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THE TEACHERS' STRATEGIES IN OVERCOMING STUDENTS' DIFFICULTIES IN COMPREHENDING NARRATIVE TEXTS

(Descriptive study at MTs Ash – Shiddiqiyah and MTs Al – Hidayah Cirebon)

Thesis

Submitted to the English Education Department of Education Faculty of *Tarbiyah* and Teaching Science IAIN *Syekh Nurjati* in Partial Fulfillment of the Requirements of Undergraduate Degree in English Education Department (S.Pd.I)



By
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CIREBON
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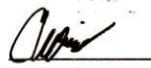





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RATIFICATION

This thesis . which is entitled **"THE TEACHERS' STRATEGIES IN OVERCOMING STUDENTS' DIFFICULTIES IN COMPREHENDING NARRATIVE TEXTS"** written by Bilqis Himayatun with registration number 1410130126, has been examined on June 24th, 2014. It has been recognized as one of requirements for Undergraduate Degree in English Education Department of The Faculty of *Tarbiyah* and Teaching Science *Syekh Nurjati* State Institute for Islamic Studies (IAIN) Cirebon.

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Assalamu 'alaikum Wr. Wb.

After guiding, analyzing, briefing, and correcting, to the writing of Bilqis Himayatun with the registered number 1410130126 entitled ***"THE TEACHERS' STRATEGIES IN OVERCOMING STUDENTS' DIFFICULTIES IN COMPREHENDING NARRATIVE TEXTS(The Descriptive study at MTs Ash – Shiddiqiyah and MTs Al – Hidayah)"***

We have opinion that her thesis can be offered to be presented to the English Education Department of Education Faculty of IAIN Syekh Nurjati Cirebon.

Wassalamu 'alaikum Wr. Wb.

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ABSTRACT

Bilqis Himayatun. 1410130126: *The Teachers' Strategies in Overcoming Students' Difficulties in Comprehending Narrative Texts (Descriptive study at MTs Ash – Shiddiqiyah and MTs Al – Hidayah Cirebon)*

This research investigated the teachers' strategies in teaching reading comprehension in narrative texts. Those are many reading comprehension difficulties are found out in students as EFL. Whereas, comprehending reading text is important. That is because reading texts often arise in final exam or even national exam (UN).

This research has the aims: 1) to find out the strategies used the teachers in overcoming students' difficulties, 2) to find out teachers' reasons used those strategies in overcoming students' difficulties in comprehending narrative texts, and 3) to find out students' response on receiving teachers' strategies toward their comprehension in narrative texts.

The researcher used three techniques in collecting data: observation, Interview and questionnaire.

This study shows that both two teachers (Mrs. Queen and Mrs. Nadzif) as English teachers used many variety strategies when the researcher recorded teaching and learning process using field notes observation. There are used three processes: pre reading stage, whilst reading stage and post reading stage. Several variety strategies are used include: Brainstorming, story structure, predicting, oral reading, silent reading, peer assisted learning, story face, retelling the texts, etc. both two teachers have similar function on using strategies that to enhance students' comprehension in narrative texts. It was also found out 76% students have good responses on receiving teachers' strategies toward their comprehension in narrative texts.

Thus, as a teacher, it is important to use variety strategies in enhancing students' comprehension in order to create teaching and learning becomes effective and efficient.

Key words: Strategy, students' difficulties in reading comprehension, reading comprehension in narrative texts.



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TABLE OF CONTENT

TITLE	i
LETTER OF AUTHENTICITY	ii
DEDICATION	iii
APPROVAL.....	iv
RATIFICATION	v
OFFICIAL NOTE	vi
CURRICULUM VITAE	vii
ABSTRACT	viii
ACKNOWLEDGEMENT	ix
PREFACE	xi
TABLE OF CONTENT	xii
LIST OF FIGURE	xiv
LIST OF TABLE	xv
LIST OF CHART	xvi
LIST OF APPENDIX.....	xvii
CHAPTER I INTRODUCTION	
1.1 Background of the Problem	1
1.2 The Identification of the Problem.....	5
1.2.1 The Field of the Research.....	5
1.2.2 The Kinds of the Problem.....	5
1.2.3 The Main Problem of the Research	5
1.3 The Limitation of the Problem	6
1.4 The Questions of the Research	6
1.5 The Aims of the Research	6
1.6 The Significance of the Research	7
1.7 The Theoretical Foundation	7
1.7.1 The Definition of Strategy	7
1.7.2 Reading Comprehension	8
1.7.3 The Difficulties of Reading Comprehension	12
1.7.4.1 Limited Vocabulary Knowledge	12
1.7.4.2 Lack of Fluency	12



