

**THE TEACHERS' TECHNIQUES IN IMPROVING STUDENTS'
READING COMPREHENSION AT MADRASAH ALIYAH
DAR EL HIKMAH PEKANBARU**



By

AFRIANI

NIM. 10614003493

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1431 H/2010 M**

**THE TEACHERS' TECHNIQUES IN IMPROVING STUDENTS'
READING COMPREHENSION AT MADRASAH ALIYAH
DAR EL HIKMAH PEKANBARU**

Thesis

Submitted to Fulfill One of the Requirements
For the Undergraduate Degree in English Education
(S.Pd.)



By

AFRIANI

NIM. 10614003493

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1431 H/2010 M**

**THE TEACHERS' TECHNIQUES IN IMPROVING STUDENTS'
READING COMPREHENSION AT MADRASAH ALIYAH
DAR EL HIKMAH PEKANBARU**



By

AFRIANI

NIM. 10614003493

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1431 H/2010 M**

ABSTRACT

AFRIANI (2010). *The Teachers' Techniques in Improving Students' Reading Comprehension at Madrasah Aliyah Darel Hikmah Pekanbaru*".

The Purpose of this research is to find out the teachers' techniques in improving students' reading comprehension at MA Darel Hikmah and to identify the factors that influence the teachers' techniques in improving students' reading comprehension at MA Darel Hikmah Pekanbaru. The Subject of this research was The English Teachers of Madrasah Aliyah Darel Hikmah. While, the Object of the research was the English teachers' techniques of Madrasah Aliyah Darel Hikmah in improving students' reading comprehension. There were three English teachers at MA Darel Hikmah; the writer took all of them as respondents and the data gathered by using Observation and Interview. Meanwhile, the Problem of this research were formulated as; How are English Teachers' techniques in improving students' reading comprehension at MA Darel Hikmah?, What factors that influence teachers' techniques in improving students' reading comprehension at MA Darul Hikmah ?

In analyzing the data, the researcher used a technique of qualitative descriptive by percentage as formulated bellows:

$$P = F/N \times 100\%$$

After analyzing the data, the writer found that the English teachers' techniques in improving students' reading comprehension at Madrasah Aliyah Darel Hikmah are categorized into "Fair".It is based on the whole percentage (62,66). Meanwhile, some factors that influence teachers' techniques in improving students' reading comprehension at Madrasah Aliyah Darel Hikmah Pekanbaru are the teachers, the facility and the students.

ABSTRAK

AFRIANI (2010). *Teknik Guru Dalam Meningkatkan Pemahaman Bacaan Siswa di Madrasah Aliyah Darel Hikmah Pekanbaru.*

Tujuan penelitian ini adalah untuk menemukan teknik guru dalam meningkatkan pemahaman bacaan siswa di MA Darel Hikmah dan mengidentifikasi faktor-faktor yang mempengaruhi teknik guru dalam meningkatkan pemahaman bacaan siswa di MA Darel hikmah pekanbaru. The Subjek dari penelitian ini adalah guru bahasa inggris di Pondok Pesantren Darul Hikmah. Adapun objek dari penelitian ini adalah Teknik guru bahasa inggris di Pondok Pesantren Darel Hikmah dalam meningkatkan pemahaman bacaan siswa. Ada tiga guru bahasa inggris di MA Darel Hikmah, peneliti mengambil seluruh guru bahasa inggris di MA Darel Hikmah sebagai responden. Data yang digunakan dalam penelitian ini adalah Observasi dan interview. Adapun Permasalahan dari penelitian ini dapat dirumuskan sebagai berikut:

- a. Bagaimana teknik guru dalam meningkatkan pemahaman bacaan siswa di Madrasah Aliyah Darel Hikmah?
- b. Faktor-faktor apa yang mempengaruhi teknik guru dalam meningkatkan pemahaman bacaan siswa di Madrasah Aliyah Darel Hikmah .

Dalam analisis data, peneliti menggunakan teknik deskriptif kualitatif dengan persentase dengan rumus sebagai berikut:

$$P = F/N \times 100\%$$

Setelah data dianalisis, peneliti telah menemukan teknik guru dalam meningkatkan pemahaman bacaan siswa di madrasah Aliyah Darel Hikmah di kategorikan Cukup. Hal ini dibuktikan dari hasil yang diperoleh yaitu (62,66). Adapun ada beberapa faktor yang mempengaruhi teknik guru dalam meningkatkan pemahaman bacaan siswa di Madrasah Aliyah Darel Hikmah Pekanbaru adalah guru, fasilitas dan siswa-siawanya.

ABSTRAK

AFRIANI (2010) Judul skripsi ini adalah *Teknik Para Guru Dalam Meningkatkan Pemahaman bacaan siswa di Madrasah Aliyah Darel Hikmah Pekanbaru*”.

Tujuan penelitian ini adalah untuk menemukan teknik guru dalam meningkatkan pemahaman bacaan siswa di MA Darel Hikmah dan menemukan factor-faktor yang mempengaruhi teknik guru dalam meningkatkan pemahaman bacaan siswa di MA Darul hikmah pekanbaru. The Subject dari skripsi ini adalah para guru bahasa Inggris di Pondok Pesantren Darul Hikmah. Adapun object dari skripsi ini adalah Teknik Para Guru bahasa inggris di Pondok Pesantren Darel Hikmah dalam meningkatkan pemahaman bacaan siswa di darul hikmah. Ada tiga guru bahasa inggris di MA darul hikmah, penulis mengambil seluruh guru bahasa inggris di MA Darul Hikmah sebagai responden. Data yang digunakan dalam penelitian ini adalah Observasi dan interview.

Adapun Permasalahan pada penelitian ini diformulasikan sebagai berikut:

- a. Bagaimana Teknik Guru dalam meningkatkan kemampuan membaca bahasa inggris di Madrasah Aliyah Darel hikmah?
- b. Faktor-faktor apa yang mempengaruhi teknik guru dalam meningkatkan pemahaman bacaan siswa di Madrasah aliyah Darul Hikmah .

Berdasarkan data analisis, penulis menggunakan teknik deskriptif kualitatif dengan rumus sebagai berikut:

$$P = F/N \times 100\%$$

Setelah melakukan analisa data, penulis telah menemukan teknik guru dalam meningkatkan pemahaman bacaan siswa di madrasah aliyah darul hikmah di kategorikan Cukup. Hal ini dibuktikan dari hasil yang diperoleh yaitu (62,66). Adapun ada beberapa faktor yang mempengaruhi teknik guru dalam meningkatkan pemahaman bacaan siswa di Madrasah Aliyah Darul Hikmah Pekanbaru adalah factor gurunya, faslitas dan siswa-siawanya.

المخلص

أفرياني (٢٠١٠): "طريقة المدرس - راع تفهيم الطلاب على القراءة فى

مدرسة العالية معهد دار الحكمة الإسلامى باكنبارو"

موضوع البحث هذا, هو مدرسات الإنجليزية فى معهد الإسلامى دار الحكمة باكنبارو. وأما فرد البحث من هذا البحث هو طريقة المدرسات لإرتفاع تفهيم الطلاب على القراءة فى مدرسة العالية معهد الإسلامى دار الحكمة باكنبارو. الإستبيان المستعمل فى هذا البحث مراقبة و سؤال. والمشكلات فى هذا البحث كما تأتى فيها:

■ كيف طريقة المدرسات لإرتفاع تفهيم الطلاب على القراءة فى مدرسة العالية معهد دار الحكمة الإسلامى ؟

■ ما العوامل الذى يؤثرون طريقة المدرسات لإرتفاع تفهيم الطلاب على القراءة فى مدرسة العالية معهد دار الحكمة الإسلامى ؟ على إستبيان التحليلى, الباحث يستعمل طريقة دسكيرفتيف كواليتاتيف بالرموز كمايالى: $P = F/N \times 100 \%$, بعد أن تحليل الإستبيان, وجد الباحث طريقة المدرس لإرتفاع تفهيم الطلاب على القراءة فى مدرسة العالية معهد الإسلامى دار الحكمة "كفاية". هذا الحال وجد الباحث من تحصيل البحث هو (62,66%). وأما العوامل الذين يؤثرون طريقة المدرس لإرتفاع تفهيم الطلاب على القراءة فى مدرسة العالية معهد دار الحكمة الإسلامى باكنبارو منها:

ث. الوسائل

أ. المدرس

ب. الطلاب

LIST OF CONTENTS

SUPERVISOR APPROVAL	
EXAMINER APPROVAL	
DEDICATION	
ABSTRACT (ENGLISH)	i
ABSTRACT (INDONESIAN)	ii
ABSTRACT (ARABIC)	iii
ACKNOWLEDGEMENT	iv
LIST OF CONTENTS	vi
LIST OF TABLES	viii
LIST OF APPENDIXES	ix
CHAPTER I. INTRODUCTION	1
A. The Background	1
B. The Problems	5
1. The Identification of the Problem	5
2. The Limitation of the Problem	5
3. The Formulation of the Problem	6
C. The Objectives and the Significance of the Research.....	6
1. The Object of the Research	6
2. The Significance of the Research.....	7
D. The Reason Choosing the Title.....	8
E. The Definition of the Terms	8
CHAPTER II. THE THEORETICAL FRAME WORK	11
A. The Concept of Technique.....	11
B. The Role of Teacher in Teaching Reading	20

C. The Nature of Reading.....	22
D. The Factors influence the Teachers' Technique In Improving Students' Reading Comprehension	27
E. The Relevant Research	28
F. The Operational Concept	29
 CHAPTER III. METHODOLOGY RESEARCH	
A. The Design of the Research	31
B. The Location and the Time of the Research	31
C. The Subject and Object of the Research	31
D. The Population and the Sample of the Research	32
E. The Technique of the Data Collection	32
F. The Data Analysis Technique	33
 CHAPTER IV. THE DATA PRESENTATION AND THE DATA ANALYSIS	
A. The Data Presentation	35
B. The Data Analysis	49
 CHAPTER V. CONCLUSION AND SUGESTION	
A. The Conclusion	60
B. The Suggestion	60
 BILBLOGRAPHY	
APPENDIX	

CHAPTER I

INTRODUCTION

A. The Background of Problems

Reading is one of the skills that students should master in learning English. It is also one of the common ways to get information, knowledge, enrich their vocabulary, and improve their structure. The fundamental goal of reading activities is to know enough scientific and language. This goal can improve the quality of teaching English. Learners should have well understanding and comprehending the communication through the reading. In general, the aim of teaching reading is to develop the students' ability to read material, get information and understand about text.

