TEACHER'S EFFORT TO IMPROVE STUDENTS' READING COMPREHENSION

(A Descriptive Qualitative Study at MTs Negeri 01 Kepahiang Academic Year of 2022-2023)

THESIS

This Thesis is Submitted to Fulfill the Requirement for 'Sarjana' Degree in English Language Education

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ENGLISH TADRIS STUDY PROGRAM

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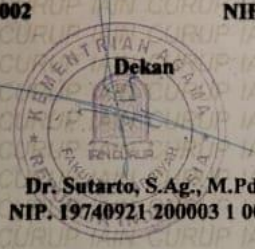NIP. 19810607 202321 1 011

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Assalamu'alaikum Wr. Wb.

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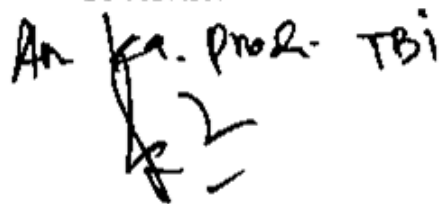Demikian permohonan ini kami ajukan, terima kasih.

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The researcher finished this thesis entitled **"Teachers' Effort to Improve Students' Reading Comprehension** (*A Descriptive Qualitative Study at MTs Negeri 01 Kepahiang Academic Year of 2022-2023*)**"**. This thesis is presented in order to fulfill of the requirement for the degree of strata I in English study program of IAIN Curup. In the process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others. Because of those reason, the researcher would like to presents his deepest gratitude to:

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Curup, 1ᴇ Juli 2024

The Researcher

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MOTTO

Mother is the best supporter in life,

Find Strength in Adversity

DEDICATION

With determination and hard struggle finally, I script and reach my ideals and with sense of love I decide my thesis to

➢ My beloved mother, Renita Elyana, thanks for being good mother for me, always give everything I need to finish my study.

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PREFACE

All of praises be to Allah SWT, help and support from all of lecturers, family and friends that the researcher had finally finished writing his thesis entitle ***"Teachers' Effort to Improve Students' Reading Comprehension** (A Descriptive Qualitative Study at MTs Negeri 01 Kepahiang Academic Year of 2022-2023)***".

This thesis is submitted as a part of the completion for undergraduate degree of strata-1 (S1) in English Study Program of State College for Islamic Studies (IAIN) Curup. The researcher realizes that this thesis is far from being perfect, therefore the researcher appreciates any suggestions and critics for being perfect in the future.

Last but not least, the researcher does that this thesis will be useful to those who interested in this field of the research.

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The Researcher

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ABSTRACT

M. Refnaldi : ***Teachers' Effort to Improve Students' Reading Comprehension*** *(A Descriptive Qualitative Study at MTs Negeri 01 Kepahiang Academic Year of 2022-2023)*

Advisor : Dr. Sakut Anshori, S.Pd.I., M. Hum
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The objective of this research is to investigate about the teachers' efforts to improve students' reading comprehension at MTS Negeri 1 Kepahiang and its implementation. This Descriptive research describe about the efforts and its implementation to improve students' reading comprehension. The research was conducted in MTs 1 Kepahiang. The participant was two English teachers who teach English subject. They are given an interview and observation to assess the efforts to improve students' reading comprehension at MTs 1 Kepahiang. After gaining the data, the researcher analyses the data by interpreting the interview result and observation. The result of the research confirmed that there 7 efforts conducted by the teachers to improve students' reading comprehension at MTs 1 Kepahiang. They are; (1) Providing Resources and Recommendations. (2) Modeling Reading Strategies. (3) Individualized Support. (4) Goal Setting and Reflection. (5) Ongoing Assessment and Feedback. (6) Vocabulary Development, and (7) Textual Analysis. Meanwhile there are several steps conducted by the teachers in implementing the efforts to improve students' reading comprehension. They are; (1) The teacher compiles a collection of diverse reading materials, including books, articles, and online resources, (2) the teacher explicitly models reading strategies such as making predictions, asking questions, and visualizing during reading instruction, (3) The teacher conducts regular conferences with students to discuss their reading progress, goals, and challenges, (4) The teacher encourages students to regularly reflect on their progress in reading comprehension, (5) The teacher provides opportunities for students to share their reading experiences with their peers, (6) The teacher explicitly teaches and discusses important words and phrases during reading comprehension lessons, and (7) The teacher provides explicit instruction on text structures.

Keywords: Teaching Efforts, Reading Comprehension,

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CHAPTER I

INTRODUCTION

Chapter I contains the introduction of this research, or it can be referred to as the background of the research. There are also several parts in this chapter, such as research problem, significance of the research, delimitation of problem, and Definition of Key terms and other matters related to it. The details of each of the points previously mentioned will be further explained below.

A. Background of the Research

English reading is taught at almost every level of education in Indonesia, from elementary school until senior high school. Nevertheless, the majority of students just read the book once, which prevents them from understanding it in its entirety. Notion claims that reading is connected to literacy and the advancement of society, it is one of the most important methods of learning.[1] Since most students only read the text, they are unable to comprehend its explanations or its content, which results in improper reading comprehension.

In the reading lesson, both the language and the topic are the main points of interest. First-year junior high school students use this book to discover how language conveys meaning from the language that expresses it. To separate the meaning of the text from the language used to communicate it, a few comprehensions are required. Students must possess

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[1] Notion. The Aplicable Reading Skill for EFL students. Oxford Unviersity Press. P.23

these comprehensions in order to be the kind of proficient readers who read on their own. Students can attain the objectives of independence, understanding, and fluency through reading comprehension, which helps them to give writing significance.[2] Reading comprehensions are special skills that allow a reader to comprehend written material as meaningful language, read independently, read it fluently, and engage cognitively with the content. Reading comprehension questions provide a foundation for determining and clarifying a meaning or purpose, which in turn determines the reading strategy, level of comprehension, reading speed, and level of comprehension used. The reading comprehension questions need to be expanded in order to foster fresh understanding and comprehension as well as to assist with conflict resolution and encourage fruitful debate. Particularly in reading classes, reading texts is crucial to assisting the teaching and learning process.

Reading and curriculum share a strong interconnection, as reading serves as a cornerstone of any curriculum. Within the curriculum framework, reading holds a central position as a fundamental Comprehension that students need to develop. It plays a crucial role in language development by enhancing vocabulary, comprehension, grammar, and writing abilities. Additionally, reading is closely tied to literacy Comprehensions, as it helps students acquire decoding, fluency, and comprehension. Comprehensions, progressively advancing from basic to

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[2] Brown H.D. Reading Principal in EFL Context. Oxford University 2017.P.34

advance levels.[3] Moreover, reading is indispensable for acquiring content knowledge across various subjects. The curriculum carefully selects reading materials that align with the subjects being taught, allowing students to explore and gain a deep understanding of diverse topics. Furthermore, reading promotes critical thinking and analytical Comprehensions, as students learn to interpret, evaluate, and analyze information. The curriculum incorporates texts and activities that challenge students to think critically and engage with the material at a higher level. Reading also contributes to personal development by fostering imagination, empathy, and a broader worldview.

Reading is essential to students' acquisition of English. However, the majority of students have a lot of trouble understanding material when they read it, such as tricky words, understanding sentences, and knowing how to read a word or sentence correctly.[4] Therefore, it is much harder for Indonesian students to read and understand reading in English, the foreign language that they have only recently learned and acquired, because they already struggle with reading comprehension in the language that they have learned.

In addition, it can be challenging for teachers to gauge the student's emotions or expressions about a single text, therefore reading exercises and comprehension are two crucial components of the learning process. Reading

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[3] Harmer, J. (2001). Book review: The practice of English language teaching. *RELC Journal*, *32*(1), 135–136. https://doi.org/10.1177/003368820103200109

[4] Katemba et,al. Challenging Issues to the Difficulties of Reading Comprehension.

can help readers acquire new vocabulary and improve their ability to understand language grammar, among other skills. So that, the strategies used by the teacher in teaching are important in the learning process, and it can be said that effort is a very essential thing, especially in teaching English as a foreign language. Without a well-prepared effort, it is feared that a learning goal will not be achieved. For reading Comprehensions, it is feared that students do not understand the important points in one text.

The teacher can assist the students in overcoming their challenges with reading comprehension by instructing them and encouraging them to apply specific reading strategies, it calls teacher's effort. Teaching reading methods, according to Duffy as stated in Syamsul, is an endeavor that can direct and assist the student in understanding the text. Consequently, the teacher plays a crucial part in helping the students get past their difficulties with reading comprehension texts.[5]

Therefore, the researcher chose to conduct a research regarding the teachers' effort to improve students' reading comprehension in MTS Negeri 01 Kepahiang. The researcher decided to hold this research in MTS Negeri 01 Kepahiang because the researcher found that this school is the first school in Kepahiang which integrated with Islamic study. Based on initial observations, researcher found that the students were very active when learning about reading comprehension. In addition, English teachers claim

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[5] Achmad, D., Ys, S. B., & Marlisa, R. (2016, November). Teacher's efforts to overcome students' difficulties in reading comprehension. In *Proceedings of English Education International Conference* (Vol. 1, No. 2, pp. 53-57).

that they have good abilities in understanding reading in reading text comprehension. Therefore, the researcher decided to look at teachers' effort during teaching reading comprehension.

Additionally, the researcher found some researches which discussed regarding improving students' reading comprehension. Hijriani et al investigated "The Effectiveness of Merdeka Mengajar Platform towards the Learning of English Reading Comprehension as the Implementation of Independent Curriculum at UPTD SMPN 19 Barru".[6] Then, Saputri et al conducted a research with the title "An Analysis on English Teacher Strategies in Teaching Reading Comprehension".[7] Additionally, Arina Ayuningtyas conducted the research about the strategies used in teaching English in Merdeka Curriculum.[8] This research focused on the teacher's effort to improve students' reading comprehension and how to apply those efforts into teaching and learning process in the class. Besides, the previous research only focused on the strategy and the effectiveness in teaching reading comprehension.

Therefore, from those explanations above, the researcher conducted the research with the title "**Teacher's Effort to Improve Students' Reading Comprehension**"

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[6] Hijriani, H., Amaluddin, A., & Larekeng, S. H. (2024). The Effectiveness of Merdeka Mengajar Platform towards the Learning of English Reading Comprehension as the Implementation of Independent Curriculum at UPTD SMPN 19 Barru. *JELITA*, *5*(1), 65-80.

[7] Saputri, Y. A., Rizal, S., & Afriani, Z. L. (2021). An analysis on English teacher strategies in teaching reading comprehension. *Jadila: Journal of Development and Innovation in Language and Literature Education*, *1*(3), 353-361.

[8] Ayuningtyas, A. (2023). Strategies Used by the Teacher in Teaching Speaking in Merdeka Curriculum at SMP N 13 Surakarta. Universitas Muhammadiyah Surakarta.

B. Research Questions

The following research questions are developed as the research problem for this research based on the research background:

1. What are the Teachers efforts used by teachers to Improve Students' reading Comprehensions at MTS Negeri 1 Kepahiang?

2. How do Teachers apply efforts to improve students' reading Comprehensions at MTS Negeri Kepahiang?

C. Objective of the Research

The researcher needs to arrange and set up the classroom according to the problem in an efficient manner in order to accomplish the learning objectives. The researcher may choose to implement an interesting teaching strategy in order to achieve the goal. The investigation's objective is:

1. To know the teachers' efforts used to Improve Students' reading Comprehensions at MTS Negeri 1 Kepahiang.

2. To know how the teachers apply the efforts to improve students' reading Comprehensions at MTS Negeri Kepahiang.

D. Definition of Key Terms

To avoid misconceptions, the researcher explains the key subjects used in this research.

1. Teachers' Effort

In general, "teachers' effort" refers to the hard work and dedication demonstrated by teachers in carrying out their duties as educators. Teachers' effort encompasses a range of activities involving planning, teaching, assessment, professional development, and collaboration with colleagues.[9]

2. Reading Comprehensions

In general, reading Comprehensions is encompassing a range of abilities and strategies that individuals utilize to understand written text. These Comprehensions include decoding, fluency, vocabulary knowledge, comprehension, critical thinking, metacognition, and the ability to engage with different types of text.[10]

E. Significance of the Research

It is anticipated by the researcher that this research would lead to some noteworthy theoretical and practical advances. The following points

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[9] Darling-Hammond, L. (2017). Teacher education around the world: What can we learn from international practice?. *European journal of teacher education*, *40*(3), 291-309.

