

**THE IMPLEMENTATION OF EFL TEACHERS'
READING STRATEGY INSTRUCTION IN HIGH
SCHOOLS: AN OBSERVATIONAL STUDY**

A Thesis

**Presented to the Department of English Language Education as Partial
Fulfillment of the Requirements the Obtain the *Sarjana Pendidikan*
Degree in English Language Education**



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YOGYAKARTA**

2022

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in quotations and references, as a scientific paper should.

Yogyakarta, June 10th, 2022

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MOTTO

“Many a little makes a mickle”

“Don’t let anyone ever make you feel like you don’t deserve what you want”

(Patrick Verona - 10 Things I Hate About You)

“Without commitment you’ll never start, but more importantly without consistency you’ll never finish”

(Denzel Washington)

“Behind every successful woman is herself”

(Unknown)



DEDICATION

In the name of Allah SWT, and with His permission, I can finally complete my thesis. I dedicate this thesis to my beloved parents for everything they have done for me in my life. For every prayer, for every support and for everything that can't even be described with words. Without their blessing, prayer, effort, and hard work I am nothing. Also, to my one and only brother, thank you and I know you care for me. For my friends, thank you so much for always being supportive friends and helpful friends.



ACKNOWLEDGMENT

Alhamdulillah rabbil 'alamin all praises to Allah SWT who always gives me health, strength, guidance, blessings, fluency and the opportunity to complete this thesis without obstacles. Salutations and *sholawat* be upon our greatest Prophet Muhammad SAW.

I proudly express my deepest gratitude to my parents Mr. Subardi and Mrs Siti Muhabibah for endless support, encouragement, and prayer, and also thanks to my brother Muhammad Agus Setiawan for the prayer. The utterances of gratitude also send to:

1. The Dean of Faculty of Psychology and Socio-cultural Sciences, Islamic University of Indonesia Yogyakarta, Mr. Dr. H. Fuad Nashori S. Psi. M. Psi. M. Ag. Psikolog.
2. The Head of English Language Education Department, Islamic University of Indonesia, Ms. Irma Windy Astuti, S.S., M.Hum.
3. My greatest supervisor, Ms. Banatul Murtafi'ah S.Pd., M.Pd. for her dedication, support, time, energy, solution, and patience to guide me to finish this thesis. From the deepest of my heart, I am very grateful that she is my supervisor, without her I might not have completed this thesis on time. Thank you very much Miss Banat.
4. English Language Education Department lecturers who teach me from the first semester until now with love.
5. Thank you to my best friends "Sambat Tross" from the first semester, Eka Nanda Mei Titi Wulandari, Regita Septyani Rahmi, Monica Fajarini Hanzrah, and Iisara Pitri for all the support and caring. I am so lucky to have you as my best friends in college, and I will always remember our laughter in college.
6. Thank you to Genti Putri Dwi Redjeki who has helped me and always answered all my questions which may be simple but very many, and also to

English Language Education Department friends that I cannot mention one by one, for helping me whenever I ask.

7. Thank you to all of my friends in the group “Skripsi Warrior” for become friends who fight together to graduate.
8. Thank you to all my friends in KKN 64 Unit 5, my childhood friends and for those I cannot mention each of you.
9. Thank you Spotify for always accompanying me working on my thesis and always makes my mood good, so I can start working on my thesis.
10. Thank you Netflix, VIU, and WeTV for being my stress relief when I stress working on my thesis.
11. Last but not least, I wanna thank me, I wanna thank me for believing in me, I wanna thank me for doing all this hard work, I wanna thank me for having no days off, I wanna thank me for never quitting, for just being me at all times.

Finally, this research might be far from perfect, however the researcher realized that without help from the people around this thesis might not be finished. Thus, the researcher will appreciate people who will give advice, suggestions, and critics to make this research better. So that this research will be useful.

Yogyakarta, June 10th, 2022

The researcher,



Nur Apriani

TABLE OF CONTENTS

APPROVAL SHEET	ii
RATIFICATION SHEET	iii
STATEMENT OF WORK'S ORIGINALITY.....	iv
MOTTO	v
DEDICATION.....	vi
ACKNOWLEDGMENT	vii
TABLE OF CONTENTS.....	ix
LIST OF TABLES	xi
LIST OF FIGURES	xi
LIST OF APPENDICES	xi
ABSTRACT.....	xii
CHAPTER I.....	1
INTRODUCTION.....	1
1.1 Background to the Study	1
1.2 Identification of the Problem.....	3
1.3 Limitation of the Problem	3
1.4 Formulation of the Problem	4
1.5 Objectives of the Study	4
1.6 Significances of the Study	4
CHAPTER II.....	5
LITERATURE REVIEW.....	5
2.1 EFL Reading	5
2.1.1 Reading Strategy Instruction.....	6
2.1.2 Teaching Reading Strategy in High Schools	8
2.2 Review of Relevant Studies.....	8
2.3 Theoretical Framework	10
CHAPTER III	12

RESEARCH METHODOLOGY	12
3.1 Research Design.....	12
3.2 Participants and Setting.....	12
3.3. Informed Consent Form	13
3.4 Data Collection Technique and Research Instrument.....	13
3.5 Data Analysis Technique	16
3.6 Trustworthiness	17
CHAPTER IV	19
FINDINGS AND DISCUSSION	19
4.1. Findings	19
4.2. Discussion	25
4.2.1 Reading Strategy Instruction Manifested from EFL High School English Teachers	25
4.2.2 The Most Prominent Reading Strategies Used by EFL English Teachers.....	26
CHAPTER V	28
CONCLUSION AND SUGGESTION	28
5.1 Conclusion.....	28
5.2 Suggestion.....	28
REFERENCES.....	30
APPENDICES	33

LIST OF TABLES

Table 3.1. Observation Research Instrument (Based on Brevik, 2014)..... 14

Table 3.2. Observation Checklist 16

Table 4.1. Reading Strategies Used by Teacher 1 19

Table 4.2. Reading Strategies Used by Teacher 2 20

Table 4.3. The Result of Teacher 1 Data Observations 21

Table 4.4. The Result of Teacher 2 Data Observations 22

LIST OF FIGURES

Figure 1 Theoretical Framework..... 11

LIST OF APPENDICES

Appendix 1 33

Appendix 2 35

Appendix 3 58

Appendix 4 62

Appendix 5 64

The Implementation of EFL Teachers' Reading Strategy Instruction in High Schools: An Observational Study

Abstract

This research aims to explain reading strategy instruction used by high school English Teachers in Yogyakarta and Central Java. This is an observational study which is qualitative in nature. The primary data were obtained from classroom observation. Two English teachers from two different senior high schools were recruited in this study. They were chosen because they have taught reading and they use certain strategies in teaching reading. The result of this study shows that both Teacher 1 and Teacher 2 used some strategies in teaching reading such as: *note-taking strategies (i.e., underlining/highlighting, key words, question, summarize), activation strategies (i.e., prior knowledge, relating to study, discussing with peers) and reading with specific focus strategies (i.e., skimming/scanning, careful reading, contextual reading, active listening, making inferences)*. It shows the implementation of reading strategy instruction used in high school. *Questions* became the dominant strategy used by Teacher 1 and Teacher 2 in teaching reading in one meeting. The results of this study suggest that English teachers might use reading strategy instruction that is best suitable for their students; and thus, pre-service English teachers to know various types of reading strategy instruction.

Keywords: EFL Reading, Reading Strategy Instruction, Reading Strategy in High School

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CHAPTER I

INTRODUCTION

1.1 Background to the Study

Reading is one of the most important language skills that students can concentrate on. Students can learn a variety of vocabularies through reading, which can improve their abilities to talk and write (Akbar & Adi, 2020). Moreover, reading is about more than being able to decipher words and understand vocabulary. In the end, it's all about deciphering and creating meaning from text (Williams, 2008). Therefore, reading is important, the way teachers teach reading also needs to be considered. Then, in order to teach effectively, teachers need to use strategies in teaching reading. Reading strategy instruction is an important component of teaching. Through reading strategy instruction, teachers may assist students in enhancing their comprehension. Techniques that can be used to improve reading comprehension are predicting, making associations, imagining, concluding, asking, and summarizing. The reader will be actively engaged with the text and aware of the process they are using so that they can understand what they read (Block & Israel, 2005).

Several studies about reading strategy instruction have been conducted. For example, the first research conducted by Brevik (2014) in Norway with teachers as participants showed that the lack of clarity in the beginning on what teachers did when involving their students in reading comprehension shows that the abstract essence of comprehension is a difficult concept to grasp. It means that teachers are

not always conscious of their students' reading comprehension strategy instructions. Another finding is that teachers were more explicit in teaching reading. Teachers, in this study, were also found to use multiple strategies when teaching reading.

In the next year, Brevik (2015) also conducted another study on reading strategy instruction. The result showed that in Norwegian school settings where students are increasingly reading difficult texts as a second language, teachers use a little repertoire of reading understanding tactics in their teaching; tactics that students recognize and understand when, why, and how to use. In addition, there is a strong contrast between how students in common and vocational program students use the tactics given to them, which can be clarified by the personal importance they place on reading and using these tactics.

Another research conducted in Indonesia by Akbar and Adi (2020) on reading strategy of high school students showed that students of 10th grades often use reading strategies and their preferred strategy is problem solving strategies. In addition this study is a survey and use questionnaire of Survey of Reading Strategies (SORS) by Mokhtari and Sheorey (2002), which cover three categories of reading strategy including problem solving strategies, support strategies, and global reading strategies.

