

**AN ANALYSIS ON STRATEGY USED BY MALE AND
FEMALE TEACHER IN TEACHING READING
COMPREHENSION AT SMK N 2 SRAGEN IN 2018/ 2019
ACADEMIC YEAR**



**Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in Department of English Education**

**By
RATIH INDRA NORRIANSAH MA'RIFATTULLOH
A320150089**

**DEPARTMENT OF ENGLISH EDUCATION
SCHOOL OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SURAKARTA
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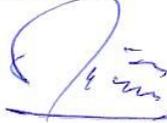
by

RATIH INDRA NORRIANSAH MA'RIFATTULLOH

A320150089

Approved to be Examined by Consultant

Consultant:



Drs. Djoko Srijono, M.Hum.
NIP. 19590601 1985031003

ACCEPTANCE

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BY

RATIH INDRA NORRIANSAH MA'RIFATTULLOH

A320150089

Accepted and Approved by Board of Examiners
School of Teacher Training and Education
Universitas Muhammadiyah Surakarta
on August 20th, 2019

Team of Examiners:

1. Drs. Djoko Srijono, M.Hum. ()
(Head of Examiner)
2. Mauly Halwat Hikmat, Ph.D. ()
(Member I of Examiner)
3. Dr. Dwi Haryanti, M.Hum. ()
(Member II of Examiner)



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Herewith, I testify that in this publication article there is no plagiarism of the previous literary work which has been raised to obtain bachelor degrees of university, nor there are options or masterpiece which have been written or published by others, except those in which the writing are referred manuscript and mentioned in the literary review and bibliography.

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Surakarta, August 20th, 2019

The Researcher,



RATIH INDRA NORRIANSAH MA'RIFATTULLOH

A320140016

AN ANALYSIS ON STRATEGY USED BY MALE AND FEMALE TEACHER IN TEACHING READING COMPREHENSION AT SMK N 2 SRAGEN IN 2018/ 2019 ACADEMIC YEAR

Abstrak

Penggunaan strategi yang sesuai dengan karakteristik siswa dapat membantu dalam pemahaman bacaan. Terlepas dari masalah ini, penelitian ini memiliki tujuan untuk menggambarkan implementasi strategi yang diterapkan oleh satu guru laki-laki dan satu guru perempuan dari SMK N 2 Sragen dalam proses belajar mengajar keterampilan membaca bahasa Inggris di kelas sepuluh. Penelitian ini menggunakan penelitian deskriptif kualitatif. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah observasi, wawancara, dokumentasi dan bahan visual, dan protokol catatan informasi. Analisis data terdiri dari tiga tahap aktivitas, yaitu reduksi data, penyajian data, dan penarikan kesimpulan atau verifikasi sesuai dengan teori oleh Miles dan Huberman (1984: 21-23). Teknik triangulasi yang digunakan dalam penelitian ini adalah dengan menggunakan triangulasi metode. Berdasarkan temuan penelitian, ditemukan bahwa guru bahasa Inggris laki-laki di kelas sepuluh menunjukkan bahwa secara umum, guru laki-laki menggunakan berbagai strategi pengajaran dalam mengajar pemahaman membaca. Strategi-strategi tersebut yaitu menghafal (*memorizing*), tanya jawab (*question answer relationship*) dan permainan (*game*). Respon siswa terhadap strategi yang diterapkan oleh guru bahasa Inggris pria adalah positif, dan strategi yang paling favorit adalah permainan (*game*) yang digunakan oleh guru pria. Sedangkan, guru perempuan menerapkan dua strategi, yaitu permainan (*game*) dan strategi SQ4R dalam pengajaran membaca pemahaman yang meliputi *Survey, Question, Read, Recite, Record, Review*. Temuan pada respon siswa terhadap penggunaan strategi dalam mengajar pemahaman membaca oleh guru bahasa Inggris perempuan menunjukkan bahwa mereka suka dalam mengikuti pelajaran guru tersebut. Cara guru dalam mengajar dengan permainan (*game*) membaca seperti teka-teki silang dan permainan gambar (*picture*) memotivasi mereka untuk membaca text dan merasa mudah untuk memahami materi reading.

