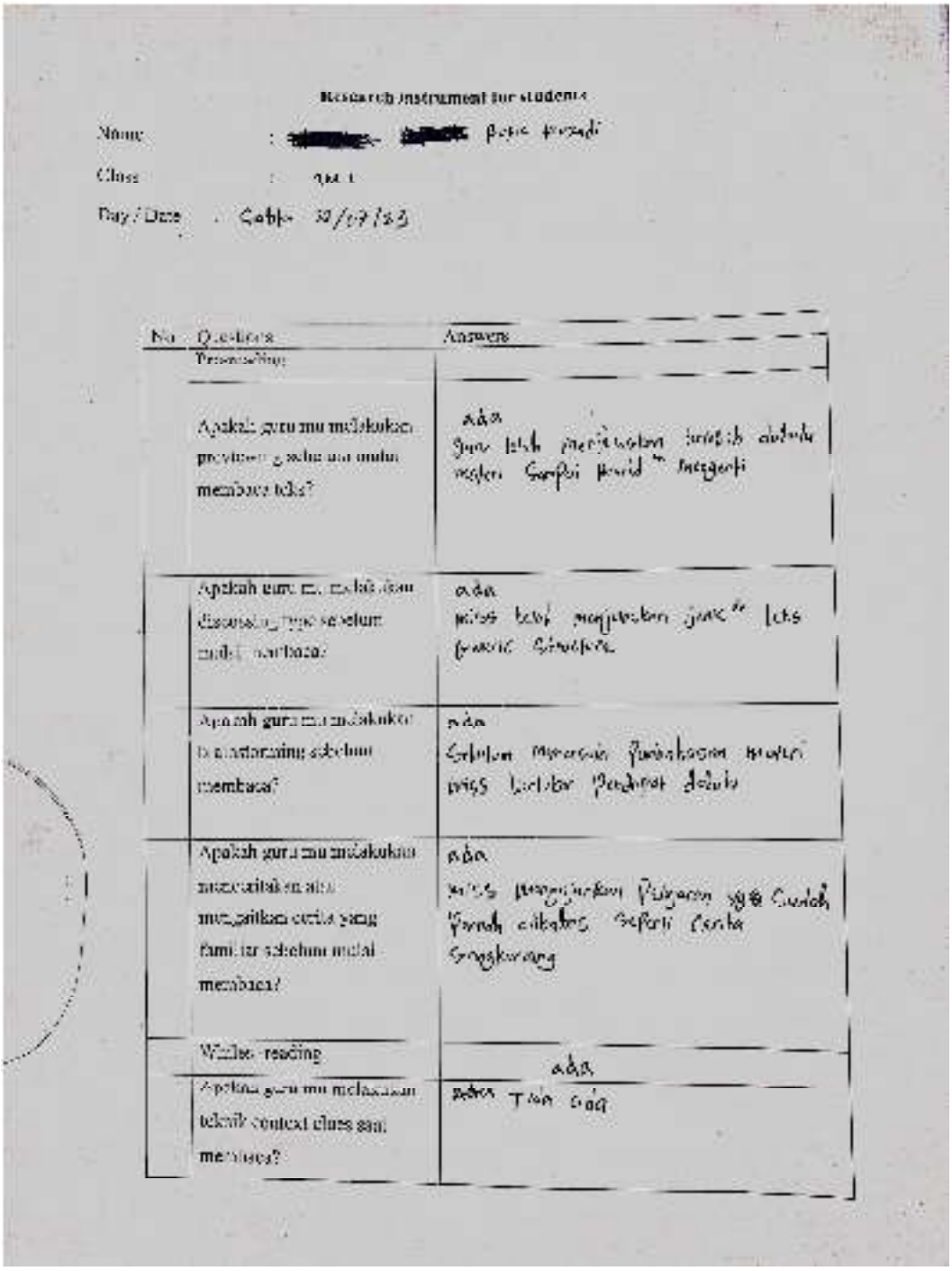
No	Question	Answers
	Previewing	
	Apakah guru mu melakukan previewing sebelum mulai membaca teks?	ya ada, guru saya selalu melakukan previewing saat belajar
	Apakah guru mu melakukan discussing topic sebelum mulai membaca?	ya ada, guru saya selalu melakukan diskusi topik sebelum belajar
	Apakah guru mu melakukan brainstorming sebelum membaca?	ya ada, guru saya selalu melakukan brainstorming sebelum membaca.
	Apakah guru mu melakukan memberitahu apa mengajukan topic yang familiar sebelum mulai membaca?	ya ada, guru saya ✓ pernah memperlihatkan gambar yang familiar sebelum belajar
	While-reading	
	Apakah guru mu melakukan teknik context clues saat membaca?	✗ tidak pernah



	Apakah gurumu melakukan noting grammatical teknik saat membaca?	ya ibunya ini saya melakukan noting grammatical
	Apakah guru mu melakukan analyzing reference words saat membaca?	ya saya melakukan analyzing
	Apakah guru mu meminta menggunakan kamus saat membaca?	ya ada guru saya meminta menggunakan kamus kalo kata yang tidak dimengerti ya di dalam kamus
	Apakah guru mu menggunakan teknik shared book saat membaca?	ya tidak selalu
	Apakah guru mu menggunakan teknik word marking saat membaca?	ya tidak
	Apakah guru mu menggunakan teknik jigsaw reading saat membaca?	ya tidak
	Apakah guru mu menggunakan teknik reading for detail saat membaca?	ya guru saya selalu menggunakan reading for detail
	Apakah guru mu menggunakan teknik skimming dan scanning saat membaca?	ya tidak pernah



	Apakah guru menggunakan metode ini membuat anda dengan tenang di kelas?	Ya / Guru saya ya sering memberikan saya motivasi dengan baik
	Apakah guru ini meminta anda meringkas teks sesudah membaca?	Ya / guru saya selalu mengajarkan saya meringkas saat membaca
	Post-reading	
	Apakah guru ini mengulas kembali teks setelah membaca?	Ya / guru saya selalu mengulas kalau saat selesai belajar
	Apakah guru ini meminta diskusi dengan group setelah membaca?	Ya / guru saya selalu membicarakan dengan group ke setelah membaca
	Apakah guru ini menggunakan teknik follow-up setelah membaca?	Ya / guru saya selalu memberikan kelas ke teknik follow-up



