

**AN ANALYSIS ON TEACHING LEARNING PROCESS OF READING
MATERIALS USED IN FORMAL SCHOOL AT THE SEVENTH GRADE OF
SMP NEGERI 2 GATAK IN 2020/2021 ACADEMIC YEAR**



**Submitted as a Partial Fulfillment of the Requirements for Getting
Bachelor Degree of English Education School Teacher Training Education**

by

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APPROVAL

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AN ANALYSIS ON TEACHING LEARNING PROCESS OF READING MATERIALS USED IN FORMAL SCHOOL AT THE SEVENTH GRADE OF SMP NEGERI 2 GATAK IN 2020/2021 ACADEMIC YEAR

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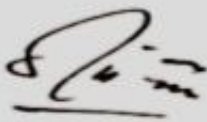
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Surakarta, 15 July 2021

The Researcher



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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan proses pembelajaran bahan bacaan pada siswa SMP NEGERI 2 Gatak tahun ajaran 2020/2021. Penulis memfokuskan proses belajar mengajar bahasa Inggris membaca. Tujuan penelitian ini adalah untuk mengetahui pelaksanaan pembelajaran membaca di SMP NEGERI 2 Gatak. Tujuan penelitian ini adalah untuk mengetahui pelaksanaan pembelajaran membaca di SMP NEGERI 2 Gatak. Data diambil dari semua elemen proses belajar mengajar yang dilakukan oleh guru dan siswa serta sumber lain seperti buku, LKS, silabus, dll. Metode pengumpulan data adalah metode deskriptif dengan menggunakan wawancara, observasi dan analisis dokumen. Penelitian ini merupakan penelitian kualitatif deskriptif yang tidak memasukkan prosedur perhitungan atau statistik. Hasil penelitian menunjukkan bahwa guru bahasa Inggris di SMP NEGERI 2 Gatak menerapkan intensif dalam pengajaran membaca. Penulis menemukan bahwa dari pengamatan, ada beberapa masalah yang dihadapi siswa dan guru: (1) mendeskripsikan proses pembelajaran bahan bacaan yang diterapkan oleh guru kepada siswa, (2) mengidentifikasi faktor-faktor yang mempengaruhi proses pembelajaran membaca oleh guru dalam menerapkan metode di SMPN 2 Gatak tahun pelajaran 2020/2021. Selama proses belajar mengajar dari pertemuan pertama respon siswa baik. Mereka sangat antusias pada pertemuan pertama.

Kata kunci: proses belajar mengajar, kegiatan belajar mengajar, bahan bacaan.

Abstract

This study aims at describing teaching learning process of reading materials to the students of SMP NEGERI 2 Gatak in 2020/2021 academic year. The writer focuses the English teaching learning process of reading. The purpose of this research is to know the implementation of teaching reading at the SMP NEGERI 2 Gatak. The purpose of this research is to know the implementation of teaching reading at SMP NEGERI 2 Gatak. The data are taken from all elements of teaching learning process comitted by the teacher and students and other sources such as books, student worksheed, syllabus, etc. The method of collecting data is descriptive method by employing interview, observation and analyzing document. This research is descriptive qualitative research which does not include any calculating or statistic procedures. The result of the research shows that the English teacher in SMP NEGERI 2 Gatak applied intensive in teaching reading. The writer finds that from the observation, there are some problems faced by the students and teacher : (1) describe the teaching learning process of reading materials applied by the teacher to the students, (2) identify the factors influencing the process of teaching reading materials by the teacher in implemanting the method in SMPN 2 Gatak in 2020/2021 academic year. During the teaching learning process from the first meeting the respond of the students is good. They were enthusiastic in the first meeting.

Keywords: teaching learning process, teaching learning activities, reading materials

1. INTRODUCTION

A teacher is a knowledge transferer to students who are now the future nation, capable to make the nation's ideal a true. All teaching material, including learning materials, learning media, and exploration, elaboration, and confirmation activities, should be prepared. Good and Brophy (2003:48). Assume that teachers are aware of all that occurs in the classroom, and that this lack of knowledge may undermine their feasibility. There are many components that help make sure that the teaching – learning plan is successful.

