

APPENDICES

Appendix A

Translation of Qur'an Verse

Surah dan Ayat	Translation	
	English	Indonesia
Al- Alaq Ayat 1	Read In the name of thy Lord Who Createth	Bacalah dengan (menyebut) nama Tuhanmu yang menciptakan
Al- Alaq Ayat 2	Createth man from a lot,	Dia telah menciptakan manusia dari segumpal darah,
Al- Alaq Ayat 3	Read And thy Lord is the most Bounteous,	Bacalah. Dan Tuhanmulah yang Maha Pemurah,
Al- Alaq Ayat 4	Who teacheth by the pen,	Yang mengajar (manusia) dengan oerantara kalam,
Al- Alaq Ayat 5	Teachetch man that which he know not.	Dia Mengajar kepada manusa apa yang tidak diketahuinya.

Appendix B

Interview's Question

No	Questions
1	Since when did you get accepted to teach at SMPN 7 Banjarmasin?
2	What curriculum do you currently use at SMPN 7 Banjarmasin?
3	Did you adjust the material to the lesson plan you made?
4	Do you have a specific strategy in eliminating students' boredom in learning to read?
5	Are effective strategies used in the classroom or not?
6	Do you often practice reading comprehension with your students?
7	How do you do reading comprehension to your students?
8	How do you answer your students' difficulties in understanding the text?
9	What media do you use in teaching reading?
10	How do you use media in teaching reading?
11	How important is the media used in teaching reading?
12	Is it effective to use media when teaching reading?
13	What are the differences in students' understanding when learning to read using media and not using media?

Appendix C

Transcrip of Interview

1	Since when did you get accepted to teach at SMPN 7 Banjarmasin?	I was accepted at SMPN 7 Banjarmasin in June 2020
2	What curriculum do you currently use at SMPN 7 Banjarmasin?	There are two types of curriculum currently in use at SMPN 7 Banjarmasin, the first is the 2013 curriculum which is applied to grades 8 and 9 while for grade 7 it is the implementation of the independent curriculum.
3	Did you adjust the material to the lesson plan you made?	The material attached to the lesson plan must be adapted to the circumstances, for example, for the text given, try to lead to local content, as it is known that Banjarmasin is a swamp environment, so as much as possible we will adapt the text we give in the class corresponds to the context of the surrounding environment, namely wetlands.
4	Do you have a specific strategy in eliminating students' boredom in learning to read?	specific strategies that are used to eliminate student boredom in learning to read, teachers can use strategic techniques that can eliminate or reduce student boredom, for example through ice breaking or can also combine learning, especially learning that can be combined with realia, for example teaching descriptive texts that combined or combined with drawing.
5	Are effective strategies used in the classroom or not?	Yes, it can be said that the strategy is effectively used in the classroom, maybe

		in a classification manner it is around 95% depending on the student's own situation or the state of the environment itself, you can say it is successful.
6	Do you often practice reading comprehension with your students?	For the level of reading comprehension reading comprehension, students often practice so every basic competency in the syllabus, we will measure the four skills by reading, it always appears in these basic competencies, so I, as a teacher, continue to train children for reading comprehension.
7	How do you do reading comprehension to your students?	To train students' understanding there are several ways to do the first is to try to enrich their vocabulary or vocabulary by giving assignments or you can also drill them with vocabulary because I believe by increasing vocabulary their reading comprehension achievement will be higher and better.
8	How do you answer your students' difficulties in understanding the text?	To answer students' difficulties in understanding texts, students are usually directed to enrich their vocabulary because I believe that with their large vocabulary, their reading comprehension will be better. understand reading comprehension contextually
9	What media do you use in teaching reading?	One of the learning tools for reading skills is visual media, which makes it difficult

		for students to comprehend a text they are reading. Videos and other short videos can also be utilized as learning tools since they serve as guides or resources for students. when interpreting a reading text or text
10	How do you use media in teaching reading?	The role of the media itself can be said to be very important in teaching reading because the use of learning media will make it easier for teachers and students, especially in understanding or achieving basic competence in reading skills. As for examples of the use of media in descriptive learning, they usually use non-fictional images in the form of images around their environment, for example, the proboscis monkey as an icon of South Kalimantan, then students will describe according to students' views and understanding of these images in accordance with the curriculum used, namely independent curriculum.
11	How important is the media used in teaching reading?	Of course the use of media when teaching reading is very effective and very helpful for students as well as helping teachers so that learning objectives can be achieved
12	Is it effective to use media when teaching reading?	Differences in students' understanding when using media or not using media can be measured by the speed of time so if

		you use learning media comprehension or students' understanding of a text will be faster than when not using learning media
13	What are the differences in students' understanding when learning to read using media and not using media?	The use of learning media itself is more effective than not using learning media so that learning objectives that have been set will be easier to achieve when using learning media rather than not using learning media.

