CHAPTER I

INTRODUCTION

1.1 Background of the Research

In the era of globalization in the 21st century, almost all aspects of life change with the changes of the century, both in the aspects of lifestyle, industry, economy, health, culture and also aspects of education. This is proved by the speed of information circulating, both through newspapers, magazines and also electronic mail in the form of email. Future education will be more determined by information networks that make it possible to interact and collaborate (Saputra, 2018, pp. 1-8). One of the important aspects in the development of education is the language aspect. English is a foreign language that is mandatory and very important to learn. The ability to use English fluently is needed along with the progress of an era that requires language proficiency. Technology and media can play a large role in learning (Smaldino, Lowther, & Russel, 2008, p. 125). If teaching is teacher-centered, technology and media are used to support teaching presentation.

Reading comprehension in learning English is one of the four skills that students must master, although reading only reads text, students must also be able to understand, read at a glance, and even filter out the core of the reading they have read. They are also expected to understand the vocabulary they have just become familiar with, so that students can truly master reading in English. Sukma (2017, p. 145) has not yet formed a habit or fondness for reading among students, presumably this has implications for their ability to read. The ability to read is one of the characteristics of literate societies. In simple terms, literate communities are people who have the ability to read and write or are literate. This is in line with the opinion of Grabe & Kaplan (1992), Graff (2006), Sukma (2017, p. 145) defines literacy as being able to read and write, while people who are able to both are called literates.

According to Parera in Kahayanto (2005, p. 9) Understanding is paying attention to a written text with the intention of understanding its contents. This process is done with the eyes still or reading silently. The result of understanding is called reading comprehension. This way of reading is called a way of reading comprehension. The level of understanding in reading can be differentiated based on the cognitive complexity of reading comprehension. Burn, et al (1996, p. 6) suggest two levels of reading comprehension, namely literal comprehension and high level comprehension. High-level understanding includes interpretive understanding, critical understanding, and creative understanding. Critical and creative understanding can be classified into evaluative understanding. Hafni (1981) and Tollefson (1989) as cited in Alfin (2011,p. 16) classify reading comprehension into five levels, namely: literal understanding, reorganization, inferential, evaluation, and appreciation. The second level of understanding is interpretive understanding, reorganization and inferential understanding (Hafni (1981), & Tollefson (1989) as cited in Alfin, (2011,p. 16). Interpretive understanding is the understanding of meanings between sentences or implied meanings or drawing conclusions from the text. Interpretive understanding is the process of obtaining ideas that are implied by the text, not those that can be found directly in the text. Reading interpretive understanding includes drawing conclusions about the main idea of a text, causal relationships that are implied in the text, pronoun references, adverbs references (adverbs), and omitted words. Meanwhile, interpretive understanding also includes understanding the mood of the actors in the story (mood of a passage), the purpose of the story writer, and the meaning of figurative language.

English is one of the international languages. This language is used all over the world. As a result, Indonesian government has decided that English is foreign language in Indonesia. In addition, it is the first foreign language taught as a compulsory subject in junior high school, senior high school and university in Indonesia. In learning language, there are four skills that should

be mastered by students, such as listening, speaking, reading and writing. These four skills should be involved by the teacher in the process of teaching and learning in a classroom (Harmer as cited in Fauziati 2010, p. 32).

In teaching English, the professional level of teachers competence is twice more practical than pedagogical competence. For instance, teachers must know the methods in pedagogical yet professional teachers are required to deeply understand the material, perceive the standard and basic competence of the subject matter, and to develop the subject creatively. On this point, as the English teachers they must ascertain the language with a deep comprehension as a means of pointing out the lesson, but the researcher found that English language was still a rarity among English teachers. Darsyanto (2013) in Mardiana (2016, p. 223) states the English teachers' professional competence for Islamic High School comprises to not only have a big understanding of language aspects in linguistic, discourse, sociolinguistics and strategy but also master English in receptive and productive. Therefore, the competence of English teachers must really answer the challenges of learning in the 21st century. Research related to the competence of English teachers includes several clusters, for instance, Strategy on Improving Reading Comprehension in the 21st Century (Maulida & Gani. 2016), Strategy of Improving Reading Comprehension (Rahayu & Ratmanida. 2015) and The advantages of active English teaching, emphasizing at active teaching to EFL child students (Alizadeh, 2011).