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1.7.4.3 Lack the familiarity with the subject matter	12
1.7.4.4 Difficulty level of the text (readability)	12
1.7.4.5 Inadequate use of effective reading strategies	13
1.7.4.6 Weak verbal reasoning.....	13
1.7.4.7 Problems with processing information	13
1.7.4.8 Problems in recalling information after reading	13
1.7.4 Narrative Texts	14
1.8 Previous of the Research	15
1.9 The Methodology of the Research.....	16
1.9.1 The Place and the Time of the Research	16
1.9.2 The Method of the Research.....	17
1.9.3 The Source and Type of Data	18
1.9.4 The Instrument of the Research	19
1.9.5 The Technique of Collecting Data	19
1.9.6 The Technique of Analysis Data	21
CHAPTER II The Teachers' Strategy Used By the Teachers In Overcoming Students' Difficulties in Comprehending Narrative Texts.....	23
CHAPTER III The Teachers' Reasons On Using those Strategies in Overcoming Students' Difficulties In Comprehending Narrative Texts	56
CHAPTER IV Students Response in Receiving Teachers' Strategies toward Their Comprehension in Narrative Texts	74
CHAPTER IV CONCLUSION	93
5.1 Conclusion	93
5.2 Suggestion	94
5.3 Implication.....	95
REFERENCES	96
APPENDIXES	



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LIST OF TABLE

Table 1.....	17
Table 2.....	23
Table 3.....	24
Table 4.....	26
Table 5.....	27
Table 6.....	31
Table 7.....	32
Table 8.....	35
Table 9.....	36
Table 10.....	39
Table 11.....	40
Table 12.....	43
Table 13.....	44
Table 14.....	47
Table 15.....	48
Table 16.....	51
Table 17.....	51
Table 18.....	54



CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

This research investigates teachers' strategies in teaching reading comprehension in narrative texts. Reading without comprehension or understanding is not reading. As matter effect, many students often find difficulties to comprehend texts. It was found out from students at MTs Ash – Shiddiqiyah and MTs Al – Hidayah Cirebon when the researcher observed in those schools. The classes at MTS Ash – Shiddiqiyah consists of 30 and students at MTs Al – Hidayah consist of 42 students in one class at eight grade, it takes students realized difficulties in comprehending the texts about 100% students, but the researcher only took 35% from 30 and 42 students that the researcher used to be subject in pre research as to be sample in proved the problem. It started when the researcher knew their difficulties from several texts that the researcher read and students drill it and they did not comprehend the texts. This makes a big problem in education, because reading texts often arise in final examination or even national exam (UN).

As a teacher who has an important role in teaching and learning process are asserted to overcome their difficulties in comprehending the texts. The teacher also as guidance should have many variety strategies in teaching mainly in teaching reading comprehension. Moreover, the teacher is a person who provides education for pupils (children) and students (adults). According to Brown (2000:166) give explanation of the teacher roles could be described as: the teacher as controller, the teacher as director, the teacher as manager, the teacher as facilitator and the teacher as resource.

There are many kinds of texts that taught in each grade, Narrative text is taught in the eighth grade. In other case, this research found the phenomena in around teaching and learning process of comprehension narrative texts. This phenomenon will be investigated in this research. It is about students' difficulties when the teacher read narrative texts and they drilled it, the students did not understand the content. Whereas, the function of narrative texts itself is to amuse or entertain or even to give moral value for the reader. Artono Wardiman (2008:98) gives explanation of narrative text "Narrative is to amuse, entertain and to deal with



an actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution”.

Thus, the problem begun from students' did not feel entertain and could not catch moral value when reading narrative texts because they did not comprehend the content. To solve that problem, the researcher found theory from Adams, Treiman and Pressley (1998) states that there are five important foundations for comprehension: Conceptual knowledge, language skills, text features, strategies, fluent decoding.

Therefore, the researcher investigated the strategies that become the point for enhancing students' comprehension. From the problem above, the teachers are asserted to overcome their difficulties in comprehending narrative texts and they should have many variety strategies in teaching reading comprehension mainly in narrative texts. Thus, this research made the descriptive study for the teachers' strategies in overcoming students' difficulties in comprehending narrative texts.

Strategy becomes main point in this research. A good strategy can create active students because they dig up their capability by themselves. Of course, it is helped by the teacher. As Chotib (2009:136) states that a good strategy limits the teacher's time in doing presentation (30%), give many times (70%) for students' activities. from those activities, automatically students will learn more. Moreover, between teacher and students have similar function in learning process although they have distinguish role.

In process of teaching and learning English, reading is a skill that often arises in final exam or national exam (UN). Certainly it needs strategy to enhance their comprehension. Another reasons of the importance of using strategy in teaching reading is because of reading becomes the most important skill in Islam. This is because at the first revelation, Islam ordered every muslims to read, read and read. As Al – Qur'an says in the meaning of: “Read with the name of Allah who created” (Al – ‘ala :1).

In other case, reading is considered as an important aspect for students because of its valuable benefit in developing knowledge. Reading is also the most important skill for EFL learners especially in academic context because students need to comprehend and deal with all reading aspects and difficulties. It is also an important aspect that can help students to learn independently. It can be learned whenever it does. “. Elizabeth S. Pang (2003: 6) states:



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Learning to read is an important educational goal. For both children and adults, the ability to read opens up new worlds and opportunities. It enables us to gain new knowledge, enjoy literature, and do everyday things that are part and parcel of modern life, such as, reading newspaper, job listings, instruction manuals, maps and so on. Most people learn to read in their native language without difficulty. Many, but not all, learn to read as children. Some children and adults need additional help. Yet others learn to read a second, third or additional language, with or without having learned to read in their first language. Reading instruction needs to take into account different types of learners and their needs. Research has shown that there is a great deal of transfer from learning to read in one language to learning to read in a second language.

