

ABSTRACT

AN ANALYSIS OF TEACHERS' TEACHING STRATEGIES ON PRIOR KNOWLEDGE IN READING COMPREHENSION

By

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This research aims to determine the teaching strategies of English teachers use to activate students' prior knowledge in reading comprehension. This research aims to obtain detailed information regarding the techniques used by the teachers. This research uses mixed methods with qualitative and quantitative approaches. The participants in this research are two English teachers. To achieve this goal, the researcher used two instruments: a questionnaire and observations. This instrument determines the strategies used and how English teachers apply them in classroom teaching. All data are analyzed using three stages: data reduction, presentation, and conclusion. The results of the questionnaire showed that they understood the role of the teacher and knew what prior knowledge is, but on the results of observations, they did not implement any strategies to increase students' awareness of the importance of prior knowledge, so it was not in line with the questionnaire that the teachers have been filled out. Therefore, this research revealed that the two teachers did not apply their understanding to classroom practice.

Keywords: observation, prior knowledge, questionnaire, reading comprehension