From that research, it has been shown that there are several differences in method and findings. From that research, the focus on the research is not specific to the teachers' needs, especially English teachers in the 21st century. The needs of English teacher are important for a good teacher. There are some competencies the teacher should have such as pedagogy, professional, social, and personal competence, but in this research the writer tries and focuses to analyze the needs of the EFL teacher.

As stated in the Law of the Republic of Indonesia Number 2 of 1989 explaining the National Education System (Abbreviated as National Education) this was amended by the Law of the Republic of Indonesia Number 20 of 2003, a legal force in the field of national education in Indonesia (Wardoyo, 2015). Good education will produce quality human resources and look away about how important the knowledge of nations and countries will come. Based on the explanation of the national education, that qualified teachers will produce a generation of quality, whereas successful students have great teachers.

Reading is one of the language skills which is very important to be learned by students. Students' poor reading comprehension abilities can be caused by a variety of factors, including a lack of interest in reading, a lack of student motivation, a lack of student intellect, and ineffective learning practices. Growing students' reading interest, motivating students, finding suitable reading learning strategies, and improving students' creative thinking abilities are all examples of initiatives to increase students' reading comprehension skills that may be discussed in this section (Barus, 2010, p. 2). Every English teacher should be aware of these various potential reasons. Based on this, it can be stated that there are several efforts to foster student interest in reading in schools, namely, schools always provide new and interesting books or reading materials. Besides being able to foster student interest in reading, providers of new and interesting books or reading materials at school can enrich students with new knowledge or experiences (Sutikno, 2006, p. 95). Because what is interesting to junior high school students may not be interesting to primary school students. In this situation, the teacher must understand and recognize that the topics that students are interested in are those which are relevant to their intellectual capabilities. It can also motivate students by offering support and inspiring them to participate in reading activities at school or do self-taught reading exercises in order to increase their motivation. It can also motivate students by offering support and inspiring them to participate in reading activities at school or do

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self-taught reading exercises in order to increase their motivation (Uno, 2008, p. 3). Students will know and understand that the most strategic and relevant acquisition of science and technology in this era of globalization is through reading if they are given instruction. The principle of relevance must be observed when learning to read. That is, the reading learning strategy selected is the one that is most relevant to the learning indicators' objectives as mentioned in the subject curriculum (Barus, 2010, p. 103). The principle of relevance must be observed when learning to read. That is, the reading learning strategy selected is the one that is most relevant to the learning indicators' objectives as mentioned in the subject curriculum.

Through this activity, students can improve their own language and experience. They will get information and ideas which they need to know. Moreover, they will be able to know what they do not know before. By reading, people may get a lot of information. The more he/she reads, the more information he/she will get. Reading makes someone smarter and creative as stated by Laddo (2007) as cited in Lusianah (2017, p. 133). Teaching strategies is a generalized plan for a lesson or a lesson which includes structure, desired learner behavior, in terms of the goals of instruction, and an outline of tactics necessary to implement the strategy (Nurmadia, 2017). Teachers' strategies often expect students to develop their reading skill by osmosis (absorption) and without help. In the osmosis approach, it is believed that if a teacher teaches reading comprehension to the target language all day, they will improve their reading comprehension. However, this research is proven to be ineffective since the student also finds difficulties reading comprehension.

This finding indicates that teachers need to be equipped with strategies in teaching reading comprehension in order to help the students to cope with the difficulties in learning English reading. In line with the previous explanation that reading comprehension is necessary in language teaching. Teachers are confronting some problems in the process of reading

comprehension. There are many teachers taught about reading comprehension by explaining about the text, main idea, and purpose of the text.

Based on the problem stated above, the researcher assumes that the reading comprehension will become a problem if not overcome soon. For this assumption, the researcher is interested to do descriptive research. By doing this research, the researcher expected that this research would be titled "**A Need Analysis of Teachers Strategies to Improve Reading Comprehension for 8th Grade Students**". To analyze English teacher strategies the researcher knows what English teacher strategies are used and How the English teacher implements the strategies in teaching reading comprehension.