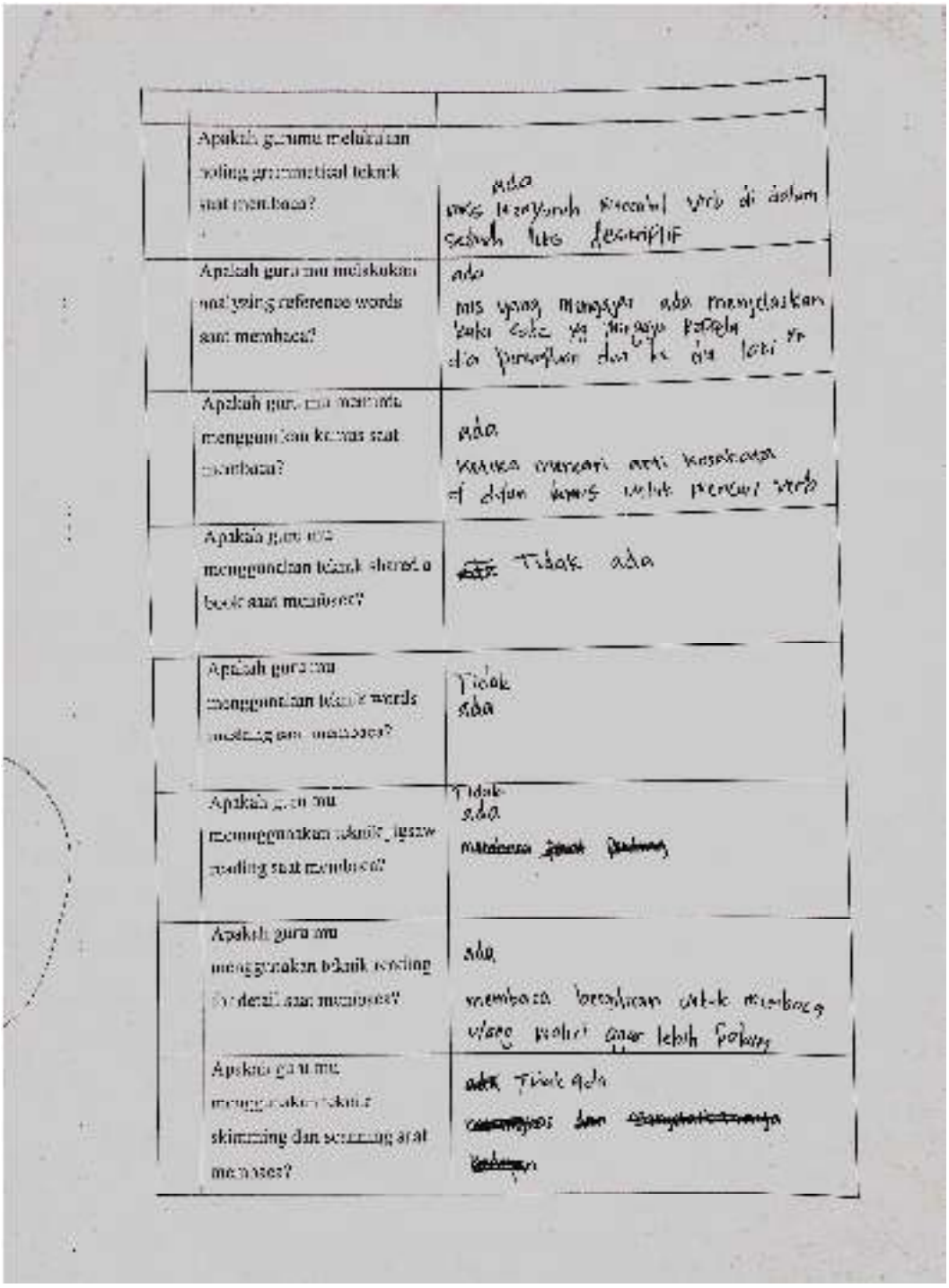
Research instrument for students

Name : [redacted] Putri Wijayanti

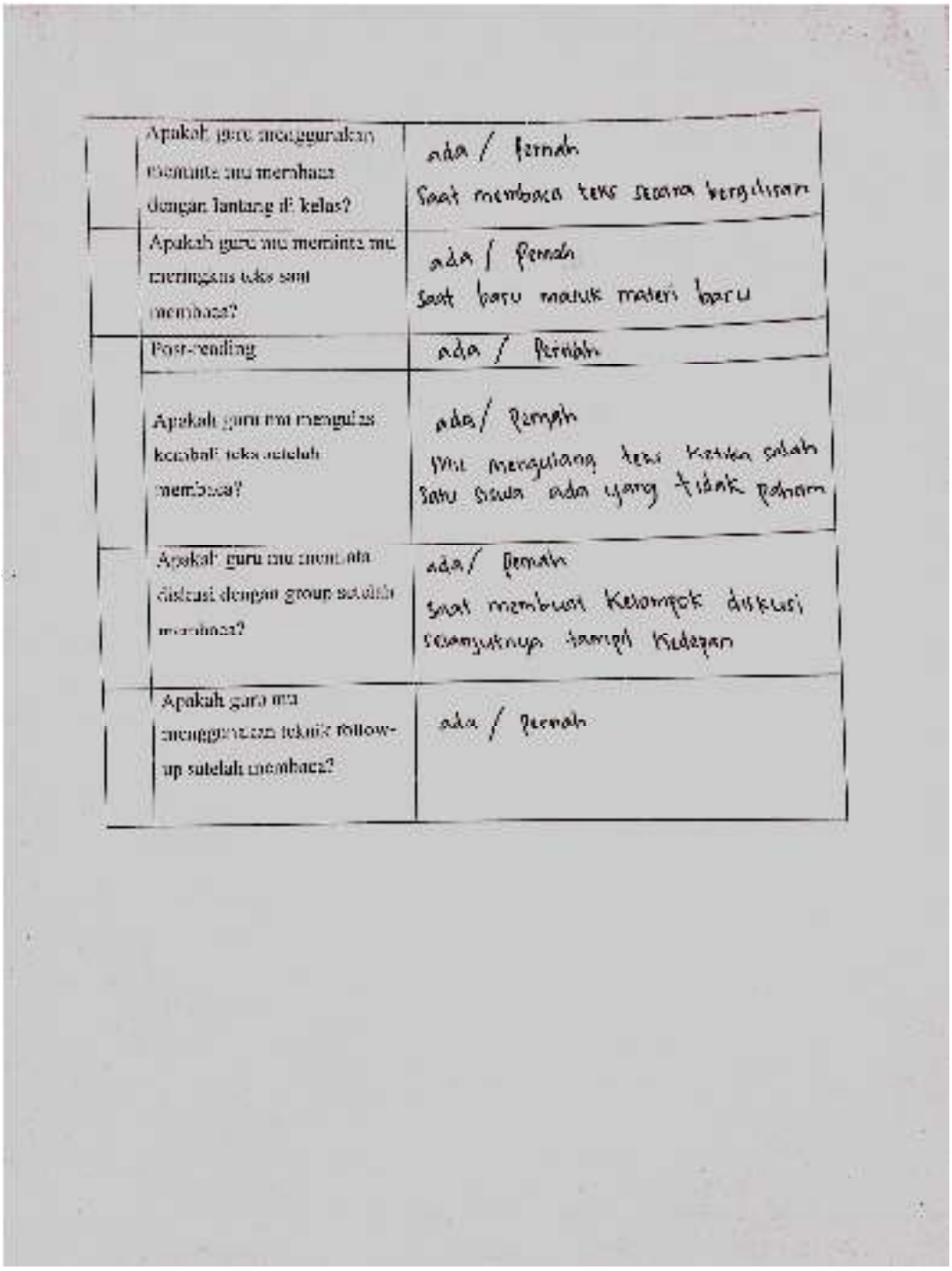
Class : XII A

Day / Date : Sabtu 30/09/23

No	Questions	Answers
	Pre-reading:	
	Apakah guru mu melakukan pre-reading kepada mu untuk membaca teks?	ada guru telah menjelaskan terlebih dahulu materi Genre Hortatory
	Apakah guru mu melakukan discussing type sebelum mulai membaca?	ada guru telah menjelaskan jenis teks genre Structure
	Apakah guru mu melakukan brainstorming sebelum membaca?	ada Sebelum memulai pembelajaran materi guru telah memberi pertanyaan
	Apakah guru mu melakukan menceritakan atau menyatakan cerita yang familiar sebelum mulai membaca?	ada guru menjelaskan Pelajaran yg sudah pernah dibahas Seperti Cerita Sangkuriang
	While - reading	ada
	Apakah guru mu melakukan teknik contoh class saat membaca?	ada Tidak ada



Apakah guru mu melakukan reading grammatical teknik saat membaca?	ada mis menyebut kata kerja yang di dalam cerita tsb deskriptif
Apakah guru mu melakukan analysing reference words saat membaca?	ada mis yang mengajar ada menyebutkan kata cerita yg mengajar begitu dia perempuan dan ke dia laki-laki
Apakah guru mu meminta menggunakan kamus saat membaca?	ada karena mencari arti kosakata di dalam kamus untuk mencari verb
Apakah guru mu menggunakan teknik skimming & scanning saat membaca?	~~ada~~ Tidak ada
Apakah guru mu menggunakan teknik guessing words reading saat membaca?	Tidak ada
Apakah guru mu menggunakan teknik jigsaw reading saat membaca?	Tidak ada ~~membaca saat belajar~~
Apakah guru mu menggunakan teknik reading for detail saat membaca?	ada membaca berulang untuk membaca siswa paham agar lebih paham
Apakah guru mu menggunakan teknik skimming dan scanning saat membaca?	~~ada~~ Tidak ada ~~mencari dan menyebutkannya~~ ~~bahasa~~



	Apakah guru menggunakan pemanfaatan media pembelajaran dengan lantang di kelas?	ada / pernah Saat membaca teks secara bergiliran
	Apakah guru ibu meminta ibu meringkas teks saat membaca?	ada / pernah saat baru masuk materi baru
	Post-reading	ada / pernah
	Apakah guru ibu mengulas kembali teks setelah membaca?	ada / pernah Ibu mengulang kesimpulan setelah satu siswa ada yang tidak paham
	Apakah guru ibu memberi diskusi dengan group setelah membaca?	ada / pernah saat membuat kelompok diskusi seringkali hampir kelupaan
	Apakah guru ibu menggunakan teknik follow-up setelah membaca?	ada / pernah