Despite a number of researchers investigating teaching reading strategy (i.e, Akbar and Adi (2020), there is a relatively small number of qualitative studies exploring how senior high school English teachers apply reading strategies for teaching reading in the EFL context, in this case in Indonesia especially in Yogyakarta and Central Java. It showed from a previous study conducted in

Indonesia with the title “The Implementation of Reading Instruction in the EFL Classroom” by Pustika and Wiedarti (2019) that the participants of this study were students and this study is quantitative study. So it is different from this study because this paper attempts to investigate the strategies used by English teachers in Indonesia in teaching reading strategy in the form of observational study which is qualitative in nature.

1.2 Identification of the Problem

There are several problems that English teachers face when teaching reading, such as lack of understanding of students' vocabulary, students misspelled a word while reading, and students' understanding of the reading text (Al-Dersi, 2013). Other problems were found like unimproved reading habits, lack of encouragement to read from both teachers and parents, the reading text provided is too long and complicated and has a lot of foreign words, lack of motivation of students to read in English, the method used in teaching is not quite right. However, some teachers have found that teaching reading strategies to students could be one of the ways to help student's understanding towards the text (Anderson, 2009).

1.3 Limitation of the Problem

Based on the identification of the problems and due to practical constraints, this study only focuses on investigating high school English teachers in using reading strategy instruction.

1.4 Formulation of the Problem

This research attempted to answer the following question: How is the implementation of English teachers' EFL reading strategy instruction in high school?

1.5 Objectives of the Study

This research aims to describe the implementation of English teachers' EFL reading strategy instruction in high school.

1.6 Significances of the Study

This research is expected to be useful both theoretically and empirically in the field of reading strategy. For the theoretical benefit, this research may be used as a reference to develop this research topic for research in the future. For the empirical benefit, this research is expected to be useful for pre-service English teachers, English teachers and students. For pre-service English teachers, this research can be a guide for them in teaching reading so that they can teach effectively and easily understood by students. For English teachers, this study can provide a view to using the right strategies in teaching reading according to the ability level of students. For students, this study might be a reflection for students to find out what strategies are in accordance with their abilities so that they can improve their reading comprehension skills.

CHAPTER II

LITERATURE REVIEW

2.1 EFL Reading

Reading is an ability that is needed by everyone to be able to understand texts with the aim of getting information. That is why reading is a prominent skill that needs to be taught to high school students. Reading is seen as one of several interconnected abilities (Brown, 2001). Students read texts for some purposes to obtain information for pleasure. Reading in foreign language is more difficult for readers because they have to understand the different language and the content of the text. Even though EFL students are fluent in their native tongue, they frequently struggle to understand the texts (Gilakjani & Sabouri, 2016). Mastering reading skills for EFL students is something that must be achieved. For ESL learners or EFL learners, the capacity to read English texts effectively has been one of the main skills in their academic progression (Boonkongsaen et al., 2016).

Yapp et al., (2021) discuss that reading is an interactive, meaning-making activity in which readers use a variety of ways to comprehend information from a variety of sources. The way that students can easily understand the text is by using reading strategies. The reading strategies used by language learners will assist them overcome communication barriers, increase their awareness of the language's comprehension and learning process, and boost their confidence when learning to read in contexts where they have little exposure to English outside of the classroom (Raqqad and Ismail, 2019).

Based on the above definition, the term reading in this study is described as a process that must be considered and as a combination of skills and abilities that individuals carry when they start reading. Therefore, reading is a flexible and strategic process because it allows readers to analyze whether they are achieving their reading goals. Otherwise, readers will have to adjust various observations and processing actions on the fly.

2.1.1 Reading Strategy Instruction

Brevik (2014) uses the definition of reading strategy instruction from McNamara (2011) which is the conscious use of procedural knowledge as tools that students learn to employ critically for deep and long-term text comprehension. Brevik (2019) explains that in terms of what the reader does to construct meaning, strategic reading is a goal-oriented process that involves deliberate strategy use to overcome reading-related barriers. Yapp et al. (2021) defines reading strategy instruction as where teachers spend time teaching pupils how to become aware of and manage their own reading process, with an emphasis on open teacher modeling. In addition, direct explanation models were used to teach strategic reading abilities, giving students explicit knowledge of where, when, why, and how to employ reading techniques. Successful readers' reading methods for comprehending and integrating new ideas and texts were taught to students, with an emphasis on the need of self-evaluation and self-monitoring of the entire reading process (Yapp et al., 2021).

Mokhtari and Sheorey (2002) explained that there are three types of reading strategies, namely problem solving strategies, support strategies, and global reading

strategies. Meanwhile, Bamford and Day (1998) found that there are four strategies in teaching reading such as: questions about comprehension, abilities and tactics, grammar-translation, and extensive reading. In a question about comprehension, students are introduced to the text to be read and then they are asked to read and answer comprehension questions by the teacher. The method used by the teacher to find out the skills and strategies used by students in understanding the text is by the teacher giving the text for the students to read and then the students do a variety of tasks or exercises to show their overall comprehension of the reading as well as their knowledge of a specific reading skill or technique (e.g., finding the primary idea, making conclusions, and utilising clues to estimate the meaning of an unknown term). In grammar-translation, teacher reads out sentence by sentence, and the student repeats after aloud and is followed by a word-for-word translation by the student. Extensive reading aims to help pupils become willing and capable readers in L2 or foreign language. They can read at their own pace and for their own purposes, which are typically related with enjoyment, information, and general comprehension. Furthermore, reading methods such as questioning, forming predictions and inferential thinking allowed readers to think more strategically and better understand what they read (Pressley, 2002). Furthermore, the majority of post-reading tasks consist of answering questions or writing brief oral or writing a report or reading a diary (Duke et al., 2011). In addition, setting goals, watching and forecasting, monitoring, clarifying and refining, visualizing, and drawing conclusions are all recommended reading practices that can be taught to enhance reading understanding (Duke et al., 2011).

In addition, Brevik (2014) proposed reading strategy instruction, such as: (1) note-taking strategies, including underlining/highlighting, key words, visualize (graphic organizers), question, summarize. (2) activation strategies, including prior knowledge, previewing and predicting, relating to study, discussing with peers. (3) reading with specific focus, including skimming/scanning, careful reading, contextual reading, active listening, making inferences.

2.1.2 Teaching Reading Strategy in High Schools

Langer (2001) states that most traditional high schools simply teach content and skills. Overarching tactics that foster thoughtful reading such as the use of reading strategies by students, receive a little extra emphasis. This is a crucial issue because, despite a large body of data demonstrating the efficacy of strategy training in improving understanding, it is unlikely to be widely distributed within schools. Research conducted by Hong-Nam (2014) stated that students ELL in high school use intermediate to a high level reading strategies in their total strategy use. Students employ reading tactics such as rereading, underlining, and circling content in the text to help them better grasp and remember it. It is the teacher's responsibility to explain and model strategies (Brevik, 2019).

2.2 Review of Relevant Studies

Some research that has been done has only focused on where teachers may not be aware of instructional strategies they are teaching and the teacher uses a small repertoire in understanding the reading of their instructional strategies, strategies used are also strategies that students recognize and know why, when, and how to

use. However, this research is mostly done outside the Indonesian context, i.e. Brevik (2014, 2015) and not many studies in Indonesia have examined the strategies of high school teachers in teaching reading.

Brevik (2014) conducted a study on teacher explanations regarding reading comprehension strategies in high school. In the instructional design of the teachers, three patterns emerged: (1) in the form of written narrative, (2) use multiple strategies, (3) subjects are more important than strategy. First, in the form of written narrative (teachers were more explicit in teaching reading). Research conducted in Norway, in this case the teacher combines several strategies in teaching such as combining two strategies or more in one meeting. Strategies that are often used in this activity such as collaborating with peers, making conclusions, and visualizing. There are several strategies that are considered as deeper level strategies such as an organization, memorization, monitoring, and elaboration. Third, subjects are more important than strategy. In this study it is illustrated that strategy instruction is not the main goal. One teacher confirmed that they focused more on analysis than on reading strategies (Brevik, 2014).

In the following year, Brevik (2015) conducted research on teaching and using reading understanding strategies in vocational programs and general. In this study, several questions were asked such as “How do high school teachers incorporate reading understanding strategies into their L2 English teaching?” and “To what extent do students in vocational programs and general use tactics to increase their reading comprehension in L2 English, and why do they do so?” These questions

resulted in the answer that reading in Norwegian schools is increasingly focused on the text, in their instruction, teachers employ a limited number of reading comprehension tactics with strategies that students can identify and know why, when, and how to use them. In addition, there is a distinct distinction between how vocational program students and general students apply the strategy.

Another study conducted in Indonesia about reading strategy used by Akbar and Adi (2020) with the participant students in 10th grades and using the Survey of Reading Strategies (SORS) questionnaire in data collection showed that the students preferred use problem solving strategy other three strategies, namely the strategy support, and global reading strategies. The Survey of Reading Strategies (SORS) by Mokhtari and Sheorey (2002) was also found in the research conducted in Taiwan and the participants were students from 34 high schools.