1.2 Identification of the issue

The cause of the problems experienced by students in understanding the content of reading and interest in reading is taught to be the result of:

1. the reading learning model so far conventional, meaning that the teacher does not raise students schemata before reading so when a reading material is presented, students can understand it well, learning applied by teachers who pay less attention and develop the potential and creativity of students in reading, both in developing students ideas, expressing experiences personally, as well as in training students to describe simply the result of their reading of a reading text in its own language.

2. Teachers are not close to students, and are not involved in selecting or determining material that suits student needs.

3. Teachers do not empower use of a centered learning environment and resources in students; teachers actively teach in front of the class and students passively learn. Students generally learn individually, less making use of various types of texts reading that can be imitated (modeling) by students.

4. Students are not optimally involved in learning to read. However students only passively listen to explanations and assignments delivered by their teacher.

5. The students have low reading interest so that they have less of a schemata. This means that most students only expect answers that came from friends who do the assignment (cheating) and lack of teacher direction to motivate students in reading.

6. Students have not been able to predict the content of reading based on pictures and reading titles. This is because students are accustomed to predicting the content of reading before reading, but students are given reading texts, then answer the questions that have been provided in the reading text.

1.3 Delimitations and Focus the Study

The limitations of this study are as follows: Based on the identification of the problems above, This study focused on discussion of A Need Analysis of Teachers Strategies to Improve Reading Comprehension for 8th Grade Students. In this study, writers focus on the problems faced by the EFL teacher and to analyze the EFL teacher strategies used and how the EFL teacher implements the strategies in teaching reading comprehension. Teacher strategies are the knowledge raised and the skills possessed by a teacher in teaching and carrying out his professional duties as a teacher so that the objectives of education can be achieved properly. Teacher Performance is the most important input in conducting education for the success of teaching students.

1.4 Research Question

Based on the background above, the problem can be formulated as:

1. How should teaching reading comprehension strategies be applied for 8th grade students in the 21St Century?

2. What is needed in order that the strategy for reading comprehension works in the 21st Century?

1.5 Aims

This research aims to find out the teachers strategies in teaching reading comprehension to 8th grade students. The specific objectives of this research are:

1. To find out the English teacher strategies in teaching reading comprehension used by 8th Grade Students in the 21st Century.
2. To describe the implementation of English teachers' strategies in teaching reading comprehension to 8th Grade Students in the 21st Century.

1.6 Significances of the research

From this research hopefully the researcher could get some results. The possible result might be expecting to some parties:

a. Theoretical benefits

Theoretically the benefits of research is to increase knowledge of education, as a reading comprehension strategy for student reading interest and reading comprehension. This research is expected to be used as a reference for other researchers to conduct research in English teaching learning process. Hopefully, the result of this study is useful for students, teachers, and all of the readers. And the results of this study is may help teacher to improve their strategies in teaching reading comprehension

b. Practical benefits

1) For the students, the finding of the research can be used as a new reference to learn English, especially reading. They can know theteacher᾽ teaching strategies and they can choose one of the strategies that theteachers comprehend reading.

2) For English teachers, the findings are expected to be useful contributions that can be transferred to learners based on their characteristics. By considering each student may employ different strategies, the teacher can take one of the strategies in teaching reading for comprehension to their students. Based on the statement above, the

teacher has to have a strategy to make the student's ready to speak. By applying the correct strategies in teaching and learning process,

3) For the next researchers, this thesis will give some contribution and information for next researchers about strategies in reading used by all the 8th grade students. The result of the research is expected to give some contributions for students, teachers, and future research.

1.7 Theoretical Foundation

In the previous discussion the researcher has mentioned the purpose of this study. Hence, in this chapter, the researcher discusses some related theories on Teaching Learning in the 21st century, Teacher, Teaching Strategy, Reading Comprehension; the nature of reading, the needs of teacher strategy to improve reading skill, and several related studies are elaborated as follows.