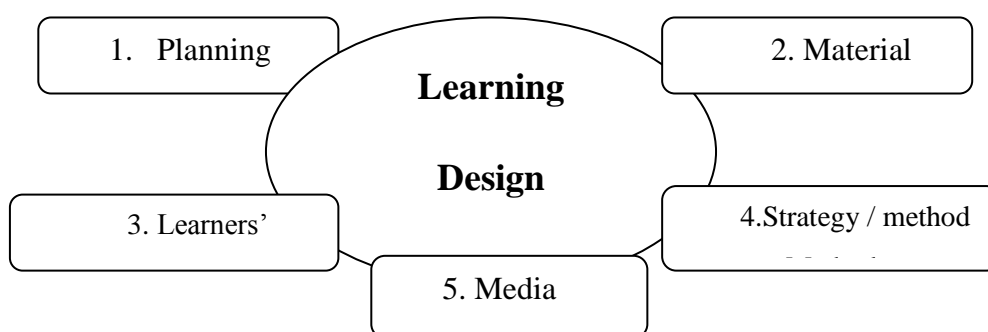
Reading is not only as the activity of decoding but also when we read there is reconstruction messages that been sent through the text. It is a process of understanding the content or the message in the collection of words that conduct in a text. Beside that, comprehension is fundamental purpose of reading. According to Block (2004:3) Reading comprehension has been defined as an active process, directed by intentional thinking that allows young readers to make connection between their thinking processes, the textual content, and their own knowledge, expectations and purpose for reading. In addition Harris and Hodges (1995) described reading comprehension as “Intentional thinking during which meaning is constructed through interactions between text and reader”. When we will understand the meaning, many aspects that encourage translating, like vocabulary, grammar, etc. Moreover the process is doing in reading, it is not only looking at the text but the complex activity runs and engaging between the text and the reader. Many kinds of texts are taught in junior high school, narrative itself is as text that taught at eight grade.

Thus, the researcher believes that for the teachers are asserted to be able overcome students' difficulties in comprehending reading narrative text by using strategies. It looked from that case, in the process teaching and learning reading, the teacher should has the best creativity to convey knowledge about reading to the students in order to easier to learn. The reasons are: Reading comprehension is a complex activity that involves both perception and thought. Thus, to teach reading needs extremely good teacher. Because of the teacher is a person who has an important responsibility in education. Teacher should have many roles when interacting with students, as described Rebecca Oxford et al, (1998) states “Teachers can play many roles in the course of teaching. Just as parents are called upon to be many things to their children, teachers cannot be satisfied with only one role.” (Rebecca Oxford et,al (1998) In Brown (2000:166)). Teacher is a profession. Professionalism of teachers of course strongly related to the element of teachers' work: How to plan classroom teacher, and



then apply to teach in class, then there should be an evaluation of the quality of learning it along day. Some aspects of teaching like Material, Media, Method, Strategy, should be Mastering by the teacher when teaching especially teaching reading narrative text. Muslihudin (2012:51) made the steps for designing Teaching and learning process.

Figure 1. Steps for designing teaching and learning process



After knowing the problem as explained above, in this case the researcher will be investigated about the teachers' strategies in overcoming students' difficulties in comprehending narrative texts. However, it will be focus in strategy because it has been knew that strategy includes one point foundations in comprehension.

The researcher will make the description, It will take two Junior High Schools in Cirebon. Firstly, the researcher found this problem in one junior high school, but the researcher will make more description strategies in order to find more data, it is not enough only one teacher to be described. She looked for other school that has been similar circumstance, and it is extremely unexpected, other school that the researcher will be investigated has similar condition in comprehending narrative texts. Thus, this research will be different with other, the researcher will really find such phenomena in the real teaching and learning process.

Therefore from the background of the problem above, how do the teachers used the strategy as one of main point in teaching process in order to overcome the problem that arise from students' difficulties in comprehending narrative texts?.



1.2 Identification of the Problem

Identification of the problem is needed to give clarification about the problem that will be investigated. The researcher composed focus of the research refers to the background above, those are:

1.2.1 The Field of the Research

The field of the research in writing this thesis is TEFL (Teaching English as a Foreign Language), discussing teachers' strategy in enhancing students' comprehending in reading narrative texts. Strategy is being part of component in teaching and English becomes foreign language in this case.

1.2.2 The Kinds of the Problem

The kinds of the problem in writing this thesis are:

- Firstly, Reading text becomes most important skill when students will face national final exam. Narrative text usually found in the exercises in junior high school grade.
- Secondly, students' difficulties in comprehending narrative text While comprehension is a fundamental purposes in reading.
- Thirdly, the strategy that used by the teacher should be more varied. Strategy is one of the important component in teaching while comprehending narrative text is supposed to the students to be competence in learning language, especially in learning English because reading comprehension is one of skill in learning English that should be mastered by the students.

