

**TEACHING READING COMPREHENSION THROUGH REFLECTIVE
TEACHING STRATEGY AT
SMAN 1 KRUENG BARONA JAYA**

THESIS

Submitted in Partial Fulfillment of The Requirement for The Degree of

“Sarjana pendidikan” (S1)

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20060016



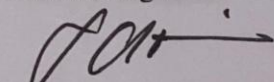
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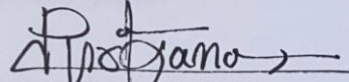
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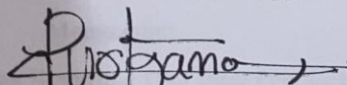
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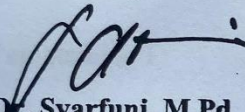
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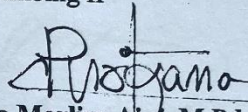
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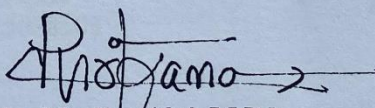
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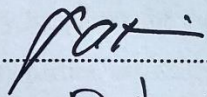
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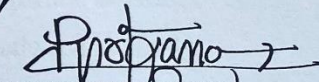
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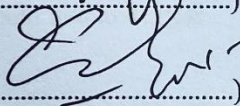
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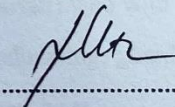
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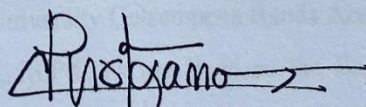
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FOREWORD

Alhamdulillah, praise be to Allah SWT who has bestowed the Qur'an as hudan lin naas (guidance for all mankind) and rahmatan lil'alamin (blessing for all nature). So that the author can complete this thesis. May peace and blessings be upon the great prophet Muhammad SAW and his family, his companions and his people who are always steadfast until the end of time. On this occasion the author took the title of the thesis " Teaching Reading Comprehension Through Reflective Teaching Strategy at SMAN 1 Krueng Barona Jaya ". The writing of this thesis was compiled to fulfill one of the requirements to obtain a bachelor's degree in English Education at the Faculty of Teacher Training and Education, Bina Bangsa University Getsempena Banda Aceh.

With the completion of this thesis is an extraordinary happiness for the author, plus in the process of writing this thesis has seen many parties, assistance in terms of time, energy, costs, thoughts and support, both directly and indirectly. Therefore, through the introduction of this thesis the author would like to express gratitude to:

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9. All fellow students of the 2020 batch who have provided support and motivation to the author in completing this thesis
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Hopefully what has happened can be put into practice and can become something of good value in the sight of Allah SWT, so that it can provide benefits for the world and the hereafter to the author and to all parties in general.

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ABSTRAK

Julia Azhari. 2025. Teaching Reading Comprehension Through Reflective Teaching Strategy at SMAN 1 Krueng Barona Jaya. Skripsi. Program Studi Pendidikan Bahasa Inggris. Universitas Bina Bangsa Getsempena. Pembimbing : Dr. Syarfuni, M.Pd. II. Rizka Marlisa Aini, M.Pd.

Latar belakang penelitian ini didasarkan pada rendahnya kemampuan siswa SMA Negeri 1 Krueng Barona Jaya dalam memahami teks bacaan bahasa Inggris. Salah satu faktor penyebab utama adalah pendekatan pembelajaran yang masih didominasi metode tradisional yang kurang melibatkan siswa dalam proses berpikir kritis dan reflektif. Rumusan masalah dalam penelitian ini adalah: Apakah strategi pengajaran reflektif memberikan pengaruh signifikan terhadap kemampuan pemahaman membaca siswa di SMA Negeri 1 Krueng Barona Jaya? Tujuan penelitian adalah untuk menguji pengaruh penggunaan strategi pengajaran reflektif terhadap peningkatan kemampuan pemahaman membaca siswa. Metode penelitian yang digunakan adalah kuantitatif dengan desain eksperimen semu. Populasi penelitian adalah seluruh siswa kelas X SMA Negeri 1 Krueng Barona Jaya, dengan sampel dipilih menggunakan teknik purposive sampling. Data dikumpulkan melalui tes pretest dan posttest, observasi, serta kuesioner refleksi siswa. Teknik analisis data menggunakan uji normalitas, homogenitas, dan uji hipotesis melalui paired sample t-test. Hasil penelitian menunjukkan adanya peningkatan signifikan pada kemampuan membaca siswa setelah penerapan strategi pengajaran reflektif. Rata-rata nilai posttest siswa meningkat dari 42 menjadi 67, dengan uji t menghasilkan t-hitung (11,264) lebih besar dari t-tabel (2,048) pada tingkat signifikansi 0,05. Hal ini menunjukkan bahwa strategi pengajaran reflektif efektif dalam meningkatkan pemahaman membaca siswa. Kesimpulan dari penelitian ini adalah strategi pengajaran reflektif dapat menjadi metode alternatif yang efektif untuk meningkatkan keterampilan membaca siswa. Peneliti merekomendasikan agar strategi ini diimplementasikan secara luas dalam pembelajaran bahasa Inggris, serta mengembangkan pendekatan yang lebih interaktif dan partisipatif untuk mendukung pembelajaran siswa.

Kata Kunci: Pemahaman Membaca, Strategi Pengajaran Reflektif, Pembelajaran Bahasa Inggris

ABSTRACT

Julia Azhari. 2025. Teaching Reading Comprehension Through Reflective Teaching Strategy at SMAN 1 Krueng Barona Jaya. Thesis. English Language Education Study Program. Bina Bangsa Getsempena University. Advisor: Dr. Syarfuni, M.Pd. II. Rizka Marlisa Aini, M.Pd.

The background of this study is based on the low ability of students of SMA Negeri 1 Krueng Barona Jaya in understanding English reading texts. One of the main causal factors is the learning approach which is still dominated by traditional methods that do not involve students in the process of critical and reflective thinking. The formulation of the problem in this study is: Does the reflective teaching strategy have a significant effect on students' reading comprehension at SMA Negeri 1 Krueng Barona Jaya? The purpose of the study was to test the effect of using reflective teaching strategies on improving students' reading comprehension. The research method used was quantitative with a quasi-experimental design. The population of the study was all students of class X of SMA Negeri 1 Krueng Barona Jaya, with samples selected using purposive sampling techniques. Data were collected through pretest and posttest tests, observations, and student reflection questionnaires. The data analysis technique used normality tests, homogeneity tests, and hypothesis tests through paired sample t-tests. The results showed a significant increase in students' reading comprehension after the implementation of reflective teaching strategies. The average posttest score of students increased from 42 to 67, with the t-test producing t-count (11.264) greater than t-table (2.048) at a significance level of 0.05. This shows that reflective teaching strategies are effective in improving students' reading comprehension. The conclusion of this study is that reflective teaching strategies can be an effective alternative method to improve students' reading comprehension. The researcher recommends that this strategy be widely implemented in English language learning, as well as developing a more interactive and participatory approach to support student learning.

Keywords: Reading Comprehension, Reflective Teaching Strategy, English Language Learning

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