One of the activity it operates and effective manner is of reading materials used in formal school. Grabe & Stoller (2002:79) purpose that reading process is internal and unobservable which involves a complex cognitive aspect because in reading, a reader interpretes sign or symbols as well as printed messages into sounds. In according to Echevarria, J., Vogt, M., and Short, D (2004:10) reading is related to language learners knowledge of facts. Therefore teacher need to investistigate ways that can enhance their reading knowledge in the context English as a foreign language (EFL).

Junior High School or *Sekolah Menengah Pertama (SMP)* is a period year when children physically and psychologically grow. They are always eager about what is to go on around them, supported by all information available means, and not all info has quite a positive effect on them. It is one of the teacher's duty to role and guide students to good activities, and formal school is the appropriate place. Formal school and context will be more pleasant if they are linked to increased teaching, learning, and activities reading material.

However, Reading Comprehension is essential for student who study English as a foregin post- reading learning activities. Pre- reading task make students focus and pay attention to the text that they read. They can predict the meaning of the text from its context by previous study and schema. While reading activities will help students to read strategically by focussing on decoding skills. In post-reading activities develop student's knowledge and allow them to discuss and critically analyze the text content, which make them understand the text deeper. Teachers must be help the learners to develop lower until higher abilities and utilize their previous knowledge to connect with the text by asking questions and using some operational verbs. To figure out how to encourage kids to think critically., Unrau cited in Godfrey (2001:20) According to the author, in reading materials and teaching learning, teachers to

employ intensive strategies that motivate students to engage in analysis problem of intensive reading.

There have been several previous studies about teaching learning process of reading materials. Arif Kurnianto (2016) entitled “An Analysis of Reading Materials on A Text Book for The Eighth Grader : Realtime An Interactive English Course for Junior High School Students Year VIII”. This study aimed at whether the reading materials in Real Time: An Interactive English Course for Junior High School Students Year VIII meet the aspects of content, the aspects of language use and readability, and the aspects of presentation proposed by Pusat Perbukuan, Ministry of National Education. The textbook was written by Nina Bates and published by Erlangga. The research is expected to give insights of understanding the quality of reading material. the result would be described in the form of words rather than statistical calculation. The data were collected from the reading section in the textbook. As supplementary tools of the instrument, forms of checklist were used during the research analysis. The result indicated that the reading materials in Real Time textbook were appropriate with the criteria of a qualified English textbook proposed by Pusat Perbukuan, Ministry of National Education. The second research was conducted by Dwi Wahyu Alfajar (2015) entitled “Improving Student’s Reading Comprehension of Narrative Text Through Draw Strategy a Case a Classroom Action Research at Eighth Graders of Smp Kartika III - 1 Semarang In The Academic Year 2014/2015”.

This research aimed to analyze how is DRAW strategy applied in teaching reading comprehension of narrative text and in what ways are students’ achievement improved after being taught by this strategy. The instruments that were used are tests, observation sheets and questionnaires. DRAW strategy is one of strategies that can be applied in teaching reading. With DRAW, students work in small groups to discuss a text and respond to questions that involve critical thinking. In short, DRAW strategy encourages higher order thinking, motivates students in gaining information, promotes discussion, encourages listening, and promotes participation. The third research was conducted by Rusda Ayu Syafniar (2014) entitled “The Analysis of The Reading Materials In English Alive Textbook Based on School Based Curriculum for Second Grade Students on Senior High School”.

This research aimed to analyze Reading material in English textbook “English Way 2” for Junior high school. Reading is one of the most important skill in learning english, because with reading skill we can learn english from written materials such as textbook. Reading materials is source that used for teaching reading, the materials must be appropriate with level

of student, not only the level of reading text, genre of the text and content of lexical density of the text must be appropriate. The fourth research was conducted by Noor Aziz Kurniawan (2017) entitled “Teaching Strategies Use In Reading Comprehension Class at The Tenth Grade Students of Smk Islam Sudirman 2 Ambarawa”. This study aimed to analyze about answering the questions of: What kinds of strategies used to improve the student’s reading skill? And What is the most frequently used strategy by the teacher in teaching reading of of SMK Islam Sudirman 2 Ambarawa. Arranged from documentation, observation, interview, questionnaire and describing the data. The application of the strategies to improve the students’ reading skill were keep applying the principle of teaching reading as Jeremy Harmer stated; Reading is not passive skill, Student needs to be engaged with what they are reading. And the students’ responses are good, most of them feel enjoy and interest with the teaching reading strategies.

