ABSTRACT

Aviva Avriani (2022) Teachers' Strategies In Teaching Reading Comprehension At The Eighth Grade Of Smp Negeri 7 Putussibau 2021/2022 In The Academic Year. (Supervisor by Finny Anita, M.Pd and Dian Shinta Sari, M.Pd. Education, Teacher Training and Education Institute of the Republic of Indonesia Teacher Association IKIP PGRI) Pontianak 2022.

The purpose of this study was to find out what strategies the teacher used in teaching reading comprehension, and how the students' responses in class VIII B SMP Negeri 7 Putussibau.

The data collection techniques in this study researchers used the descriptive qualitative analysis method. The subjects of this study were students of SMP Negeri 7 Putussibau. In this study, observation and interviews were used as data collection techniques. Observation of teachers and students in class and student interviews as a means of data collection.

The population consisted of 127 students of class VIII and the sample was class VIII B which consisted of 20 students at SMP Negeri 7 Putussibau. In this study, researchers used students as resource persons.

The results of this study, teachers use think-aloud and QAR (Question Answer Relationship) strategies. Both of these strategies are used by teachers when teaching reading comprehension in class. Both of these strategies have their respective functions, think-aloud is usually used when the teacher guides students to read and students follow it, while the second, namely QAR (Question Answer Relationship) this strategy is used by the teacher to find out the extent of students' understanding of what the teacher has given to them.

The conclusion in this study is that students' responses to the strategies used by the teacher are very understanding and interested in the strategies applied by the teacher when learning in their class so that they are more enthusiastic about learning. This strategy has also proven effective for teaching students in class.

Keywords: Strategies, Teaching, Reading comprehension