1.2.3 The Main Problem

The main problem of this thesis is to overcome students' difficulties in comprehending narrative text by using strategies. Because the researcher has observed when taught narrative text, the students did not feel amuse and could not get moral value whereas the function of narrative text is to entertain and give moral value for the reader. Thus, the researcher will describe the teachers' strategies in overcoming students' difficulties in comprehending narrative texts.



1.3 Limitation of the Problem

To avoid miss understanding in this research, The researcher will give limitation the study deal with the title “The Teachers’ Strategy in Overcoming Students’ difficulties in comprehending narrative texts” into some points. First, the researcher will describe the teachers’ strategy in reading comprehension of narrative Text only, because there are many kinds of reading Text. Such as : descriptive text, recount text, spoof text, procedure text, etc.

In other hand, the researcher specifies the respondents of this study for Two Teachers in different junior high schools who teach in the eight grade. The researcher assumes that the respondents who are chosen will give significant data for the researcher’s necessity. It must be underline that it is not undertaken as comparison study, but it is only get specify data from two teachers who has similar students that still difficult in reading comprehension. It stands as the assumption that the respondents have many experiences and more knowledge in teaching narrative texts so that the data is more interested and valuable because the respondents have enough strategies to overcome students’ difficulties in comprehending narrative texts.

1.4 Questions of the Research

Based on the background above and the identifications of the problem that mentioned in proper with the research of “The Teachers’ Strategies in Overcoming Students’ Difficulties in Comprehending Narrative Texts” the researcher has formulated some question:

1. What are strategies used the teachers in overcoming students’ difficulties in comprehending narrative texts?
2. Why do the teachers use those strategies in overcoming students’ difficulties in comprehending narrative texts??
3. How do the students’ response on receiving teachers’ strategies toward their comprehension in narrative texts.

1.5 Aims of The Research

In proper with the problem that will be investigated, the research of “ The teachers’ strategies in overcoming students’ difficulties in comprehending narrative texts“ is intended to:



1. To find out the strategies used the teachers in overcoming students' difficulties in comprehending narrative texts.
2. To find out the teachers' reasons used those strategies in overcoming students' difficulties in comprehending narrative texts.
3. To find out the students' response on receiving teachers' strategy toward their comprehension in narrative texts.

1.6 Significance of the Research

After taking the study, this research has two usefulness. First, the researcher expects that it can be useful for teacher in order to use more strategies especially in teaching narrative texts. It hoped can support the teachers' effort in carrying out their responsibility in teaching and learning process. Because based on the experience the researcher when she taught reading narrative text in junior high school, she found many strategies to overcome students' difficulties in comprehending narrative text. Thus, the researcher expects could more find out more strategies for enhancing students' comprehension of narrative texts. Surely, it can be useful for the teacher.

Second, by using more strategies hoped that it can help the students' to overcome their difficulties in comprehending narrative texts, exactly they will get a comprehending when read narrative texts. Furthermore, they can more interested and entertain to read narrative texts.

1.7 Theoretical Foundations

In previous point in this chapter, the background of the research was sketched, research aims, research questions, usefulness of the research and significance of the research were stated. At this point, this research describes the understanding of strategy, the reading comprehension understanding, the reading difficulties and narrative texts theory carried by an example.

1.7.1 The Definition of Strategy

Literally, the word strategy, *strategia* meaning the art of war or war captain (Iskandarwassid and Sunendar, 2008:2). Generally, it likes an art to design planning in a war, such as the ways to arrange position or war tactics. Specifically, strategy in teaching



and learning can be define as procedures used in learning, thinking, etc., which serve as a way of reaching a goal (Richards and Schmidt , 2002 :515).

According to Gagne (1974:3) asserts that strategy is someone's internal ability for thinking, solving problems, and taking decisions (Gagne (1974:3) in Iskandarwassid and sunendar (2008:3)). In teaching and learning process, the teachers should give guidance and direction in order to enhance students' ability and help them in thinking about their decision in solving their problem.

In addition, Mintzberg (1994:12) proposes several different definition of strategy, as these followings:

- a. Strategy is a plan, a means to get some movements,
- b. Strategy is a pattern to act overtime,
- c. Strategy is a position reflecting decisions to offer particular products or services in particular markets, and
- d. Strategy is perspective, vision and direction. (Mintzberg (1994:12) in Nurlaila (200)).

Thus, based on the definition about strategy above, strategy means a plan for achieving something. In teaching and learning process strategy is an activity that should be done both teacher and learner in order to get learning activity become effective and efficient. Of course, the teacher who has first obligation for designing strategy and it followed the students in learning activities. Moreover, the teacher should have many strategies in their way of teaching. Related to this research, comprehension skill is needed for EFL learners. Thus, the teachers should be able to use a variety of teaching strategies and think about rational decisions, when teaching strategy seems to be the most effective.

1.7.2 Reading Comprehension

Reading comprehension skills are important for English language learners, especially for students who learn English as a foreign language because reading includes one of skill in learning language. According to Cristine Nuttal (1982:31) defines reading as the meaningful interpretative of printed or written verbal symbols. It means that reading is a result of the interaction between the perception of graphic symbols that represent language and the readers' language skill, cognitive skill and the knowledge of the world in the process the reader tries to recreate the meaning intended by the writer.



