

**TEACHERS' STRATEGIES FOR TEACHING READING: A
CASE STUDY AT SMAN 1 SRENGAT**

THESIS

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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
BALITAR ISLAMIC UNIVERSITY**

2025



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Presented to

Balitar Islamic University

In partial fulfillment of the requirements for the degree of

Undergraduate in English Language Education

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This is to certify that the thesis of Kharisma Qurrotul Aini NIM. 21108810013 entitled “TEACHERS’ STRATEGIES FOR TEACHING READING: A CASE STUDY AT SMAN 1 SRENGAT” has been approved by the advisors for further approval by the board of examiners.

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DEDICATION

This thesis is sincerely dedicated to:

1. Allah SWT, thank You for the strength, peace, and countless blessings. In every moment of doubt and exhaustion, you always showed me the way. I would not have made it this far without your guidance and mercy.
2. For my beloved father and mother, thank you for paying my collage education, so that I can study until the thesis session. Thank you very much.
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This thesis may not be perfect, but it carries stories, struggles, and a whole lot of heart. May it be a small beginning toward something even greater.

MOTTO

Everyone has their own turn, so be patient and wait for your turn.



*Failure can also be meaningful—live with the belief that challenges to help form
and strengthen you*

ABSTRACT

Kharisma, Qurrotul Aini. (2025).

Teachers' Strategies in Teaching Reading: A Case Study at SMA Negeri 1 Srengat.

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This research was motivated by the fact that many high school students still struggle with reading comprehension in English due to limited vocabulary, low reading motivation, and lack of effective strategies. Teachers are also challenged by classroom diversity, time constraints, and limited access to authentic reading materials. This study aims to explore the challenges faced by teachers in teaching reading, the strategies they use to overcome those challenges, and how they evaluate students' reading comprehension in an Indonesian high school setting.

This study employed a qualitative approach with a case study design. The research was conducted at SMA Negeri 1 Srengat and involved one English teacher and three eleventh-grade students selected through purposive and snowball sampling. Data were collected through semi-structured interviews, classroom observations, and documentation analysis. The collected data were analyzed using an interactive model by Miles and Huberman involving data reduction, data display, and conclusion drawing.

The findings revealed that the teacher encountered several challenges in teaching reading, including difficulties in material preparation, lesson planning, classroom management, and student engagement. To address these challenges, the teacher applied various strategies such as scaffolding, grouping models, contextual material selection, and the use of digital tools. Evaluation of students' reading comprehension involved multiple techniques including observation, formative feedback, reading tasks, and written assessments. The triangulated data showed that contextual and adaptive strategies were effective in improving reading engagement and comprehension among students.

In conclusion, the study indicates that successful reading instruction requires not only technical preparation but also adaptive, student-centered strategies. It is suggested that English teachers should continuously develop reflective and innovative strategies in reading instruction. Schools should support teachers through training and resource provision. Future researchers are encouraged to examine the same issues in different contexts or focus on student perspectives in greater depth.

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The researcher hopes that this thesis would be beneficial to everyone. Aamin

Blitar, 30 July 2025

Kharisma Qurrotul Aini

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CHAPTER I

INTRODUCTION

In this chapter, there are six part that describe the introduction of this thesis. They are the research background, research problem, and research objective, benefits of research and development, research scope and limitation and definition of key terms.

1.1 Research Context

In the current era of globalization, mastery of English is an essential need in the fields of education, technology, economics, and cross-cultural communication. English is widely recognized as an international language or lingua franca, which is a language used by speakers from various backgrounds to communicate globally. The role of English has grown not only as a foreign language, but also as a major tool in international and professional education. This is in line with (Crystal, D.a-Marchena, 2003)view which states that *English has achieved a genuinely global status by becoming the most widely taught and studied language around the world* (Harmer, 2015)

Among the four main skills in English-listening, speaking, reading, and writing-reading is considered the main foundation in the development of students' academic literacy. (Grabe, 2009) asserts that "reading is the most important skill for second language learners in academic contexts, as it provides access to written knowledge and facilitates vocabulary development." This confirms that through reading skills, students can develop cross-disciplinary knowledge, improve critical thinking skills, and expand global horizons.

In the context of Indonesian education, English is taught as a compulsory subject from junior high to senior high school. The learning objectives are not only to be able to communicate, but also to understand sources of information, broaden global horizons, and support academic skills. In line with that, Permendikbud No. 37/2018 emphasizes that English learning at the senior high school level is designed to equip students to be able to understand and use language in various contexts, including reading informative and argumentative texts.

However, a number of studies show that the reading skills of high school students in Indonesia are still relatively low. Stated that the lack of varied learning strategies and the lack of student involvement in the reading process are the causes of low reading comprehension (Indrayadi et al., 2020). Another study showed that the use of contextual approaches such as Contextual Teaching and Learning can significantly increase students' interest and understanding of reading texts. These findings reinforce the view that reading is an essential skill in secondary education and needs special attention in its teaching strategies (Sinaga, M., Riyantika, M., & Puteri, 2023) These findings are reinforced by the confession of the English teacher at SMA Negeri 1 Srengat, who stated:

"Vocabulary: Many students have difficulty understanding the meaning of words in the text, comprehension: students often do not understand the content of the text thoroughly..." (Thursday, 17-04-2025)

Although reading skills play an important role in English language learning, the practice of teaching them in secondary schools is not easy. Teachers are often faced with various challenges both from the internal side of the classroom and from the education system in general. These challenges include low student motivation,

time constraints, lack of authentic teaching materials, differences in students' ability to understand texts, and lack of innovative and contextualized teaching strategies. According to (Richards, J. C., & Farrell, 2005) challenges in teaching reading skills can come from three main sources: an overcrowded curriculum, limited teacher pedagogy, and low student reading competence. Lack of student engagement in the learning process is also a major contributing factor to low learning outcomes. This is reinforced by the findings of (Yunita, L., & Fauziah, 2022) who stated that many high school students have difficulty understanding English texts due to lack of vocabulary, limited reading strategies, and passivity during the learning process. In addition, the teacher said that:

“Student interest is still low in general. Students tend to be passive and only read when instructed. Only about 10 students showed high competence.” (Thursday, 17-04-2025)

On the other hand, teachers often face difficulties in choosing approaches and methods that are suitable for students' characteristics. (Sari, N. L., & Wardani, 2019) showed that most teachers tend to use conventional methods such as grammar translation method or teacher-centered instruction, which is less able to encourage students' active involvement in understanding texts. Teachers are also often limited by short learning time and administrative demands, so they do not have the flexibility to apply more interactive methods.

In addition, (Afzal., 2020) emphasizes that effective reading instruction requires careful strategic planning and selection of reading materials that are appropriate to the needs and ability levels of students. In the context of learning in Indonesia, the gap between the availability of contextualized learning resources and students' needs is also a significant obstacle. Teachers are not only required to

master the material, but also to be creative and adaptive in choosing strategies that can overcome these obstacles.

Thus, it is important to explore more deeply the challenges teachers face in teaching reading skills in high school, in order to find more effective and contextualized learning strategies. This research attempts to explore these challenges in real terms based on the direct experience of English teachers at SMA Negeri 1 Srengat.

Facing various challenges in teaching reading, teachers are required to have strategies that are not only theoretical, but also practical and contextualized according to students' needs. Effective teaching strategies play an important role in helping students understand texts, increase their interest in reading, and build their confidence in using English. (Harmer, 2015) states that reading teaching strategies should include active student engagement, adjustments to the difficulty level of the text, and exercises that encourage literal and inferential comprehension.

One strategy that has proven effective is scaffolding, which the gradual provision of support to students is according to their needs. According to (Vygotsky, 1978) scaffolding helps students build understanding through teacher guidance until they are able to learn independently. In the context of reading learning, this can be in the form of using pre-reading activities, trigger questions, or visual aids such as pictures and graphs. These strategies encourage students to relate their prior knowledge to the text to be read.

In addition, the use of contextual approaches such as Contextual Teaching and Learning (CTL) is also an alternative that is increasingly being implemented in various schools. CTL allows students to relate reading material to their real life,

thus increasing motivation and engagement. Research by (Sinaga, M., Riyantika, M., & Puteri, 2023) showed that the contextual approach significantly improved students' reading comprehension because the learning process became more relevant and meaningful.

On the other hand, reciprocal teaching and interactive reading strategies are also widely recommended to improve critical thinking skills in reading. According to (Palincsar, A. S., & Brown, 1984) , reciprocal teaching includes summarizing, predicting, clarifying, and questioning activities that are done collaboratively between teachers and students. This strategy has proven effective in improving reading comprehension and strengthening discussion skills.

Finally, it is important for teachers to adapt learning strategies to students' levels and interests. (Puspitasari, D., & Suryati, 2021)emphasize the importance of student-centered learning, where students are given the space to choose the reading topics they like and actively engage in the learning process. With a more flexible approach, teachers can build a classroom atmosphere that is more inclusive, adaptive, and encourages active student participation.

With these various approaches, teachers are expected to be able to design reading lessons that are more meaningful and have a positive impact on students' literacy development. This study aims to explore what strategies are applied by teachers in overcoming the challenges of teaching reading at SMA Negeri 1 Srengat.

Various previous studies have addressed the teaching of reading in the context of English language learning in secondary schools. For example, Rahmah and Nurweni (2019) in their study found that the use of reciprocal teaching strategy

was able to improve students' reading comprehension because students were actively involved in the process of summarizing, questioning, and predicting the content of the text. Another study by (Setiawan, B., & Apsari, 2020) showed that the use of scaffolding techniques significantly helped students understand complex reading with gradual support from the teacher.

Then, (Syahroni, M., Mardiana, H., & Wulan, 2021) examined teachers' challenges in teaching reading and concluded that time constraints, low student motivation, and students' low basic literacy skills were the main obstacles in the learning process. Meanwhile, (Vina et al., 2022) highlighted more strategies used by teachers, such as the use of visual media, grouping students based on ability levels, and implementing pre-reading and post-reading activities to increase student engagement.

From these studies, it can be seen that many studies focus on the effectiveness of certain strategies in improving students' reading skills or on common obstacles in reading learning. However, there is a gap in research that takes an in-depth look at teachers' direct experiences in facing challenges and developing contextualized reading learning strategies, especially at the public high school level with diverse cultural and academic backgrounds.

More specifically, there are not many studies that examine holistically the challenges and strategies of teachers in a specific context such as SMA Negeri 1 Srengat, which has student characteristics with diverse academic backgrounds, learning motivation, and access to learning resources. Therefore, this study has an urgency to explore the challenges faced by teachers and the strategies they use in the real reading learning process.

This study also aims to enrich insights into teaching reading from the perspective of teachers in the field, as well as filling the void of studies that not only focus on student outcomes, but also on the pedagogical processes carried out by teachers. Thus, the results of this study are expected to make a practical contribution to the development of reading learning strategies that are relevant, contextual, and applicable.

SMA Negeri 1 Srengat is one of the public high schools in Blitar Regency that has a good reputation in academic and non-academic fields. The school is implementing Merdeka Curriculum and 2013 Curriculum in stages, with the aim of improving students' competencies in critical, creative and collaborative thinking, including in English language learning. Reading learning is an important part of developing students' literacy skills in this school, especially because students are required to be able to understand various types of texts, both narrative, descriptive, explanatory, and argumentative in English.

However, based on initial observations and informal discussions with teachers, it was found that the reading teaching process at SMA Negeri 1 Srengat still faces several obstacles. These challenges include students' lack of interest in reading English texts, different levels of reading ability among students, and limited time to explore diverse learning strategies. Teachers are required to complete the curriculum materials in a limited time, while at the same time having to face a heterogeneous class in terms of ability and motivation. In supporting this process, the principal of SMA Negeri 1 Srengat said that:

“The ideal learning is fun for students, but the learning objectives are also achieved... Our support includes providing facilities, training, and learning communities so that teachers can continue to grow.”

This statement shows that the school is committed to creating a learning environment that supports the continuous development of teachers' learning strategies.

English teachers in this school have sufficient experience and educational background. However, they still need to adjust the learning strategies to the students' characteristics and classroom dynamics. In this context, it becomes important to explore in depth how the challenges faced by teachers in teaching reading and what strategies are used to overcome these challenges. This was explained by the Vice Principal for Curriculum who stated that:

“Many children do not realize the importance of achievement... we motivate them through homeroom teachers, counseling teachers, and subject teachers, including English..”

In addition, he also added that:

“For children who are lacking, yes we give reinforcement in learning.”

This statement shows that the school management is aware of the challenges faced by teachers and supports improvement through a collaborative approach.

By placing the research at SMA Negeri 1 Srengat as the focus of the case study, the researcher hopes to obtain a concrete, contextual, and applicable picture of the real practice of teaching reading.

The selection of SMA Negeri 1 Srengat as the location of this study was based on several academically and contextually relevant considerations. Based on the results of preliminary studies that researchers conducted in several high schools in Blitar Regency - namely SMA Negeri 1 Srengat, SMA Negeri Garum, and SMA

Negeri 1 Ponggok - it was found that SMA Negeri 1 Srengat showed the dynamics of reading learning which were quite complex and interesting to be studied further.

First, SMA Negeri 1 Srengat has diverse student characteristics in terms of academic ability, learning motivation, and socio-economic background. This provides its own challenges for teachers in designing appropriate and contextualized reading teaching strategies, so it becomes a representative location to explore the challenges and strategies of teaching reading in depth.

Second, this school implemented Curriculum 2013 and Merdeka Curriculum in stages, which allowed researchers to see how teachers adjusted their reading teaching approaches to changes in curriculum policies. This dual curriculum implementation makes teaching practices more diverse and contextualized, which can enrich research data.

Third, SMA Negeri 1 Srengat has an institutional commitment to teacher professional development and improving the quality of learning, as evidenced by the principal and vice-principal's support for teacher training and learning communities. This support is an important factor in the sustainability of innovative and reflective reading teaching practices.

In addition, compared to the other schools reviewed in the preliminary study, SMA Negeri 1 Srengat demonstrated more varied, contextualized, and student-centered strategies for teaching reading skills. Teachers in this school do not only rely on conventional methods, but also apply approaches such as group discussions, utilization of texts relevant to students' daily lives, and project-based reading assignments that encourage deep understanding. These strategies seem to be in line with students' learning needs and show teachers' efforts in developing

active and meaningful reading skills - something that has not been found in many comparison schools such as SMA Negeri Garum and SMA Negeri 1 Ponggok. The researcher mention the phenenom in the school in the table below:

Table 1.1 Phenomenom in school

Phenomena
1. Students' reading skills vary widely.
2. Students' interest in reading activities is low.
3. Teacher strategies vary in teaching.
4. Learning support facilities are still lacking.

Furthermore, there is also a strategy that is quite unique at SMA Negeri 1 Srengat, which is the integration of formative assessment consistently in reading activities. Teachers use student self-reflection, peer evaluation, and reading journals to monitor students' comprehension progress. This reflective and student-centered approach is not found in other comparison schools. This combination of adaptive and innovative strategies demonstrates a progressive teaching culture at SMA Negeri 1 Srengat, making it highly relevant to research in the context of reading teaching challenges, strategies and outcomes.

By considering these factors, SMA Negeri 1 Srengat was chosen as the research location because it is considered capable of providing a concrete, contextual, and relevant picture of teachers' challenges and strategies in teaching reading skills in English language learning at the high school level.

Based on the above, the main focus of this study is to explore the challenges teachers face in teaching reading skills and the strategies they apply to overcome these challenges in the context of English language learning at SMA Negeri 1 Srengat. This research is qualitative in nature with a case study approach, thus

enabling the researcher to understand the teaching experience deeply and thoroughly from the teachers' perspective.

The urgency of this research lies in the importance of identifying the real obstacles teachers face in teaching reading, as well as uncovering learning strategies that are not only effective in theory, but also contextualized and can be applied directly in the classroom. In the midst of evolving educational policies, teachers are required to be more adaptive and innovative in structuring learning, especially in reading skills which are crucial for students' academic success. However, not all teachers have access to sufficient training, resources or time to reflectively evaluate and develop their strategies.

By exploring direct practice in the field, the results of this study are expected to make a real contribution to improving the quality of English language learning, especially in terms of teaching reading. In addition, the findings of this study can also be a reference for other teachers, educational practitioners, and curriculum developers in designing teacher training or learning models that are more relevant to the needs of students and dynamic classroom conditions.

Furthermore, since there are not many studies that examine in depth the experiences of teachers in a local context such as SMA Negeri 1 Srengat, this study has novelty value and provides space for teachers' voices to be raised in academic discourse. Thus, this study not only contributes to the scientific development in the field of teaching reading, but also serves as a documentation of good practices that can be replicated and developed in other schools with similar characteristics.

1.2 Research Focus

- 1) How do teacher challenges manage challenges of strategies teaching reading at SMAN 1 Srengat?
- 2) How do teacher implement reading instructional strategies at SMAN 1 Srengat?
- 3) How do teacher evaluate reading instructional strategies and obtain results at SMAN 1 Srengat?

1.3 Research Objectives

- 1) Describe the challenges faced by teachers in teaching reading skills at SMAN 1 Srengat.
- 2) Describe the strategies used by teachers to overcome challenges in teach reading skills effectively at SMAN 1 Srengat.
- 3) Describe the evaluation methods applied by teachers in assessing students' reading skills at SMAN 1 Srengat.

1.4 Research Significance

This study has theoretical and practical significance in the field of English language teaching, especially reading skills at the secondary school level. Theoretically, this study enriches the scientific study of teaching reading in the context of English as a Foreign Language (EFL) by revealing the challenges, strategies, and evaluations that teachers actually apply in the classroom. Practically, the results of this study show that English teachers at SMA Negeri 1 Srengat face various challenges, such as time constraints, students' low interest in reading, and lack of appropriate teaching media; however, teachers are able to respond to these challenges through adaptive and contextualized learning strategies, such as

variations in teaching methods, selection of relevant texts, and implementation of evaluations that suit students' needs. The findings provide direct benefits for teachers as reflection and reference materials in developing more effective strategies and evaluations, for schools as a basis for strengthening literacy programs and teacher training, and for policy makers as input in designing policies to improve the quality of reading instruction. In addition, this study can also serve as a foothold for future researchers to explore reading teaching practices in different contexts and approaches.

1.5 Research Scope & Limitation

This research has a certain scope and boundaries in order to stay focused on the main objectives to be achieved. The scope of this research covers the practice of teaching reading skills in English language learning at the senior high school level. The main focus of this research is to explore the challenges faced by teachers, the learning strategies used to overcome these challenges, and the evaluation methods applied in the reading teaching process.

This research was conducted on a limited basis at SMA Negeri 1 Srengat, located in Blitar Regency, East Java. The research subjects consisted of an English teacher who taught grade X and several students as additional data sources. The implementation time of this research was in the even semester of the 2024/2025 academic year.

In terms of material, this study only focuses on reading skills and does not cover other English skills such as listening, speaking, or writing. In addition, the learning strategies studied in this study are limited to the strategies used by teachers in the context of classroom learning, so they do not include training outside the

classroom or extracurricular activities. This, this study is contextual and is not intended to be generalized to all schools, but rather to provide an in-depth understanding of the practice of teaching reading in the school environment that is the object of study.

1.6 Definition of Key Terms

1.6.1 Teaching Reading

In this study, teaching reading refers to the process of teaching reading skills in English by teachers to students at the senior high school level. This teaching includes planning, implementing, and evaluating lessons that aim to help students understand various types of English texts in literal and inferential ways, as described by Grabe & Stoller (2011).

1.6.2 Teacher Challenge's

Teacher's challenges refer to various obstacles or constraints faced by teachers in teaching reading skills. These challenges can be both internal (such as limited strategies, student motivation, learning time) and external (such as curriculum policies and availability of learning resources), as (Harmer, 2007) and (Richards, J. C., & Farrell, 2005) suggest.

1.6.3 Teaching Strategies

Teaching strategies in the context of this study are approaches, methods, or techniques used by teachers to overcome challenges in teaching reading skills. These strategies include lesson planning, interactive reading activities, the use of scaffolding, contextual approaches, and evaluation methods, as described by (Brown, 2001) and (Palincsar, A. S., & Brown, 1984)

1.6.4 Evaluation in Teaching Reading

Evaluation in teaching reading refers to the methods or ways that teachers use to assess the extent to which students understand English reading texts. This evaluation can take the form of written tests, observations of reading activities, oral questions, or other literacy tasks, which aim to measure students' literal and critical skills, in accordance

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter consisted of theories based on the research problems and previous studies about his research. This chapter concluded of the theories of Teacher Challenge's and Strategies, Teaching Reading, conceptual Framework, and Relevant Previous Study.

2.1 Definition of Reading

Reading is a complex and purposeful activity, involving interaction between the reader and the text. According to (Grabe, W., & Stoller, 2011), reading is "an interactive process that occurs between the text and the reader's processing strategies and background knowledge." In this view, reading is not a passive act of decoding written symbols, but rather an active activity in which the reader constructs meaning through a combination of low-level decoding and high-level comprehension processes. They emphasize that skilled readers are able to recognize words automatically, perform efficient syntactic parsing, integrate information from the text, and activate prior knowledge.

The explanation is detailed in the second edition of Teaching and Researching Reading, written by (Grabe, W., & Stoller, 2011). In the book, they explain that reading involves various interrelated components, ranging from word recognition, syntactic processing, comprehension of meaning, to integration of new information with existing knowledge. Reading is also understood as an activity that

is influenced by the reader's purpose, so the strategies used can be different depending on the context and purpose of reading.

This view is reinforced by the opinion of (Cain, K., & Oakhill, 2014) who state that reading comprehension is strongly influenced by the reader's inference ability, vocabulary mastery, and working memory capacity. In their research, they found that readers who are able to make appropriate inferences during reading tend to have better text comprehension. This is in line with Grabe and Stoller's emphasis on the importance of cognitive processes in constructing meaning from text.

Furthermore, (Nation, 2017) emphasizes that vocabulary mastery is instrumental in reading fluency and text comprehension. He states that readers need to understand at least 95% of the vocabulary in the text in order to follow the meaning of the text without difficulty. This finding supports Grabe and Stoller's view that fluent reading requires rapid word recognition as well as linkages to prior knowledge.

Based on this explanation, reading can not only be understood as a decoding task, but more than that, it is an active and constructive process that involves linguistic abilities, higher-order thinking skills, as well as prior experience of the reader. The combined views of Grabe and Stoller (2011), Cain and Oakhill (2014), and Nation (2017), suggest that effective reading instruction needs to develop both word-level skills and critical thinking skills to improve reading comprehension.

2.2 Teacher Challenge's in Teaching Reading

In teaching reading skills, teachers face various challenges that come from factors internal and external to learning. According to (Grabe, W., & Stoller, 2011), reading is a complex skill because it involves many components such as word

recognition, sentence structure understanding, inferring meaning, and information integration. Therefore, teaching reading requires not only linguistic understanding, but also the application of appropriate strategies so that students are able to understand the meaning of the text thoroughly.

However, in practice, teachers often face obstacles in delivering reading materials effectively. (Harmer, 2007) in his book *The Practice of English Language Teaching* identifies some of the main challenges that teachers often face in teaching reading, including: lack of student motivation, limited student vocabulary, diversity of reading abilities in one class, and limited appropriate learning resources. He also emphasized that teaching reading is not just reading the text, but requires teachers to be able to guide students in understanding the content of reading, fostering interest in reading, and using strategies that are varied and in accordance with student needs.

Harmer's view is supported by the findings of (Díaz, D., Alvarez, J., & Moya, 2021) who state that one of the biggest challenges in teaching reading is students' low intrinsic motivation to read in a foreign language. In their study, teachers reported that students tend to find reading a boring and difficult activity, especially when the texts used do not match students' interests or ability levels. This requires teachers to be more creative in the selection of teaching materials and the way the material is delivered.

In addition, (Fitriani, E., Suherdi, D., & Padmadewi, 2019) added that challenges in teaching reading in Indonesia are often related to the lack of access to authentic materials, as well as evaluation methods that do not fully measure reading comprehension. They stated that teachers often only focus on literal comprehension

and have not encouraged students to grasp the implied meaning or think more critically about the texts they read.

Thus, teachers' challenges in teaching reading include not only technical aspects such as providing materials, but also motivational aspects, teaching strategies, and the ability to adapt learning to students' conditions. Grabe and Stoller's (2011) theory emphasizes the importance of understanding the complex reading process, while Harmer (2007), supported by Díaz et al. (2021) and Fitriani et al. (2019), emphasizes that teachers must be able to adapt flexibly to various situations in the classroom. Therefore, supporting the development of teaching skills and providing diverse learning resources are important in overcoming these challenges.

2.3 Teacher Strategies in Teaching Reading

Teaching reading requires appropriate strategies so that students can not only understand the content of the text, but also develop critical thinking skills and interest in reading. According to (Grabe, W., & Stoller, 2011), reading is a complex and strategic cognitive process. They explain that successful readers must be able to use various strategies such as prediction, monitoring comprehension, and connecting new information with prior knowledge. In the context of teaching, this means that teachers need to provide reading activities that not only emphasize decoding words, but also foster these strategies in the learning process.

For this reason, (Brown, 2001) in his book *Teaching by Principles: An Interactive Approach to Language Pedagogy* emphasizes that effective learning strategies are those that involve students actively in the learning process. He classifies teaching strategies into three categories, namely cognitive, metacognitive,

and social/affective strategies. In teaching reading, teachers need to direct students to understand the text by using strategies such as skimming, scanning, predicting the content of the text, and discussing or analyzing the meaning of the text in groups. These strategies allow students to not only understand the literal meaning, but also develop higher-order thinking skills.

Brown's approach is reinforced by (Richards, J. C., & Farrell, 2011) who emphasize the importance of reflective and collaborative strategies in language learning. According to them, teachers need to adapt teaching strategies to students' needs and abilities, for example through peer-teaching, small group discussions, and integration of reading activities with real-world contexts. These approaches help students build understanding through meaningful interactions.

In addition, (Yuliana, N., & Dantes, 2020) in their research showed that the use of explicit strategies such as think-aloud, guiding questions, and the use of digital media can significantly improve students' reading comprehension. These strategies also encourage students' motivation to be more active in reading learning.

In addition, the systematic phonics approach reported by (Louden, W., Rohl, M., & Hopkins, 2022) is also an important strategy in building students' reading skills, especially in the early stages of learning or in an EFL environment. The intensive and integrated use of phonics helps students recognize word patterns and improves their reading fluency significantly.

Thus, teachers' strategies in teaching reading are not singular, but demand variety, flexibility, and adaptation to the classroom context. Grabe and Stoller's (2011) theory provides an important basis for understanding the reading process, while Brown's (2001) theory, supported by Richards & Farrell (2011), Yuliana &

Dantes (2020), Wang & Smith (2024), and Louden et al. (2022), emphasize the importance of active, explicit, and adaptive approaches in helping students develop reading skills. Therefore, the strategies teachers choose should not only focus on the content of the reading, but also on how students engage in understanding, constructing meaning, and reflecting deeply on the text.

2.4 Evaluation Teaching Reading

Evaluation in reading instruction is an integral part of the learning process that not only aims to measure results, but also directs the improvement and development of students' reading skills. According to (Alderson, 2000) in *Assessing Reading*, reading evaluation should be able to measure various levels of student comprehension, ranging from literal to interpretive and critical comprehension. He also emphasizes that a good reading assessment should be reliable, valid, and relevant to the context of language use. In addition, the evaluation needs to consider authentic and procedural aspects, which allow teachers to assess students' understanding thoroughly through tasks that reflect real reading situations.

Meanwhile, (Brookhart, 2008) in his book *How to Give Effective Feedback to Your Students*, emphasizes that evaluation is not just about giving grades, but should also be accompanied by clear, specific and constructive feedback. Effective feedback will help students understand mistakes, recognize their successes, and guide their next steps in learning. In the context of reading instruction, teachers need to provide feedback that emphasizes reading strategies that students have successfully applied and points out areas that need improvement, both in terms of text comprehension, reading speed, and the ability to infer reading content.

Alderson and Brookhart's view is reinforced by contemporary research that shows the importance of formative evaluation in reading learning. (Andrade, H. L., & Brookhart, 2021) state that evaluation can be a process of co-regulation of learning, where teachers and students are both active in interpreting learning outcomes and determining future improvements. In this approach, evaluation is conducted with students through reflection, discussion and self-analysis of reading tasks, thus encouraging students to take more responsibility for their own development.