Furthermore, reading is a process or an activity in which readers are expected to seek information from the reading material. Burn and pages (1985:45) said that reading is not only an active process, but also interactive one. It is an activity characterized by the translation of symbols, or letter into words and sentences that communicate information and mean something to the reader. That is why, students' problem in reading English has become a issue among the teachers of English in recent years.

The success of learning English, especially reading is instilled by several factors. There are four dominant factors that involve in it, namely teacher, teaching material, method of teachning and students. Eventhough both teacher

and learners are in different role, but they are mutually complemented one another. Dealing with this, Sudjana (1988:12) said that in learning process the teacher has role as play director as an actor and an instigator of the action, teaching materials and methods of teaching as the tools in which both between teacher and learners can integrate and get involve into one situation of classroom setting-language teaching and learning. learners are assumed as receivers who must respond the teacher's messages in appropriate reaction. one of them is role of the teaching. As an instigator of the action, the teacher has task and responsibility to plan and implement the learning in the school in order to encourage students in the activities of teaching and learning. In other word, the teacher should be able to guide students in their learning in order to get students' achievement in English reading.

In addition, the teaching of English reading as a foreign language must create students to be active and focused in their reading. For this reason, the teacher should apply a various technique and materials that are relevant and interest to the students in comprehending the passage well.

In accordance with the various technique above, Brown (1994:51), said that technique means any wide variety of exercise, activities, or device use in language classroom for realizing lesson objectives. Even, Kalayo (2007:04) also stated that technique is kind of classroom activities based on certain methods such as drill, dialogues, sentence completion. Therefore, it can be concluded that

English teacher can apply technique as implementation that which actually take place in the classroom or contrivance used to accomplish an immediate objective.

Talking about technique, there are three stages of reading technique are classified in the classroom procedures namely, Pre-reading, While-reading and Post-reading. Pre reading is to spend some time introducing a topic, encouraging skimming and scanning, activating schemata and setting purposes for reading and building background knowledge and building text specific knowledge such as picture. The next stage is while-reading, in this stage the reader build meaning as they read, combining what they know with the authors' word and discussion. And the last stage is post reading, it is comprehension question, consider vocabulary study. It help students go beyond the text and do something with the material they have read in order to help them to see the relevance of reading and how it relates to their own lives.

According to Kunandar (2007:121), implementation of curriculum means actualizing the potential concept to the actual act in the form of learning activities. In other word, curriculum implementation is defined as teacher's actualization in developing material.

English is one of compulsory subject at MA Darel Hikmah, the objectives of English is to develop ability to communicate in oral and written text that include listening, speaking, reading and writing. Especially reading, it has been taught at MA Darul Hikmah. This point is concerned with the curriculum of MA

in which *SBCD* (Standard based on Curriculum Development) have a standard competence the students comprehend the meaning in written text interactional and monologue such as descriptive, narratif, spoof, recount, procedure, report, newsitem and etc. And base competence the students understand meaning of the simple written text monologue/essay fluently and accurately in narative, descriptive, newsitem, report, hortatory exposition, spoof and explanation and respond the meaning of functional text for example: announcement, instruction etc. The function of this type of the text are to accommodate communication and to get things done. As for the goal of teaching reading is to enable them to get general information from the text, specific information from the text and for pleasure or interest.

MA Darul Hikmah is one of Islamic boarding schools in Pekanbaru. English is taught two times a week for 45 minutes. In teaching reading, the English teachers also use some techniques for examples, discussion, giving short story, and selecting a key word. it is very absolutely expected to involve students actively in learning process by enabling them to get information from the text.

Based on the writer's preliminary observation at MA Darul Hikmah, the English teachers use English textbook. But unfortunately, some of teachers are still reluctant to apply their teaching reading in the classroom, one of reason is lack of the teacher's creativity and technique in teaching reading. It means that

the techniques to improve the students' reading comprehension are not running well. It can be seen in the following phenomena as follows:

1. Some of teachers seldom make the various activities in teaching reading.
2. Some of teachers cannot explain skimming and scanning technique.
3. Some of the teachers give material by using one technique only
4. Some of teachers seldom provide authentic material to the students during teaching reading in classroom.
5. Some of students seem to have limited understanding of the reading text
6. Some of students still have difficulties in comprehending the content of the text.

Based on the background of the problems and symptoms above, the writer is interested in carrying out a research entitled. "**THE TEACHERS' TECHNIQUES IN IMPROVING STUDENTS' READING COMPREHENSION AT MADRASAH ALIYAH DARUL HIKMAH PEKANBARU**".

B. The Research Problems

1. Identification of the problem

Based on the descriptions and several symptoms above, it can be some problems dealing in this research. So it will be identified as follows:

- a. Why does teacher do not make variation in English teaching reading?
- b. How is the ability of teacher on teaching reading?

- c. How are teachers' techniques in improving reading comprehension?
- d. Why do the students have difficulties in comprehending content of the text?
- e. What are factors influencing teachers' techniques in improving students' reading comprehension?

2. Limitation of the problems

Based on the identification of the problem, many problems have seen in this research, the writer limits to the problems as follows: The teachers' techniques in improving students' reading comprehension and the factors that influence teachers' techniques in improving students' reading comprehension.

3. The formulation of the problem

Based on limitation of the problem above, the problems of this research will be formulated into the following research question, they are

- a. How are teachers' techniques in improving students' reading comprehension at MA Darul Hikmah?
- b. What are factors that influencing the teachers' techniques in improving students' reading comprehension at MA Darul Hikmah ?

C. The Objective and significance of the research

1. Objective of the Research

In general, the objective of this research is to find out and describe about the teachers' techniques in improving students' Reading Text comprehension at

MA Darul Hikmah. This research also intends to give the solution forward the problems depicted above. Specifically, this research intends:

- a. To find out the teachers' techniques in improving students' reading comprehension at MA Darul Hikmah.
- b. To identify the factors that influences the teachers' techniques in improving students' reading comprehension at MA Darul Hikmah Pekanbaru.

2. The Significance of the Research

By doing this reasearch, the result would be righteously useful in some sides. The significance of the research are:

1. The significance for the teacher

- a. As instrument in the school to improve the teacher's quality in teaching and learning process, especially reading comprehension.
- b. As a contribution for English teacher to add knowledge by using some techniques in improving students' reading comprehension.

2. The significance for researcher

- a. To provide useful information for English teacher in improving the students' reading comprehension.
- b. To give a bit contribution to the English teacher at MA Darul Hikmah Islamic boarding school in improving their students to read English text correctly, particularly their Reading comprehension.

- c. To increase the writer's experience and knowledge in the problems that are being discuss
- d. To fulfill one of the partial requirements for the bachelor degree in English Education Department Faculty of Education and Teacher Training Faculty.

3. The significance for students

- a. To improve students' knowledge by using teachers' techniques, especially in comprehending English text at MA Darul Hikmah

D. The Reason for Choosing the Title

1. The Problem of the research is very interesting and challenging to be investigated in term teaching reading. Because the English teacher are required to improve students' ability in comprehending sentence, paragraph of written English.
2. The Topic is relevant to the writer as one of students of the English Education Department. The teachers' techniques in improving students' reading text comprehension are an interesting problem to be researched because it can influence the students' achievement.
3. As Far as the writer is concerned, this research title has never been investigated by any researcher.

E. Definition of terms

To simplify the process of designing and application of the research and to avoid misunderstanding and misinterpretation, it is necessary to define the operational definition terms comprised in this research:

1. Technique

A implementation that which actually takes places in a classroom. It is a particular trick, stratagem or contrivance used to accomplish an immediate objective.(Jack C. Richards and Theodore S. Rodgers (in Promadi 2008:04). It can be inferred that technique of teacher refers to his or her own way and methods during his or her order to facilitate students to understand more about reading text that is provided. Moreover,(Brown.1994:51) highlights that technique is any wide variety of exercise, activities, or device use in language classroom of realizing lesson objectives. From this statement, it can be concluded that activities done by teacher should be related to his and her own techniques to reach objectives of lesson.

2. Improving

It means to become better than before, to make somebody/something better than before Hornby, (2000: 28) based on this definition, improving in this research is to know the teacher's way to develop the students' interest to read English text well. In this study, it deals with the technique that has been used by teacher. By

using the technique, the teachers are able to apply the technique in improving students' reading comprehension.

3. Reading

A process or an activity in which readers are expected to seek information from the reading material (Nuttal, 1982:14). In this study, reading means a skill, which is used by students to comprehend a text. It means that one of the way communicative competences is developed.