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Grabe and L. Stoller state (2011:3) “Reading is the ability to draw meaning from the printed page and interpret this information appropriately.” Reading creates the meaning from the reader independently, of course it makes the argumentation that the reader should had an extra knowledge either vocabulary or another aspect to interpret meaning appropriate with the author. According to Tarigan (1998:7) defines “Reading is a process that is carried and used by a reader to get a message to be conveyed by the author through texts.” In addition, J.Dorn and Soffos (2005:6) state that reading is a complex process involving a network of cognitive actions that work together to construct meaning.

In addition, Grabe and Stoller (2011:11) define about reading considerably that reading is an active process in at least two ways. First, the various process involved in reading are carried out virtually simultaneously. While we are recognizing words very rapidly and keeping them active in our working memories, we are also analyzing the structure of sentences to assemble the most logical clause level meanings, building main idea model of text comprehension in our heads, monitoring comprehension and so on.

From several theories above, reading is an activity and interaction process between the reader and the texts. It is should be an active process because reading creates the meaning depend on the reader. However, the reader needs more knowledge and powerful to create meaning appropriate with the author in order to get message appropriately. Moreover, the reader might read a novel, a short story, a newspaper, an article, or etc, they have several purposes in reading. It is either to be entertained or to use the information for a particular purposes. According to Grabe and L.stoller (2011:6) define “The overall goal is not to remember most of the specific details but to have a good grasp of the main ideas and supporting ideas, and to relate those main ideas to background knowledge as appropriate.

Thus, reading is very complex process, it requires a high level of muscular coordination, sustain effort, and concentration. Reading is more than just visual task. Not only the reader see and identify the symbols in the text but also he must interpret what he reads, associate it with the readers’ knowledge and project beyond this in term ideas. That is why reading needs comprehension. That is because comprehension is fundamental purposes in reading. Reading achievement namely comprehension. Comprehension make readers can convey the meaning and represent the meaning from the texts. According to



Mc. Namara (2006:4) states that comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text.

According Scott paris in the journal *Developing Comprehension Skills* states that comprehension includes making sense of words, connecting ideas between text and prior knowledge, constructing and negotiating meaning in discussions with others, and much more. Comprehension involves many aspects of thinking. Schoenbach (2012:11) states that comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Comprehension entails three elements:

- The reader who is doing the comprehending
- The text that is to be comprehended
- The activity in which comprehension is a part.

J.Dorn and Soffos (2005:14) state “Comprehension is a complex regulated by cognitive, emotional, perceptual, and social experiences.” When individuals read, they apply a range of comprehending to sustain their meaning. Comprehending involves interpreting and synthesizing ideas in the ways that influenced the readers’ mind. What we call deep reading has the potential to change the way we think and learn.

In summary, reading comprehension is an understanding a text that is read of the process of constructing meaning from a text. Comprehension is construction process, because it involves all of the elements of the reading process. To create meaning from the text that read, it is needed a comprehension. According to G. Wolley (2011:15) “Reading comprehension is the process of making meaning from text.” The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

In the process of reading, students need to comprehend the text. That is because by comprehension, the readers can recognize the author’s purpose wrote those texts and of course can interpret the meaning of the texts. Meaning is thing or idea that a word or sentence represent. Thus, students need to comprehend the text in order to be able represent the meaning that the author’s purpose. Three types of comprehension process are taught (Block, 2005:3) literal, inferential and metacognitive.



- Literal comprehension is defined as extracting the details of the text and recognizing the author's purpose. Literal comprehension requires the reader to recall facts that are overtly stated in the text. for example, it is to recall name, things, and areas.
- Inferential comprehension requires students to create meaning from the text and move beyond the author's purpose by combining the textual information with their own thoughts. It refers to understanding what an author meant and was said, developing general conclusions, inferring main idea, making judgment and predicting outcomes.
- A step beyond comprehension is metacognition. In general, metacognition involves thinking about one's own thinking or controlling ones' learning. Metacognitive process help students (1) remove road blocks that interrupt comprehension and (2) reflect on what they have learned and what they want to learn next. Students must receive explicit instruction on metacognition or they will not engage in these process.

Thus the levels of readers' comprehension determined well from the interaction among those components. However, reading comprehension refers to the ability to understand information in a text and interpret it appropriately and correctly. It is an activity between the reader and the text. Snow et al, (2002:11) classify that comprehension entail three elements: they are the reader (considering with capacities, abilities, knowledge and experiences that a person brings to the act of reading), the text (including printer text or electronic text) and the activity (considering the purposes, process and consequences associated with the act of reading).

It can be conclude that reading comprehension is the reader activity to understand and to get information from a text with the simultaneous process. Thus, the teachers has important obligation in teaching reading comprehension. It is the responsibility for the teachers as the guidance, the roles of teacher is extremely important through students' achievement. As Block (2005:6) explained that teacher's abilities to communicate the thinking process that significantly increase pupil's comprehension. When educators teach thinking process, they increase students' involvement in and control over the meaning making endeavor through the rich demonstrations and conversations that such lesson entail.



