

PROMOTING READING COMPREHENSION IN AN EFL CONTEXT: A LESSON LEARNED FROM AN EXPERT

A THESIS

Submitted in partial fulfillment of the requirement for master's degree in English
education



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Promoting Reading Comprehension in an EFL Context: A Lesson Learned from an Expert

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Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Magister Pendidikan (M.Pd.) pada Fakultas Pendidikan Bahasa dan Seni

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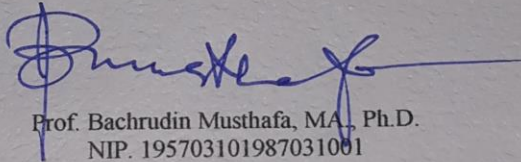
APPROVAL PAGE

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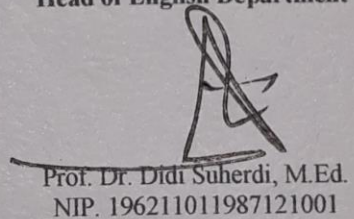
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STATEMENT OF AUTHORIZATION

I hereby certify that the research paper entitled “Promoting Reading in an EFL Context: A Lesson Learned from an Expert” is completely my original work. I am fully aware that I have cited and quoted some statements and ideas from many sources. All citations and quotations are properly acknowledged in this paper.

Bandung, December, 2019

A handwritten signature in blue ink, consisting of a large, stylized 'D' followed by several vertical strokes and a horizontal line.

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ABSTRACT

English is one of four subjects in the national examination since 2004. However, the students are still lack of vocabulary mastery, main idea identification, and difficult to understand reading content. Therefore, choosing the appropriate method and classroom procedures in teaching reading are needed to be considered by the teacher. This research is aimed at (1) finding out the method and classroom techniques at one senior high school in Singaparna, Tasikmalaya and (2) revealing the significance method and classroom techniques of students' reading comprehension in an EFL classroom context. Moreover, a descriptive qualitative methodology was used in this research. Observation, interviews, and documents were obtained to gain data to be analyzed. The finding showed that the respondent applied a scientific approach and PQRST design to deliver reading material to the students. Furthermore, the standard of classroom techniques was applied to sustain the chosen method. Through the application of the method and techniques, the students were more active and the content knowledge was easier for the student to achieve the target reading skills in the National examination.

Keywords: Method, PQRST techniques, reading comprehension.

ABSTRAK

Bahasa Inggris adalah salah satu dari empat mata pelajaran dalam ujian nasional sejak 2004. Namun, para siswa masih kekurangan penguasaan kosakata, identifikasi gagasan utama, dan sulit untuk memahami konten bacaan. Oleh karena itu, memilih metode dan prosedur kelas yang tepat dalam pengajaran membaca perlu dipertimbangkan oleh guru. Penelitian ini bertujuan untuk (1) mengetahui metode dan teknik kelas di salah satu sekolah menengah atas di Singaparna, Tasikmalaya dan (2) mengungkap metode dan teknik signifikansi kelas dari pemahaman membaca siswa dalam konteks kelas EFL. Selain itu, metodologi deskriptif kualitatif digunakan dalam penelitian ini. Pengamatan, wawancara, dan dokumen diperoleh untuk mendapatkan data yang akan dianalisis. Temuan menunjukkan bahwa responden menerapkan pendekatan ilmiah dan desain PQRSST untuk menyampaikan materi bacaan kepada siswa. Selanjutnya, standar teknik kelas diterapkan untuk mempertahankan metode yang dipilih. Melalui penerapan metode dan teknik itu, siswa lebih aktif dan pengetahuan konten lebih mudah bagi siswa untuk mencapai keterampilan membaca target dalam ujian nasional.

Kata kunci: Metode, Teknik PQRSST, Pendalaman dalam membaca

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