4. Comprehension

A power to understand something or exercise to improve one understand something oxford pocketed (1991;81), based on the definition, comprehension is the ability to understand an exercise that trains the students' ability to understand the reading material, comprehension deals with reading. Reading comprehension means a process or product of understanding the text in order to get information and the meaning of the text.

CHAPTER II

THEORETICAL FRAMEWORK

A. The Concept of Technique

In implementing the teacher's role, it is closely related to the language teaching activities where the teachers and their students actually do in the classroom. In this context, the concept of approach, method and technique have characteristic that describe ways of doing things in English language teaching situation. According to Brown (1994:51), there are some differences among them, as follows:

1. *Approach* is theoretical positions and beliefs about the nature of language, the nature of language learning and the applicability of both to pedagogical settings.
2. *A Method* is overall plan for systematic presentation of language based upon a selected approach.
3. *Strategy* is specific methods of approaching a problem or task, modes of operation for achieving a particular end, or planned design for controlling and manipulating certain information, it is vary widely within an individual while styles are more constant and predictable.
4. *Technique* is any of wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objective.

In this thesis, the writer presents the concept of technique in improving students' reading comprehension. According to Richard & Rodgers (in Promadi 2008:02), the concept of technique is implementation that which actually takes place in a classroom. It is a particular trick, stratagem or contrivance used to accomplish an immediate objectives. Even, Kalayo (2007:04) pointed out that technique is kind of classroom activities based on certain methods such as drill, dialogues, sentence completion. Furthermore, Brown (1994:137) also stated that the technique as a superordinate term to refer to various activities that either teachers or learners perform in the classroom. In other words, technique include all tasks and activities. They are almost always planned and deliberate.

Talking about Technique, Brown (1994) stated that the techniques in general as stated in the following:

(1) "Techniques should cover the spectrum of learner's needs, from language-based focus on accuracy to message based focus on interaction, meaning and fluency, 2) techniques used also should encourage the use intrinsically motivating, 3) techniques use should encourage the use of authentic language in meaningful context. 4) provide appropriate feedback and correction, 5) give the students opportunities to initiate oral communication, 6) encourage the development of speaking strategies" (1994:66).

By these the statement, the writer concludes that technique of teacher refers to implementation of doing something as procedure and various activities in which one method with presenting language material with his or her own way and methods in order to facilitate students to understand more about reading that is

provided it. So, techniques in comprehending reading must be consistent with a method and therefore in harmony with an approach as well.

The technique of teaching reading is of course needed very much in the efforts of encouragement of students to read. Without considering the techniques used, reading products can not be produced in such a well organized performance. Regarding with the techniques for developing reading skill, Alecu Russo (1998), there are a lot of classroom procedures that activate and encourage students to realize that reading can be fun. it can be mentioned in three possible techniques that can be used by teacher to develop reading comprehension in a effective way. They are; Pre-reading, while-reading, and post-reading.

Pre –reading activities (Warm-up, into, before)

Reading is one of the four skills. Nunan (1990:33) said that reading as an interactive process between what a reader has already known about topic or subject and what the writer writes. According to McWhorter (1992:25) Pre-reading is away of familiarizing yourself quickly with the organization and content of written material before beginning to read. There are seven steps before reading that should be mastered by students as follows:

1. Read the title

Often the title function as lable and tells what the material is about. It establishes the overall topic or subject.

2. Read the introduction or opening paragraph

The first few paragraphs of a piece of writing are usually introductory. The teacher may explain the subject, outline the ideas or give some clues about his direction of thought.

3. Read each boldface heading

Headings, like titles, serve as labels and identify the content of the material they read.

4. Notice any typographical aids

The typographical aids include all features of the page that make facts or ideas outstanding or more understandable.

5. Notice any graphs or pictures

Graphs, charts and pictures are used for two purposes. First, they emphasize important ideas, and the second, they clarify or simplify information and relationships.

6. Read the last paragraph or summary

By reading the summary before reading that will learn the general focus and content of the material. Furthermore, in pre-reading, there are some techniques in developing reading comprehension, as follows :

a. Brainstorming

Brainstorming is a technique whose purpose is to initiate some sort of thinking process. It gets students creative juices flowing without necessarily focusing on specific problems or decisions or values. It is often put to excellent use in preparing students to read a text, to discuss a complex issue, or to write on a topic. In brainstorming, the teacher lists on the board all the information that comes to mind as students read after the teacher asks the students to examine together the topic of the selection they read.

b. Prediction

According to McWorter (1992:33) predictions are educated guesses about material to be read, guess a grammatical relationship. For example, the students might predict an essay's focus, it is made based on experience with written language, as well as your background knowledge and familiarity with the subject.

c. Anticipation

According to Grellet (1981:18) anticipation, the teacher introduces to the students about the topic. Reading the topic sentence of every paragraph that provides information, which they will discuss in English class and also motivate the students to give a reaction for the reading text e.g (books, magazines and pictures) The teacher can ask the students some questions related to the topic, like: what do you know.....?

While-reading (During through reading)

While-reading activity is the chore of the lesson. In this stage, the students build meaning as they read, combining what they know with their authors' word and coming up with meaning and the students are divided into small group that consist of two or three members to discuss the task. According to Almacroglu(1998) Whilst- reading is a set of activities which teacher can help the students develop reading and improve their control of foreign language and debate problematic text passage. In this case, there are some possible techniques that can be used by teacher and students. As follows:

- a. Skimming, in this technique, the students go through the reading material quickly in order to get the gist of it. Read the text once or twice silently. In this technique, the students are asked to read the text by them.
- b. Scanning. the students only try to locate specific information.
- c. Making list/take note. In this technique, students are required to write out a list of words as many difference items as they can think of concerning their topics.
- d. Locating a key sentence/paragraph. The teacher can recognize topic sentence.

Moreover,the teacher explains the procedure in doing activities in reading class, which the aim as follows:

1. Discuss the general topic of the text in small group; the students are asked to find general topic of the text that they read. The question can be like; what is the topic of the text? Or what do you know about topic?
2. Discuss the content of each paragraph: the students are asked about the content of each paragraph according to the text. The teacher can ask the question like; what does....paragraph talks about?
3. Discuss the main ideas of each paragraph; the students are asked to find the main idea of each paragraph. The question can be like; what is the main idea of paragraph?
4. Getting some specific information of the text. The groups are asked to discuss and find some specific information of the text, the teacher can ask the students with the question what does....(paragraph.....)Means?

Post-reading (After, follow-up, beyond reading)

This technique is the last activities for reading class, it helps the students go beyond the text and do something with material they have read in order to help them to see the relevance of reading and how it relates to their own lives. which have the aim as follows:

- a. To consolidate or reflect up on what has been read.
- b. To relate the text to the students knowledge interest or views.

In this phase, the students are still work in small group. By evaluating the task, they can share their idea, knowledge based on the reading text and relate to

their real life. Simple text that are authentic can either be found out there in the real deviced like short story and megazine is interesting material.

According to almacroglu (2009) post reading is how to check students' comprehension and then lead students to deeper analysis of the text. Because the goal of most real world reading are not to memorize an author as point of view or to summarize text content. The technique can be used by teacher such as: answer the questions,deducing information, read and write a report/a letter /a project, etc.

In this case, English teacher is needed indeed in developing all the three techniques above. Beside, both teacher and students should be such motivated students and a professional language teacher. Both motivation and efforts of English teacher is needed as to encourage and motivate students persuasively to be creative in reading comprehension.

Furthermore, Paulston & Bruder(1976;189), stated that there are four techniques to develop reading skill, as follows :

1. Read and Look Up

With this technique, a student reads a phrase or sentence silently as many times as necessary, then looks up (away from the text) and tells you what the phrase or sentence says. The teacher encourages students to read for ideas, rather than for word recognition. It means that to train the students to read by syntactic units, but read and look up is also remarkable efficient in improving short term memory.

2. Dictionary exercise

As students use the dictionary a great deal in their reading. It is a good idea to show them how to find the information they seek. In a dictionary they will find information about pronunciation, spelling, syllable division, meaning, part of speech, usage and derivation of a word.

3. Speed Reading

The teacher is commercially available texts for speed reading exercise, but the teachers could easily prepare their own. The format consists of a reading passage and set of comprehension question. The students' reading is strictly timed, and after the allocated time is up they answer the comprehension question which are then checked in class.

Brown (1994:298) stated that there are some principles must be done by teachers for designing interactive reading techniques. They are :

1. Techniques should be intrinsically motivating
2. Techniques should utilize authentic language.
3. Encourage the development of reading strategies
4. Consider your techniques into pre-reading during and after reading phrase
5. Build in some evaluates aspects to your techniques. It is important in reading as it is in listening to be able to accurately assess student's comprehension and development skills. Considering some of the following respond that indicate comprehension:

- a. Doing – the reader responds physically
- b. Choosing – select from alternative posed orally or in writing
- c. Transferring – the reader summarizes orally what is read
- d. Answering – the reader answers the questions about text
- e. Considering – the reader outlines or takes notes on a passage
- f. Extending – the reader provides an ending to a story
- g. Duplicating – the reader translates the message into native language or makes passage only.

Based on the explanation above, it can be concluded that to improve students' reading text comprehension. The teacher should have various techniques reading strategies include: pictures, reorganizing the information and also skimming and scanning to get some important and detailed information from the text quickly without spending much time. By doing so, the readers can get description of the content, intention and message presented by the author in reading material.

B. The Role of Teacher in Teaching Reading

Reading is one most important skills in English; it is a skill that needs more attention from the students. Because in reading, the students must have good interaction with the text in order to get the meaning from the text.