1.7.1 21st Century

The integration of 21st century skills in English language learning is essential. As a universal language, the use and learning of English is becoming something that is absolutely learned for someone in responding and facing the challenges that arise in the 21st century. In Learning Context Curriculum 2013, 21st century skills are termed 4C (Communication, Collaboration, Critical Thinking and Problem Solving, and Creativity and Innovation) and is the real ability to aim at Curriculum 2013. To realize 21st century learning, English teachers must have the skills to manage learning well. Management learning starts from the planning stage of learning, organizing learning, the implementation of teaching and learning in class to the assessment stage (evaluation) of students' abilities.

In practice, teaching language also goes through several phases, changing from the traditional way to a more modern era. When entering the 21st century where information technology is developing rapidly, then the field of language teaching also has a challenge in itself. Here is a mapping about standard language teaching in the 21st century initiated by the American Council on the Teaching of

Foreign Languages (ACTFL) and collaborating with The Nation's World Language Educators. Creative and Innovative Competencies in Language Teaching, Communicative Mode, In building the language of the 21st century at best mastered is creativity and innovative, means language learning creative and innovative attitude in understanding multiple perspectives culture. ACTFL explains in more detail about creativity and innovation skills. First, a deep critical and innovative thinking work environment. Second, capable of developing, implementing, and expressing ideas to others. Third, be open and sensitive to differences in perspective. Fourth, ideas crave are expected to make a contribution in the place of innovation it was created.

1.a.2   Teacher

One of the important factors in the success of learning English in secondary school is the English teacher. According to Akhyak (2005, p. 3), a teacher is someone who influences students in the process of teaching and learning. Therefore, the teacher must bring the student to the goal which wants to be achieved by both teacher and students. Teacher is the important factor because she or he introduces foreign language to the students in which they have never known in their whole life. In this case, the role of the teacher is difficult and complex.

The teacher teaches English as the first step and gives the basics of English either academic or psychology. The selection of an interesting teaching method or technique appropriate to the age and the characteristics of a young learner will not guarantee the success of teaching and learning if the teacher does not have ability to do it. Moreover, she or he does not have enough knowledge in English. It will cause the material taught wrong. Based on the explanation above, we can say that the teacher of the young learner must fulfill the criteria of English young learner teacher and know the duty of English young learner teacher. The teacher's job is to help learners to learn. This relates both to the formal classroom process and learning outside the classroom. Teachers are responsible for a large amount of what happens in the classroom, such as: what is taught, the resources used, the type of activities, classroom management, assessment, feedback, etc. It is also part of the teacher's job to encourage learners to take responsibility for their own learning and

become active learners. Lindsay and Knight (2006, p . 3) explain that as an effective teacher, they must:

a) Understand learners' language needs and respond to them positively.

b) Design lesson which reflects the learners' needs and develops their communicative skill.

c) Monitor and correct sensitively.

d) Provides feedback and encouragement when appropriate.

e) Tell learners not to worry about making mistake

f) Encourages good learning habits inside and outside the classroom.

g) Keep track of progress, gaps in learning ability, and repeat errors.

h) Creates an 'input-rich environment' in the classroom.

i) Encourages learners to read English texts or listen to the radio in English

1.7.3 Teaching Strategy

Smilansky (1990) as cited in Sukma (2017, pp. 301-327) defined teaching strategies as the way of a teacher to play with children. Moreover OECD (2010) also described teacher strategy as a combination of processes where the teacher manages the class and used all the facilities to enhance students' understanding. There are some types of teaching strategies such as expository strategies, cooperative learning, inquiry, contextual teaching and learning and problem based learning. All of those strategies are not fit for all the material. It depended on the context. One strategy might fit to one particular topic but it does not certainly fit to the other topic so that the teacher has to have the ability to choose the best one.

In addition, Balachandran (2015) as cited in Fajriah (2017, p. 305) claimed that there are some factors that influence teaching strategies. Those factors are related to the teacher, student, environment and the lesson. The factors relating to the teachers include the knowledge to use the resources, the ability to manage the class, and adjustment based on students' learning styles. Moreover, the factors relating to the students are class composition, grade level, benefit from a certain instruction and students' engagement. Meanwhile, the factors relating to the environment consist of the resources of learning that support the learning process.

At last, the factor relating to the lesson is fostering contextual learning which relates the lesson with real life.