Furthermore, a meta-analysis by (Martinez, R., & Torres, 2023)) showed that consistent use of formative evaluation can significantly improve students' reading skills. Through assessment tools such as short quizzes, reading journals, guiding questions, and classroom observations, teachers can identify students' weaknesses in real-time and provide appropriate interventions immediately. This type of evaluation is proven to not only improve text comprehension, but also increase students' motivation and engagement in the reading process.

Thus, evaluation in reading instruction should be seen as a dynamic and continuous process. (Alderson, 2000)theory provides a conceptual basis for the importance of validity and depth of reading assessment, while (Brookhart, 2008) emphasizes the importance of feedback as an integral part of evaluation. Support from Andrade and Brookhart (2021) and Martinez and Torres (2023) emphasize that a formative, participatory and responsive approach to evaluation is the best strategy to help students develop reading skills to their full potential. Appropriate evaluation will facilitate more effective, adaptive and meaningful learning for students.

2.5 Relevant Studies

Table 2. 1 Previous related studies

No.	Author , Year	Research Tittle	Method	Main Findings	Relevance to Your Research
1	(Syahroni, M., Mardiana, H., & Wulan, 2021)	Tantangan dalam Pengajaran Reading di Kelas EFL	Kualitatif	Challenges include time constraints, low student motivation and weak basic literacy skills.	Supporting similar findings; this study adds other challenges such as material customization, lesson planning, and diverse student responses.
2	(Sulistyo, 2018)	Permasalahan Pengajaran Membaca yang Dihadapi Guru di SMA	Kualitatif	Teachers face challenges in all aspects of teaching reading.	Strengthening the findings related to challenges; this research provides a more detailed and contextualized classification of challenges according to field conditions.
3	(A. & Rahmawati, 2022)	Strategi Pengajaran Membaca melalui Media dan Teknik Pengelompokan Siswa	Deskriptif Kualitatif	The teacher uses visual media, grouping students by level, and pre- and post-reading activities.	Mendukung strategi interaktif; This research expands the approach with authentic texts, digital media, and teachers' ability to adapt to classroom conditions.
4.	(Sari, N. L., &)	Strategi Fleksibel untuk Meningkatkan	Studi Kasus	Collaborative tasks and the use of	Relevant to the findings are the importance of flexible,

No.	Author, Year	Research Title	Method	Main Findings	Relevance to Your Research
	Wardani, 2019)	atkan Pemahaman Membaca Siswa		authentic materials improve students' reading comprehension.	student-centered strategies tailored to the reality of learning.
5.	(Pratama, 2019)	Penggunaan Strategi Kontekstual Berbasis Teknologi dalam Pengajaran Reading	Penelitian Tindakan	Context- and technology-based strategies can increase student engagement.	Supporting the use of digital tools and contextual approaches found at SMA Negeri 1 Srengat.
6.	(Wulandari, 2021)	Evaluasi Efektif dalam Kelas Membaca EFL	Kualitatif	Reading evaluations are effective if they cover cognitive aspects and allow room for improvement.	In line with the findings of the formative-cumulative and reflective evaluations in this study, and their use for subsequent strategy planning.
7.	(L. Rahmawati, 2019)	Umpan Balik Deskriptif untuk Meningkatkan Kesadaran Membaca Siswa	Kualitatif	Descriptive feedback increases students' learning awareness and encourages revision of	Supports processual evaluation practices and encourages students to reflect and improve in the reading learning process..

No.	Author , Year	Research Tittle	Method	Main Findings	Relevance to Your Research
				learning outcomes	

2.6 Conceptual Framework

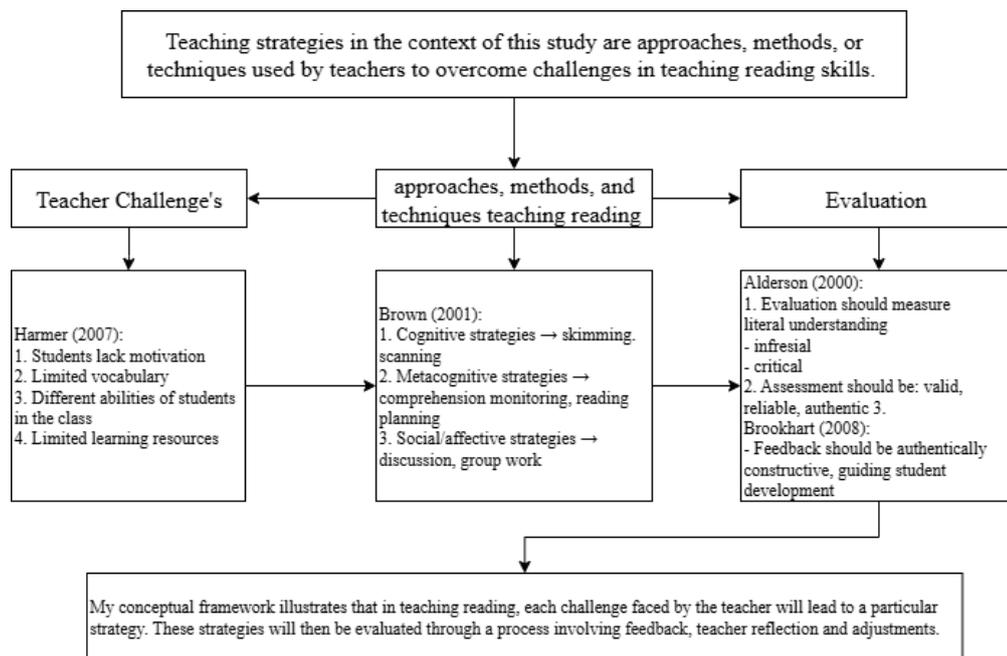


Image 2. 1 Conceptual framework

CHAPTER III

RESEARCH METHOD

This chapter explains in detail the approach, design, and methods used in this research to answer the problem formulation that has been formulated earlier. The choice of methodology in a research plays an important role because it determines the direction, procedure, and validity of the results obtained. Therefore, this study used a qualitative approach with a case study design to explore in depth the challenges faced by teachers and the strategies they apply in teaching reading skills at SMA Negeri 1 Srengat.

3.1 Research Approach and Design

In this section, the researcher describes the research approach and design used to answer the problem formulation in this study. The choice of research approach and design is based on the characteristics of the problem under study as well as the main objective of the research, which is to explore in depth the challenges faced by teachers and the strategies applied in teaching reading skills at SMA Negeri 1 Srengat. The approach used in this study is a qualitative approach, while the research design used is a case study. The description of these two things will be described in more detail in the following subsections.

3.1.1 Research Approach

This study uses a qualitative approach because it aims to explore in depth the challenges, strategies, and evaluation processes experienced by teachers in teaching reading skills at SMA Negeri 1 Srengat. The qualitative approach is

appropriate for understanding complex educational phenomena through descriptive data obtained from direct interaction with participants. This approach allows researchers to capture the meaning, views, and subjective experiences of teachers and students involved in the reading learning process.

The choice of a qualitative approach is based on the exploratory and contextual nature of the problem, so it cannot be adequately explained through numerical data or quantitative approaches. As stated by (Yin, 2018) a qualitative approach is very suitable for answering research questions that emphasize “how” and “why”, which requires an in-depth understanding of the social processes, interactions, and contexts that occur.

In this study, data were collected through several qualitative methods, namely: (1) semi-structured interviews with English teachers and students, (2) observation of reading lessons in the classroom, and (3) documentation in the form of teaching materials and student work. These three methods were chosen to obtain comprehensive and complementary data (triangulation) on how reading skills are taught, the challenges faced by teachers, the strategies applied, and how the teaching results are evaluated.

Thus, the qualitative approach in this study is in line with the main objective of the research, which is to gain an in-depth understanding of the dynamics of teaching reading skills in a senior high school context, without testing hypotheses as in quantitative research.

3.1.2 Research Design

The type of design used in this research is a case study. A case study is a research strategy used to investigate a phenomenon in the context of real life in an in-depth and thorough manner. According to (Yin, 2018) case studies are suitable

for use when the research focus is on complex phenomena and when the boundaries between the phenomenon and its context are not clearly defined. Case studies allow researchers to examine a particular case intensively and thoroughly, using various data sources such as interviews, observations, and documentation.

In this research, the case study chosen was the teaching of reading skills by English teachers at SMA Negeri 1 Srengat as a case unit. The focus is to understand the challenges teachers face as well as the strategies they apply in the teaching process. This case study is exploratory in nature, which aims to explore an in-depth understanding of the real practices that occur in the classroom, including the dynamics of interaction between teachers and students as well as the factors that influence the teaching of reading.

This case study design was chosen because it provides methodological flexibility in answering how and why research questions, and allows a comprehensive understanding of the social and educational context in which the phenomenon occurs. Therefore, the case study design is very suitable for the focus of this research which aims to explore in depth the challenges and strategies of teachers in teaching reading skills.

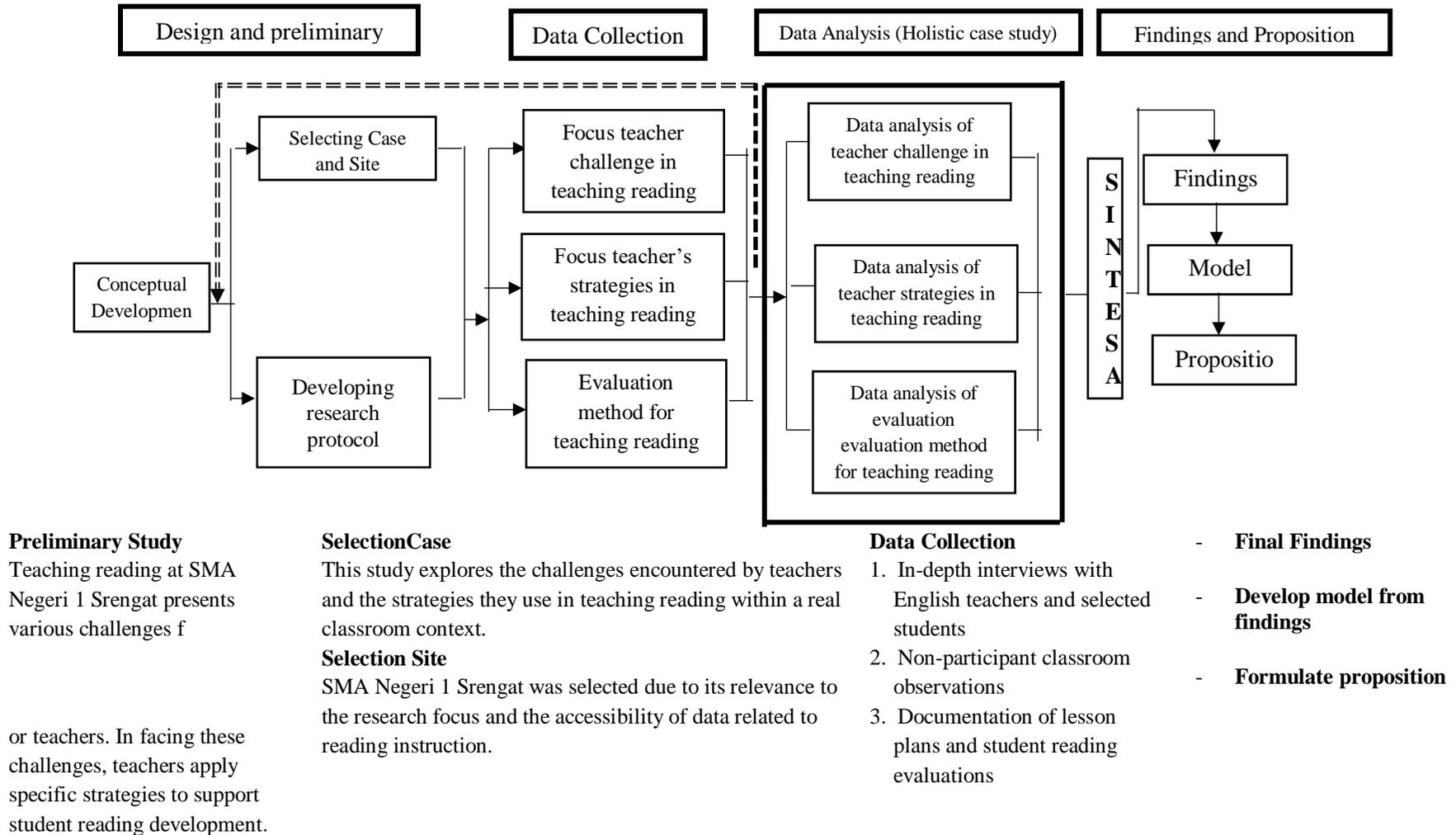


Image 3. 1 Research Design by Yin

3.2 Research Setting

This section describes in detail the setting where and when the research was conducted. Determining the location and time of the research is an important aspect in supporting the validity of the data collected, because both greatly influence the social, cultural and institutional context in which the phenomenon under study takes place. By clearly understanding where and when the research was conducted, the reader can get a complete picture of the context of this research. Therefore, the following description describes the place and time of the research specifically and argumentatively.

3.2.1 Place

This research was conducted at SMA Negeri 1 Srengat, which is located in Srengat Subdistrict, Blitar Regency, East Java Province. This school was chosen as the research location because it has characteristics that are relevant to the focus of the research, namely the teaching of reading skills by English teachers at the upper secondary education level. As one of the well-known public schools in Blitar District, SMA Negeri 1 Srengat has a curriculum that supports the development of English language skills, including reading skills, and actively implements various learning strategies in the teaching process.

The selection of this location is based on the consideration that English teachers at the school face real and complex challenges in the implementation of reading learning, and have developed various strategies to overcome the existing obstacles. This makes SMA Negeri 1 Srengat an appropriate and information-rich context to be researched in depth through a case study approach (Yin, 2018). In case studies, the selection of locations is not random, but based on strategic

considerations that allow researchers to gain a full understanding of the phenomenon being studied.



Image 3. 2 SMAN 1 Srengat

3.2.2 Time

This research was conducted from April to May 2025. This implementation time was chosen because it coincided with the active period of teaching and learning activities at school, allowing researchers to conduct optimal data collection through direct observation, in-depth interviews, and documentation. Choosing the right time is very important in qualitative research so that the data obtained truly reflects the reality of teaching and learning activities that take place in the field (Creswell, 2014). During this period, the researcher can be directly involved in the social and academic context of the school environment, so that the process of exploring the challenges and strategies of teaching reading can be done thoroughly.

3.3 Researcher Presence

In qualitative research, the presence of the researcher acts as an instrument as well as a data collector. The presence of the researcher is absolutely necessary, because in addition the presence of the researcher is also a data collector. As one of the characteristics of qualitative research in data collection is carried out by the researchers themselves. While the presence of researchers in this study as a

participant / participant observer, meaning that in the process of collecting data the researcher makes observations and listens as carefully as possible to the smallest.

3.4 Research Subject

The subjects in this study consisted of an English teacher and students at SMA Negeri 1 Srengat. The teacher was chosen as the main participant because she has a direct role in teaching reading skills as well as experience in facing challenges and implementing learning strategies in the classroom. As the main actor in the teaching-learning process, the teacher is seen as the main source of information that can provide a comprehensive picture of the dynamics of teaching reading in the school environment.

Meanwhile, classroom students were involved as participants to gain perspective from the learners' point of view. These students were selected by the teacher based on their involvement in the learning process and their ability to articulate their learning experiences. The technique of selecting students was done through snowballing sampling, which is a technique of determining subjects gradually through referrals from initial informants who are considered to know who is suitable to be a source of data. In this context, teachers acted as initial informants who recommended students based on criteria relevant to the research focus. According to (Sugiyono, 2020), the snowball sampling technique is very effective in qualitative research when researchers do not know exactly who meets the criteria as informants, so they need help from the initial participants to gradually recruit the next informants.

Overall, participants in this study were selected using purposive sampling, which is a sampling technique based on certain considerations in accordance with the research objectives. This technique allows researchers to select individuals who are considered to have in-depth knowledge, experience and involvement with the phenomenon under study. In qualitative research, purposive sampling is highly recommended because the main focus of research is not on generalization, but on the depth of data (Sugiyono, 2020)

3.5 Data Collection Method

Data collection in this study was conducted using three main techniques, namely interviews, observation, and documentation. These techniques were used in an integrated manner to obtain in-depth data, rich in context, and relevant to the research focus regarding teachers' challenges and strategies in teaching reading skills at SMA Negeri 1 Srengat. The selection of these techniques is based on the qualitative approach and case study design that requires exploration of data from various sources (Yin, 2018). Thus, the data obtained is holistic and allows triangulation to increase the validity and credibility of the research findings.

3.5.1 Interview

Interviews were the main technique in collecting qualitative data in this research. The interview used was a semi-structured interview, which is an interview conducted using an open-ended question guide that is flexible but still leads to the focus of the research. This technique allows the researcher to explore information in depth and adjust the questions according to the flow of the conversation and the responses of the participants.

Interviews were conducted with English teachers as the main participants, and students as supporting participants. Teachers were interviewed to find out their experiences, challenges and strategies used in teaching reading, while students were interviewed to gain perspectives on the learning effectiveness they experienced.

According to (Black, J. A., & Champion, 1976) interviews are an important tool in social research to uncover the meanings, perceptions and views of participants directly. The semi-structured interview technique provides flexibility in exploring information, while keeping the interview within the corridor of the research focus. The data obtained from the interviews were recorded and transcribed verbatim for further analysis.

This interview blueprint was adapted from Grabe & Stoller (2011), Harmer (2007), Brown (2001), Alderson (2000), and Brookhart (2008). This theory emphasizes the challenges, strategies, and evaluations that teachers use in teaching reading.

Focus 1: How do teacher challenges in managing strategies of teaching reading at SMAN 1 Srengat?

Theoretical foundation: Grabe & Stoller (2011) Harmer (2007)

Table 3. 1 Blueprint interview focus 1

Aspects	Question Purpose	Interview Approach	Source
Preparation for Teaching Reading	Exploring how teachers prepare for reading lessons	Use open-ended questions so that the informant can explain the preparation process in detail.	Grabe & Stoller (2011)
Planning Challenges	Identify difficulties in developing reading lesson plans.	Use in-depth questions about time constraints, resources and curriculum.	Grabe & Stoller (2011)

Aspects	Question Purpose	Interview Approach	Source
Classroom Management	Recognize the challenges of working with students with diverse reading abilities.	Use situational questions to explore how teachers handle classroom conditions.	Harmer (2007)
Student Responses	Assess how students respond to a given reading activity.	Use evaluative questions to understand student participation and engagement.	Harmer (2007)
Resource Availability	Exploring the limitations of reading resources and teaching materials in teaching reading.	Use diagnostic questions related to the effect of material availability on teaching.	Grabe & Stoller
Addressing Facility Issues	Knowing the challenges related to facilities and infrastructure that support reading activities.	Use comparison questions to explore teachers' efforts to overcome limitations.	Harmer (2007)

This sub-focus is the result of deduction from expert theory and classroom reality.

Focus 2: How do teacher implement reading instructional strategies at SMAN 1 Srengat?

Theoretical Foundation: Grabe & Stoller (2011) dan Brown (2001)

Table 3. 2 Blueprint interview focus 2

Aspects	Question Purpose	Interview Approach	Source
Designing Reading Activities	Explore how teachers design engaging and effective reading activities.	Open-ended questions to allow room for explanation of the design process.	Brown (2001)
Reading Text Selection	Knowing how teachers select teaching materials that are appropriate for the objectives and students' level.	Knowing how teachers select teaching materials that are appropriate for the objectives and students' level.	Grabe & Stoller (2011)
Motivating Participation	Identify strategies to encourage reading interest and student engagement.	Hypothetical questions to explore teachers' creative approaches.	Brown (2001)

Aspects	Question Purpose	Interview Approach	Source
Strategy Motivation	Explore the diversity of methods used in teaching reading.	Sequential questions to explore learning stages and methods.	Brown (2001)
Facilitating Group Work	Knowing how teachers provide assistance or scaffolding in reading.	Probing questions to explore the form of teacher mentoring of students.	Grabe & Stoller (2011)
Providing Guidance	Knowing how the teacher manages group work during shared reading.	Behavioral questions to explore how to overcome group dynamics.	Grabe & Stoller (2011)

This sub-focus is the result of deduction from expert theory and classroom reality.

Focus 3: How do teacher evaluate reading instructional strategies and obtain results at SMAN 1 Srengat?

Theoretical Foundation: Alderson (2000), Brookhart (2008)

Table 3. 3 Blueprint interview focus 3

Aspect	Question Purpose	Interview Approach	Source
Measuring Effectiveness	Assessing how teachers know the effectiveness of learning in improving reading skills.	Follow-up questions on indicators and assessment standards.	Grabe & Stoller (2011)
Evaluation Criteria	Identify important indicators or aspects that are assessed in reading	Diagnostic questions to find out the rubrics or benchmarks used.	Alderson (2000)
Evaluation Techniques	Knowing the evaluation methods or tools used by teachers in assessing reading skills.	Comparative questions between qualitative and quantitative techniques.	Alderson (2000)
Providing Feedback	Explore how teachers give feedback to students after reading.	Interactional questions to understand the form and impact of feedback.	Brookhart (2008)
Reflection on Results	Know how teachers use evaluation results to improve teaching.	Analytic questions to explore teachers' reflection practices.	Brookhart (2008)
Implementing Improvements	Track changes or adjustments to teaching	Sequential questions to look at the process from	Alderson (2000)

Aspect	Question Purpose	Interview Approach	Source
	strategies following evaluation results.	evaluation to improvement implementation.	

This sub-focus is the result of deduction from expert theory and classroom reality.

Summary of the theory used for this blueprint:

Expert	Focus	Explanation
Grabe & Stoller (2011)	Challenges, Strategies, and reading	A comprehensive theory of the reading process, teacher challenges, and teaching strategies
Harmer (2007)	Challenge	Classroom practices, classroom management, motivation, and facility support.
Brown (2001)	Strategies	Interactive, variety of methods, motivation, and the role of the teacher in designing activities.
Alderson (2000)	Evaluation	Reading evaluation: techniques, criteria, validity, and results analysis.
Brookhart (2008)	Evaluation	Feedback, teacher reflection, and improvement of learning strategies.

3.5.2 Observation

In this study, the observation technique was used as a tool to directly understand the learning process of reading skills that took place in the classroom. The observation used is non-participatory observation, where the researcher is present in the classroom but not actively involved in learning activities. This technique allows researchers to observe phenomena naturally without influencing participants' behavior. The objects of observation include the strategies used by teachers in teaching reading, the interaction between teachers and students, as well as students' responses to the materials and methods applied.

According to Creswell (2012), observation in qualitative research can be done either participatory or non-participatory, depending on the role taken by the

researcher in the field. Non-participatory observation provides the advantage of more objective data because the researcher's intervention is minimal in the situation being observed. In practice, researchers use observation sheets (checklists) and field notes to record important events that occur during the learning process. This observation data serves as a support for the interview results, and is part of the data triangulation to increase the credibility of the research findings.

3.5.3 Documentation

In addition to interviews and observations, documentation was also used as a data collection technique in this study. This technique involves collecting and analyzing various relevant documents, such as syllabus, lesson plans, photos of learning activities, as well as archives or other administrative documents related to the reading teaching process at SMA Negeri 1 Srengat. These documents provide an overview of the planning and implementation of learning carried out by teachers, as well as supporting evidence that strengthens the results of observations and interviews.

According to (Creswell, 2012) documentation is one of the important qualitative data sources because it provides written or visual records of the events under study. These documents can be public or private, and have significant informative value in providing context and complementing the main data obtained from direct interaction with participants. In the context of this study, documentation was used to check the consistency between field practice and written lesson plans, as well as to enrich the understanding of teachers' strategies in overcoming the challenges of teaching reading.

3.6 Data Analysis

In qualitative research, data analysis is a crucial stage that determines the direction of the meaning of the data that has been collected. Through this process, researchers attempt to organize, interpret, and draw conclusions from complex and narrative data. This research uses an interactive data analysis model developed by (Miles & Huberman, 1994), which consists of data reduction, data presentation, and conclusion drawing and verification. This model was chosen because it is in line with the qualitative approach that emphasizes in-depth understanding of the context and meanings that emerge from participants' experiences. In addition, to maintain the validity of the findings, triangulation techniques were also applied by combining various sources and methods of data collection. The following presentation systematically explains the data analysis techniques and instruments used in this research.

3.6.1 Technique of Data Analysis

In this study, the data analysis technique used refers to the interactive model of Miles and Huberman (1994) in his book "Qualitative Data Analysis: An Expanded Sourcebook" which consists of three main components, namely data reduction, data presentation, and conclusion drawing/verification. These three components are interactive and iterative throughout the data collection and analysis process. This model is very relevant for qualitative research because it allows analysis to be carried out simultaneously and in depth on complex and contextual data.

The first stage is data reduction, which is the process of selecting, focusing, simplifying, abstracting, and transforming raw data that emerges from field notes, interview transcripts, and documents. In the context of this research, the reduction

was done by selecting parts of the data that were relevant to the focus of the research, grouping the data based on themes such as teaching challenges, learning strategies, and evaluation of reading skills. Data reduction is very important to avoid information overload and keep the research focus in line with the problem formulation.

The second stage is data presentation, which is compiling information that has been reduced into a systematically organized form, such as matrices, thematic tables, or descriptive narratives. This presentation aims to facilitate researchers in seeing patterns of relationships, identifying trends, and drawing meaning from the phenomena studied. In this study, data from teacher and student interviews were organized into tables based on the categories and sub-focus of the research to analyze their interrelationships in depth.

To maintain data validity and reliability, this research also applied triangulation techniques. Triangulation is done by combining data from various collection techniques, namely interviews, observation, and documentation, as well as from various data sources such as teachers and students. This technique is in accordance with Denzin's (1978) view which states that triangulation in qualitative research helps increase the credibility of findings by checking the consistency of information from various perspectives. Thus, the research results are methodologically stronger and reflect the actual conditions in the field.

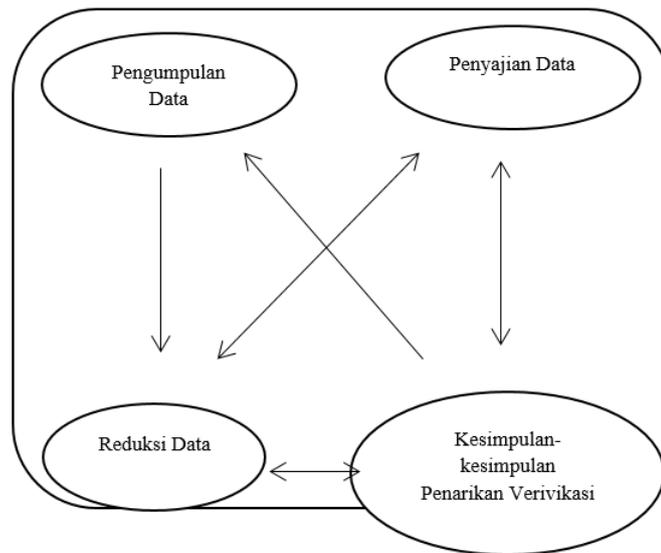


Image 3. 3Interactive model of data analysis

3.6.2 Instrument of Data Analysis

Instruments used in analyzing data include manual coding, categorization tables, and field notes. The manual coding process was done inductively, i.e. coding the data units based on themes and sub-themes that emerged during the reduction process. The codes were then categorized into tables to see the relationship between categories and identify patterns. The categorization table was used as a medium to present the results of the analysis systematically and transparently. In addition, field notes were used as an additional reference in interpreting the data, especially to capture non-verbal context or spontaneous events during observation.

The use of these tools not only facilitates the analysis process, but also supports evidence tracking and audit trail processes, which are important in grounded theory-based qualitative research. All these processes were iterative, reflective and responsive to the evolving data during the research.

3.7 Checking Validity

In qualitative research, data validity is a very important aspect to ensure that the research results truly reflect field conditions accurately and can be accounted for. Validity in this context not only emphasizes the accuracy of the information, but also the honesty, consistency, and transparency in the data collection and analysis process. Therefore, in this study, various data verification techniques were used to increase the credibility and integrity of the findings. The steps applied include strategies to maintain credibility, dependability, transferability, and confirmability as the main pillars in ensuring the quality of qualitative research. Each aspect of validity is systematically explained based on guidance from experts such as Miles and Huberman (1994) and Creswell (2014), which provide a theoretical framework in building the validity and objectivity of research findings.