According to Brown (1994:160-161), there are some roles of the teacher in teaching English. They are as follows:

1. The teacher as controller

The teacher is demanded to be able to control during the teaching and learning process. He or she does not only control what the students do, but also what they read and what text form they comprehend. In addition, a good controller will project how a technique proceeds, map up the initial input to students, specify direction to be given and gauge the timing of a technique.

2. The teacher as director

In the classroom interactive, the teacher is like conductor of an orchestra or a director of a drama, it means that the teacher keeps the learning process run smoothly and efficiently.

3. The teacher as facilitator

The teacher facilitates the process of learning of making learning easier for students and helping them to solve the learning problems.

4. The teacher as manager

The teacher plans lessons, modules, and course so that the objectives can be achieved. The teacher is responsible for grouping the activities into 'lesson', then, he or she provide the suitable text and activities that will focus the students' attention on the text and help the students to generalize his skill and to make sure that he reads a lot and has a lot of practice in using skills with varied material.

According to Nuttal (1982:148), there are some roles in a classroom that the teacher must do in developing reading text. These include:

- a. Providing guidance and helping the students to generalize idea of the text.
- b. Providing the suitable text and activities that will focus the students' attention on the text.
- c. Helping the students to generalize his skill and to make sure that he reads a lot and has a lot of practice in using skills with varied material.

The most important of the statement above is providing the suitable text and activities that will focus the students' attention on the text. The teacher has responsibility for their students who always find some difficulties in comprehending the English text. Therefore, the teacher is a person who presents the materials that are demanded to have good competence. He or she must be able to explain the values of curriculum and transform those values to the students in teaching and learning process.

Based on the statement above, it can be concluded that developing the roles of teachers is very crucial. Especially reading, The teacher' motivation are needed their techniques to improve the students' reading text comprehension.

C. The Nature of Reading

Reading is one of four skills of English; it is a skill that needs more attention from the students. Because in reading the students must have good interaction with the text in order to get the meaning from the text.

Many experts have shared their own thoughts about the definition of reading. According to Murcia (1991:200) as follows:

"Reading is to learn unique thinking skill in the material ESL/EFL learners must have ability to comprehend the material from a text by using their own, through activities which help them into an outline, be able to find comparison and contrast or cause and effect example, following an argument in the text, choose the relevant topic under discussion."

Nunan (1990:33) pointed out that reading as an interactive process between what a reader has already known about topic or subject and what the writer writes. This opinion is rather similar to Harmer's opinion (1983:153), who claims that reading as an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of these messages.

Furthermore, Grellet (1981:7) also said that reading is a constant process of guessing, and what one brings to reading a text is often more important than what he find in it. The reader should be able to use what he has known in order to understand the element of structure whether this be complex or just simple word. in this case the reader must prepare himself with a lot of knowledge that concerns a language, the ability to distinguish word or group of words that used in the

passage, and ability of his brain to think about the writer's idea that are written in it.

Based on Rivers Temperly (1978:187) in Vivi (2006:17) said that there are seven main purpose for reading, they are :

- a. To obtain information for some purpose or because we are curious about some topic
- b. To obtain instructions on how to perform some task for our work or daily life e.g knowing how an appliance works
- c. To act in a playing, playing a game and doing a puzzle.
- d. To keep in touch with friends by correspondence or to understand business letters
- e. To know when or where something will take place or what is available.
- f. To know what is happening or has happened such as in newspapers, magazine and report.
- g. For enjoyment or excitement.

Beside, Nuttal (1982:22) states that conscious development of reading skill is important because it is obviously impossible for us to familiarize our students with to read, instead we must give them techniques for approaching text of various kinds to be read for various process. Besides, Paulston. (1976:140), objective of teaching reading is self evident: reading for information and for

pleasure. The teacher can inform to the students in reading comprehension:, as follows

1. To introduce basic Grammar patterns and vocabulary items in context
2. To reinforce this basic knowledge.

Besides, McWhorter (1986:71) stated that in mastery reading, the students should know how paragraph are structured, the first thing we need to know is what the paragraph is about then we have to understand each of the sentences and what they are saying because a paragraph is a group of related sentence about a single topic. There are six essential part in comprehending the text, as follows:

1. General and Specific ideas

A broad idea that applies to a large numbers of specific items, the term *Clothing* is general because it refers to a large collection of specific items – slacks, suits, blouses, shirts, scarves and so on. A specific idea is more detailed or particular. It refers to individual items. The word *scarf*,for example is a particular term.the phrase *red plaid scarf* is even more specific.

2. Identifying the topic

The topic is the one thing a paragraph is about. Every sentence in a paragraph in some way discusses oe explains the topic and think of the topic as the subject of the entire paragraph.e.g “what is the one thing the author is discussing throughout the paragraph?”.

3. *Finding the main idea*

The main idea of a paragraph is what the author wants you to know about the topic. It sentence one usually sentence expresses the main idea. It is the board, impostant idea that the writer develops throughout the paragraph. A question that will guide us in finding the main idea is “What is the author saying about the topic?”.

4. *Inferring instated main ideas*

There are steps as a guide to finding unstead main ideas:

- a. Find the topic. Ask yourself:”What is the one thing the author is discussing throughout the paragraph?”
- b. Decide what the writer want you to know about the topic.
- c. Express this idea in your own words.

5. *Recognizing supporting Details*

Supporting details are those facts and ideas that prove or explain the main idea of a paragraph. While all the details in a paragraph do support the main idea, not all details are equally important. As we read, try to identify and pay attention to the most important details. The key details directly explain the main idea. Other details may provide additional information offer an example or further explain one of the key details.

6. *Transitions*

Transitions are linking words or phrases that a writer uses to lead the reader from one idea to another. If you get in the habit of recognizing transitions, you will see that they often guide you through a paragraph, enabling you to read it more easily.

Furthermore, According to Grellet (1981:5), Reading comprehension involves understanding of word, seeing the relation among words and concepts, organizing the ideas, recognizing the author's purpose, and making judgment in evaluation. It is clear that reading comprehension is not only a process of knowing the meaning of the word semantically, but also a process of catching the idea of the text.

Based on the statements above, it is clear that comprehending a reading text as foreign language material is uneasy. It needs done special skills and knowledge. It also involves the most important factor of human senses. Many readers cannot catch the idea or what the writer talks about because they do not know the exact meaning of every word that the writer writes. Therefore, the teacher should motivate the students in obtaining the knowledge, particularly concerning with teaching learning process.

Besides, there are some components of reading comprehension when someone comprehends the reading text. King and Stanley (2001) in Javrina (2005:15) states that there are five reading components that may help students to read carefully. They are :

a. Finding the factual information

To obtain the factual information of the English reading texts, a reader requires scanning for specific details or information in order to make sense of it. Scanning can be done by reading questions given and find the content words synonyms or the same words. Factual information is generally prepared for junior high school students and the following questions of the reading are started with WH-question word in multiple choice options.

b. Getting the main idea

Getting the main ideas of the reading passages or textbook is very crucial. Because, reading is concerning with meaning to a greater extent. It can be stated that an efficient reader understands not only the ideas but also the relative significance as expressed by the author. In other word, some of the ideas are super ordinate (more important) and others are subordinate (less important).

c. Reference

Reference is a word or phrase to which pronoun refers to. Recognizing references and identifying the word or phrases to which they refer will help the reader to understand the reading passage or textbook. References are generally symbolized by possessive adjectives (my, your,her, his, its, our, their) and subject and object pronoun (I-me, you-you, we-us, they-them, he-him, she-her, it-it).

d. Inference

According to Grellet (1981:14) inferring means making use of syntactic, logical and cultural clues to discover the meaning of unknown elements.

- e. Understanding vocabulary in context of the reading passage or textbook. A vocabulary context is the combination of vocabularies and grammar that surround a word. it is a very prominent component to understand the contextual reading passages pertinent to make sense of the authors' ideas.

D. The Factors Influence The Teachers' Techniques In Improving Students' Readings Comprehension

Reading is a process which is complex between authors with writer, and the message that convey between authors to the reader. In understanding reading comprehension, it is inflenced by internal and external factors of the reader, Muhibin Syah (2008:8),states that "there are two factors that influence in improving students' reading comprehension" as follows:

1. Internal factor

This factor consists of intelligence (IQ), attitude, and motivation, interest and atitude. In short, motivation and interest are two important factors in making technique on something.

2. External factor

These factors come from out side classroom such as social environment, such as family, teachers, and administration staff, economic, background, reading

facilities, and reading habits. So, the teachers have to give their motivation in doing some techniques in order to active in teaching reading process and students can achieve the instructional goals expected.

E. The Relevant Research

As matter of fact, there are some preliminary researches conducted by Vivi (2005). In her research, she focused on “Improving students ability in Reading Comprehension through small group at MAN II Pekanbaru”. She found out that the students reading achievement taught by small groups work technique of the first year at MAN 2 Pekanbaru is at good level

The similar research was conducted by Nurwidiawati (2006). In her research, she emphasized about “Students’ efforts in improving their capabilities in reading Comprehension at SMP 09 Rengat. She found out categorized as fair, it was based on recapitulation of the whole percentage (56.0%).

In this research, the writer is interested in investigating the research by using the title “the teacher’s technique in improving students’ reading comprehension at MA Darel Hikmah Pekanbaru.