Appendix D

Observation sheet

No	Aspects observer	Observation		Description
		Yes	No	
1	The teachers use teaching strategy			
-	Individual class	<input type="checkbox"/>		As reading material, the teacher gives each student a sheet of illustrated text, and the students describe the contents of the text based on their perspectives and understandings.
-	Group class	<input type="checkbox"/>		The teacher divides students into groups and gives them tasks in the form of dialogue.
-	Whole class		<input type="checkbox"/>	
2	The teachers use teaching reading activity			
-	Pre reading activities			The teacher provides an overview of the learning material before entering the core material.

-	During reading activities			The teacher conducts experimental texts on students by asking questions that are appropriate to the reading text; for example, the teacher asks students to identify the contents of the text or main ideas in a reading text that is being studied.
-	Post reading activities	<input type="checkbox"/>		The teacher briefly explains the contents of the text and the material to be studied. The teacher also gives interesting texts so that students are interested and pay attention to the contents of the text.
3	The teachers use strategies in teaching reading comprehension			
-	Scaffolding	<input type="checkbox"/>		The teacher distributes an illustrated text, and

				then students are given the option to choose one by one from several illustrated texts that the teacher gives according to the wishes of the students.
-	Think aloud		<input type="checkbox"/>	
-	Reciprocal teaching	<input type="checkbox"/>		The teacher gives a picture in the form of non-fiction to students in pairs, and then students summarize, clarify, and respond to what they read. In addition to the teacher instructing students to inquire about anything that is unclear, such as word pronunciation or meaning,
-	summarize	<input type="checkbox"/>		The teacher instructs students to summarize the text.

-	Question-Answer Relationship(QARs)	<input type="checkbox"/>		The teacher gives students a question that focuses on the contents of the reading text.

Appendix E
Official Letters





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
FAKULTAS TARBİYAH DAN KEGURUAN**

Jalan Jenderal Ahmad Yani Km. 4.5 Banjarmasin 70235
Telepon (0511) 3253939; Faksimili (0511) 3274492;
Website: ftk.uin-antasari.ac.id; E-mail: ftk@uin-antasari.ac.id

SURAT RISET

Nomor : B-3320/Un.14/III.1/PP.00.9/11/2022

Yang bertanda tangan tangan Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama : Nurlaili faizah
NIM : 170102030112
Semester : XI (sebelas)
Alamat : Jl G Obos 23 Palangkaraya
Tugas : Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi sarjana dengan Judul :

THE TEACHERS STRATEGIES IN TEACHING READING CMPREHENSION WITH DESCRIPTIVE TEXT

Tempat Penelitian : SMPN 7 Banjarmasin
Lamanya Riset : 2 (Dua) Bulan
Dari Tanggal : 3 November 2022
Sampai Tanggal : 30 Desember 2022

Demikian surat Riset diberikan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuannya.

Banjarmasin, 03 November 2022

Wakil Dekan Bidang Akademik dan Kelembagaan,



Dr. Ahmad Muradi, M.Ag

NIP. 197808082005011006

Mahasiswa yang bersangkutan,

Nurlaili faizah
170102030112



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
FAKULTAS TARBİYAH DAN KEGURUAN**

Jalan Jenderal Ahmad Yani Km. 4.5 Banjarmasin 70235
Telepon (0511) 3253939; Faksimil (0511) 3274492;
Website: ftk.uin-antasari.ac.id; E-mail: ftk@uin-antasari.ac.id

Nomor : B-3220 /Un.14/III.1/PP.00.9/11/2022 03 November 2022
Sifat : Penting
Lampiran : 1 (Satu) Berkas
Hal : Mohon Izin Riset

Yth. Kepala SMPN 7 Banjarmasin
Banjarmasin

Assalamu'alaikum Wr.Wb

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Nurlaili faizah
NIM : 170102030112
Program Studi : S1 Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Alamat : Jl G Obos 23 Palangkaraya
No HP : 082113768609

Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.
Wassalamu'alaikum Wr.Wb

Wakil Dekan Bidang Akademik dan
Kelembagaan,



Almad Muradi

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
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Nomor : B-~~3228~~/Un.14/III.1/PP.00.9/11/2022

03 November 2022

Sifat : Penting

Lampiran : 1 (Satu) Berkas

Hal : Surat Izin Riset

Yth.

.....

.....

Assalamu'alaikum Wr.Wb

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Nurlaili faizah
NIM : 170102030112
Program Studi : S1 Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Alamat : Jl G Obos 23 Palangkaraya
No HP : 082113768609

Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb

Wakil Dekan Bidang Akademik dan
Kelembagaan,



Arif
Arif Muradi

Tembusan :

Dekan Fakultas Tarbiyah dan Keguruan



PEMERINTAH KOTA BANJARMASIN
DINAS PENDIDIKAN

Alamat : Jl. P. Tendean No. 29 RT.40 RW.13 Kel. Gadang
Telepon : 0511-3253373 Fax : 0511-3250914 e-mail : info@disdik.banjarmasinikota.go.id
Banjarmasin 70231

Nomor : 423.4/93813-Sekr/Dipendik/2022
Lampiran : -
Perihal : Izin Penelitian/ Permintaan Data