[10] Pearson, P. D., & Hamm, D. N. (2007). Research-based practices for teaching comprehension. In L.B. Gambrell, L. M. Morrow, & M. Pressley (Eds.), Best practices in literacy instruction (3rd ed., pp.221-245). Guilford Press.

regarding the importance of this research are clarified:

1. For Teachers

    In finding the effort used by teachers for students' reading comprehension related to the topics discussed in this research can be in the future these strategies can be reused, or used as additional references, or can be improved into better effort in teaching reading comprehension.

2. For students

    It is anticipated that students would comprehend the significance of comprehending a book, and they will be able to learn from the research's findings about the preparation strategies employed by their teachers.

3. For others Researchers

    In addition to being useful as a reference work on teachers' efforts and students' reading comprehension, the researcher hopes that this research will benefit other academics. The following researcher may choose to investigate a related subject from a different angle or in a different location. Additionally, the outcomes of the teachers' efforts in this research may be applied in a more useful way by the following researcher.

F. Organization of the Research

This section provides an overview of the research's organization from chapter one to chapter five. Chapter I contains the introduction. It contains background data, objectives, questions, and restrictions on the research as well as operational definitions and research relevance. The Chapter II contains a review of related literature. Reviews of connected studies and reviews of pertinent reviews are offered. Chapter III is devoted to Research Methodology. It addresses the research methodology, research question, research instrument, strategy for acquiring data, and method for analysing data. In Chapter IV is finding and discussion. The research's data is provided via the findings and discussion. The last chapter would be Chapter V, which contains conclusion.

CHAPTER II

THEORETICAL FRAMEWORK

In this part, the researcher describes several explanations of teachers' effort to improve students' reading comprehension related to reading, reading comprehension, and Teacher efforts. The details of each of the points previously mentioned further explained below.

A. Reading

1. The Definition of Reading

Reading is a whole process that requires concentration so that the comprehension of reading can be achieved properly. Reading also has many benefits and it is not just a single process and also it can be said that reading activities are activities that have deep meaning. The following are some explanations and expert views about the meaning of reading. According to Johnson explains about reading is the practice of using the text to construct the meaning.[11]

Jeremy Harmer explains that reading has many benefits not only in education but also for language acquisition. In addition, he stated that reading provides the opportunity to learn more and demonstrates how to develop the sentence, the paragraph, and the whole text.[12] The conclusion for reading is a comprehensive activity and it does not just

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[11] Johnson, R. B., & Christensen, L. (2019). *Educational research: Quantitative, qualitative, and mixed approaches*. Sage publications.

[12] Harmer, J. (2001). Book review: The practice of English language teaching. *RELC Journal*, *32*(1), 135–136. https://doi.org/10.1177/003368820103200109

stop when someone finishes reading the last paragraph but the benefits and understanding gained to have a deeper meaning than that.

2. The Purpose of Reading

The following is an explanation of the purpose of reading. In general, the purpose or the aim of reading is to get information, but actually, the purpose of reading can be broader than that as explained by Neil Anderson that the purpose of reading is to get comprehension.[13]

There are two general purposes that most people do when reading something. The first purpose is reading for pleasure and the second purpose is reading for information as previously mentioned. Thefollowing is an explanation of those two general purposes.

a. Reading for pleasure

Language book does not only provide knowledge in learning but also some excitement stories which are also taught in school. Reading becomes fun activity because the language used is also largely understandable so that the reader can enjoy the story. The previous statement relates to the definition of reading by Cohen that reading, like other forms of language, is a social practice, purposeful, enjoyable, and for the passionate

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[13] Alderson, J. C. (2000). Assessing reading. Cambridge: Cambridge University Press.

readers.[14]

b. Reading for information

Reading for information is more closely related to scientific or research purposes. The information obtained is then processed and examined for the purposes of a research. Reading is for language acquisition.[15] It means that students can get information from the text they have read and this information can allow them to acquire new vocabulary which can be useful in the future. From Jeremy Harmer's point of view about the explanation of reading for information it is clear that the realm of this kind of purpose can be useful for the scientific area such as a thesis or other types of research.

3. The Advantages of Reading

There are a lot of advantages of reading itself. The following is the explanation about the advantages of reading. In terms of knowledge, reading provides benefits, namely adding a lot of new knowledge. In addition, reading can expand vocabulary so which can improve writing skills. Reading is a learning activity that can help expand knowledge, skills, and also vocabulary which in the future can make readers more confident to discuss something on wide variety of topics.

The reading activity can also improve one's focus and

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[14] Cohen, L., Manion, L., & Morrison, K. Research Methods in Education.
[15] Harmer, Jeremy. 2004. How to Teach Writing. Longman: Pearson Education Limited

concentration, analytical thinking skills, and a person's memory. In the health aspect, it can be shown that reading can prevent some disease suchas Alzheimer and Dementia because the brain will always actively think when we read something. Blackhowicz who studied elderly patients with Alzheimer explained that people who regularly read books or play mentally challenging games were less likely to develop Alzheimer's disease.[16] Stress can also be reduced because we are attracted to reading material so that we enjoy reading time and it creates the serenity that can reduce stress.

4. The Understanding of Reading Comprehension

As explained in the Introduction Chapter that reading is an activity that occurs as a whole process, so it makes reading comprehension more than just a single process. Reading is an activity that is not only done when the readers have reached the end of a text or a story, but there is also a close interaction between the reader and the text. Alderson J. Charles explains that readers are not only looking at a printed book but also elaborating in some sense and deciding what the meaning and how the content of the textrelate to one another.[17]

When reading a text or a book we try to understand what the author wants to convey or what the essence of the reading is, so we try to understand the meaning of the reading, and this statement has a

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[16] Blackhowicz, C. (2008). *Reading Comprehension. The Guilford Press*. The Guilford Press

[17] Alderson, Op. Cit.,

relationship with the following explanation that knowing the word meaning can give a contribution in understanding the text, so it means students need to have good. In other words, if students can comprehend the text, it means that students are able to construct the meaning from that text because meaning is the goal of comprehension.

There are some points of view about the definition of reading comprehension. Reading comprehension is a cooperative term that explains the action of understanding ideas with the knowledge of the person, and it can be referred to as a task that involves the development of many skills.[18]

Those skills according to Mike Hock and Daryl Mellard are identifying the main idea of a text, outlining the content, producing questions about the information in the text, and seeking for clues that answer those questions. There is another point of view explaining that reading comprehension is the process of generating meaning by arranging the number of the complicated processes including reading words, background knowledge, and the fluency of the whole process. It can be concluded that reading comprehension is a process of understanding the meaning of what the writer wants to convey and, in that process, there are several abilities, such as connecting words in the text, understanding ideas, and connecting these ideas so that readers can

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[18] Hock, M., & Mellard, D. (2005). Reading comprehension strategies for adult literacy outcomes. *Journal of Adolescent & Adult Literacy: A Journal from the International Reading Association*, *49*(3), 192–200. https://doi.org/10.1598/JAAL.49.3.3

understand the stated or the unstated the writer's idea in one text.

5. Reading Comprehension

There are many definitions of reading comprehension accepted from some writers. According to Raphael, reading comprehension is "the process of constructing meaning by coordinating a number of complex processes that included word reading, word and world knowledge, and fluency". It describes the capacity to interpret words, comprehend meaning, and recognise connections between concepts presented in a text.[19] He provided the teacher with a three-step technique for teaching reading comprehension: mentioning, practicing, and assessing. Teachers do this by mentioning the abilities that students wish to utilise, providing opportunities for practice through workbooks or work sheets, and then evaluating the students' proficiency with the skill.

According to Alderson, reading is a pleasurable, intensive, solitary activity that allows readers to fully immerse themselves in the text and derive great pleasure from it.[20] According to Paran, the process of understanding words, phrases, and related text is known as comprehension. According to him, understanding a text involves figuring out how one word in a text relates to another.[21] To better understand written texts, readers often rely on prior information, vocabulary, grammatical expertise, familiarity with the text, and other

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[19] Raphael, T. (1982). Question-Answering Strategies for Children. *The Reading Teacher*, *36*, 186–191.

[20] Alderson, Loc, Cit.,

[21] Paran, A. (1996). Reading in EFL: Facts and fictions. *ELT journal*, *50*(1), 25-34

techniques.

According to the definitions given above, reading comprehension is the capacity to identify the writer's idea, whether it is expressed explicitly or implicitly, in the text. Reading comprehension is essentially understanding everything that the author has written. It also refers to the capacity to grasp concepts and the connections between concepts that are expressed in a text, as well as the links between words in a text.

6. Teaching Reading

Brown define that teaching is the activities to show or help someone to learn how to do something, give instructions, guide in the research of something, provide with the knowledge, cause to know, understand knowledge and give new knowledge.[22] Brown also says that "teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning". In the meantime, learning refers to acquiring or gaining information. According to the definitions given above, teaching is the act of assisting, facilitating, and providing guidance on how to acquire knowledge or skills. Here, the teacher is the subject of those activities since it is their duty to assist the students in learning English as a second language.

a. Teaching Reading Comprehension

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[22] Paran, ibid,

Teachers must employ certain tactics when teaching reading comprehension to ensure that their students fully understand the texts they are reading. These five tactics can be used in the classroom to promote reading comprehension, according to Brown:[23]

1) Identifying the purpose in reading

Understanding the intent behind the material they read allows them to filter out irrelevant information or distractions. As a result, when reading the materials, students are prepared with the knowledge they seek.

2) Using graphemic rules and patterns to aid in bottom up decoding (especially for the beginning level learners)

One of the challenges that students face when learning to read in English at the beginner level is recognising the differences between spoken and written English. Teaching students to read words with kind vowel sounds, like "bat," "leg," "wish," and so on, as well as words with a final silent "e," like "late," "time," "bite," and so on, is also necessary in this context.

3) Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)

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[23] *Ibid.*

In advanced learner, teacher can apply reading fast to reduce time consuming in reading. Readers do not need to pronounce every word and do not need to know the meaning of every word but the comprehension of the text is more important.

4) One of the best reading skills for students is skimming. When someone is skimming a text, they quickly scan the entire document (such as an essay, article, or chapter) to determine its important points or what it tells about. The benefits of skimming include those readers can infer the paragraph's goal, its major thought or point of interest, and perhaps even some of the supporting or emerging ideas.

5) Scanning the text for specific information

When reading a text, scanning is the process of rapidly looking for a specific piece of information, or pieces of information, that the reader wants. Students may be asked to perform tasks like finding names or dates, finding the definition of a crucial idea, or listing a predetermined amount of supporting details in scanning activities.

7. **Teachers Effort to Improve Students' Reading Comprehension**

Teachers play a crucial role in facilitating and supporting students' efforts to improve their reading skills. Here are some

ways in which teachers can enhance students' reading comprehension skills proposed by P. David Pearson:[24]

a) Providing Resources and Recommendations: Teachers can curate a collection of diverse and engaging reading materials, including books, articles, and online resources. They can recommend appropriate texts based on students' interests, reading levels, and learning goals, empowering students to explore a wide range ofmaterial independently.

b) Modeling Reading Strategies: Teachers can demonstrate effective reading strategies and skills through think-aloud and shared reading experiences. By explicitly modeling

c) Strategies such as making predictions, asking questions, and visualizing, teachers help students develop metacognitive awareness and apply these strategies during independent reading.

d) Guiding Reading Choices: Teachers can guide students in selecting appropriate reading materials that align with their interests and reading levels. They can offer guidance and suggestions while encouraging students to make independent choices, fostering a sense of autonomy and ownership over their reading selections.