3.7.1 Credibility

Credibility refers to the level of trust in the research results that reflect the actual reality. To ensure credibility, this study applied data triangulation, both in terms of sources and methods. Triangulation was done by comparing data from teacher and student interviews, classroom observations, and supporting documents such as syllabus and lesson plans. In addition, researchers used member checking techniques as suggested by Creswell (2014), namely by confirming the results of interviews with participants to verify the accuracy of the meaning captured. With this approach, the resulting interpretation is more trustworthy because it has been validated directly by the source being questioned.

3.7.2 Dependability

Dependability in this study was guaranteed through systematic recording of the entire research process, from planning, implementation, to data analysis. Miles and Huberman (1994) emphasized the importance of an audit trail as documentation that explains methodological decisions and analytical steps in a transparent manner. The researcher made field notes, interview logs, and daily reflections to record every dynamic that occurred during the research. By providing a clear and detailed trail of the process, others can trace and evaluate the consistency of the procedures applied, thus maintaining the methodological integrity of this research.

3.7.3 Transferability

Transferability of the research results was maintained by compiling a rich and in-depth contextual description of the school background, participant characteristics, and the observed learning situation. According to Creswell (2014), thick description allows readers to assess whether the findings of this study are relevant to other similar contexts. The researcher presented a detailed description of the school's physical environment, learning culture, curriculum policy, and the interaction between teachers and students during the reading teaching process. With this complete information, the reader has sufficient basis to interpret the research results and apply them to other conditions that have contextual similarities.

3.7.4 Confirmability

Confirmability refers to the objectivity of the research results, i.e. the extent to which the findings are based on data and not on the subjective perceptions of the researcher. To ensure this, this study used open-ended documentation and note-taking analysis techniques, as suggested by Miles and Huberman (1994). The

researcher compiled a data matrix, mapped thematic codes, and kept all interview transcripts and observation notes as part of the data display. By presenting the data in a systematic visual and written form, the interpretation process became traceable and not influenced by personal opinions. In addition, the analysis process was conducted in a reflective and transparent manner, so that the final results reflect the field data authentically.

BAB IV

DATA PRESENTATION, DATA ANALYSIS, FINDINGS AND DISCUSSION

This chapter presents the research findings regarding the challenges faced by teachers in teaching reading skills, the strategies used to overcome these challenges, and the form of evaluation applied in the reading learning process at SMA Negeri 1 Srengat.

4.1 Data Presentation

This study was conducted at SMA Negeri 1 Srengat with the aim of exploring the challenges faced by teachers in teaching reading skills in English language learning, the strategies applied to overcome these challenges, and how the learning outcomes are evaluated. The research focused on one English teacher named Mr. Hamdani who teaches in class IX, as well as three students of IX C2, namely Alin, Farah, and Andika, who represent the ability and attitude during reading learning. Data collection techniques were semi-structured interviews, direct observation in the classroom, and documentation in the form of lesson plans, assessment rubrics, student assignment results, and teacher reflection notes.

The collected data were then analyzed into three main focuses, namely: (1) challenges in teaching reading, (2) strategies used by teachers in teaching reading, and (3) evaluation of reading learning outcomes. These three focuses are interrelated and provide an overview of how reading skills are taught in a senior high school environment.

4.1.1 Data Result of Focus 1: How do teacher challenges in managing strategies of teaching reading at SMAN 1 Srengat?

Based on the results of in-depth interviews conducted with the English teacher at SMAN 1 Srengat, Mr. Hamdani, as well as supported by interviews with ninth grade students, various challenges faced in the process of learning reading skills were found. These challenges are grouped into six categories according to Grabe & Stoller (2011) and Harmer (2007) namely: material preparation, lesson planning, classroom management, student response, availability of learning resources, and utilization of school facilities. Each of the challenge categories provides a concrete picture of the dynamics that occur in the classroom and becomes the basis for consideration and implementation of learning strategies by teachers.

4.1.1.1 Preparation For Teaching Reading

One of the main challenges in teaching reading skills at SMA Negeri 1 Srengat is the adjustment of reading texts to learning objectives and students' diverse abilities. Teachers are required to be able to design materials that are in accordance with the Merdeka Curriculum, but still consider the actual conditions of the class. In the interview, the teacher explained:

“First, we look at the TP, the Learning Objectives needed for one year. Then, we look at the type of text used... I usually use the text in the LKS. But after that, I look for outside development, such as from internet or original text.”
(TTNG1_GR_HMDN, Tuesday, 22-04-2025, 08.00-09.00)

From the interviews, teachers stated that one of the main challenges is to adapt the reading texts to the learning outcomes as well as the diverse abilities of the students. Teachers use materials from LKS, authentic texts, and also simplified texts. This is reinforced by observation, where the teacher divides students into

groups based on ability levels and provides texts in three levels of difficulty. In the lesson plan document, it can be seen that the reading objectives and materials have been adjusted to the students' needs.

In the lesson observation conducted on April 29, 2025, it was seen that the teacher gave assignments according to the materials from the curriculum and divided students into small groups to work on the assignments. The teacher uses materials from LKS, the internet, and original sources. This is also supported by the lesson plan documentation which includes the reading objectives and material preparation based on the grouping model.

However, students still find it challenging when faced with difficult texts. farah, one of the students revealed:

“Usually the text is long, sometimes it's difficult too. But I help my groupmates together. If you don't understand the words, look them up using your cellphone.”(TTNG5_SW_FRH, Tuesday, 29-04-2025, 07.00-09.00)

This, it can be concluded that the challenges in the preparation stage involve selecting texts that are appropriate to the curriculum standards, but also adaptive to the actual conditions of students' abilities in the classroom. Teachers not only organize materials based on theory, but also conduct instructional engineering that considers individual and group abilities in understanding reading texts.

4.1.1.2 Planning Challenge

Planning reading learning activities is also a challenge because of the differences between the lesson plans and the conditions in the classroom. The teacher explains:

“Usually the obstacle is in the adjustment between the material and the class situation. On paper, the modules are the same, but when practicing, each class is different... Not to mention time constraints, that's often a problem too. We can't deliver all the material in detail in a small amount of time.” (TTNG2_GR_HMDN, Tuesday, 22-04-2025, 08.00-09.00)

This quote illustrates that although lesson plans have been systematically designed based on the module, implementation often does not go as expected because each class has its own dynamics. This is exacerbated by the limited time in class hours, where the material must be delivered efficiently, but still ensure the achievement of learning objectives.

Findings from observations confirm that not all student groups were able to showcase their work in one meeting, due to time constraints. Some activities such as discussions had to be condensed or continued in the next meeting.

The teacher also said that for texts with a high level of difficulty such as exposition, the teacher provides additional hours or extends the learning time.:

“If there is difficult material, such as exposition, I give extra hours. So the division of time is adjusted to the level of difficulty of the text.”(TTNG2_GR_HMDN, Tuesday, 22-04-2025, 08.00-09.00)

Time constraints were the main challenge in the planning stage. From observation, it was seen that not all groups had time to present their work due to time constraints. This is in line with the teacher's statement in the additional interview that planning is done through PROTA and PROMES, but the implementation remains constrained.

The lesson plan document shows a time allocation of 3 JP for group-based learning. However, in practice, teachers need to give instructions from the

beginning and ask students to practice independently before performing so that learning continues to run efficiently.

This shows that teachers have tried to manage time flexibly according to the complexity of the material. However, time pressure remains a significant constraint in the implementation of comprehensive reading learning.

4.1.1.3 Classroom Management

Classroom management is an important aspect of teaching reading, especially since the class consists of students with diverse characteristics and abilities. The teacher applies a group work system (grouping model) as a solution to equalize learning opportunities among students. In the interview, the teacher explained:

“I use a grouping model, usually small groups of four. I have a record of students who are good in English, I spread them to all groups. So they can help their other friends... I make the fastest student the group leader.” (TTNG3_GR_HMDN, Tuesday, 22-04-2025, 08.00-09.00)

This strategy shows that the teacher does not only rely on direct instruction, but also prepares excellent students to become "group leaders" for their groupmates. In the observation, it was seen that the classroom atmosphere was quite conducive, and the teacher moved from one group to another to provide assistance.

However, challenges remain. Alin, one of the students, said:

“The teacher continues the lesson without waiting for the slow students. Students who are lagging behind are advised to study at home so as not to hinder other friends.” (TTNG3_SW_ALN, Selasa, 29-04-2025, 07.00-09.00)

This statement points to the challenge of ensuring that all students get equal learning opportunities, especially those who need more time to understand the material. Classroom management, which is linear in nature, is still an obstacle to ideally inclusive learning.

4.1.1.4 Student Respons

Students' responses and enthusiasm for reading activities varied. Some students showed interest and engagement, especially when learning in groups. The teacher explains:

“With the group model, they are more active. The group leader I appoint is usually the one with good comprehension and pronunciation. I give them the responsibility to help their friends before we discuss it classically.” (TTNG4_GR_HMDN, Selasa, 22-04-2025, 08.00-09.00)

This model is considered effective for increasing student engagement. Students like Farah also felt that the teacher's modeling helped their understanding.:

“I find the teacher's reading modeling helpful in improving my pronunciation and understanding the text better.” (TTNG4_SW_FRH, Selasa, 29-04-2025, 07.00-09.00)

However, some students still show obstacles in following instructions or understanding the reading content due to limited vocabulary and pronunciation. In this case, the teacher uses Indonesian to help them:

“Yes, there are some who have difficulty understanding the instructions, especially those with weak vocabulary and pronunciation. So I help them using Bahasa Indonesia if necessary”(TTNG4_GR_HMDN, Selasa, 22-04-2025, 08.00-09.00)

During the observation, the teacher did have to repeat the instructions several times with a simpler approach or using visual examples to help students' understanding.

4.1.1.5 Resource Availability

In general, the facilities and access to learning resources at this school are adequate. All students have android phones and internet access, and are used to using digital dictionaries. Teachers have directed students to look up word meanings on their own using digital resources.:

“Everyone has Android, so access is equal. It's just a matter of whether they want to use it positively or not.”
(TTNG5_GR_HMDN, Tuesday, 22-04-2025, 08.00-09.00)

Students like Alin and Farah also said the same thing:

“If I don't understand the text, I look up the meaning of difficult words on my phone using a digital dictionary.”
(TTNG5_SW_ALN, Tuesday, 29-04-2025, 07.00-09.00)
“Told to look up the meaning on the internet.”
(TTNG5_SW_FRH, Tuesday, 29-04-2025, 07.00-09.00)

However, teachers also give direction so that students do not rely on tools such as Google Lens which can actually reduce independent reading skills. In the observation, the teacher directs students to listen to native speakers from YouTube or use Spotify as an alternative media for reading comprehension.

4.1.1.6 Addressing Facility Issues

Although in general the facilities are considered sufficient, teachers still develop backup strategies in case of limitations. The teacher explains:

“The activity continues. I just adjust the methods and materials. The important thing is that they can still read and discuss”
(TTNG6_GR_HMDN, Selasa, 22-04-2025, 08.00-09.00)

Classroom observations show that when technical problems occur, teachers use other approaches such as showing videos or giving direct examples through lectures and demonstrations. For example, in one meeting the teacher showed a video of a native speaker to model the pronunciation in a procedure text.

Facilities are not the main obstacle, because teachers continue learning even though the equipment is incomplete. Observation and documentation show that teachers use the LMS and ExamView to distribute materials and questions, and adjust teaching methods to field conditions. For example, if the video cannot be played, the teacher will replace it with a lecture or live demonstration.

4.1.1.7 Conclusion

English teachers at SMA Negeri 1 Srengat face various challenges in teaching reading skills. The main challenge arises at the preparation stage, where teachers have to adapt the reading texts to the learning objectives as well as the students' diverse abilities. Teachers try to overcome this by providing texts in various levels of difficulty and using a differentiation approach. However, time constraints, mismatches between lesson plans and actual classroom conditions, and heterogeneous classroom management become obstacles. Differences in students' motivation and responses were also a challenge, as not all students showed enthusiasm in reading English texts. In addition, although learning facilities such as digital devices are available, not all students are able to optimize them. Teachers have to adjust teaching methods to these limitations, including in dealing with variations in student participation and readiness to learn independently. The researcher summarized the challenges experienced by teachers in teaching reading in the following table:

Table 4. 1 Teacher challenge's in teaching reading

Teacher Challenge's in Teaching Reading	
Preparation for Teaching Reading	<ul style="list-style-type: none"> - Tailoring texts to the curriculum and students' abilities - Use of various text sources: LKS, internet, original text - Adjustment of teaching style according to class character - Dominance of independent reading approach although sometimes combined with discussion
Planning Challenges	<ul style="list-style-type: none"> - Planning does not always match reality: plan ≠ classroom conditions - Limited learning time - Time adjustment for difficult texts (additional study hours)
Classroom Management	<ul style="list-style-type: none"> - Grouping students based on ability (there is a leader) - Use of ice-breakers when the class is not conducive - Utilization of students who understand quickly as group tutors - The teacher continues even though there are students left behind
Student Responses	<ul style="list-style-type: none"> - Positive response to group work - Difficulty understanding instructions (vocabulary/pronunciation) - Students find independent learning and teacher modeling helpful - Teacher guidance and assistance is helpful for understanding
Resource Availability	<ul style="list-style-type: none"> - Good availability of devices and internet - Use of digital dictionaries, videos, and internet - Teachers limit the use of instant tools such as Google Lens
Addressing Facility Issues	<ul style="list-style-type: none"> - Facilities are not the main obstacle - Method adjustments are made if there are limitations - Utilization of audiovisual media from native speakers

To ensure the credibility of these findings, the researcher used data triangulation by comparing the results from interviews, classroom observations, and document analysis. Dependability was maintained by keeping consistent procedures during data collection and analysis, using interview protocols, and recording the process in detail. Transferability was supported by providing rich

descriptions of the school context, participants, and learning conditions so that other researchers can determine the applicability in similar settings. Lastly, confirmability was achieved through reflective note-taking and cross-checking interpretations with actual data, ensuring that the findings were based on participants' perspectives and not researcher bias.

4.1.2 Data Result of Focus 2: Strategies in Teaching Reading How do teacher implement reading instructional strategies at SMAN 1 Srengat?

Based on the results of interviews and observations, it is known that teachers use various strategies to overcome challenges in working on reading skills. These strategies aim to create adaptive, interactive learning and improve students' comprehension of English texts. The strategies used by teachers can be categorized into six aspects by Grabe & Stoller (2011) and Brown (2001), namely: (a) designing reading activities, (b) selecting reading texts, (c) providing motivation, (d) varying teaching strategies, (e) facilitating group work, (f) mentoring or scaffolding.

4.1.2.1 Designing Reading Activities

In overcoming the challenges of learning to read, teachers implement strategies designed to create a comfortable, collaborative and participatory learning atmosphere. The most dominant learning model used is small group work. The teacher explains:

“I usually use the grouping model. In my opinion, with group work, students can be more relaxed. The class atmosphere is not tense. They can discuss and help each other. I use this strategy to make reading activities more comfortable and interesting for students.” (STR1_GR_HMDN, Tuesday, 22-04-2025, 08.00-09.00)

This strategy is combined with gradual pre-reading, while-reading and post-reading activities. In pre-reading, the teacher asks students to read independently

and mark difficult passages. This is followed by discussions in small groups to discuss vocabulary and comprehension of the text.

“Initially, I ask students to read independently first. When reading, I tell them to mark with a pencil what they don't understand. After that, during post-reading, the vocabulary is explored. The discussion is done in groups.”
(STR1_GR_HMDN, Tuesday, 22-04-2025, 08.00-09.00)

Observation shows that the teacher divides students into small groups of two to four people. Students read the procedure text displayed through the power point, then discuss to reorganize the information into a canva presentation. The teacher actively accompanies the discussion process and provides direct input on the content and preparation of sentences. In the observation on April 29, 2025, it was found that students read the text from the ppt, then presented the results of group work in the form of "how to make something". The teacher directs and gives direct input.

In the assignment documentation, we found student presentations made using Canva, as well as presentation rubrics that cover aspects of pronunciation, fluency, and comprehension.

Students confirmed the success of this strategy. Andika said that group discussions made it easier to understand:

“We usually read it silently first, then discuss it together. We discuss which parts we don't understand.”
(STR5_SW_AND, Tuesday, 29 April 2025)

4.1.2.2 Reading Text Selection

Teachers not only choose texts based on the curriculum, but also consider the level of difficulty and students' interests. This is so that students are more interested in reading and can understand the content more deeply. The teacher states:

“I choose the text, because it has to match the Learning Objectives of the curriculum. But I also consider the students' interests. If the text is too difficult and they're not interested, they'll be discouraged. So I sometimes look for other versions from the internet.” (STR2_GR_HMDN, Tuesday, 22-04-2025, 08.00-09.00)

Another strategy is to use simplified text first before moving on to the original text. This avoids student confusion and provides students with a gradual understanding.

“I usually start from simplified text, then move on to original text. The goal is for students to understand the basic concepts first before facing the original text.” (STR2_GR_HMDN, Tuesday, 22-04-2025, 08.00-09.00)

Andika added that the reading texts used usually come from the LKS and PDF files distributed by the teacher, which are then discussed together:

“Usually, in class, I read the material from LKS or PDF files from Mr. Hamdani. We are told to read it ourselves first, then when it's finished and there are difficult words, we discuss it together.” (STR2_SW_AND, Tuesday, 29-04-2025, 07.00-09.00)

Observation and documentation show that students are free to choose topics for procedure texts, as long as they follow the appropriate text structure. Some students revealed that they wanted more interesting reading texts, such as fiction, horror or science fiction stories. This shows the importance of considering students' interests in the selection of teaching materials.

4.1.2.3 Motivating Participation

Teachers realize that students' learning motivation varies, and therefore teachers use an approach that links the benefits of learning English to students' real lives. The teacher reveals:

“I give them an overview of the benefits. For example, English is important for the future, for college or work. I tell stories about my alumni who are now working or studying abroad, so that they are motivated.” (STR3_GR_HMDN, Tuesday, 22-04-2025, 08.00-09.00)

This approach is also complemented by the suggestion of bathroom exploration using authentic media. Andika states:

“I was told to read English books, articles, and listen to CNN radio. I was told to have more vocabulary. I also tried watching videos like late night shows. That also increased my vocabulary.” (STR3_SW_AND, Tuesday, 29-04-2025, 07.00-09.00)

Farah also added that the teacher also suggested listening to native speakers from YouTube or Spotify, although it is not required:

“Mr. Hamdani suggested listening to native speakers from sources such as YouTube or Spotify, but we were not required to make a report.” (STR3_SW_FRH, Tuesday, 29-04-2025, 07.00-09.00)

In the observation, the teacher also gave verbal praise such as "Good job!" when students delivered the presentation results. Some students stated that they felt encouraged to listen to native English speakers through media such as YouTube and Spotify, although there was no obligation to report the results.

4.1.2.4 Strategy Motivation

Teachers use a variety of strategies that are tailored to the character of the class and the type of text being taught. For texts that are considered easy such as procedure and descriptive, teachers use individual tasks. But for difficult texts such as exposition or news items, teachers choose group work strategies so that students can help each other.

“If the text is difficult like exposition or news item, I use grouping. But if the text is easy, it's usually enough with individual work or regular questions and answers. I have to adjust to the character of the class too.” (STR4_GR_HMDN, Tuesday, 22-04-2025, 08.00-09.00)

Students also find this strategy useful. Farah stated:

“I think it has been quite helpful. Teachers are fair in teaching all students without discriminating. But for students who really don't understand, they have to work harder on their own.” (STR4_SW_FRH, Tuesday, 29-04-2025, 07.00-09.00)

Observations support that the learning strategies applied by teachers are adaptive and dynamic, adjusting to the level of complexity of the material and the character of the class.

4.1.2.5 Facilitating Group Work

In managing group work, the teacher appoints a leader who has better English skills. This leader is in charge of guiding his group members to complete the task, both in understanding the text, as well as preparing the presentation.

“I choose the group leader myself. I usually choose the one who speaks the most English. I ask them to be small tutors for their friends.” (STR5_GR_HMDN, Tuesday, 22-04-2025, 08.00-09.00)

Observation supports this statement. The teacher was seen writing the names of the leaders on the board before starting the group activity. After that, students are given the freedom to choose group members, or sometimes members are also chosen by the teacher.

Students considered that group work made the atmosphere more fun and facilitated understanding. Farah said:

“Sometimes there are friends who mispronounce or have a wrong tone when reading the dialog, so the atmosphere becomes more relaxed and funny.” (STR5_SW_FRH, Tuesday, 29-04-2025, 07.00-09.00)

Classroom observations also show that group work produces cooperative and creative products. Students stated that group work creates a more relaxed and fun learning atmosphere. They also found it easier to understand the content of the text because they could help each other and share their understanding.

4.1.2.6 Providing Guidance

Teachers provide assistance in stages by combining leader assistance and direct intervention. The teacher tries to keep students from relying directly on the teacher, but tries to solve difficulties independently or through group discussions.

“If there are students who are struggling, I usually help them through the group leader first. But if the leader doesn't understand, then I go directly.” (STR6_GR_HMDN, Tuesday, 22-04-2025, 08.00-09.00)

This strategy is known as scaffolding, where the teacher guides students step by step as needed. The teacher also instructs to mark the parts of the text that are not understood so that the discussion can be more focused and effective.

“I ask them to mark the parts they don't understand while reading. It's done step by step, so it's not too overwhelming.” (STR6_GR_HMDN, Tuesday, 22-04-2025, 08.00-09.00)
Andika said that this approach made him more independent:

“First, I discuss with my friends. If I'm still confused, then I ask the teacher. So I don't give up immediately, I find out first with my friends.” (STR6_SW_AND, Tuesday, 29-04-2025, 07.00-09.00)

During the observation, the teacher seemed to actively go around the class to provide direct assistance when students seemed confused. The teacher also gave pronunciation examples or explained the meaning of words that were not understood.

4.1.2.7 Conclusion

To overcome these challenges, teachers implement various adaptive and contextualized reading learning strategies. The main strategies include collaborative group work, selection of texts based on the curriculum and students' interests, and variation of approaches based on class characteristics and text types. Teachers also provide motivation by linking the importance of English to students' futures and encourage independent exploration through digital media. In group work, teachers appoint excellent students as leaders to guide their friends. The mentoring strategy is carried out through scaffolding, namely gradual assistance starting from group discussions, assistance from the leader, to direct intervention from the teacher. The design of reading activities is done gradually through pre-reading, while-reading, and post-reading activities. All these strategies aim to create a comfortable, active learning atmosphere and support students' understanding of the text content. The researcher summarized the strategies used by teachers in teaching reading in the following table:

Table 4. 2 Teacher strategies in teaching reading

Teacher Strategies in Teaching Reading	
Designing Reading Activities	<ul style="list-style-type: none"> - Group work model (creating a relaxed & active atmosphere) - Strategy stages: independent reading → marking → group discussion, Reading is done in various ways: individual, pair, group
Reading Text Selection	<ul style="list-style-type: none"> - Texts are adapted to TP and students' interests - Start from simple to original texts - Use of worksheets & PDF files as main sources
Motivating Participation	<ul style="list-style-type: none"> - Providing motivation through a picture of the future - Alumni stories as inspiration - Encourage students to explore authentic sources (YouTube, articles, radio)
Strategy Variation	<ul style="list-style-type: none"> - Strategies adapt to text type and difficulty <ul style="list-style-type: none"> - Easy text → individual work - Difficult text → discussion/group work

Teacher Strategies in Teaching Reading	
	- Visualization helps text comprehension
Facilitating Group Work	- Appointment of group leaders based on ability - Increased participation and fun learning atmosphere - Group discussion improves text comprehension
Providing Guidance	- Gradual assistance: leader → teacher - Scaffolding: student marks the difficult part, teacher helps step by step - Students learn from friends first before asking the teacher

To ensure the credibility of these findings, researchers triangulated data from various sources, including interviews with teachers and students, classroom observations, and documentation such as teaching materials. This helped validate that the strategies described were consistently applied in practice. Dependability was maintained by using standardized procedures in data collection and analysis, including interview guides and observation protocols, and by keeping detailed records to ensure consistency.

Transferability was strengthened by providing rich and detailed descriptions of the school context, classroom environment, and characteristics of the students and teachers involved. These descriptions allow readers and future researchers to assess the relevance of the findings to other similar contexts. Finally, confirmability was ensured through reflective analysis, researcher's notes, and interpretations based on actual data from the participants, thus minimizing researcher bias and ensuring that the findings reflect the authentic experiences and practices of the participants.

4.1.3 Data Result of Focus 3: How do teacher evaluate reading instructional strategies and obtain results at SMAN 1 Srengat?

The evaluation of reading learning at SMAN 1 Sengat is carried out not only as a final assessment, but also as a tool for monitoring the process, providing feedback and the basis for improving learning strategies. Based on the results of interviews, observations, and documentation, the evaluation process by English teachers according to Alderson (2000), Brookhart (2008) covers several main aspects, namely: (a) measuring effectiveness, (b) evaluation criteria, (c) evaluation techniques, (d) providing feedback, (e) reflection on results, (f) implementing improvements.

4.1.3.1 Measuring Effectiveness

Teachers measure the effectiveness of reading learning based on two main indicators, namely active engagement during the learning process and students' ability to understand the text. Teachers assess the success of the strategy not solely from students' final grades, but from students' behavior towards the reading text. In the interview, the teacher said:

“I look at the students' responses during the learning process. If they are enthusiastic and can answer questions or are active during discussions, it means my strategy is working... If students have interest and can interact with the text, it's a sign that my strategy is working. I see the change in their attitude during learning.” (EVL1_GR_HMDN, Tuesday, 22-04-2025, 08.00-09.00)

Observations support this statement: students who were initially passive became more visible when working in groups, answering statements during discussions, and showing enthusiasm when presenting their assignments. The teacher also seemed to notice the change in students' request for the reading text as an indicator of the success of the strategy.

4.1.3.2 Evaluation Criteria

Assessment of reading skills is carried out based on a number of aspects formulated in the assessment rubric. The criteria used include vocabulary mastery, comprehension, grammar, and participation in group activities:

“Indicators are usually vocabulary, comprehension, and participation in group activities. If they can summarize the content of the text and answer inference questions, then they understand.” (EVL2_GR_HMDN, Selasa, 22-04-2025, 08.00-09.00)

Documentation shows that the rubric is used in the assessment of group presentation tasks and individual tasks. Students also realize the importance of these criteria, as stated by Alin:

“The teacher assesses by giving questions from the LKS or PDF of the material distributed, especially before the exam. The questions are usually done individually.” (EVL2_SW_ALN, Selasa, 29-04-2025, 07.00-09.00)

This criterion not only assesses the final result, but also the thinking process and active participation of students in understanding the content of the reading.

4.1.3.3 Evaluation Technique

Teachers apply various evaluation techniques to assess students' reading skills. The techniques used are a combination of digital and conventional evaluation. The forms of evaluation used include:

- 1) Multiple choice and fill-in questions are uploaded through the LMS.

Teachers upload evaluation questions such as multiple choice and fill-in-the-blank through LMS (Learning Management System). This LMS is a digital learning platform that supports the technology-based assessment process. In an additional interview, it was explained that in practice the LMS is also used for remedial tests through an exam generator and the results are sent in Excel format.

2) Observation of student engagement during discussion and presentation,

Teachers observe students' engagement during group discussions and presentations. This engagement becomes part of the informal assessment that is taken into account in the evaluation of reading skills. In additional interviews, it was explained that teachers pay attention to how students understand the text, convey the results orally, and interact in groups, including paying attention to how they split jobs in teams before making presentations.

3) Reading practice assignments that are recorded and collected via Google Form,

The teacher gives practical reading tasks (such as reading procedure texts) which are recorded by students and collected through Google Form. This supports performance-based assessment, especially to assess students' pronunciation and reading comprehension. Techniques such as shadowing or modeling are also used as strategies, where more advanced students are modeled before other students do the recorded reading.

4) PDF-based written exam of the material that has been taught.

In addition to digital and practical evaluation, written PDF exams are still used as the main evaluation method, especially for reading comprehension questions such as main idea, general idea, reference, synonym, and antonym. This format is considered more valid to measure students' understanding of the texts that have been taught and to avoid reliance on assistive technology during the exam.

The teacher explains:

“I use various forms, such as CBT, LMS, and sometimes written quizzes. For reading texts, I use multiple choice and fill-in-the-blank question models. There was also an assignment where I was told to read a text, then record it and submit it via Google Form.” (EVL3_GR_HMDN, Tuesday, 22-04-2025, 08.00-09.00)

In the documentation, PDF-based question files, voice recordings of students reading texts, and recapitulation of student grades from several classes, such as XI B2, XI C1, C2, and D1 were found. This data records the results of assignments from both oral and written aspects, showing that teachers evaluate reading skills comprehensively.