Kata kunci: strategi, guru laki-laki dan perempuan, pemahaman membaca

Abstract

The use of appropriate strategies with student characteristics can help in reading comprehension. Regardless to this matter, this research has purpose to describe the implementation of strategies applied by one male teacher and one female teacher of SMK N 2 Sragen in the teaching and learning process of English reading skill in the tenth grade. This research employed descriptive qualitative research. The data collection technique applied in this research were observation, interview, documentation and visual materials, and deciding the protocol of information record. The data analysis consists of three streams of activity, they are data reduction, data display, and drawing conclusion or verification proposed by Miles and Huberman (1984: 21-23). Triangulation technique used in this research was by using triangulation method. Based on the findings of the research, it was found that the male English teacher at the tenth grade showed that generally, the male teacher used various teaching strategies in teaching reading comprehension. They are *memorizing, question answer relationship and game*. The response of the students on the strategies applied by the male English teacher were positive, and the most favorite strategy is *game* used by the male teacher.

Meanwhile, female teacher applied two strategies, they are game and the strategy of SQ4R in teaching reading comprehension which include Survey, Question, Read, Recite, Record, Review. The findings on students' responses toward the use of strategy in teaching reading comprehension by the female English teacher showed that they like following the teacher's lesson. The teachers' way in teaching reading games like crossword puzzle and picture match motivate them to learn reading and feel easy to understand the material.

Keywords: strategy, male and female teacher, reading comprehension

1. INTRODUCTION

Reading is the main key in forming a smart, unbiased, and broad-minded person, because by reading, unconsciously someone has developed himself to be ready to face the demands of society about an intellectual person. Interrelated to the matter, it requires reading comprehension since if reading without understanding then the process of developing insight itself will be difficult to enter or absorbed and that is what often happens if reading is more emphasizing than understanding about reading. Most or almost entirely in schools today, there is a lack of inadequate facilities, and a lack of attention about it, most only give reading instructions and assignments without knowing whether the student or students already understand or know the contents of the reading.

Smith (in Zuchdi, 2008: 21) states that reading is a communication process in the form of obtaining information from the author by the reader. Responding to the rapid development of science and technology so that the circulation of information is so fast, mastery of the ability to read becomes an unavoidable demand.

When reading, the readers need to comprehend the text what they read. That statement means when reading, readers are need to know the content of text, the writer's idea told in the text, and the information provided in. It would be called reading comprehension. According to Klingner (2007:2) reading comprehension is "the process of constructing meaning by coordinating a number of complex processes that included word reading, word and world knowledge, and fluency". It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text. He summarized reading comprehension instruction for the teacher as following a three-step procedure: mentioning, practicing, and assessing. That is, teachers mention the skills that the students want to use, then they give them opportunities to practice those skills through workbooks or work sheets, and finally assess whether or not they use the skill successfully.

Alderson (2000: 28) defines reading is an enjoyable, intense, private activity in which the readers get much pleasure and can totally absorb the reading. According to Pang (2003:14) comprehension is the process of making sense of words, sentences and connected text. He says that comprehension is the processes of deriving the meaning of one word to another in a text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with a text and other strategies to help them understand the written texts.

Teaching strategies is generalized plan for a lesson or a lesson which includes structure, desire learner behavior, in terms of the goals of instruction, and an outline of tactics necessary to implement the strategy (Strasser, 1964). Teachers strategies often expect students to develop their reading skill by osmosis (absorption) and without help. In the osmosis approach, it is believed that if a teacher teaching reading comprehension to the target language all day, they will improve their reading comprehension. However, this research is proven to be ineffective since the student also find difficulties reading comprehension.

In SMK N 2 Sragen, English becomes a favorite subject, especially for the tenth grade students. The students are happy and have fun to study English since it is pleasing and interesting. In addition, learning facilities in the form of modern media, such as video tape, LCD, internet access, video players, and teaching materials have been provided by the school.

Learning which is favorite for students is the reading section. For them, reading is the most interesting part when they learn English since by reading, they can get a lot of information and knowledge from many textbooks, references, and related library readings that they read. In addition, they also get pleasure when reading texts that contain fiction, such as short stories and novels. Reading is an important skill for language learners. Reading is one of the required language skills taught in a language class. Students must be able to read texts in English for their careers, to study, or just for fun.

Many factors can affect reading ability. These factors can occur from the students' side, which is their way of learning or learning strategy. Learning strategies are factors that are quite dominant for the success of the process of teaching and learning. It can also occur from the educator or teacher side on their way to choose the

right teaching strategy or techniques. Inappropriate strategies and not attracting students' attention can cause unsatisfactory learning outcomes. Therefore, teachers must considering appropriate strategy in order that the process of the learning can run effectively, conducive, and fun.