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[24] Pearson, P. D., & Hamm, D. N. (2007). Research-based practices for teaching comprehension. In L. B. Gambrell, L. M. Morrow, & M. Pressley (Eds.), Best practices in literacy instruction (3rded., pp. 221-245). Guilford Press.P.21

e) Individualized Support: Teachers can provide individualized support by conducting regular conferences with students to discuss their reading progress, goals, and challenges. These one-on-one interactions allow teachers to offer personalized guidance, feedback, and support tailored to each student's specific needs.

f) Goal Setting and Reflection: Teachers can engage students in setting reading goals and regularly reflecting on their progress. Byencouraging students to assess their strengths and areas for improvement, teachers help them develop a growth mindset and takeownership of their reading development.

g) Building a Reading Community: Teachers can foster a supportive reading community within the classroom by providing opportunities for students to share their reading experiences, recommend books to peers, and engage in book discussions. This collaborative environment nurtures a love for reading and encourages students to learn from and inspire one another.

h) Ongoing Assessment and Feedback: Teachers can employ various formative assessment strategies, such as reading logs, book reviews, or oral presentations, to assess students' reading skills and provide timely feedback. This feedback helps students understand their progress, identify areas for

improvement, and make adjustments to their reading practices.

i) Promoting Independent Reading Time: Teachers can allocate dedicated time for independent reading within the curriculum. This protected reading time allows students to immerse themselves in self-selected texts, practice reading strategies, and develop their reading skills at their own pace.

By implementing these efforts, teachers can empower students to take ownership of their reading development in an independent learning curriculum, fostering a love for reading and supporting the growth of their reading Comprehension.

8. The ways teachers enhance students' reading Comprehension

Teachers can directly contribute to improving students' reading comprehension. Here is how:

a) Building a Strong Foundation: By providing resources, modeling reading strategies, and guiding reading choices, teachers help students develop a solid foundation in reading skills. When students have a strong foundation, it becomes easier for them to comprehend texts independently.

b) Metacognitive Awareness: Teachers who promote metacognition help students become more aware of their own reading processes. This awareness allows students to

monitor their understanding, identify areas of confusion, and employ appropriate strategies to enhance comprehension.

c) Active Engagement: Teachers encourage active reading practices, such as annotating, questioning, and making connections. Active engagement keeps students focused and involved in the reading process, leading to improved comprehension and a deeper understanding of the text.

d) Vocabulary Development: Teachers support vocabulary development by explicitly teaching and discussing important words and phrases. When students have a strong vocabulary, they can better comprehend texts, as they are able to understand and make connections with unfamiliar words and concepts.

e) Textual Analysis: Teachers guide students in analyzing text structures, identifying main ideas, and extracting supporting details. When students can effectively analyze and understand the structure and organization of a text, they gain better insight into the author's message and overall meaning.

f) Discussion and Reflection: Teachers who facilitate discussions and reflection activities provide students with

opportunities to think critically about what they read, articulate their thoughts, and engage in deeper comprehension. Through discussion and reflection, students gain new perspectives and insights, which further enhance their understanding of the text.

g) Individualized Support and Feedback: Teachers who offer individualized support and timely feedback can address students' specific needs and challenges. By providing targeted guidance and constructive feedback, teachers help students overcome difficulties, strengthen their reading skills, and improve comprehension.[25]

B. Teacher's Efforts

The teacher is the central figure in both teaching and learning. In the classroom, the teacher is the complete person, a professional specialist in the field of pedagogy and psychology, and an expert in the teaching profession.[26] A teacher is a qualified educator who is in charge of instructing, guiding, supervising, training, testing, and assessing students.[27] Teachers these days must be knowledgeable about and skilled in a variety of teaching methods. In order to ensure that students enjoy studying while also doing so, teachers must be able to

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[25] Pearson, P. D., & Duke, N. K. (2002). Comprehension instruction in the primary grades. *Comprehension instruction: Research-based best practices*, 247-258.

[26] Danijela, M. (2018). The teacher's role and professional development. *International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE)*, *6*(2), 33-45.

[27] Sundawan, M. D. (2016). Perbedaan model pembelajaran konstruktivisme dan model pembelajaran langsung. *LOGIKA Jurnal Ilmiah Lemlit Unswagati Cirebon*, *16*(1).

create a comfortable and suitable learning environment. Consequently, the learning objective can be accomplished.

As any student will attest, successful teachers know that learning and teaching include more than just talking. Proficient educators possess the ability to determine not only what content they wish to cover but also how to present it in a way that allows students to absorb and apply the new knowledge and abilities.[28]

A teacher's classroom should be managed effectively by using tactics and efforts when teaching in the English language. Effective force as opposed to the potential resistance brought into action by such a force, the whole work done to achieve a certain purpose, a serious attempt, a conscious exertion of power, hard work, and effort are all defined by Webster.[29] Students' performance is impacted by teachers' efforts and output in one way or another. The subjective uptick in mental or physical activity towards the accomplishment of a goal is referred to as effort.

A teacher's effort is how they approach problem-solving and how they help their students become better learners in the classroom.[30] Teaching English is more challenging than teaching other subjects in

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[28] Lupascu, A. R., Pânisoară, G., & Pânisoară, I. O. (2014). Characteristics of effective teacher. *Procedia-Social and Behavioral Sciences*, *127*, 534-538.

[29] Dictionary, M. W. (2002). Merriam-webster. *On-line at http://www. mw. com/home. htm*, *8*(2), 23..

[30] Ihsan, H. Z., & Wahidah, N. (2018). Teacher’ s Efforts to Overcome the Students’ Difficulties in Speaking Ability. *Voices of English Language Education Society*, *2*(1), 62-67.

terms of student comprehension. Teacher effort is challenging to quantify in part because it takes place behind closed doors, hidden from the view of parents, principals, and school inspectors, and partly because it has multiple dimensions.[31]

Ilham and Litiloli assert that educators have the ability to impart moral principles and character traits in their students in three different ways:[32]

a. Teachers have the power to effectively care for, love, and respect their students. By doing this, they may help them thrive academically, boost their self-esteem, and help them comprehend morality by modelling ethical behaviour for them.

b. In addition to being responsible and respectful individuals, teachers can also become role models for their students. By acting morally both within and outside of the classroom, teachers can also serve as role models for students in subjects pertaining to morality and its justifications.

c. Teachers can act as moral mentors, impart moral knowledge and direction through debates in the classroom, storytelling, and personal encouragement. They can also offer corrective criticism to students who injure themselves or their peers.

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[31] Dang, H. A. H., & King, E. M. (2016). Incentives and teacher effort: Further evidence from a developing country. *Economics of Transition*, *24*(4), 621-660.

[32] Ilham, A., & Litiloli, S. (2017, September). Teacher's Effort in Improving Student" S Character (A Study on Primary School No. 85 in Gorontalo City). In *9th International Conference for Science Educators and Teachers (ICSET 2017)* (pp. 107-112). Atlantis Press.

C. The Previous Related Study

There are three previous studies conducted by several researchers which are relevant with this research and the following are the explanation of those previous studies. The first title of the previous related study is *Awareness of Reading Strategy Use of Indian ESL Students and the Relationship with Reading Comprehension Achievement* by Madhumathi P. and Arijit Ghosh. The name of the journal of this research is *English Language Teaching* and published by Canadian Center of Science and Education. This research was aimed to find out the connection that exists between Indian ESL students' reading strategy and their reading comprehension achievement, and this research also interested in identifying the difference in use of strategy by gender. This study used two instruments such as the survey and the test. Those two instruments are the modified version of the TOEFL reading comprehension test. The result of this study showed that moderate correlation between reading strategy use and reading proficiency level so students who have high proficiency tend to often use reading strategies while low proficiency students use inappropriate strategies that may affect their reading comprehension achievement. The result of the identification of the difference in the use of strategy based on gender showed that male and female students more often use problem-solving strategy[33].

The second title of the previous related study is *An Analysis of*

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[33] Ghosh, A. (2012). Awareness of reading strategy use of Indian ESL students and the relationship with reading comprehension achievement.

Teachers' Strategies in Teaching Reading Comprehension at SMAN 2 Padang Bolak by Siti Nurhamidah, Syahid Muammar Pulungan, and Eka Sustri Harida. The name of the journal of this research is *Jurnal Penelitian Ilmu-IlmuSosial dan Keislaman* from IAIN Padangsidimpuan. This research was aimed to find out about the teachers' strategies and the teachers' problems in teaching reading comprehension at SMAN 2 Padang Bolak. The methodology of this research was a qualitative approach. The result of this study showed two teachers' strategies in teaching reading comprehension. The first strategy was "Activating Background Knowledge of Students" and the second strategy was "Teaching for Comprehending". The results of finding out teachers' problems in teaching reading comprehension were as follows; students not interested in English, students make noise, students have low spirit in learning, there are no teaching media, students have limited vocabulary, and the low motivation from parents.[34]

The third title of the previous related study is *An Analysis of English Teachers' Strategies in Teaching Reading Comprehension* by Yulia Enggar Wigati Wibowo, Syafrizal, and Syafryadin. The name of the journal of this research is *Journal of Applied Linguistics and Literacy (JALL)* from Galuh University. This research was aimed to find out the teachers' strategies in teaching reading comprehension at one of Senior High School in Bengkulu.

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[34] Nurhamidah, S., Pulungan, S. M., & Harida, E. S. (2018). THE ANALYSIS OF TEACHERS'STRATEGIES IN TEACHING READING COMPREHENSION AT SMAN 2 PADANG BOLAK. *TAZKIR: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman*, *4*(2), 299-312.

The methodology of this research was mixed method research design. The result of this study found that there were two strategies which were always used by Teacher 1. Those strategies were Question Generating and Encouraging the Use of Dictionaries. There were also two strategies that were always used by Teacher 2. Those strategies were Question Answering and Question Generating.[35]

The similarities between those studies that have been previously mentioned with this study were discussing teachers' strategies, reading strategies and reading comprehension. The second similarity was that the methodology used in one of the previous studies was a qualitative method. The next similarity was the subject of this study and the two previous studies were teacher. The last similarity was the data collected from one of the previous related study was through observation. From those similarities, the researcher found a significant difference. In previous studies, the researchers only focused on teaching strategies applied by teachers to reading comprehension. However, in this study, researcher focused more on teachers' efforts and how to apply them in improving students' abilities in learning reading comprehension.

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[35] Wibowo, Y. E. W., Syafrizal, S., & Syafryadin, S. (2020). An analysis of English teachers' strategies in teaching reading comprehension. *Journal of Applied linguistics and Literacy*, *4*(1), 20-27.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the methodology of the research and other matters relating to data collection and data analysis of the research. The details of the points previously mentioned would be further explained below.

A. Research Design

The method used in this research was qualitative method. It was further explained that the qualitative method has been a very common procedure to conduct research in education, psychology, and social sciences. In particular, English lessons were the focus of the purpose of this research into schooling. After doing an analysis of the gathered data, the researcher provided a description of the data by considering the research purpose. Finding the significance of a person or a group and investigating social or human issues can be done through the use of the qualitative technique.[36] The issue that has to be investigated in this study is how teachers try to help students understand what they read better, particularly when they are in educational settings.

The design of this research was a descriptive design. In using this design, the result of the data in the form of effort used by the teacher to improve students' reading comprehension was examined by the researcher to find out what efforts were successfully used in maintaining students'

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[36] Creswell, J. W. (2018). *Qualitative, quantitative, and mixed methods approaches+ a crash course in statistics*. Sage publications.

reading comprehensions and how the efforts implementation. According to Prof. DR. Lexy J. Moleong, M.A. in his book under the title *Metodologi Penelitian Kualitatif* stated that a descriptive design research is a research method that attempts to visualize and interpret objects as if the fact in the field.[37]

This design discusses several arguments that have been previously described and the researcher observed at the generalization of the problem in the discussion. The phenomenon studied in-depth is about teacher's efforts in improving students reading comprehension. The research was carried out in-depth and in real condition or in a real context. The descriptive design was chosen because the purpose of this research was to describe and to obtain data analysis on teachers' efforts to improve students' reading comprehension.

B. Subject of the Research

The subjects of research in this study were two English teachers who teach English lesson in MTs Negeri 01 Kepahiang who teach reading subject in the English classroom. To learn about the initiatives taken by educators to enhance students' grasp of reading comprehension, purposive sampling was utilized by the researcher to choose the study participants. Purposive sampling, sometimes referred to as intentional sampling, is a sampling strategy that selects people or locations with the intention of discovering or comprehending the main phenomenon, as stated by John W.

[37] Moleong, L. J. (2007). Metodologi penelitian kualitatif edisi revisi.

Creswell.[38]

As previously mentioned, the researcher chose English teachers who taught eighth-grade students to find out what efforts they use during Learning, especially regarding efforts to maintain students' reading comprehension. In order to fully comprehend the occurrence and determine whether the knowledge is connected to what the teachers have provided, the researcher would require further in-depth details.