4.1.3.4 Providing Feedback

Teachers provide feedback directly in class as well as through written comments on the LMS platform. This feedback is descriptive, highlights student errors in pronunciation, vocabulary or sentence structure, and is delivered constructively. Teachers also give students the opportunity to correct mistakes to focus not only on grades, but also on the learning process. In the interview, the teacher conveyed:

“I usually give it after the activity is over, directly in class or through comments on the LMS. I give them the opportunity to revise or rework if they don't understand..” (EVL4_GR_HMDN Tuesday, 22-04-2025, 08.00-09.00)

Students also confirmed this approach. Alin explained:

“If there is a mistake, the teacher points it out and asks me to figure out for myself where the mistake is and how it should be correct.” (EVL4_SW_ALN, Tuesday, 29-04-2025, 07.00-09.00)

This approach suggests that the evaluation process is formative and supports students' metacognitive development to learn from mistakes.

4.1.3.5 Reflection on Results

Teachers actively reflect on the effectiveness of the strategies used in teaching reading. If the learning results are unsatisfactory or students show difficulty in understanding the text, the teacher will change the approach in the next meeting. The teacher conveys:

“If the results are not satisfactory, I change the way I teach in the next meeting. Sometimes I change the method, sometimes I repeat the material.” (EVL5_GR_HMDN, Selasa, 22-04-2025, 08.00-09.00)

Observations show that the teacher actively provides corrections when students read in front of the class. Students also said that they found it helpful to have the opportunity to revise, because they became more aware of mistakes and could improve their understanding

In the documentation of teachers' reflection notes, it is noted that teachers assess whether the text used is too difficult, whether the lecture method needs to be replaced by demonstration, as well as notes on which classes need a different approach. Teachers evaluate not only the results, but also the strategies used and their effect on classroom dynamics.

4.1.3.6 Implementing Improvements

The teacher's reflection becomes the basis for continuous strategy improvement. The teacher said that she is not fixated on one method and is always open to changes based on data and student responses. In the interview, the teacher emphasized:

"I never stick to one strategy. I look at the results and student responses, then I adjust accordingly. For example, last week I used group discussion, if it was not effective, I changed it the next week." (EVL5_GR_HMDN, Selasa, 22-04-2025, 08.00-09.00)

The documentation shows that teachers record successful and unsuccessful strategies in reflection notes and adjust the approach for the next meeting. This indicates a consistent evaluation-reflection-improvement cycle as part of the teacher's professional practice.

4.1.3.7 Conclusion

The evaluation of reading learning is thorough and serves not only to assess learning outcomes, but also as a means to improve the learning process. Teachers use a variety of evaluation techniques, including individual assignments, group presentations, CBT, task collection through the LMS, as well as direct observation during the discussion process. Evaluation criteria include vocabulary, comprehension, fluency, pronunciation, grammar, and participation. The teacher also provided direct and written feedback, and gave students the opportunity to correct mistakes. In addition, teachers actively reflect on the effectiveness of the strategies used. The results of this reflection become the basis for developing the next learning strategy. The evaluation approach taken is dynamic, adaptive and process-oriented, with the main objective of encouraging students' active engagement and continuous improvement in reading skills. The researcher summarized the evaluation methods used by teachers for teaching reading as the following table:

Table 4. 3 Evaluation method for teaching reading

Evaluation Method for Teaching Reading	
Measuring Effectiveness	- Student response and engagement as indicators of strategy success - Changes in interest and interaction with the text
Evaluation Criteria	- Vocabulary, comprehension, partisipasi kelompok - Evaluasi melalui tugas individu dan diskusi kelompok
Evaluation Techniques	- Student response and engagement as indicators of strategy success - Changes in interest and interaction with the text
Providing Feedback	- Direct and written feedback - Provides students with revision opportunities - Feedback encourages reflection and self-understanding
Reflection on Result	- Teachers reflect on the effectiveness of strategies after learning - Change the method if the previous strategy was not successful
Implementing Improvements	- Strategy improvement based on evaluation and observation - Strategy adjustment every week

To ensure the credibility of these findings, data were triangulated from multiple sources-interviews with teachers and students, classroom observations, and documentation such as rubrics and student work-so that evaluation practices could be verified across multiple contexts. Dependability was achieved by maintaining consistent data collection methods (for example, using the same interview guidelines and observation instruments) and documenting all changes during fieldwork and analysis.

Transferability was ensured by providing a complete description of the evaluation process, including the instructional context, types of assessments used, and student and teacher characteristics, so that similar contexts could relate to and apply the findings. Finally, confirmability was established by basing interpretations strictly on actual field data and participant voices, using audit trails and reflective notes to reduce researcher bias and increase transparency.

4.2 Data Analysis

The data analysis process in this study refers to the interactive analysis model proposed by Miles & Huberman (1994), which consists of three main components, namely data reduction, data presentation, and conclusion drawing/verification. The steps of data analysis according to Miles & Huberman (1994) that researchers will use in the study are as follows:

- 1) Data Reduction: This process involves simplifying, selecting, or focusing on certain data from all the raw data collected. The researcher selects the right information to answer the research questions. At this stage, initial patterns or themes can begin to be discovered. In the research on teachers' challenges and strategies, the researcher collected a lot of data from the interviews. This data was then reduced by sorting out information that was only related to the challenges and strategies faced by teachers when teaching reading.
- 2) Data Display: where the data that has been reduced is organized in a more structured and systematic format. To help researchers understand and draw conclusions, the simplified data is presented in the form of tables, charts, or narrative text. Data presentation also helps organize the themes that have been identified. The researcher used tables of results from classroom observations and teacher challenges.
- 3) Conclusions and Verification: The researcher draws conclusions from the data based on emerging themes or patterns. Throughout the research, these findings were continuously verified to ensure their validity. These conclusions were also verified as a result of the analysis. After the researcher identified the

main challenges faced by teachers, the researcher verified the conclusions by matching the data from teacher interviews and observations of student activities in the classroom.

4.2.1 Open coding:

In the first stage, namely data reduction, researchers carried out the process of selecting, simplifying, and organizing interview data obtained by teachers and students at SMA Negeri 1 Srengat related to the challenges and strategies of teachers in teaching reading.

Data reduction was carried out through the stages of open coding, axial coding, and selective coding. The open coding stage was carried out by identifying important quotes from the interview transcripts that represented the phenomenon under study. Furthermore, these quotes were labeled in the form of open coding which describes the main meaning of the informant's statement. After that, axial coding was carried out, which is the process of grouping open codes into sub-categories and categories based on the focus and sub-focus of the interview. The last stage is selective coding, where researchers compile the main themes from the results of axial coding that answer the research problem.

Open coding is the initial stage in the qualitative data analysis process based on the Grounded Theory approach used in this research. At this stage, researchers identify and break down the interview data into the smallest units of meaning in the form of pieces of important quotes from informants, which are then labeled or open codes. These codes are representations of ideas, concepts or events that appear explicitly or implicitly in the data.

4.2.1.1 Fokus I : How do teacher challenges in managing strategies of teaching reading at SMAN 1 Srengat?

Table 4. 4 Open coding teacher challenge's in teaching reading

Focus/Sub-Focus	Excerpt (Data)	Open Coding
Strategi/Preparation for Teaching Reading	"Texts are tailored to TP and students' abilities"	Material adjustment
	"I look for external development, such as from Heaving or original text"	Use of additional sources
	"The way of delivery is different. Each class has its own character."	Adjustment of teaching style
Strategi/Planning Challenges	"The module is the same, but when practicing, each class is different"	Mismatch between plan and classroom reality
	"If the material is difficult, I give extra hours"	Limited time for complex material
Strategi/Classroom Management	"I spread good students to all groups"	Utilization of excellent students
	"Sometimes I use ice-breakers, depending on the situation"	Varied approaches to classroom management
Tantangan/Student Responses	"With groups, students are more active"	Participation increased through group work
	"The teacher actively guides until I understand"	Active mentoring
Tantangan/Resource Availability	"All students have Android phones"	Reading lessons are hampered by limited class hours.
	"I was told to look up the meaning on the internet"	Material with a high level of difficulty is not enough to be covered in passing.
Tantangan/Addressing Facility Issues	"I adjust the method and material"	Adaptation of methods to facilities

The results of open coding show that teachers face various challenges in teaching reading skills. These challenges arise from the planning stage, where teachers have to adjust materials and approaches to the diverse characteristics of the class. In addition, limited time to cover complex material, variations in students' abilities and interests, as well as limited facilities and learning media are also significant obstacles. Teachers also face challenges in classroom management that require flexible strategies such as the use of ice-breaking or peer tutors. On the other

hand, the evaluation tends to focus on the end result without paying attention to the learning process, which causes an imbalance in assessing students' achievements as a whole.

4.2.1.2 Fokus 2: How do teacher implement reading instructional strategies at SMAN 1 Srengat?

Table 4. 5 Open coding teacher strategies in teaching reading

Focus/Sub-Focus	Excerpt (Data)	Open Code
Strategi/ Designing Reading Activities	“I apply the stages of phased reading to help comprehension.”	Pre-while-post reading
	“Post-reading discussion deepens understanding”	Discussion as a post-reading strategy
Strategi/ Reading Text Selection	“I also consider students' interests”	Interest-based text selection
Strategi/ Motivating Participation	“English is important for the future”	Emphasize the relevance of English
Strategi/ Strategy Variation	“Discussion for difficult texts, individual work for easy texts”	Variation of strategies based on text complexity
Strategi/ Facilitating Group Work	“I appoint smart students as small tutors”	Classmate tutor
Strategi/ Providing Guidance	“I help through the leader first, then I go down directly.”	Gradual scaffolding through leader

Open coding on strategy focus shows that teachers design and implement reading learning with varied, adaptive and contextual approaches. Teachers use a combination of materials from LKS and the internet, and adjust reading texts to students' interests and abilities. The implementation strategy involves gradual techniques such as pre-reading, while-reading, and post-reading, as well as reading modeling by teachers or excellent students. Learning media are also diverse, including the use of visual texts, videos, and digital dictionaries. The teacher organizes class dynamics through group work and leader designation, and provides space for students to choose reading topics and do independent practice. Efforts to

increase motivation are also made by linking reading learning with real life and students' future.

4.2.1.3 Fokus 3: How do teacher evaluate reading instructional strategies and obtain results at SMAN 1 Srengat?

Table 4. 6 Open coding evaluation method for teaching reading

Focus/Sub-Focus	Excerpt (Data)	Open Code
Evaluasi/ Measuring Effectiveness	"If they are active and enthusiastic, the strategy works"	Indicators of success from participation
Evaluasi/ Evaluation Criteria	"I look at their ability to understand the text"	Assessment based on comprehension
Evaluasi/ Evaluation Techniques	"CBT, LMS, sometimes written quizzes, also voice recordings"	Use of various evaluation techniques
Evaluasi/ Providing Feedback	"I give them the opportunity to revise if they don't understand"	Feedback and revision of assignments
Evaluasi/ Reflection on Results	"If it's not effective, I change the strategy"	Reflection for strategy improvement
Evaluasi/ Implementing Improvements	"I look at the results and student responses, then I adjust the next week."	Learning adjustments based on evaluation results

Open coding for the evaluation focus shows that teachers implement evaluation in a flexible and gradual manner, combining various techniques such as written and oral tests, the use of unseen text, and practical tasks such as voice recording. Evaluation is conducted not only manually, but also through digital platforms such as CBT and Google Form. Assessment criteria include cognitive aspects such as vocabulary and comprehension, as well as affective aspects such as participation in the learning process. Teachers provide immediate feedback and provide opportunities for students to revise. In addition, the evaluation results are used as a basis for reflection to develop more effective teaching strategies. Teachers' evaluations also begin to reflect a holistic approach by considering other skills and students' characters.

4.2.2 Axial Coding

After the open coding stage was carried out to identify and label the units of meaning in the interview data, the analysis process continued to the axial coding stage. Axial coding is the process of grouping and linking open codes into more structured categories and sub-categories. This analysis was carried out using the Strauss and Corbin (1990) paradigm, which organizes data based on the relationship between causal conditions, contexts, strategies, and consequences of the phenomenon under study.

In this study, the axial coding was organized based on three main foci, namely challenges, strategies and evaluation in teaching reading. Each focus consists of six sub-foci that have been analyzed in depth. The previously obtained open codes were then grouped into categories and sub-categories that represented thematic patterns in the data.

This axial coding process aims to find conceptual relationships between data and build a more comprehensive understanding of the phenomenon under study. The results became the basis for formulating the main themes at the selective coding stage and assembling the research findings into a unified and meaningful narrative.

4.2.2.1 Fokus 1: How do teacher challenges in managing strategies of teaching reading at SMAN 1 Srengat?

Table 4. 7 Axial coding teacher challenge's in teaching reading

Focus/Sub-Focus	Open Code	Category	Sub-Category
Tantangan/ Preparation for Teaching Reading	Material adjustment	Adaptation of teaching materials	Customized with learning objectives & students
	Use of additional sources	Source variation	Adding material from outside the LKS
	Adjustment of teaching style	Teaching flexibility	Adjust delivery to the character of the class
Tantangan/ Planning Challenges	Mismatch between plan and classroom reality	Planning barriers	Modules are not always suitable when implemented

Focus/Sub-Focus	Open Code	Category	Sub-Category
	Limited time for complex material	Time constraints	Insufficient time allocation for difficult material
Tantangan/ Classroom Management	Utilization of excellent students	Collaborative strategy	Utilize fast students as tutors for classmates
	Varied approaches to classroom management	Class dynamics	Use of ice-breaking and situational strategies
Tantangan/ Student Responses	Participation increased through group work	Student engagement	Group activities increase student engagement
	Active mentoring	The role of the teacher in the process	The teacher guides directly until understanding
Tantangan/ Resource Availability	Digital access available	Device availability	All students have devices and internet access
	Use of digital dictionaries and online resources	Technology utilization	Internet & online dictionaries are used in learning
Tantangan/ Addressing Facility Issues	Adaptation of methods to facilities	Strategy adjustment	Adapt the approach to the condition of the facility

Based on the results of axial coding, challenges in teaching reading arise in various interrelated aspects, from planning to implementation. Teachers need to adjust materials, methods and teaching styles according to the characteristics of the class, because often the designed materials do not fully match the real conditions in the field. In addition, time constraints are a major obstacle, especially when dealing with complex reading material. In classroom management, teachers rely on collaborative strategies such as utilizing superior students and ice-breaking to maintain learning dynamics. Students also show a variety of responses, from active participation in groups to the need for intensive assistance. The availability of devices and adequate digital access is a potential, but the use of technology still needs to be optimized. Overall, teachers must continue to adapt to existing

conditions, including in dealing with limited facilities and dynamic classroom realities.

4.2.2.2 Fokus 2: How do teacher implement reading instructional strategies at SMAN 1 Srengat?

Table 4. 8 Axial coding teacher strategies in teaching reading

Focus/Sub-Focus	Open Code	Category	Sub-Category
Strategi/ Designing Reading Activitie	Discussion as a post-reading strategy	After-reading strategy	Group discussion to deepen understanding
Strategi/ Reading Text Selection	Interest-based text selection	Contextualization of material	Texts are tailored to students' interests
Strategi/ Motivating Participation	Emphasize the relevance of English	Motivation strategy	The relationship between English and the future
Strategi/ Strategy Variation	Variation of strategies based on text complexity	Diferensiasi strategi	Tasks are tailored to the difficulty level of the text
Strategi/ Facilitating Group Work	Tutor from friends	Collaborative learning	Students excel at helping group mates
Strategi/ Providing Guidance	Gradual scaffolding through leader	Study assistance	The teacher assists through the leader first

Axial coding shows that the reading teaching strategies applied by teachers show an adaptive, contextual, and student needs-oriented approach. Teachers design effective reading activities by applying pre-reading, while-reading, and post-reading techniques, and using discussion as a comprehension tool. Text selection is done by considering the curriculum as well as students' interests, so that learning feels relevant. Teachers also motivate students by emphasizing the importance of English in real life, and build a collaborative learning atmosphere through group work and peer tutor appointment. A variety of strategies are applied based on the difficulty level of the text and the character of the class, while mentoring is done gradually through group leaders. This approach shows that strategies are not only

technical, but also consider students' emotional and social aspects in the learning process.

4.2.2.3 Fokus 3: How do teacher evaluate reading instructional strategies and obtain results at SMAN 1 Srengat?

Table 4. 9 Axial coding evaluation method for teaching reading

Focus/Sub-Focus	Open Code	Category	Sub-Category
Evaluasi/ Measuring Effectiveness	Indicators of success from participation	Evaluation of student engagement	Success is seen from enthusiasm & participation
Evaluasi/ Evaluation Criteria	Assessment based on comprehension	Cognitive assessment	Measuring comprehension of reading content
Evaluasi/ Evaluation Techniques	Use of various evaluation techniques	Diversifikasi evaluasi	Combination of written, oral, & digital techniques
Evaluasi/ Providing Feedback	Feedback and revision of assignments	Feedback lesson	Teacher gives feedback and opportunity to improve
Evaluasi/ Reflection on Results	Reflection for strategy improvement	Teacher reflection	Evaluation is used as a basis for changing methods
Evaluasi/ Implementing Improvements	Learning adjustments based on evaluation results	Follow-up teaching	Strategy changes according to results and needs

The results of axial coding on the focus of evaluation reveal that evaluation in teaching reading is carried out comprehensively and is not limited to the assessment of final results. Teachers develop various evaluation techniques, ranging from written and oral tests to the use of digital media such as CBT and Google Form. The assessment criteria do not only focus on cognitive abilities such as vocabulary and comprehension, but also on student engagement in the learning process. Feedback is given immediately with revision opportunities, so students can correct and understand their mistakes. Evaluation is also used as a means of teacher reflection to improve teaching strategies based on student results and responses.

With this approach, reading evaluation is not only a measure of learning success, but also an integral part of the process of developing more effective teaching.

4.2.3 Selective Coding

After the open coding and axial coding processes are carried out to identify, classify, and connect the various categories that emerge from the data, the next step in the data analysis process is selective coding. Selective coding is the final stage in the Grounded Theory procedure which aims to find core categories or main themes that are able to thoroughly explain the phenomenon under study.

In this study, selective coding was conducted by integrating the main categories obtained from axial coding into one central theme for each research focus, namely challenges, strategies and evaluation in teaching reading. These main themes were formulated based on consistent patterns in the data and represent the deep meaning of the reading learning process at SMA Negeri 1 Srengat.

The selective coding process was carried out systematically by considering the relationship between categories, sub-categories, and empirical context obtained through interviews and observations. The results of this selective coding became the basis for formulating the core findings of the research and building substantive theories relevant to reading teaching practices in the field.

Table 4. 10 Selective coding

Main Theme	Category	Sub-Category	Explanation
The teaching of reading faces a variety of challenges, ranging from material adjustment, classroom management, time and media limitations, to the suboptimal evaluation process.	Lesson Planning	Material and method adjustments, additional resources, plan discrepancies	Teachers must adapt the materials and strategies to the students' characters and overcome the limitations of the LKS.
	Management classroom and student	Peer tutoring, ice-breaking, active mentoring	Teachers manage heterogeneous classes with a collaborative

Main Theme	Category	Sub-Category	Explanation
			approach and hands-on mentoring.
	Media, technology & time	Limited time, text suitability, limited technology	Limited time and not maximizing the use of technology are obstacles.
	Evaluation that is not yet comprehensive	End result focus, less process assessment	Evaluation still focuses on the final product, not representing the process and potential of students.
Teachers apply adaptive and contextualized reading teaching strategies, through a variety of methods, collaboration, digital media, as well as motivational approaches and assistance with scaffolding.	Variety of Learning Strategies	Pre-post reading, text differentiation, modeling	Strategies are tailored to the reading stage and difficulty level of the text.
	Collaboration and Participation	Group work, peer tutoring, discussion	The teacher encourages cooperation and discussion to strengthen understanding of the text.
	Penggunaan Media dan Sumber	YouTube, kamus digital, teks bergambar	Media visual dan digital digunakan untuk meningkatkan keterlibatan dan pemahaman.
	Motivasi dan Pendampingan	Inspirational stories, scaffolding through leaders	Teachers provide inspiration and gradual guidance for students to develop independently.
Evaluation of reading is done holistically by assessing outcomes, processes, and student engagement through diverse techniques, feedback, and reflection as a basis	Evaluation Technique	Unseen text test, CBT, quiz, voice recording	Teachers use a variety of digital and conventional techniques to evaluate reading skills.
	Assesmen Criteria	Vocabulary, comprehension, participation	Evaluation includes cognitive aspects and active

Main Theme	Category	Sub-Category	Explanation
for improving strategies.			engagement of students.
	Feedback and reflection	Immediate feedback, revision, strategy reflection	The teacher provides feedback and uses the evaluation results to improve the next lesson.
	Comprehensive Evaluation	Character assessment, speaking/writing	Evaluations not only focus on reading, but also skills and character in general.

The results of the selective coding analysis show that the teaching of reading skills at SMA Negeri 1 Srengat takes place in a complex and dynamic context, where teachers play an important role in navigating various challenges while designing relevant strategies. The main challenges arise from the need to adapt learning materials and methods to the diverse characteristics of students, the limitations of time and learning resources, and the limitations of evaluations that do not fully represent the learning process and potential of students as a whole.

Facing these challenges, teachers apply adaptive and contextual learning strategies. The approach used includes phased techniques such as pre-, while-, and post-reading, utilization of digital media, group work, giving roles to excellent students, and preparation of materials relevant to students' interests. These strategies not only aim to improve reading comprehension, but also to build students' active engagement and motivation to learn.

In addition, the evaluation process is diverse and thorough. Teachers use a combination of manual and digital techniques, including tests with unseen text, voice recordings and online quizzes. Evaluation not only covers cognitive aspects such as literal and inferential comprehension, but also considers student participation, other supporting skills, as well as student character. Evaluation is used as a means of reflection and a basis for improving future learning strategies.

Overall, the teaching of reading at SMA Negeri 1 Srengat reflects a process that demands flexibility, creativity, and reflective awareness from teachers in balancing the demands of the curriculum, the needs of students, and the reality of learning. The findings show that the success of reading teaching is not only determined by the methods used, but also by the teacher's ability to adapt to the classroom context and continue to develop a meaningful and sustainable learning process.

4.3 Findings

This section presents the main findings of the research conducted at SMA Negeri 1 Srengat regarding the teaching of reading skills in English. The findings were obtained through a systematic data analysis process based on in-depth interviews, classroom observations, and supporting documentation, which were then reduced, categorized, and drawn conclusions using the Grounded Theory approach of Strauss and Corbin (1990). The main focus of this research is divided into three, namely: (1) challenges faced by teachers in teaching reading skills, (2) strategies applied by teachers to overcome these challenges, and (3) forms of evaluation carried out in the reading learning process.

The findings in this study aim to provide a concrete picture of the practice of teaching reading at the senior secondary school level, as well as to contribute to academic understanding and professional practice in the context of English language learning. Each finding is presented based on the research focus separately, in order to answer the problem formulation in a clear and directed manner.

4.3.1 Findings report of Fokus 1: How do teacher challenges in managing strategies of teaching reading at SMAN 1 Srengat?

This study found that English teachers at SMA Negeri 1 Srengat face various challenges in teaching reading skills. The first challenge lies in the material

preparation stage, where teachers have to adjust the reading texts to the learning objectives of the curriculum as well as the diverse characters and abilities of the students. Teachers often use text sources from LKS, the internet, or authentic texts to achieve diversity and relevance. However, the reading approach applied, such as reading in turns, is still conventional and does not fully encourage the active participation of all students. The next challenge arises in lesson planning, especially the discrepancy between the plan on paper and the actual conditions in the classroom as well as time constraints that make teachers have to adjust or increase the time allocation for difficult material, such as exposition texts. In classroom management, the teacher applies a group work strategy by spreading excellent students to various groups, but there is still inequality because slower students are often left behind and asked to learn independently. Students' responses were mixed, with most showing increased participation when working in groups, but some students still faced difficulties in understanding the reading due to limited vocabulary and pronunciation skills. In addition, although all students have access to digital devices and the internet, their utilization is not optimal. Students still need direction in order to use technology to improve text comprehension independently. On the other hand, limited school facilities are not a major obstacle because teachers are able to adjust the learning methods and media used flexibly.

Based on the findings above, the researcher displays the discussion in the form of figures as follows:

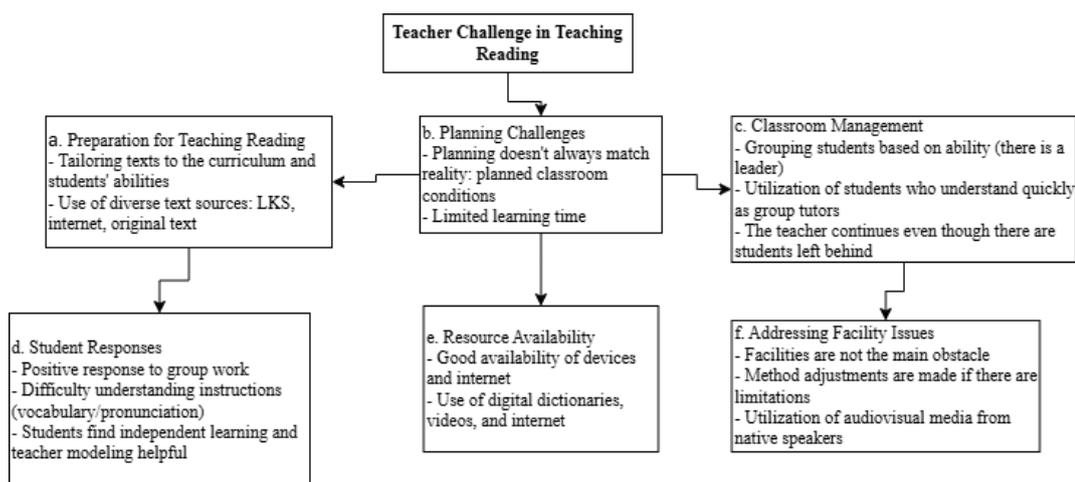


Image 4. 1 Finding focus 1

4.3.2 Findings report of Fokus 2: How do teacher implement reading instructional strategies at SMAN 1 Srengat?

In the face of these challenges, teachers implement a variety of reading teaching strategies that are collaborative, gradual and contextual. The most dominant strategy is the application of a group work model designed to create a comfortable and participatory learning atmosphere. Reading activities are carried out in stages, starting from independent reading, marking difficult vocabulary, group discussion, to presentation. Teachers are also flexible in choosing reading methods, such as individual, pair, or group reading, which are adjusted to the type of text. In selecting reading texts, teachers consider the curriculum as well as students' interests and use simplified texts first before introducing authentic texts. To increase students' motivation, teachers relate the importance of English to students' future and encourage the exploration of authentic sources such as articles, videos, or English radio broadcasts. Teaching strategies are also varied based on the difficulty of the text. Easy texts are usually worked on individually, while complex texts such as exposition and news items are discussed in groups. In the implementation of group work, the teacher appoints excellent students as group

leaders to guide group mates, which is proven to increase active participation and create a pleasant learning atmosphere. In addition, teachers use the scaffolding approach, which is gradual assistance ranging from peer-to-peer discussion, assistance from the leader, to direct intervention from the teacher. This approach trains students to be more independent and courageous in facing reading difficulties.

Based on the findings above, the researcher displays the discussion in the form of figures as follows:

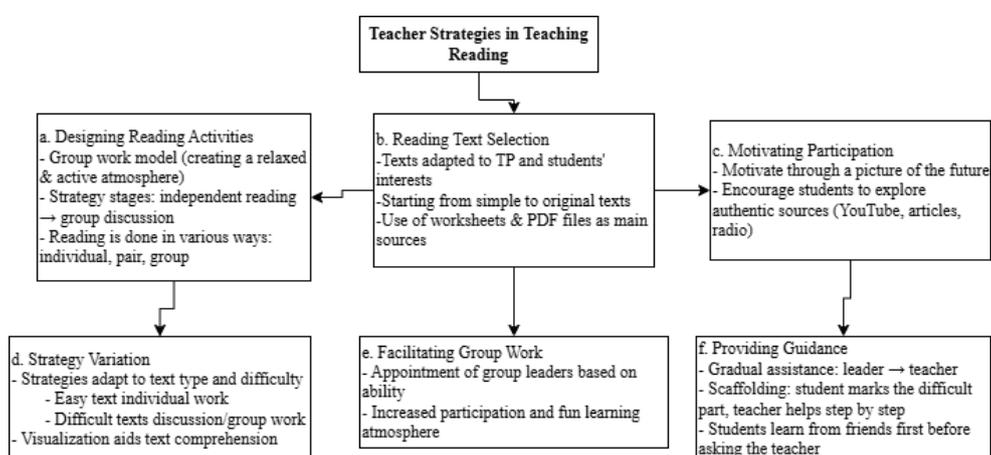


Image 4. 2 Finding focus 2

4.3.3 Findings report of Fokus 3: How do teacher evaluate reading instructional strategies and obtain results at SMAN 1 Srengat?