Moreover, to make students more interested and participated in the learning English, especially reading, SMK N 2 Sragen teachers apply various strategies in the teaching and learning process. The process of teaching reading is made to be effective and efficient. Various theories and learning concepts are used to make students familiar with English texts. The teacher uses several strategies in teaching reading activities to make students feel comfortable in learning English.

After conducting the preliminary research on April 1, 2019, the researcher found that the English teachers, either male or female have creative plan in teaching reading and use selective material of reading. Besides, to make the learning process more interesting, the teachers often use some media in introducing kinds of text to the students, such as by using video, picture, and power point. Plan, material, and media are considered as instructional design which can help the educators to conduct the process of teaching and learning to become easier and fun. Therefore, students will not get bored easily by the process of learning.

Both male and female teachers in teaching English in the classroom are seen using a variety of strategies. According to the interview, the teachers stated that they carried out many preparatory activities such as finding different resources (textbooks, sample texts, materials), deciding on teaching methods, activities and media or teaching materials, written goals and objectives of each lesson, then the teacher wrote all those problems are on their lesson plans.

Preliminary interview was conducted in two groups, male and female group's teachers, and this resulted in different ways and strategies of teaching applied by both groups of teacher. Those male and female teachers have different preparation and adopt style of teaching with their own creativeness in teaching English, particularly in teaching reading comprehension. Interview results show that male teachers who use technology such as computers in teaching reading to students, while female teachers use cognitive strategies to learn to read. This includes repetition, summarizing meaning, guessing the meaning of a conversation, using imagery to memorize. All of these

strategies support deliberate language manipulation to enhance learning. Various strategies implemented by male and female teachers developed by teachers, for example, students taught by male teachers need more independent learning related to gadgets, while students taught by female teachers increase their learning abilities in learning to understand reading. From these results, it is important to review strategies for reading discussion by male and female teachers and students' opinions of them.

Strategies of teaching applied by educators or teachers can create a classroom environment that shows effective and good teaching and learning conditions. When teacher's used strategies to teach reading skills to students, it will help the students in learning reading in English. Some student's may lack of vocabulary to understand the reading text that teachers give in the classroom so when teachers used the strategies for example using word cards to teach vocabulary or cultivate the students' vocabulary before students read the text, it will help the students to understand the text.

Successful reader can also read for thorough comprehension. This means they read to understand the total meaning of a passage. This kind of reading is often done in academic and other settings where complete comprehension is necessary. There are some strategies in teaching reading comprehension according to Vacca & Vacca(1999:53): scaffolding, Think-Aloud, Reciprocal Teaching, SQ3R, and QARs. Each of these strategies can be beneficial in teaching reading comprehension.

Considering the research background, this research is intended to describe (1) strategies applied by male teacher in teaching reading comprehension at SMK N 2 Sragen (2) strategies applied by female teacher in teaching reading comprehension at SMK N 2 Sragen and (3) opinions of students toward the male and female strategies in teaching reading comprehension at SMK N 2 Sragen.

2. METHOD

Descriptive qualitative method was applied in this research since words or written language become the data of the research. Descriptive qualitative method is appropriate for this research as Sugiyono (2007) stated that descriptive problems formulation guided the writer in exploring and capturing the social situation to be studied thoroughly, widely, and intensively.

The data of this research was derived from the events of classroom teaching and learning process, informants, and related documents on the strategies of male and

female English teacher in teaching reading comprehension. The informants in this research were the male and female English teacher and students of the tenth grade at SMK N 2 Sragen. There were two teacher in different gender (male and female English teacher) included in the interview and observation in their way of teaching reading comprehension. There were also five students participated in a closed interview to stated their opinions on the use of teacher strategy in teaching reading comprehension.

Then, the data were analyzed using the analysis model of Miles and Huberman (2006) which consists of data reducing, data presentation, and conclusion. The analysis of this research is focused on the implementation of teaching reading comprehension strategies by the male and female English teacher of the tenth grade students of SMK N 2 Sragen. For validation, triangulation method was used in this research.

3. FINDINGS AND DISCUSSION

3.1 Findings

Based on findings, the researcher obtained several strategies used by male and female English teachers in teaching English reading comprehension for tenth grade students at SMK N 2 Sragen. Therefore, the findings consist of (1). Strategies used by male and female English teachers in teaching reading comprehension for tenth grade students of SMK N 2 Sragen and (2). Students' opinions on the teaching and learning process of reading comprehension by male and female English teachers at SMK N 2 Sragen.

