

ABSTRACT

Oktafiani 321710094. **AN ANALYSIS TEACHER STRATEGIES IN TEACHING READING COMPREHENSION DURING THE ERA OF NEW NORMAL** *Qualitative Descriptive Study to the English Teacher at North Pontianak District in the Academic Year of 2021/2022.* Main advisor : Citra Kusumaningsih, M.Pd. Assistant supervisor : Dian Shinta Sari, M.Pd., English Study Program, Faculty of Language and Arts, IKIP PGRI Pontianak.

The purpose of this study are to determine the teacher's strategy in teaching reading comprehension and the dominant strategies used in teaching reading comprehension to English teachers at SMK Putra Khatulistiwa and SMK Bhineka Tunggal Ika in North Pontianak District for the 2021/2022 academic year. The study were designed as a qualitative descriptive study. The participants of this study were two English teachers who teach in the tenth grade. Each English teacher each has 2 meetings from what the researchers observed. This meeting was held from late March to early May. The research instruments were observation checklists, and interview guides. The interview instrument was conducted to determine the teacher's strategy in teaching reading comprehension, an observation checklist was conducted to determine the dominant strategy in teaching reading comprehension. This data was analyzed using data reduction, data display, and drawing conclusions.

The findings showed that there are four strategies used in teaching reading comprehension, namely scaffolding, reciprocal teaching, think hard, and QARs strategies. While the dominant strategy is the scaffolding strategy used by teachers at SMK Putra Khatulistiwa and Reciprocal Teaching used by teachers at SMK Bhineka Tunggal Ika. In conclusion, the use of scaffolding, think hard, QARs, and reciprocal teaching success in teaching reading comprehension and proven this strategy can be used in increasing students understanding. Therefore, researcher suggests using some of these strategies in teaching reading comprehension in the classroom in providing material or combining existing strategies with a new strategy to create a conducive learning environment.