Evaluation in teaching reading skills is carried out by the teacher thoroughly and is oriented to the process and results of student learning. Teachers do not only focus on the final grade, but also pay attention to the level of student involvement, enthusiasm, and understanding of the reading text as an indicator of the success of the strategy. The evaluation criteria used include aspects of vocabulary, comprehension, pronunciation, grammar, and student participation in discussion or group work. The evaluation techniques applied are combinative, between digital

and conventional. Teachers use CBT, LMS, written quizzes, reading assignments recorded and collected through Google Form, and direct observation during the learning process. Feedback is given directly in class as well as through digital platforms, and is descriptive and constructive to help students understand mistakes and correct them. Teachers also provide revision opportunities so that students are not only fixated on grades, but also on the learning process. In addition, teachers actively reflect on the evaluation results. If the learning results are not satisfactory, the teacher adjusts the strategy in the next meeting. Thus, the evaluation process carried out by teachers is not only a measuring tool for students' abilities, but also a reflective basis for developing reading learning strategies in a sustainable manner.

Based on the findings above, the researcher displays the discussion in the form of figures as follows:

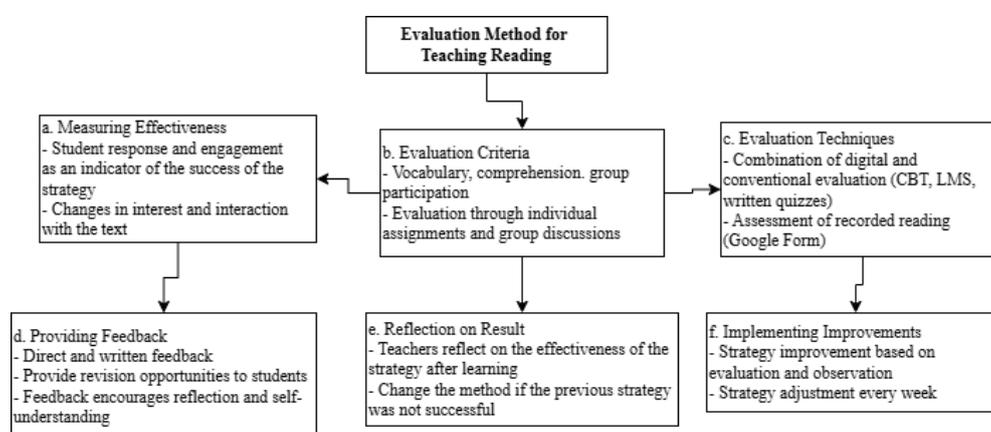


Image 4. 3 Finding focus 3

4.4 Discussion

This discussion is intended to discuss the research findings based on three main focuses, namely the challenges faced by teachers in teaching reading, the strategies used by teachers to overcome these challenges, and the evaluation methods applied in the reading learning process. These three focuses are analyzed based on data from

interviews, observations, and documentation obtained at SMA Negeri 1 Srengat. This discussion also relates the research results to the relevant theories that have been described, to see whether the research findings support, develop, or contradict the existing theory.

The results of the first focus show that teachers face challenges in various aspects, ranging from the selection and adjustment of reading materials, planning that is not in accordance with the real conditions in the classroom, to classroom management and diverse student responses. These challenges are depicted in the Focus 1 Findings Table and are in line with Grabe and Stoller's (2001) theory which states that one of the main challenges in teaching reading is finding texts that match the curriculum objectives and students' abilities. Harmer (2007) also mentioned that differences in students' abilities and time constraints often hinder the implementation of ideal lesson plans. The difference is that in this study, teachers did not only rely on textbooks, but also used internet sources and authentic texts as teaching materials. This shows that the teaching model of teachers at SMA Negeri 1 Srengat is flexible and adaptive to classroom conditions, that my model supports the theory. The findings for this focus are summarized in the table below, associated with previous studies (previous researchers who did that and supported the theory above), which can be concluded as table 4.14.

Table 4. 11 Relationship of research findings with theory

Focus	Finding Reasearch	Related Theories	Previous Study
Teacher Chllenge's in Teaching Reading	Teachers have difficulty finding texts that match the learning objectives and students' levels. Teachers have difficulties in selecting and adjusting reading materials, designing appropriate	Grabe & Stoller (2011), Harmer (2007)	Sulistyo (2018) - Discovered various teacher challenges in all aspects of teaching reading in high school.

Focus	Finding Reasearch	Related Theories	Previous Study
	lessons, managing the classroom, and dealing with diverse student responses.		

The results showed that teachers faced various challenges in teaching reading, ranging from material selection, lesson planning, classroom management, to student responses and limited teaching resources. This finding is in line with Grabe and Stoller's (2011) theory which highlights the importance of selecting texts that are appropriate to the curriculum and students' abilities, and is supported by Harmer (2007) who states that differences in students' abilities and time constraints are common obstacles in learning reading. This study also supports Sulisty's (2018) findings that high school teachers face similar challenges, especially in adjusting materials and strategies to classroom conditions. Thus, it can be concluded that the success of teaching reading is highly dependent on the teacher's ability to adapt flexibly to the real conditions in the classroom.

In the second focus on teaching strategies, the results show that teachers apply group work strategies, a gradual approach (scaffolding), and a variety of reading methods based on the type and difficulty level of the text. Teachers also try to relate the material to students' interests and relevance to their future. This strategy is relevant to Brown's (2001) theory in Chapter II, which states that reading learning should be communicative, contextual, and adapted to students' characteristics. Grabe and Stoller (2011) also emphasize the importance of scaffolding and collaboration in improving reading comprehension. The difference from the theory is the application of the student leader as the main facilitator in the group which is not mentioned in the theory, but proved effective in the context of this study.

Therefore, it can be concluded that the teaching strategy model implemented by the teacher supports the theory. The findings for this focus are summarized in the table below, linked to previous studies that are connected can be concluded as table 4.6

Table 4. 12 Relationship of research findings with theory

Focus	Finding Reasearch	Related Theories	Previous study
Teacher Strategies in Teaching Reading	Teachers apply various strategies such as pre-reading activities, group discussions, scaffolding, use of authentic texts and contextualized digital media.	Brown (2001), Grabe and Stoller (2011)	Sari (2020): Flexible strategies such as collaboration and authentic texts improve student understanding. Pratama (2019): The use of context- and technology-based strategies strengthens student engagement.

Based on the table above, it can be concluded that teachers use various reading teaching strategies that are contextual, interactive, and oriented to students' needs, such as pre-reading activities, group discussions, scaffolding, and the use of digital media and authentic texts. These strategies not only help improve students' understanding of the text, but also encourage active engagement during the learning process. This finding supports Sari's (2020) and Pratama's (2019) research, which shows that flexible and technology-based strategies can increase the effectiveness of reading instruction. Theoretically, the strategies used by teachers are in line with Brown's (2001) theory, which emphasizes the importance of an integrated approach in teaching reading, including activities before, during, and after reading, as well as adjusting strategies to the classroom context and student characteristics. Thus, the reading teaching strategies applied by teachers in this study are proven to support previous theories and research, while reflecting an adaptive and student-centered approach.

The third focus discusses the evaluation methods used in teaching reading. Teachers conduct formative and summative evaluations, both conventionally and digitally. The assessment criteria include vocabulary, comprehension, pronunciation, grammar, and student participation. Teachers also provide descriptive feedback and encourage students to revise. This approach is in accordance with Brookhart's (2008) theory which states that evaluation should be processual, not just the end result, and provide opportunities for students to understand and correct mistakes. Alderson (2000) also emphasizes that reading evaluation should cover various aspects of reading skills and be context-based. The difference is that in the teacher's model in the field, reflection on the evaluation results is actively used to develop the next learning strategy. Thus, the evaluation model found in this study supports the theory. The findings for this focus are summarized in the table below, linked to the previous study which can be summarized as table 4.16.

Table 4. 13 Relationship of research findings with theory

Focus	Finding Reserach	Related Theory	Previous Study
Evaluation Method for Teaching Reading	Teachers use formative and summative evaluations, conventional and digital, with criteria such as vocabulary, comprehension, pronunciation, grammar, and participation. Teachers also give descriptive feedback and encourage revision of learning outcomes. Reflection on evaluation results is used to design the next learning strategy.	Brookhart (2008), Alderson (2000)	Wulandari (2021): Reading evaluation is effective if it covers cognitive aspects and provides room for improvement. Rahmawati (2019): Descriptive feedback in reading evaluation increases students' learning awareness.

Based on the table above, it can be concluded that teachers implement comprehensive reading evaluation through formative and summative approaches, both in conventional and digital forms, with assessment criteria including vocabulary, comprehension, pronunciation, grammar, and student participation. The evaluation is also complemented by the provision of descriptive feedback that encourages students to revise and improve their learning outcomes. This approach is in line with Brookhart's (2008) theory which emphasizes that evaluation should be processual and provide space for students to understand and correct errors, and Alderson's (2000) theory which states that reading evaluation should cover various aspects of reading skills and be context-based. This finding is also supported by Rahmawati's (2019) research, which shows that descriptive feedback can increase students' learning awareness, and Wulandari (2021), who asserts that a thorough and reflective reading evaluation can be used to improve learning strategies. Thus, the evaluation model in this study not only supports theory and previous research, but also shows that teachers utilize evaluation as an important part of a continuous learning cycle.

Based on the three focuses of the discussion above, it can be concluded that teaching reading at SMA Negeri 1 Srengat is carried out dynamically and reflectively. Teachers not only strategize based on theory, but also adjust it to the real conditions of students and classes. Despite facing a number of challenges, teachers are able to develop solutions through collaborative, flexible and technology-based approaches. Evaluation is also used as a means of continuous improvement, not just as a final measurement tool. Therefore, the reading teaching

model found in this study has strong practical relevance and is able to enrich the implementation of theory in the context of secondary education.

The novelty of this study lies in its holistic approach, which combines three main aspects-challenges, strategies, and evaluation-in one whole set. In contrast to most previous studies that only focus on strategies or challenges separately, this study provides a comprehensive picture of how teachers deal with barriers in reading instruction, implement contextualized strategies, and evaluate their effectiveness through a reflective and continuous process. The findings result in a more holistic model of reading instruction that is in line with actual practice in the field.

4.3.4 Conceptual Model

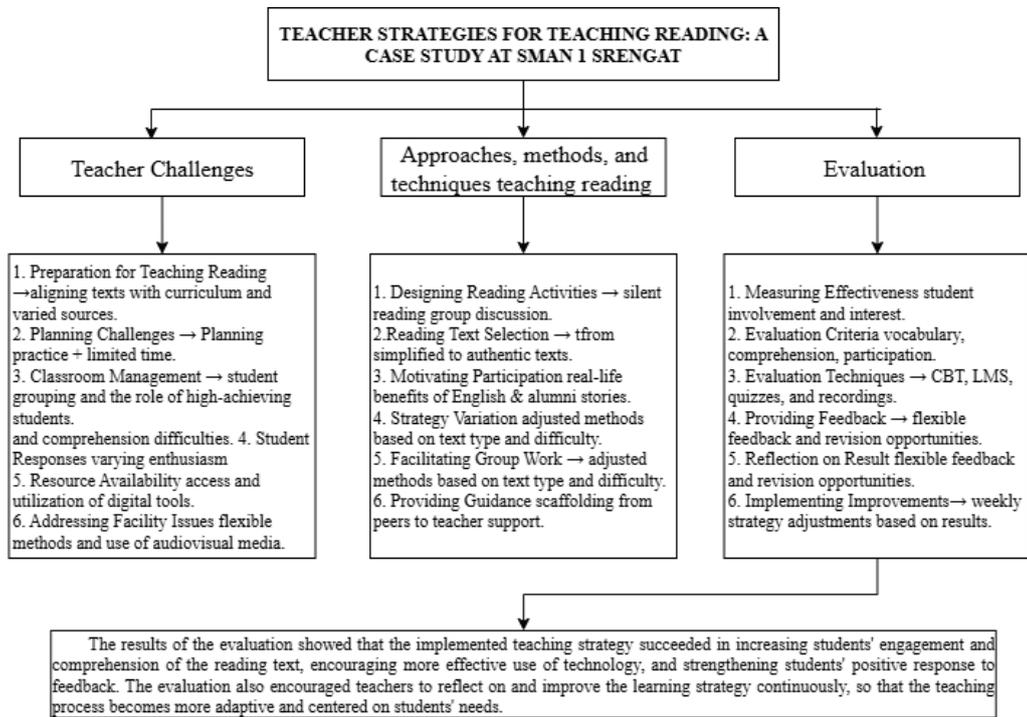


Image 4. 4 Conceptual model

Prepositions: Since x.... then y.....

If there is a challenge, there is a strategy

1. Since teachers select texts from various sources and simplify them according to the curriculum and students' characters, students can understand the reading more easily and feel that the texts are relevant to their abilities.
2. Because teachers apply group work strategies and a variety of reading methods (individual, pair, group), students become more active participants in the reading process and feel comfortable in a collaborative learning atmosphere.

3. Since teachers adjust time allocation and modify learning strategies flexibly, students have enough time to understand difficult materials such as exposition texts and do not feel rushed in learning.
4. Because the teacher appoints excellent students as group leaders and applies scaffolding, less able students can still be helped and motivated to learn with their groups.
5. Because the teacher provides gradual reading activities and explicit vocabulary guidance, it is easier for students to understand the reading despite their limited vocabulary and pronunciation.
6. Because teachers direct students to explore digital-based authentic sources, students are getting used to using technology to improve reading comprehension independently.
7. Because teachers are able to adapt learning methods and media creatively despite limited facilities, students can still follow the reading learning process effectively without being disturbed by limited facilities.
8. Because teachers apply combinative evaluation (conventional and digital), provide descriptive feedback, and provide revision opportunities, students not only focus on the final score but also understand mistakes and correct them reflectively.

BAB V

CONCLUSION, IMPLICATIONS, AND SUGGESTION

This chapter presents the final part of the research that aims to summarize the main findings, outline the implications of the research results, and provide suggestions that can be used as a reference for related parties. This section is divided into three sub-sections, namely conclusions, which contain a summary of the research results based on the three main focuses; implications, which explain the theoretical and practical impacts of this research; and suggestions, which are addressed to educational practitioners, future researchers, and educational institutions. All contents in this chapter are organized based on the data analysis that has been presented and discussed in the previous chapter.

5.1 Conclusion

This study was conducted to explore the challenges, strategies, and evaluation used by teachers in teaching reading skills in English at SMA Negeri 1 Srengat. This research used a qualitative case study approach by collecting data through interviews, observations, and documentation. The purpose of this study was to answer three main focuses, namely: (1) what are the challenges faced by teachers in teaching reading, (2) what strategies do teachers use in teaching reading, and (3) what are the evaluation methods used in teaching reading.

The results show that teachers face various challenges in teaching reading skills, both from internal and external aspects. These challenges include students' low interest in reading, limited vocabulary, lack of reading habits, and limited

teaching time. In addition, teachers also have difficulties in finding reading materials that are suitable for students' abilities and interests. These challenges show that teaching reading requires appropriate strategies and teacher readiness to adjust to classroom conditions.

To overcome these challenges, teachers apply several strategies in teaching reading. These strategies include activating students' prior knowledge before reading, providing reading comprehension exercises with guiding questions, guiding students to find main ideas and important information, and conducting post-reading discussions. Teachers also develop text-based activities that emphasize vocabulary expansion and context understanding skills training. These strategies are tailored to students' needs and based on a communicative learning approach.

Regarding the evaluation of reading learning, teachers mostly use manual evaluation through comprehension questions after reading, practice questions, and observations during the learning process. Assessment is done formatively and summatively, with the aim of measuring students' understanding of the content of the reading, ability to identify main ideas, and skills in summarizing information. This evaluation is not only used to assess results, but also as a reflection tool for teachers in improving the teaching process.

Thus, this study provides a real picture of the practice of teaching reading in English classes in secondary schools. Teachers face complex challenges but try to overcome them with appropriate strategies and relevant evaluation approaches. The findings emphasize the importance of supporting teachers in developing their professional skills and the need to provide contextualized learning resources to support effective reading learning.

5.2 Implications

This section discusses the implications of the results of the research that has been conducted. Implications refer to the impact of the research findings both in theory and practice. This section is divided into two parts, namely theoretical implications that explain the contribution of research to the development of theory in the field of reading teaching, and practical implications that describe the benefits of research results for teachers, schools, and other related parties in the implementation of reading learning in English classes.

5.2.1 Theoretical Implications

The results of this study contribute to theory development in the teaching of reading skills in the context of English language learning in secondary schools. This study supports the theories of Grabe and Stoller (2011), Harmer (2007), and Brown (2001) which state that teaching reading requires understanding students' needs, applying varied strategies, and continuous assessment. This study also shows that the challenges faced by teachers, such as students' low motivation to read and limited vocabulary, reinforce the view that affective and linguistic factors strongly influence reading success. Thus, this research enriches the understanding of the realities in the field and broadens the horizon of how theories are contextually applied in the classroom.

5.2.2 Practical Implications

This section discusses the implications of the results of the research that has been conducted. Implications refer to the impact of the research findings both in theory and practice. This section is divided into two parts, namely theoretical implications that explain the contribution of research to the development of theory in the field of reading teaching, and practical implications that describe the benefits

of research results for teachers, schools, and other related parties in the implementation of reading learning in English classes. Based on the findings of this study, there are a number of practical implications that can make a real contribution in the context of teaching reading at the secondary school level. For English teachers, the results of this study can encourage the application of a more flexible and student-centered approach in teaching reading, while strengthening the teacher's role as a facilitator who is able to adapt learning strategies to diverse classroom conditions. For schools, the results show the importance of institutional support, such as the provision of contextualized teaching materials, effective management of learning time, and facilitation of continuous teacher training in order to be able to face the challenges that arise in the field. As for education policy makers, the implication of this study lies in the need for policies that are more responsive to actual conditions in the classroom, including the development of a curriculum that supports reading skills gradually and systematically. Finally, for future researchers, the results of this study provide encouragement to explore other dimensions of reading instruction, such as active student engagement, the role of technology, or other innovative learning approaches in the context of EFL in secondary schools.

5.2.2.1 For the Principal School

This study illustrates that the role of school principals is very important in supporting the success of reading learning. This support can be in the form of providing reading teaching materials that are suitable for students' abilities, allocating sufficient time in the English learning schedule, and providing opportunities for teachers to attend training or professional development workshops.

With this structural support, teachers will be more free to develop effective learning methods.

5.2.2.2 For English Teacher

The results of this study can serve as a reference for English teachers in choosing and implementing reading teaching strategies that are appropriate to the conditions of students in the classroom. Teachers are expected to be more sensitive to the challenges faced by students, such as low interest in reading and limited vocabulary, and be able to design reading activities that are more interesting, contextual, and meaningful. In addition, teachers are also expected to use evaluation methods that do not only focus on the final results, but also pay attention to the process of student understanding during learning.

5.2.2.3 For Future Researchers

This study has limitations that need to be considered by future researchers. The scope of the study was limited to one school and relatively few participants, so the findings cannot be generalized to a wider context. In addition, the qualitative approach used focuses on the perceptions and experiences of teachers and students, so it does not fully describe the direct impact of the implemented strategies on student learning outcomes. Therefore, future researchers are advised to expand the scope of the study by involving more schools and participants from various backgrounds, as well as consider using mixed methods to obtain more holistic data. Future research can also focus on evaluating the effectiveness of certain strategies in improving students' reading skills empirically, so that the results can make a stronger contribution to the practice and theory development of reading teaching in the EFL context.

5.3 Suggestion

Based on the findings and analysis that has been conducted, the researcher provides several suggestions addressed to various parties involved in the English language learning process, especially in teaching reading skills.

5.3.1 To the Practitioner (Principal)

School principals are expected to provide full support for the implementation of reading instruction, both in the form of providing adequate learning resources, allocating sufficient time in the curriculum, and opportunities for teachers to attend training and professional development. Structural support from the principal is needed so that teachers have enough space to design and implement quality reading lessons. In addition, principals can also facilitate discussion forums between teachers to exchange experiences and effective learning strategies.

5.3.2 For Teacher

Teachers are advised to be more sensitive to the challenges students face in reading English texts, such as low motivation, limited vocabulary, and lack of understanding of the content. Therefore, teachers need to continue developing teaching strategies that are varied, contextualized, and involve students actively, such as through provoking questions, group discussions, and exercises to find the main idea. Teachers are also expected to be able to conduct a thorough evaluation, not only focusing on the final result, but also on the process and students' development during the learning process. This effort is important to create more meaningful and effective learning.

5.3.3 for the Future Researcher

This study has several limitations, including the scope of participants being limited to only one school and the qualitative approach which does not allow to statistically measure the relationship between teaching strategies and student learning outcomes. Therefore, future researchers are advised to expand the scope of the study by involving more participants from various schools in order to obtain a more comprehensive picture of reading instruction. In addition, future research can also consider using a quantitative or mixed-method approach to analyze the relationship between teaching strategies and student learning outcomes in a more measurable way. Exploration of specific teaching models or approaches could also be a relevant focus to address the challenges in teaching reading.

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Appendices 1. Researcher permit



PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SMA NEGERI 1 SRENGAT
Jalan Merdeka, Bagelenan, Srengat, Kab. Bitar, Jawa Timur 66152
Telepon (0342) 551096

Nomor : 400.3/157/101.6.11.8/2025 Bitar, 17 April 2025
Lampiran :
Hal : **LJIN PENELITIAN**

Yth. Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Bitar
Di -
Tempat

Berdasarkan Surat Nomor : 03/096/OK.08/IV/2025 tanggal 16 April 2025, tentang Ijin Penelitian Mahasiswa, Kepala Sekolah Menengah Atas (SMA) Negeri 1 Srengat Kabupaten Bitar :

Nama : **NUR KHOLIS, S.Pd.I., M.Pd.I.**
NIP : 197611072003121005
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Jabatan : Guru Ahli Madya
Unit Kerja : SMA Negeri 1 Srengat

Memberikan Ijin penelitian kepada mahasiswa :

Nama : **Kharisma Qurrotul Aini**
NIM : 21108810013
Prodi : Pendidikan Bahasa Inggris
Judul Penelitian : The Exploration of Teacher's Challenge and Strategies for Teaching Reading: A case Study at SMA Negeri 1 Srengat.

Demikian surat ini disampaikan untuk dapat dipergunakan sebagaimana mestinya.

Kepala Sekolah,

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Di -
Tempat

Berdasarkan Surat Nomor : 03/096/OK.08/IV/2025 tanggal 16 April 2025, tentang Ijin Penelitian Mahasiswa, Kepala Sekolah Menengah Atas (SMA) Negeri 1 Srengat Kabupaten Bitar :

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Pangkat / Golongan : Pembina Tk. I / IVb
Jabatan : Guru Ahli Madya
Unit Kerja : SMA Negeri 1 Srengat

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Prodi : Pendidikan Bahasa Inggris
Judul Penelitian : The Exploration of Teacher's Challenge and Strategies for Teaching Reading: A case Study at SMA Negeri 1 Srengat.

Demikian surat ini disampaikan untuk dapat dipergunakan sebagaimana mestinya.

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PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
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Nomor : 000.9858/101.6.11/2025 Bitar, 17 April 2025
Sifat : Biasa
Lampiran :
Hal : **ljin Penelitian**

Kepada
Yth. Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Bitar
di -

TEMPAT

Menindaklanjuti Surat dari Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Bitar Nomor : 03/096/OK.08/IV/2025 Tanggal 16 April 2025 perihal Ijin Penelitian, An :
Nama : **KHARISMA QURROTUL AINI**
NIM : 21108810013
Alamat : Des. Jalinom 004002 Ds. Jatilenggur Kec. Pongok Kab. Bitar
Waktu : 17 April s.d 17 Mei 2025
Hal : Penelitian
Judul : "The Exploration of Teacher Challenges and Strategies for Teaching Reading: a Case Study at SMA Negeri 1 Srengat"

- pada prinsipnya kami tidak keberatan memberikan Ijin terkait kegiatan yang akan dilakukan tersebut, dengan catatan :
- Tidak mengganggu kegiatan belajar mengajar, ketertiban dan kedisiplinan;
 - Menatu peraturan yang berlaku;
 - Tidak melakukan kegiatan politik praktis;
 - Dalam pelaksanaan ditpangan harap berkoordinasi dengan kepala sekolah atau pihak yang diaman wewenang;
 - Surat Rekomendasi ini akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat Rekomendasi ini tidak memenuhi ketentuan – ketentuan sebagaimana tersebut diatas;
 - Setelah selesai harap menyampaikan laporan tertulis pada Cabang Dinas Pendidikan Wilayah Kabupaten dan Kota Bitar.

Demikian surat ini dibuat untuk dipergunakan sebagaimana mestinya.
Plt. Kepala Cabang Dinas Pendidikan Wilayah Bitar (Kabupaten Bitar - Kota Bitar)

MUDANTO, S. Pd., M. M.
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NIP. 19710101 200012 1 007

Tembusan :
Yth. 1. Bspak Kepala Dinas Pendidikan Provinsi Jawa Timur (sebagai laporan)
2. SMAN 1 Srengat

Sevan
1. Untuk keperluan administrasi dan lain-lain
2. Untuk keperluan lain-lain yang berkaitan dengan penelitian ini



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SURAT KETERANGAN
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Benar-benar telah melaksanakan observasi di SMA Negeri 1 Srengat Kabupaten Bitar pada tanggal 14-15 November 2024 dalam rangka penyusunan Skripsi dengan Judul :
"The Exploration Of Teacher's Challenge and Strategies In Implementing Problem – Based Learning For Teaching Reading A Case Study at SMA Negeri 1 Srengat"

Demikian Surat Keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya.

Srengat, 05 Desember 2024
Kepala Sekolah

NUR KHOLIS, S.Pd.I., M.Pd.I.
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Appendices 2. Research Protocol

PROTOKOL PENELITIAN

*The Exploration of Teacher's Challenge and for
Teaching Reading : A Case Study at SMA
Negeri 1 Srengat*

Peneliti:

Kharisma Qurrotul Aini

Kriteria Pemilihan Situs dan Kasus Penelitian

A. Kriteria Pemilihan Situs Penelitian

Penelitian ini mengambil lokasi di SMA Negeri Srengat dikarenakan beberapa alasan. Metode pengajaran Bahasa Inggris di sekolah tersebut dianggap relevan dan fokus penelitian ini, yaitu keterampilan membaca siswa. Lokasi sekolah yang mudah dijangkau juga menjadi pertimbangan peneliti. Ketersediaan guru Bahasa Inggris di sekolah ini sesuai dengan kebutuhan peneliti sebagai informan kunci.. SMA Negeri 1 Srengat dipandang sebagai representasi yang baik dari konteks pendidikan menengah secara umum, sehingga hasil penelitian diharapkan dapat lebih luas penerapannya. Dukungan penuh dari pihak sekolah juga menjadi factor yang mempermudah pelaksanaan penelitian.

B. Kriteria Pemilihan Kasus Penelitian

Pemilihan kasus penelitian ini didasarkan pada peran aktif guru Bahasa Inggris dalam proses pembelajaran keterampilan membaca. Guru yang dipilih sebagai informan memiliki pengalaman mengajar yang cukup, pernah menghadapi masalah dalam pengajaran reading, dan memiliki cara tersendiri untuk menanganinya. Selain itu, ketersediaan dan keterbukaan guru untuk memberikan data yang relevan juga menjadi alasan pemilihan kasus ini.

Direview dan divalidasi oleh Dr. Hesty Puspitasari, M.Pd dan Adin Fauzi, M.Pd pada tanggal 21 April 2025.