C. Technique of Data Collection

According to W. Laurence Neuman, in collecting qualitative data the researcher described in detail about people, actions, and events in society.[39] Based on the characteristics of qualitative research, the technique of data collection was carried out by observation, interview, and questionnaire. The following is the explanation of those instruments used for this research.

1. Interview

Interview method is one of the ways to obtain primary data. Primary data is understood as data which was collected during the conduction of a particular research.[40] Therefore, in order to obtain primary information, face-to-face interviews were employed. The researcher, with prepared written questions to the interviewees,

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[38] Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

[39] Lawrence Neuman, W. (2014). Social research methods: Qualitative and quantitative approaches.

[40] Hackett, P. (1998). *The selection interview*. CIPD Publishing..

used the structured interview. In this context, the structured interview protocols ask specific objective questions in an arranged order. In addition, the questions were well structured, planned and organized in line with the objective of the study. This process encouraged the participants to respond to the questions as accurately as possible.

The interview questions were designed in Indonesia Language to ensure proper responses from the participants, the interview process was also conducted using the mother tongue language (Indo). The responses were later carefully transcribed and translated to English. The use of the mother tongue language was used for those individuals who could not understand Indonesia thus enabling them to contribute relevant information in relation to the topic under study.

2. Observation

According to Ary, et. al, observation is the basic method to complete description of behavior in specific natural setting of occurrence or duration of observed behaviors.[41] In this research, the researcher used non-participant observation to get the data because the researcher only observes the classroom activity without entering the field of study in the class. Non-participant observation is

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[41] Ary, D., Cheser, L. J., & Sorensen, C. K. (2010). Introduction to Research in Education . Wadsworth: Cengage Learning Bailey, DK (1978). Methods of Social Research.

suitable because the researcher could observe all of the sections of teaching and learning activity. This observation aims to investigate the application of efforts used by teacher while teaching readingn comprehension, how the teacher implements those efforts while in the class, and to know the class condition directly. In observation method, the researcher uses some instruments to support, such as field note, check list, questionnaire, and video recorder. In this observation, the researcher used observation checklist (see Appendix II) as the instruments.

D. Instruments of the Research

The instruments used by the researcher in this research were the questionnaire, the interview, and the observation. The observation was carried out in two classes to observe teachers' strategies on students' reading comprehension. There was the observation checklist as a guide in observing the learning process in the learning.

1. Interview

According to Tracy SJ, Interview in qualitative is presents opportunities for invention, such as understanding, reflection, and explanation.[42] In other words that the researcher has several questions for teachers about the efforts used in the learning process and how those efforts have a connection with students' reading comprehension in classes. The interviewees in this research were

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[42] Tracy, S.J. (2013) Qualitative Research Methods. Wiley-Black Well, West Sussex.

two English teachers currently teaching in the MTs Negeri 01 Kepahiang who teach English lesson. In this research, the teachers as the source or interviewee from the interview had teaching experience in face-to-face learning. The writer has prepared a list of questions as the guide and the interviewees have the flexibility regarding their answers. Structured interview was used to gather the data because the structured interview protocols ask specific objective questions in an arranged order. In addition, the questions were well structured, planned and organized in line with the objective of the research. This section discusses in-depth the efforts used by teachers to improve students' reading comprehension. The researcher conducted an interview on November 23th, 2023. The interview list is made by P. David Pearson. The following is the list of questions for teachers.

Tabel 3.1. Blueprint Interview of Teachers' Efforts in Improving Students'
Reading Comprehension based on P. David Pearson Theory

Aspect	Indicators	Questions	Answer
Teachers' Efforts in Improving Students' Reading Comprehension	1. Providing Resources and Recommendations	1. As an English teacher, how do you compile a collection of diverse reading materials to improve students' reading comprehension?	
		2. In what ways do diverse reading materials, such as books, articles, and online resources, contribute to improving students' reading comprehension, and how do you	

		incorporate them into your teaching practices?	
		3. How do you determine the appropriate reading levels for students and match them with suitable texts to enhance their reading comprehension?	
	2. Modeling Reading Strategies	4. How do you utilize think-aloud and shared reading experiences to improve students' metacognitive awareness and reading comprehension?	
		5. In what ways do you explicitly model reading strategies, such as making predictions, asking questions, and visualizing, to enhance students' metacognitive awareness related to their reading comprehension?	
		6. How do you encourage students to apply the strategies they learn during think-aloud and shared reading experiences to their independent reading?	
	3. Guiding Reading Choices	7. What strategies do you employ to guide students in choosing reading materials that are conducive to improving their reading comprehension?	
		8. How do you address students' varying reading abilities while guiding their reading choices to improve their reading comprehension?	
		9. How do you ensure that students are making informed decisions while selecting reading materials	

		to enhance their reading comprehension?	
	4. Individualized Support	10. In what ways do you tailor the guidance, feedback, and support during one-on-one interactions to address each student's specific needs in reading comprehension?	
		11. What strategies do you employ during one-on-one interactions to enhance students' reading comprehension?	
	5. Goal Setting and Reflection	12. How do you incorporate goal setting into the classroom to improve students' reading comprehension?	
		13. What strategies do you use to encourage students to reflect on their reading progress regularly?	
		14. In what ways do you assist students in identifying their strengths and areas for improvement in reading comprehension?	
	6. Building a Reading Community	15. How do you create opportunities for students to share their reading experiences within the classroom, and how does this contribute to improving students' reading comprehension?	
		16. In what ways do you encourage students to recommend books to their peers, and how does this practice enhance students' reading comprehension?	
		17. What strategies can teachers use to facilitate engaging book discussions among students, and how	

		does participating in these discussions improve students' reading comprehension?	
	7. Ongoing Assessment and Feedback	18. How do you utilize reading logs as a formative assessment strategy to improve students' reading comprehension?	
		19. In what ways do you engage book reviews in assessing and enhancing students' reading comprehension skill?	
		20. How do you use oral presentations in assessing students' reading comprehension and providing timely feedback?	
		21. How do you effectively communicate the feedback derived from formative assessments to students in a way that motivates them to enhance their reading skills?	
	8. Promoting Independent Reading Time	22. How do you ensure that independent reading time effectively supports the development of students' reading comprehension skills?	
		23. What strategies or techniques do you employ during independent reading time to specifically target and enhance students' reading comprehension abilities?	
		24. Do you involve any specific guidelines or recommendations for selecting texts during independent reading time that can maximize	

		students' reading comprehension growth?	
9. Vocabulary Development	25. Can you share specific examples of instructional strategies or activities you use to explicitly teach and discuss important words and phrases with your students? How do these strategies contribute to improving their reading comprehension?	
10. Textual Analysis	26. In what specific ways do you guide students in analyzing text structures to enhance their reading comprehension?	
	27. How do you help students identify the main ideas of a text to improve their reading comprehension?	
	28. Could you provide examples of strategies or techniques that you use to help students extract supporting details from a text to enhance their reading comprehension?	

2. Observation (Field Note)

In this research, the condition observes learning process to find out the how the teachers implemented the efforts to improve students reading comprehension. The researcher used non-participant observation to get the data because the researcher only observes the classroom activity without entering the field of study in the class. Non-participant observation is suitable because the researcher could observe all of the sections of teaching and

learning activity. There are four sections in the observation field note as an observation guide from the beginning of learning until the closing activities. The field note is the way the researcher notes all activities done by the teachers in order to answer research questions. There is also an addition part to this observation field note, namely a checklist for strategies used by teachers. The researcher takes a note 3 times during learning process in classroom from November 24th – 27th, 2023. The research takes a note by giving note to determine the implementation of effort conducted by teachers to promote students reading comprehension. The observation checklist was made by P. David Pearson as the same theory that was used in Interview section.

The following is the table of the observation field note for this research:

Tabel 3.2. Blueprint of The implementation of Teachers efforts to improve students' reading Comprehensions at MTS Negeri 1 Kepahiang based on P.David Pearson Theory

Implementation	Items	Meeting 1		Meeting 2		Meeting 3	
		Yes	No	Yes	No	Yes	No
Providing Resources and Recommendations	1. The teacher compiles a collection of diverse reading materials, including books, articles, and online resources.						
	2. The recommended reading materials are appropriate for students' interests and reading levels.						
	3. The teacher provides recommendations based on students' learning goals.						

Modeling Reading Strategies	4. The teacher incorporates think-aloud and shared reading experiences to demonstrate effective reading strategies and skills.						
	5. The teacher explicitly models reading strategies such as making predictions, asking questions, and visualizing during reading instruction.						
	6. The teacher helps students develop metacognitive awareness by explaining and discussing the thinking processes involved in using reading strategies.						
	7. The teacher encourages students to apply the demonstrated reading strategies during independent reading.						
Guiding Reading Choices	8. The teacher effectively communicates the importance of selecting reading materials that align with students' interests and reading levels.						
	9. The teacher provides guidance and suggestions to students regarding appropriate reading materials.						
	10. The teacher encourages students to make independent choices in selecting their reading materials.						
Individualized Support	11. The teacher conducts regular conferences with students to discuss their reading progress, goals, and challenges.						
	12. The teacher engages in one-on-one interactions with students to provide individualized support.						
	13. The teacher offers personalized guidance to students based on their specific needs.						

	14. The teacher provides feedback to students regarding their reading performance.					
Goal Setting and Reflection	15. The teacher encourages students to regularly reflect on their progress in reading comprehension.					
	16. The teacher provides guidance and support to help students assess their strengths in reading.					
	17. The teacher assists students in identifying areas for improvement in reading comprehension.					
Building a Reading Community	18. The teacher provides opportunities for students to share their reading experiences with their peers.					
	19. The teacher encourages students to recommend books to their classmates.					
	20. The teacher facilitates book discussions among students.					
Ongoing Assessment and Feedback	21. The teacher implements reading logs to assess students' reading skills.					
	22. The teacher implements book reviews to assess students' reading skills.					
	23. The teacher implements oral presentations to assess students' reading skills.					
	24. The teacher provides timely and specific feedback to help students understand their progress in reading.					
Promoting Independent Reading Time	25. The teacher allocates dedicated time for independent reading.					
	26. The teacher provides students with a variety of self-selected texts to choose from during independent reading time.					

	27. The teacher encourages students to practice reading strategies during independent reading.					
Vocabulary Development	28. The teacher explicitly teaches and discusses important words and phrases during reading comprehension lessons.					
	29. The teacher encourages students to make connections between their prior knowledge and the new vocabulary introduced.					
Textual Analysis	30. The teacher provides explicit instruction on text structures.					
	31. The teacher guides students in identifying main ideas in texts.					
	32. The teacher assists students in extracting supporting details from texts.					
	33. The teacher utilizes effective strategies to help students analyze and understand the structure and organization of texts.					
	34. The teacher encourages students to gain insights into the author's message and overall meaning.					

E. Technique of Data Analysis

The data that has been gained from observation, interview and questionnaire need to be analyzed further to decide how the data will be presented and discussed in the findings section. The researcher analyzed the data from observation, interview, and questionnaire by referring to the theory and the explanation by Nunan.

The following is the explanation about the techniques of data analysis of thisresearch.

1. **Data Collection**

   In this research, researcher collected data using qualitative methods where structured interviews and non-participant observation as data collection instruments. The data collected are teachers' efforts in teaching reading comprehension and how to apply these efforts.

2. **Data Reduction**

   The first step before reducing the data is the researcher analyzed the result of the data from the instruments of the research. The data reduction process is summarizing, choosing the main or the core parts, focusing on the essential things, looking for themes and patterns, and removing pointless things. In data reduction, the researcher collected all results from the field and transcribed all items that the researcher found. After that, the researcher coded the transcription of the data collection.

3. **Data Display**

   The process of displaying data in qualitative research is carried out through brief descriptions, charts, relationships between categories, flowcharts and others. The narrative text is the type that is often used to provide data. This research also uses the narrative text in presenting the data. After reducing the data, researcher collected the data from the

reduction data so that it resembles a conclusion and is displayed in paragraph form.

4. Conclusion Drawing/Verification

The final stage from the process of analyzing data is drawing conclusions. The researcher examined all data results from interview and observation and connected the data to the research problem of this research. So that, the researcher could conclude the points of all activities of this research and answered the research questions. The conclusion in qualitative research is the new discoveries that have never existed before. These discoveries could be in the form of the description of one object that was previously unclear and after being examined, the object becomes clear and it could be in the form of a hypothesis or theory.[43]

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[43] Nunan, D. (1991). Language teaching methodology. *A textbook for teachers Prentice Hall*.