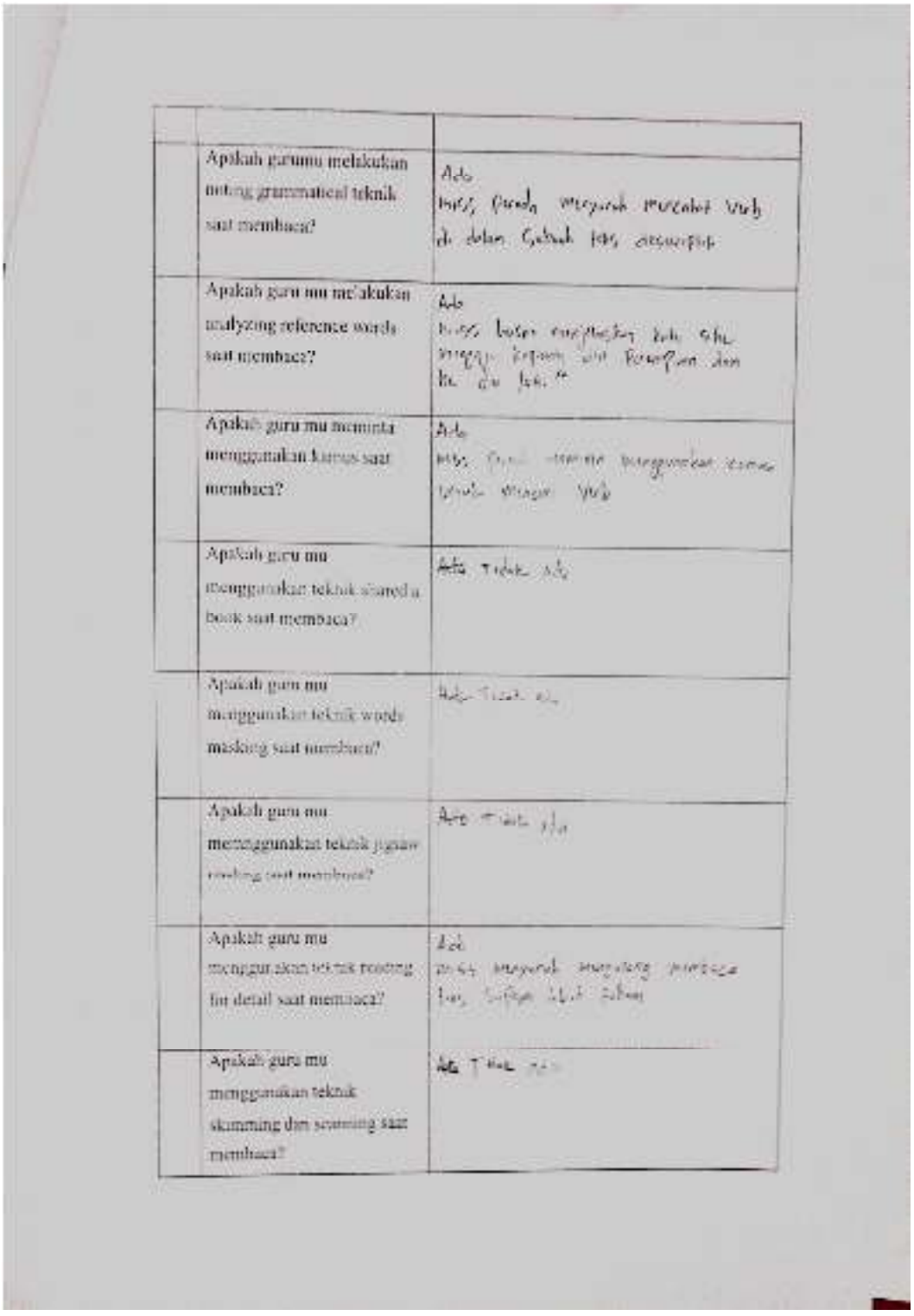
Research instrument for students

Name : Yeza Herfiadi

Class : X TM1

Day / Date : Sabtu 22/07/23

No	Questions	Answers
	Pre-reading	
	Apakah guru mu melakukan previewing sebelum mulai membaca teks?	Ada Guru kimia guru ada menjelaskan terlebih dulu materi hingga paham dengan
	Apakah guru mu melakukan discussing type sebelum mulai membaca?	Ada beliau menjelaskan jenis teks secara singkat
	Apakah guru mu melakukan brainstorming sebelum membaca?	Ada beliau memberi tau apa bahan pelajaran
	Apakah guru mu melakukan menceritakan atau mengaitkan cerita yang familiar sebelum mulai membaca?	Ada Jika ada penjelasan yg sudah pernah di dapat sebelum Guru Menjelaskan.
	While -reading	
	Apakah guru mu melakukan teknik context clues saat membaca?	Ada Tidak ada



	Apakah gurumu melakukan noting grammatical teknik saat membaca?	Ada Guru Pernah menyuruh mencatat kata di dalam Cerpen tsb sesungguh
	Apakah guru mu melakukan analyzing reference words saat membaca?	Ada Guru bahasa menjelaskan kpd saya mengenai bahasa asli Perancis dan ke dua kalinya
	Apakah guru mu meminta menggunakan kamus saat membaca?	Ada Guru [illegible] menyuruh menggunakan kamus untuk mencari kata
	Apakah guru mu menggunakan teknik shared a book saat membaca?	Ada tidak ada
	Apakah guru mu menggunakan teknik words masking saat membaca?	Ada tidak ada
	Apakah guru mu menggunakan teknik jigsaw reading saat membaca?	Ada tidak ada
	Apakah guru mu menggunakan teknik reading for detail saat membaca?	Ada Guru menyuruh mengerjakan pertanyaan tsb setelah selesai cerita
	Apakah guru mu menggunakan teknik skimming dan scanning saat membaca?	Ada tidak ada

	Apakah guru menggunakan meminta mu membaca dengan lantang di kelas?	Ada Meg meminta membaca teks dengan lantang dan jelas
	Apakah guru mu meminta mu meringkas teks saat membaca?	Ada Meg meminta membuat bagian teks yg penting supaya lebih jelas
	Post-reading	
	Apakah guru mu mengulas kembali teks setelah membaca?	Ada Meg mengulang kembali teks yg telah dibaca dan menyimpulkannya
	Apakah guru mu meminta diskusi dengan group setelah membaca?	Ada Meg membuat kelompok dan diminta untuk berdiskusi tentang teks yg telah dibaca
	Apakah guru mu menggunakan teknik follow-up setelah membaca?	Ada Tanya

Research instrument for students

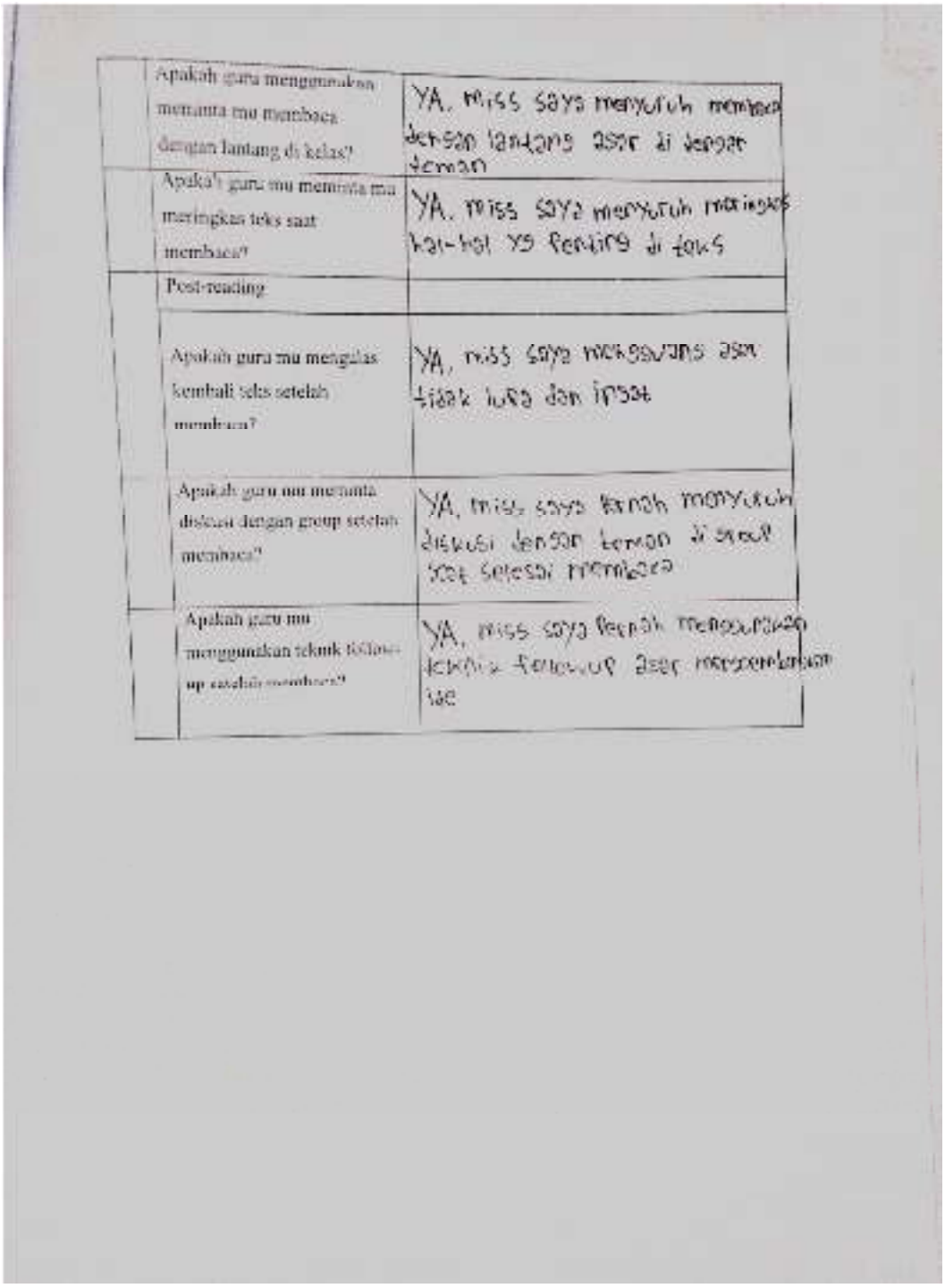
Name : [redacted]

Class : [redacted]

Day, Date : [redacted]

No	Questions	Answers
	Pre-reading	
	Apakah guru mu melakukan previewing sebelum mulai membaca teks?	Ya, [redacted] menjelaskan terlebih dahulu teks yg sebelum diterjemahi
	Apakah guru mu melakukan discussing type sebelum mulai membaca?	Ya, [redacted] menjelaskan jenis teks generic structure
	Apakah guru mu melakukan brainstorming sebelum membaca?	Ya, [redacted] menanyakan idenya tentang idenya bagus baik dan jelas
	Apakah guru mu melakukan menyebutkan dan mengulas cerita yang familiar sebelum mulai membaca?	Ya, [redacted] menjelaskan dengan cerita sesuai dengan [redacted]
	While-reading	
	Apakah guru mu melakukan teknik context clues saat membaca?	Tidak

	Apakah guru mu melakukan noting grammatical teknik saat membaca?	YA, miss Satu saya Pernah meryuruh melakukan grammatical teknik
	Apakah guru mu melakukan analyzing reference words saat membaca?	YA, miss saya Pernah melakukan analyzing reference words saat membaca
	Apakah guru mu meminta menggunakan kamus saat membaca?	YA, miss saya sering meryuruh membuka kamus
	Apakah guru mu menggunakan teknik shared book saat membaca?	Tidak
	Apakah guru mu menggunakan teknik words mashing saat membaca?	YA, miss saya menggunakan teknik words maskins
	Apakah guru mu menggunakan teknik jigsaw reading saat membaca?	YA, miss saya menggunakan teknik jigsaw saat membaca agar lebih mudah membaca
	Apakah guru mu menggunakan teknik reading for detail saat membaca?	YA, miss saya selalu meryuruh membaca detail
	Apakah guru mu menggunakan teknik skimming dan scanning saat membaca?	YA, miss saya menggunakan teknik skimmim dan scanning