Banjarmasin, 08 November 2022

Kepada

Yth. Wakil Dekan Bidang Akademik dan Kelembagaan
UIN Antasari Banjarmasin

di -

Banjarmasin

REKOMENDASI

Berdasarkan surat Saudara, Nomor: B-/Un. 14/III.1/PP.00.9/11/2022 Tanggal 03 November 2022 perihal tersebut di atas. Dengan ini diberikan rekomendasi kepada :

1. Nama : NURLAILI FAIZAH
2. N.LM/ NIDN : 170102030112
3. Program Studi : S1 PENDIDIKAN BAHASA INGGRIS
4. Tempat : SMP NEGERI 07
5. Jangka Waktu : 2 (dua) bulan
6. Judul : "THE TEACHERS STRATEGIES IN TEACHING READING COMPREHENSION WITH DESCRIPTIVE TEXT "

Dengan Ketentuan:

1. Sebelum melaksanakan kegiatan agar yang bersangkutan menghubungi Kepala Sekolah tempat Penelitian dilaksanakan.
2. Agar Kegiatan yang dilakukan tidak mengganggu proses belajar mengajar.
3. Menyampaikan / melaporkan hasilnya ke Sub Bagian Umum dan Kepegawaian Dinas Pendidikan Kota Banjarmasin.

Demikian rekomendasi ini diberikan untuk dapat dipergunakan sebagaimana mestinya



Pembina Tk.I

NIP. 196704131988041004

Tembusan Yth :
Kepala SMP NEGERI 07



PERINTAH KOTA BANJARMASIN
DINAS PENDIDIKAN
SMP NEGERI 7 BANJARMASIN
Jl. Veteran Km 4,5 Rt.30 No.99 Banjarmasin Telp. 3264147 Pos 70236

SURAT KETERANGAN MELAKUKAN PENELITIAN
Nomor : 070 / 320 – SMPN.7 / Dipendik / 2022

Yang bertanda tangan di bawah ini :

Nama : Kabul, M.Pd
N I P : 19650428 198902 1 002
Pangkat/ Gol : Pembina Tk I, IV/ b
Jabatan : Kepala Sekolah
Unit Kerja : SMP Negeri 7 Banjarmasin

Menerangkan bahwa :

Nama : Nurlaili Faizah
NIM : 170102030112
Program Studi / Jurusan : S1 Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan

Telah melakukan Penelitian pada SMP Negeri 7 Banjarmasin dalam rangka mengumpulkan data untuk menyusun tugas akhir yang berjudul **THE TEACHERS STRATEGIES IN TEACHING READING COMPREHENSION WITH DESCRIPTIVE TEXT** yang dilaksanakan pada tanggal 3 November s.d 14 November 2022

Demikian surat ini sampaikan, dan atas kerjasamanya kami mengucapkan terima kasih.

Banjarmasin, 16 November 2022






NIP 19650428 198902 1 002





Appendix F




CONSULTATION NOTES ADVISOR OF CONTENTS AND RESEARCH

METHODS NAME OF ADVISOR Dra. Andi Irlina MP.d

1) DATES	NOTES	SIGNATURE
September 13 th 2022	Consultation of proposals and change the title to qualitative research	
September 20 th 2022	Adjusting the problem formulation with the research title and correcting grammatical errors Some of the material in	
	Chapter 2 was omitted because it was not included in the research title.	
	The main sheet on the cover does not contain the research location with the title entered in Chapter 3.	
October 18 th 2022	Research instrument consultation	
	Align research instruments with the problem formulation.	

	Revised the research instrument and added teacher interview questions.	
October 27 th 2022	Second consultation with the research instrument.	
	Improvements to chapter 2 of the contents of the proposal regarding strategies.	
November 20 th 2022	Consultation of research results.	
	The findings section is still not suitable for answering the problem formulation.	
November 29 th 2022	Remove THE from the title of the thesis proposal;	
	Correct grammar in the findings	
	Add TYPE to the research questions	
December 06 th 2022	Improved the material in the strategies section	
	Improve your writing using the thesis guide as a guide.	
	The definition of key terms is clarified.	
	Revised abstract	

December 13 th 2022	Conclusion revisions are made even shorter.	
	Second, in the discussion section, it will be	
	clarified even more.	

CURRICULUM VITAE

I. Personal Details

Name : Nurlaili faizah
Place and Date of Birth : Paradowane , February 19th, 1999
Gender : Female
Marital Status : Single
Religion : Islam
Nationality : Indonesia
Parents : Anwar and Hijrah
Siblings : Israruddin and Jumriati

II. Formal Educational Background

2006 - 2012 : State Elementary School Nenas Paradowane
2012 - 2014 : State junior high school 1 Parado
2015 - 2017 : State Islamic High School Al-Mukhlisin Salama
2017 - 2022 : English Education Department of Antasari State Islamic University Banjarmasin

III. Organization Experience

2018 – 2019 : LPPI An-Nisa
2019-2020 : LPPI An-Nisa

Banjarmasin, 19 December 2022