The fifth research was conducted by conducted by Surya Ningsih (2017) entitled is “Improving The Students Ability In Reading Comprehension of Narrative Text Through Question Answer Relationship At The Tenth Grade Of Man Binjai.” The improvement of student’s ability in reading comprehension by using question answer relationship strategies in grade X MAN Binjai. The implementation of question answer relationship strategies was effective and from the data above it could be concluded that the students’ ability in reading comprehension have been developed by using question answer relationship. It’s related to the result of observation showed that the students were more interested and motivated in joining the class and they were enthusiastic during teaching learning process. They asked what they didn’t know, they gave response.

The students were active, and they seemed enjoy discussing during teaching process. The last previous study is conducted by Ibnu Surya Pratama (2020) entitled is “An Analysis of The Students Reading Comprehension Strategies Based on Their Learning Style at The Second Semester of The Eighth Grade at Mtsn 2 Bandar Lampung In The Academic Year 2019/2020.” This study aimed to analyze about aspects of English skill and learning style is a student’s consistent way of responding to and using stimuli in the context of learning. Found the students reading comprehension strategies that most student of eighth grade used visualizing, skimming and scanning strategies in comprehension the text, beside some students used another strategies like activating and using background knowledge, predicting, summarizing, making inferences and generating and asking question to comprehend the text.

2. METHOD

In this study, the researchers used descriptive qualitative research to analyze the data. The researcher takes qualitative method because want to know the information about about teaching learning process reading materials that describe what the functions of teaching learning process reading materials, problem teaching learning activities, and how the process of teacher to teaching learning process reading materials at SMP NEGERI 2 Gatak.

The researcher used observation, interview, and field notes to collect the data in this research. The researchers used naturalistic observation to observed teaching process of reading materials in formal school at seventh grade at SMP NEGERI 2 Gatak. The researcher used a semi-structural interview while gathering evidence. The researcher interviewed the English teacher and student at SMP NEGERI 2 Gatak to figure out the explanations for the teacher using the teaching learning process reading materials for learners during teaching and learning activities.

3. FINDING AND DISCUSSION

The research finding is the results to answer research questions. The research questions are: What is teaching learning process reading materials used in formal school at seventh grade in teaching English in SMP NEGERI 2 Gatak, How the factors influencing the teaching process of reading materials in teaching English. The researcher used three techniques of collecting the data, there are observation, interview and field notes.

3.1 The Results of Observation

The observation was conducted in seventh grade of SMP NEGERI 2 Gatak especially class B. The observation was held on 27 April 2021. The observation was conducted in one meeting for 80 minutes. The researcher observed teaching learning activities with Google Classroom. The research finding of this research as follows:

a) Teaching Learning Process

The procedures of activity in the teaching and learning process according to Standard Process Permendiknas no. 41 year 2007, about the implementation of teaching and learning, includes pre-activity. The observation was conducted in seventh grade of SMP NEGERI 2 Gatak especially class, VII B of 15 students.

The researcher met the English teacher in the room before entering the classroom. google classroom in order to make sure that the researcher would observe the lesson. Firstly, teacher greeted to the students. She led the students to explain a bit of the previous material so that students don't forget after that the teacher explains the next material. The teacher then inquired about the homework that had been given at the meeting (“Hobby”). It was about completing activities in the worksheets of the students. The teacher and the students then spoke out about the homework. The teacher instructed the students to read the passages aloud. Then, have one of the pupils read the material in magnified mode. After he read the material, she corrected the student's pronunciation errors. The teacher and the pupils then debated the solution. The teacher also helped the students learn the difficult sentences by translating them.

b) Teaching learning activities of problem faced by the Teacher and Student Field Issues in Grade VII B Students' English Teaching and Learning Process at SMP NEGERI 2 Gatak. In addition to completing class observations and interviews, the researcher also administered a post-test to assess the students' mastery of English texts. The researcher recognized the field issues based on the data

