

Teachers' Strategies In Teaching Reading Comprehension

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ABSTRACT

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This study is aimed at portraying teacher's strategies in teaching reading comprehension to students by involving English teachers. The main purpose of the study was to describe the strategies used by english teachers and reveal the strength and weakness of the strategies. This research was a descriptive qualitative research. The design of the study was a case study. The participants of the research were two English teachers who teach in the second grade of junior high schools. Each English teacher had eight meetings that observed by the researcher. To collect the data, there were research instruments: observation, document analysys checklist and interview. They were used to find out the strategies used and how the English teachers applied them in teaching reading comprehension. The result of the study showed that both teachers used almost the same strategies such as brainstorming, reading aloud, and asking for specific information. While the teacher two used nine strategies. They were encouraging the use of dictionaries, reading aloud, reread for checking comprehension, evaluating comprehension in particular tasks, and asking questions for specific information. Both teachers applied and combined the strategies divided into three stages of teaching reading comprehension. The stages were pre-reading stage, while reading stage, and post reading stage. The strategies applied were very effective in teaching reading comprehension in that school. It was proven by the students' motivation, students' attention, and teachers' ease in teaching and learning process.

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1. Introduction

Reading skills are essential for English students to develop vocabulary, phrases, and grammatical patterns (Novita, 2018; Nerim, 2020). Reading texts coming from foreign language is different from texts from second language (Lail, 2019). English has become an international language and is used almost by all countries in the world. Obviously, it is important for all students to learn English in every level, including reading comprehension. Reading has become a part of compulsory subjects in many countries. In Indonesia, English is taught as a foreign language, and it becomes part of the school curriculum (Lail, 2019; Hidayat, 2017). It is a vital tool for the learners in the global era who wish to communicate easily across nationalities for many years to come. Therefore, students should master four language skills such as listening, reading, speaking, and writing (Haerazi et al., 2019). Among the four skills in English, reading assists people to not only get access to more language input and obtain more knowledge

concerning the world (Azis et al., 2019). It is the prominent method for learning new information and can provide new ways of perceiving the world and transforming the world (Arndt & Woore, 2018).

Reading strategy is a unitary process which cannot be subdivided into part skills. It means that as a process, a reading strategy involves ways of processing text which will vary with the nature of the text, the reader's purposes, and the context of situation. The major goal for any reading activities is understanding (Hillerich, 1983). There are many strategies for teaching reading have developed by experts. Those strategies indicate an important role of a teacher to reach the objectives of teaching and learning process. Teachers' strategies expect students to develop their reading skill by absorbing without help. In the osmosis approach, it is believed that if teachers teach reading comprehension to the target language all day, the students will improve their reading comprehension. The aim of teaching reading is to make students become effective and efficient readers. In order to get the target, the teachers need strategy of reading comprehension. Teaching strategy is generalized plan for a lesson which includes structure, desire learner behavior, in terms of the goals of instruction, and an outline of tactics necessary to implement the strategy (Antoni, 2010).

A teacher should choose a method which depends on the specific purposes of the reading. The teacher will focus on the three aspects to consider how to present a passage, how to develop the lesson using it, and how to follow up. First, the teacher will give a meaningful explanation related to the passage. Second, the teacher needs to think about the planning of the text stages in the lesson as this will help the readers to understand well. The last, the teacher should teach about any other aspects of reading comprehension (Brown 2004 in Nurdianingsih, 2021). In teaching reading, a teacher may use many different strategies. In order to use any instructional technique effectively, anyone who teaches must understand the principles and assumptions upon which each specific technique is based. There is certainly no shortage of descriptions or labels for activities that may be classified as pertaining to instruction. Harmer (2007) has said that a strategy is an action that the teacher takes to attain one or more of her teaching-learning goals. The strategy can also be defined as a general direction set for the teaching process.

The teacher should use many strategies in teaching reading such as applying various methods, media and games in order to keep the students interested. Brown (2004) has noted that the fundamental feature of teaching strategies is to make it easier to implement a variety of teaching methods and techniques. The key is to create learning environments that are more interactive to apply technology where applicable into the learning experience, and to use appropriate collaborative learning strategies. In line with this research, many previous studies discussed about teachers strategies and methods in teaching reading comprehension.

Janatun (2013) conducted research under the title "Teacher's Strategy in Teaching Listening comprehension". She concluded that the teachers used various strategies in teaching listening. The strategies used by teachers are categorized as bottom-up, top-down and metacognitive. Second previous research was conducted by Ahmad (2013) entitled "A Study on Strategies for Teaching Speaking and Reading Comprehension Skills". He concluded that the teachers applied three types of stages in teaching reading namely pre-reading, temporary reading, and postreading stages.

According to the research conducted by Setiawan (2014) entitled "A Study On Teacher's Strategies In Teaching Reading Comprehension In Second Grade Of Student's MTS Tarbiyatul Ulum". He pointed out that the teachers in that school used various strategies in teaching reading comprehension. The strategies were not too effective because the teacher cannot combine the strategies well.

Dwiningtiyas et al (2020) also conducted a study entitled Teachers' Strategy in Teaching Reading Comprehension. They found that teachers used several strategies in teaching reading

comprehension. The strategies were brainstorming, reading aloud, and asking for specific information. They were encouraging dictionaries, reading aloud, rereading for checking comprehension, evaluating comprehension in particular tasks, and asking questions for specific information. Both teachers applied and combined the strategies divided into three stages of teaching reading comprehension. The stages were pre-reading stage, while reading stage, and post reading stage. The strategies applied were very effective in teaching reading comprehension in that school. It was proven by the students' motivation, students' attention, and teachers' ease in teaching and learning process.