Based on the explanations above the writer concluded that the teaching comes from the word teach, which means giving instruction to somebody to know or be able to do something. The word teach has been used widely in formal and informal situations and at all levels of education. Teaching is the process of transferring knowledge from teachers to students or from someone to another in both formal and informal situations

1.7.4   Reading Comprehension

Reading comprehension in learning English is one of the four skills that students must master, although reading only reads text, students must also be able to understand, read at a glance, and even filter out the essence of the reading they have read. They are also expected to understand the vocabulary they have just met, so that students can truly master reading in English (Harmer as cited in Fauziati, 2010, p. 32)

Reading comprehension is the act of understanding what you read. Meanwhile, a simple definition can be stated that actions are not simple to teach, learn or practice. Reading comprehension is a deliberate, active, and interactive process that happens before, during, and after someone reads a particular article. People read for many reasons but understanding is always part of their goal. The level of understanding in reading can be differentiated based on the cognitive complexity of reading comprehension. Burn, et al (1996) and Syafei (1993) suggest two levels of reading comprehension, namely literal comprehension and high level comprehension. High-level understanding includes interpretive understanding, critical understanding, and creative understanding. Critical and creative understanding can be classified into evaluative understanding.

Reading comprehension is important because without it reading does not provide any information to readers. Reading comprehension is the ability to read text, process it and understand its meaning. An individual ability to understand the

texts is influenced by their nature and skills, one of which is the ability to make conclusions. If word recognition is difficult, students use it too much of their processing capacity is reading individual words, which interferes with their ability to understand what is being read. Hafni (1981) and Tollefson (1989) in Alfin (2011,p. 16) classify reading comprehension into five levels, namely: literal understanding, reorganization, inferential, evaluation, and appreciation. The second level of understanding is interpretive understanding, which according to Hafni (1981) and Tollefson (1989) in Alfin (2011,p. 16) is a re-organization and inferential understanding. Interpretive understanding is the understanding of meanings between sentences or implied meanings or drawing conclusions from the text. Interpretive understanding is the process of obtaining ideas that are implied by the text, not those that can be found directly in the text. Reading interpretive understanding includes drawing conclusions about the main idea of a text, causal relationships that are implied in the text, pronoun references, Adverb references (adverbs), and omitted words. Meanwhile, interpretive understanding also includes understanding the mood of the actors in the story (mood of a passage), the purpose of the story writer, and the meaning of figurative language (Burn, et al., 1996).

1.7.5   The Need Analysis of Teacher Strategies

One of strategies which should be managed and applied by teachers in the classroom is teaching reading strategies. Wallace (1992, p. 57) states that a reading strategy is a unitary process which cannot be subdivided into part skills. This means as a process, a reading strategy involves ways of processing text which will vary with the nature of the text, the reader's purpose, and the context of the situation. The significance of reading strategy is indicated implicitly in the Indonesia National Curriculum of 2013. In this curriculum, it is stated that the objective of teaching reading, as one of the four major skills, in learning English as foreign language in junior high school is to develop the students' ability to read and to get the message comprehensively from particular reading texts (BSNP, 2013). Relating to the essence of this curriculum, Nuttal (2006, p. 4) states that one of very important reading purposes is to get meaning from a text. This means about

the process of how the reader decodes the message from the text. In a similar vein, Nunan (1999, p. 249) exposed that an enormous amount of time, money and effort is spent for teaching reading in elementary and secondary school around the world.

This study focuses on teaching reading comprehension strategies which are divided into three reading stages proposed by some scholars, this includes: pre-reading stage, while reading stage and post reading stage (Hood, et al., 2005). To encourage students to use effective strategies when reading in a foreign language, teachers can develop simple exercises for obtaining information through targeted strategies.