2.3 Theoretical Framework

Brevik (2014) found that based on empirical findings in narratives, there are three strategies that have been classified, including: note-taking strategies, activation strategies, and reading with a specific focus. In addition, the study also explained that teachers in Norway combine two or three strategies in teaching, such as combining scanning, active listening, and word cloud strategies. There are also those who combine the strategy of discussing with peers and making inferences. Some teachers also combine three strategies at once, namely: relating to study, skimming and scanning, and venn diagrams.

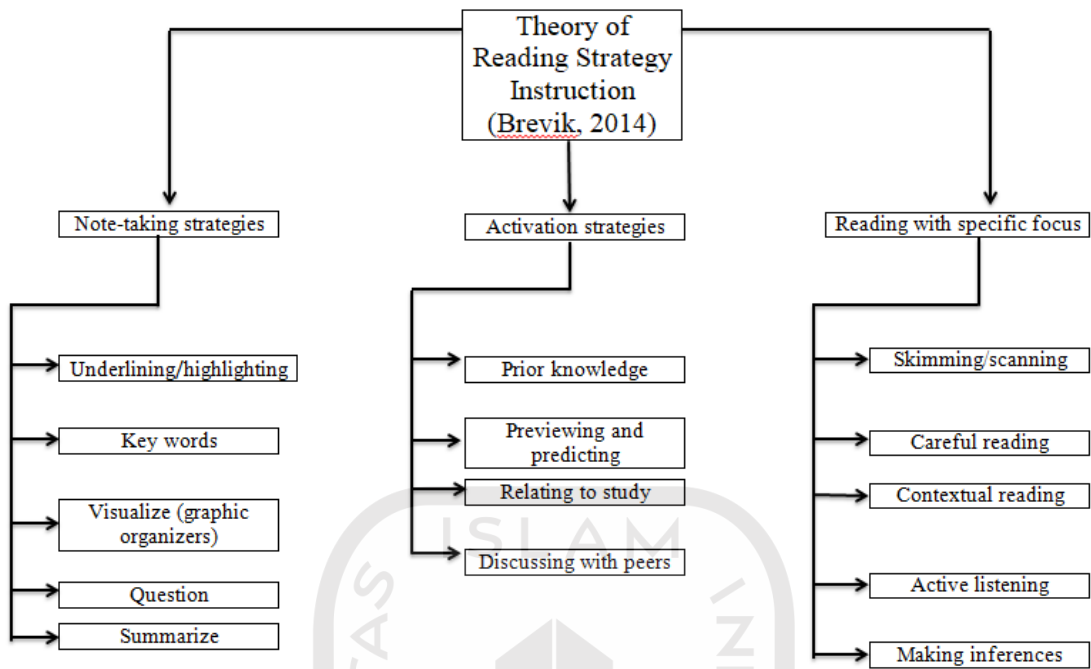
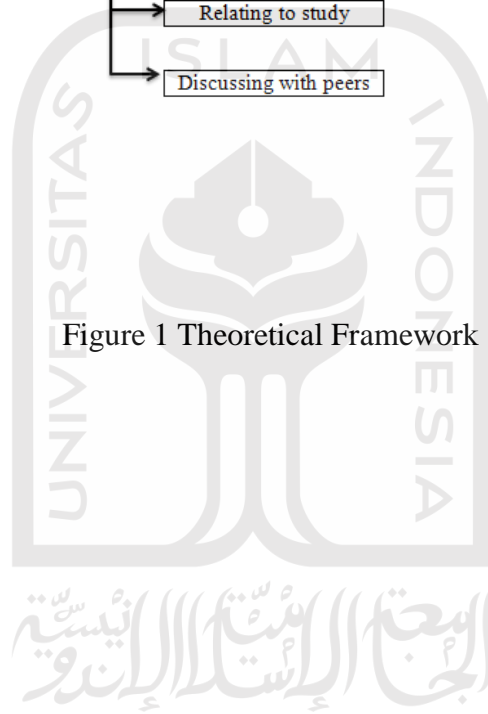


Figure 1 Theoretical Framework



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study aims to explore reading strategies used by English high school teachers. The method used in this research is qualitative research used in observational studies in collecting data because the purpose of this study was to find out the strategies used by secondary school teachers in Indonesia in teaching reading. In this study, observations were made in the classroom directly by observing the teacher while teaching. As stated by Creswell (2011) that the practices of collecting open and direct knowledge by looking at the people and places at the research site are known as observation.

3.2 Participants and Setting

The participants of this study were two high school English teachers in Central Java and they are both female. The first participant is 52 years old and has been teaching English for 30 years, while the second participant is 42 years old and has been teaching English for 13 years. Both teachers teach in public schools, but in different regions. The observation was conducted through classroom observation. The participants were chosen because they teach reading and they use certain strategies for teaching at senior high school levels. In terms of public elementary and junior high schools in Indonesia, the teachers mostly still teach by referring to books, so there are not many strategies used by teachers in teaching reading in

English. While at the high school level the lessons are increasingly complex and some teachers use strategies when teaching reading in English.

3.3. Informed Consent Form

In this study, the researcher observed high school teachers when teaching reading. Before conducting classroom observation, the researcher asked permission whether the participants allowed the researcher to observe in class. After the participants agree, the researcher sends an informed consent form to be signed as an agreement to become a participant in this study.

3.4 Data Collection Technique and Research Instrument

The data was taken from grade eleven and ten social studies from two different schools. In collecting data, besides making observations in class by observing the teacher directly, the researcher also took videos to ensure that the data in the observational checklist was appropriate and that nothing was missed. The length of the video from participant 1 is 29 minutes 30 seconds and the length of the video from participant 2 which is 32 minutes 55 seconds. After collecting the data, the researcher then transcribed the video taken during the observation and then did the coding of the data of the video transcript.

In this qualitative study, the data were collected from various sources with techniques such as observation. Jamshed (2014) defines that observation is a form of qualitative research method that includes not only participant observation. Multiple

study locations are engaged in the observational research design. Observational data can be used as a supplement to or confirmation of other studies.

Table 3.1 shows observation research instruments based on Brevik (2014).

Table 3.2 shows observation checklist and Table 3.3 shows the interview guidelines.

Table 3.1.

Observation Research Instrument (Based on Brevik, 2014)

Reading strategy	Sub-components	Symbol	Definition
Note-taking strategy	Underlining/highlighting	U/H	Students highlight important text information; identifying main ideas
	Keywords	Key	Students collect words, by identifying key words in a text
	Visualize (graphic organizers)	Vis	Students construct meaning based on text, to display information in visual form. They can do so by taking notes in visual, holistic diagrams, typically using keywords and/or illustrations
	Question	Q	Students construct meaning based on text, to display information in visual form. They can do so by taking notes in visual, holistic diagrams, typically using keywords and/or illustrations
	Summarize	Sum	Students sum up important text information; identifying main ideas as they read
Activation strategy	Prior knowledge	PK	Students activate prior knowledge about strategies and the topic, and integrate it with

			text information
	Previewing and predicting	Pre	Students preview a text in advance and as they read by looking over titles, text features, pictures, captions, etc., making predictions (guesses) about what is to come
	Relating to study	R	Students have clear comprehension goals in mind for their reading of a particular text.
	Discussing with peers	Dis	Students reflect together in order to improve comprehension, as planned strategic reading rather than unplanned social activity.
Reading with specific focus	Skimming/scanning	S	Students search a text for information; by skimming for the main idea or scanning for specific details
	Careful reading	CR	Students read the text carefully. They read to understand the content, details and nuances as expressed explicitly in the text.
	Contextual reading	Con	Students use the context to try to determine the meaning of unfamiliar words and concepts
	Active listening	AL	Teacher instructs the students to listen to an audio text, while reading along silently.
	Making inferences	Inf	Students make inferences by connecting ideas in a text, reading between the lines, building coherence between separate parts of the text

Table 3.2.

Observation Checklist

Reading strategy	Sub-components	Tally	Total (N)
Note-taking strategy	Underlining/highlighting Keywords Visualize (graphic organizers)		
Activation strategy	Question Summarize Prior knowledge Previewing and predicting Relating to study Discussing with peers		
Reading with specific focus	Skimming/scanning Careful reading Contextual reading Active listening Making inferences		

3.5 Data Analysis Technique

In this study, the researcher analyzed the data directly through classroom observation and video recordings of learning that had been carried out by high

school teachers to find out the strategies used by high school teachers in teaching reading using checklist observations. Braun and Clarke (2006) argue that a method for detecting, analyzing, and reporting patterns (theme) within data is thematic analysis. In thematic analysis there are six phases to guide the analysis: (1) getting used to with the data observation by re-watching the observation data from the video, and then transcribing the data into text, (2) making the initial code from the data transcription and then making the data into meaningful group, (3) identifying code sets and categorizing various codes into possible themes, (4) reviewing candidate themes to determine themes that fit based on the data and the theory used, (5) determining the name of the theme, and (6) writing a report. Furthermore, this is the first qualitative analysis approach that researchers should learn because it teaches the fundamental abilities that may be used to a variety of different qualitative analysis methods.

3.6 Trustworthiness

In this study, researchers used the method of observation in conducting research. The method used in this research has been tested for credibility by the supervisor lecturer. The credibility of the research data should be theoretically affirmed and reinvestigated by rereading and rechecking the data (Braun & Clarke, 2006). Lincon and Guba (1985) proposed criteria for trustworthiness, including credibility, transferability, dependability, confirmability. In credibility, the purpose is to determine whether the study's results can be considered as reliable. In this process, the researcher re-checked the data through re-watching the observational video.