Blitar, 21 April 2025
Reviewer dan Validator

Dr. Hesty Puspitasari, M.Pd
M.Pd

Adin Fauzi,

PANDUAN WAWANCARA

Hari/Tanggal :	Selasa, 22-04-2025	Tempat :	SMAN 1 Srengat
Unit Kasus :		Informant :	Bpk. Hamdan
Kode Wawancara :		Instrumen :	<i>Recording/Interview Notes</i>
Catatan :	Indept interview, Probbing, Hindari <i>Leading</i>, Pertanyaan lanjutan		

Fokus	No	Pertanyaan
A. Tantangan Dalam for Teaching Reading		
Preparation for Teaching Reading	1.	Dalam wawancara sebelumnya, Bapak menyebutkan bahwa pemilihan teks bacaan sangat diperhatikan. Bisa dijelaskan lebih rinci bagaimana proses Bapak menyiapkan teks bacaan yang sesuai dengan kemampuan siswa?
	2.	Apakah Bapak memiliki kriteria khusus saat mempersiapkan teks yang akan diajarkan di kelas?
	3.	Bagaimana Bapak menyesuaikan persiapan materi dengan karakter kelas yang berbeda-beda?
Planning Challenges	1.	Saat merancang pembelajaran reading, apa saja kendala yang paling sering Bapak hadapi, misalnya dalam hal waktu, materi, atau tingkat kesulitan teks?
	2.	Apakah Bapak pernah mengalami kesulitan dalam mengaitkan materi reading dengan capaian pembelajaran dari kurikulum?
	3.	Bagaimana Bapak menyasati keterbatasan waktu dalam mengajarkan keterampilan membaca yang kompleks?
Classroom Management	1.	Dalam wawancara sebelumnya, Bapak menyebutkan bahwa tiap kelas memiliki karakter yang berbeda. Bagaimana Bapak mengelola perbedaan tersebut dalam kegiatan membaca?
	2.	Apakah ada strategi tertentu yang Bapak terapkan untuk mengatasi siswa yang kurang tertib atau kurang fokus saat membaca?
	3.	Bagaimana Bapak membagi perhatian antara siswa yang cepat memahami dan yang lambat?
Student Respons	1.	Berdasarkan pengamatan Bapak, bagaimana reaksi siswa terhadap kegiatan membaca yang dilakukan di kelas?
	2.	Apakah terdapat perbedaan antusiasme antara kelas tertentu? Apa yang menjadi penyebabnya menurut Bapak?
	3.	Apakah siswa terlihat kesulitan dalam memahami instruksi saat kegiatan membaca? Bagaimana Bapak merespons hal tersebut?
Resource Availability	1.	Dalam praktik mengajar, apakah sumber bacaan dari buku teks cukup untuk menunjang pembelajaran?
	2.	Apakah Bapak sering mencari materi tambahan dari internet? Bagaimana Bapak memilih sumber tersebut?
	3.	Apakah semua siswa memiliki akses yang sama terhadap sumber belajar (baik fisik maupun digital)?
Addressing Facility Issues	1.	Apakah keterbatasan fasilitas sekolah seperti internet, LCD, atau perangkat belajar lainnya pernah mengganggu kegiatan membaca?
	2.	Ketika fasilitas terbatas, bagaimana Bapak tetap memastikan bahwa kegiatan membaca tetap berjalan?
	3.	Apakah Bapak pernah memodifikasi metode mengajar reading karena hambatan fasilitas?

B. Strategi Mengajar Reading dan Cara Mengatasi Tantangan		
Designing Reading Activities	1.	Bagaimana Bapak merancang aktivitas membaca yang menarik dan mendorong siswa untuk memahami teks lebih dalam?
	2.	Apakah Bapak selalu menggunakan pola membaca mandiri, atau pernah mencoba bentuk aktivitas lain seperti membaca bersama, diskusi, atau presentasi?
	3.	Apa pertimbangan Bapak dalam memilih jenis aktivitas membaca di kelas?
Reading Text Selection	1.	Apakah Bapak pernah membiarkan siswa memilih sendiri teks yang ingin mereka baca? Jika ya, bagaimana hasilnya?
	2.	Dalam memilih teks bacaan, apakah Bapak mempertimbangkan minat siswa, atau fokus pada kesesuaian kurikulum?
	3.	Bagaimana Bapak menyesuaikan tingkat kesulitan teks dengan kemampuan siswa?
Motivating Participation	1.	Apa strategi Bapak untuk membangkitkan minat siswa terhadap kegiatan membaca?
	2.	Dalam wawancara sebelumnya Bapak menyebutkan adanya motivasi personal. Bisakah Bapak jelaskan lebih lanjut bentuk motivasi tersebut?
	3.	Bagaimana Bapak mengukur apakah strategi motivasi yang digunakan berhasil atau tidak?
Strategy Motivation	1.	Apakah Bapak pernah mencoba strategi yang berbeda untuk jenis teks yang berbeda, misalnya teks naratif vs prosedur?
	2.	Bagaimana variasi strategi tersebut memengaruhi pemahaman siswa terhadap bacaan?
	3.	Apakah strategi tertentu hanya cocok untuk kelas tertentu saja?
Facilitating Group Work	1.	Dalam wawancara sebelumnya, Bapak menyebutkan pernah menggunakan kerja kelompok. Bagaimana Bapak mengatur dinamika kelompok agar tetap efektif?
	2.	Bagaimana peran siswa yang memiliki kemampuan membaca tinggi dalam kelompok? Apakah mereka bisa membantu teman lainnya?
	3.	Apakah Bapak melihat peningkatan partisipasi siswa melalui kerja kelompok?
Providing Guidance	1.	Bagaimana bentuk pendampingan yang Bapak berikan ketika siswa mengalami kesulitan membaca?
	2.	Apakah Bapak menggunakan metode scaffolding, misalnya memberi petunjuk langkah demi langkah?
	3.	Apakah bimbingan dilakukan secara personal, atau dalam bentuk instruksi umum kepada seluruh kelas?
C. Evaluasi Keterampilan Reading		
Measuring Effectiveness	1.	Bagaimana Bapak menilai bahwa strategi yang digunakan dalam pembelajaran membaca efektif?
	2.	Apakah peningkatan nilai siswa menjadi tolok ukur utama, atau ada indikator lain yang Bapak gunakan?
	3.	Apakah ada perbedaan hasil antara siswa yang diberi model membaca dan yang tidak?
Evaluation Criteria	1.	Apa saja indikator penilaian keterampilan membaca yang biasa Bapak gunakan? Misalnya: vocabulary, comprehension, reference?
	2.	Apakah kriteria penilaian berbeda untuk tugas individu dan kelompok?
	3.	Apakah sekolah memberikan rubrik baku atau Bapak merancang sendiri?
Evaluation Techniques	1.	Apa saja bentuk evaluasi keterampilan membaca yang Bapak terapkan? Apakah lebih banyak menggunakan kuis, tugas tertulis, atau observasi?

	2.	Dalam wawancara sebelumnya Bapak menyebutkan penggunaan LMS dan CBT-Woka. Bagaimana kelebihan dan kelemahan masing-masing dalam menilai kemampuan membaca?
	3.	Apakah Bapak pernah mengevaluasi siswa secara lisan dalam konteks membaca?
Providing Feedback	1.	Bagaimana Bapak memberikan umpan balik atas hasil membaca siswa? Apakah dilakukan segera setelah kegiatan atau ditunda?
	2.	Apakah siswa mendapatkan kesempatan untuk memperbaiki kesalahannya setelah menerima umpan balik?
	3.	Apakah ada perbedaan respon siswa terhadap umpan balik individu dan kelompok?
Reflection on Results	1.	Setelah mengevaluasi hasil membaca siswa, apakah Bapak melakukan refleksi terhadap strategi pembelajaran yang digunakan?
	2.	Apakah pernah ada momen di mana hasil evaluasi mendorong Bapak untuk mengganti metode atau pendekatan?
	3.	Bagaimana refleksi tersebut mempengaruhi pembelajaran di pertemuan selanjutnya?
Implementing Improvements	1.	Apakah Bapak secara rutin mengubah atau menyesuaikan strategi membaca berdasarkan evaluasi sebelumnya?
	2.	Apakah Bapak mendokumentasikan perubahan strategi dan hasilnya sebagai bahan refleksi pribadi?
	3.	Apakah perbaikan strategi lebih sering dilakukan berdasarkan hasil nilai siswa, observasi di kelas, atau masukan dari siswa?

PANDUAN WAWANCARA

Hari/Tanggal :		Tempat :	SMAN 1 Srengat
Unit Kasus :		Informant :	Student (Alin, Farah, dan Andika)
Kode Wawancara :		Instrumen :	<i>Recording/Interview Notes</i>
Catatan :	Indept interview, Probbing, Hindari <i>Leading</i>, Pertanyaan lanjutan		

Fokus	No	Pertanyaan
Pengalaman Kegiatan Membaca	1.	Bagaimana biasanya kegiatan membaca dilakukan dalam pelajaran Bahasa Inggris di kelasmu?
	2.	Apakah kamu diminta membaca teks secara mandiri, berpasangan, atau dalam kelompok?
	3.	Apakah kamu merasa kegiatan membaca di kelas membantumu memahami teks Bahasa Inggris?
Tantangan Dalam Membaca Teks Bahasa Inggris	1.	Apa yang paling sulit kamu rasakan saat membaca teks Bahasa Inggris di kelas?
	2.	Apakah kamu kesulitan memahami kosa kata, struktur kalimat, atau isi teks secara umum?
	3.	Menurutmu, apakah semua temanmu mengalami kesulitan yang sama dalam membaca?
Strategi Guru Dalam Mengajarkan Reading	1.	Apakah gurumu pernah memberikan contoh atau pemodelan dalam membaca teks Bahasa Inggris? Bagaimana pendapatmu tentang cara tersebut?
	2.	Saat kamu tidak paham isi bacaan, apa yang biasanya dilakukan oleh guru?
Student Respons	1.	Bagaimana guru mengatur kelas saat siswa memiliki kemampuan membaca yang berbeda-beda?
	2.	Apa yang biasanya kamu lakukan jika tidak memahami teks bacaan di kelas?
	3.	Apakah kamu pernah membaca teks dalam kelompok? Jika ya, bagaimana pengalamanmu?
Tanggapan Terhadap	1.	Menurutmu, strategi atau cara guru dalam mengajarkan reading selama ini sudah membantu atau belum? Mengapa?
	2.	Apakah kamu pernah merasa lebih mudah memahami bacaan karena cara guru mengajarkannya?
	3.	Apakah kamu mendapat motivasi dari guru untuk membaca lebih banyak teks Bahasa Inggris di luar kelas?
Evaluasi dan Umpan Balik	1.	Bagaimana guru menilai kemampuan membaca kamu selama ini?
	2.	Apakah kamu pernah mendapatkan umpan balik setelah mengerjakan tugas membaca? Seperti apa bentuknya?

	3.	Menurutmu, apa yang bisa guru lakukan agar kamu lebih semangat dan paham saat belajar reading?
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FORMAT TRANSKRIPSI WAWANCARA

Hari/Tanggal :	Selasa, 22-04-2025	Tempat :	SMAN 1 Srengat
Unit Kasus :		Informant :	Bpk. Hamdan
Kode Wawancara :		Instrumen :	<i>Recording/Interview Notes</i>
Catatan :	Tulis lengkap hasil wawancara sebelum dilakukan kondensasi data		

Fokus	No	Pertanyaan
A. Tantangan Dalam for Teaching Reading		
Preparation for Teaching Reading	1.	Pak Hamdani memulai dengan mengacu pada Tujuan Pembelajaran (TP) yang ditetapkan dalam kurikulum tahunan. Dari TP tersebut, ia menentukan jenis teks yang akan digunakan, disesuaikan dengan tingkat kesulitan dan panjang teks. Misalnya, teks exposition dianggap panjang dan sulit karena kosakatanya kompleks, sedangkan teks procedure dianggap lebih mudah.
	2.	Ia menggunakan LKS (Lembar Kerja Siswa) sebagai sumber utama. Namun, teks dari LKS hanya digunakan sebagai pengantar. Untuk pengembangan, ia mencari teks tambahan dari sumber lain seperti situs "Heaving" atau teks orisinal, guna memperluas pemahaman siswa terhadap topik yang dibahas. Ia tidak hanya terpaku pada satu sumber.
	3.	Materi dasarnya sama untuk semua kelas, tetapi pendekatan dan penyampaiannya disesuaikan dengan karakteristik masing-masing kelas. Misalnya, jika suatu kelas lebih aktif, ia akan lebih banyak menggunakan strategi pembelajaran kolaboratif.
Planning Challenges	1.	Kendala utama adalah penyesuaian antara materi dan keadaan kelas serta waktu yang terbatas. Meskipun perencanaan seperti modul dan PROTA/PROSEM dibuat seragam untuk semua kelas, pada praktiknya diperlukan penyesuaian karena perbedaan kondisi nyata di kelas.
	2.	Salah satu tantangan adalah kewajiban menggunakan teks "unseen" saat evaluasi, yang membuat guru harus mencari teks yang serupa tetapi belum pernah diberikan. Ia juga menyebutkan bahwa penggunaan AI dalam tes online saat ini kurang akurat, sehingga ia lebih memilih metode evaluasi manual (paper-based).
	3.	Waktu disesuaikan melalui perencanaan di PROMES dan PROTA. Materi yang sulit (misalnya teks exposition atau report) akan mendapatkan alokasi waktu lebih panjang dibanding materi mudah. Ia merinci pembagian waktu per semester berdasarkan tingkat kesulitan teks.
Classroom Management	1.	Ia menggunakan model grouping dengan kelompok kecil (4 orang) dan menyebar siswa yang memiliki kemampuan tinggi secara merata. Ini membantu siswa lain dalam memahami teks dan menciptakan pembelajaran yang kolaboratif.
	2.	Ia menambahkan aktivitas menyegarkan (icebreaker) seperti cerita lucu dalam Bahasa Inggris (story telling) untuk menarik perhatian siswa. Namun, aktivitas ini hanya dilakukan jika kondisi kelas membutuhkannya.

	3.	Ia memiliki catatan pribadi tentang kemampuan siswa dan mengaturnya dalam kelompok sehingga siswa yang unggul bisa membantu teman lainnya. Evaluasi tetap dilakukan secara individu, meskipun kegiatan dilakukan secara kelompok.
Student Respons	1.	Respon siswa umumnya positif, terutama dalam model kerja kelompok. Leader yang ditunjuk biasanya memiliki kemampuan baik dalam comprehension dan pronunciation, serta membantu teman kelompok memahami materi sebelum dilakukan pembahasan klasikal.
	2.	Ada perbedaan antusiasme, yang menurutnya dipengaruhi oleh pengelompokan minat dan bakat oleh BK (Bimbingan Konseling). Misalnya, kelas dengan latar belakang IPA atau IPS memiliki gaya belajar dan minat yang berbeda.
	3.	Sebagian siswa mengalami kesulitan karena masalah kosakata atau kemampuan listening. Dalam kasus seperti ini, ia menggunakan Bahasa Indonesia untuk menyederhanakan instruksi agar siswa memahami apa yang harus dilakukan.
Resource Availability	1.	Ia menyebut bahwa sumber bacaan sudah cukup memadai. Sekolah memiliki internet, perpustakaan (Purpose), dan siswa menggunakan kamus digital di perangkat Android mereka. Kamus cetak sudah jarang digunakan.
	2.	Ia sering mencari materi tambahan dari internet. Sumber yang dipilih bebas namun tetap relevan dengan topik pembelajaran. Siswa juga diperbolehkan mencari materi sendiri selama sesuai dengan tema kelas.
	3.	Semua siswa memiliki akses ke sumber belajar digital. Namun, ia melarang penggunaan aplikasi penerjemah instan seperti Google Lens. Ia menyarankan menggunakan kamus English-English, lalu English-Indonesian jika perlu, agar siswa belajar memahami konteks dan struktur kata.
Addressing Facility Issues	1.	Menurut Pak Hamdani, fasilitas sekolah sudah cukup. Tantangan sebenarnya adalah kemauan siswa untuk menggunakan fasilitas secara maksimal, bukan kekurangan fasilitas itu sendiri.
	2.	Ia tidak mengalami masalah berarti dengan fasilitas. Selama siswa memiliki kemauan dan menggunakan fasilitas secara positif, kegiatan membaca tetap berjalan dengan baik.
	3.	Ia tidak menyebutkan adanya modifikasi metode khusus karena keterbatasan fasilitas, karena kondisi saat ini dinilai sudah menunjang pembelajaran reading.
B. Strategi Mengajar Reading dan Cara Mengatasi Tantangan		
Designing Reading Activities	1.	Strategi utama adalah kerja kelompok yang dinilai mampu mengurangi tekanan dan meningkatkan kenyamanan belajar siswa. Dengan suasana kolaboratif, siswa lebih aktif memahami teks.
	2.	Dimulai dengan membaca mandiri. Siswa diberi instruksi untuk menandai bagian yang tidak dipahami selama membaca, lalu membahasnya di kelompok dengan bantuan leader. Diskusi dan debat juga pernah dilakukan, terutama saat menggunakan teks argumentatif.

	3.	Aktivitas dipilih berdasarkan tingkat kesulitan teks dan kemampuan siswa. Teks sulit membutuhkan diskusi kelompok, sedangkan teks mudah cukup dengan tugas individu.
Reading Text Selection	1.	Tidak. Guru memilih teks berdasarkan kurikulum, namun tetap memungkinkan pengayaan dari luar LKS.
	2.	Fokus utama tetap pada Tujuan Pembelajaran (TP) dari pemerintah. Namun, ia juga menyesuaikan teks dengan kebutuhan dan minat siswa, terutama dalam pengembangan teks.
	3.	Ia menggunakan kombinasi antara simplified text (teks yang sudah disederhanakan) dan original text. Simplified digunakan untuk pemahaman awal, sedangkan original digunakan untuk pengayaan dan persiapan soal HOTS seperti UTBK.
Motivating Participation	1.	Ia memberikan gambaran kepada siswa tentang pentingnya Bahasa Inggris, terutama untuk masa depan mereka dalam pendidikan tinggi atau dunia kerja.
	2.	Ia mendekati siswa secara langsung, menceritakan kisah alumni yang berhasil studi atau bekerja di luar negeri, seperti di UK atau Australia. Cerita ini memotivasi siswa bahwa kemampuan Bahasa Inggris itu nyata manfaatnya.
	3.	Ia mengamati perubahan sikap siswa setelah diberi motivasi. Meski belum terlihat signifikan dalam nilai, ada peningkatan kesadaran akan pentingnya membaca dan belajar Bahasa Inggris.
Strategy Motivation	1.	Ya. Untuk teks sulit, seperti exposition, ia menggunakan model diskusi atau kelompok. Untuk teks mudah seperti procedure, siswa lebih banyak mengerjakan secara individu.
	2.	Menurutnya, strategi kerja kelompok membantu siswa memperluas pemahaman terhadap teks melalui diskusi dan saling bertukar pemahaman.
	3.	Strategi tersebut bisa diterapkan ke semua kelas, namun hasilnya bisa berbeda tergantung karakter kelas dan siswa. Ia menyesuaikan metode berdasarkan respons siswa di tiap kelas.
Facilitating Group Work	1.	Leader kelompok ditentukan oleh guru berdasarkan catatan pribadi tentang kemampuan siswa. Leader berfungsi sebagai pembimbing dalam kelompok.
	2.	Siswa yang memiliki kemampuan tinggi diarahkan untuk membantu anggota kelompoknya dalam memahami teks dan berdiskusi.
	3.	Ia mengamati peningkatan partisipasi melalui kerja kelompok. Siswa yang biasanya pasif menjadi lebih aktif karena merasa didukung dalam kelompok.
Providing Guidance	1.	Ia memberikan pendampingan baik secara umum (instruksi klasikal) maupun personal, terutama kepada siswa yang mengalami kesulitan.
	2.	Meskipun tidak menyebut istilah scaffolding, praktiknya mirip, seperti memberi instruksi bertahap dan meminta siswa menandai bagian sulit saat membaca.
	3.	Dilakukan kombinasi antara instruksi umum kepada seluruh kelas dan pendekatan personal, terutama kepada siswa yang membutuhkan bantuan lebih.
C. Evaluasi Keterampilan Reading		
Measuring Effectiveness	1.	Menurut Pak Hamdani, efektivitas strategi dilihat dari keterlibatan siswa dalam pembelajaran dan hasil evaluasi. Ia memperhatikan

		perubahan sikap siswa saat membaca, terutama dalam diskusi kelompok. Meskipun belum signifikan dalam bentuk nilai akademik, perubahan motivasi dan keterlibatan dianggap sebagai indikator efektivitas strategi.
	2.	Nilai siswa memang menjadi salah satu acuan, tetapi bukan satu-satunya. Ia juga mengamati partisipasi siswa dalam kelompok, inisiatif saat diskusi, dan kemampuan menjelaskan isi bacaan. Dengan kata lain, ia mempertimbangkan indikator kualitatif seperti antusiasme dan keterlibatan.
	3.	Tidak secara eksplisit disebutkan adanya eksperimen perbandingan antara siswa yang diberi model membaca dan yang tidak. Namun, ia menyebutkan bahwa siswa yang didampingi oleh leader dalam kelompok menunjukkan pemahaman yang lebih baik terhadap teks.
Evaluation Criteria	1.	Indikator penilaian mencakup pemahaman isi bacaan (reading comprehension), penguasaan kosakata (vocabulary), dan keaktifan dalam kelompok. Ia juga menilai kemampuan siswa dalam mengidentifikasi informasi dalam teks, serta penggunaan strategi membaca yang tepat.
	2.	Ya, ada perbedaan. Evaluasi utama tetap dilakukan secara individu (misalnya dalam bentuk kuis atau CBT), sedangkan penilaian kerja kelompok lebih bersifat observasi terhadap keaktifan dan interaksi dalam kelompok. Hasil observasi ini digunakan sebagai bahan pertimbangan tambahan, bukan sebagai nilai utama.
	3.	Sekolah tidak memberikan rubrik penilaian baku. Oleh karena itu, Pak Hamdani membuat pertimbangan sendiri berdasarkan pengalaman, karakteristik kelas, dan jenis tugas. Ia menilai secara fleksibel tetapi tetap mengacu pada capaian pembelajaran.
Evaluation Techniques	1.	Ia menggunakan berbagai bentuk evaluasi seperti: <ul style="list-style-type: none"> • CBT (Computer-Based Test) untuk penilaian tertulis. • Kuis dan tugas mandiri untuk mengevaluasi pemahaman teks. • Observasi langsung saat kerja kelompok untuk menilai keaktifan dan proses pemahaman teks. Evaluasi lisan tidak disebutkan secara eksplisit dalam wawancara.
	2.	- CBT-Woka digunakan dalam penilaian berbasis komputer. - LMS (Learning Management System) juga dimanfaatkan untuk distribusi materi dan tugas. Namun, ia mengeluhkan keterbatasan teknologi penilaian seperti AI, yang belum mampu mengevaluasi jawaban reading secara kontekstual. Karena itu, ia lebih percaya pada evaluasi manual (paper-based) yang dinilai lebih akurat untuk reading.
	3.	Tidak disebutkan secara langsung bahwa ia melakukan evaluasi secara lisan dalam konteks reading. Namun, proses diskusi dalam kelompok dapat dianggap sebagai bentuk tidak langsung dari evaluasi lisan informal.
Providing Feedback	1.	Umpan balik biasanya diberikan setelah kegiatan membaca selesai. Kadang langsung di kelas (terutama saat diskusi kelompok), kadang juga setelah tugas dikumpulkan dan diperiksa.
	2.	Siswa diberi kesempatan untuk memperbaiki kesalahan mereka, terutama pada tugas-tugas reading yang bersifat latihan atau

		pengayaan. Perbaikan ini bisa dilakukan setelah siswa menerima masukan dari guru.
	3.	Meskipun tidak dijelaskan secara rinci, Pak Hamdani menyebut bahwa ia memberi perhatian khusus kepada siswa yang menunjukkan kesulitan, baik secara individu maupun kelompok. Umpan balik personal diberikan saat guru berkeliling kelas dan berdialog dengan siswa secara langsung.
Reflection on Results	1.	Setelah evaluasi dilakukan, Pak Hamdani melakukan refleksi terhadap strategi pembelajarannya. Ia mengevaluasi apakah strategi tertentu berhasil meningkatkan pemahaman dan motivasi siswa.
	2.	Ya, jika hasil evaluasi menunjukkan kurangnya pemahaman siswa terhadap teks atau rendahnya nilai, ia akan mengganti pendekatan. Misalnya, ia bisa mengubah teks, metode penyampaian, atau alokasi waktu.
	3.	Refleksi tersebut digunakan untuk memperbaiki proses pembelajaran di pertemuan selanjutnya. Ia mengatur ulang metode mengajar dan jenis teks yang akan digunakan agar lebih sesuai dengan kebutuhan siswa berdasarkan hasil sebelumnya.
Implementing Improvements	1.	Ya. Ia secara berkala menyesuaikan strategi pengajaran membaca berdasarkan evaluasi yang telah dilakukan sebelumnya, baik dari nilai maupun observasi.
	2.	Tidak secara eksplisit disebutkan bahwa ia mendokumentasikan perubahan strategi secara tertulis. Namun, ia menyimpan catatan informal tentang perkembangan siswa dan hasil pengamatan selama proses belajar.
	3.	Tidak secara eksplisit disebutkan bahwa ia mendokumentasikan perubahan strategi secara tertulis. Namun, ia menyimpan catatan informal tentang perkembangan siswa dan hasil pengamatan selama proses belajar.