F. Operational Concept

The operational concept is the concept used to give the limitation to the theoretical frameworks in order to avoid misunderstanding and misinterpretation in this research. This research type is to describe the teachers’ techniques in

improving students' reading comprehension is stated well with the indicator as follows:

1. The teacher introduces the information of the text on the board.
2. The teacher emphasizes the students' competence to use picture and graphs series in comprehending the text.
3. The teacher gives students' opportunity to get information from reading text in small groups.
4. The teacher tries to involve the students in any activity by using skimming and scanning.
5. The teacher gives guessing the meaning of each word.
6. The teacher asks the students to use dictionary to look for difficult words in reading a text.
7. The teacher leads the students to do activities reading through *locating key wor and read aloud*.
8. The teacher helps the students to see relevance of reading and how it relates to students' lives.
9. The teacher motivates the students with authentic materials from media (shor story, megazine etc) to be discussed by students.
10. The teacher evaluates students' ability by making task based on reading text.

Secondly, for the second formulation there are some indicators as follows;

1. The teacher guides the students to develop ideas of the English text.

2. The teacher provides the suitable text to the students at the classroom.
3. The teacher helps to solve the problem in reading English text.
4. The teacher motivates the students to read English text such as magazine and article.
5. The teacher builds students' comprehension in using their skill in reading text.
6. The teacher supports the students to read more about English text.

CHAPTER III

THE RESEARCH METHODOLOGY

A. The Design of the Research

This research was the descriptive method that describe about teacher' technique in improving students reading comprehension. Because it present fact and there is no treatments and manipulations. According to L.R Gay (2000;25) states that survey reasearch, collects numerical data to answer question about the current status of the subject of study. Furthermore, Syafi'i (2007:173) points out that the descriptive method describes and interprets what condition or relationship that exists, opinions that are held, processes that are going on, effects that are evident or trends that are developeping. It is significant to analyze the teachers' techniques in improving students reading text comprehension at MA Darul Hikmah Pekanbaru.

B. The Location and the Time of Research

The location of this research was at MA Darul Hikmah Pekanbaru. The reason why the writer chooses this location is because the writer had observed the school before. This research was conducted from January to March 2010.

C. The Subject of the Research

The subject or the sources of data of this research was the English teacher at MA Darul Hikmah Islamic boarding school Pekanbaru in 2009/2010 academic year.

D. Object of the research

The object of this research was teachers' techniques in improving students reading comprehension.

E. Population and sample of Research

The population of this research is all of English teachers of MA Darul Hikmah. There are three English teachers, so the researcher take them as responden, as stated below:

TABLE III.1
THE LIST OF THE ENGLISH TEACHER AT MA DARUL HIKMAH
IN ACADEMIC YEAR OF 2009-2010

NO	NAME	Teaching Experience	GRADUATION
1	Miftahullah. S.Pd	8 Month	SI FKIP UNRI
2	Dra. Erna wati	14 year	SI TARBIYAH UIN
3.	Agustrianita. S.Pd	3 year	SI FKIP UNRI

TABLE III.2
THE NUMBER OF STUDENTS OF MA DARUL HIKMAH
IN ACADEMIC YEAR OF 2009-2010

No 01.	MA Darul Hikmah	Number of Class			The Number of students					
					Class X		Class XI		Class XII	
		Male	Female	Male	Female	Male	Female			
		X	XI	XII	46	97	16	55	19	58
		5	3	5						

Resource: Administration office of MA Darul Hikmah

F. The Data Collecting Technique

To determine appropriate research instrument is important part before having research, but. To collect the data is the important one. In collecting the data the writer applied the techniques as follows :

1. Interview

According to Arikunto (2006:155), interview is a dialogue which is done by interviewer to get some information from interview. Furthermore, Nazir (1988 134) states that interview is a process to get some data of research by giving some questions from interviewer to interviewee. In this case the writer interviewed to the English teacher about “the teacher’s techniques in improving students’ reading text comprehension MA Darul hikmah.”

2. Observation

According to Nazir (1988:212), states that observation is the way to get some data by observing the object of the research. In this thesis, this technique is used to have some data about Teachers’ techniques in improving students’ reading text comprehension at classroom by observing the teaching learning process.

G. The Data Analysis Technique

Data analysis means to analyze the result of research through observation and interview. The writer used the descriptive technique to analyze the data. Descriptive techniques will percentage that is divided into two categories. Firstly,

Qualitative data describes by words or sentence. Secondly, Quantitative data uses by percentage or digit.

Qualitative data was taken from the result of interview. In addition, quantitative data was taken from the result of observation that was collected by dividing with all the data and multiply 100%. In order to find out the category of Techniques that done by English teachers in improving students' reading text comprehension, the writer presents classification of the percentage as follows:

The score of the mastery	Category
76 – 100	Very Good
56 – 75	Fair
40 – 55	Less
0 – 39	Bad

Based on the data, which the writer collected through observation, qualitative data was analyzed by using the formula :

$$P = F/N \times 100\%$$

Where, P = The percentage

F = The frequency of score

N = The total of score

This technique is called descriptive technique with percentage. (Arikunto, 1996:244)

CHAPTER IV

THE DATA PRESENTATION AND DATA ANALYSIS

A. The Data Presentation

In this data presentation, the writer presents the result of the research findings gained through the instruments. There were two instruments used by the writer; the first was observation and the second was interview. Previously, it has been that the objective of the research are to find out the English teachers' techniques in improving students' reading text comprehension at Madrasah Aliyah Darul hikmah.

Therefore, in collecting data about the English teachers' techniques in improving students' reading text comprehension at classroom, the writer used observation technique. It contained two alternative answers "yes" and "no". Firstly, "yes" answer indicated the implemented activities. Secondly, "No" answer indicated that activities was not implemented well. Even, the writer also used the Interview to collect some information about the factors that influences the English teachers' techniques in improving students' reading text comprehension in the classroom. In collecting data, the writer asked some questions to the respondents the of research.

1. The Data Presentation of Observation

The data is presented as a result of the observation toward the teachers' techniques in improving students' reading text comprehension at the classroom.

this observation was conducted by three respondents, namely Miss Dra. Ernawati, Mr. Miftahullah S.Pd. and Agustrianita S.Pd who graduated from the English Department. The writer observed five times for three teachers. The result of observation can be seen in the following explanation:

a. The Observation Result of English Teacher “A”

TABLE IV.3
Observation Recapitulation of the Techniques of English Teacher “A”
In improving Students’ reading text Comprehension at the Classroom

No.	Observation Items	F	P
1.	The teacher introduces the information on the board by brainstorming	2	40%
2.	The teacher emphasize the students’ competence to state picture and graph series when comprehend the text.	2	40%
3.	The teacher gives students’ opportunity to get information from reading text in small groups.	4	80%
4.	The teacher tries to involve the students in any activity by using skimming and scanning	3	60%
5.	The teacher gives guessing the meaning of each word.	5	100%
6.	The teacher asks the students to use dictionary to look for difficult words in reading text.	3	60%
7.	The teacher leads the students to do activity reading through <i>locating key word read aloud.</i>	2	40%
8.	The teacher helps the students to see relevance of reading and how it relates to students’ lives.	3	60%
9.	The teacher motivates the students to use authentic materials from media (newspaper, megazine etc) to be discussed by students.	2	40%
10.	The teacher evaluates the students’ ability by making task based on the reading text	3	60%
	TOTAL	29	580%

Based on the result observation above, it is obvious that the English teacher “A” has implemented some aspects such as: firstly, the teacher gives students’

opportunity to get information from reading text in small group is 80%. Secondly, the teacher tries to involve the students in any activity by using skimming and scanning is 60%. Thirdly, The teacher gives guessing the meaning of each word is 100%. fourthly, The teacher asks the students to use dictionary to look for difficult words in reading text. is 60%. Fifthly, The teacher helps the students to see relevance of reading and how it relates to students' lives. sixthly, The teacher evaluates the students' ability by making task based on reading text is 6%

While, there some techniques were not implement well by the teacher "A" such as: Firstly, The teacher introduces the information of the text by using brainstorming. Secondly, The teacher emphasize the students' competence to state picture and graph series in comprehending the text Thirdly, The teacher leads the students to do reading activity through locating key word and read aloud. Fourthly, The teacher takes authentic materials from media (short story, take notes etc) to be discussed by students.

a. The Observation Result of English Teacher “B”

TABLE IV.4
Observation Recapitulation of the Techniques of English Teacher “B”
In improving Students’ reading text Comprehension at the Classroom

No.	Observation Items	F	P
1.	The teacher introduces the topic sentence on the board by using brainstorming	4	80%
2.	The teacher emphasizes the students’ competence to state picture and graph series when comprehend the text.	2	40%
3.	The teacher gives students’ opportunity to get information from reading text in small groups.	5	100%
4.	The teacher tries ti involve the students in any activity by using skimming and scanning	3	60%
5.	The teacher gives guessing the meaning of each word.	4	80%
6.	The teacher asks the students to use dictionary to look for difficult words in reading text.	2	40%
7.	The teacher leads the students to do reading activities through <i>Locating key words and read aloud.</i>	3	60%
8.	The teacher helps the students to see relevance of reading and how it relates to students’ lives.	3	60%
9.	The teacher motivates the students to use authentic materials from media (newspaper, megazine etc) to be discussed by students.	2	40%
10.	The teacher evaluates the students by making tasks based on the reading text.	4	80%
	TOTAL	32	640%

Based on the result observation above, it is obviously that the English teacher “B” has implemented some aspects such as: firstly, the teacher introduces the information by using brainstorming. is 80%. secondly, The teacher gives students’ opportunity to get informations from reading text in small groups. is 100%. The thirdly, The teacher tries to involve the students in any activity by using skimming and scanning is 60%. fourthly, The teacher gives guessing the meaning of each word is 80%. fifthly, The teacher leads the students to do reading

activities through *locating key words and read aloud*. is 60%. The sixthly, The teacher helps the students to see relevance of reading and how it relates to students' lives is 60 %. Sevenly, The teacher evaluates the students by making tasks based on the reading text. is 80%.