Transferability, researchers must report research results in detail and in depth. Dependability, in this process for to overcome errors in the research process, the researcher consults with the supervisor as an expert, other lecturers, and the researchers itself. Confirmability aims to know whether the data obtained is objective or not. In this process, the researcher checked the confirmability by asking the supervisor.



CHAPTER IV

FINDINGS AND DISCUSSION

4.1. Findings

The result of this study was obtained by the researcher from observations of two classes in high school where the English teachers teach reading using strategy. The data were gained by the researcher by conducting direct classroom observations and simultaneously recording teacher activities while teaching reading.

4.1.1. Reading Strategy Instruction Used by English Teachers in Teaching Reading

The result of the observation video shows that both Teacher 1 and Teacher 2 used some strategies in teaching reading in one meeting. This can be seen from the results of the data class observation in two classes. The results from eleventh grade Social Studies by Teacher 1 and the tenth grade Social Studies by Teacher 2 showed that the manifested reading strategy instruction as in the table below.

Table 4.1.

Reading Strategies Used by Teacher 1

Reading Strategies Used by Teacher 1	
Note-taking strategies	<ul style="list-style-type: none">• Underlining/highlighting• Key words• Question• Summarize
Activation strategies	<ul style="list-style-type: none">• Prior knowledge• Relating to study

	<ul style="list-style-type: none"> • Discussing with peers
Reading with specific focus strategies	<ul style="list-style-type: none"> • Skimming/scanning • Careful reading • Contextual reading • Active listening • Making inferences

Table 4.2.

Reading Strategies Used by Teacher 2

Reading Strategies Used by Teacher 2	
Note-taking strategies	<ul style="list-style-type: none"> • Underlining/highlighting • Key words • Question • Summarize
Reading with specific focus strategies	<ul style="list-style-type: none"> • Skimming/scanning • Careful reading • Contextual reading • Active listening • Making inferences

Regarding to the two tables above, Teacher 1 used more reading strategies than Teacher 2. Teacher 1 used 12 strategies in teaching reading with the material of discuss practice questions. Meanwhile, Teacher 2 uses 9 strategies in his teaching when delivering reading material about historical stories.

4.1.2. The Most Prominent Reading Strategies Used by EFL English Teachers

As shown in Table 4.1, Teacher 1 data observations were taken from eleventh grade social studies. The most-used strategy by Teacher 1 is *note-taking strategy*, which is 27 times. Besides that, the teacher used the *activation strategy* as many as 14

times. The last strategy used by the teacher was *reading with specific focus*, i.e., 10 times. The total of the reading strategy that was used by Teacher 1 was 51 times.

Table 4.3.

The Result of Teacher 1 Data Observations

Reading strategy	Sub-components	Total	N	
Note-taking strategy	Underlining/highlighting	1		
	Keywords	4		
	Visualize (graphic organizers)	-	27	
	Question	16		
	Summarize	6		
	Activation strategy	Prior knowledge	5	
		Previewing and predicting	-	14
Relating to study		3		
Reading with specific focus	Discussing with peers	6		
	Skimming/scanning	1		
	Careful reading	3		
	Contextual reading	1	10	
	Active listening	3		

	Making inferences	2
Emergent finding	Asking meanings of difficult words	3

It is shown that Teacher 1 used more than one strategy in teaching reading, and this means that the teacher combines various strategies when teaching reading in one meeting. *Questions* became the most dominant strategy used by the teacher. The *question strategy* used by the teacher here was in the form of 5W + 1H with the answers already in the text. The example of the observation transcript from Teacher 1 is shown below.

T: “Hmmm, similarities between functions in the human body, right? And the second paragraph, what is the second paragraph about? What second paragraph is it? Satria Patra?” (OBS/V/T1/NOTE/Q/014)

S: “I am, miss.”

T: “Okay, so, in to the second paragraph. What is it about? Did you read that earlier? What is the second paragraph about? About what? Explain in sentences.” (OBS/V/T1/NOTE/Q/016)

The second data from Teacher 2 that were taken from tenth grade showed different results as shown in Table 4.2.

Table 4.4.

The Result of Teacher 2 Data Observations

Reading strategy	Sub-components	Total	N
Note-taking strategy	Underlining/highlighting	1	
	Keywords	2	

	Visualize (graphic organizers)	-	18
	Question	13	
	Summarize	2	
Activation strategy	Prior knowledge	-	
	Previewing and predicting	-	0
	Relating to study	-	
Reading with specific focus	Discussing with peers	-	
	Skimming/scanning	3	
	Careful reading	10	
	Contextual reading	6	26
	Active listening	1	
	Making inferences	6	
Emergent finding	Asking meanings of difficult words	4	

As seen from the result of Teacher 2, the data observation above identified that *reading with specific focus* became the most-used strategy in teaching reading. Data from Teacher 2 showed that the teacher teaching reading only used two strategies, i.e., *note-taking strategy* for 18 times and *reading with specific focus* for 26 times. Thus, the total strategies used by Teacher 2 are 44 times. Although the strategy that was mostly used by Teacher 2 was *reading with a specific focus*, in

teaching reading, Teacher 2 often asks questions related to reading texts which is a *question strategy*. This was proven by the sample from the video transcript below.

T: "Okay. So, what is the text about?" (OBS/V/T2/NOTE/Q/101)

S: "The proclamation of independence"

T: "The proclamation of independence, When? When is our Independence Day?" (OBS/V/T2/NOTE/Q/103)

S: "17 Agustus, August seventeenth."

According to the observational video data of teachers' reading strategies in two schools, the *question strategy* is the most prominent strategy compared to other strategies. Both teachers use the question strategy many times. It showed that the Teacher 1 used a strategy by asking questions related to the text to test students' understanding of the contents of the reading text. Teacher 1 conveys the material by discussing practice questions, which is why the teacher used a lot of *question strategy*. Meanwhile, Teacher 2 used *question strategy* as a dominant strategy and it can be seen in the observation video when Teacher 2 teaches material about historical stories for the grade ten, where the teacher is more proactive and always asks questions about the contents of the reading text so that students understand the contents. However, both Teacher 1 and Teacher 2 used several combinations of reading strategies in one meeting.

4.2. Discussion

4.2.1 Reading Strategy Instruction Manifested from EFL High School English Teachers

As mentioned in the literature review, reading strategies instruction from Brevik (2014) include three aspects, such as *note-taking strategies*, *activation strategies*, and *reading with specific focus strategies*. Throughout teaching reading by using strategies in two schools in Yogyakarta and Central Java, the teachers used several combinations of strategies in their teaching reading in one meeting. They used more than one strategy and it helps students understand the material easily. Teacher 1 combined several reading strategies including *note-taking strategies* (i.e. *underlining/highlighting*, *key words*, *question*, *summarize*), *activation strategies* (i.e. *prior knowledge*, *relating to study*, *discussing with peers*) and *reading with specific focus strategies* (i.e. *skimming/scanning*, *careful reading*, *contextual reading*, *active listening*, *making inferences*). While Teacher 2 used some strategy combinations that are not as much as Teacher 1, including *note-taking strategies* (i.e., *underlining/highlighting*, *key words*, *question*, *summarize*), and *reading with specific focus strategies* (i.e. *skimming/scanning*, *careful reading*, *contextual reading*, *active listening*, *making inferences*). Teacher 1 used more variety of reading strategies than Teacher 2.

Thus, Teacher 2 did not use activation *strategies* when teaching reading. From the interview with the teacher, this might happen because the teacher does not know the various reading strategies so that the teacher might not realize that they probably have used activation strategies in teaching reading. This statement is supported by

Brevik (2014) who mentioned that some teachers did not realize that they have used the reading strategies instruction while in reality they have already acquired those strategies knowledge. Furthermore, in terms of note-taking strategy, the two teachers did not use visualizing (graphic organizers) as the strategy because in using this strategy it takes a lot of time and both teachers have limited time to teach in one meeting, so the visualizing strategy is not effective to use. In addition to the strategies proposed by Brevik (2014), the researchers also found that the two teachers used one more strategy to teach reading, i.e., asking the students the meaning of some difficult words.

Furthermore, it was found that *translation* strategy was also by the Teacher 2 this strategy was not mentioned by Brevik (2014), yet it is proposed by Bamford and Day (1998) who stated that there are four strategies in teaching reading including: questions about comprehension, abilities and tactics, grammar-translation, and extensive reading.

4.2.2 The Most Prominent Reading Strategies Used by EFL English Teachers

The majority of post-reading tasks consist of answering questions or writing brief oral or writing a report or reading a diary (Duke et al., 2011). Furthermore, based on the observational data from two teachers, the *question* strategy is the most-used strategy in their teaching reading. The teachers always ask students questions to test students' understanding of the reading texts they read.

In accordance with the present results, previous studies have demonstrated that the adoption of a questioning method may improve students' reading

comprehension, and motivating factors may influence the strategy's success, which is shown in this study that highly motivated students can outperform less motivated pupils (Irawati, 2019). In addition, according to Smith and Higgins (2006), *question* is also one of the most prevalent teaching strategies, and it is the primary means through which teachers manage classroom interaction.

