ABSTRACT

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This study aimed to describe how the teachers taught reading comprehension of narrative text to the tenth grade students and to reveal the reasons of why the teahers did that ways. This study was conducted by using descriptive qualitative research design. The source of the data in this research were the two English teachers of SMA N 1 Onanrunggu. The data in this research were teachers' statement in the relation to their way of teaching reading comprehension. Technique of collecting data were observation and interview. The data were analyzed by using interactive model which were data condensation, data display, and conclusion drawing. The result of this study showed that the teaching of narrative text was conducted in two main ways, there were (1) by structuring the classroom interaction into opening activity, main instructional activity, and closing activity, and by (2) treating the four aspects of narrative text, which were definition, social function, generic structure and language features. The underlying reason of the teachers' ways in teaching reading comprehension due to the four reasons. The teachers more focused on teaching the characteristics of narrative text as a genre rather than on enabling the students' skill on reading comprehenion.

Keywords: *Teaching Reading Comprehension, Narrative Text*