	Apakah guru menggunakan metanta mu membaca dengan lantang di kelas?	YA. Miss saya menyuruh membaca dengan lantang agar di dengar teman
	Apakah guru mu meminta mu meringkas teks saat membaca?	YA. miss saya menyuruh meringkas hal-hal yg penting di teks
	Post-reading	
	Apakah guru mu mengulas kembali teks setelah membaca?	YA, miss saya mengulang agar tidak lupa dan ingat
	Apakah guru mu meminta diskusi dengan group setelah membaca?	YA, miss saya kadang menyuruh diskusi dengan teman di grup agar selesai membaca
	Apakah guru mu menggunakan teknik follow up setelah membaca?	YA, miss saya kadang menggunakan teknik tertutup agar mengembangkan ide

Research instrument for students

Name : M Yuaidzsuan Saputra

Class : TM1

Day / Date :

No	Questions	Answers
	Pre-reading	
	Apakah guru mu melakukan previewing sebelum mulai membaca teks?	- Ada. - Mis nya menjelaskan terlebih dahulu hal-hal yang akan dipelajari.
	Apakah guru mu melakukan discussing type sebelum mulai membaca?	- Ada - gurunya menjelaskan jenis - jenis teks / generic structure.
	Apakah guru mu melakukan brainstorming sebelum membaca?	- Ada - gurunya saling memberi atau saling bertanya jawab dengan siswa nya.
	Apakah guru mu melakukan menceritakan atau mengulikan cerita yang familiar sebelum mulai membaca?	- Ada - gurunya menceritakan ulang cerita yang lalu atau sudah lama lalu.
	Whiles -reading	
	Apakah guru mu melakukan teknik context clues saat membaca?	Tidak Ada

	Apakah gurumu melakukan noting grammatical teknik saat membaca?	- Ada - gurunya meminta pada muridnya untuk mencari verb, dapi verbnya verb saja.
	Apakah guru mu melakukan analyzing reference words saat membaca?	- Ada - gurunya menjelaskan kata she merupa kepada dia perempua dan he dia laki laki.
	Apakah guru mu meminta menggunakan kamus siat membaca?	- Ada - gurunya pernah meminta menggunakan kamus untuk mencari verb.
	Apakah guru mu menggunakan teknik shared a book saat membaca?	Tidak Ada
	Apakah guru mu menggunakan teknik words masking saat membaca?	Tidak Ada
	Apakah guru mu menggunakan teknik jigsaw reading saat membaca?	Tidak Ada
	Apakah guru mu menggunakan teknik reading for detail saat membaca?	Tidak - Ada - gurunya menjelaskan materinya dengan jelas
	Apakah guru mu menggunakan teknik skimming dan scanning saat membaca?	Tidak Ada

	Apakah guru menggunakan meminta mu membaca dengan lantang di kelas?	- Ada - awalnya mereka membaca teks dengan jelas
	Apakah guru mu meminta mu meringkas teks saat membaca?	- Ada - guru meminta meringkas bagian teks atau per-per teks yang pendek
	Post-reading	
	Apakah guru mu mengulas kembali teks setelah membaca?	- Ada - guru menjelaskan kembali teks yang sudah dijelaskannya agar lebih mengerti
	Apakah guru mu meminta diskusi dengan group setelah membaca?	- Ada - guru menyuruh membuat kelompok untuk melakukan atau membuat tugas - tugas kelompok
	Apakah guru mu menggunakan teknik follow-up setelah membaca?	Pernah