1.7.3 The difficulties of Reading Comprehension

Actually, Comprehension problems can be caused by a variety of different factors. It may be due to both intrinsic and extrinsic factors. Weak comprehension surely make the students difficult to fill an reading texts exercise in examination. Some factors of causes of poor comprehension followed by Peter Westwood (2008:33) are:

1.7.3.1 Limited vocabulary knowledge

Vocabulary is the most important component in creating meaning. That is because the texts consist of several words namely vocabulary. Is a student has difficulty understanding what he or she is reading, it is worth consider whether there is a serious mismatch between the student' own knowledge of word meanings and the word used in the text.

1.7.3.2 Lack of fluency

Some students often find this difficulties because they are not reading well. Students who read very slowly or faster often comprehend poorly. Slow reading tends to restrict cognitive capacity to the low level processing of letters and words rather than allowing full attention to be devoted to higher order ideas and concepts within the text. but very fast reading may result in accurate word recognition and important details being overlooked.

1.7.3.3 Lack the familiarity with the subject matter

Commonly, at the first meeting the teacher directly gives apperception from the school textbook. Whereas it is better to provide information first by other terms like video, posters, mini lecture, etc. But in fact, many teachers give introduction theory use school textbook directly. It makes the students poor in comprehension.

1.7.3.4 Difficulty level of the text (readability)

The difficulty level of text is a major factor influencing whether or not material can be read with understanding. Text that is complex in terms of concepts, vocabulary, sentence length and structure is difficult for readers to process. It means that the students have to read based on their level. For example the students



at eight grade is taught narrative text, it also taught at the ninth grade. But the level of the text is different.

1.7.3.5 Inadequate use of effective reading strategies

This causes of difficulties which always happened in teaching and learning process. Actually the students need variety strategies from the teacher, because the teachers as the facilitator and the manager in the classroom. Strategy in reading is extremely needed for enhancing their comprehension. unfortunately, there is evidence that reading is not being taught as a thinking activity and many teachers do not spend much time instructing students in the use of comprehension strategies.

1.7.3.6 Weak verbal reasoning

This difficulties are caused by poor students' connection between new information and their existing knowledge. But it depends on the students' ability to reason while reading process. It determined by an individual's level intelligence.

1.7.3.7 Problems with processing information

Everybody has different working memory capacity. Whereas in reading process, the reader should has enough memory for receiving message. In order to maintain the meaning of text as the sentence and paragraphs accumulate, a reader has to be able to keep relevant information within working memory and make necessary connection between ideas. Therefore, the implication of teaching are that slow readers should be encouraged re read the material, several times if necessary, in order to process the information successfully.

1.7.3.8 Problems in recalling information after reading

Recall depends on the students giving adequate attention to reading task and knowing that is important to remember details. Commonly the students found this problems which make the difficulties in comprehending the text. That is because students poor in attention while reading. Recall is strongest when readers connect new information in the text to their previous knowledge and experience, and when they rehearse key points from the texts. Using mind map or graphic organizer can help students to recall an information from the texts.



1.7.4 Narrative Text

Narrative is one of genre text that becomes a popular genre. Knap and Watkins (2005:220) state “Narrative has been and continuous to be such a popular genre, there is a belief that is a genre that students ‘pick up’ and write ‘naturally’. Narrative text is writing in which a story is told, the details may be fictional or based on fact. Narrative text involves reading presented as nonfiction (e.g. biographies and memories) of fiction (e.g. legend or fables). The primary purpose of narrative writing is to entertain and gives moral value for the reader. In the journal SRA Read to Achieve: Comprehending Narrative Texts described that narrative texts is events that occur through time that are “related through a causal or thematic chain”.

According to Johns and Walker (2001:8) define narrative as:

- A narrative constructs a pattern of events
- It contains a problematic or unexpected outcome
- It is designed to entertain and instruct the listener
- A narrative models desirable patterns of behavior.

According to Porter Abbott (2002) defines narrative as “The representation of an event or a series of events”. It can not be argues that the purpose of narrative text only to entertain, because it is more function when the reader reads narrative text. In generally, Knap and Watkins (2005:220) state that we cannot say that narrative is simply about entertaining a reading audience, although it generally always dose so. Narrative also has a powerful social role beyond that of being a medium for entertainment. Narrative is also powerful medium for changing social opinions and attitudes. Thus, the function of narrative text is either entertaining and give moral value for the reader.

As Johns and Walker (2001:8) define how the narrative written:

- A narrative begin with the orientation which identifies the ‘who’, ‘what’, ‘when’, ‘where’.
- Following this is the complication where the normal pattern of events is altered to create a crisis
- In the resolution, an attempt is made to resolve the complication
- The coda, which rounds off the story is optional.



Thus, every grade which taught narrative text has different generic structures. It depends on grade/level. Narrative text becomes text that taught until senior high school. Therefore to learn narrative text can be from basic comprehending since at eight grade. At the eight grade which still basic comprehending in narrative text, the generic structure consist of : Orientation (When the story is introduced), complication (when the problem happened), resolution (when the problem is solved). Here is an example of narrative text taken from Knap and Watkins (2005:235):

The Dragon

Once there was a dragon that lived near castle. In the castle there lived a princess with her mother and father king and queen.