CHAPTER IV

FINDINGS AND DISCUSSION

This section substantiates the noted observations and discussions by thoroughly analyzing the data collected through observation checklists and interview protocols. The data acquired from both tools corroborates and reinforces the research findings.

A. Findings

The researcher shared the findings obtained from the observation checklist and interviews. The aim of gathering this data was to evaluate the Process of Teachers efforts to Improve Students' reading Comprehensions at MTS Negeri 1 Kepahiang. The research utilized a descriptive approach distinguished by a qualitative methodology.

1. Teachers' efforts to Improve Students' reading Comprehension at MTS Negeri 1 Kepahiang.

In this segment, the researcher engaged in interviews with teachers to address the research set of questions concerning the process of Teachers efforts to Improve Students' reading Comprehensions at MTS Negeri 1 Kepahiang. The interviews with teachers took place on November 23rd, 2023. The researcher conducted an interview with two English teachers. The finding of the interview could be seen on the table below:

Table 4.1. The Interview Results of Teachers' efforts to Improve Students' reading Comprehensions at MTS Negeri 1 Kepahiang.

Item of Teachers' effort	Teacher 1	Teacher 2
Providing Resources and Recommendations	*Online resources are the best way contribute in improving students reading comprehension, because in online resources they could find the topic that present in different way such as video, picture, and multimodal text. those features benefits students to study about reading comprehension conform with their learning style.*	*By using books, because it provides trusty resources, and easy to read by the students because there is no any distractions on it.*
Modeling Reading Strategies	*These strategies (think-aloud and shared reading experiences) are used to give a reading practice for students then they could become an active reader that will freely express their idea toward the topics given*	*This strategy (Visualizing) could broaden their imagination toward reading material and it will lead them become creative learner.*
Guiding Reading Choices	*Students are rarely given guidance on what they will read, students are only given reading recommendations that they will determine later*	*Students are only given reading recommendations at the beginning of learning and then the students determine them*
Individualized Support	*Support during one-on-one, because through this way, teacher could see closely about what actually students need*	*Feedback, this strategy is regularly conduct to see student's improvement of reading comprehension.*

	in improving their reading comprehension	
Goal Setting and Reflection	*By knowing students' reading level, and skills or aspects that they need to possess to achieve clear understanding in reading comprehension*	*Reflecting and commenting their progress with peers*
Building a Reading Community	*There is no specific community for students to read a reading text, but indeed students are always asked to take time in their free time to read related to English*	*The students are only told to read when they have free time so that their reading skills are not lost*
Ongoing Assessment and Feedback	*Reading log is the best way to assess students' reading activity, because it gives detail information about reading material that students used and their understanding toward those materials.*	*Discuss it at the end of the class, so the students can improve their weaknesses on the next semester*
Promoting Independent Reading Time	*The students are only given the freedom to read the readings or materials given early*	*The students were never asked to read independently, but rather it became their personal initiative*
Vocabulary Development	*Highlighting any new word that they found while independent reading time, and discuss it together so they can learn new things from book*	*Taking a note for unfamiliar vocabulary that try to hit the book to find the answer.*
Textual Analysis	*They have to write that detail on reading log, and also give a clear presentation conform with the text structures.*	*Divided the text into their own structure and classify the content and information that discuss about the data or supporting statements*

| | | *toward the main idea* |
| | | *Focus on the first paragraph of the text, and classify the main idea of the text.* |

a) Providing Resources and Recommendations

Based on the interview findings, it was determined that the efforts to Improve Students' reading Comprehension was providing resources and recommendation to students in term of reading material. From the interview the researcher found that the teacher found the material for the students from book, e-book, or from the internet to improve students' reading comprehension. Additionally, the material should suit to the reading material which base on the Curriculum. It is like the statement of the teachers, which:

> **Teacher 1:** *Online resources are the best way contribute in improving students reading comprehension, because in online resources they could find the topic that present in different way such as video, picture, and multimodal text. those features benefits students to study about reading comprehension conform with their learning style.*
> **Teacher 2:** *By using books, because it provides trusty resources, and easy to read by the students because there are no any distractions on it.*

b) Modeling Reading Strategies

Based on the interview data, the researcher discovered that implementing modelling reading tactics, such as think-aloud and shared reading experiences, through reading exercises, aims to increase student engagement. Furthermore, this approach is

acknowledged for its ability to effectively evaluate students and enhance their comprehension of the material. Additionally, granting students the flexibility to read fosters their creativity. This is further corroborated by the testimony of the teachers, wherein:

> **Teacher 1:** *These strategies are used to give a reading practice for students then they could become an active reader that will freely express their idea toward the topics given*
> **Teacher 2:** *This strategy could broaden their imagination toward reading material and it will lead them become creative learner.*

c) Guiding Reading Choices

Researcher recently found that the initial step taken by teachers is to assess the students' proficiency level and their level of interest in the assigned reading material. Subsequently, observations were conducted to determine the most suitable content for the students. This observation is conducted by administering a straightforward assessment to the students. This allows for customisation of the offered material to suit your specific requirements. However, in this effort, the teacher does not really provide guidance on what the students should read, but the teacher is only limited to giving or providing reading recommendations which then the students determine the reading text they will read. The teacher communicated this throughout the interview:

> **Teacher 1:** *Students are rarely given guidance on what they will read, students are only given reading recommendations that they will determine later*
> **Teacher 2:** *Students are only given reading recommendations at the beginning of learning and then the students determine them*

d) Individualized Support

In the context of individualized support, the research discovered that the implementation of a one-on-one technique has led to improvements in students' reading comprehension. This is done because it is deemed essential to have a comprehensive understanding of the individual requirements of every learner. Next, students are provided with questions to enhance their own self-assurance. Meanwhile, the second teacher prioritizes providing individualized feedback to each student. This is communicated by teachers, wherein:

> **Teacher 1:** *Support during one-on-one, because through this way, teacher could see closely about what actually students need in improving their reading comprehension*
> **Teacher 2:** *Feedback, this strategy is regularly conduct to see student's improvement of reading comprehension.*

e) Goal Setting and Reflection

Goal setting and reflection are used to assess the proficiency of each student. Therefore, it is possible to determine the specific areas of kids' reading skills that require improvement in the future. Additionally, students will be required to offer critical feedback to their peers who have showcased their skills. This is designed to

stimulate students to improve themselves in the future. This is

corroborated by the statements made by the teachers:

> **Teacher 1:** *By knowing students' reading level, and skills or aspects that they need to possess to achieve clear understanding in reading comprehension*
> **Teacher 2:** *Reflecting and commenting their progress with peers*

f) Building a Reading Community

In this section, teachers do not have or form a specific reading

community where students can read according to their wishes. On the

other hand, the students were only warned to fill a little of their free

time to read which was intended so that their reading ability would not

decline or be lost. The following information was disclosed by the

teacher during the interview:

> **Teacher 1:** *There is no specific community for students to read a reading text, but indeed students are always asked to take time in their free time to read related to English*
> **Teacher 2:** *The students are only told to read when they have free time so that their reading skills are not lost.*

g) Ongoing Assessment and Feedback

The teacher employed reading logs as a means of evaluating

students' reading proficiency in order to enhance their reading skills.

The purpose of using this reading record is to obtain comprehensive

insights on students' skills. Subsequently, students are allocated a

period of time to complete book reviews, either as a preliminary task

or as the primary activity. Finally, when the allotted time has elapsed, students will receive feedback regarding the tasks they have completed during the class.

> **Teacher 1:** *Reading log is the best way to assess students' reading activity, because it gives detail information about reading material that students used and their understanding toward those materials.*
> **Teacher 2:** *Discuss it at the end of the class, so the students can improve their weaknesses on the next semester*

h) Promoting Independent Reading Time

Teachers never ask students for a specific time to do independent reading activities. Independent reading is an activity to provide students the autonomy to read at their own discretion, unrestricted by location, and centered around subjects that genuinely captivate their attention. However, students are given freedom if they want to read independently or read the material early because according to the teachers, it is an initiative of each student. This is corroborated by the assertions made by each teacher, wherein:

> **Teacher 1:** *The students are only given the freedom to read the readings or materials given early*
> **Teacher 2:** *The students were never asked to read independently, but rather it became their personal initiative*

i) Vocabulary Development

Researcher in the field of vocabulary development has discovered that teachers share common characteristics when it

comes to assisting students in expanding their vocabulary. Students must document any words that they find challenging or unfamiliar. As mentioned:

>**Teacher 1:** *Highlighting any new word that they found while independent reading time, and discuss it together so they can learn new things from book.*
>**Teacher 2:** *Taking a note for unfamiliar vocabulary that try to hit the book to find the answer.*

j) Textual Analysis

When examining the text, the two teachers have a significant disparity. Teacher one instructed the students to concentrate on the accessible reading log.

>**Teacher 1:** *They have to write that detail on reading log, and also give a clear presentation conform with the text structures.*

Moreover, it was discovered that in order to locate the major paragraph, students had to carefully observe the recurring term and thereafter make an estimation. Furthermore, the second teacher instructed the students to concentrate specifically on the initial paragraph of the reading material. According to:

>**Teacher 1:** *They need to find out the word that repeatedly discuss on the text, and predicted which one is the main idea of the text.*
>**Teacher 2:** Focus on the first paragraph of the text, and classify the main idea of the text.

Based on the results of the interview, it can be concluded that teachers carried out seven out of ten existing efforts, namely Providing

Resources and Recommendations, Modeling Reading Strategies, Individualized Support, Goal Setting and Reflection, Ongoing Assessment and Feedback, Vocabulary Development, and Textual Analysis. Based on the results of this interview, the remaining three were not applied by English teachers at MTS N 01 Kepahiang.

2. Observation Result of the implementation of Teachers efforts to improve students' reading Comprehensions at MTS Negeri 1 Kepahiang

In this segment, the researcher engaged in observation with teachers to confirmed the research set of questions concerning the implementation of teacher's effort in improving students' reading comprehension at MTS Negeri 1 Kepahiang. The Observation with teachers took place on 24th -27rd November, 2023. Specifically, the researcher observed the teacher's activity at the classroom in three times.

Tabel 4.2. The implementation of Teachers efforts to improve students' reading Comprehensions at MTS Negeri Kepahiang

Implementation	Teacher 1	Teacher 2
Providing Resources and Recommendations	Teacher provided reading comprehension materials from several sources, such as books, articles, and online sources. The teacher also adjusts to the level of the students	Teacher provided material using books, articles, and also the internet by adjusting students' abilities. However, in teacher 2 more emphasis is placed on the use of online or internet resources

Modeling Reading Strategies	Teacher used think-aloud and share experiences to teach reading comprehension to increase students' metacognitive awareness	Teacher focused on visualizing strategies in giving instruction when taught reading comprehension
Guiding Reading Choices	The teacher does not implement guiding reading choice while teaching reading comprehension.	The teacher does not implement guiding reading choice while teaching reading comprehension.
Individualized Support	The teacher provides students with the opportunity to discuss goals, progress, and challenges during the learning process. Then, the teacher gives feedback through one-on-one interactions and offers suggestions for the students' further development	The teacher provides students with the opportunity to discuss goals, progress, and challenges during the learning process. However, Teacher 2 gives general advice to all students regarding areas that need improvement
Goal Setting and Reflection	The teacher always asks each student to write about their progress, and helps identify student weaknesses by providing exercises	Teacher 2 approximately does same as Teacher 1, the teacher asks the students to write down their problems so that the teacher can provide advice for their future development
Building a Reading Community	The teacher does not implement Building a Reading Community while teaching reading comprehension	The teacher does not implement Building a Reading Community while teaching reading comprehension

Ongoing Assessment and Feedback	Teacher uses reading logs to assess each student. After that, the teacher will provide feedback to let them know how much they have progressed	The teacher is more focused on discussion activities, with the ultimate goal of providing feedback to students
Promoting Independent Reading Time	The teacher does not implement Promoting Independent Reading Time while teaching reading comprehension	The teacher does not implement Promoting Independent Reading Time while teaching reading comprehension
Vocabulary Development	The teacher asks the students to highlight any new vocabulary they come across during independent learning and then discuss it together	The teacher asks the students to write down unfamiliar words and then look up their meanings and definitions in the dictionary
Textual Analysis	The students are allowed to read the text at the beginning. Then, the teacher asks them to explain what they have gained from a reading, such as the main idea, supporting details, and organizational structure	The teacher provides an understanding of the main idea, supporting details, and organizational structure of a text, and then asks the students to independently identify the texts

According to the table above, it demonstrates the results from the observation which had been conducted for 3 times at MTS Negeri 1 Kepahiang has almost same results between two English teachers. The teachers almost done the same as the theory. There are ten items that form the basis of this observation to find the implementation of teacher's effort in improving students' reading comprehension. The items are: Providing Resources and Recommendations, Modeling Reading Strategies, Guiding Reading Choices, Individualized Support, Goal Setting and Reflection,

building a Reading Community, Ongoing Assessment and Feedback, Promoting Independent Reading Time, Vocabulary Development, and Textual Analysis. However, English teachers at MTS N 01 Kepahiang only apply seven out of ten existing efforts, namely Providing Resources and Recommendations, Modeling Reading Strategies, Individualized Support, Goal Setting and Reflection, Ongoing Assessment and Feedback, Vocabulary Development, and Textual Analysis.