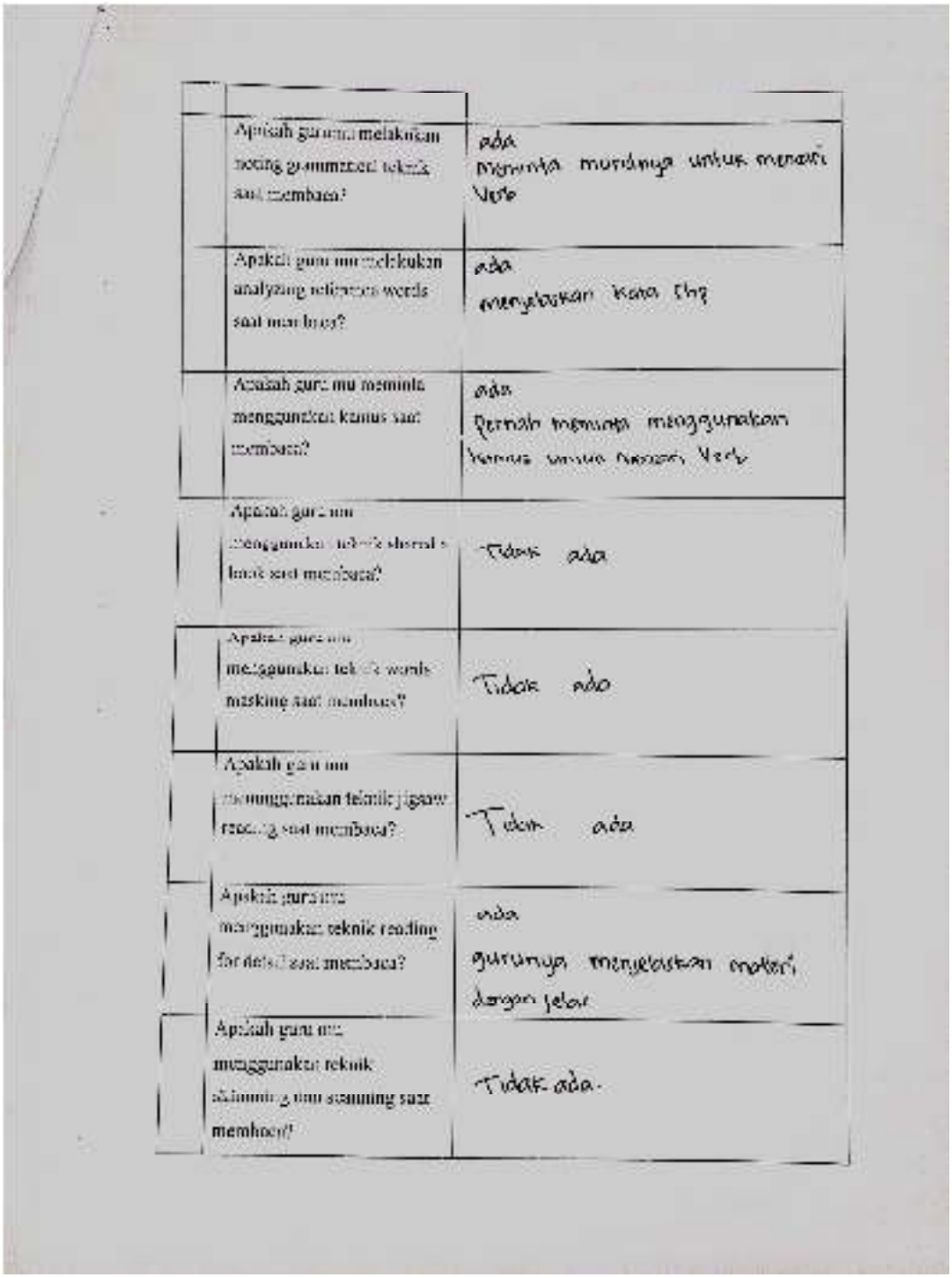
Research instrument for students

Name : Yoga Ramadani

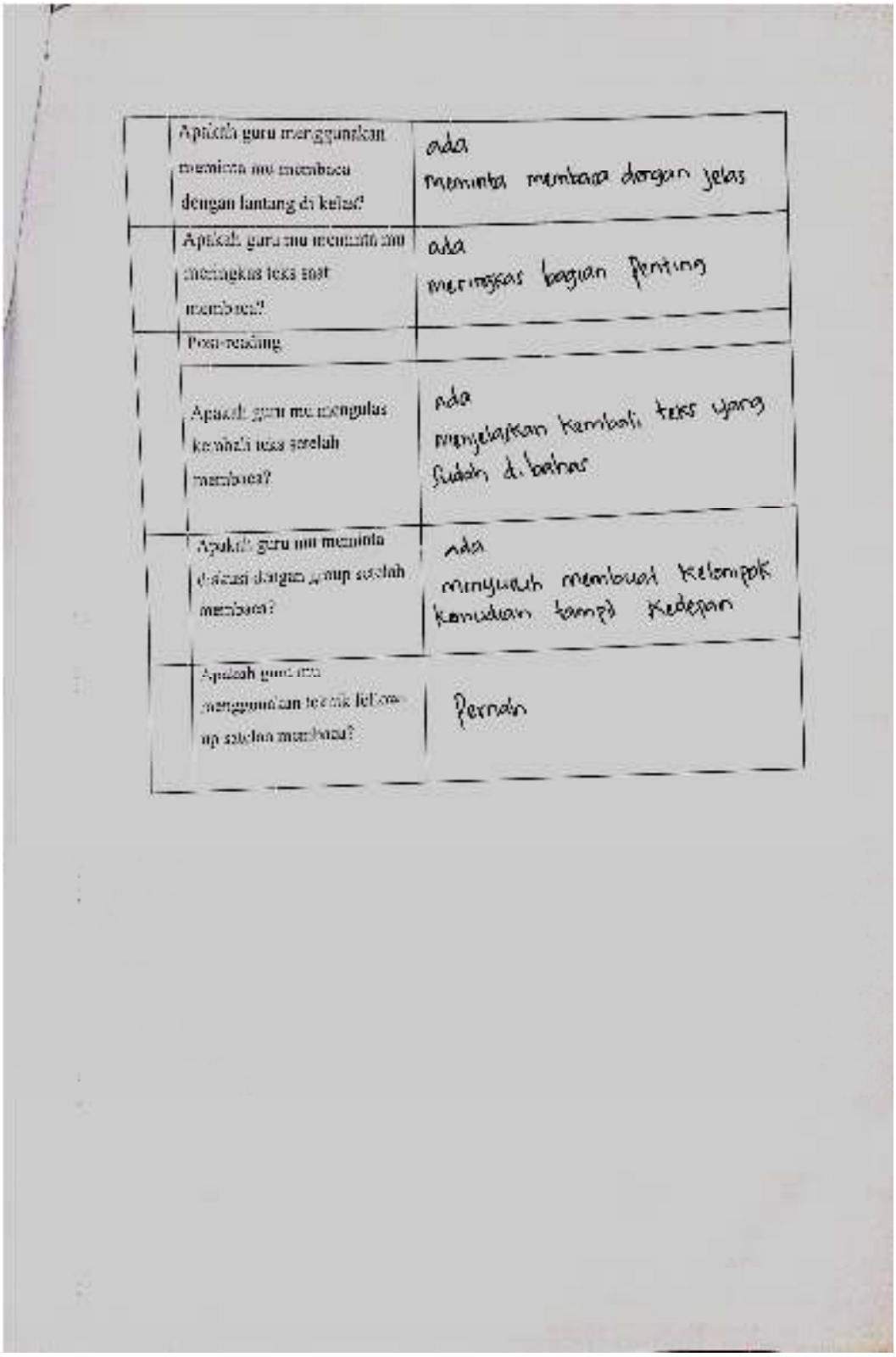
Class : XI MIA

Day / Date :

No	Questions	Answers
	Pre-reading	
	Apakah guru mu melakukan previewing sebelum mulai membaca teks?	ada - menjelaskan teks terlebih dahulu sebelum diperlajari
	Apakah guru mu melakukan discussing type sebelum mulai membaca?	ada - guruku menjelaskan 3ma jenis teks
	Apakah guru mu melakukan brainstorming sebelum membaca?	ada - Siswa berkomsi jawab
	Apakah guru mu melakukan menceritakan atau mengaitkan cerita yang familiar sebelum mulai membaca?	ada menceritakan cerita yang sudah kita tau
	While -reading	
	Apakah guru mu melakukan teknik context clues saat membaca?	Tidak ada



	Apakah guru mu melakukan scanning grammatical teknik saat membaca?	ada biasanya muridnya untuk mencari Verb
	Apakah guru mu melakukan analyzing reference words saat membaca?	ada menjelaskan kata Ini
	Apakah guru mu meminta menggunakan kamus saat membaca?	ada Pernah meminta menggunakan kamus untuk mencari Verb
	Apakah guru mu menggunakan teknik skimming saat membaca?	Tidak ada
	Apakah guru mu menggunakan teknik words masking saat membaca?	Tidak ada
	Apakah guru mu menggunakan teknik jigsaw reading saat membaca?	Tidak ada
	Apakah guru mu menggunakan teknik reading for detail saat membaca?	ada gurunya menjelaskan materi dengan jelas
	Apakah guru mu menggunakan teknik skimming guru scanning saat membaca?	Tidak ada.



	Apakah guru menggunakan meminta mu membaca dengan lantang di kelas?	ada meminta membaca dengan jelas
	Apakah guru mu meminta mu meringkas teks saat membaca?	ada meringkas bagian penting
	Post-reading	
	Apakah guru mu mengulas kembali teks setelah membaca?	ada menyelesaikan kembali teks yang sudah dibaca
	Apakah guru mu meminta diskusi dengan yang sudah membaca?	ada menyuruh membuat kelompok kemudian kompi kedepan
	Apakah guru mu menggunakan teknik lain setelah membaca?	pernah

Research instrument for students

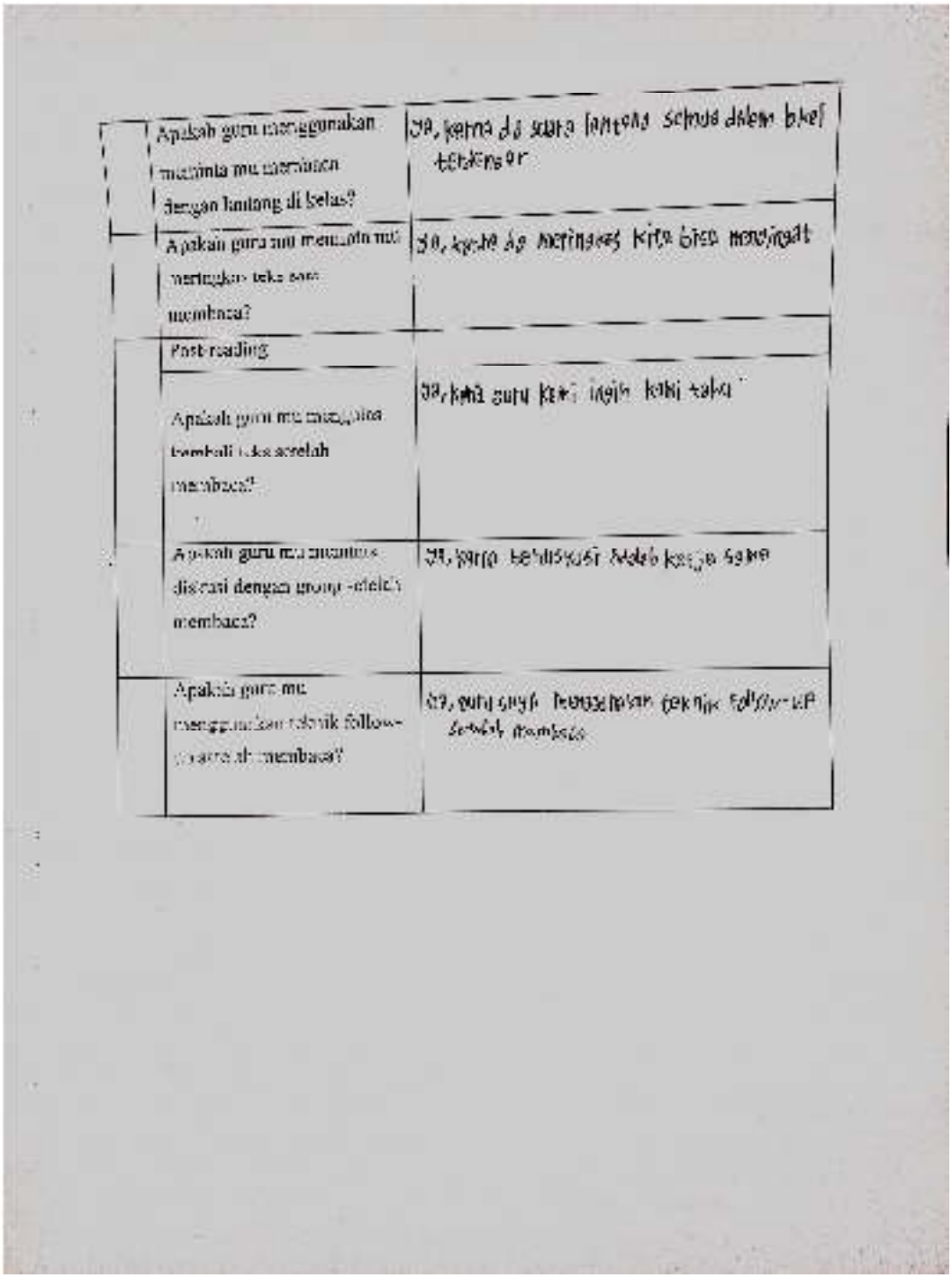
Name : [illegible]

Class : X TM.1

Day / Date : Senin / 22-05-2023

No	Questions	Answers
	Pre-reading	[illegible]
	Apakah guru mu melakukan previewing sebelum mulai membaca teks?	Ya, Sebelum [illegible] melakukan PreWriting
	Apakah guru mu melakukan discussing type sebelum mulai membaca?	Ya, Sebelum [illegible] Pertama [illegible] discussing type
	Apakah guru mu melakukan brainstorming sebelum membaca?	Ya, [illegible] Pertama [illegible] brainstorming
	Apakah guru mu melakukan menceritakan atau mengaitkan cerita yang familiar sebelum mulai membaca?	Ya, [illegible] Pertama [illegible] Cerita yang Familiar
	While-reading	
	Apakah guru mu melakukan teknik context clues saat membaca?	Tidak ada

	Apakah guruma melakukan noting grammatical teknik saat membaca?	[illegible]
	Apakah guru mu melakukan analyzing reference words saat membaca?	[illegible]
	Apakah guru mu meminta menggunakan kamus saat membaca?	[illegible]
	Apakah guru mu menggunakan teknik skeret a bout saat membaca?	tidak ada
	Apakah guru mu menggunakan teknik words masking saat membaca?	[illegible]
	Apakah guru mu menggunakan teknik jigsaw reading saat membaca?	[illegible]
	Apakah guru mu menggunakan teknik reading for detail saat membaca?	[illegible]
	Apakah guru mu menggunakan teknik skimming dan scanning saat membaca?	tidak ada