Orientation

The dragon felt lonesome so one day when the princess went on her balcony the dragon came and kidnapped her.

Complication

The dragon saw that she was sad so when she was sleeping he gently picked her up and returned her to the castle.

Resolution

That is an example of narrative texts in the form of fable which begin with the orientation, it means that introduce the time, place and participants. The second paragraph named complication which the problem appeared. The last paragraph is which the problem solved. That story is to function the reader or even to give moral value if the reader comprehension that text. That is namely narrative.

1.8 Previous of the Research

The researcher made the differences with the previous study in order to get credibility research. Some related research has been taken out by Ima Khusnul Khotimah (2010).Amir Husein Nasution (2011) and Amira Nengkoda (2005).



Amir Husein Nasution made research about the teachers' strategies in writing descriptive text, the respondents are from three teachers at SMPN 1 kartamulya Kuningan. . This study is intended to find out the teachers' strategy in teaching writing descriptive text. As a result, the teachers' strategies are: independent writing, cooperative learning, etc. However, it differs from this research. This research is about the teachers' strategy in reading narrative texts while Amir's research is about the teachers' strategy in writing descriptive texts.

Armira Nengkoda (2005) made research about teaching English Strategy and its correlation's with adolescent conversation achievement at Bruker English Course Cibubur. She made analysis about the problem which is always faced by the teacher like the shortage of motivation from the adolescent, all of English course students actually know how important English, but when they are joining in English conversation, they become lazy. So, the adolescent did not sufficient command of English to engage in conversation. Certainly, The differences with this research is in the form of strategies. Amira's research is more widely strategies in teaching English while this research is only in comprehending narrative texts strategies.

Ima Khusnul Khotimah (2010) has described in her thesis about the strategy of reading English text on internet for enhancing reading proficiency. She explained that comprehension or reading strategies on the other hand, indicate how readers conceive of a task, how they make sense of what they read, and what they do when they do not understand. Thus, reading strategies is needed to enhance the readers' comprehension in reading. She used on internet in reading comprehension. However, Ima's research described the strategies for reading on internet while this research is for the teachers' strategies in enhancing students' comprehension of narrative texts.

Those are three previous studies that have similar field of the research in strategy. The researcher assumed that the previous study above differ from this research.

1.9 Method of the Research

1.9.1 Place and Time of the Research

The researcher takes data from the teachers at MTs Ash – Shiddiqiyah and MTs Al - Hidayah that is located in around of Cirebon. That teacher consists of two teachers in which two teachers are women. The respondents teach at eighth grade. It is



based on the analysis of the researcher. The time of the research can be specified below:

Table 1. Research Timeline

No.	TIME	ACTIVITIES
1.	1 – 19 March 2014	Proposal preparation
2.	20 – the end of March	Instrument Preparation
3.	7 April 2014	Observe the teachers schedule for teaching narrative texts
4.	8 April 2014	Conducting the research
5.	17 May 2014	Finish the research
6.	At the end of May 2014	Analyzing data

1.9.2 Method of the Research

The method of this research is qualitative research. Lodico, et al, (2010:112) states that qualitative research is characterized by flexible, naturalistic methods of data collection and usually does not use standardized instruments as its major data source. The researcher attempts to get in depth opinion from teachers. According to Fraenkle, et al, (2012:426) “Research studies that investigate the quality of relationships, activities, situations, or materials are frequently referred to as qualitative research”.

In other case, this research used qualitative data which in the form of words or sentences. The importance of qualitative approach is data quality, it does not use statistics. It also used in this research that many used words or sentences rather than numbers and the instruments of this research is the researcher herself. As Fraenkle, et al (2012:426) described the characteristic in qualitative:

- The natural source is the direct source of data, and the researcher is a key instrument in qualitative research.



- Qualitative data is collected in the form of word or pictures rather than numbers.
- Qualitative researcher is concerned with process as well as product.

This research also focused on descriptive qualitative method. Descriptive method is a method used in a study which is not search for something or making prediction, it only describes the situation or phenomenon. Gay (1987) states that:

A descriptive method is a method of research that involves collecting data in order to test hypothesis or to answer question concerning the current status of the subject of the study. The descriptive study determines and reports the ways things are. (Gay(1987) in Nurlaila (2009)).

The researcher takes this method as application in this research is for some reasons. First, the descriptive qualitative method appropriates for what problems the research wants to investigate, that teachers' strategies is one of phenomenon in teaching and learning process. It is also as phenomenon in education. Spradley (1980) states that descriptive study used "social situation" which consist of three elements, those are: place, actors and activity (Spardley (1980) in Sugiyono (297:2009)). Thus, in this research consists of place that consist of two schools, actors mean the teachers and activity that became main subject in investigating this research. Strategy is one of component in teaching. The researcher can see when she practiced to teach or do learning activities. Secondly, the researcher needs to analyze the data of the research in the form of descriptive explanation.

Thus, this research was set out in three phenomenon that relate: first, to observed the strategies that teachers used in overcoming students' difficulties in comprehending narrative texts, secondly is to investigate the teachers' reasons on using those strategies and also to investigate students' response on receiving teachers' strategies toward their comprehension in narrative texts.