In the **first item**, researcher discovered that both teachers encountered a common issue. The teachers always provide the material based on the book, e-book, and internet. Every teacher consistently offers instructional materials that align with the students' level of proficiency. Furthermore, teachers consistently offer suggestions for resources that students may utilize to enhance their reading comprehension skills.

The researcher discovered that the **second aspect** contributing to the issue was the modeling reading strategies. Both teachers in this second item employ comparable tactics, including utilizing think-aloud and shared reading experiences, as well as posing questions. However, a distinction occurs with the second teacher, as they do not extend this approach to supplementary learning beyond the confines of the classroom. However, the task was ultimately completed by the first teacher.

Based on observations of the **fourth item**, Researcher found that teachers offer personalized instruction to each student. This is a forum where teachers engage in conversations about accomplishments and areas

for growth in the development of reading comprehension skills. In this scenario, teachers provide feedback for every individual activity.

In the **fifth item**, the researcher discovered that every teacher prioritized the objectives and self-assessment of the students. In this scenario, teachers actively support the advancement of students in enhancing their reading proficiency by offering feedback on areas that require improvement. The **seventh item**, looking at the circumstance that transpired, researcher observed that teachers used reading logs, book review, oral presentations to assess students reading comprehension. Then, the teachers give the feedback on students' progress.

According to **ninth item**, the researcher also found that teachers enhance students' vocabulary acquisition by instructing them to document any unfamiliar word, which is subsequently reviewed during reading exercises. Lastly, in **tenth item**, the researcher observed that the teachers instructed the students on how to analyze the text they were reading, including identifying the main paragraph, supporting details, and the overall structure of the texts. Additionally, the teacher imparted knowledge on deciphering the intended meaning of the author for the reader.

Based on the interview and observation findings regarding the efforts of teachers at MTS Negeri 1 Kepahiang to enhance students' reading comprehension and its implementation, the researcher concluded that the English teachers at MTS Negeri 1 Kepahiang have effectively utilised seven out of ten recommended efforts when teaching reading

comprehension. Then, three efforts that were not implemented according to the two teachers have been incorporated into the seven efforts that have been implemented.

B. **Discussion**

In this part, the researcher discusses about "teachers' efforts in improving students' reading comprehension and its implementation at MTS N 01 Kepahiang". There are points that the researcher gained from the interview and observation;

Teachers' efforts to Improve Students' reading Comprehension at MTS Negeri 1 Kepahiang

Based on the interview and observation, the researcher found that both teachers have done the same for the efforts to improve students reading comprehension. According to David Pearson and Hamm, there are 10 teachers' efforts, namely Providing Resources and Recommendations, Modeling Reading Strategies, Guiding Reading Choices, Individualized Support, Goal Setting and Reflection, Building a Reading Community, Ongoing Assessment and Feedback, Promoting Independent Reading Time, Vocabulary Development, and Textual Analysis.[44] Of these ten teachers' efforts, the two English teachers of MTS Negeri 1 Kepahiang applied seven out of ten to improve students' reading comprehension skills. The first thing English teachers do is **Providing Resources and**

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[44] Pearson, P. D., & Hamm, D. N. (2007). Research-based practices for teaching comprehension. In L. B. Gambrell, L. M. Morrow, & M. Pressley (Eds.), Best practices in literacy instruction (3rd ed., pp. 221-245). Guilford Press.P.21

Recommendations. According to McIntern who says that it is imperative to furnish students with resources and recommendations aimed at enhancing their reading comprehension.[45] This is similar to what teachers do where they prepare material according to student needs. Then, the teachers used **Modeling Reading Strategies**. In this strategy, teachers focus on the asking question technique. According to the teachers, asking questions can make students active. By asking question as the explicit model reading strategy used in classroom.[46] Through this model, teacher could clearly assess student understanding about reading material and students have many chances to share their ideas.

In addition, the two teachers also did **Individualized Support.** In this context, teachers provide overall feedback, and some provide feedback to individual students. Chalk and Bizo in Olifant et al., they stated that teachers are to bear in mind that the purpose of giving feedback is to keep learners on target for achievement.[47] For the next, the teachers used **Goal Setting and Reflection**. Both teachers set the goal during the class session. By conducting reading activity in pair of groups or independently in front of classroom, so they can give feedback toward individual strength. In line with Born who says that Setting goals and reflecting on progress are important for helping students get better at understanding what they read. When students set clear goals, like reading more books or

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[45] Anna McIntern (2013). Ways improving students Reading Habits. Plentary Press. P.35

[46] Pearson, P. D., & Hamm, D. N., Op. Cit., P. 21

[47] Olifant, T., Cekiso, M., Boakye, N., & Madikiza, N. (2020). Investigating reading comprehension strategies used by teachers during English First Additional Language reading instruction. *Journal for Language Teaching*, *54*(2), 71-93.

understanding difficult texts, it gives them something to work towards and keeps them motivated[48]. Additionally, Fielding and Pearson in Nurhamidah et al., said that to improve reading comprehension, teachers must provide a choice of reading selections, ensure that the students are reading text of optimal difficulty which challenge but do not discourage them, encourage reading of text and allow the students to discuss what they read and others to encourage social negotiation meaning.[49]

To assess the students' reading comprehension the teachers conducted **Ongoing Assessment and Feedback.** The Teachers used reading log as the media assessment to improve students reading ability. Then the teacher discussed what the students should improve. Teachers were expected to expose learners to a wide range of material to perform activities that would improve learners' reading comprehension.[50]

Moreover, in **Vocabulary Development,** both Teachers asked students to highlight new word in reading material. Highlighting any new words, they found while independent reading time, and discuss it together so they can learn new things from book. Learning new words helps students grasp the main ideas and details in a story or article. It also makes it easier for them to figure out the meanings of unfamiliar words they come across while reading. Besides, as stated by Nunan in Nurhamidah et al., other ways to improve students' vocabulary are by Finding the part of

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[48] West Born (2019). Communicate through Reading Skills. Unity Press. P.28
[49] Nurhamidah, S., Pulungan, S. M., & Harida, E. S. (2018). THE ANALYSIS OF TEACHERS'STRATEGIES IN TEACHING READING COMPREHENSION AT SMAN 2 PADANG BOLAK. *TAZKIR: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman*, *4*(2), 299-312.
[50] Olifant, T., Cekiso, M., Boakye, N., & Madikiza, N., Op. Cit.,

speech of the unknown word, looking at the immediate context of the unknown word simplifying this context if necessary, looking at the wider context of the unknown word, Guessing the meaning of the unknown word, and checking that the guess is correct.[51] When students have a strong vocabulary, they can enjoy reading more because they can dive into more challenging books and understand them well[52].

Lastly, both teachers gave the students **Textual Analysis**. The students were asked to analyze the text they read to get meaning from the reading. Textual analysis is important for helping students become better readers because it teaches them to dig deeper into what they are reading[53]. When students analyze texts, they learn to look closely at the words and sentences to understand their meaning. This helps them see how different parts of the text fit together to create the overall story or message. By practicing textual analysis, students learn to identify key ideas, themes, and characters in a story or article.

From the seven efforts that have been used by English teachers at MTS N 01 Kepahiang, there are **Guiding Reading Choices, Building a Reading Community,** and **Promoting Independent Reading Time** that are not used by these teachers. These three efforts are not implemented because according to the teachers, they have been incorporated into the seven efforts that they have implemented.

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[51] Olifant, T., Cekiso, M., Boakye, N., & Madikiza, N., Op. Cit.,
[52] Shannon Crick (2022). Reading Comprehension Perspective in Education. Emerald Press. P.56
[53] Shannon Crick., Ibid. P.64

The implementation of the efforts to improve students' reading comprehension Curriculum at MTS Negeri Kepahiang

Based on the results of the above observations, it can be notarized that the teachers have implemented well the efforts to improve students reading comprehension. Teachers applied seven out of ten from theories offered by Pearson and Hamm about teachers' effort. At the beginning of learning, teachers always prepare material, such as from books or the internet. The efforts of the teachers to choose authentic materials was an important step to assist the students in achieving reading skills because choosing texts related to the experiences of the students made the texts easier to comprehend.[54] Additionally, the teachers always do question technique to create an active class and increase the confidence of students. Davoud and Amel Sadeghi are of the view that questioning helps to develop learners into critical readers, and therefore teachers are expected to encourage learners to strive actively to make sense of their world through questioning so that they become strategic and critical readers.[55]

Moreover, to assess students, teachers often conduct one-on-one feedback or thorough assessments. So that, students know what things to improve. Teachers responded immediately by nodding and giving compliments when learners provided correct answers. The use of feedback was likely to boost learners' engagement. A similar finding was made in

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[54] Natsir, Y., & Anisati, A. (2016). The matters in teaching reading comprehension to EFL students. *Studies in English Language and Education*, *3*(1), 65-78.

[55] Davoud, M., & Sedeghi, N. (2015). A systematic review of research on questioning as a high-level cognitive strategy. *English Language Teaching*, *8*(10), 76–90.

Panhoon and Wongwanich's research, which concluded that teachers focused on giving compliments, and telling learners what was right or wrong.[56] From the feedback, teachers could prepare what the students should improve. The teachers made preparations, getting suitable texts with materials to suit the knowledge, backgrounds, needs and interests of their students because students learn better if their reading lessons are based on their own experiences. This is as proposed by Aebersold and Field in Natsir and Anisati that readers' engagement in the reading process is based on their past experience both in learning how to read and in the ways reading fits into their lives.[57]

Additionally, learning vocabulary through a book is a more efficient method compared to the rote memorization of terms from a dictionary.[58] The teacher always asks students to record new vocabulary they encounter to discuss later what the vocabulary means. According to Street in Nailon et al., it has been established that reading can serve as an effective strategy for enhancing the vocabulary of those learning a language.[59] Then, the teachers taught how to understand the text, such as structure text, main idea, and supporting detail. The teacher asks students

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[56] Panhoon, S., & Wongwanich, S. (2014). An analysis of current state on teacher feedback and consequences to improve teaching quality in primary school: case study of pilot school on assessment-based improvement project in Chonburi province. *Thailand Procedia-Social and Behavioral Sciences*, *116*, 4124–4130.

[57] Natsir, Y., & Anisati, A. (2016). The matters in teaching reading comprehension to EFL students. *Studies in English Language and Education*, *3*(1), 65-78.

[58] Nailon, R., Balazuela, K., Catarinen, S., Hemarangan, J., Catat, K. M., Lequin, V. D., & Samillano. (n.d.). *Enhancing the Reading Comprehension Skills of Junior High School Students Using Young Adult Literature: A Review of Related Studies*.

[59] Nailon, R., Balazuela, K., Catarinen, S., Hemarangan, J., Catat, K. M., Lequin, V. D., & Samillano., Ibid

to record what they gain from the reading and then prescribes it. After that, the teacher would justify if there are flaws in the explanation. Usher and Pajares are of the view that hints serve as a perfect way to guide learners toward mastery of the content, improve knowledge application and enhance performance.[60]

Therefore, it can be inferred that Pearson and Duke's implementation of their effort could enhance students' reading comprehension abilities because the teachers had applied seven out of ten efforts. By implementing this approach, the level of reading proficiency will significantly improve, particularly at MTS Negeri 1 Kepahiang, where its effectiveness has been demonstrated.