While, there some techniques were not implement well by the teacher "B" such as: firstly, The teacher emphasizes the students' competence to state picture and graph series when comprehend the text.. Secondly, The teacher asks the students to use dictionary to look for difficult words in reading text. The teacher motivates the students to use authentic materials from media.

c. The observation Result of English Teacher "C"

**TABLE IV.5
Observation Recapitulation of the Techniques of English Teacher "C"
In improving Students' reading text Comprehension at the Classroom**

No.	Observation Items	F	P
1.	The teacher introduces the informations on the board by using brainstorming	3	60%
2.	The teacher emphasizes the students' competence to state picture and graph series when comprehend the text.	2	40%
3.	The teacher gives students' opportunity to get information from reading text in small groups.	5	100%
4.	The teacher tries to involve the students in any activity by using skimming and scanning	4	80%
5.	The teacher gives guessing the meaning of each word.	3	60%
6.	The teacher asks the students to use dictionary to look for difficult words in reading text.	4	80%
7.	The teacher leads the students to do reading activities through <i>locating key words</i> .	2	40%
8.	The teacher helps the students to see relevance of reading and how it relates to students' lives.	3	60%
9.	The teacher takes authentic materials from media	3	60%

	(newspaper, megazine etc) to be discussed by students.		
10.	The teacher evaluates the students by making tasks based on the reading text .	4	80%
	TOTAL	33	660%

Based on the result observation above, it is obviously that the English teacher “C” has implemented some aspects such as: firstly, The teacher introduces the information of the text by using brainstorming is 60%. Secondly, The teacher gives students’ opportunity to get information from the text in small group. is 100%. Thirdly, The teacher tries to involve the students in any activity by using skimming and scanning is 80%. Fourthly, The teacher gives guessing the meaning of each word is 60%. Fifthly, The teacher asks the students to use dictionary to look for difficult words in reading text..is 80%. Sixthly, The teacher helps the students to see relevance of reading and how it relates to students’ lives is 60%. Seventhly, The teacher motivates the students to use authentic materials from media (newspaper and megazine etc) to be discussed by students is 60%. Eighthly, The teacher evaluates the students by making tasks based on the reading text is 80%.

While, there some techniques were not implemented well by the teacher “C” such as: firstly, The teacher emphasizes the students’ competence to state picture and graph series when comprehend the text. is 40%. Secondly, The teacher leads the students to do reading activities through *locating key word* and read aloud is 40%.

2. The Data Presentation (Interview)

a. Interview Result of English Teacher “A”

After doing observations, the writer interviews the English teacher directly dealing with the factors that influence teachers' techniques. In improving students' reading text comprehension. The questions are as follows:

1) Interviewer : How many times do you teach English at MA Darel Hikmah in a week?

Teacher A : *I have been teaching here for fifth in a week*

2) Interviewer : How many years do you have been teaching English at MA Darel Hikmah?.

Teacher A : *I teach English subject for 14 years*

3). Interviewer: Do you always built students' reading comprehensions by using magazine article?.

Teacher A : *I seldom give to the student a magazine, because it is difficult to find it. But textbook that I give to the students.*

4) Interviewer : What do you think teaching reading in classroom?

Teacher A : *I am very interested in teaching reading, because reading is how to get the information. But, I get problem about that, my students can not understand my explanation, it because of they lack of vocabularies.*

5) Interviewer : What are the techniques that you create in teaching reading at the classroom?

Teacher A : *Before I give question to the students, I want to explain about difficult word to the students especially: descriptive text, then I can give questions so that the students can respond understand well.*

6) Interviewer: How do you create technique with your students at the classroom?

Teacher A : *Actually, I create the technique by using English textbook.*

7) Interviewer : Do you always motivate the students to read English text? What are kind of do you give?

Teacher A : *Yes, I do sometime I give them high score if they are able to answer my questions.*

8) Interviewer : Do you find some difficulties in improving reading comprehensions?

Teacher A : *Yes of course. Sometime my students do not understand about my explanations because many students do not have text books, so when I explain the reading material they do many activities.*

9). Interviewer: Do you give opportunity to the students to answer the question in comprehend the text?

Teacher A : *I always give questions to the students but, sometime I try to make pair in group.*

10). Interviewer: How do you support your students in comprehend English when they have problem in reading text.

Teacher A : *If my students are bored about my lesson I want to change the method and to change their attention especially: theme about family, example: can you tell me about your family that related with the theme.*

11). Interviewer : How do you think of facilities here?

Teacher A : *The facilities are far from the expectation MA Darel Hikmah needs many facilities. We need language laboratory, but library is very limited.*

Teacher B

1). Interviewer: How many times do you teach English at MA Darel Hikmah in a week?

Teacher B : *I teach English 24 hour five in a week.*

2). Interviewer: How many years do you have been teaching English at MA Darel Hikmah?.

Teacher B : *Actually, at first year I teach here. At about seven month.*

3). Interviewer: Do you always built students' reading comprehensions by using magazine article?.

Teacher B : *I always built students to read textbook but I never use magazine article.*

4). Interviewer: What do you think teaching reading in the classroom?

Teacher B : *Actually, I consider teaching is my hobby especially reading. It is must be developed in this school.*

5) Interviewer: What are the techniques that you create in teaching reading?

Teacher B : *Firstly, I ask to the students to read English text, secondly, I ask them to translate their vocabularies*

6). Interviewer: How do you create technique reading at the classroom?

Teacher B : *Sometime, I use picture that related with the material so that the student are easy to understand about text.*

7). Interviewer: Do you always motivate the students to read English text?. What are kind of do you give?.

Teacher B : *Yes, of course. I motivate the students to read more maybe they can read report and advertisement.*

8). Interviewer : Do you find some difficulties in improving reading comprehensions?

Teacher B : *Yes, I have problem in teaching reading, especially library. It do not have many books, even, the students have problem In*

understanding meaning of words such as vocabularies and grammar.

9). Interviewer : Do you give opportunity to the student to answer the question based on the text.

Teacher B : *Yes. I do. After reading. I give them question.*

10). Interviewer : How do you support your students when your students get problem comprehends the text?

Teacher B : *I support them to read more and to find dictionary.*

11). Interviewer : How do think of facilities here?

Teacher B : *MA Darel Hikmah has facilities lake language laboratory and library. But library here is not active.*

Teacher C

1). Interviewer : How many times do you teach English?

Teacher C : *I teach English in MA Darel Hikmah Two meeting twice in week.*

2). Interviewer : How many years you have been teaching at MA Darel Hikmah.

Teacher C : *I have been teaching here five years.*

3). Interviewer : Do you always build student' reading comprehensive by using magazine article?

Teacher C : *Some time, I ask them to read the text, comprehend the text, Catch main idea and finally. They can get little information of reading text. But magazine is difficult to get it.*

4). Interviewer : What do you think teaching reading at the classroom?

Teacher C : *In my mind, teaching reading is need the time very much. Because my student will feel bored in following my lesson, sometime I take them to playing games.*

5). Interviewer : What are the techniques that you create in teaching reading?

Teacher C : *Some times, I explain the structure of the text, example of speech text; debate so that they are easy to compose analytical exposition.*

6). Interviewer : How do you create technique reading text at the classroom?

Teacher C : *I ask the student to understand what is text about, what text discussing is. Then, I ask the student to retell the text by their own word comprehend the text. Some time I ask them to stand in front of class to read English with the others.*

7). Interviewer : Do you always motivate the students to read English text? What are kinds of do you give?

Teacher C : *Of course yes. I always accompany them may be I give chance to students what the structure and meanings word of the text.*

8). Interviewer : Do you find some difficulties in improving reading comprehension?

Teacher C : *Of course, I certainly get problem especially in implement my English, I know that the students is not the some their ability. So, I teach them by using English and Indonesia. But, the students are still poor of vocabularies. Because of that I always support them to memorize vocabularies.*

9) Interviewer : Do you think that you are teaching reading by textbook can improve reading comprehension?

Teacher C : *Not only text book but also they find and look for website outside.*

10) Interviewer : Do you give opportunity to student to answer the question based on the text?

Teacher C : *Yes, absolutely I always ask them to answer the question about English text. Even, they can watch TV that link the Text. Example: Report, analytical exposition like what analytical exposition about people speech.*

11) Interviewer : Ho do you think of facilities here?

Teacher C : *Even though we study English in class. But in library there is no English book. I think it is a problem of facility. But in Darel Hikmah have language laboratory.*

b. Interview of some students

After doing interview toward English teacher, writer also interviewed some of students toward teachers' technique in improving students' reading text comprehension at MA Darul Hikmah,

Student A (the student of class XA1) states that our English teacher seldom give us motivation. Sometimes, English teacher gives us tasks to memorize many vocabularies. It makes us difficult to understand content the text. (Wednesday, 10th february, 2010 at 08.30 am Darul Hikmah)

Student B (The student of class XB2) said that "of course. Our English teacher motivates us to be active in discussion group. Even, the English teacher help us to overcome our problem about difficult words in descriptive text. (Thursday, 28th january 2010 at 10.00 am Darul Hikmah)

Student C (The student of class XI PAI) said that" I like to study English. Our English teacher facilitates us by using picture. Beside that, the teacher asks us to read analysis exposition text in front of class loudly. And then he asks to translate by using dictionary. But, I am still lack of vocabularies to comprehend reading.(Friday, 19th february 2010 at 11.00 am Darul Hikmah).