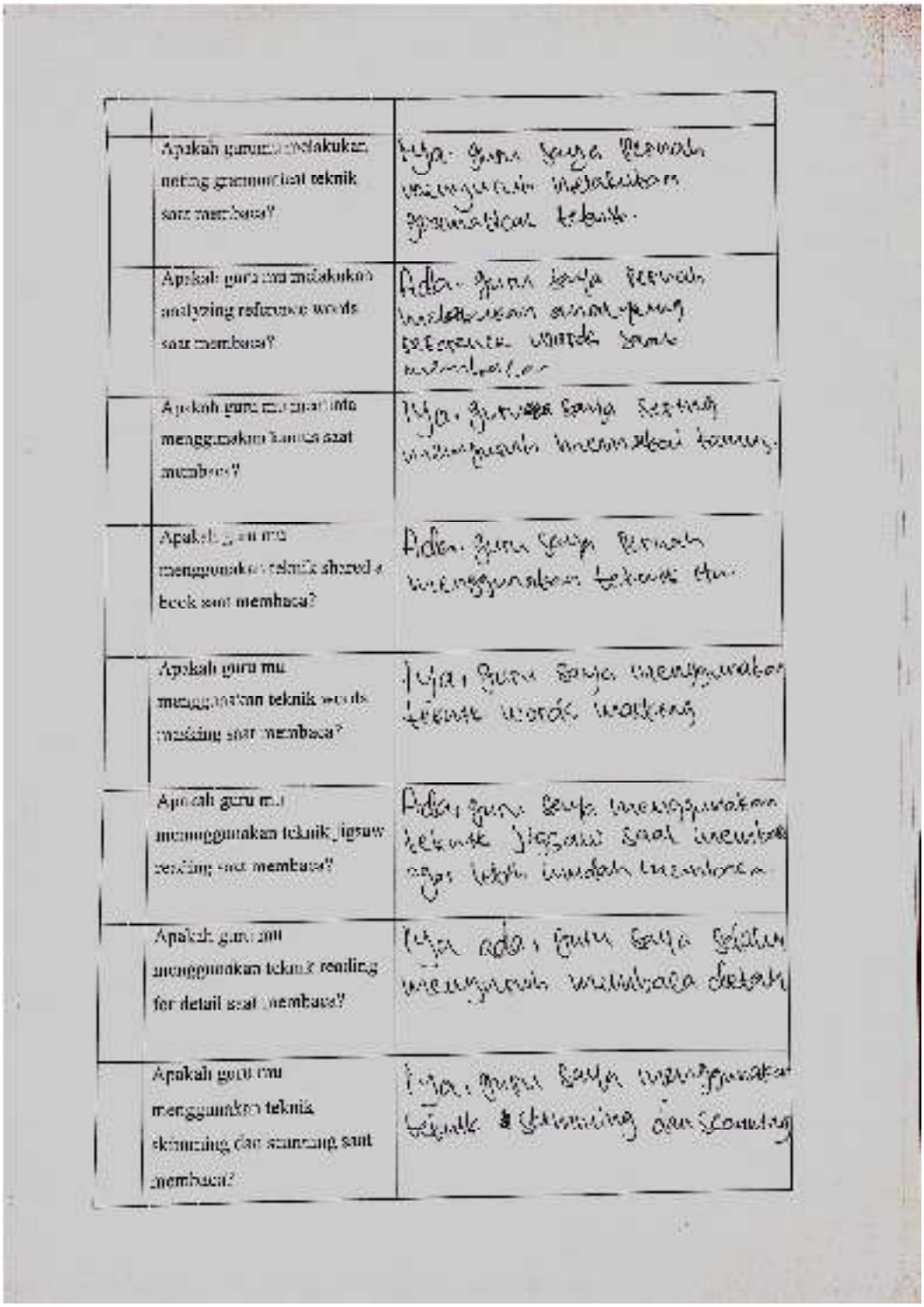


	Apakah guru menggunakan metode mu bermain dengan kantong di kelas?	Ya, karna di satu kantong semua dalam bakul tersendiri
	Apakah guru mu memberi mu peringatan teks saat membaca?	Ya, kadang di peringatkan kita biasa mengingat
	Post-reading	
	Apakah guru mu meminta kembali teks setelah membaca?	Ya, kadang guru kasi ingat kalau salah
	Apakah guru mu membuat diskusi dengan group-group membaca?	Ya, harus berdiskusi dalam kelas agar
	Apakah guru mu menggunakan teknik follow-up saat membaca?	Ya, guru sangat menggunakan teknik follow-up setelah membaca

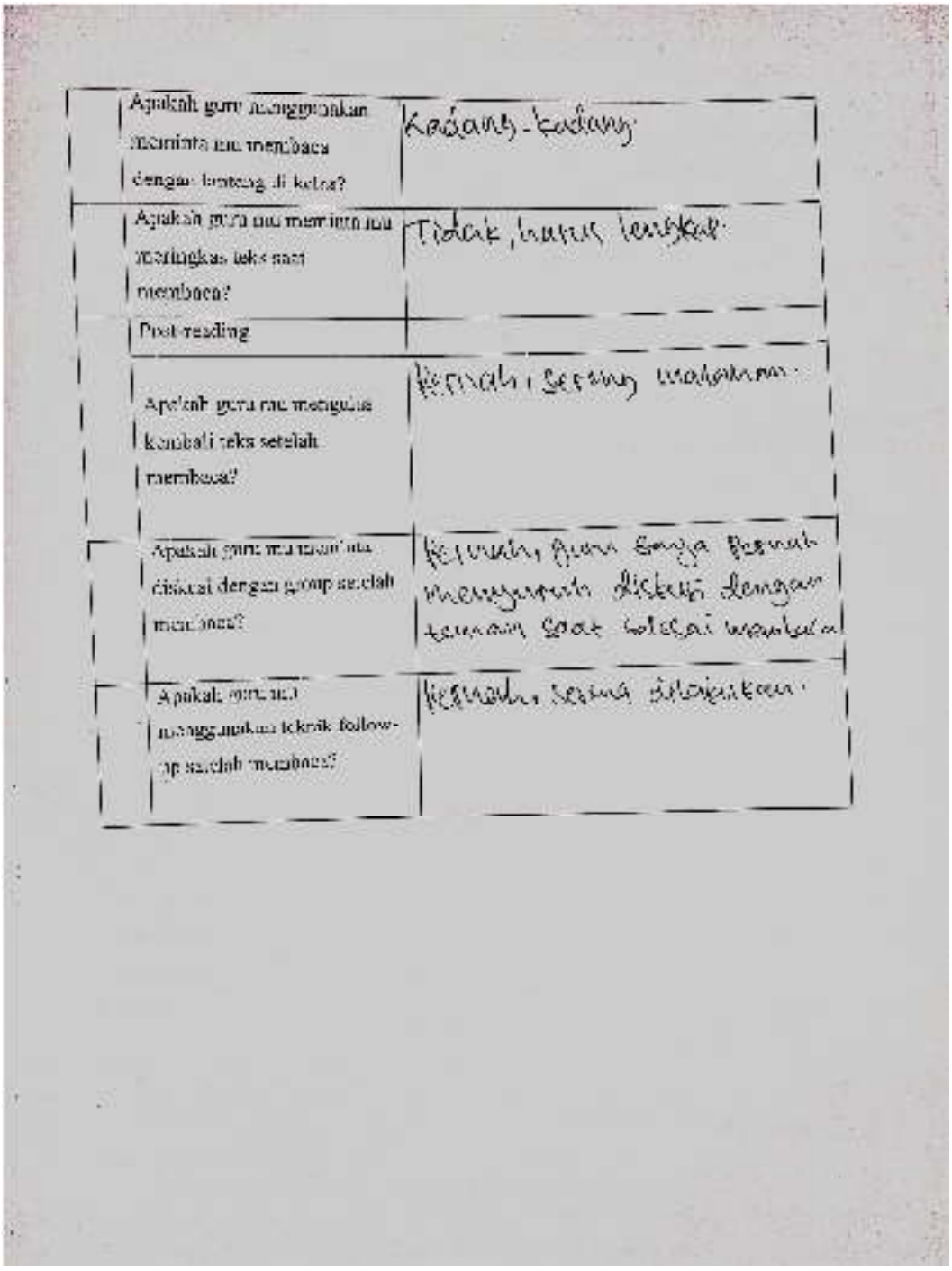
Research instrument for students

Name : Muhammad Yusuf Ifnaro
Class : XI IPA 1
Day / Date : Selasa / 23 Juni 2015

No	Questions	Answers
	Pre-reading	
	Apakah guru mu melakukan reviewing sebelum mulai membaca?	Tidak, guru saya pernah melakukan tersebut.
	Apakah guru mu melakukan discussing type sebelum mulai membaca?	Tidak, guru saya pernah melakukan diskusi dengan murid sebelum membaca
	Apakah guru mu melakukan brainstorming sebelum membaca?	Tidak, guru saya pernah melakukan brainstorming sebelum membaca
	Apakah guru mu melakukan menceritakan atau mengulas cerita yang familiar sebelum mulai membaca?	Tidak, guru saya sering melakukan ulasan cerita sebelum membaca
	While-reading	
	Apakah guru mu melakukan teknik context clues saat membaca?	Tidak, guru saya pernah melakukan teknik context