3.1.1 Strategies used by the male teacher in teaching reading comprehension

Based on research conducted on May 24, 2019, it was found that there are many strategies used to teach reading comprehension by male English teachers (PM) for tenth grade students at SMK N 2 Sragen. Those are question answer relationship, memorization and games.

Question Answer Relationship is the first strategy applied by the male English teacher in teaching reading comprehension. This strategy is used by teachers to see whether students really understand it with the text they are reading. If students can answer questions, then that means they must answer texts, and if they cannot answer questions, students cannot answer with those texts. This strategy can help students if students really answer questions with their own words or with answers from the text. And this strategy cannot help

students if students answer teacher questions from their friends or do not use their own words.

Based on observations, male teachers use memorization strategies. For example, in each meeting with an English lesson, students must memorize five vocabulary words and those related to the topics they should discuss. That was done at the end of the lesson.

Game is the third strategy used by the male English teacher in teaching reading comprehension. It is to make the learning process fun and the students can enjoy the learning and did not feel bored with reading task. Game was done by the English teacher such as crossword puzzle, pictures game. It is usually conducted in group. The teacher asked the students to make group and explained the game with its instruction.

3.1.2 The strategies used by the female teacher in teaching reading comprehension

Based on observation conducted during the process of teaching and learning by the female English teacher (RJA) and interview with her, it was found that she applied two kinds of strategies in teaching reading comprehension. The two strategies are game and SQ4R, they are explained as follow:

Results showed that the female English teacher also applied game in teaching reading comprehension. The game such as crossword puzzle and pictures game.

It is supported by the following interview with the female teacher:

“I often used game like crossword puzzle to teach reading, and sometimes give students task such as matching pictures with the vocabulary. Game is good for teaching, because this can attract students to study. They enjoy with game”.

The above interview shows that the female English teacher often used game in teaching reading comprehension. She uses game since it is good for teaching and the students like it. The games that usually used by the female teacher are crossword puzzle and matching pictures.

Based on results, strategy of SQ4R also used by the female English teacher in teaching reading comprehension. There are six steps in this reading strategy, Survey, Question, Read, Recite, Record, Review. It was done in groups which consists of minimum 4 students

Interview with female English teacher on the use of SQ4R is as follow:

“Another strategy in teaching reading is sometimes I used SQ4R, it is good strategy for reading. It can give students clear understanding on the reading, I think. SQ4R is a strategy that considered effective to help all students get the information that they need from textbooks”.

Interview with female teacher showed that she applied SQ4R strategy to teach reading comprehension instead of game. SQ4R is considered a strategy which is useful and effective one to help all students get the detail information that they need from textbooks.

3.1.3 The Student’s Response Toward the Implementation of Strategies of teaching Reading Comprehension

In this section, the researcher presents the findings on the students’ response on the strategies carried out in teaching reading comprehension by the Male English teacher (PM). As explained previously, several strategies applied by male English teacher (PM) in reading comprehension teaching process, those were: questions and answer relation, memorizing, and game. Below are the results of interview with the students on the responses toward each strategies:

Student 1: “I can understands with the material about reading narrative text. I like the teacher use question and answer, to answer the question, I must read the text first”.

Students 2: “Game given by the teacher is fun, I like the crossword puzzle game I enjoy doing it. For memorizing the vocabulary also good, I can get many new vocabulary I never know before”.

Students 3: “I do not like reading very much, but I can follow the teacher lesson, teacher uses game is fun and I enjoy the learning. If memorizing, it give me many new vocabularies of English. It makes me better in English especially to understand text and question about it”.

Students 4: “Reading text is sometimes confusing to me, but the teacher uses game like crossword puzzle is good and fun. When teacher ask about the text, I must search the answer in the text, it is rather difficult but by this, I can understand the reading very well and very curious about the text”.

Students 5: “The teacher in teaching reading comprehension is good, fun, using games is enjoyable, question about text given by teacher sometimes difficult but it makes me able to learn reading text in English. If no question from the teacher, I am lazy to read the text”.

Based on the results of interview, it can be indicated that the students have positive response on the strategies used by the male English teacher in teaching reading comprehension. On the use of the question and answer relation strategy, some students stated that sometimes it is difficult to find answer related to the

text in the reading text. However, by using this strategy, they are forced to read the text given by the teacher. In this case, the students must read the text given by the teacher so that they can answer the questions given by the teacher.

On the use of memorizing strategy, it seems that some students like it since by this strategy, they can get many new vocabularies that are not familiar to them. On the use of game, it seems that game can make the students enjoy the learning and not boring, such as crossword puzzle game. From the interview with the students, most of them said that they like the learning by using game. They stated that they enjoy in doing the game and it is fun learning.