This finding seems contradicted with the previous study from Brevik (2014) which mentioned that *discussing with peers, making inferences, and visualizing (graphic organizers)* were the most often strategies used. This might be because in Norway, English has become a second language so that *making inferences* might be easier for the students there. Meanwhile in Indonesia, English is a foreign language, and this might be a bit challenging for Indonesian students to make inferences from English texts. Moreover, the English level of students from Teacher 2 are still lacking and most of them think that English is difficult, so teachers must be more active and ask many questions so that teaching and learning activities continue. That is why the *question* strategy is the most frequently used strategy by Teacher 1 and Teacher 2.

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CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This present study aims to explain reading strategy instruction used by high school English Teachers in Yogyakarta and Central Java when teaching reading. Through direct observation in the classroom, the researcher observes the strategy instruction used by the English teacher. The implementation of reading strategy instruction showed in this study. In their teaching reading, the two teachers used reading strategies instruction include *note-taking strategies (i.e., underlining/highlighting, key words, question, summarize)*, *activation strategies (i.e., prior knowledge, relating to study, discussing with peers)* and *reading with specific focus strategies (i.e., skimming/scanning, careful reading, contextual reading, active listening, making inferences)*. *Question strategy* becomes the most frequently used strategy by Teacher 1 and Teacher 2 in teaching reading in one meeting. This can be seen in the data that the teacher always asks questions related to the reading text. However, both teachers also used strategies that were not included in previous study, and that is *asking the meaning of difficult words*.

5.2 Suggestion

Due to the Covid-19 pandemic which resulted in a reduction in teaching and learning hours, there may still be many reading strategies that are not taught. Thus, the researcher suggests that the future research explores more about reading strategies

used by high school teachers in Indonesia because there are many interesting things, but research is still limited. Furthermore, it is hoped that this research will be useful for pre-service teachers in teaching reading so that they can teach effectively and easily understood by students and pre-service can know various reading strategies so that when they become teachers they will be more prepared for knowledge in teaching, for English teachers, so teachers can provide a view to using the right strategies in teaching reading according to the ability level of students, and for students, it can be reflection for students to find out what strategies are in accordance with their abilities so that they can improve their reading comprehension skills.



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APPENDICES

Appendix 1

Brevik's (2014) Reading Strategies Instruction:

Label	Symbol	Definition
Underlining/highlighting	U/H	Students highlight important text information; identifying main ideas
Keywords	Key	Students collect words, by identifying key words in a text
Visualize	Vis	Students construct meaning based on text, to display information in visual form. They can do so by taking notes in visual, holistic diagrams, typically using keywords and/or illustrations
Question	Q	Students stop to reread when the meaning is unclear, and generate questions about the text
Summarize	Sum	Students sum up important text information; identifying main ideas as they read
Prior Knowledge	PK	Students activate prior knowledge about strategies and the topic, and integrate it with text information
Previewing and predicting	Pre	Students preview a text in advance and as they read by looking over titles, text features, pictures, captions, etc., making predictions (guesses) about what is to come
Relating to study	R	Students have clear comprehension goals in mind for their reading of a particular text.
Discussing with peers	Dis	Students reflect together in order to improve comprehension, as planned strategic reading rather than unplanned social activity.
Skimming/scanning	S	Students search a text for information; by skimming for the main idea or scanning for specific details
Careful reading	CR	Students read the text carefully. They read to

		understand the content, details and nuances as expressed explicitly in the text.
Contextual reading	Con	Students use the context to try to determine the meaning of unfamiliar words and concepts
Active listening	AL	Teacher instructs the students to listen to an audio text, while reading along silently.
Making inferences	Inf	Students make inferences by connecting ideas in a text, reading between the lines, building coherence between separate parts of the text



Appendix 2

Data Transcription

Video 1

Teacher 1

Class : XI IPS

School : SMA N 3 Yogyakarta

Duration : 29 minutes 30 seconds

T : Teacher

S : Students

Subject	Line	Transcription	Codes
T	001	“Good morning!”	
S	002	“Good morning Miss Indah.”	
T	003	“Kemarin miss indah udah ngirim latihan kan?”	
T	004	“Hello friends who stay at home. Bisa kamu baca Deon, Okay deon, please read the text there. Deon, halo deon. Suara saya kedengaran gak ya?”	
S	005	“Miss hello miss”	
T	006	“Eh ini sudah, thank you so much Deon. Deon please you have to read the text about our body.”	OBS/V/T1/SPE/CR/006
Deon		“Alright miss” (Deon read the text aloud)	

	007	(The students listen to Deon's reading)	OBS/V/T1/SPE/AL/007
T	008	“Okay very good, Deon you read with great pronunciation. Vocabularynya, eh pronunciation nya okay, thank you Deon.”	
Deon	009	“Sama –sama miss”	
T	010	“Alright based on the text here, is there any difficult words? ada kata sulitkah? Based on the paragraf I mean. Tahu nggak apa yang dibaca tadi ? Coba paragraf satu, tentang apa sih paragraf satu, pembahasannya dalam bahasa indonesia? Coba kalian yuk.”	OBS/V/T1/NOTE/KEY/010 OBS/V/T1/NOTE/Q/010
Dea	011	“Membahas tentang human body”	OBS/V/T1/AS/R/011
T	012	“Ya, itu saja? Bisa dijelaskan dengan bahasa Indonesia”	OBS/V/T1/NOTE/Q/012
Dea	013	“Tentang persamaan antara fungsi pada tubuh manusia.”	OBS/V/T1/AS/R/013
T	014	“Hemmm, persamaan antara fungsi pada tubuh manusia, ya kan? And second paragraf, kira - kira second paragraf tentang apa ya? What second paragraf is it? Satria patra?”	OBS/V/T1/NOTE/Q/014
Satria	015	“Saya miss.”	
T	016	“Okay, so in the second paragraph. Itu tentang apa sih? Kamu baca kan tadi? What is the second paragraph about? Tentang apa? Explain in sentences.”	OBS/V/T1/NOTE/Q/016

Satria	017	“Jadi, di dalam body selain ada persamaan juga ada beberapa perbedaan, contohnya tubuh bisa mengubah makanan sebagai zat yang dapat membantu hidup.”	OBS/V/T1/AS/R/017
T	018	“Okay, so in the second paragraph we talk about the difference ya? Iya, kalau di paragraf pertama tadi persamaannya. Okay thank you so much, for the third paragraph, I want you to summarize it in one sentence, in bahasa indonesia please. Selvy?”	OBS/V/T1/AS/PK/018 OBS/V/T1/NOTE/SUM/018
Selvy	019	“Yes.”	
T	020	“Ayo vy, dalam bahasa indonesia aja biar akrab, bair temen-temen tau.”	
Selvy	021	“Semuanya apa gimana miss?”	
T	022	“Iya kamu ambil inti sarinya aja.”	OBS/V/T1/NOTE/SUM/022
Selvy	023	“Jadi intinya tubuh manusia itu terdiri dari beberapa kegunaan, contohnya ada kerangka untuk menyangga tubuh, terus memiliki otot juga untuk memindahkan tubuh, terus juga memiliki darah untuk membawa makanan ke seluruh tubuh. Itu di paragraf ketiga, ya intinya menjelaskan fungsi-fungsi organ.”	OBS/V/T1/NOTE/SUM/023

T	024	“Okay, ya that’s it. Di third paragraf itu tentang human body has many organs. Ternyata dalam tubuh manusia itu banyak organ – organ yang fungsinya juga masing – masing, iya gak? itu jawaban dari sely. Itu maksudnya jadi kalau kita baca kita harus tahu inti sarinya,iya gak? Okay next change to the question. Sekarang nomer satu. Okay Aisya number one apa jawabannya?”	OBS/V/T1/AS/PK/024 OBS/V/T1/NOTE/Q/024
Aisya	025	“C”	
T	026	“Good. C? Yang mana? Ayo salah gak papa, gak bayar. Ayo number one apa? Tadi kan udah di baca sama deon dan lainnya. So what is number one?”	OBS/V/T1/NOTE/Q/026
Aisya	027	“Jawabannya D, the foot.”	
T	028	“Okay alright, the foot. That’s good. Thank you Aisya. Okay next, number two. Okay pak ustad apa number two, please?”	OBS/V/T1/NOTE/Q/028
Pak ustad	029	“A miss”	
T	030	“Ai or A? Ai, Bi, Ci, Di, Ee or A? is it A? The energy?”	
S	031	“Ya”	
T	032	“All, you agree?”	
S	033	“Yes”	

T	034	“Okay, nice. Nah number three. Please number three, okay yang di rumah. Nada?”	
Nada	035	“Yes miss”	
T	036	“Ya, number three apa?”	OBS/V/T1/NOTE/Q/036
Nada	037	“Paragraf three”	
T	038	“Okay, paragraf three. Do you agree with Nada? Paragraf three, so it’s C ya? Thank you Nada.”	OBS/V/T1/AS/DIS/038
Nada	039	“You’re welcome miss”	
T	040	“Number four please. I call you, Qodiriyah. Riya?”	
Riya	041	“Ya miss”	
T	042	“Ya, thank you. Number four please for you. What is number four?”	OBS/V/T1/NOTE/Q/042
Riya	043	“E”	
T	044	“Iya, there are some differences. Iya. Is it correct E? Hello guys? E ya? Okay E. That’s good. Thank you. Alrigh number five, I ask you to answer number five. Okay, is there prisca? Hello prisca? Gak berangkat berarti. Naza pratista? Okay gak ada. Okay then kalo begitu Deas? Andeas?”	OBS/V/T1/AS/DIS/044
Deas	045	“Nomer berapa miss?”	