1.8 Previous Study

Rusmiati (2017, p. 5) conducted this project in order to solve the problems encountered in the classroom. Since it is t o improve reading comprehension in the learning process, the appropriate technique that was applied in this research is a classroom action research. The participants of this research is the students in eleventh grade, especially class XI IPA 1 of SMA Mujahidin Pontianak in Academic 2016/2017, which consists of 31 students. The data were collected by using observation methods which are the achievement test, observation checklist and field notes. There were three cycles of classroom action research.
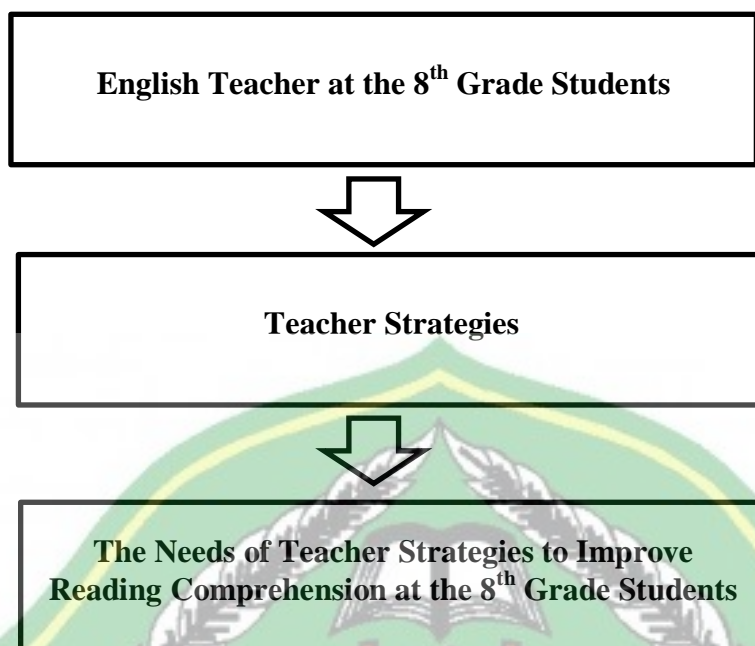
Nuri (2013, p. 3) conducted a research titled Teacher's Strategies in Managing a Large Class in Teaching English at the Eleventh Grade of SMA Muhammadiyah 1 Karanganyar in the 2012/2013 academic year. She concluded that there are two main points found. First, the teachers strategies in managing a large class in teaching English at the eleventh grade of SMA Muhammadiyah 1 Karanganyar in the 2012/2013 academic year. Second, the problems faced by the teachers and the students during implementing the teaching strategies and the solutions for the large class in teaching English at the eleventh grade of SMA Muhammadiyah 1 Karanganyar in the 2012/2013 academic year. The strategies used by English teachers in managing a large class in teaching English at SMA Muhammadiyah 1 Karanganyar, the writer found a large class with 37 students in XI IPS 3. The writer

focuses on the English teacher strategies in the large class, teaching technique, seating arrangement, teacher's feedback and teacher's evaluation.

Nurmadia (2017, p. 152) conducted this research, what were the strategies of English teacher in teaching reading comprehension at the Second Grade of Junior High School 1 of Wonomulyo and how the implement of English teacher' strategies in teaching reading comprehension at the Second Grade of Junior High School 1 of Wonomulyo? The method of this research was qualitative research. The subject of this research was English teacher in Junior High School 1 of Wonomulyo. The instruments of this research were observation checklist and interview. The result of the research found two strategies that the teacher used, Scaffolding and QARs (Question Answer Relationship). Scaffolding strategy students can develop ideas which are readable by the student. QARs (Question Answer Relationship), the teacher is able to know how far their students understand what the teacher has given to them. And the teacher is able to know how far understanding of the student is doing the task after reading the text that has been given and the students guided to more focus on the text and understand what the content of the text is.

The several researchers above focused on teachers' strategies and they have different subjects. Rusmiati (2017, p. 5) focused on teaching listening comprehension that was recognizing and discriminating the sound, grammar and pronunciation. Nurman (2010, p. 42) used three strategies of teaching reading comprehension there are pre-reading, whilst reading, and post-reading. The strategies above gave the students some questions as a way of warming up to know and enrich the students vocabulary mastery. Nurmadia (2017, p. 152) used strategies in managing a large class, these strategies used teaching technique, seating arrangement, teacher's feedback and teacher's evaluation. The three researchers above had a similarity with this research because all of them had some objective to teacher strategies. In this research focus on teacher strategies, the researcher will analyze which one of the strategies above will be used by the English teacher in teaching reading comprehension.