Results of interview on their response toward the strategy of teaching reading comprehension showed that most of the students in this class give positive response on the strategies used, especially game. It can see from some of the student statement below.

- Student 1: “The teacher explanation is clear, I like the game used by the teacher, picture game is fun. I like to do task with the picture game and crossword puzzle. By picture game, I can easily understand the text”.
- Student 2: “The teacher often used game, but sometimes ask us to do some steps of task which is survey, question, read, record, recite, and review about text. I think it is boring and need long time to do it. But I can see detail of the text after do this activity”.
- Student 3: “I do not like reading, but study using games with the teacher is fun, I am interested in it. Sometimes the teacher give reading exercise by survey, question, read, record, recite, and review about text. I is done in group but sometimes not finish to do it”.
- Student 4: “The teacher I my class used game in teaching reading, she gave many exercise of picture match and sometimes crossword puzzle. It is fun and I enjoy learning using games by the teacher. Besides this game, the teacher also give exercise of reading to survey, question, read, record, recite, and review about text in group. It is sometimes boring but I can understand the text well after do the exercise”.
- Student 5: “I am very interested with the game by the teacher, the learning become fun and not boring. Sometimes the teacher give exercise of survey, question, read, record, recite, and review about text in group. It can make me understand the reading well but it is a boring activity to do because spend much time in the exercise for one text”.

Generally, based on the interview results with some students taken as the informant of the research, they like the strategy used by the female teacher especially game used by the teacher.

Response on the use of game by the teacher shows that they like the game given by the teacher. Learn reading using game is fun and not boring. The students' consider that the teacher strategy in teaching reading comprehension is very nice therefore they were enjoying learning with the female teacher using game. They like the crossword puzzle and picture game.

The second strategy used by the female English teacher is SQ4R. Based on interview with the students of the tenth grade, some of them did not give a good response such as boring with the exercise however, they can understand reading text by using this exercise.

3.2 Discussion

The researcher concluded the data from interviews, observations and documentation during the study at SMK N 2 Sragen. The data collected is analyzed based on the problem statement. They are the analysis of strategies used by male and female English teachers in teaching reading comprehension for tenth grade at SMK N 2 Sragen.

3.2.1 Discussion on strategies used by the male teacher in teaching reading comprehension and the responses of students on the strategies

Male English teacher showed that he used three teaching strategies in teaching reading comprehension. They are memorizing, question answer relationship and game.

Question answer relationship strategy used by the English teacher in teaching reading comprehension to build the understanding of students on the reading text. Tompkins, 2016 stated that QARs strategy is considered suitable in learning to understand the text because in the process of learning students in guidance to focus more on the text. This is reflected in QAR's strategy step, (1) reading the questions, (2) understanding QAR question level (3) read the text (4) answering question.

On the use of the question and answer relation strategy, some students stated that sometimes it is difficult to find answer related to the text in the reading text. However, by using this strategy, they are forced to read the text given by the teacher. In this case, the students must read the text given by the teacher so that they can answer the questions given by the teacher.

Memorization is an important educational strategy that can build a variety of mental skills for life. Memory exercises are like mental exercises that train the brain to focus, to store more information, and work with greater speed and agility. Rote learning allows students to save basic concepts so that they can utilize these resources as needed, freeing brain power to learn new things.

On the use of memorizing strategy, it seems that some students like it since by this strategy, they can get many new vocabularies that are not familiar to them.

There is a valuable reason the game deserves a place in language class. First of all, they are fun, which is very important, because they can help students who might have been active before, because it is fun. Keeping students active is very important because the teacher will never be able to really teach any student unless they can make them in their own learning process.

Teaching strategies for teaching reading using games teachers implement this strategy with the aim of providing understanding in teaching understanding reading for students. In addition, students can understand reading material and students also enjoy reading to understand reading in class. These strategies also help the teacher explain the material easily.

On the use of game, students stated that they enjoy learning using games, such as crossword puzzle game. From the interview with the students, most of them stated that they like the learning process in teaching English reading comprehension using game. They stated that they enjoy in doing the game and it is fun learning.

Howard Gardner, who put forward theories about humans who have intelligence, claims that support certain topics in school, he can, and must, be approached in 6 different ways to maximize the benefits that all students in the class get. One of these ways is the "personal way", where the intended goals are to see whether it is possible to discuss certain topics using, for example, role plays, or other interactions (Gardner.2006: 142). In addition, Armstrong (2000) suggests strategy board games that are appropriate for students with interpersonal intelligence because they provide excellent protection for interactions between students.