1.9.3 Source and Type of the Data

In this research, the researcher collects the data in the forms of primary source data and secondary source data. Primary source data is the data that the researcher takes the data of the research directly in the field of the problem she concerns and secondary data is the source of the data acquired in which support the researcher's idea that regard to the research problem. The secondary data can be taken from the



writing study in the form of journals, appropriate books, and the other source that relevant to support this research. Kothari (2004:95) states “The primary data are those which are collected afresh and for the first time, and thus happen to be original in character.

The secondary data, on the other hand, are those which have already been collected by someone else and which have already been passed through the statistical process. Donald Ary, et al, (2010:486) states “Primary sources are original documents (correspondence, diaries, reports, etc), relics, remains or artifacts. Secondary sources the mind of a non observer also comes between the event and the user of the record.

The primary data that the research gets are acquired from observation, questionnaire and interview. The three techniques that the researcher used will be analyzed and discussed. While the secondary data that the researcher takes from many kinds of book that relating to the theoretical view of this research. It uses for additional data.

1.9.4 Instrument of the Research

In this research, the researcher herself as human instrument. As Ary, et al, (2010:453) states “In qualitative studies, the human investigator is the primary instrument for the gathering and analyzing of data.” The human instrument as the person who observes (the investigator) and interviews. These instruments are used to get the data of observation valid and real.

1.9.5 Techniques of Data Collection

The researcher collects the data of the research in investigating the teachers that teach in second class through observation, questionnaire and interview. Those techniques fit to the research design as qualitative research,

1.9.5.1 Observation

According to Ary,et al, (2010:476) “Observation is the basic method for obtaining data in qualitative research”. It is more global type of observation than the systematic, structured observation used in quantitative research.” The observation



technique is committed to acquire the main data of the strategy that used the teachers in teaching and learning process of reading comprehension in narrative texts that located in the class or probably in outside class and gathering data for the way/techniques that the teacher use those strategies. The researcher will record while the teachers explain by using those strategies and using observational protocols in the form of field notes.

To control observer bias, the researcher used both descriptive field notes and reflective field notes. As Lodico, et al, (2010:118) explains “ Descriptive field notes summarize what the researcher sees and hears in the setting while reflective field notes include description of the observers’ feelings and thoughts about what he/she is observing. Field notes will be collecting two data that consists of: what are strategies used the teachers in overcoming students’ difficulties in comprehending narrative texts and include insert few of how the students’ responses in receiving those strategies toward their comprehension of narrative texts in the researcher’ view. Field notes using observational protocol existed in Appendix 1.

1.9.5.2 Questionnaire

Questionnaire is a tool to collect the data in the form of question lists presented to the respondents to be answered in written. A questionnaire is a research tool used to collect information from individuals about themselves. According to Brown (2001:6) states “Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.”

Compared to an interview, a questionnaire does not take much time. Thus, the researcher used questionnaire in order to get easier data from many students. This questionnaire is committed to acquire students’ responses in receiving teachers’ strategies. The instrument of this technique is the questions delivery that lists of question that consist of 15 questions which existed in Appendix 3 and the Grill of questionnaire in Appendix 2.



1.9.5.3 Interview

The next technique used to collect the data is interview. The researcher uses this technique in order to collect the data of clarification, verification about what is in their mind regarding in the problem that being investigated. It is a more open minded technique because we directly get information with the respondents. Ary, et al (2010:480) state:

The interview is one of the most widely used methods for obtaining qualitative data. Interviews are used to gather data on subjects' opinions, beliefs, and feelings about the situation in their own words. The qualitative interview is typically more probing and open ended less structured.

In this research, the interview is taken to collect the data in the form of information of the teachers' assumption and perspective as the respondent, as well as the participant that may give additional information. Moreover, the researcher will use audio tape recording while interview, as Fraenkel, et al, (2012:457) states "While the interview is going on, therefore, it is essential to record as faithfully as possible what the participant has to say".

This research will be used structured interview, it means that the researcher will interview the participants based on the guidance of interview. As Lodico, et al, (2010:124) states "A structured interview is one which the researcher comes to the interview with a set of questions, does not deviate from those questions, and asks the same questions of all the participants." The guidance of interview will be form Bahasa Indonesia in order to be more talks freely in a naturalistic way. The guidance of interview is in Appendix 4.

1.9.6 The Techniques of Data Analysis

After gathering the data, the researcher should be done by some techniques of analyzing the data. The researcher used some techniques of data analysis. Those are:



1. Preparing and categorizing the data

The researcher will prepare the data in using field notes as main data of the finding this research. The data will be analysed as the strategies that will be structured as strategies in for reading comprehension

2. Transcribing the data

After the researcher gathering the data, then she transcribe the data into some points for analyzing.

3. Analyzing the Data

Analyze is used to get reality of the data. It means for correctness in collecting some strategies which becomes main point in this research.

4. Interpret the Data

The last technique that used is interpreting the data. It means that the research start to describe and explain about the phenomena that will be investigated. The researcher will interpret and give descriptive conclusion about the research the teachers' strategies in overcoming students' difficulties in comprehending narrative texts after analyzing and discussing it.



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