T	046	“Number five please. Maksudnya apa itu?”	OBS/V/T1/NOTE/Q/046
Deas	047	“Stomach”	
T	048	“Okay, stomach. So what to do here? To do disini maksudnya apa to? Melakukan, ya? Iya . What does Melakukan mean? To carry on. Okay Denis, carry on apa?”	OBS/V/T1/NOTE/Q/048 OBS/V/T1/AS/DIS/048
Denis	049	“Melakukan”	
T	050	“Okay benar, melakukan. Okay that’s it, to carry on itu melakukan. Okay next number six berlina. Berliana right? What is the answer number six?”	OBS/V/T1/NOTE/Q/050
Berlina	051	“The underline world is B, similarities.”	
T	052	“Good, yok semuanya. Likeness, and then closeness, agreements, similarities, dissimilarities. Jadi bener? Similarities? Okay kita artikan sendiri-sendiri. What is closeness?”	OBS/V/T1/AS/DIS/052
S	053	“Kedekatan”	
T	054	“Iya, kedekatan ya? Kalau ada nes nesnya itu noun loh ya. What about likeness?”	OBS/V/T1/AS/PK/054 OBS/V/T1/NOTE/Q/054
S	055	“Noun”	OBS/V/T1/AS/PK/ 055
T	056	“Noun juga ya. Likeness artinya apa?”	OBS/V/T1/ EF/AM/056

S	057	“Kesamaan”	
T	058	“ Kalau agreement apa artinya? ”	OBS/V/T1/ EF/AM/058
S	059	“Kesepakatan”	
T	060	“Iya, kalau ada ment mentnya itu juga noun ya. Kesepakatan, perjanjian gitu kan. Itu noun. Nah next, similarities udah tahu ya? Kesamaan. Kenapa ada es gak similarity? Karena banyak persamaan ya. Persamaan-persamaan. Double gitu kan. What about dissimilarities? ”	OBS/V/T1/SPE/CON/060 OBS/V/T1/NOTE/Q/060
S	061	“Perbedaan”	
T	062	“Perbedaan- perbedaan gitu ya? Okay. Kalau agreements juga ada s nya nih. Kesepakatan-kesepakatan gitu kan? Sebenarnya gak usah ditambah s juga bunyinya juga sama, meaning nya juga sama, tergantung konteksnya gitu. Halo Deon suara saya masuk gak? Kecil sekali gak?”	OBS/V/T1/SPE/INF/062
Deon	063	“Kedengeran kok miss”	
T	064	“Alhamdulillah. Okay, yok next. Kita liat lagi ini teksnya. It’s very simple. Teksnya tentang kopi. Kalian baca yang disini, kirana ayo Kirana please I ask you to read. “	OBS/V/T1/SPE/CR/064
Kirana		“Okay”	

		(Kirana read the text aloud)	
	065	(The students listen to Kirana's reading)	OBS/V/T1/SPE/AL/065
T	066	“Okay, is there any difficult word?”	(Emergent finding)
Kirana	067	“A lot”	
T	068	“A lot?”	
S	069	“Xanthine”	OBS/V/T1/NOTE/KEY/069
T	070	“Ya, xanthine. I think you should check again what xanthine is. Did you check the dictionary then? Apa?”	(Checking the meaning from dictionary)
S	071	“Senyawa kimia”	
T	072	“Yes, chemical compound. Jadi kalau kopi arabika there is caffeine, jadi caffeine itu semacam jenis zat. Zat yang ada di kopi arabika, fungsinya untuk mengobati cancer. Jadi kopi tu bisa juga buat mengobati cancer. Jadi di dalam kopi itu ada zat yang namanya cafel. Dalam kopi ada zat yang namanya cafestol and kafein yang salah satu fungsinya itu decrease the cancer, iya gak?”	OBS/V/T1/NOTE/SUM/072
S	073	“Tapi increase the cholesterol”	

T	074	<p>“Decrease the cancer but increase the cholesterol. Ya berarti kalau yang punya kolesterol tinggi jangan ngopi banyak banyak, iya to? Terus kalo punya cancer malah disuruh minum kopi gitu kan? Is there any difficult word?”</p>	<p>OBS/V/T1/AS/PK/074 OBS/V/T1/NOTE/KEY/074</p>
S	075	<p>“Percolation”</p>	<p>OBS/V/T1/NOTE/KEY/075</p>
T	076	<p>“What is it? Percolation ya? Okay kita baca di situ. Metode percolation. Metode apa itu? Ayok cari. Miss indah kalau ngajar jadi gak aku jawabin sendiri, kalau kamu yang mencari kamu sendiri yang menemukan gitu kan? Setelah itu kita discuss together. Apa itu?”</p>	<p>OBS/V/T1/NOTE/Q/076 OBS/V/T1/AS/DIS/076</p>
S	077	<p>“Penyaringan”</p>	
T	078	<p>“Penyaringan, iya. Jadi percolation itu metode penyaringan khusus tapi ada alatnya. Is there any special tools to filter in this metode. Gitu, kalau kamu liat missal di café-café gitu ya. Kopi yang asli itu yang tanpa gula ya. Istiyo? Istiyo, ada kata – kata sulit? Nggak ya? Okay we go to the next question. Okay number seven. I want you, zuhra. Zuhra di sini ada gak? Zuhra are you there? Hello zuhra? Masih gak ada kali ya. Okay, Malika. Ika halo?”</p>	<p>OBS/V/T1/SPE/INF/078</p>
Ika	079	<p>“Yes”</p>	

T	080	“Okay nice. Ika number seven please for you. I ask you about topic number seven please.”	OBS/V/T1/NOTE/Q/080
Ika	081	“Okay, the topic of this passage is E.”	
T	082	“Okay, the topic of this passage is E, how come you get the answer E, Ika?”	
S	083	“Because there is a passage on the last line.”	
T	084	“Yes, because it has been explained in the last line ya. Thank you so much Ika. Hopefully all of you can understand about the text that I share here to prepare for the PAS test. Thank you so much. Assalamualaikum.”	
S	085	“Walaikumsalam.”	



Video 2

Teacher 2

Class : X IPS 2

School : SMA N 1 Karangnongko

Duration : 32 minutes 55 seconds

T : Teacher

S : Students

Subject	Line	Transcription	Codes
T	001	“Good Morning”	
S	002	“Good Morning miss”	
T	003	“Siapa yang gak masuk?”	
S	004	“Faisal”	
T	005	“Okay I’ll check the attendance. Deska?”	
Deska	006	“Hadir”	
T	007	“Endah?”	
Endah	008	“Hadir”	
T	009	“Fadra? Irma? Amanda?”	
Amanda	010	“Hadir”	
T	011	“Yusuf?”	
Yusuf	012	“Hadir”	

T	013	“Anung?”
S	014	“Dibelakang”
T	015	“Anung, where is your mask? Aprilia? Ari? Dewi?”
Dewi	016	“Hadir”
T	017	“Renada? Feri?”
S	018	“Tidak ada.”
T	019	“Kemana ini?”
S	020	“Gak tahu”
T	021	“Elma?”
S	022	“Gak ada”
T	023	“Grace? Estu?”
Estu	024	“Hadir”
T	025	“Faiza?”
S	026	“Gak ada”
T	027	“Afri?”
Afri	028	“Hadir, pemanasan bu.”
T	029	“Ya, wear your mask please”



-
- S 030 “Yes”
- T 031 “Ahmad kurniawan?” Theresa? Udah tahu, midnya diundur ya? Kalian bahagia ya? Seneng ya? “
- S 032 “Oh bahagia bu, seneng banget.”
- T 033 “Untuk mid semester, materinya masih yang simple past tense sama recount text yang. Masih inget to?”
- S 034 “Inget.”
- T 035 “Do you bring your book?”
- S 036 “Yes”
- T 037 “I want to ask you question, kalau lagi 17 Agustus suka ikut lomba gak?”
- S 038 “Dulu miss, sekarang sudah enggak.”
- T 039 “What kind of competition?”
- S 040 “Macam-macam”
- T 041 “For example?”
- S 042 “Makan kerupuk, lari sambil bawa kelereng, ambl karet.”
- T 043 “Anyone? Ada yang lain?”
- S 044 “Sepak bola pake karung”
-

-
- T 045 “Sepak bola pake karung? Pasti lucu ya? Okay, good. Biasanya tu, lomba-lomba diadakan untuk memperingati?”
- S 046 “17 Agustus hari kemerdekaan.”
- T 047 “Okay, so open your book page 18. The proclamation of Indonesia. Materi kita hari ini adalah historical story. Cerita bersejarah, kita akan baca tentang the proclamation of Indonesia. I give you 2 minutes to read the text. When I said read the text, I hope you understand the meaning. I give you 2 minutes, 2 menit untuk baca teks.” OBS/V/T2/SPE/S/047
- S 048 “Halaman pinten bu?”
- T 049 “Eighteen”
- S 050 “Eighteen ki piro?”
- T 051 “Hayo berapa?”
- S 052 “Delapan belas”
- T 053 “Okay guys, have you finished reading? Do you find any new words? Do you have any new words that you don't understand the meaning of?” OBS/V/T2/NOTE/KEY/053
- S 054 “Yes”
- T 055 “Yes? Apa? Yang mana? Ada kata baru?”
-

S	056	“Forces, civilian”	OBS/V/T2/NOTE/KEY/056
T	057	“Force itu angkatan atau tentara, kalau civilian itu warga sipil. Okay yok Amanda baca paragraph satu dan diterjemahkan ke bahasa Indonesia”	OBS/V/T2/SPE/INF/057 OBS/V/T2/ EF/AM/057
Amanda	058	“The Proclamation of Indonesian Independence was read at 10.00 a.m. on Friday, 17 August 1945. The declaration marked the start of the diplomatic and armed resistance of the Indonesian National Revolution, fighting against the forces of the Netherlands and pro-Dutch civilians, until the latter officially acknowledged Indonesia's independence in 1949.”	OBS/V/T2/SPE/CR/058
T	059	“Yok diterjemahkan ke dalam bahasa Indonesia. Paragraph pertama, The Proclamation of Indonesian Independence was read at 10.00 a.m. on Friday, 17 August 1945. Apa terjemahannya?”	OBS/V/T2/ EF/AM/059
Amanda	060	“Proklamasi kemerdekaan Indonesia dibacakan pada jam 10 pagi pada hari jumat 17 agustus 1945.”	OBS/V/T2/SPE/CR/060
T	061	“Ya, Proklamasi kemerdekaan Indonesia dibacakan pada jam 10 pagi pada hari jumat 17 agustus 1945. Ya jadi A.M itu pagi ya, kalau P.M apa?”	
S	062	“Malam.”	
T	063	“Okay, kalimat selanjutnya?”	