1.9 Frame of Thought

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│     The Needs of Teacher Strategies to Improve     │
│   Reading Comprehension at the 8th Grade Students  │
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From the background of the research and previous study above, the researcher's teaching strategy can be used as a strategy to improve students' reading comprehension. Many strategies were used in teaching reading, but the result was the same. Students' lack of vocabularies and the improvement is low or far from what is thought.

Learning to understand text reviews for junior high school students is something new one. Learning to understand review text is carried out through a series of reading activities. Learning to read at the secondary school level First (SMP) is no longer a basic reading activity, but an activity of continued reading. Therefore, understanding is focused on understanding comprehensively. So far, there are bad habits that students do during reading so it raises some problems when understanding a text. One of them is often an error when understanding the meaning contained in the text. As a result, the purpose of reading cannot be achieved. Therefore, it takes the right strategy in understanding learning review text in order to attract student interest.

1.10 Method of the Research

1. Research Design

This research will use qualitative research, this research is focused on a certain phenomenon in the school environment. The phenomenon is the activities of teaching and learning English. This research also does not need to give the treatment to the object of the research. Qualitative research is an approach that relies on text, image data, and has unique steps in analysis of data (Creswell, 2014, p. 183). Moreover, qualitative research concentrates on the observation of social phenomena and on giving voice to the emotions and experiences of the participants under study (Lodico, Spaulding & Voegtle, 2006, p. 264). The writer will just observe and describe the phenomena as in fact as clear as possible without manipulation. Therefore, the appropriate design can be used in conducting this research.

This research consist in several stages, the research will use the methods as follows: (a) identifying a research focus, (b) conducting review of literature, (c) managing entry into the field and maintaining good field relations selecting participants, (d) writing foreshadowed questions (e) collecting the data, (f) analyzing the data, (g) and interpreting and dissemiating results (Lodico, Spaulding & Voegtle, 2006, p. 267). From those methods, this research is divided into two stages in which stage 1 to answering research question no.1 identifying a research topic or focus and conducting literature review or critical literature review. Furthermore, in the stage 1 will use some process includes formulate draft research question; search, scan, for information, using keywords; skim, scan, read, reflect and search some more, defining key concepts; obtain articles and read some more; reassess your question; and formulate the final research question for analysis (Nashruddin & Mustaqimah, 2020, p .5). Furthermore, stage 2 to answering research question no. 2 that selecting participants, writing foreshadowed questions, collecting the data, analyzing the data, and interpreting and disseminating results (Lodico, Spaulding & Voegtle, 2006, p. 267)

2. Source and type of the data

a) Critical Literature review

Data sources in this research will take from the English teacher strategies in teaching reading comprehension and from the 8th grade student's result from reading comprehension.

b) Type of the Data

In the sources and types of the data in this research that will be carried out using primary sources in which data sources that directly provide the data to data collectors. Primer source is a data source providing data directly to data collectors (Sugiyono, 2015, p. 308). Moreover, will use the secondary sources in which the source of data indirectly provides data to data collectors as is the case by using literature review (Sugiyono, 2015, p. 309). Besides, to get source data in a technique of sample will use purposive sampling of English teachers. It is a technique that takes a sample of data sources with certain considerations.

Data is the result of the fact and number that can constitute the information (Arikunto 2006, p. 118). In order words data are information that is gained from the subject of the research. The data are qualitative data which is the teachers strategies and the result of the students' reading comprehension. The reading comprehension will take from their skill in reading class which is performed by students as the data. Theresearchersused any information found in their reading skill which recorded or so called documents.