	Apakah guru melakukan meting grammarian teknik saat membaca?	Iya. Guru saya selalu melakukan grammarian teknik.
	Apakah guru melakukan analyzing reference words saat membaca?	Ada. Guru saya selalu melakukan analyzing reference words saat membaca
	Apakah guru menggunakan kamus saat membaca?	Iya. Guru saya selalu menggunakan kamus.
	Apakah guru menggunakan teknik shared book saat membaca?	Ada. Guru saya selalu menggunakan teknik ini.
	Apakah guru menggunakan teknik words masking saat membaca?	Iya, guru saya menggunakan teknik words masking
	Apakah guru menggunakan teknik jigsaw reading saat membaca?	Ada, guru saya menggunakan teknik jigsaw saat membaca agar lebih mudah membaca
	Apakah guru menggunakan teknik reading for detail saat membaca?	Iya ada, guru saya selalu menggunakan membaca detail
	Apakah guru menggunakan teknik skimming dan scanning saat membaca?	Iya, guru saya menggunakan teknik skimming dan scanning

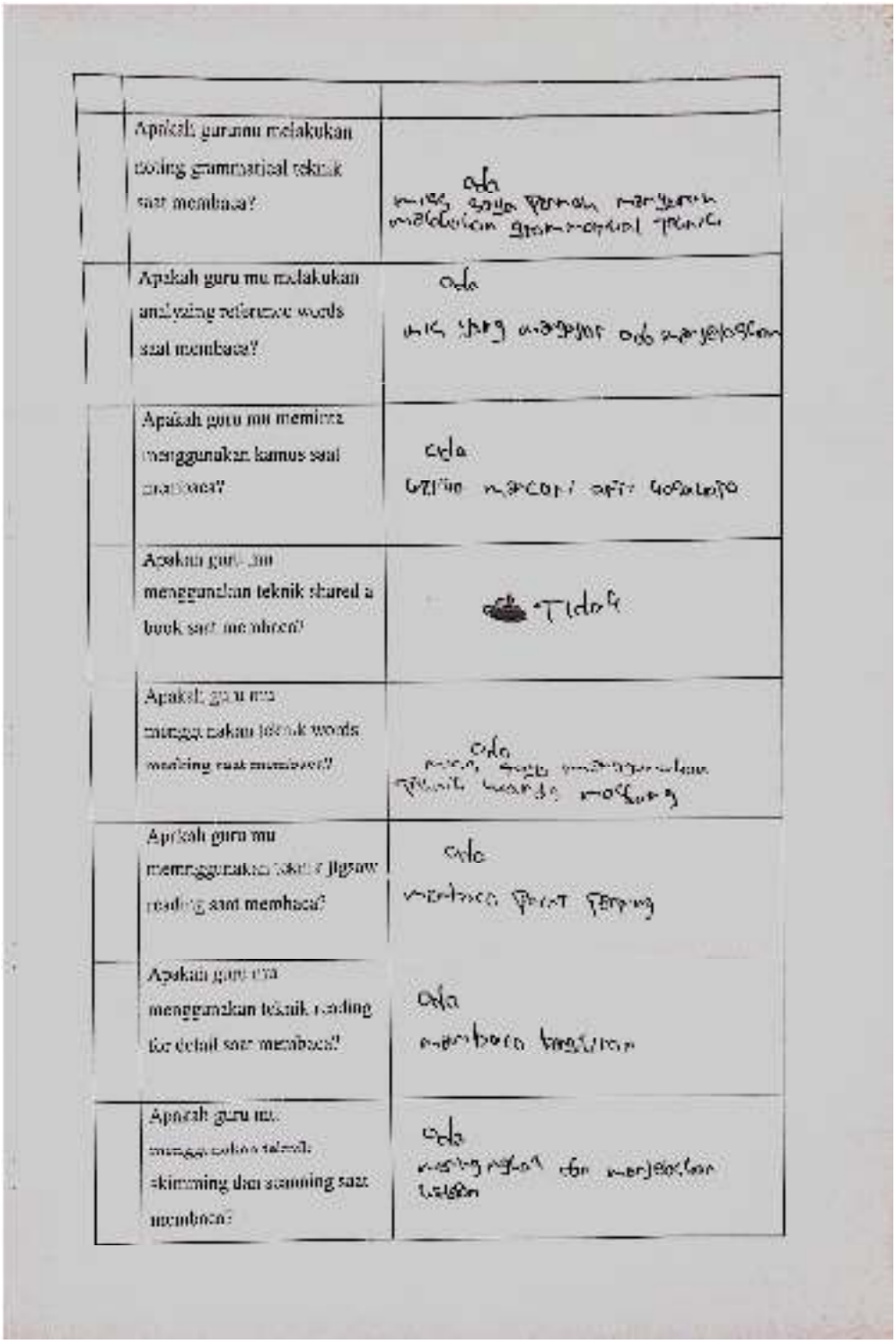


Apakah guru menggunakan intonasi saat membaca dengan lantang di kelas?	Kadang-kadang
Apakah guru ada meminta anak meringkas teks saat membaca?	Tidak, harus lengkap
Post-reading	
Apakah guru ada mengulas kembali teks setelah membaca?	Pernah, Sering mahasiswa
Apakah guru ada meminta anak diskusi dengan grup setelah membaca?	Pernah, guru hanya Senja Pernah menyuruh diskusi dengan teman saat selesai membaca
Apakah guru ada menggunakan teknik follow-up setelah membaca?	Pernah, sering diterapkan

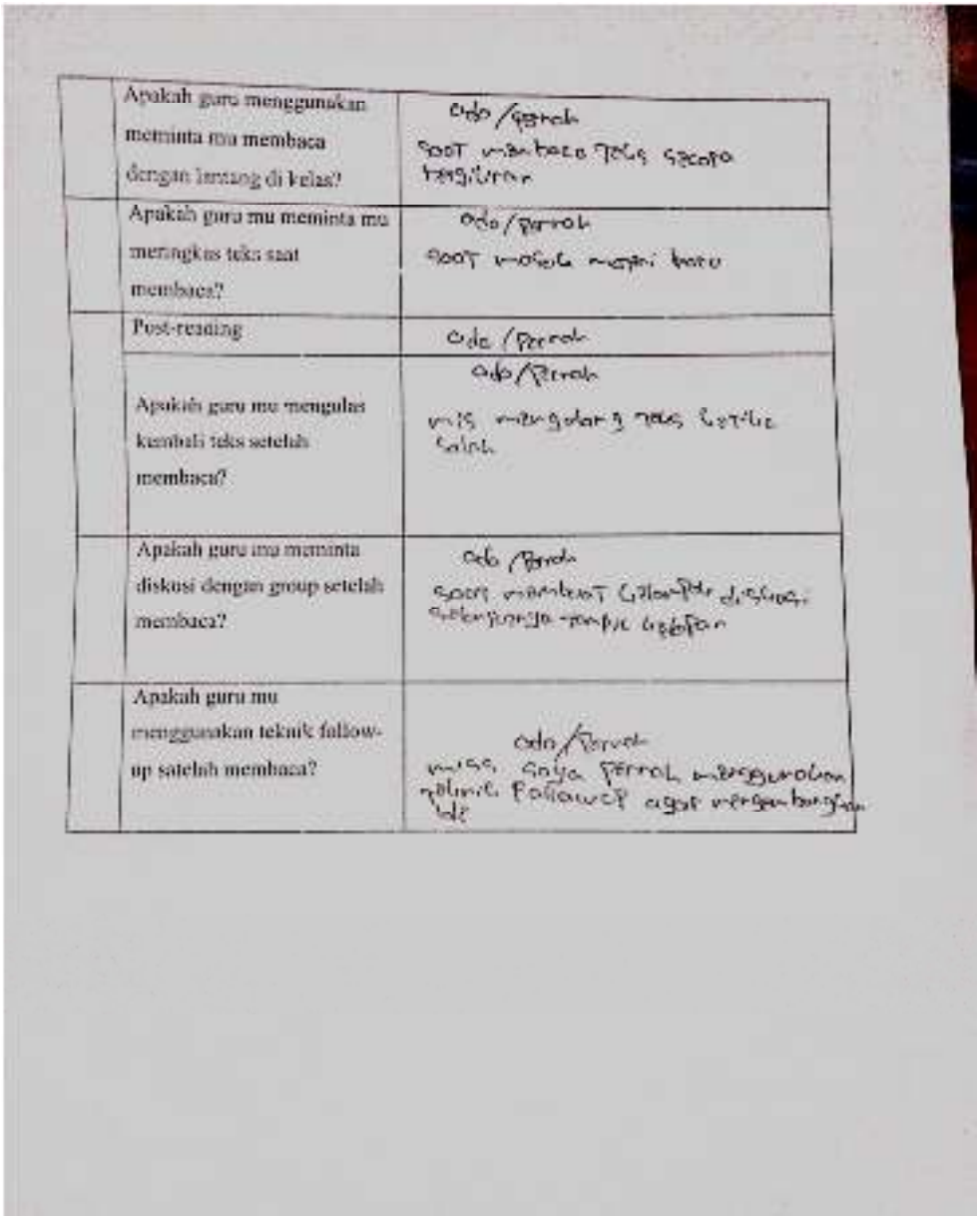
Research Instrument for students

Name : [redacted] / [redacted]
Cella Saputra
Class : TM-1
Day / Date :