Amanda	064	“The declaration marked the start of the diplomatic and armed resistance of the Indonesian National Revolution, fighting against the forces of the Netherlands and pro-Dutch civilians, until the latter officially acknowledged Indonesia's independence in 1949.”	OBS/V/T2/SPE/CR/064
T	065	“The declaration marked the start of the diplomatic and armed resistance of the Indonesian National Revolution. Marked apa artinya? ”	
S	066	“Ditandai”	
T	067	“Okay jadi, Deklarasi tersebut menandai dimulainya perlawanan diplomatik dan bersenjata Revolusi Nasional Indonesia. Okay next.”	OBS/V/T2/NOTE/SUM/067
Amanda	068	“Berjuang melawan pasukan bersenjata belanda dan pro-dutch civilian”	
T	069	“Pro-dutch civilian apa? Penduduk sipil yang pro kemana?”	OBS/V/T2/SPE/CON/069
Amanda	070	“Ke belanda.”	OBS/V/T2/SPE/CON/070
T	071	“Okay lanjut.”	
Amanda	072	“Berjuang melawan pasukan bersenjata belanda dan penduduk sipil yang pro ke belanda. Until the latter officially acknowledged Indonesia's independence in 1949. Sampai akhirnya secara resmi mengakui kemerdekaan Indonesia	OBS/V/T2/SPE/CR/072

		pada tahun 1949.”	
T	073	“Okay, good. Officially tadi apa artinya? ”	
S	074	“Resmi”	
T	075	“The Netherlands declared that they had decided to accept de facto, jadi. Gimana itu? The Netherlands, belanda?”	
S	076	“Belanda mendeklarasikan”	
T	077	“Bahwa mereka. Mereka tadi siapa?”	
S	078	“Belanda”	OBS/V/T2/SPE/CON/078
T	079	“Decided? Apa? Kamu berpikir terus kemudian kamu decided. Memu? Kamu punya 2 rencana untuk pergi ke solo atau ke jogja untuk liburan and then you decided ”	OBS/V/T2/SPE/CON/079
S	080	“Memutuskan”	OBS/V/T2/SPE/CON/080
T	081	“Good, memutuskan. To accept?”	
S	082	“Untuk Menerima”	
T	083	“Untuk memutuskan secara de facto atau secara nyata gitu ya. Jadi tanggal berapa ditandai kemerdekaan Indonesia? ”	OBS/V/T2/NOTE/Q/083
S	084	“17 Agustus”	

T	085	“In english? August”	
S	086	“August seventeen one hundred eh one thousand nine hundred forty five”	
T	087	“No, terlalu panjang kalau kamu menyebutnya one thousand. Nineteen?”	
S	088	“Nineteen forty five”	
T	089	“Okay, and then meanwhile the united nation who mediated in the conflict, officially admitted the Indonesia independence on December 27 1949. United nation, who are they? Siapa itu united nation?”	OBS/V/T2/NOTE/Q/089
S	090	“Tentara Indonesia”	
T	091	“United nation itu adalah terdiri dari banyak Negara di dunia, ada asia, eropa, afrika, amerika. Kita sering denger. Ada perkumpulan dari beberapa Negara-negara di seluruh dunia nama nya apa?”	OBS/V/T2/SPE/INF/091
S	092	“Nato?”	
T	093	“Bukan”	
S	094	“PBB”	OBS/V/T2/SPE/CON/094
T	095	“Yes, jadi PBB mediated in the conflict, yang menjadi penengah apa? Mengetahuinya itu kapan?”	OBS/V/T2/NOTE/Q/095

S	096	“December twenty seven nineteen forty nine”	
T	097	“Okay, then Elma coba the last sentence dibaca.”	
Elma	098	“The document was signed by Sukarno and Mohammad Hatta, and the following day they were appointed president and vice-president. Dokumen tersebut ditandatangani oleh Sukarno dan Mohammad Hatta.”	OBS/V/T2/SPE/CR/098
T	099	“Following day? The next day?”	
Elma	100	“Hari selanjutnya, mereka menjadi presiden dan wakil presiden.”	
T	101	“Okay, jadi teks ini tentang apa?”	OBS/V/T2/NOTE/Q/101
S	102	“Proklamasi kemerdekaan”	
T	103	“Proklamasi kemerdekaan, kapan? When is our independence day?”	OBS/V/T2/NOTE/Q/103
S	104	“17 Agustus, August seventeen”	
T	105	“What time was the text read?”	OBS/V/T2/NOTE/Q/105
S	106	“10 A.M”	
T	107	“A.M itu berarti pagi atau siang?”	
S	108	“Pagi”	
T	109	“Kalau malam?”	

S	110	“P.M”	
T	111	“Welcome back, hello. Where are your shoes? Sepatumu kemana?”	
S	112	“Basah bu”	
T	113	“Gak hujan loh. So, before we got our independence ada perjuangan, nah disini sudah dijelaskan. Ayo, back to your book! Maskernya dipake! Kalau saat ini kita masih berjuang gak?”	
S	114	“Ya bu, memperjuangkan dia”	
T	115	“Masih berjuang gak kita sekarang?”	
S	116	“Masih”	
T	117	“Apa yang kita lawan saat ini? Kalau jaman dahulu yang dilawan adalah penjajah belanda. Kalau sekarang?”	OBS/V/T2/SPE/INF/117
S	118	“Teknologi, diri sendiri, ekonomi”	
T	119	“Okay, as you know kita sudah belajar sejarah that kita dijajah the Netherlands lama sekali, how long?”	OBS/V/T2/SPE/INF/119 OBS/V/T2/NOTE/Q/119
S	120	“350 tahun”	
T	121	“In english?”	
S	122	“Three hundred and fifty years.”	

T	123	“350 tahun itu kira-kira jadi berapa keturunan ya? Berapa keturunan manusia? Lama sekali ya? So how lucky you are. Okay let's go back to the text. Kamu sudah dapat kesimpulan tadi setelah baca teks itu? Okay, what is the title of the text?”	OBS/V/T2/SPE/INF/123 OBS/V/T2/NOTE/Q/123
S	124	“The proclamation of indonesia”	
T	125	“The proclamation of indonesia. Okay so what time the proclamation text was read? Okay yuk dewi baca number 2”	OBS/V/T2/NOTE/Q/125
S	126	“What time the proclamation text was read? At 10 A.M.”	
T	127	“When the united nations admit the Indonesia independence? When?”	OBS/V/T2/NOTE/Q/127
S	128	“December 27, 1949.”	
T	129	“Di Baris berapa itu?”	OBS/V/T2/SPE/CR/129
S	130	“Di baris tujuh, seven.”	OBS/V/T2/SPE/CR/130
T	131	“Okay, so who signed the document?”	OBS/V/T2/NOTE/Q/131
S	132	“Soekarno and Mohammad Hatta and the following day who were appointed president and vice-president.”	