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[60] Usher, E. L., & Pajares, F. (2006). Inviting confidence in school: Invitations as a critical source of the academic self-efficacy beliefs of entering middle school students. *Journal of invitational theory and practice*, *12*, 7-16.

CHAPTER V

CONCLUSION AND SUGGESTION

In this section, the author outlines the conclusions drawn from the preceding chapter's discussions and validates the results of the data analysis. The conclusions address the research questions posed and offer suggestions for future researchers looking to delve deeper into this area of research.

A. Conclusion

Based on data analysis in Chapter IV, it was confirmed that there are seven efforts used by teacher to improve students' reading comprehension at MTS Negeri 1 Kepahiang; (1) Providing Resources and Recommendations, (2) Modeling Reading Strategies, (3) Individualized Support, (4) Goal Setting and Reflection, (5) Ongoing Assessment and Feedback, (6) Vocabulary Development, and (7) Textual Analysis. Then, it was also confirmed that the teachers had implemented seven efforts to improve students' reading comprehension, namely (1) The teacher compiles a collection of diverse reading materials, including books, articles, and online resources, (2) The teacher explicitly models reading strategies such as making predictions, asking questions, and visualizing during reading instruction, (3) The teacher conducts regular conferences with students to discuss their reading progress, goals, and challenges, (4) The teacher encourages students to regularly reflect on their progress in reading comprehension, (5) The teacher implements reading logs to assess

students' reading skills, (6) The teacher explicitly teaches and discusses important words and phrases during reading comprehension lessons, and (7) The teacher provides explicit instruction on text structures.

B. Suggestion

Finally, the suggestion for a better research in the future is proposed by the researcher. The suggestion is;

1. To the school

Schools should foster a culture of reading by creating environments that promote reading for pleasure and purpose. This can involve establishing well-equipped libraries, organizing book clubs, and integrating literature into various aspects of the curriculum.

2. The Teachers

It provides insights into effective teaching methodologies tailored to the unique needs of students in the tourism sector. By understanding successful strategies, teachers can enhance their instructional approaches to better support students in acquiring English language skills relevant to their future careers.

3. The students

Teachers should focus on vocabulary development by incorporating activities that introduce and reinforce key vocabulary words in context. This can include using graphic organizers, word walls, and interactive activities to engage students in learning new words and their

meanings.

4. The others researcher.

For other researchers interested in further exploring methods to enhance students' reading comprehension, several avenues for investigation could prove fruitful. Firstly, researchers could delve into the effectiveness of specific instructional approaches, such as reciprocal teaching, cooperative learning, or explicit comprehension strategy instruction, in diverse educational settings and student populations. Comparative studies evaluating the outcomes of these approaches could provide valuable insights into their relative effectiveness and applicability across different contexts.

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APPENDIX

Appendix 1. SK Pembimbing

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage http://www.iaincurup.ac.id E-Mail : admin@iaincurup.ac.id

Nomor : 687 Tahun 2023

Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang	:	a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing 1 dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
		b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
Mengingat	:	1.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
		2.	Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
		3.	Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
		4.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
		5.	Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
		6.	Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
		7.	Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tantang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
Memperhatikan	:	1.	Permohonan Saudara Muhammad Refnaldi tanggal 21 November 2023 dan kelengkapan persyaratan pengajuan Pembimbing Skripsi
		2.	Berita Acara Seminar Proposal Pada Hari Rabu, 11 Oktober 2023

MEMUTUSKAN :

Menetapkan

Pertama	:	1.	Dr. Sakut Anshori, S.Pd., M.Hum 19811020 200604 1 002
		2.	Sarwo Edy, M.Pd 19810607 202321 1 011

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A   : **Muhammad Refnaldi**
N I M   : **19551041**
JUDUL SKRIPSI   : **Teachers' Effort to Improve Students' Reading Comprehension in media Curriculum**

Kedua	:	Proses bimbingan dilakukan sebanyak 8 kali pembimbing 1 dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	:	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	:	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam	:	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	:	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berla ku ;

Ditetapkan di Curup,
Pada tanggal 21 November 2023
Dekan,

Sutarto

Tembusan :
1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;

Appendix 2. Izin Penelitian

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
Homepage: http://www.iaincurup.ac.id Email: admin@iaincurup.ac.id Kode Pos 39119

IAIN CURUP

Nomor   : 2534/In.34/FT/PP.00.9/11/2023   23 November 2023
Lampiran : Proposal dan Instrumen
Hal   : Permohonan Izin Penelitian

Kepada Yth. **Kepala Kantor Kementerian Agama**

Kab. Kepahiang

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama   : Muhammad Refnaldi
NIM   : 19551041
Fakultas/Prodi   : Tarbiyah / TBI
Judul Skripsi   : Teachers' Effort to Improve Students' Reading Comprehension in Merdeka
                     Curriculum
Waktu Penelitian   : 23 November s.d 23 Februari 2024
Lokasi Penelitian : MTs Negeri 01 Kepahiang

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan
Wakil Dekan I,

Dr. Sakut Anshori, S.Pd.I., Hum
NIP. 19811020 200604 1 002

Tembusan : disampaikan Yth ;
1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip

Appendix 3. Kartu Bimbingan Skripsi

DEPAN

KARTU BIMBINGAN SKRIPSI

NAMA	:	Muhammad Refraldi
NIM	:	19551041
PROGRAM STUDI	:	Tadris Bahasa Inggris
FAKULTAS	:	Tarbiyah
DOSEN PEMBIMBING I	:	Dr. Sakut Anshori, S. Pd. I., M. Hum
DOSEN PEMBIMBING II	:	Sarwo Edy, M.Pd
JUDUL SKRIPSI	:	Teachers' effort to Improve students Reading Comprehension in Merdeka curriculum
MULAI BIMBINGAN	:	24 Mei 2023
AKHIR BIMBINGAN	:	

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING I
1.	24-05-2023	Bimbingan BAB I	
2.	15-06-2023	Revisi Bimbingan BAB I	
3.	19-06-2023	Bimbingan BAB II	
4.	28-06-2023	Revisi Bimbingan BAB II	
5.	17-06-2023	Bimbingan BAB III	
6.	24-07-2023	Acc Seminar Proposal	
7.	17-09-2024	Bimbingan BAB III - BAB V	
8.	22-09-2024	Revisi Bimbingan BAB IV	
9.	24-04-2024	Revisi Bimbingan BAB IV	
10.	25-04-2024	Bimbingan BAB V / Revisi	
11.	26-04-2024	Bimbingan BAB V & References	
12.	~//~	Acc Thesis / Skripsi	

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDAH
DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP,

PEMBIMBING I,

Dr. Sakut Anshori, M.Hum
NIP. 198110202006041002

CURUP, 26 April 2024
PEMBIMBING II,

Sarwo Edy, M.Pd
NIP.

- Lembar **Depan** Kartu Biimbingan Pembimbing I
- Lembar **Belakang** Kartu Bimbingan Pembimbing II
- Kartu ini harap dibawa pada setiap konsultasi dengan Pembimbing I dan Pembimbing II

BELAKANG

KARTU BIMBINGAN SKRIPSI

NAMA	:	Muhammad Refnaldi
NIM	:	19551041
PROGRAM STUDI	:	Tadris Bahasa Inggris
FAKULTAS	:	Tarbiyah
PEMBIMBING I	:	Dr. Sakut Anshori, S.Pd.I., M.Hum
PEMBIMBING II	:	Sarwo Edy, M.Pd.
JUDUL SKRIPSI	:	Teachers' effort to Improve students Reading comprehension In Merdeka curriculum
MULAI BIMBINGAN0	:	29 Mei 2023
AKHIR BIMBINGAN	:	

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING II
1.	29-05-2023	Bimbingan BAB I	
2.	14-06-2023	Revisi Bimbingan BAB I	
3.	20-06-2023	Bimbingan BAB II	
4.	03-07-2023	Revisi Bimbingan BAB II	
5.	12-07-2023	Revisi Bimbingan BAB II dan BAB III	
6.	20-07-2023	Acc Instrumen + Proposal	
7.	18-04-2024	Bimbingan BAB IV - BAB V	
8.	22-04-2024	Bimbingan / Revisi BAB IV	
9.	24-04-2024	Revisi Bimbingan BAB IV	
10.	25-04-2024	Bimbingan BAB V / Revisi	
11.	26-04-2024	Bimbingan BAB V & References	
12.	~//~	Acc Thesis / Skripsi	

KAMI BERPENDAPAT BAHWA SKRIPSI INI
SUDDAH DAPAT DIAJUKAN UJIAN SKRIPSI IAIN
CURUP

CURUP, ...07......202 4

PEMBIMBING I,

Dr. Sakut Anshori, M.Hum
NIP.

PEMBIMBING II,

NIP.

Appendix 4.

Tabel 3.1. Blueprint Interview of Teachers' Efforts in Improving Students' Reading Comprehension based on *Merdeka* Curriculum based on P. David Pearson Theory

Aspect	Indicators	Questions	Answer
Teachers' Efforts in Improving Students' Reading Comprehension based on *Merdeka* Curriculum	**1. Providing Resources and Recommendations**	29. As an English teacher, how do you compile a collection of diverse reading materials to improve students' reading comprehension based on the Merdeka curriculum?	
		30. In what ways do diverse reading materials, such as books, articles, and online resources, contribute to improving students' reading comprehension within the context of the Merdeka curriculum, and how do you incorporate them into your teaching practices?	
		31. How do you determine the appropriate reading levels for students and match them with suitable texts to enhance their reading comprehension within the context of the Merdeka curriculum?	
	2. Modeling Reading Strategies	32. How do you utilize think-aloud and shared reading experiences to improve students' metacognitive awareness and reading comprehension based on the Merdeka curriculum?	
		33. In what ways do you explicitly model reading strategies, such as making predictions, asking questions, and visualizing, to enhance students' metacognitive awareness related to their reading 34. comprehension?	
		35. How do you encourage students to apply the strategies they learn during	

		think-aloud and shared reading experiences to their independent reading?	
	3. Guiding Reading Choices	36. What strategies do you employ to guide students in choosing reading materials that are conducive to improving their reading comprehension?	
		37. How do you address students' varying reading abilities while guiding their reading choices to improve their reading comprehension?	
		38. How do you ensure that students are making informed decisions while selecting reading materials to enhance their reading comprehension?	
	4. Individualized Support	39. In what ways do you tailor the guidance, feedback, and support during one-on-one interactions to address each student's specific needs in reading comprehension?	
		40. What strategies do you employ during one-on-one interactions to enhance students' reading comprehension based on the Merdeka curriculum?	
	5. Goal Setting and Reflection	41. How do you incorporate goal setting into the classroom to improve students' reading comprehension based on the Merdeka curriculum?	
		42. What strategies do you use to encourage students to reflect on their reading progress regularly?	
		43. In what ways do you assist students in identifying their strengths and areas for improvement in reading comprehension?	

	6. Building a Reading Community	44. How do you create opportunities for students to share their reading experiences within the classroom, and how does this contribute to improving students' reading comprehension?	
		45. In what ways do you encourage students to recommend books to their peers, and how does this practice enhance students' reading comprehension?	
		46. What strategies can teachers use to facilitate engaging book discussions among students, and how does participating in these discussions improve students' reading comprehension?	
	7. Ongoing Assessment and Feedback	47. How do you utilize reading logs as a formative assessment strategy to improve students' reading comprehension based on the Merdeka curriculum?	
		48. In what ways do you engage book reviews in assessing and enhancing students' reading skills in the 49. context of the Merdeka curriculum?	
		50. How do you use oral presentations in assessing students' reading comprehension and providing timely feedback within the framework of the Merdeka curriculum?	
		51. How do you effectively communicate the feedback derived from formative assessments to students in a way that motivates them to enhance their reading skills within the framework of the Merdeka	

		curriculum?	
	8. Promoting Independent Reading Time	52. How do you ensure that independent reading time effectively supports the development of students' reading comprehension skills?	
		53. What strategies or techniques do you employ during independent reading time to specifically target and enhance students' reading comprehension abilities?	
		54. Do you involve any specific guidelines or recommendations for selecting texts during independent reading time that can maximize students' reading comprehension growth?	
	9. Vocabulary Development	55. Can you share specific examples of instructional strategies or activities you use to explicitly teach and discuss important words and phrases with your students? How do these strategies contribute to improving their reading comprehension?	
	10. Textual Analysis	56. In what specific ways do you guide students in analyzing text structures to enhance their reading comprehension, as recommended by the Merdeka curriculum?	
		57. How do you help students identify the main ideas of a text to improve their reading comprehension, according to the principles of the Merdeka curriculum?	
		58. Could you provide examples of strategies or techniques that you use to help students extract	

		supporting details from a text, as recommended by the Merdeka curriculum, to enhance their reading comprehension?	