TRANSKRIP WAWANCARA

Hari/Tanggal :	Selasa, 29-04-2025	Tempat :	SMAN 1 Srengat
Unit Kasus :		Informant :	Student (Alin dan Farah)
Kode Wawancara :		Instrumen :	Recording/Interview Notes
Catatan :	Indept interview, Probbing, Hindari <i>Leading</i>, Pertanyaan lanjutan		

Fokus	No	Pertanyaan
Pengalaman Kegiatan Membaca	1.	Alin dan Farah menjelaskan bahwa kegiatan membaca dilakukan secara bergantian di dalam kelas. Satu siswa membaca teks Bahasa Inggris dengan suara keras, sementara siswa lain mendengarkan. Guru mereka, Pak Hamdani, biasanya terlebih dahulu menawarkan kesempatan kepada siswa yang ingin secara sukarela membaca. Jika tidak ada siswa yang bersedia, maka guru akan menunjuk langsung siswa secara acak untuk membaca. Teks yang dibaca dibagi ke beberapa siswa sesuai dengan bagian masing-masing. Kegiatan membaca seperti ini dilakukan hampir di setiap pertemuan Bahasa Inggris.
	2.	Mereka pernah mengalami ketiganya: membaca mandiri, berpasangan, dan dalam kelompok, tetapi yang paling sering adalah membaca secara mandiri. Membaca berpasangan atau berkelompok biasanya dilakukan ketika teks berbentuk dialog. Ketika teks hanya berupa narasi atau eksposisi, lebih sering dibaca secara individual.
	3.	Alin merasa kegiatan membaca di kelas cukup membantu, tetapi tidak sebanyak saat dia belajar di luar kelas. Ia terbiasa belajar sendiri atau mengikuti les tambahan. Farah merasa bahwa membaca di kelas sangat membantu, terutama ketika dilakukan secara berkelompok atau ketika guru memberikan pemodelan terlebih dahulu. Menurutnya, kedua cara tersebut efektif dalam meningkatkan pemahaman.
Tantangan Dalam Membaca Teks Bahasa Inggris	1.	Kesulitan utama yang dirasakan Alin dan Farah adalah dalam pengucapan (pronunciation), terutama ketika mereka menemukan kosakata baru yang belum pernah mereka temui sebelumnya. Mereka tidak tahu cara mengucapkan kata tersebut dengan benar. Namun, ketika mereka mengalami kesulitan dalam membaca, guru biasanya langsung membetulkan pengucapan yang salah dan memberikan bimbingan.
	2.	Mereka berdua mengatakan bahwa karena sudah terbiasa membaca teks Bahasa Inggris, mereka tidak terlalu kesulitan memahami struktur kalimat atau isi teks secara umum. Kebanyakan kosakata juga sudah familiar bagi mereka, meskipun kadang-kadang masih menemukan kata-kata baru.
	3.	Menurut Alin dan Farah, tidak semua teman mereka mengalami kesulitan yang sama. Sebagian besar siswa di kelas mereka sudah memiliki dasar Bahasa Inggris yang cukup baik, tetapi ada beberapa siswa yang masih kesulitan, terutama dalam memahami arti kata dan dalam pengucapan. Mereka menyebutkan bahwa siswa yang kurang bisa biasanya tidak berusaha, bahkan ada yang mengaku tidak bisa Bahasa Inggris sama

		sekali. Namun, siswa seperti ini tetap diminta mengikuti pelajaran dan kadang dibantu oleh teman yang lebih bisa.
Strategi Guru Dalam Mengajarkan Reading	1.	Guru mereka, Pak Hamdani, pernah memberikan contoh atau pemodelan membaca teks. Menurut mereka, cara ini sangat membantu karena mereka bisa mengetahui pengucapan yang benar dari kata-kata yang sulit. Pemodelan membantu mereka memperbaiki kesalahan dan meningkatkan pelafalan.
	2.	Pak Hamdani biasanya menyuruh siswa mencari arti kata menggunakan kamus digital (aplikasi di HP), atau menyarankan mereka mencari di YouTube. Kamus digital tersebut merupakan rekomendasi dari guru. Namun, jika waktu pelajaran terbatas, tidak semua kata bisa dicari maknanya secara langsung di kelas.
Student Respons	1.	Pak Hamdani mengajarkan semua siswa secara umum, namun ia tidak menunggu siswa yang tertinggal. Siswa yang belum bisa mengikuti materi diminta untuk belajar sendiri di rumah agar tidak menghambat teman-teman lain yang sudah memahami materi. Selain itu, siswa yang lebih bisa sering diminta membantu teman-temannya.
	2.	Baik Alin maupun Farah biasanya langsung mencari arti kata yang tidak mereka pahami menggunakan kamus digital. Mereka tidak menerjemahkan seluruh teks, hanya bagian-bagian yang sulit. Kamus yang digunakan adalah hasil rekomendasi guru.
	3.	Mereka pernah membaca dalam kelompok, terutama saat teks berbentuk dialog. Pengalaman ini dirasa menyenangkan karena sering terjadi momen lucu, misalnya ketika pengucapan atau intonasi salah. Hal itu membuat suasana menjadi lebih rileks dan menjadi semacam ice-breaking dalam pembelajaran.
Tanggapan Terhadap	1.	Menurut mereka, strategi guru cukup membantu bagi siswa yang sudah memiliki dasar Bahasa Inggris dan kemauan belajar. Guru dianggap adil dan tegas karena tidak membedakan siswa yang sudah bisa dan yang belum. Namun, bagi siswa yang belum memiliki dasar, strategi ini bisa terasa sulit karena mereka harus berusaha lebih keras tanpa pendampingan khusus.
	2.	Farah merasa lebih mudah memahami bacaan ketika diajarkan oleh guru, sedangkan Alin merasa lebih suka belajar sendiri karena lebih fleksibel dan sesuai dengan ritme belajarnya.
	3.	Ya, guru memberikan motivasi, terutama dengan menyarankan mereka untuk mendengarkan native speaker menggunakan media seperti Spotify dan YouTube. Mereka sering mendengarkan podcast seperti TED Talk. Namun, guru tidak meminta mereka membuat rangkuman atau menceritakan kembali hasil mendengarkan.
Evaluasi dan Umpan Balik	1.	Penilaian biasanya dilakukan melalui tugas-tugas individu seperti mengerjakan LKS atau soal-soal dalam bentuk PDF yang dibagikan menjelang ujian. Tugas kelompok jarang dilakukan. Sebagian besar tugas bersifat individu dan dikerjakan sendiri.
	2.	Mereka sering mendapatkan umpan balik berupa koreksi langsung dari guru. Jika siswa salah, guru akan menunjukkan kesalahannya dan meminta siswa mencari tahu mengapa jawaban itu salah. Dengan begitu, siswa belajar dari kesalahannya sendiri.
	3.	Mereka berharap ada sesi ice-breaking dalam pembelajaran agar suasana tidak terlalu serius dan membosankan. Ice-breaking yang mereka inginkan adalah permainan kata, tebak-tebakan, atau storytelling ringan. Mereka menyadari bahwa pembelajaran yang terlalu serius dalam 45 menit bisa membuat otak lelah, sehingga perlu ada variasi aktivitas.

TRANSKRIP WAWANCARA

Hari/Tanggal :	Selasa, 29-04-2025	Tempat :	SMAN 1 Srengat
Unit Kasus :		Informant :	Student (Andika)
Kode Wawancara :		Instrumen :	Recording/Interview Notes
Catatan :	Indept interview, Probbing, Hindari <i>Leading</i>, Pertanyaan lanjutan		

Fokus	No	Pertanyaan
Pengalaman Kegiatan Membaca	1.	Andika menjelaskan bahwa kegiatan membaca biasanya dilakukan dengan membaca materi dari LKS atau file PDF yang diberikan oleh guru, Pak Amdani. Siswa diminta membaca terlebih dahulu, kemudian jika sudah mengerti, materi dibahas bersama-sama di kelas. Kata-kata sulit akan dibahas secara kolektif, dan guru akan menjelaskan jika tidak ada siswa yang bisa menafsirkannya. Kegiatan ini membuat siswa memahami isi teks lebih dalam melalui diskusi.
	2.	Andika pernah mengalami semua metode: membaca mandiri, berpasangan, maupun dalam kelompok. Misalnya, pernah membaca bersama teman sebangku ketika membahas topik seperti persahabatan, dan juga pernah membaca teks fabel secara berkelompok. Dalam semua metode, diskusi tetap dilakukan bersama untuk memahami isi dan kosa kata sulit.
	3.	Andika merasa kegiatan membaca di kelas sangat membantu. Ia mengatakan bahwa suasana belajar di sekolah membuatnya lebih termotivasi dibandingkan belajar sendiri di rumah. Di kelas, ia terdorong untuk memahami materi lebih dalam karena suasana yang mendukung dan adanya bimbingan langsung dari guru maupun teman.
Tantangan Dalam Membaca Teks Bahasa Inggris	1.	Kesulitan utama yang dirasakan Andika adalah saat menemukan kata-kata baru yang belum pernah ia temui. Ia merasa bingung bagaimana cara membacanya. Namun, guru biasanya langsung membetulkan cara pengucapannya dan memberikan pemahaman terkait cara membaca yang benar.
	2.	Menurut Andika, terkadang ia kesulitan memahami isi teks, terutama ketika belum memahami maksud dari suatu kalimat. Dalam kondisi seperti itu, ia biasanya berdiskusi terlebih dahulu dengan teman-temannya. Jika masih belum paham, barulah ia bertanya langsung kepada guru untuk mendapatkan penjelasan lebih lanjut.
	3.	Andika mengatakan bahwa kesulitan teman-temannya berbeda-beda. Misalnya, ada yang kesulitan dalam membaca kata baru, sementara ada juga yang kesulitan dalam pengucapan atau pronunsiasi, seperti pada kata “ <i>approach</i> ” yang sering salah dibaca. Jadi, setiap siswa memiliki jenis kesulitan yang tidak sama.
Strategi Guru Dalam Mengajarkan Reading	1.	Ya, guru pernah memberikan contoh membaca dengan benar. Misalnya, ketika siswa salah membaca teks panjang, guru langsung membetulkan pengucapannya. Guru juga menampilkan video native speaker sebagai contoh tambahan. Andika merasa strategi ini sangat efektif karena bisa meningkatkan pengetahuan tentang pronunciation dan membuatnya lebih percaya diri.

	2.	Ketika siswa tidak memahami isi bacaan, guru akan membantu dengan menjelaskan secara langsung atau menunjukkan materi pendukung, seperti video. Selain itu, guru juga akan membahas ulang bagian-bagian yang sulit dengan mengacu pada buku teks atau sumber lain.
Student Respons	1.	Andika menjelaskan bahwa biasanya siswa belajar terlebih dahulu bersama teman-temannya. Jika ada yang masih kesulitan, guru akan memberikan bantuan secara lebih intensif seperti bimbingan individual (privat). Guru membantu menemukan di mana letak kesulitan siswa dan membimbing sampai siswa memahami.
	2.	Andika akan berdiskusi terlebih dahulu dengan teman-teman. Jika masih tidak menemukan jawaban, ia akan bertanya kepada guru. Dengan cara ini, ia merasa bisa memahami isi bacaan lebih baik dan mampu menjawab soal berdasarkan teks tersebut.
	3.	Ya, Andika pernah membaca teks dalam kelompok. Ia menjelaskan bahwa membaca kelompok dilakukan dengan membaca dalam hati terlebih dahulu, lalu mendiskusikan bagian yang belum dipahami bersama. Menurutnya, pengalaman membaca kelompok sangat membantu dalam memahami teks dan menemukan kesimpulan cerita.
Tanggapan Terhadap	1.	Andika merasa strategi guru sudah sangat membantu. Pembelajaran yang dilakukan Pak Amdani membuat Andika merasa lebih percaya diri, terbantu dalam memahami pengucapan, dan mendapatkan motivasi untuk belajar lebih giat.
	2.	Ya, Andika menyatakan bahwa cara guru mengajarkan reading membuatnya lebih mudah memahami teks. Ia merasa terbantu melalui diskusi bersama teman dan guru, serta penjelasan langsung dari Pak Amdani saat dirinya sudah benar-benar bingung.
	3.	Ya, Andika pernah dimotivasi oleh guru untuk membaca buku dan artikel Bahasa Inggris agar kosa katanya meningkat. Ia juga pernah diminta mendengarkan radio CNN dan menonton video seperti late night shows untuk melatih listening sekaligus vocabulary.
Evaluasi dan Umpan Balik	1.	Guru pernah memberikan penugasan membaca teks dan merekamnya dalam bentuk video. Video tersebut dikumpulkan melalui platform seperti Google Form sebagai bagian dari evaluasi membaca. Penilaian dilakukan berdasarkan hasil rekaman tersebut.
	2.	Ya, Andika pernah mendapatkan umpan balik dari guru setelah mengerjakan tugas membaca, salah satunya saat ada tugas dari PPL yang meminta siswa membuat video descriptive text. Guru memberikan komentar positif seperti “sudah bagus, tapi dikumpulkan lagi ya,” yang menurut Andika memberikan motivasi untuk meningkatkan kemampuan membaca dan berbicara.
	3.	Menurut Andika, guru bisa memberikan bahan bacaan yang menarik, seperti cerita fiksi atau sci-fi, bukan hanya teks akademik seperti report text. Ia juga menyarankan agar bacaan memiliki visualisasi atau ilustrasi agar lebih mudah dibayangkan. Andika menyukai bacaan fantasi atau horor, seperti novel <i>Harry Potter</i> dan <i>Danur</i> , dan merasa jenis teks seperti itu bisa membuat siswa lebih semangat membaca.

CATATAN LAPANGAN OBSERVASI

Hari/Tanggal	Selasa, 29-04-2025	Tempat	SMAN 1 Srengat
Unit Kasus		Informant	Bpk. Hamdani
Kode Wawancara		Instrumen	<i>Catatan Lapangan Observasi</i>
Catatan	Catat dengan lengkap sebelum dilakukan kondensasi data		

No.	Fokus Observasi	Indikator Yang Diamati	Temuan/Deskripsi
A. Tantangan			
1.	Persiapan Teks Bacaan	Guru menyesuaikan teks dengan tingkat kemampuan siswa	Guru menggunakan procedure text dari buku teks dan materi tambahan dari internet. Teks dibagi ke dalam tiga kelompok dengan tingkat kesulitan yang menyesuaikan
2.	Perencanaan	Guru tampak kesulitan menyesuaikan materi dengan waktu yang tersedia	Guru menampilkan teks, memberi penjelasan, dan membentuk kelompok untuk presentasi. Namun, tidak semua kelompok mendapat giliran karena keterbatasan waktu.
3.	Pengelolaan Kelas	Kelas tampak berbeda dalam karakter; guru menyesuaikan pendekatan	Kelas dibagi ke dalam kelompok kecil. Guru mendampingi masing-masing kelompok dan menjaga suasana tetap kondusif.
4.	Respon Siswa	Guru memberikan dorongan kepada siswa yang tampak tidak fokus atau tidak tertarik membaca	Mayoritas siswa memperhatikan saat presentasi dan penjelasan. Beberapa siswa terlihat kurang fokus, namun diarahkan kembali oleh guru dengan memberikan pertanyaan atau teguran ringan.
5.	Ketersediaan Sumber	Guru terbatas pada buku teks dan alat bantu di kelas	Guru menggunakan 3 buku teks (termasuk Intan Pariwara), PPT, internet, dan aplikasi Canva. Siswa juga mengakses soal di LMS dan PDF.
B. Strategi			
6.	Aktivitas Membaca	Guru menggunakan variasi kegiatan (diskusi, kelompok, presentasi)	Siswa membaca teks dari PPT, lalu mempresentasikan hasil kerja kelompok berupa 'how to make something'. Guru mengarahkan dan memberi masukan langsung.
7.	Pemilihan teks	Guru menyebut minat siswa saat memilih teks	Guru menyediakan teks sesuai kurikulum dan memberi kebebasan pada siswa untuk membuat teks prosedur sesuai minat masing-masing.
8.	Motivasi	Guru memberi dorongan atau pujian saat siswa membaca	Guru memberi pujian setelah siswa membaca atau presentasi, seperti "Good job!", "Nice pronunciation", dan sejenisnya.

9.	Kerja Kelompok	Guru membimbing siswa untuk menyelesaikan tugas yang diberikan	Siswa dibagi menjadi kelompok kecil (2 orang) dan membuat PPT menggunakan Canva. Guru membimbing penggunaan media dan proses diskusi.
10.	Pendampingan	Guru memberi bimbingan langsung saat siswa kesulitan membaca	Guru memperbaiki pengucapan saat siswa membaca. Guru juga memberi umpan balik terhadap struktur teks siswa.
C. Evaluasi			
11.	Evaluasi	Guru memberikan penilaian melalui tugas atau kuis	Penilaian dilakukan melalui: (1) presentasi kelompok, (2) tugas individu (soal di LMS dan PDF), (3) catatan keterampilan membaca
12.	Umpan Balik	Guru memberikan komentar langsung atas hasil kerja siswa	Guru memberikan masukan saat siswa kurang tepat dalam pronunciation dan grammar.
13.	Refleksi	Guru mengoreksi atau memperbaiki strategi di akhir pelajaran	Guru merefleksikan kegiatan belajar, dan mengganti pendekatan apabila siswa terlihat tidak paham. Misalnya, mengganti teks atau metode dari ceramah ke demonstrasi.
<p>Catatan Tambahan Observasi:</p> <ul style="list-style-type: none"> - Kegiatan dilakukan dalam 3 JP per minggu. - Guru menampilkan materi menggunakan PowerPoint. - Guru memberikan review pada materi sebelumnya. - Penjelasan struktur Procedure Text dilakukan dengan memberikan contoh. - Siswa mempresentasikan hasil kerja kelompok dalam bentuk presentasi PPT. - Guru mendorong siswa untuk menyesuaikan tugas dengan kreativitas dan minat mereka. - Siswa dengan kemampuan lebih tinggi diberi kesempatan membaca teks di depan. - Tugas tambahan berupa pencarian sinonim dari difficult words dalam teks yang dibuat siswa <p>Tantangan :</p> <ul style="list-style-type: none"> - Persiapan teks bacaan (Menyusun teks yang sesuai dengan level kemampuan siswa secara merata dalam satu kelas.) - Perencanaan (Waktu pembelajaran tidak cukup untuk semua kelompok tampil) - Pengelolaan kelas (Adanya variasi karakter siswa: aktif dan pasif, membuat pengelolaan kelas memerlukan perhatian lebih) - Respon siswa (Meningkatkan keterlibatan semua siswa secara merata masih menjadi tantangan.) - Ketersediaan sumber (Tidak semua siswa memiliki akses yang sama terhadap internet dan perangkat.) 			

CATATAN LAPANGAN DOKUMENTASI

Hari/Tanggal :	Selasa, 29-04-2025	Tempat :	SMAN 1 Srengat
Unit Kasus :		Informant :	Bpk. Hamdan
Kode Wawancara :		Instrumen :	<i>Catatan Lapangan Observasi</i>
Catatan :	Catat dengan lengkap sebelum dilakukan kondensasi data		

No.	Jenis Dokumen Yang Dicari	Fokus Yang Ingin Digali	Ditemukan? (✓/✗)	Catatan/Isi Dokumen Singkat
1.	RPP (Rencana Pelaksanaan Pembelajaran)	Apakah ada perencanaan kegiatan membaca dan tujuan keterampilan membaca?	✓	RPP mencantumkan tujuan pembelajaran membaca teks procedure dan narrative. Termasuk penyesuaian materi dengan kebutuhan siswa dan stratgei pembelajaran berbasis grouping model.
2.	Bahan Ajar / Teks Bacaan	Jenis teks yang digunakan, tingkat kesulitan, dan keterkaitan dengan minat siswa	✓	Digunakan dua jenis teks : procedure text dan narrative text. Teks diambil dari buku textbook dan internet. Tugas presentasi juga memperbolehkan siswa membuat teks sesuai dengan minat
3.	Rubrik Penilaian Membaca	Kriteria penilaian: kosakata, pemahaman, inferensi, dll	✓	Terdapat rubric penilaian presentasi reading, yang meniali aspek: pronunciation, vocabulary, fluency, grammar, dan comprehension.
4.	Hasil Tugas/Latihan Membaca	Bentuk tugas, jawaban siswa, dan tingkat kesulitan soal	✓	Tugas berupa pesentasi kerja kelompok menggunakan media canva, membaca teks did epan kelas dansola individu di LMS dan PDF.
5.	Laporan Nilai atau Rekap Penilaian	Perbedaan hasil antara siswa, evaluasi hasil belajar membaca	✓	Terdapat file nilai bahas aingris kelas IX B2, IX C1, IX C2, dan IX D1 untuk narrative text dan procedure. Nilai dibagi untuk siswa remedial dan non-remidial. Ada juga catatn guur mengenai kemampuan siswa.
6.	Modul atau Buku Pendamping	Sumber tambahan selain buku teks	✓	Modul ajar yang digunakan membuat langkah pembelajaran, serta tiga

				buku utama (termasuk buku dari intan pariwisata)
7.	Tampilan LMS / CBT-Woka	Bentuk latihan atau tes berbasis digital yang digunakan	✓	Soal ulangan berupa PDF yang diunggah di LMS. Digunakan juga aplikasi ExamView
8.	Catatan Refleksi Guru (jika ada)	Strategi yang diubah/diperbaiki berdasarkan hasil sebelumnya	✓	
<p> <i>Lampiran dokumen dapat difoto atau disalin sesuai dengan izin</i></p>				

FORMAT RINGKASAN KONTAK WAWANCARA

Hari/Tanggal :		Tempat :	SMAN 1 Srengat
Unit Kasus :		Informant :	Bpk. Hamdan
Kode Wawancara :		Instrumen :	<i>Recording/Interview Notes</i>
Catatan :	Tulis hasil wawancara yang telah dikondensasi untuk kepentingan analisis		

Fokus	No	Wawancara	Catatan
Tantangan	1	Guru menyesuaikan teks dengan kemampuan siswa dan menggunakan sumber tambahan selain LKS	Preparation for Teaching Reading
Tantangan	2	Guru kesulitan menyalurkan waktu dan materi, terutama untuk teks sulit	Planning Challenges
Tantangan	3	Kelas memiliki karakter yang berbeda sehingga perlu pendekatan berbeda	Classroom Management
Tantangan	4	Siswa kurang antusias karena latar belakang minat dan bakat berbeda	Student Respon
Tantangan	5	Sebagian siswa kesulitan akses perangkat dan fasilitas digital	Resource Availability
Strategi	6	Guru menggunakan kerja kelompok, membaca mandiri, diskusi, dan presentasi	Designing Reading Activities
Strategi	7	Pemilihan teks disesuaikan dengan kurikulum dan minat siswa	Reading Text Selection
Strategi	8	Guru memberi motivasi dengan cerita alumni dan contoh nyata	Motivating Participation
Strategi	9	Penggunaan strategi berbeda untuk teks sulit dan mudah, tergantung konteks	Strategy Motivation
Strategi	10	Leader kelompok membantu teman; kerja kelompok meningkatkan partisipasi	Facilitating Group Work
Strategi	11	Guru memberi bimbingan umum dan personal serta petunjuk bertahap	Providing Guidance
Evaluasi	12	Guru menilai melalui CBT, tugas PDF, observasi, dan interaksi kelompok	Evaluation Techniques
Evaluasi	13	Umpan balik langsung diberikan saat diskusi atau setelah tugas selesai	Providing Feedback
Evaluasi	14	Refleksi dilakukan untuk mengubah strategi pembelajaran jika kurang efektif	Reflection on Results
Evaluasi	15	Guru menyesuaikan strategi berdasarkan hasil evaluasi dan observasi	Implementing Improvements
Siswa	16	Kegiatan membaca dilakukan secara bergiliran, mandiri, dan berkelompok	Pengalaman membaca siswa
Siswa	17	Tantangan utama siswa adalah pelafalan dan kosa kata	Tantangan membaca siswa
Siswa	18	Guru memberi contoh membaca, menyarankan kamus digital dan video	Strategi guru menurut siswa
Siswa	19	Respon siswa beragam, siswa terbantu lewat kelompok atau diskusi	Respons siswa
Siswa	20	Umpan balik diberikan dalam bentuk koreksi dan motivasi secara langsung	Evaluasi & Feedback dari sudut siswa

RINGKASAN KONTAK OBSERVASI

Hari/Tanggal :		Tempat :	
Unit Kasus :		Informant :	
Kode Wawancara :		Instrumen :	<i>Catatan Lapangan Observasi</i>
Catatan :	Pindahkan data observasi yang telah dikondensasi untuk dilakukan analisis		

Fokus	No	Fenomena yang tampak	Catatan (Relevansi)
Tantangan	1	Guru menyesuaikan teks dengan kemampuan siswa	Relevan dengan subfokus <i>Preparation for Teaching Reading</i>
Tantangan	2	Guru kesulitan membagi waktu untuk semua kelompok tampil	Relevan dengan subfokus <i>Planning Challenges</i>
Tantangan	3	Karakter siswa yang berbeda memengaruhi pengelolaan kelas	Relevan dengan <i>Classroom Management</i>
Tantangan	4	Beberapa siswa tidak fokus dan diberi teguran ringan	Relevan dengan <i>Student Respons</i>
Tantangan	5	Keterbatasan akses siswa terhadap fasilitas	Relevan dengan <i>Resource Availability</i>
Strategi	6	Siswa membaca dan mempresentasikan hasil diskusi kelompok	Relevan dengan <i>Designing Reading Activities</i>
Strategi	7	Guru memberi kebebasan memilih topik sesuai minat	Relevan dengan <i>Reading Text Selection</i>
Strategi	8	Guru memotivasi siswa dengan pujian verbal	Relevan dengan <i>Motivating Participation</i>
Strategi	9	Guru membimbing proses kerja kelompok dan penggunaan Canva	Relevan dengan <i>Facilitating Group Work</i>
Strategi	10	Guru membimbing pelafalan dan struktur kalimat siswa	Relevan dengan <i>Providing Guidance</i>
Evaluasi	11	Evaluasi dilakukan melalui presentasi, LMS, PDF	Relevan dengan <i>Evaluation Techniques</i>
Evaluasi	12	Guru memberi umpan balik langsung	Relevan dengan <i>Providing Feedback</i>
Evaluasi	13	Guru mengganti metode jika siswa tidak memahami materi	Relevan dengan <i>Reflection on Results</i>

RINGKASAN KONTAK DOKUMENTASI

Hari/Tanggal :		Tempat :	
Unit Kasus :		Informant :	
Kode Wawancara :		Instrumen :	<i>Catatan Lapangan Dokumentasi</i>
Catatan :	Pindahkan data dokumentasi yang sudah dikondensasi untuk dilakukan analisis		

Fokus	No	Dokumen	Isi Dokumen
Tantangan	1	RPP	Tujuan membaca teks procedure dan narrative, model grouping
Strategi	2	Bahan ajar	Procedure dan narrative text dari buku dan internet
Evaluasi	3	Rubric penilaian	Pronunciation, vocabulary, fluency, grammar, comprehension
Evaluasi	4	Hasil tugas	PPT dari Canva, soal di LMS dan PDF
Strategi	5	Rekap nilai	Nilai kelas IX B2 - IX D1, remedial dan non-remedial
Evaluasi	6	Modul ajar	Langkah pembelajaran dari tiga buku utama
Evaluasi	7	Tampilan LMS dan CBT	Soal dalam bentuk PDF dan aplikasi ExamView
Evaluasi	8	Refleksi guru	Perubahan strategi berdasarkan hasil observasi

No	Sub Fokus Unit Kasus	Hasil Wawancara	Hasil Observasi	Hasil Dokumentasi	Hasil Akhir	Catatan
1	Preparation for Teaching Reading	Guru sesuaikan teks dengan TP dan kemampuan siswa; pakai LKS, teks asli, dan simplified text	Guru menggunakan teks dari buku dan internet; dibagi dalam 3 tingkat kesulitan	RPP mencantumkan tujuan membaca dan penyesuaian materi dengan kebutuhan siswa	Penyesuaian materi dilakukan sesuai karakter siswa dan tujuan pembelajaran	Strategi diferensiasi materi terlihat di semua sumber
2	Planning Challenges	Kendala waktu sering terjadi; penyesuaian dilakukan lewat PROTA dan PROMES	Tidak semua kelompok sempat presentasi karena waktu terbatas	RPP menyebutkan alokasi waktu 3 JP dan model kerja kelompok	Guru mengatur waktu secara fleksibel berdasarkan kondisi nyata di kelas	Tantangan waktu muncul saat banyak kegiatan dalam 3 JP
3	Classroom Management	Gunakan leader dari siswa mahir untuk bantu teman; karakter tiap kelas berbeda	Kelas dibagi kelompok kecil; guru sesuaikan pendekatan	RPP memuat pembelajaran berbasis kelompok	Pengelolaan kelas melalui kelompok kecil dengan peran aktif siswa	Guru membagi perhatian pada siswa cepat dan lambat

4	Student Responses	Sebagian merasa strategi guru membantu, tapi lebih nyaman belajar mandiri dulu	Mayoritas fokus, beberapa kurang fokus diberi teguran	-	Respon siswa bervariasi tergantung kelas dan pendekatan guru	Jurusan & minat siswa pengaruhi antusiasme belajar
5	Resource Availability	Semua siswa punya Android; guru larang Google Lens, anjurkan kamus English	Gunakan buku teks, internet, Canva, LMS; tidak semua siswa punya akses yang sama	Buku teks, modul ajar, LMS, PDF, ExamView tersedia	Akses tersedia namun pemanfaatan masih belum optimal	Motivasi siswa memengaruhi pemanfaatan sumber
6	Addressing Facility Issues	Hambatan diatasi dengan adaptasi metode; guru tetap lanjutkan pembelajaran	Guru tetap lanjutkan pembelajaran meski perangkat kurang lengkap	LMS dan ExamView digunakan; dokumen soal tersedia online	Fasilitas mencukupi, namun efektivitas tergantung kemauan siswa	Siswa perlu dibimbing untuk memanfaatkan fasilitas maksimal
7.	Designing Reading Activities	Silent reading → diskusi → presentasi; pre-while-post dilakukan	Siswa membaca teks dari PPT; kerja kelompok; presentasi	Tugas presentasi berbasis teks procedure dengan Canva	Kegiatan membaca dibuat kolaboratif dan variatif	Kolaborasi mendukung pemahaman siswa
8.	Reading Text Selection	Teks harus relevan dengan kurikulum; dikembangkan sesuai minat siswa	Guru menyebut minat siswa saat memilih teks	Teks dari buku dan internet; siswa buat teks sesuai minat	Teks disesuaikan kurikulum & minat siswa untuk motivasi	Pemilihan teks penting untuk keterlibatan siswa
9.	Motivating Participation	Guru beri motivasi lewat cerita alumni & masa depan siswa	Guru beri pujian saat siswa presentasi	-	Siswa merasa termotivasi untuk mendengarkan native speaker	Motivasi guru pengaruhi minat siswa membaca
10 .	Strategy Motivation	Strategi berbeda tergantung teks & kelas; leader bantu kelompok	Kelompok kecil (2 orang); guru dampingi diskusi dengan Canva	Modul ajar memuat strategi diskusi & presentasi	Diskusi kelompok bantu siswa pasif jadi aktif	Pendekatan fleksibel sesuai karakter siswa
11 .	Facilitating Group Work	Guru bantu lewat leader atau langsung	Guru perbaiki pengucapan dan	Rubrik nilai mencantumkan aspek pronunciation	Kerja kelompok jadi sarana	Interaksi langsung tingkatkan hasil belajar

		bila siswa kesulitan	grammar langsung saat presentasi	, grammar, dll	latihan dan evaluasi	
12	Providing Guidance	Guru dampingi siswa secara personal; gunakan scaffolding informal	Guru menyesuaikan pendekatan dengan kelas & teks	-	Pendekatan personal membantu pemahaman siswa	Bimbingan personal penting bagi siswa lemah
13	Measuring Effectiveness	Evaluasi melalui CBT, LMS, dan observasi diskusi	Evaluasi melalui presentasi kelompok dan tugas individu	Tersedia file nilai, soal PDF, dan LMS	Evaluasi dilakukan dari proses dan hasil	Penilaian menyeluruh : kognitif & sikap
14	Evaluation Criteria	Penilaian fleksibel, disesuaikan dengan jenis tugas dan karakter siswa	-	Rubrik nilai: pronunciation, comprehension, dll	Penilaian menyeluruh mencakup proses dan performa	Rubrik membantu guru menilai lebih objektif
15	Evaluation Techniques	Feedback digunakan untuk refleksi guru dan perbaikan siswa	Guru beri komentar langsung atas kesalahan membaca	-	Umpan balik menjadi bahan evaluasi guru dan siswa	Feedback cepat meningkatkan efektivitas
16	Reflection on Result	Guru refleksi berdasarkan hasil siswa dan pengalaman sebelumnya	Guru ubah ceramah jadi demonstrasi jika siswa tidak paham	Catatan refleksi guru tersedia	Refleksi guru jadi dasar peningkatan strategi	Refleksi bantu guru memahami respons siswa
17	Implementing Improvements	Strategi diubah sesuai kebutuhan kelas & hasil evaluasi	Guru ganti metode berdasarkan hasil observasi	Penilaian memperhatikan siswa remedial & catatan informal	Perubahan strategi berdasarkan evaluasi aktual	Perbaikan strategi fleksibel dan berkelanjutan

KODIFIKASI

No	Kode	Keterangan	Catatan
1	GR_HMDN	Informan utama: Bpk. Hamdani (Guru Bahasa Inggris)	Wawancara
2	SW_01	Alin (Siswa XI C2)	Wawancara
3	SW_02	Farah (Siswa XI C2)	Wawancara
4	SW_03	Andika (Siswa XI C2)	Wawancara
5	OBS-01	Observasi Kegiatan Belajar di kelas	Tanggal 29 April 2025
6	DOK-01	Dokumentasi RPP	Perencanaan dan strategi pembelajaran
7	DOK-02	Bahan Ajar	Teks procedure dan narrative
8	DOK-03	Rubrik Penilaian	Kriteria evaluasi membaca
9	DOK-04	Hasil Tugas Membaca	Presentasi dan soal PDF
10	DOK-05	Rekap Nilai	Evaluasi pembelajaran reading
11	DOK-06	Modul Ajar	Panduan pengajaran reading
12	DOK-07	Tampilan LMS dan CBT	Ulangan digital
13	DOK-08	Refleksi Guru	Perubahan strategi setelah evaluasi

Catatan: Nama-nama informant akan dilakukan kodifikasi setelah mendapatkan melalui *Snow Balling Technique*

Sumber penyusunan Protokol Penelitian.