T	133	“In the following day who were appointed president and vice-president. How can you know the information? Where did you find the information? Dimana?”	OBS/V/T2/NOTE/Q/133
S	134	“Delapan, baris delapan bu. Baris delapan paragraph ke dua.”	
T	135	“Who are Soekarno and Mohammad Hatta?”	OBS/V/T2/NOTE/Q/135
S	136	“Wakil presiden dan presiden.”	
T	137	“In English please.”	
S	138	“President and vice-president”	
T	139	“Dimana kamu melihat keterangan itu?”	OBS/V/T2/SPE/CR/139
S	140	“Paragraf kedua. Second paragraph. Baris six and seven.”	OBS/V/T2/SPE/CR/140
T	141	“So, do you have a question?”	
S	142	“No”	
T	143	“No? So far so good?”	
S	144	“Good. Yes.”	
T	145	“Okay, it is so good that you didn’t use google translate. Kamu boleh pake google translate tapi hanya untuk translat kata bukan satu kalimat. Okay, clear? ”	

-
- S 146 “Clear”
- T 147 “This is historical story, ada banyak cerita-cerita bersejarah lainnya yang bisa kalian pelajari ya, maybe next meeting, karena kita masih ada satu pertemuan. So if you don’t have any question, it is enough to study historical story. Thank you for today, see you next week.”
- S 148 “See you miss”
-



Appendix 3
Categorizing the Data
Video 1
Teacher 1

Observation checklist

Reading strategy	Sub-components	Tally	Total (N)
Note-taking strategy	Underlining/highlighting	I	1
	Keywords	III	4
	Visualize (graphic organizers)	-	-
	Question	IIII IIII IIII I	16
	Summarize	IIII I	6
Activation strategy	Prior knowledge	IIII	5
	Previewing and predicting	-	-
	Relating to study	III	3
	Discussing with peers	IIII I	6
Reading with specific focus	Skimming/scanning	I	1
	Careful reading	III	3
	Contextual reading	I	1
	Active listening	III	3
	Making inferences	II	2

Emergent finding	Asking meanings of difficult words	III	3
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Video 2

Teacher 2

Observation checklist

Reading strategy	Sub-components	Tally	Total (N)
Note-taking strategy	Underlining/highlighting	I	1
	Keywords	II	2
	Visualize (graphic organizers)	-	-
	Question	IIII IIII III	13
	Summarize	II	2
Activation strategy	Prior knowledge	-	-
	Previewing and predicting	-	-
	Relating to study	-	-
	Discussing with peers	-	-
Reading with specific focus	Skimming/scanning	III	3
	Careful reading	IIII IIII	10
	Contextual reading	IIII I	6
	Active listening	I	1
	Making inferences	IIII I	6

Emergent finding	Asking meanings of difficult words	III	4
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Appendix 4



FAKULTAS
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Tanggal : 26 November 2021
Nomor : 3891/Dek/70/DURT/XI/2021
Hal : Permohonan Izin Pengambilan Data Skripsi

Kepada :

Yth. Kepala Sekolah SMA N 3 Yogyakarta
Di tempat.

AssalamualaikumWr. Wb

Dalam rangka mengantarkan mahasiswa untuk menjadi sarjana, maka setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut di atas diperlukan data, baik dari Instansi Pemerintah, Badan Usaha Milik Negara, Perusahaan Swasta dan Lembaga maupun individu. Selanjutnya kami mohon izin melakukan penelitian/pengambilan data/wawancara kepada salah satu guru atas nama **Ibu Noer Indahyati, S.Pd., M.Pd.B.I** untuk mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia sebagaimana tersebut di bawah ini :

Nama Mahasiswa : Nur Apriani
Nomor Induk Mahasiswa : 18322071
Program Studi : Pendidikan Bahasa Inggris
Pembimbing Skripsi : Banatul Murtafi'ah S.Pd., M.Pd.
Judul Skripsi :

"INVESTIGATING ENGLISH TEACHERS' READING STRATEGY INSTRUCTION: AN OBSERVATIONAL STUDY."

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

WassalamualaikumWr. Wb



Dekan Fakultas Psikologi dan Ilmu Sosial Budaya
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DR. Fuad Nashori, S.Psi.,M.Si., M.Ag., Psikolog



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Tanggal : 16 Februari 2022
Nomor : 3729/Dek/70/DURT/XI/2022
Hal : Permohonan Izin Pengambilan Data Skripsi

Kepada :

Yth. Kepala Sekolah SMA N 1 Karangnongko

Di tempat.

AssalamualaikumWr. Wb

Dalam rangka mengantarkan mahasiswa untuk menjadi sarjana, maka setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut di atas diperlukan data, baik dari Instansi Pemerintah, Badan Usaha Milik Negara, Perusahaan Swasta dan Lembaga maupun individu. Selanjutnya kami mohon izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut di bawah ini :

Nama Mahasiswa : Nur Apriani
Nomor Induk Mahasiswa : 18322071
Program Studi : Pendidikan Bahasa Inggris
Pembimbing Skripsi : Banatul Murtafi'ah S.Pd., M.Pd.
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"INVESTIGATING ENGLISH TEACHERS' READING STRATEGY INSTRUCTION: AN OBSERVATIONAL STUDY."

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

WassalamualaikumWr. Wb

Dekan Fakultas Psikologi dan Ilmu Sosial Budaya
Universitas Islam Indonesia

Dr. Fuad Nashori, S.Psi., M.Si., M.Ag., Psikolog



Appendix 5

Informed Consent

INFORMED CONSENT

Saya yang bernama Nur Apriani (18322071), mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia. Bermaksud melakukan penelitian sebagai salah satu kegiatan dalam menyelesaikan tugas akhir untuk mendapatkan gelar sarjana pendidikan. Tujuan penelitian ini adalah untuk mengetahui strategi yang digunakan oleh guru SMA dalam mengajar reading. Manfaat dari penelitian ini dapat menjadi referensi pengetahuan untuk calon guru dan guru bahasa Inggris itu sendiri.

Tidak ada kerugian yang didapat apabila bersedia menjadi subjek karena peneliti akan menjaga data subjek dengan sangat hati-hati dan mengutamakan kenyamanan subjek. Identitas pribadi sebagai subjek akan dirahasiakan dan semua informasi yang diberikan hanya akan digunakan untuk penelitian ini.

Prosedur penelitian yang akan dilakukan adalah subjek secara sukarelawan bersedia untuk ikut serta dalam penelitian ini. Kemudian akan dilakukan wawancara singkat. Tidak ada paksaan dalam ketersediaan menjadi subjek penelitian ini. Peserta berhak untuk ikut atau tidak ikut berpartisipasi tanpa ada sanksi dan konsekuensi buruk dikemudian hari. Atas perhatian dan kesediaannya menjadi subjek dalam penelitian ini saya ucapkan terima kasih.

Saya yang bertanda tangan dibawah ini :

Nama : *Nur Indahyati M.Pd.B.I.*
Pengalaman mengajar : *10-5*
Alamat : *Mobalan Rt 01 Banguntapan Bantul Dy*

Bersedia secara sukarela untuk menjadi subjek penelitian dengan judul "Investigating English Teachers' Reading Strategy Instruction: An Observational Study".

Saya telah mendapat penjelasan secukupnya mengenai kegiatan yang akan diadakan dan menyadari manfaat dalam penelitian ini.

Saya bersedia menjalani subject penelitian sesuai dengan yang telah direncanakan sesuai tujuan penelitian.

Saya dapat mengundurkan diri sewaktu-waktu, meskipun penelitian ini masih berlangsung, apabila keadaan saya tidak mengijinkan untuk tetap ikut serta dalam penelitian ini.

Demikian pernyataan ini saya buat dengan sebenarnya tanpa tekanan dari pihak manapun.

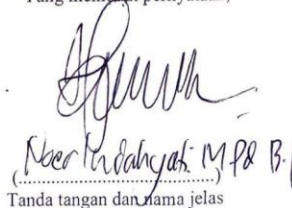
Yogyakarta, 3 Desember 2021

Peneliti



(Nur Apriani)

Yang membuat pernyataan,



Nur Indahyati M.Pd.B.I.
Tanda tangan dan nama jelas

INFORMED CONSENT

Saya yang bernama Nur Apriani (18322071), mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia. Bermaksud melakukan penelitian sebagai salah satu kegiatan dalam menyelesaikan tugas akhir untuk mendapatkan gelar sarjana pendidikan. Tujuan penelitian ini adalah untuk mengetahui strategi yang digunakan oleh guru SMA dalam mengajar reading. Manfaat dari penelitian ini dapat menjadi referensi pengetahuan untuk calon guru dan guru bahasa Inggris itu sendiri.

Tidak ada kerugian yang didapat apabila bersedia menjadi subjek karena peneliti akan menjaga data subjek dengan sangat hati-hati dan mengutamakan kenyamanan subjek. Identitas pribadi sebagai subjek akan dirahasiakan dan semua informasi yang diberikan hanya akan digunakan untuk penelitian ini.

Prosedur penelitian yang akan dilakukan adalah subjek secara sukarelawan bersedia untuk ikut serta dalam penelitian ini. Kemudian akan dilakukan wawancara singkat. Tidak ada paksaan dalam ketersediaan menjadi subjek penelitian ini. Peserta berhak untuk ikut atau tidak ikut berpartisipasi tanpa ada sanksi dan konsekuensi buruk dikemudian hari. Atas perhatian dan kesediaannya menjadi subjek dalam penelitian ini saya ucapkan terima kasih.

Saya yang bertanda tangan dibawah ini :

Nama : Evi Janu Kusumawati, S.S

Pengalaman mengajar : 13 Tahun

Alamat : Jl. Gondosuli 23 Klaten

Bersedia secara sukarela untuk menjadi subjek penelitian dengan judul "Investigating English Teachers' Reading Strategy Instruction: An Observational Study".

Saya telah mendapat penjelasan secukupnya mengenai kegiatan yang akan diadakan dan menyadari manfaat dalam penelitian ini.

Saya bersedia menjalani subjek penelitian sesuai dengan yang telah direncanakan sesuai tujuan penelitian.

Saya dapat mengundurkan diri sewaktu-waktu, meskipun penelitian ini masih berlangsung, apabila keadaan saya tidak mengizinkan untuk tetap ikut serta dalam penelitian ini.

Demikian pernyataan ini saya buat dengan sebenarnya tanpa tekanan dari pihak manapun.

Peneliti



(Nur Apriani)

Yogyakarta, 17 Maret 2022

Yang membuat pernyataan,



(Evi Janu K, S.S.....)
Tanda tangan dan nama jelas