Based on these relevant studies, the research focused on conducting a research which aimed to find out what the strategies that are used by teachers in teaching reading comprehension. One main reason for conducting this research because there were just few studies discuss about that topic since that teaching reading method is essential for teaching reading. In addition, by conducting this topic, the researcher knew whether the teachers' methods are appropriate or not for the students in learning reading comprehension.

2. Method

The researchers used descriptive qualitative design in this study because this study focused on certain phenomena in the school environment. In this case the phenomenon was the activity of learning to teach English. This research also did not need to provide care to the object of research. Then, the researchers observed and explained the phenomenon as in fact as clearly as possible without manipulation. Therefore, the appropriate design could be used in conducting this research was descriptive research. The design of this study was descriptive qualitative with direct observation. Descriptive method is a method used to check the status of groups of humans, an object, condition, thought, and events that will occur (Lodico, M. G et al, 2006)

Moreover, Two teachers were involved. They were chosen purposively. They were teachers who had good quality on teaching strategies in teaching reading comprehension and qualified as a professional teacher. The researcher limited the participant by using purposive sampling. it meant that the selecting of participants based on spesific purpose of the research (Musfiqon, 2012). So that, the participation of this research were two teachers in Junior High School Nabi' Nubu' Islamic Boarding School. In this case, the researcher only took two teachers who had good quality in teaching reading comprehension especially english teacher in the students of class VIII in junior high school Nabi' Nubu' Islamic Boarding School and it would be able to help researcher in answering the research question. The teachers were volunteering theirselves to do an observation.

An instrument is a tool for measuring, observing, or documenting data. It includes an interview, questionnaire, observation, and test. It used by researcher to collect the data. The result of the research were be better, more accurate, complete and systematic (Creswell, 2012). To generate findings in a systematic way, it is needed to have some instruments in the research. The instruments that used to collect the data from the research participants were interview, observation and document analysis.

3. Result and Discussion

Research Findings

In the first meeting, teacher A prepared the teaching materials of reading comprehension. He had one text book that same to the students as the mian material in teaching reading comprehension. The students could follow the instructions from the teacher to do all of the activities. Most of them still being condusive in the classroom in the very begining of the activities. The students were very enthusiastic with teachers command and order. Some of the students were also active asked the teacher about what materials that they would do in the

teaching and learning process. Eventhough, there were few students who really quite and much didn't care about the materials to do. Based on the researcher observation, the activities done by the teacher were very impactful to the conductivity of the class and to catch students' attention before they started to learn. Those activities then were followed by applying teaching strategies in the main activity of teaching reading comprehension.

Generally, teacher 1 was applying two main strategies in the teaching reading comprehension in the eighth grade of Junior High School of Nabi' Nubu' Islamic Boarding School. The first strategy was reading aloud. This strategy was aimed to excercise the students pronouncing english text. Second strategy was brainstorming. The strategy was aimed to help studnets more understand about text especially descriptive text. From the strategies checklisted that the researchers did of teacher 1, these two strategies were significantly help students in learning reading comprehension.

At first, teacher B also prepared the teaching materials of reading comprehension. The teachers at Junior High Nabi' Nubu' Islamic Boarding School were using text book that same to the students called LKS. The text was used as the main material in teaching reading compehension. Before He started the meeting, He always asked the students to pray in order to teach them the value f of religious. The second teacher was aldo doing the attendence list checked of the students. He wanted to make sure that all of the students present in the class and ready to join the teaching and learning process.

Teacher B was applying three main strategies in the teaching reading comprehension in the eighth grade of Junior High Nabi' Nubu' Islamic Boarding School. The first strategy was encouraging to use dictionary. This strategy was aimed to remind the students in using dictionary when they read the text. This strategy was significantly helping students in finding the meaning of the words.

The next strategy was reading aloud. This strategy was aimed to excercise the students pronouncing english text. Moreover, the strategy was also aimed to help students more understand about text especially descriptive text. The last strategy was evaluating comprehension in particular task. From the strategies checklsted that the researchers did of teacher 1, these three strategies were significantly help students in learning reading comprehension.

Discussion

The research described how the teachers used strategies in teaching reading comprehension. What are the appropriate strategies used to teach reading comprehension. Teachers had prepared the teaching materials such as lesson plan and textbook so that they know what to do in the classroom (Albiladi, 2018). They had known and mastered the strategies to use and teach the students in order they found it easy to learn English. They had written step by step in teaching reading, start from the beginning of class by preparing students to pray, making a roll call, motivating, delivering the topics and assessing the students' comprehension and skill. In the classroom, they had done such activities they planned in advance, but sometimes they made an improvement.

All strategies used were very effective to help the students in learning reading comprehension. It was proven by the condition of the classroom activities and the students' attention in following the teacher while explaining the materials. The strategies used also gave benefit for the teacher. By having the combination of strategies the teacher tought and manage the students easier. In addition, the both teachers agreed that He used reading aloud was the most suitable and appropriate strategy to teach the students in learning reading comprehension. He pointed out that the most students difficulties in reading comprehension was read and pronouncing the text. This reason became their guidance to have reading aloud as theirr main strategy in teaching the students of reading comprehension.

4. Conclusion

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