Miles, M.B., Huberman, A.M., dan Saldana, J. *Qualitative Data Analysis: A Methods Resource* Book. Edition 3. California: Sage, 2014

Yin, R.K. *Case Study Research and Application: Designs and Methods*. California: Sage, 2018

Supriyono. Supervisi Pembelajaran Di Sekolah Menengah Pertama: Studi Multisitus Pada SMPN

1, SMPN 2, dan SMPN 4 Kota Blitar. *Disertasi*. Malang: Universitas Negeri Malang, 2017

Appendices 3. Teacher RPP and Assessment Rubric

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

- A. Nama Sekolah : SMA
- B. Mata Pelajaran : Bahasa Inggris /Wajib
- C. Kelas : XI / 1
- D. Materi Pokok : Teks prosedur berbentuk manual dan kiat-kiat (*tips*)
- E. Alokasi Waktu : 3 x 2 JP (180 menit)
- F. Kompetensi Inti :
- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
 - KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
 - KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
 - KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak
 - terkait dengan pengembangan dari yang dipelajarinya di sekolah secara
 - mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan
- G. Kompetensi Dasar dan Indikator:
- 1. 1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar
 - 2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
 - 3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (*tips*), sesuai dengan konteks penggunaannya.
 - 3.3.1. Mengidentifikasi berbagai ungkapan dalam teks prosedur manual dan tip (K1)
 - 3.3.2. Mengidentifikasi tujuan komunikasi, fungsi sosial, struktur teks, dan unsur kebahasaan serta format penyampaian atau penulisannya (K1)
 - 3.3.3. Menirukan pengucapannya dan menuliskan teks prosedur yang digunakan. (K1)

3.3.4. Membandingkan berbagai teks prosedur dari berbagai sumber (K2)

3.3.5. Menggunakan unsur kebahasaan yang tepat dalam menyusun teks prosedur (K2)

3.3.6. Menemukan berbagai macam teks prosedur dari berbagai sumber dalam konteks yang berbeda-beda (K3)

3.3.7. Menganalisis berbagai struktur dan unsur penulisan teks prosedur. (K4)

- 4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (*tips*).

- 4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (*tips*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.4.1. Menyusun teks prosedur berbentuk manual dan tip berdasarkan konteks/situasi.(P3)

4.4.2. Mempresentasikan teks prosedur berbentuk manual dan tip .

(P4)

H. Tujuan Pembelajaran :

1.1.1. Siswa dapat menunjukkan semangat mengikuti pembelajaran.

1.1.2. Siswa dapat menunjukkan rasa antusias mengikuti pembelajaran.

2.1.1. Siswa dapat menunjukan perilaku **santun** dalam berkomunikasi interpersonal dengan guru dan teman.

2.1.2. Siswa dapat menunjukkan **perilaku** peduli dalam berkomunikasi interpersonal dengan guru dan teman.

3.3.1. Siswa dapat mengidentifikasi berbagai ungkapan dalam teks prosedur manual dan tip

3.3.2. Siswa dapat mengidentifikasi tujuan komunikasi, fungsi sosial, struktur teks, dan unsur kebahasaan serta format penyampaian atau penulisannya

3.3.3. Siswa dapat menirukan pengucapannya dan menuliskan teks prosedur yang digunakan.

3.3.4. Siswa dapat membandingkan berbagai teks prosedur dari berbagai sumber

3.3.5. Siswa dapat menggunakan unsur kebahasaan yang tepat dalam menyusun teks prosedur

3.3.6. Siswa dapat menemukan berbagai macam teks prosedur dari berbagai sumber dalam konteks yang berbeda-beda

3.3.7. Siswa dapat menganalisis berbagai struktur dan unsur penulisan teks prosedur.

4.4.1. Siswa dapat menyusun teks prosedur berbentuk manual dan tip berdasarkan konteks/situasi.

4.4.2. Siswa dapat mempresentasikan teks prosedur berbentuk manual dan tip .

- I. Materi :
- teks prosedur berbentuk manual dan kiat-kiat (*tips*)
 - Tujuan komunikasi : menyelesaikan pekerjaan, secara lengkap dan urut.
 - Struktur: menyebutkan bahan/bagian dari benda yang dipaparkan secara lengkap, serta daftar langkah yang dilakukan
 - Unsur Kebahasaan: *simple present tense, imperative*, Nomor yang menyatakan urutan, kata keterangan, ejaan, ucapan, intonasi, tekanan kata, tanda baca, tulisan tangan yang jelas dan rapi.
- J. Metode :
- Menyimak, diskusi kelompok, studi pustaka, role- play, penugasan individu dan kelompok.
- K. Media :
- Laptop, Computer, LCD, Rekaman untuk Listening, Loud Speaker, Film/gambar, Power Point Presentation
- L. Sumber :
- Manual dari berbagai produk
 - CD/ Audio/ VCD
 - Koran/ majalah berbahasa Inggris
 - www.dailyenglish.com
 - http://americanenglish.state.gov/files/ae/resource_files
 - <http://learnenglish.britishcouncil.org/en/>
- M. Langkah-langkah Pembelajaran :

Pertemuan 1

1) Kegiatan Pendahuluan

Guru	Siswa	Waktu
- memberi salam kepada siswa	- membalas salam guru	10'
- mengajak siswa berdoa	- berdoa bersama dengan guru	
- mengecek kehadiran siswa	- menyatakan kehadirannya dengan berkata, "I am here."	

2) Kegiatan Inti

Guru	Siswa	Waktu
a. Mengamati (Observing)		
- mengkondisikan siswa untuk siap mengikuti pelajaran dengan menunjukkan gambar –gambar yang menunjukkan berbagai	- siap mengikuti pelajaran tentang teks prosedur berupa manual atau tips	15'

langkah dalam suatu prosedur (<i>flight safety, exercise, dll</i>)		
- memberi kesempatan siswa untuk mendengarkan rekaman khusus untuk setiap gambar	- mendengarkan rekaman khusus untuk setiap gambar	
- meminta siswa menirukan pengucapan setiap instruksi dalam teks prosedur dan gambar yang digunakan	- menirukan pengucapan setiap instruksi dalam teks prosedur dan gambar yang digunakan	
- meminta siswa untuk mengurutkan gambar acak dengan mendengarkan rekaman khusus	- mengurutkan gambar acak dengan mendengarkan rekaman khusus	
b. Mempertanyakan (Questioning)		
- memberikan kesempatan untuk siswa berdiskusi tentang berbagai macam teks prosedur berupa manual dan tip yang ada dalam kehidupan sehari-hari	- berdiskusi tentang berbagai macam teks prosedur berupa manual dan tip yang ada dalam kehidupan sehari-hari	15'
- memberikan kesempatan untuk siswa memberitahukan hasil diskusi yang dilakukan	- berdiskusi dengan teman kelompok dan memberitahukan hasil diskusi	
- memberikan kesempatan untuk siswa bertanya tentang struktur kebahasaan yang terdapat pada teks prosedur berupa manual dan tip	- bertanya tentang struktur kebahasaan yang terdapat pada teks prosedur berupa manual dan tip	
- memberi kesempatan siswa untuk bertanya tentang perbedaan antara manual dan tips	- bertanya tentang perbedaan antara manual dan tips	
- memberikan kesempatan untuk mengamati dan membahas teks prosedur manual pada label perawatan pakaian secara berkelompok	- mengamati dan membahas teks prosedur manual pada label perawatan pakaian secara berkelompok	
c. Mengeksplorasi (Exploring)		
- memberi kesempatan siswa untuk mempelajari penggunaan <i>Imperatives, dos/don'ts, must/mustn't</i> pada teks prosedur berupa tips	- mempelajari penggunaan <i>Imperatives, dos/don'ts, must/mustn't</i> pada teks prosedur	10'

- memberi kesempatan siswa untuk menemukan penggunaan <i>Imperatives</i> , <i>dos/don'ts</i> , <i>must/mustn't</i> pada teks prosedur tip perawatan pakaian yang sebelumnya digunakan	- menemukan penggunaan <i>Imperatives</i> , <i>dos/don'ts</i> , <i>must/mustn't</i> pada teks prosedur tip perawatan pakaian yang sebelumnya digunakan	
d. Mengasosiasi (Associating)		
- menugaskan siswa menganalisa fungsi, unsure kebahasaan, dan pembaca dari dua teks manual dan tips secara berkelompok	- menganalisa fungsi, unsure kebahasaan, dan pembaca dari dua teks manual dan tips	20'
- memberi kesempatan pada tiap kelompok untuk berdiskusi tentang perbandingan dua teks tersebut	- tiap kelompok untuk berdiskusi tentang perbandingan dua teks tersebut	
- memberi kesempatan pada tiap kelompok untuk melaporkan hasil diskusi	- melaporkan hasil diskusi	
e. Mengkomunikasikan (Communicating)		
- menugaskan siswa untuk berpasangan membuat teks prosedur berupa tips " <i>emergency situations</i> " dengan panduan gambar-gambar yang berurutan	- berpasangan membuat teks prosedur berupa tips " <i>emergency situations</i> " dengan panduan gambar-gambar yang berurutan	20'
- meminta siswa lain saling memberikan komentar /masukkan atas tips yang telah dibuat	- memberikan komentar /masukkan atas tips yang telah dibuat	
- meminta siswa untuk merevisi bagian-bagian yang masih kurang dalam tips tersebut	- merevisi bagian-bagian yang masih kurang baik dalam tips tersebut	
- memberi masukan baik dari aspek fungsi sosial, struktur teks, bentuk bahasa maupun format penulisannya.	- mencatat semua masukan guru baik dari aspek fungsi sosial, struktur teks, bentuk bahasa maupun format penulisannya.	
- meminta siswa menuliskan permasalahan dalam menggunakan bahasa Inggris mengenai teks prosedur berupa tips dalam jurnal belajar (<i>learning journal</i>)..	- menuliskan permasalahan dalam menggunakan bahasa Inggris mengenai teks prosedur berupa tips dalam jurnal belajar (<i>learning journal</i>).	
3) Kegiatan Penutup		
Guru	Siswa	Waktu

- memberi panduan menyimpulkan hasil pembelajaran	- dengan panduan guru menyimpulkan hasil pembelajaran	10'
- meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	- menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	
- memberikan penugasan terstruktur individu dengan membaca pelajaran berikutnya	- membaca pelajaran berikutnya	
- menyampaikan rencana kegiatan pertemuan berikutnya	- mendengarkan penjelasan guru tentang rencana kegiatan pertemuan berikutnya	

Pertemuan 2

1) Kegiatan Pendahuluan

Guru	Siswa	Waktu
- memberi salam kepada siswa	- membalas salam guru	10'
- mengajak siswa berdoa	- berdoa bersama dengan guru	
- mengecek kehadiran siswa	- menyatakan kehadirannya dengan berkata, "I am here."	
- Mereview pelajaran tentang teks prosedur	- Menjawab dan merespon pelajaran teks prosedur yang diberikan oleh guru	

2) Kegiatan Inti

Guru	Siswa	Waktu
a. Mengamati (Observing)		
- Meminta siswa untuk membaca dan mendengarkan rekaman beberapa teks prosedur berupa manual (<i>how to make instant jelly, how to make a bookmark, dll</i>)	membaca dan mendengarkan rekaman beberapa teks prosedur berupa manual (<i>how to make instant jelly, how to make a bookmark, dll</i>)	15'

- Menugaskan siswa untuk mengidentifikasi struktur kebahasaan yang ada pada teks manual tersebut	- mengidentifikasi struktur kebahasaan yang ada pada teks manual tersebut	
- meminta siswa untuk mengidentifikasi fungsi social, aspek kebahasaan, dan struktur pada manual yang digunakan	mengidentifikasi fungsi social, aspek kebahasaan, dan struktur pada manual yang digunakan	
b. Mempertanyakan (Questioning)		
- memberikan kesempatan untuk bertanya penggunaan struktur kebahasaan khusus yang digunakan dalam teks prosedur manual	- bertanya penggunaan struktur kebahasaan khusus yang digunakan dalam teks prosedur manual	10'
- memberikan kesempatan untuk saling membandingkan beraneka teks prosedur manual dari berbagai sumber	- membandingkan beraneka teks prosedur manual dari berbagai sumber	
c. Mengeksplorasi (Exploring)		
- Memberi kesempatan siswa untuk mempelajari dan berlatih menggunakan <i>connector</i> , <i>adverbs</i> , dan <i>ordinal number</i> pada teks manual	- mempelajari dan berlatih menggunakan <i>connector</i> dan <i>ordinal number</i> pada teks manual	15'
- meminta siswa untuk melengkapi teks prosedur yang belum lengkap (rumpang)	- melengkapi teks prosedur yang belum lengkap (rumpang)	
d. Mengasosiasi		
- memberi siswa kesempatan berlatih menyusun beberapa teks prosedur manual dengan menyusun ulang beberapa kalimat	- berlatih menyusun teks prosedur manual dengan menyusun ulang beberapa kalimat	10'
- meminta siswa berkelompok menganalisa fungsi sosial, struktur, dan aspek kebahasaan yang ada di teks manual yang digunakan	- berkelompok menganalisa fungsi sosial, struktur, dan aspek kebahasaan yang ada di teks manual yang digunakan	
e. Mengkonunikasikan		
- Meminta siswa secara berpasangan untuk menyusun teks prosedur manual	- berpasangan untuk menyusun teks prosedur manual	20'

- meminta siswa untuk berpasangan mempresentasikan teks prosedur manual yang telah dibuat	- berpasangan mempresentasikan teks prosedur manual yang telah dibuat	
- meminta siswa lain saling memberikan komentar /masukkan presentasi berpasangan yang dilakukan	- memberikan komentar /masukkan presentasi berpasangan yang dilakukan	
- meminta siswa untuk merevisi bagian-bagian yang masih kurang dalam teks prosedur manual tersebut	- merevisi bagian-bagian yang masih kurang dalam teks prosedur manual tersebut	
- memberi masukan baik dari aspek fungsi sosial, struktur teks, bentuk bahasa maupun format penulisannya.	- mencatat semua masukan guru baik dari aspek fungsi sosial, struktur teks, bentuk bahasa maupun format penulisannya.	
- meminta siswa menuliskan permasalahan dalam menggunakan bahasa Inggris mengenai teks prosedur manual dalam jurnal belajar (<i>learning journal</i>).	- menuliskan permasalahan dalam menggunakan bahasa Inggris mengenai teks prosedur manual dalam jurnal belajar (<i>learning journal</i>).	
3) Kegiatan Penutup		
Guru	Siswa	Waktu
- memberi panduan menyimpulkan hasil pembelajaran	- dengan panduan guru menyimpulkan hasil pembelajaran	10'
- meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	- menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	
- memberi tugas terstruktur pada siswa untuk menemukan teks prosedur manual dan tips diinternet dan berlatih mempresentasikannya	- mencari teks prosedur manual dan tips diinternet dan berlatih mempresentasikannya	
- menyampaikan rencana kegiatan pertemuan berikutnya	- mendengarkan penjelasan guru tentang rencana kegiatan pertemuan berikutnya	

N. Penilaian :

- 1) Penilaian sikap spiritual dan sosial
 - a. Instrumen penilaian sikap spiritual (lembar pengamatan terlampir)
 - b. Instrumen penilaian sikap sosial (lembar pengamatan terlampir)
- 2) Penilaian pengetahuan dilakukan dengan : Tes Tertulis (soal terlampir)
- 3) Penilaian penerapan dilakukan dengan penilaian rubrik (lembar rubrik terlampir)

Mengetahui

Jakarta ,

Kepala SMA

Guru Mata Pelajaran

()

()

Lampiran 1 :

Lembar pengamatan penilaian sikap spiritual

No	Indikator	Nomor daftar hadir siswa kelas XI -1													
		1	2	3	4	5	6	7	8	9	10	11	12	...	32
1	Siswa menunjukkan semangat dalam mengikuti pembelajaran														
2	Siswa menunjukkan keseriusan dalam mengikuti pembelajaran														

Kriteria penilaian semangat :

3 = telah menunjukkan semangat (tidak mudah menyerah menghadapi kesulitan, menghargai

waktu, belajar dengan sepenuh hati/ikhlas, rajin belajar) dalam mengikuti pembelajaran

2 = mulai menampakan semangat(tidak mudah menyerah menghadapi kesulitan, menghargai

waktu, belajar dengan sepenuh hati/ikhlas, rajin belajar)dalam mengikuti pembelajaran,

namun belum sepenuhnya.

1= belum menampakan semangat(tidak mudah menyerah menghadapi kesulitan, menghargai

waktu, belajar dengan sepenuh hati/ikhlas, rajin belajar)sama sekali dalam mengikuti

pembelajaran

Kriteria penilaian serius :

3 = telah menunjukkan serius (berkomitmen tinggi, sedia bekerja keras, bersungguh-sungguh)

dalam mengikuti pembelajaran

2 = mulai menampakan serius tidak mudah menyerah menghadapi kesulitan, menghargai

waktu, belajar dengan sepenuh hati/ikhlas, rajin belajar dalam mengikuti pembelajaran,

namun belum sepenuhnya.

1 = belum menampakan serius tidak mudah menyerah menghadapi kesulitan, menghargai

waktu, belajar dengan sepenuh hati/ikhlas, rajin belajar sama sekali dalam mengikuti

pembelajaran

Lembar pengamatan penilaian sikap sosial

No	Indikator	Nomor daftar hadir siswa kelas XI -1													
		1	2	3	4	5	6	7	8	9	10	11	12	...	32
1	Siswa menunjukkan perilaku santun dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.														
2	Siswa menunjukkan perilaku santun dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.														

Kriteria penilaian perilaku santun :

3 = telah menunjukkan perilaku santun (mengatakan " tolong" dan " terima kasih" , menghargai

dan menghormati orang lain tanpa membeda-bedakan golongan, memandang orang yang diajak bicara, menggunakan bahasa yang tidak menyinggung perasaan orang lain)dalam dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.

2 = mulai menampakan perilaku santun mengatakan ” tolong” dan ” terima kasih” , menghargai dan menghormati orang lain tanpa membeda-bedakan golongan, memandang orang yang diajak bicara, menggunakan bahasa yang tidak menyinggung perasaan orang lain)dalam dalam melaksanakan Komunikasi interpersonal dengan guru dan teman, namun belum memakai kaidah-kaidah kesantunan (misalnya, *please, thank you, Can I...?.*)

1= belum menampakan perilaku santun mengatakan ” tolong” dan ” terima kasih” , menghargai dan menghormati orang lain tanpa membeda-bedakan golongan, memandang orang yang diajak bicara, menggunakan bahasa yang tidak menyinggung perasaan orang lain)sama sekali dalam dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.

Kriteria penilaian perilaku peduli :

3 = telah menunjukkan perilaku peduli (menawarkan bantuan pada teman dan tidak egois) dalam

dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.

2 = mulai menampakan perilaku peduli(menawarkan bantuan pada teman dan tidak egois) dalam

dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.

1= belum menampakan perilaku peduli(menawarkan bantuan pada teman dan tidak egois) sama

sekali dalam dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.

Lampiran 2 :

Kisi-kisi soal pengetahuan dan penerapan

No	Kompetensi Inti	Kompetensi Dasar	Kelas/semester	Materi Pokok	Indikator soal	Nomor soal
1	KI. 3. Memahami, menerapkan,	3.6 Menganalisis fungsi	XI/1	Teks khusus, lisan	Diberikan beberapa teks lisan	1-5 (PG)

	<p>menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.</p>	<p>sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), sesuai dengan konteks penggunaannya</p> <p>4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (<i>tips</i>).</p>		<p>dan tulis, manual dan tips</p>	<p>mengenai manual dan tips, siswa mendengarkan dan memilih jawaban yang tepat dengan menentukan :</p> <ul style="list-style-type: none"> - Informasi tertentu - Informasi rinci <p>iberikan beberapa teks tulis mengenai manual dan tips, siswa mendengarkan dan memilih jawaban yang tepat dengan menentukan :</p> <ul style="list-style-type: none"> - Informasi tertentu - Informasi rinci - Informasi tersurat - Rujukan kata 	<p>6-15 (PG)</p>
2	<p>KI.4 Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak</p>	<p>4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>),</p>	XI/1	<p>Teks khusus tulis, berbentuk manual dan tips</p>	<p>siswa diminta menyusun teks tulis prosedur manual dan</p>	<p>16-17 (uraian)</p>

	terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan	dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.			tips dengan panduan gambar berurutan	
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Lampiran 3 :

SPEAKING RUBRIC ASSESSMENT

Name : Class/Number :/

Name : Class/Number :/

KKM : 75

No	Criteria to be assessed	Low performance 7	Good Performance 8	Very Good Performance 9	Score
1.	Pronunciation	too many mistakes	with 2 until 5 mistakes	perfect pronunciation	
2.	Intonation	monotonous	begins to vary the intonation	Accurate intonation	
3.	Grammar	too many mistakes	with 2 until 5 mistakes	no mistakes in grammar	
4.	Content	plain/simple	begins to add some information	add more personal information	
	Total score				

	Final Score = Total				
	score : 4				
WRITING RUBRIC ASSESSMENT					
Name :			Class/Number :/		
No	Criteria to be assessed	Low performance 7	Good Performance 8	Very Good Performance 9	Score
1.	Text Organization	Doesn't use the correct text organization	Use the correct text organization but has not elaborated the idea	Use the correct text organization and with elaborated idea	
2.	Sentence formation	Use simple sentences	begins to vary simple sentences and compound sentences	Use simple sentences, compound sentences and complex sentences correctly	
3.	Grammar	Too many mistakes	6 until 10 mistakes	Under 5 mistakes	
4.	Vocabulary	Basic Vocabulary, less precise	Developed vocabulary	Purposefully chosen vocabulary	
5.	Mechanic	Some errors with spelling and punctuation	Mostly effective use of mechanics; errors do not detract from meaning	Effective use of capitalization, punctuation, and spelling	

6.	Tidiness and deadline	Write awkwardly, Unreadable, submit late more than 3 days from the deadline	Write quite neatly, quite clear font, submit late three days from the deadline	Write neatly, clear font, submit the work in/on time	
	Total				
	score				
	Final Score = Total				
	score : 6				

Appendices 4. Students' Presentation Assignments



Appendices 5 Research Document

**MODUL AJAR
BAHASA INGGRIS WAJIB**



**SMA Negeri 1 Srengat
KELAS XI FASE F1**

PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN

**MODUL AJAR
UNIT 4: WONDER TALES**

INFORMASI UMUM

A. IDENTITAS MODUL

Nama Penyusun : **KAMUDANI, S.Pd, M.Pd.**
 Satuan Pendidikan : **SMA NEGERI 1 SRENGAT**
 Kelas / Fase : **XI (Sebelas) - F**
 Mata Pelajaran : **Bahasa Inggris Wajib**
 Kredit/ Jumlah Waktu : **12 x 45 Menit / 77 Menit (540 menit)**
 Tahun Penyusunan : **2024 / 2025**

B. CAPAIAN PEMBELAJARAN

Pada akhir Fase F, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan peristiwa/pembicara. Berbagai jenis teks seperti narasi, deskripsi, eksplanasi, prosedur, argumentasi, dihtai, dan teks ahli menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginannya/perasaan. Peserta didik menggunakan konvensi bahasa Inggris untuk mengungkapkan berbagai teks dalam berbagai macam konteks kontekstual. Mereka membaca teks tulisan untuk mempelajari secara utuh/terpadu informasi dan untuk kegunaan. Penahaman mereka ke terhadap teks tulisan secara menyeluruh. Keterampilan inferensi mereka ketika memahami informasi, dan kemampuan evaluasi berbagai jenis teks dalam bahasa Inggris sudah berkembang. Mereka memproduksi teks lisan dan tulisan serta visual dalam bahasa Inggris yang berinteraksi dengan kosa kata yang lebih banyak. Peserta didik memproduksi berbagai teks tulisan dan visual, atau mengayun secara lisan dengan kandungan terhadap tujuan dan target pembaca/pesirua.

C. KOMPETENSI AWAL

Membaca dan menggunakan peserta didik akan meningkatkan pengetahuan awal mereka mengenai teks narrative fairy tale yang akan dipelajari. Selain itu, kegiatan ini dapat menghubungkan kemampuan literasi dan cinta tanah air dengan mengenal cerita fantasy di Indonesia.

D. PROFIL PELAJAR PANCASILA

- (Sosial) berinteraksi, berakrab kepada Tuhan YME, dan berakrab mulai, mandiri, beradab, kreatif, menghargai, dan berkeadilan global;
- berpikir kritis untuk memecahkan masalah (kecakapan abad 21);
- Mengendalikan, mengelola, dan mengatur teks lisan dan tulis dengan lancar dan efisien secara teratur tanpa ada hambatan dalam berinteraksi dan berkomunikasi dalam jenis teks naratif;
- Menggunakan informasi verbal menjadi informasi visual (keterampilan literasi).

E. SARANA DAN PRASARANA

1. Gawai	4. Buku Teks	7. Handout materi
2. Laptop/ Komputer PC	5. Papan tulis/White Board	8. Infokus/Projector/Platar
3. Akses Internet	6. Lembar kerja	9. Referensi lain yang mendukung

F. TARGET PESERTA DIDIK

Peserta didik diharapkan: unsert, tidak ada kesulitan dalam memahami dan memahami materi ajar.



SMAN 1 SRENGAT

Modul Ajar
Kurikulum Merdeka

BAHASA INGGRIS

oleh **M. Nur Wachid, S.Pd**



A photograph of a large data table with many columns and rows. The table contains numerical and text data, likely related to a survey or study. The columns are labeled with various categories and sub-categories. The data is organized in a grid format.