3.2.2 Discussion on strategies used by the female teacher in teaching reading comprehension and the responses of students on the strategies

Based on the observation and interview, the female teacher applied two strategies, they are game and the strategy of SQ4R in teaching reading comprehension which include Survey, Question, Read, Recite, Record, Review.

Game used by the female teacher to make the learning of reading comprehension fun and not boring.

Response on the use of game by the teacher shows that they like the game given by the teacher. They like learning reading comprehension using game. The students' stated that the teacher strategy in teaching reading comprehension is very nice therefore they were enjoying learning with the female teacher using game. They like the crossword puzzle and picture game.

Kumar and Lightner (2007), a study by Hake (1998) found students who solve more advanced problems, who are responsible for and those related to this game, use interactive learning methods in addition to learning to support, improve, study, develop, study, learn about. Furthermore, the results obtained from several studios that use games in teaching are collected about game techniques to help students in learning English because the game encourages interest in reading more English material in students' classes.

SQ4R is another strategy used by the female English teacher in teaching reading comprehension. This strategy can motivate students in learning English reading. Like the research conducted by Başar and Gürbüz (2017) with the title "The Effect of the SQ4R Technique on the Reading Ability of Elementary School Students in Grade 4 Elementary Schools." The purpose of this study was to study the SQ4R research (Survey, Questions, Read, Reflect, Read, Review) reading techniques in the ability of elementary grade 4 students. According to the study, significant differences were found in reading learning in students who learned to read with the SQ4R technique.

Research by Rika Susanti (2017), "Teaching Reading Reading Understanding Descriptive Texts by Combining Polar Opposite and SQ4R Strategies (Survey, Questions, Read, Record, Read and Review) Strategies in Middle School). Listening, speaking, and writing, Reading can improve students'

knowledge about many things, but most students improve in the process of learning to read, such as increasing the ability of students to increase their discussion in discussion sessions and add to them.

Based on interview with the students of the tenth grade, some of them did not give a good response such as boring with the exercise however, they can understand reading text by using this exercise.

According to the above discussion of the findings, it can be concluded that either male or female English teacher of SMK N 2 Sragen applied some strategies in teaching reading comprehension. Those strategies were applied in order that the process of teaching and learning of reading run well.

Students' responses based on interview toward the strategies of teaching reading comprehension by THE English teacher of male and female, game is the most favorite strategy and most of students enjoy learning by using game.

According to Pickering and Marzano in the book *The Highly Engaged Classroom* (2011), there are several strategies that can be used to make students respond positively to learning.

Another factor that influences students' responses to learning activities is the relationship between teachers and students. Students who feel close to the teacher will tend to participate in classroom learning activities. To build relationships with students, the way the teacher talks and behaves must reflect that the teacher respects and accepts the existence of students. The teacher must also ensure that every student gets the same treatment. In addition to influencing students' responses to learning activities, this positive relationship also impacts relationships between students.

4. CONCLUSION

Based on the findings, it can be concluded as follow: Findings on the strategies of English teachers showing general, male teachers use various strategies that support speech reading comprehension. They memorize, question the relationship of answers and games. These strategies are effective in teaching reading. They can help students understand texts. In short, the strategy makes a good contribution for the teacher. Interview with students showed that they give a good response on the strategies of

teaching reading comprehension by the male English teacher. On the use of the question and answer relation strategy, some students stated that sometimes it is difficult to find answer related to the text in the reading text. However, by using this strategy, they are forced to read the text given by the teacher. In this case, the students must read the text given by the teacher so that they can answer the questions given by the teacher. On the use of memorizing strategy, it seems that some students like it since by this strategy, they can get many new vocabularies that are not familiar to them. On the use of game, it shows that the students like studying English with the game provided by the teacher, such as crossword puzzle game. From the interview with the students, most of them stated that they interested in learning process in teaching English reading by using game. They stated that they enjoy in doing the game and it is fun learning.

Findings on the female teacher strategy, she applied two strategies, they are game and the strategy of SQ4R in teaching reading comprehension which include Survey, Question, Read, Recite, Record, Review. Findings on students' respons toward the implementation of teaching reading comprehension strategies of female English teacher showed that they like following the teacher's lesson. The teachers' way in teaching reading games like crossword puzzle and picture match motivate them to laern reading and feel easy to understand the material. Interview with students showed that some of them did not give a good response such as boring with the exercise however, they can understand reading text by using this exercise.

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