Appendix 5.

Tabel 3.2. Blueprint of The implementation of Teachers efforts to improve students' reading Comprehensions in *Merdeka* Curriculum at MTS Negeri 1 Kepahiang based on P.David Pearson Theory

Implementation	Items	Meeting 1		Meeting 2		Meeting 3	
		Yes	No	Yes	No	Yes	No
Providing Resources and Recommendations	11. The teacher compiles a collection of diverse reading materials, including books, articles, and online resources.						
	12. The recommended reading materials are appropriate for students' interests and reading levels.						
	13. The teacher provides recommendations based on students' learning goals.						
Modeling Reading Strategies	14. The teacher incorporates think-aloud and shared reading experiences to demonstrate effective reading strategies and skills.						
	15. The teacher explicitly models reading strategies such as making predictions, asking questions, and visualizing during reading instruction.						
	16. The teacher helps students develop metacognitive awareness by explaining and discussing the thinking processes involved in using reading strategies.						
	17. The teacher encourages students to apply the demonstrated reading strategies during independent reading.						
Guiding Reading Choices	18. The teacher effectively communicates the importance of selecting reading materials that align with students' interests and reading levels.						
	19. The teacher provides guidance and suggestions to students regarding appropriate reading materials.						

	20. The teacher encourages students to make independent choices in selecting their reading materials.						
Individualized Support	11. The teacher conducts regular conferences with students to discuss their reading progress, goals, and challenges.						
	35. The teacher engages in one-on-one interactions with students to provide individualized support.						
	36. The teacher offers personalized guidance to students based on their specific needs.						
	37. The teacher provides feedback to students regarding their reading performance.						
Goal Setting and Reflection	38. The teacher encourages students to regularly reflect on their progress in reading comprehension.						
	39. The teacher provides guidance and support to help students assess their strengths in reading.						
	40. The teacher assists students in identifying areas for improvement in reading comprehension.						
Building a Reading Community	41. The teacher provides opportunities for students to share their reading experiences with their peers.						
	42. The teacher encourages students to recommend books to their classmates.						
	43. The teacher facilitates book discussions among students.						
Ongoing Assessment and Feedback	44. The teacher implements reading logs to assess students' reading skills.						
	45. The teacher implements book reviews to assess students' reading skills.						
	46. The teacher implements oral presentations to assess students' reading skills.						

	47. The teacher provides timely and specific feedback to help students understand their progress in reading.						
Promoting Independent Reading Time	48. The teacher allocates dedicated time for independent reading.						
	49. The teacher provides students with a variety of self-selected texts to choose from during independent reading time.						
	50. The teacher encourages students to practice reading strategies during independent reading.						
Vocabulary Development	51. The teacher explicitly teaches and discusses important words and phrases during reading comprehension lessons.						
	52. The teacher encourages students to make connections between their prior knowledge and the new vocabulary introduced.						
Textual Analysis	53. The teacher provides explicit instruction on text structures.						
	54. The teacher guides students in identifying main ideas in texts.						
	55. The teacher assists students in extracting supporting details from texts.						
	56. The teacher utilizes effective strategies to help students analyze and understand the structure and organization of texts.						
	57. The teacher encourages students to gain insights into the author's message and overall meaning.						

Appendix 6.

Interview of Teachers' Efforts in Improving Students' Reading Comprehension based on _Merdeka_ Curriculum

Item of Teachers' effort	Teacher 1	Teacher 2
Providing Resources and Recommendations	_Online resources are the best way contribute in improving students reading comprehension, because in online resources they could find the topic that present in different way such as video, picture, and multimodal text. those features benefits students to study about reading comprehension conform with their learning style._	_By using books, because it provides trusty resources, and easy to read by the students because there is no any distractions on it._
Modeling Reading Strategies	_These strategies (think-aloud and shared reading experiences) are used to give a reading practice for students then they could become an active reader that will freely express their idea toward the topics given_	_This strategy (Visualizing) could broaden their imagination toward reading material and it will lead them become creative learner._
Guiding Reading Choices	_Students are rarely given guidance on what they will read, students are only given reading recommendations that they will determine later_	_Students are only given reading recommendations at the beginning of learning and then the students determine them_
Individualized Support	_Support during one-on-one, because through this way, teacher could see closely about what actually students need in improving their reading comprehension_	_Feedback, this strategy is regularly conduct to see student's improvement of reading comprehension._
Goal Setting and Reflection	_By knowing students' reading level, and skills or aspects that they need to possess to achieve clear understanding in reading comprehension_	_Reflecting and commenting their progress with peers_
Building a Reading Community	_There is no specific community for students to read a reading text, but indeed students are always asked to take time in their free time to read related to English_	_The students are only told to read when they have free time so that their reading skills are not lost_

Ongoing Assessment and Feedback	*Reading log is the best way to assess students' reading activity, because it gives detail information about reading material that students used and their understanding toward those materials.*	*Discuss it at the end of the class, so the students can improve their weaknesses on the next semester*
Promoting Independent Reading Time	*The students are only given the freedom to read the readings or materials given early*	*The students were never asked to read independently, but rather it became their personal initiative*
Vocabulary Development	*Highlighting any new word that they found while independent reading time, and discuss it together so they can learn new things from book*	*Taking a note for unfamiliar vocabulary that try to hit the book to find the answer.*
Textual Analysis	*They have to write that detail on reading log, and also give a clear presentation conform with the text structures.*	*Divided the text into their own structure and classify the content and information that discuss about the data or supporting statements toward the main idea* *Focus on the first paragraph of the text, and classify the main idea of the text.*

Appendix 7.

Tabel 4.2. The implementation of Teachers efforts to improve students' reading Comprehensions in *Merdeka* Curriculum at MTS Negeri Kepahiang

Implementation	Items	Teacher 1						Teacher 2					
		Obs. 1		Obs. 2		Obs. 3		Obs. 1		Obs. 2		Obs. 3	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Providing Resources and Recommendations	21. The teacher compiles a collection of diverse reading materials, including books, articles, and online resources.	√		√		√		√		√		√	
	22. The recommended reading materials are appropriate for students' interests and reading levels.	√		√		√		√		√		√	
	23. The teacher provides recommendations based on students' learning goals.	√		√		√		√		√		√	
Modeling Reading Strategies	24. The teacher incorporates think-aloud and shared reading experiences to demonstrate effective reading strategies and skills.	√		√		√		√		√		√	
	25. The teacher explicitly models reading strategies such as making predictions, asking questions, and visualizing during reading instruction.	√		√		√		√		√		√	
	26. The teacher helps students develop metacognitive awareness by explaining and discussing the thinking processes involved in using reading strategies.	√		√		√		√		√		√	

Category	Item						
	27. The teacher encourages students to apply the demonstrated reading strategies during independent reading.	√	√	√	√	√	√
Guiding Reading Choices	28. The teacher effectively communicates the importance of selecting reading materials that align with students' interests and reading levels.	√	√	√	√	√	√
	29. The teacher provides guidance and suggestions to students regarding appropriate reading materials.	√	√	√	√	√	√
	30. The teacher encourages students to make independent choices in selecting their reading materials.	√	√	√	√	√	√
Individualized Support	11. The teacher conducts regular conferences with students to discuss their reading progress, goals, and challenges.	√	√	√	√	√	√
	58. The teacher engages in one-on-one interactions with students to provide individualized support.	√	√	√	√	√	√
	59. The teacher offers personalized guidance to students based on their specific needs.	√	√	√	√	√	√
	60. The teacher provides feedback to students regarding their reading performance.	√	√	√	√	√	√

Category	Statement							
Goal Setting and Reflection	61. The teacher encourages students to regularly reflect on their progress in reading comprehension.	√	√	√	√	√	√	
	62. The teacher provides guidance and support to help students assess their strengths in reading.	√	√	√	√	√	√	
	63. The teacher assists students in identifying areas for improvement in reading comprehension.	√	√	√	√	√	√	
Building a Reading Community	64. The teacher provides opportunities for students to share their reading experiences with their peers.		√	√	√	√	√	√
	65. The teacher encourages students to recommend books to their classmates.		√	√	√	√	√	√
	66. The teacher facilitates book discussions among students.		√	√	√	√	√	√
Ongoing Assessment and Feedback	67. The teacher implements reading logs to assess students' reading skills.	√	√	√	√	√	√	
	68. The teacher implements book reviews to assess students' reading skills.	√	√	√	√	√	√	
	69. The teacher implements oral presentations to assess students' reading skills.	√	√	√	√	√	√	

	70. The teacher provides timely and specific feedback to help students understand their progress in reading.	√		√		√		√		√		√	
Promoting Independent Reading Time	71. The teacher allocates dedicated time for independent reading.		√		√		√		√		√		√
	72. The teacher provides students with a variety of self-selected texts to choose from during independent reading time.		√		√		√		√		√		√
	73. The teacher encourages students to practice reading strategies during independent reading.		√		√		√		√		√		√
Vocabulary Development	74. The teacher explicitly teaches and discusses important words and phrases during reading comprehension lessons.	√		√		√		√		√		√	
	75. The teacher encourages students to make connections between their prior knowledge and the new vocabulary introduced.	√		√		√		√		√		√	
Textual Analysis	76. The teacher provides explicit instruction on text structures.	√		√		√		√		√		√	
	77. The teacher guides students in identifying main ideas in texts.	√		√		√		√		√		√	
	78. The teacher assists students in extracting supporting details from texts.	√		√		√		√		√		√	
	79. The teacher utilizes effective strategies to help students analyze	√		√		√		√		√		√	

	and understand the structure and organization of texts.												
	80. The teacher encourages students to gain insights into the author's message and overall meaning.	√		√		√		√		√		√	

Appendix 8. Surat Keterangan Izin Penelitian

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN KEPAHIANG
Jln. Lintas Kepahiang – Curup Komplek Perkantoran Kelobak Kepahiang 39172
Telp/Fax. (0732)3930007 E-mail :umumkemenag.kph@gmail.com
Website : Http://www.kemenagkph.co.id

Nomor   : B- 4354 /Kk.07.08.1/TL.00/11/2023   27 November 2023
Sifat   : Biasa
Lampiran : -
Hal   : **IZIN PENELITIAN**

Yth,
REKTOR IAIN CURUP
Kabupaten Rejang Lebong
Jalan DR.A.K.Gani No.1 Kotak pos 108 Curup- Bengkulu

Menindaklanjuti surat dari Dekan Fakultas Tabiyah, IAIN Curup nomor:2534/In.34/FT.1/PP.00.9/11/2023, tanggal 23 November 2023, perihal sebagaimana pokok surat diatas, maka pada prinsipnya kami memberi izin penelitian kepada:

Nama/ NIM   : Muhammad Refnaldi / 19551041
Fakultas / Program Studi :Tarbiyah/ TBI
Judul Skripsi   :Teachers' Effort to Improve Students' Reading
                                      Comprehension in Merdeka
Tempat Penelitian   :MTs N 01 Kabupaten Kepahiang

Dengan ketentuan sebagai berikut:

3. Penelitian dilaksanakan mulai 23 November s/d 23 Februari 2024
4. Apabila telah selesai melaksanakan penelitian, agar yang bersangkutan Dapat menyampaikan hasil akhir kepada Kepala Kantor Kementerian Agama Kab.Kepahiang

Surat izin penelitian ini diberikan untuk dapat di pergunakan sebagaimana mestinya.

Plh. Kepala,

Abdullah

Tembusan:
4. Kepala Kanwil Kemenag Propinsi Bengkulu
5. Ka.MTs N 01 Kab. Kepahiang
6. Yang Bersangkutan

Appendix 9. Dokumentasi