No	Questions	Answers
	Pre-reading	
	Apakah guru mu melakukan previewing sebelum mulai membaca teks?	Ada Guru menyiapkan perintah sebelum tes yang sebelum dipelajari
	Apakah guru mu melakukan discussing type sebelum mulai membaca?	Ada Guru memberikan soal sebelum [illegible]
	Apakah guru mu melakukan brainstorming sebelum membaca?	Ada Guru, guru memberikan siswa/siswi [illegible] dengan baik dan jelas
	Apakah guru mu melakukan menceritakan atau mengartikan cerita yang familiar sebelum mulai membaca?	Ada Guru menjelaskan dengan cara [illegible] yang berbeda.
	While-reading	Ada
	Apakah guru mu melakukan teknik context clues saat membaca?	[illegible] Tidak



	Apakah gurumu melakukan coding grammatical teknik saat membaca?	ada
	Apakah guru mu melakukan analyzing reference words saat membaca?	ada
	Apakah guru mu meminta menggunakan kamus saat membaca?	ada
	Apakah guru mu menggunakan teknik shared a book saat membaca?	Tidak
	Apakah guru mu menggunakan teknik words marking saat membaca?	ada
	Apakah guru mu menggunakan teknik jigsaw reading saat membaca?	ada
	Apakah guru mu menggunakan teknik reading for detail saat membaca?	ada
	Apakah guru mu menggunakan teknik skimming dan scanning saat membaca?	ada



	Apakah guru menggunakan meminta mu membaca dengan lantang di kelas?	Ada/Pernah saat membaca teks secara bergiliran
	Apakah guru mu meminta mu mengkaji teks saat membaca?	Ada/Pernah saat mereka mencari kata
	Post-reading	Ada/Pernah
	Apakah guru mu mengulas kembali teks setelah membaca?	Ada/Pernah mis mengulang teks tentang salah
	Apakah guru mu meminta diskusi dengan group setelah membaca?	Ada/Pernah saat membuat Glosarium disana, sekaligus tempat bertanya
	Apakah guru mu menggunakan teknik follow-up setelah membaca?	Ada/Pernah mis, saya pernah menggunakan teknik Follow up agar mengembangkan

Appendix 13

Documentation of teacher interview in preliminary



Appendix 14

Documentation 1st Observation





Monday Mei, 8th 2023

Appendix 15

Documentation 2nd Observation





Monday Mei 15th 2023

Appendix 16

Documentation 3rd Observation



Tuesday, Mei 16th 2023

Appendix 17

Documentation Interview with English Teacher





Appendix 18

Letter of Appointment of Supervisor

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) UIN BUKITTINGGI
Nomor : B-1833/Un.26.1/HK.00.5/05/2023

TENTANG
PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA PRODI PENDIDIKAN BAHASA INGGRIS FAKULTAS TARBIYAH DAN ILMU KEGURUAN UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) UIN BUKITTINGGI

Membaca : Permohonan Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Negeri Syekh Muhammad Djamil Djambek Bukittinggi an. **Vira Santika, NIM. 2317001** tanggal 8 Mei 2023 perihal permohonan penerbitan SK Pembimbing Skripsi;

Menimbang : a. bahwa untuk lebih terarah dan terkoordinirnya penulisan skripsi mahasiswa Universitas Islam Negeri (UIN) Bukittinggi, perlu ditetapkan Dosen Pembimbing;
b. bahwa yang namanya tersebut di bawah ini, dipandang cakap dan mampu untuk diangkat sebagai Dosen Pembimbing Skripsi;

Mengingat : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78. Tambahan Lembaran Negara Republik Indonesia Nomor 4301);
2. Peraturan Pemerintah Nomor 60 tahun 1999 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 1999 Nomor 115. Tambahan Lembaran Negara Republik Indonesia Nomor 3859);
3. Peraturan Presiden Nomor 85 Tahun 2022 tentang Universitas Islam Negeri (UIN) Sjech M. Djamil Djambek Bukittinggi;
4. Peraturan Menteri Agama Nomor 78 tahun 2022 Tentang Organisasi dan Tata Kerja Universitas Islam Negeri (UIN) Sjech M. Djamil Djambek Bukittinggi;

MEMUTUSKAN:

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI TENTANG PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

KESATU : Menyetujui judul skripsi mahasiswa yang bersangkutan: *"An Analysis of Teaching Techniques Used for Improving Students Reading Comprehension in EFL Classroom."*

KEDUA : Menunjuk Saudara :

Nama	: **Dr. Absharini Kardena, M.Pd**
NIP	: **198803192020122004**
Pangkat/Gol Ruang	: Penata Muda Tk. I /IIIb
Jabatan	: Asisten Ahli
Bidang Keahlian Pokok	: Bahasa Inggris
Sebagai Dosen	: PEMBIMBING

KETIGA : Apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini akan diubah dan diperbaiki kembali sebagaimana mestinya.

Ditetapkan di Bukittinggi
Pada tanggal : 8 Mei 2023
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Dr. ISWANTIR M, M. Ag
NIP. 197605192006041001

Appendix 19

Preliminary Observation Permit

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SJECH M. DJAMIL DJAMBEK BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus II: Jl. Gurun Aur Kubang Putih - Kabupaten Agam - Sumatera Barat – Telepon/ Fax. (0752) 22875
Website: http://tik.uinbukittinggi.ac.id | email: tik@uinbukittinggi.ac.id

Nomor : B-5119/Un.28.1/PP.07/11/2022 Bukittinggi, 08 November 2822
Lamp :-
Hal : **Permohonan Izin Observasi Awal**

Kepada YTH :
Bapak/Ibu Kepala SMK N 1 Tanjung Raya

Assalamu'alaikum Wr. Wb

Dengan hormat, dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, maka bersama surat ini kami mohon kepada Bapak/Ibu untuk dapat memberi izin melakukan Observasi awal di tempat yang Bapak/Ibu pimpin kepada mahasiswa di bawah ini :

Nama	: VIRA SANTIKA
NIM	: 2317001
Semester	: 11
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan
Judul Skripsi	: *An analysis of EFL Teachers' Strategies to Overcoming Students Reading Comprehension Problems in SMK N 1 Tanjung Raya*
Lokasi Penelitian	: SMK N 1 Tanjung Raya
Waktu	November 2022 s/d Selesai

Demikian surat permohonan ini kami sampaikan, atas perhatian dan kerjasama yang Bapak/Ibu berikan kami mengucapkan terima kasih.
Wassalamu'alaikum Wr. Wb

a.n. DEKAN

Dr. ZULFANI SESMIARNI, M.Pd.

Appendix 20

Research Permit

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SJECH M. DJAMIL DJAMBEK BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus II: Jl. Gurun Aur Kubang Putih - Kabupaten Agam - Sumatera Barat - Telepon/ Fax. (0752) 22875
Website: http://ftk.uinbukittinggi.ac.id | email: ftk@uinbukittinggi.ac.id

Nomor : B-1597/Un.26.1/PP.07/04/2023 Bukittinggi, 05 April 2023
Lamp : 1 (Satu) rangkap
Hal : Mohon Izin Penelitian

Kepada YTH :
Bapak/Ibu.....

Assalamu'alaikum Wr. Wb

Dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, maka bersama ini kami mohon kepada Bapak/Ibu untuk dapat memberi izin penelitian bagi mahasiswa dibawah ini:

Nama	:	**VIRA SANTIKA**
NIM	:	**2317001**
Semester	:	12
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Judul Skripsi	:	***An analysis of Teaching Techniques for Improving Students Reading Comprehension in EFL Classroom.***
Lokasi Penelitian	:	SMK N 1 Tanjung Raya
Waktu	:	April 2023 s/d Selesai

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasamanya diucapkan terimakasih.

DEKAN,

DR. ISWANTIR M., M.AG
NIP. 197605192006041001

Appendix 21

Certificate of Completion of Research



PEMERINTAH PROVINSI SUMATERA BARAT
DINAS PENDIDIKAN
CABANG DINAS WILAYAH I
SMK NEGERI 1 TANJUNG RAYA KAB. AGAM

SURAT IZIN PENELITIAN
Nomor : 070/344/SMK.1/XP-2023

Yang bertanda tangan dibawah ini Kepala Sekolah Menengah Kejuruan (SMK) Negeri Tanjung Raya Kabupaten Agam, dengan ini menerangkan bahwa :

Nama	: **VIRA SANTIKA**
BP/NIM	: 2017000
Program Studi	: Pendidikan Bahasa Inggris
Judul Penelitian	: **"An analysis of Teaching Techniques used for Improving Students Reading Comprehension in EFL Classroom"**
Lokasi Penelitian	: SMK Negeri 1 Tanjung Raya
Waktu	: April 2023 s/d Selesai

Benar nama tersebut di atas telah selesai melaksanakan penelitian di SMK Negeri 1 Tanjung Raya Kabupaten Agam Sesuai Jadwal yang di tentukan.

Demikianlah surat keterangan ini diberikan, untuk dapat dipergunakan sebagaimana mestinya.

Tanjung Raya, 22 Juli 2023
Kepala,

Drs. Kamrani Parnamora
NIP. 19690501 199412 1 001

AN ANALYSIS OF TEACHING TECHNIQUES USED FOR IMPROVING STUDENT'S READING COMPREHENSION IN EFL CLASSROOM

A Thesis

Submitted as Partial fulfillment of the Requirement to Obtain StrataOne (S1)Degree on English Education Department



By:

VIRA SANTIKA

2317.001

Advisor:

Dr. ABSHARINI KARDENA, M.Pd

NIP. 198803192020122004

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SJECH M.DJAMIL DJAMBEK

BUKITTINGGI

1444 H/ 2023 M