

**THE OBSERVATION OF STRATEGIES IN TEACHING READING
AT SENIOR HIGH SCHOOLS IN SURABAYA**

A THESIS

**In Partial Fulfillment of the Requirement for
The Sarjana Pendidikan Degree in
English Language Teaching**



By:

**IMAWATI
1213099135**

INDUK	1621/04
FAKULTAS	2g-07-2004
PROGRAM	Ig.
SEMESTER	
SKRIPSI	Fk-1g Ima 0-1
NO. PIS	1 (satu)

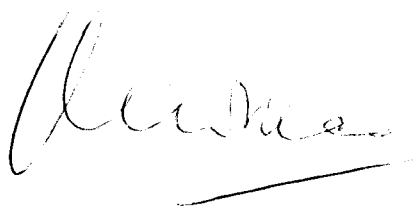
**UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN PENDIDIKAN BAHASA DAN SENI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
MARCH 2004**

APPROVAL SHEET

(1)

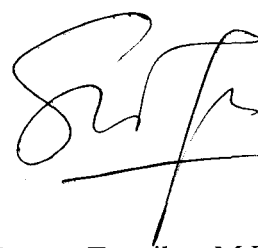
This thesis entitled “AN OBSERVATION OF TEACHING STRATEGIES IN READING AT SENIOR HIGH SCHOOLS IN SURABAYA” prepared and submitted by Imawati and has been approved and accepted as a partial fulfillment of the requirements for the Sarjana Pendidikan Degree in English Language Teaching by the following advisors.

First Advisor,



Prof. Dr. Veronica L. Diptoadi, M.Sc.

Second Advisor,



Dra. Susana Teopilus, M.Pd.

APPROVAL SHEET

(2)

This thesis has been examined by the committee on oral examination with a grade of on March 24, 2004.



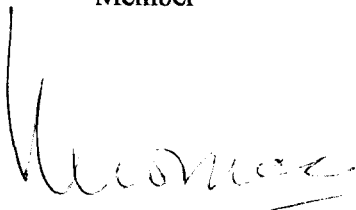
Dra. M. N. Siti Mina Tamah, M.Pd.
Chairman



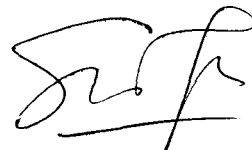
Dr. Tjahjaning Tingastuti, M.Pd.
Member



Veronica Anek Setyawati, S.Pd.
Member



Prof. Dr. Veronica L. Diptoadi, M.Sc.
Member



Dra. Susana Teopilus, M.Pd.
Member



Dr. Agustinus Ngadiman
Dean of the Teacher Training
College



Dra. Susana Teopilus, M.Pd.
Head of the English Department

ACKNOWLEDGEMENTS

First of all, the writer would like to thank God for His blessings, love and guidance in my life who enables her to complete her thesis. She realizes that without God's help this thesis will never be completed.

The writer would like to give her sincere gratitude and appreciation to many people who have helped the writer in the process of writing this thesis, especially the following people:

1. Prof. Dr. Veronica L. Diptoadi, M. Sc, the writer's first advisor and Dra. Susana Teopilus, M. Pd, the writer's second advisor, who have helped her with their time, patient guidance, valuable suggestions and their advices for the improvement of her thesis.
2. The lecturers who have guided her from the first semester until she finishes her thesis.
3. All the teachers of SMUK St. Louis I Surabaya, especially Romo Alex, the headmaster, Ms. Veronika Trimaya who have helped the writer a lot so that she could finish her study.
4. All the teachers of SMU Gracia Surabaya, especially Mr. Rachmad Santoso who have given the writer a lot of contribution in conducting the observation.
5. All teachers of SMUN 9 Surabaya, especially Mr. Santoso, the headmaster, Mr. Arif who have helped and given some inputs to the writer.

6. All the librarians of Widya Mandala Catholic University of Surabaya for their helps to lend her some books in the process of accomplishing this thesis.
7. The writer's beloved family, who always accompany the writer with love, patient and prayer in her effort to finish her study and especially her thesis.
8. The writer's close friends at the University (Lulu, Dewi, Selly Y, V. Linda, Desi K, Mbak Wij) who have unconsciously supported her in finishing this thesis.
9. All the lecturers of thesis-oral examination board who have spent their precious time to read and examine her thesis.

At last, special thanks to the special person who is willing to share the writer's sad and glad moments, especially in writing this thesis.