Student D (The student of class XI IPA) said that “ I think English is difficult. Sometimes English teacher just explain the text paragraph without giving key word. But in fact it makes us bored to study English. The teacher seldom take us to go to library. Our teacher said that Library is not active. (Monday, 15th February 2010 at 14.30 pm Darul Hikmah).

Student E (The student of class XI PAI) said that” I like to study English. Our English teacher facilitates us by using picture. Beside that, the teacher asks us to read analysis exposition text in front of class loudly. And then he ask to translate by using dictionary. But, I am still lack of vocabularies to comprehend reading.(Friday, 19th february 2010 at 11.00 am Darul Hikmah).

Student E (The students of Class XI IPS) said that “ in my opinion, English teacher teach us well, but the teacher often focused on English text in teaching all skills. Because most of students do not understand what teacher says so that the students are not active in the class (Friday, 29 January 2010 at 11.30 am Darul Hikmah)

Based on the interview above, the writer concludes that some students are seldom active in reading activities, it caused most of teacher are not creative yet in teaching reading, the teacher focus on English textbook. It makes the students are reluctant to answer the question based on the text.

B. Data Analysis

1. The Teachers' Techniques in Improving Students' Reading Text Comprehension at MA Darul Hikmah

Data analysis means to analyze the result of research through observation and interview. The descriptive technique will be used to analyze the data.

Descriptive technique with percentage is divided into categories. Firstly, qualitative data is described by the words or sentence. Secondly, quantitative data is described by percentage or digit.

In order to find out the category of teachers' techniques in improving Students' Reading Text Comprehension, the researcher presents the classification of the percentage as follows :

76% - 10% : Very good

56% - 75% : Fair

40% - 55% : Less

< 40% : Bad

(Arikunto, 1996:244)

Based on The data, writer collected data through observation is qualitative analyzed by using the formula :

$$\mathbf{P = F / N \times 100\%}$$

Where,

P = The Percentage

F = The frequency of score

N = The Total of Score

After having observation of three English teachers of MA Darul Hikmah in Pekanbaru regency, the writer explain to the first formulation of the problem is How are teachers' techniques in Improving Students' Reading Comprehension. The total percentage can be seen in the following table:

TABLE IV.6
The Recapitulation of the English Teachers' Techniques In Improving Students' Reading Text Comprehension at MA Darul Hikmah

The Table aspects	Yes		No		Number	P
	F	P	F	P		
1.	9	60	6	40	15	100%
2.	6	40	9	60	15	100%
3.	14	93.33	1	6.66	15	100%
4.	10	66.66	5	33.33	15	100%
5.	12	80	3	20	15	100%
6.	9	60	6	40	15	100%
7.	7	46.66	8	53.33	15	100%
8.	9	60	6	40	15	100%
9.	7	46.66	8	53.33	15	100%
10.	11	73.33	4	26.66	15	100%
TOTAL	94	62.66	56	37.33	158	100%

From the (IV.6) table above, it can be seen that the English Teachers' techniques in 1st, 2nd, 3rd, 4th and 5th Observation are as follows:

1. The teacher introduces the information of the text by using brainstorming is 6%.
2. The teacher emphasizes the students' competence to use picture and graph series when comprehend the text. is 4%.
3. The teacher gives students' opportunity to get information from reading text in small groups is 9.3%.
4. The teacher tries to involve the students in any activity by using skimming and scanning is 6.6%
5. The teacher gives guessing the meaning of each word is 8%
6. The teacher asks the students to use dictionary to look for difficult words in reading text is 6%
7. The teacher leads the students to do reading activity through *locating key word and read aloud* is 4.6%
8. The teacher helps the students to see relevance of reading and how it relates to students' lives is 6%
9. The teacher motivates the students to use authentic materials from media (newspaper, magazine etc) to be discussed by students is 4.6%

10. The teacher evaluates the students by making tasks based on the reading text is 7.3%

From the table (IV.6) above, the writer concludes that there were some Techniques that were implemented well by English Teacher such as:

1. The teacher introduces the information of the text by using brainstorming is 6 %.
2. The teacher gives students' opportunity to get information from reading text in small groups is 9.3%.
3. The teacher gives guessing the meaning of each word is 8%.
4. The teacher evaluates the students by making tasks based on the reading text is 7.3%.
5. The teacher tries to involve the students in any activity by using skimming and scanning is 6.6%.
6. The teacher asks the students to use dictionary to look for difficult words in reading text is 6%.
7. The teacher helps the students to see relevance of reading and how it relates to students' lives. is 6%.

While, there are some Techniques that were not implemented well such as

1. The teacher emphasizes the students' competence to use picture and graph series when comprehend the text.is 4%.

2. The teacher leads the students to do activities reading through *locating key words and read aloud* is 4.6%.
3. The teacher takes authentic materials from media (newspaper, magazine etc) to be discussed by students is 4.6%.

To find out the English teachers' techniques in improving students' reading comprehension in classroom, it can be seen in the following table:

TABLE IV.7
The Recapitulation of the Techniques of the Teachers "A","B" and "C"
In Improving Students' Reading Text Comprehension at MA Darul hikmah

Teacher	Yes		No		Number	P
	F	P	F	P		
A	29	58	21	42	50	100%
B	32	64	18	36	50	100%
C	33	66	17	34	50	100%
TOTAL	94	62.66	56	37.33	150	100%

Based on the Recapitulation the table above, it shows that the English teachers' techniques "A","B" and "C" in improving students' reading text at MA Darul Hikmah can be analyzed by using the formula:

$$P = F / N \times 100\%$$

Where,

P = The Percentage

F = The frequency of score

N = The Total of Score

$$\text{The Total of Yes} = \frac{94}{180} \times 100 = 62,66$$

$$\text{The total of No} = \frac{56}{180} \times 100 = 37,33$$

Based on the recapitulation of table above, it is clear that the Techniques of the Teachers “A,” “B” and “C” In Improving Students’ Reading Comprehension at MA Darul hikmah can be categorized into “**Fair**” because the percentage technique which have done by the teacher is only 62,66%. Otherwise the percentage of the techniques which have not been done by the English teachers is 37,33%.

The Recapitulation of table above shows the result of the observation recapitulation for Teacher “A” from 5 times observation of the 10 aspects. The number of answer “yes” is 29 times or 58%. Beside, the total answer of no is 21 times or 42%, this shows that the technique of teacher in improving students reading Comprehension that have been done by Teacher “A” can be categorized into “**Fair**”.

Then, for Teacher “B”, the number of the answer “yes” is 32 times or 64%. Beside the total answer of “no” is 18 or 36%. This shows that the teachers ‘techniques in improving students’ reading text comprehensions have been done by Teacher “B” can be categorized into “**Fair**”.

The last, for teacher “C”, the answer “yes” is 33 times or 66%. Beside the total answer of “no” is 17 times or 34%. This shows that the teachers’ technique

in improving students' reading text comprehension have been done by Teacher "C" can be categorized into "Fair".

Based on the result observation above, the researcher concludes that most of teacher have implemented their techniques well. But unfortunately, they can not apply yet some techniques like; The teacher emphasizes the students' competence to state picture and graph series when comprehend the text . These facts can be seen from observation that the teacher always focuses on English textbook, The teacher leads the students to do activities reading through *locating key words and read aloud*. The teacher seldom takes authentic materials from media (newspaper, megazine etc) to be discussed by students.

2. Data Analyze of Interview

After observing, the writer asked the English teacher directly concerning the factors that influence Teachers' techniques in improving students' reading text comprehension on Thursday, 11th February, 2010 (at 08.30 a.m. Darul Hikmah), As follows:

TABLE IV.8

Respondents	Interview Result of factors that influence Teachers' techniques in improving students' reading text comprehension.
Teacher "A"	"As matter of fact, I seldom give various techniques in teaching reading. Such as the magazine or English story to the students because the library here is not active yet. So that, I get problem about that, my students can not read many English books in the library".

From the explanation above, it can be concluded that in teaching and learning process, an English teacher “A” seldom gives the good technique to the students in the classroom. Actually, she uses English textbook. Because the library at MA Darul Hikmah was not active yet, the students did not have spirit to study English in the classroom.

b. Interview Result of English Teacher “B”

Based on interview on toward Teacher “B” on Thursday, 29th January, 2010 (at 10.30 a.m. Darul Hikmah), the writer concludes that the factors influence teachers’ technique in improving students’ reading comprehension, as follows :

TABLE IV.9

Respondents	The Interview Result of factors that influence Teachers’ techniques in improving students’ reading text comprehension.
Teacher “B”	“Actually, I am as English teacher try to do the best in motivating our students in Reading English text by giving pictures. But, It is difficult to implement the techniques in teaching reading. Because, most of students lack of vocabularies in comprehending the text. After presenting the picture, the students are interested in my method.

From the explanation above, it can be concluded that in teaching Reading, most of students were poor of vocabularies because the students were reluctant to read English text. Then, an English teacher “B” tried to give the technique to the students in the classroom by picture in classroom.

c. Interview Result of English Teacher “C”

Based on interview on toward Teacher “C” on Friday, 05th January, 2010 (at 12.00 p.m. Darul Hikmah), the writer concludes that the factors influence

teachers' technique in improving students' reading text Comprehension, as follows:

TABLE IV.10

Respondents	Interview Result of factors that influence Teachers' techniques in improving students' reading text comprehension.
Teacher "C"	"Sometimes, the students are barely paid attention to my explanation; some of them just keep silent when I ask the questions about Reading Text. Example: Report, analytical exposition like what analytical exposition about people speech. Furthermore, we study English in class. But in library is no English book. I think it is a problem of facility. But in Darul Hikmah only have language laboratory".

