

THESIS

**AN ANALYSIS ON TEACHER'S STRATEGIES IN TEACHING READING
COMPREHENSION AT SMP NEGERI 10 KUPANG**



YOHANA SARTINI HARIA TITIN

**ENGLISH EDUCATION STUDY PROGRAM
TEACHER TRAINING AND EDUCATIONAL SCIENCES
FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
KUPANG
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REG. NO: 12117029

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Presented in Partial Fulfillment of the Requirements for Sarjana Pendidikan Degree in
English Language Education

YOHANA SARTINI HARIA TITIN
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Approved by

Advisor 1



Dr. Priscilla M.A. Hornay S.Pd., MA., M. Ed
NIDN : 0808048601

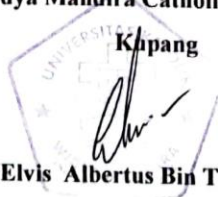
Advisor 2



Maria Goreti Djehatu, S.Pd., M.Pd
NIDN : 0827128001

Acknowledged by

Head of English Education Study Program
Teacher Training and Educational Sciences Faculty
Widya Mandira Catholic University



Dr. Elvis Albertus Bin Toni S.Pd, MA
NIDN : 0823028101

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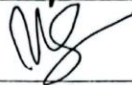
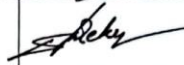
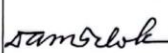



Dr. Elvis Albertus Bin Toni S.Pd, MA
NIDN : 0823028101


EXAMINATION BOARD

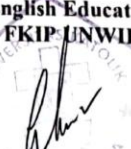
This Thesis was defended on 03 July 2023

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2	Maria Goreti Djehatu, S.Pd.,M.Pd NIDN: 0827128001	Secretary	
3	Dr. Madar Aleksius, M.Ed NIDN: 0829076201	Examiner I	
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5	Dr. Priscilla M.A Hornay S.Pd.,MA.,M.Ed NIDN: 08080486601	Examiner III	

Acknowledged by


**Dean of FKIP UNWIRA
Kupang**
Dr. Madar Aleksius, M.Ed
NIDN: 0829076201


**Head of English Education Study Program
of FKIP UNWIRA Kupang**
Dr. Elvis Albertus Bin Toni, S.Pd, MA
NIDN. 0823028101

MOTTO

*“The greatest pleasure in life is doing what people
say you cannot do.”*

Walter Bagehot

DEDICATION

This Thesis is dedicated to:

- My beloved parents: Wenseslaus Jebaru and Yuliana Dimus
- My beloved siblings: Oktavianus Indra Dorsin, Dafrosa Ecin, Efaria Defitri Beci
- My beloved almamater, Widya Mandira Catholic University Kupang

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Kupang, July 2023

The Writer

ABSTRACT

This research is entitled “**An Analysis on Teacher’s Strategies in Teaching Reading Comprehension at SMP Negeri 10 Kupang**”. It was conducted in order to answer the following questions: (1) what are the strategies that the English teacher used in teaching reading comprehension at SMP Negeri 10 Kupang? (2) What are the the students’ responses toward their English teacher’s strategies in teaching reading comprehension? While the objectives of the research are (1) To find out the English teacher’s strategies in teaching reading comprehension at SMP Negeri 10 Kupang and (2) to find out the students’ responses toward their English teacher’s strategies in teaching reading comprehension. The data gathering for the research were conducted on 18th-25th May. This research used descriptive Qualitative Research Design; the instruments used were observation checklist and questionnaire. The observation checklist was distributed to the teacher of the Seventh grade at SMP Negeri 10 Kupang, then questionnaire was distributed to 24 students of the Seventh Grade at SMP Negeri 10 Kupang. The data were analyzed through some steps: checking, editing, coding, data reduction, data display, and conclusion. The results of the research are the following. (1) Reciprocal reading and (2) questions-answer relationship (QARs). The students’ responses about these two strategies are: the students were more active in teaching and learning English in classroom, students can convey the opinions by discuss, students can easier to understand the materials, get the new ideas, can motivate them to think in the group, and the students can inure themselves to practice speaking by giving question and answer it. In line with the significance and the finding of the study some suggestion are proposed. (1) the teacher is expected to apply more strategies in teaching reading comprehension, (2) the teacher must always control the students in the group, so that they can really work together and change the think with the members group, and (3) the teacher must explicit to the students, so that the students are not only smart in the learning process but also the attitude.

Key Words: *Strategies, Responses, Teacher’s strategies, Students’ responses, teaching reading*

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