3 .Technique of collecting the data and instrument

The research that is important is data collection technique in which one should monitor that the data obtained will maintain the level of validity and reliability. In addition, techniques of data collection include observation, interview and questionnaire. In the instrument and data collection, the instrument is the researcher himself. The instrument of qualitative research is the researcher himself (Sugiyono, 2015, p. 305). Furthermore, there are two stages for this research, in stages 1 to answering the question no.1 and stages 2 to answering the question no.2 Moreover, the stage 1 to data collection techniques and instruments using critical

literature review. In this technique the researcher uses the initial screening process to evaluate the eligible for research. Furthermore, the process of this section are identification abstract which includes inclusion and exclusion. Inclusion is something that should be in the journal, meanwhile exclusion to things that are out of the journal content (Nashruddin & Mustaqimah, 2020, p. 10). From those aspects, in the inclusion the researcher focus on thecontent of the journal and the exclusion of the researcher should pay attention to criteria including indexing status; impact factor score; and journal operation (Nashruddin & Mustaqimah, 2020, p. 11). Therefore, this research will cover the journal in the period 2015-2020 as the research literature. Besides, stage 2 in this research will be presented in the following section.

a. Interview

Interview in qualitative research is to ask one or more participants general open ended questions and the answer will be recorded (Creswell, 2012, p. 217). In addition,an interview is communication face to face between the interviewer and the source of the information in which the interviewer asks directly about the object under study and has been designed before (Yusuf, 2014, p. 152). Moreover, an interview is a meeting between two persons to exchange ideas and information using questions and responses (Sugiyono, 2015, p. 317). This research will know what the needs English teachers are to improve their personal competence. Nevertheless, the researcher will use open-ended questions in which the participants can give the best voice in their experiences (Creswell, 2012, p. 218). The types of interview will use unstructured interviews that are free and researchers do not use interview guidelines that have been structured systematically (Sugiyono, 2015, p. 320). It means that in this interview the answer of the respondent is not limited and the researcher asks the respondent to give the opinion. There are steps of interview includes determine to whom this interview will be conducted; prepare the main issues that will be the subject of discussion; starting or opening the interview flow; carry out an interview flow; confirming the results of the interview and ending it; write down the results of interviews into field

notes; and identify follow-up interviews that have been obtained. In the interview tools will use a notebook; tape recorder, and camera. Besides, the types of interview (Molleong in Sugiyono, 2015, p. 322).

a. Questions that related to the experiences

b. Questions that related to the opinions

c. Questions that related to the feelings

d. Questions that related to the five senses

e. Questions that related to the knowledge

f. Questions that related to the background or demography of participants.

Therefore, the interview for the English teacher will be conducted to investigate the needs of personal competence in the 21st century. Then, the researcher providing the interview question includes four types including questions related to the experiences, opinions, feelings and knowledge (Molleong in Sugiyono, 2015, p. 322).

b. Questionnaires in this research will use questionnaires that can save time. The questionnaires will use a checklist. Questionnaire checklist is a closed list, the respondent only gives a check mark on the answer column that has been provided. Then researchers will ask questions. Questionnaire has many benefits as the instrument of data collection.

4. Technique of Analyze the Data

In this research, the researcher will use qualitative data in analyzing technique. Data analysis is the process of managing the data, organizing it into a good pattern, category and basic unit. Qualitative analysis is messy and nonlinear. Data analysis in qualitative research is often done concurrently or simultaneously with data collection. Nevertheless, Ary (2010, p. 283) states that the data analysis in this research can be broken down into four stages; they are Coding, Data Reduction, Data Display, and Drawing Conclusion or Interpretation.

Data Reduction

Data reduction activities are to manage the raw data collected from interviews, documentation and observations summarized and systematized, to be understood and observed by the reader. This data reduction is a form of data analysis in such a way that the final conclusion of research data can be made verification (Arikunto 2009, p. 234). In this case, the research systematically obtained accurate data related to the role of teachers and the role of parents in improving the learning achievements of Islamic students, so that from the results of interviews and observation fields is added with the existing documentation, so that eventually This thesis can be easily understood and observed by readers.

1.11 Research Timeline

The timeline of this research as shown in the table below:

No.	Activities	Month											
		March			April			May			June		
1.	Conducting Critical Literature Review	■	■	■	■								
2.	Conducting Instrument Interview							■					
3.	Asking agreement to the principal of the school for doing survey								■				
4.	Doing Interview									■			
5.	Analyzing data from interview										■		
6.	Making conclusion											■	
7.	Finalization of research											■	

After getting data and then analyzing the data. The data found from any instrument were analyzed together to get the result that describes the teacher's strategies in reading comprehension.