Based on the result of interview above, all of teacher from english department, it is obviously that most of teacher implement what they have prepare before entering the lesson reading. but in fact, the students are still passive in following the lesson.

2. The Factors influence the Teachers' Techniques In Improving Students' Reading Text Comprehension

To analyze the activity done by the english teacher in implementing the teachers' techniques in improving students reading comprehension, the reasearcher completes the information through interview. Here, the reasearcher analyzes the interview between teacher and students.

From the interview data, it can be assumed that there are some factors that can influence the teachers' techniques in improving students' reading text comprehension. They are:

1. The Teachers

Based on the data collected in this research showed that when the English teacher was teaching reading for learning process in the classroom, most of the English teacher did not implement some aspects that were important in teaching reading. Moreover; they teacher did not prepare the materials that were suitable with the students' need. Because, it is very useful to develop the teachers' competence in teaching English.

2. The school's facility

The facility is an important tool in achieving the goal of teaching and learning process. For example: Language laboratory, library, tape, TV, chart and so on. If it is not available in a school, the process of teaching and learning English can not run well. From the research field, the writer found that MA Darul Hikmah in Pekanbaru was lack of facility such as media, English text in library etc. While those facilities are important to support the students' achievement in English reading.

3. The students

Based on the data that have been collected from interview, it can be seen that the students were not serious toward English, especially reading comprehension. Some of students just kept silent when the English teacher asked the questions about the main idea of the reading text. The reason of this statement was they were lack of accuracy in reading text, vocabulary mastery, grammar, a

few dictionary and lack of English text such as magazine, short story, etc.the writer concludes they have no goal in plearpning english. If they have a goal, they will be motivated to reach the goal.

Based on the second formulation of the problem, this research is expected to find out the factors influence the teachers in implementing the techniques in teaching reading. So, from data interview above, the problem faced by the English teacher in teaching reading are lack of vocabularies, then the school is still of facilities of learning such:English book. While it is important to support teaching and learning process of reading.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research is a descriptive study on the English teachers' Techniques in improving students' reading comprehension at MA Darul Hikmah in 2010 academic year. The English teacher must have the aim of teaching reading for the students to comprehend and to react to what is written. However, this skill is not easy to master because English is not used daily in their environment. Therefore, the teacher also has to know the techniques in improving students' reading text pcomprehension.

The focus of this data finding, the researcher concludes that English teachers' Techniques in improving students' Reading Comprehension at MA Darul Hikmah in 2010 academic year can be categorized is Fair. It can be seen from percentage (62,66). While, the some techniques implemented by the English teachers at the classroom, as follows:

1. The teacher introduces the informations of the text on the board by using brainstorming is 6 %.
2. The teacher gives students' opportunity to get information from reading text in small groups is 9.3%.
3. The teacher gives guessing the meaning of each word is 8%.

4. The teacher evaluates the students by making tasks based on the reading text is 7.3%.
5. The teacher tries to involve the students in any activity by using skimming and scanning is 6.6%.
6. The teacher asks the students to use dictionary to look for difficult words in reading text is 6%.
7. The teacher helps the students to see relevance of reading and how it relates to students' lives. is 6%.

There are several factors that influence the teachers' technique in improving students' reading text comprehension at MA Darul Hikmah. they are:

1. The English Teacher

Based on the data collected in this research, it is clear that most of the English teacher did not implement some aspects that are important in English teaching.

2. The Facility of school equipment

After having observation, the writer found that MA Darul Hikmah does not have complete facility yet like English books in library.

3. The student's factor.

From the data collected, it is clear that the students are not serious toward English, especially, reading comprehension.

B. Suggestion

1. Suggestion for Teacher

In order to make English teaching reading run well. It needs Techniques and curriculum to achieve the objective designed. By understanding techniques and curriculum:

1. The teacher should make the best techniques to improve the students' reading text comprehension. The teacher should has good strategy before teaching reading. Besides, to make students are interested in reading English activity.
2. The teacher emphasizes the students' competence to state picture and graph series when comprehend the text
3. The teacher is expected to the teacher leads the students to do activities reading through *locating key words*.
4. The teacher should take authentic materials from media (newspaper, megazine etc) to be discussed by students.

2. Suggestion for Students

From the research result, it is important to suggest that the students must be advised to read more about reading English text such as magazines, newspaper etc. the students are suggested to have positive attitude toward English, and students are expected to practice more in reading English text without boredom, or they have to arise their awareness to interest in getting information of English book. By mastering English, we can enrich vocabularies as many as possible.

BILBLOGRAPHY

- Arikunto, Suharsimi. 1996. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: RINEKA CIPTA.
- Brown, H Douglas. 1994. *Teaching By Principle, an interactive approach to language pedagogy*. Englewood Cliffs, New Jersey: Prentice Hall, Inc.,
- _____, 2004. *Language Assessment; Principle and classroom Practices* San Franc
- Gay, L.R. 1978. *Educational research*. New york. Marry publishing company.
- Graves, F Michael, 2001. *Teaching Reading in the 21st Century*. London:a pearson education company Inc
- Gamze,Almacroglu and Alecu russo.1998. *Teaching Compenent Reading*; Retrived 12 Juni. 2010 <http://www.teachingEnglish.org.uk/think/articles/theories-reading>
- Haycraft, John. 1978. *An introduction to English Language Teaching: For language Teachers*. Singapore: Longman Singapore, Pte Ltd.,
- Hornby, AS. 1989. *Oxford Advanced Learner's of Current English*. Oxford : Oxford University Press.
- Harmer, Jeremy. 1998. *How to Teach English. England*; Longman Cambridge University Press.
- Kalayo, H. 2007. *Teaching English As A foreign Language*. Pekanbaru: Alaf Riau Graha UNRI Pres
- Littlewood, William. 1981. *Communicative Language Teaching an Introduction*. Cambridge: Cambridge University Press,
- McWhorter, Kathleen. 1968. *Guide to College Reading*. Niagara Country:harper collins Publisher. United stated America
- Merianne Celce- Murcia, Lois Mc Intosh. 1979. *Teaching English as a Second or foreign Language*. University California: Newbury house Publisher, Inc
- Nurwidiawati. S, 2006 *Students' efforts in improving their capabilities in reading Comprehension at SMP 09 Rengat*. Pekanbaru.Unplished Mater's Thesis. UIN SUSKA.

- Nunan, David. 1991. *Language Teaching Methodology a Textbook for teacher.*.
New York: Prentice Hall (UK) Ltd.,
- Nuttal, Chistine. 1982. *Teaching Reading Skills in a Foreign Language.*
London:Richard clay (The choucer Press Ltd.
- Nazir, Moh. 1988. *Metode Penilitian.* Jakarta: Ghalia Indonesia
- Promadi, 2008. *Communicative language Teaching.* Pekanbaru:SUSKA Press
Riau
- Paulston-Christina Bratt and Mary Newton Bruder. 1976. *Teaching English as a
Second Language: Techniques and Procedures.* Cambridge: Winthrop
Publishers. Inc
- Rinsky, Lee Ann and Rose Wassman. 2000. *Effective Reading in changing world.*
London: Prentice Hall, Inc, New Jersey
- Syafi'I S, M. 2007. *From Paragraph to Research Report: A writing of English
for Academic Purpose:*LBSI
- Sharpe, Pemale. 1997. *Improve your reading skills,* USA: Baron's Educational
series, Inc
- Vivi. 2005. *"Improving students ability in Reading Comprehension through small
group at MAN II Pekanbaru.* Pekanbaru. Unpublished Master's Thesis.
UIN SUSKA,
- Zainil, 2008. *Teaching English as A foreign Language.* Padang: UNAN Press

LIST OF TABLES

Table III.1	The List of English Teacher at Madrasah Aliyah Darul Hikmah	32
Table III.2	The Number of Students of MA Darul Hikmah	32
Table IV.3	Observation Distribution of the Techniques of the English Teacher “A” In improving Students’ Reading Text Comprehension	36
Table IV.4	Observation Distribution of the Techniques of the English Teacher “B” In improving Students’ Reading Text Comprehension	38
Table IV.5	Observation Distribution of the Techniques of the English Teacher “C” In improving Students’ Reading Text Comprehension	39
Table IV.6	The Recapitulation of the English Teachers’ Techniques In improving Students’ Reading Text Comprehension.....	50
Table IV.7	The Recapitulation of the Techniques of the English Teacher “A”, “B”, “C” In improving Students’ Reading Text Comprehension.	53
Table IV.8	Interview Result of factors that influence Teachers’ techniques “A”in improving students’ reading text comprehension.	55
Table IV.9	Interview Result of factors that influence Teachers’ techniques “B”in improving students’ reading text comprehension.....	56
Table IV.10	Interview Result of factors that influence Teachers’ techniques “C”in improving students’ reading text comprehension.....	56

LIST OF APPENDIX

- APPENDIX I** : Transcription of Interview Record
- APPENDIX II** : Observation Sheet
- APPENDIX III** : The Brief of Profile in MA Darel Hikmah Pekanbaru
- APPENDIX IV** : The List of The English Teacher at MA Darel Hikmah
- APPENDIX V** : The Observation Recapitulation of teachers' technique in
Improving Students' Reading Comprehension