Surabaya, April 9, 2004

Imawati

TABLE OF CONTENTS

APPROVAL SHEET (1)	i
APPROVAL SHEET (2)	ii
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	v
LIST OF TABLE	viii
ABSTRACT	x

CHAPTER I : INTRODUCTION

1.1 Background of the Problem	1
1.2 The Problem Statement	3
1.3 The Objective of the Study	3
1.4 The Significance of the Study	3
1.5 Scope and Limitation of the Study	4
1.6 Theoretical Framework	4
1.7 Definition of Key Terms	4
1.8 The Organization of the Study	6

CHAPTER II : REVIEW OF RELATED LITERATURE

2.1 Reading Comprehension Theory	7
2.2 Teaching Strategies in a Reading Class	10
2.3 The Schema Theory	14
2.3.1 The Functions of Schemata	15

2.3.2 The Characteristics of Schemata	16
2.3.3 The Types of Schemata	17
2.3.4 Procedures to Activate Schemata	18
2.3.5 The Role of Schemata in Reading Comprehension	
Process	19
2.4 Previous Studies	20

CHAPTER III : RESEARCH METHODOLOGY

3.1 The Research Design	23
3.2 The Subjects	23
3.3 The Instruments	24
3.4 Sample of Table	24
3.5 Procedure of Collecting Data	25
3.6 Technique of data Analysis	26

CHAPTER IV : THE FINDINGS AND THE INTERPRETATION

4.1 The Findings	27
4.1.1 The Results of the Observation on the Teaching	
Strategies Used by Teacher "X"	27
4.1.2 The Results of the Observation on the Teaching	
Strategies Used by Teacher "Y"	39
4.1.3 The Results of the Observation on the Teaching	
Strategies Used by Teacher "Z"	49
4.1.4 Observation on the Teaching Strategies Used by the	

Teachers in Teaching Reading at Some Senior High Schools in Surabaya	59
4.1.5 The Reasons Why Teachers Use Their Strategies	63
4.2 The Interpretation of the Data	64
4.2.1 The Interpretation of the Findings from the Observations of Teacher “X”	64
4.2.2 The Interpretation of the Findings from the Observations of Teacher “Y”	65
4.2.3 The Interpretation of the Findings from the Observations of Teacher “Z”	66
4.2.4 The Comparison between Teacher “X”, “Y”and “Z”	66

CHAPTER V : CONCLUSION

5.1 Summary	70
5.2 Suggestion	71
5.3 Recommendation for Further Research	72

BIBLIOGRAPHY

APPENDIX I	73
APPENDIX II	90
APPENDIX III	100

LIST OF TABLES

Table 4.1	Observation I on Teacher “X”	28
Table 4.2	Observation II on Teacher “X”	30
Table 4.3	Observation III on Teacher “X”	31
Table 4.4	Result of Observation I on Teacher “X”	33
Table 4.5	Result of Observation II on Teacher “X”	35
Table 4.6	Result of Observation III on Teacher “X”	37
Table 4.7	Summary of the Findings of the Observation on Teacher “X”	39
Table 4.8	Observation I on Teacher “Y”	40
Table 4.9	Observation II on Teacher “Y”	41
Table 4.10	Observation III on Teacher “Y”	43
Table 4.11	Result of Observation I on Teacher “Y”	44
Table 4.12	Result of Observation II on Teacher “Y”	46
Table 4.13	Result of Observation III on Teacher “Y”	48
Table 4.14	Summary of the Findings of the Observation on Teacher “Y”	49
Table 4.15	Observation I on Teacher “Z”	50
Table 4.16	Observation II on Teacher “Z”	51
Table 4.17	Observation III on Teacher “Z”	53
Table 4.18	Result of Observation I on Teacher “Z”	54
Table 4.19	Result of Observation II on Teacher “Z”	55
Table 4.20	Result of Observation III on Teacher “Z”	57
Table 4.21	Summary of the Findings of the Observation on Teacher “Z”	59

Table 4.22 Summary of the Result of the Three Observations 62

Table 4.23 The Comparison between Teacher “X”, “Y” and “Z” 69

ABSTRACT

Imawati. 2003. *The Observation of Teaching Strategies in Reading at Senior High Schools in Surabaya*. S-1 Thesis. The Faculty of Teacher Training, The English Department of Widya Mandala Catholic University. Surabaya.

Advisors: Prof. Dr. Veronica L. Diptoadi, M.Sc.
Dra. Susana Teopilus, M.Pd.

Keywords : Observation, teaching strategies, reading comprehension.

The teaching of English as a foreign language in Indonesia is emphasized on the teaching of reading comprehension. This skill is considered to be very important especially for students who will continue their study to the higher education.

The 1994 English curriculum states that the main objective of teaching English at senior high school is to enable the students to comprehend the English reading passages well to prepare them for their further study since most references and textbooks used at higher education are usually written in English. The teaching of English in senior high school comprises the four language skills namely speaking, listening, writing and reading with reading as the main emphasis. However, the writer found out that many senior high school students still have difficulties to comprehend the reading passages given because their teachers failed to guide them to relate the passage with their background knowledge.

In this study, the writer observes several teachers' teaching strategies in reading and analyzes the results using Zhenyu's criteria in teaching strategies.

The result of this observational study can be concluded that most teachers used teaching strategies, which are similar to Zhenyu's strategies. However, they should also make the strategies used appropriate with the classroom condition, the topic of the reading passage discussed and the available time given. Besides that, the use of another material could be very important in supporting the students to comprehend the reading passages better and increase their knowledge and information.

Finally, she hopes that there would be a future research using experimental studies to show explicitly whether Zhenyu's teaching strategies can really develop students' reading comprehension achievement.