Table 1. completing class observations and interviews

No	Field Problems	Code
1.	Students misunderstood a text translated into English.	S
2.	Students involvement in reading class was low because online class.	S
3.	The Rarely did students the possibility of choose their own text.	T
4.	The students rarely checked unfamiliar word in dictionary: they waited the teacher explained the meaning	S
5.	The students were uninterested in the teacher's teaching method.	TT

S: Student

T: Teacher

TT: Teaching Tehcnique

The Problems that can be solved in the teaching and learning process in grade VII B Students. Discussions with the English teacher to select the problems based on the feasibility to be solved collaboratively were conducted. Based on the discussion the problems were formulated as the students misunderstood a text translated in English, the students enthusiasm in reading class was quite low, the teacher seldom provided the students with a variety of Storybooks or English exposures, there is a lack of intriguing reading materials, The rate of students that attended in reading class was low.

c) Reading Materials

Students was bored after reading related to the recurring reading materials. Due to lack of attractive material, students get better ability to read English books. Another question that was asked was the low exposure to English text at SMPN 2 Gatak. Many course books were structured in the bookshelves in the library in the completed raw, but students rarely touched them. When the researcher entered the library and observed the students, he saw that they were primarily reading Indonesian tale books, encyclopedias, and novels. The researcher also enquired as to why they had not read a book in English. Because the material was difficult and the English book (course book) was often applied, they generally replied.

MATA PELAJARAN: BAHASA INGGRIS	
KELAS/ SEMESTER	: VII/ 7
MATERI POKOK	: OUR HOBBIES & WHAT WE LIKE
ALOKASI WAKTU	: 2 PERTEMUAN (4 JP)

A. KOMPETENSI INTI

KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hobi (kegemaran)	3.2.1 Siswa dapat mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hobi (kegemaran) pendek dan sederhana, sesuai dengan konteks penggunaannya.
4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait hobi (kegemaran), pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks.	4.2.1 Siswa dapat menyusun teks interaksi lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait hobi (kegemaran), pendek dan sederhana dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

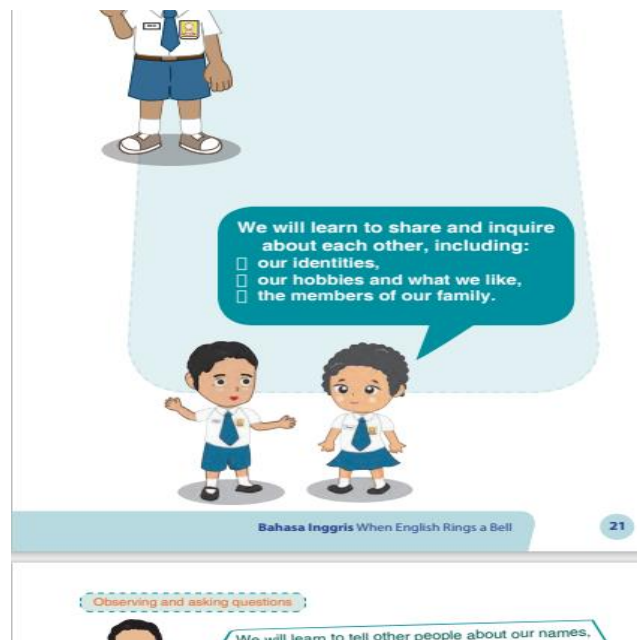
C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

- Peserta didik mampu untuk mengucapkan kosa kata tentang hobi (kegemaran)
- Peserta didik mampu untuk mempraktekkan bagaimana menulis pertanyaan dan jawaban tentang hobi (kegemaran)

Picture 1. The Description of Textbook Contents in syllabus

On table above KI and KD, the indicators of reading skills which are required in the school syllabus the teacher use intensive reading . Almost all of the indicators are developed in the textbook. There are two indicators in the syllabus which are not developed in the teaching learning of materials in the textbook.



Picture 2. the indicators of reading skills

In this chapter students will learn that knowing names alone is not enough, because students are part of the family and culture, and what exists today is the result of the education and culture that they have experienced. Other facts that will be covered in this chapter are origin, address, hobbies, and family. This communicative act is very important to be mastered by students in order to increase their self-confidence which in turn will pave the way for others to get to know them. By getting to know each other, a better relationship will be established between students, between students and teachers, friends, family, relatives, neighbors, and others. In the foreground, the learning objectives of this chapter learn to share and ask questions, among others:

- our identity
- our hobbies and what we like
- our family members

The interview was conducted with the English teacher and student of SMP NEGERI 2 Gatak. The interview was conducted in one meeting with the duration 18 minutes. The researcher interviewed the English teacher and student. This interview showed the result finding of the conversation between the researcher and the English Teacher of SMP NEGERI 2 Gatak about teaching learning process of reading materials used in formal school. The researcher asked 12 questions to the interviewees and the answer was clearly explanation. In this interview the data are same as observations made by researchers. The teacher who was interviewed answered that she used intensive reading more than extensive and reading fluency development in seventh B. The reason is, the teacher assesses that intensive use can motivate students to learn to read texts, students can answer questions on practice questions correctly, and check students' attention to learning activities. So that students can be excited and students can show their activeness in the classroom

In this discussion, the researcher presented the results of the research findings and several theories related to teaching learning process of reading materials to answer the problem formulation. The results of the research questions are mentioned in the research finding and the data discussed are in this discussion. This study describes 2 important problems. Based on the findings, the teacher applied 2 types of questions according to the types used by researcher in this study. The researcher used the theory According to Harmer (2007:23) Teaching is a difficult profession, but it is important, and it can be extremely satisfying when we witness our students' growth and know that we had a part. True, certain students might be tough and difficult at times, but it's also important to remember that, at its most, teaching can be a lot of fun. Based on the explanation, the writer believes that instructional activities and maintaining a relaxing environment are necessary to create and provide opportunities for students in the learning process to achieve their goals. These two types of questions are used by English teachers at SMP NEGERI 2 Gatak. Supported by the theory Learning activities of reading materials is a difficult task that necessitates certain abilities. From the level of pre-reading to the level of intended reading, there are several distinct phases that must be reached and accomplished. The student must be given several chances to pay attention, listen, perceive, and differentiate forms and sounds. Before a formal introduction to print, children has to be able to comprehend directions, move her eyes and hands from left to right, expand her spoken vocabulary, and succeed in pre-reading exercises (Roberge, 2013:1).

The last findings is related to the teaching learning process of reading materials on shorter texts, intensive reading is performed to retrieve particular information. It includes a very close, exact results for detail. Intensive reading ability to grasp the intricacies of a problem. In this instance, it is critical that you comprehend each word, amount of facts (Kurniawan,2017, p.19).

However, based on the findings of data obtained from observations and interviews, the type of question that is most often used intensive reading. Teachers use intensive reading because the teaching learning process of reading materials on shorter texts, intensive reading is performed to retrieve particular information. It includes a very close, exact results for detail. One of the activity it operates and effective manner is of reading materials used in formal school. Grabe & Stoller (2002:79).

Therefore, the teaching and learning process of reading materials is very important in teaching and learning activities. Because with this process the teacher can find out the extent to which students understand the material given by the teacher. As well as with the teaching and learning process of reading materials, teachers can develop effective teaching methods so that students play an active role in learning activities.

4. CLOSING

Based on the research findings and discussion, the researcher presents conclusion as follows:

1. In teaching learning process of reading the teacher use the material in textbook, the thema of reading is our hobbies & what we like. In the pandemic the teacher use google clasroom in teaching process, the type reading material is extensive, intensive and reading fluency development. The teacher use intensive reading in the reading materials conduct with the material in the theme of reading is our hobbies & what we like conduct to media teaching learning process with google classroom. The teacher use intensive in class B because the type of reading materials is easy. Then the theacher use extensive in 8 grade then in 9 grade the teacher use 3 type of reding materials. 2. The quaitative describe the most of the student were active and enthusiastic on learning teaching process reading materials. They are struggle to translate the material, because of their limited vocabulary. 3. In the field problems in the English teaching and learning process to students in grade VII B at SMP NEGERI 2 Gatak, the teacher concluded that problems about teaching technique, and problem students found difficulties in English text. The process on learning process using new syllabus in 2020/2021 academic year.

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