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AN ANALYSIS OF TEACHERS' STRATEGY IN TEACHING READING COMPREHENSION

Anisa Ardianti*[1], Shynta Amalia[2], Monalisa[3]
[1]anissaardnt@gmail.com, [2]shyntaramdhani@uinjambi.ac.id, [3]monabesta@yahoo.com

UIN Sulthan Thaha Saifuddin Jambi

ABSTRACT

This research aimed to determine the strategies used by English teachers in teaching reading comprehension and how they apply these strategies. This research was designed as descriptive qualitative research. The research was conducted at SMAN 02 Muaro Jambi. The participants of this research were three English teachers who taught in the tenth (X) MIPA grade of the school. Due to the COVID-19 pandemic so, each English teachers had two meetings observed by the researcher. The research instrument is an observation and interview. The instrument used is to find out the strategies used and how the English teachers applies the strategies in teaching reading comprehension. The results of the data were analyzed by; checklist observations and field notes. The results showed that the teacher used several strategies in teaching reading comprehension. The strategies are Translation strategy, Scaffolding strategy, and Question and Answer Relationship Strategy. Encourage the use of dictionaries, rereading to assess comprehension, understanding in certain tasks, and asking questions for specific information strategies applied in implementing reading comprehension in the school. This is evidenced by the motivation of students, students' attention, and the ease of teachers in teaching and learning process.

Keywords: Reading Comprehension, Teaching Reading, Teachers' Strategy

A. INTRODUCTION

Reading plays an important role in learning. Reading gives us a lot of information that can evolve both inside and outside the classroom (Harmer, 1994). Reading is very important activity in which teachers and students have to deal with in daily academic life. The teachers often play a significant role in mediating between the students as the readers, the reading text, and the text author (Wallace, 2003). In this way, the reading teacher is often a mediator of comprehension transferring meaning and moral lesson of a particular text to his or her students. At the same time, while attempting to comprehend the text, students engage with their attitudes, motivations, background knowledge, and even personal interests.

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As you know, English is a universal language used to communicate with each other in almost every country in the world. The first language is often referred to as the native language, the native language. Patel, MF and Fraven M. Jain (2008) "Knowing the basic jargon is important for anyone who wants to learn English teaching methods. English as a Foreign Language (TEFL) Refers to teaching English to a student who is the primary language. TEFL is usually done in the student's home country, either in the state school system or in a private institution. TEFL teachers speak English as their native language. Or you can speak in a non-native language. The term "native language" refers to the language of the child's mother and is often learned first by the newborn. "Native language" is used to refer to the language used by the people around the child. Alderson, Charles, J (2000) "Reading in text can be fun if you know the strategies and techniques for reading.

Teachers need to be able to use the right strategies for their condition so that they can read and understand their ideas. (LarsenFreeman 2000, 159) states that teachers need to consider suitable strategies for reading classes in order for the learning process to be effective. Each class has a different state, so the strategy should match the state of the class and the ability of the student. The conditions then determine the appropriate strategy to apply.

However, the students' reading achievement are still out of expectation. Based on Chung (2014:12), the reading assessment in Asia is in the last position of four skills. Most students though that reading English text is really difficult for it has different vocabulary, structure with their own language rules. It becomes a major reason for them to comprehend an English text. The research from Program for International Student Assessment (PISA) 2012 show that Indonesia ranked 63 out of 64 countries for reading assessment. This research proved that reading is still need to be improved.

According to several X grade students at SMAN 02 Muaro Jambi. There are some students who like English lessons and some don't like English lessons. Students who do not like English lessons because they do not understand what is explained by the teacher. Students expressed confusion to interpret texts or sentences in English. As for students who like English lessons but do not like the strategies used by the teacher.

Based on preliminary research conducted by researcher, it can be known that there are most students who got low score below the criteria of minimum mastery (KKM) of the school, as 58 out of 87 students or 66.66%. Who got score above the criteria of minimum mastery, as 29 out of 87 students or 33.33%. The KKM score was 72. The data shown that 58 students out of 87 students still got low score. The score above is the English score. While English consists of four skills. So, the score also divided into four skills. One of them is reading. Because the score in learning English is low, automatically, it can be concluded that the students also had the low score in reading comprehension.

The author stated that the above problems can be caused by several factors. One of the factors is the teacher's ability to convey the topic to the students.

1. Teaching Reading

Many experts have given their definition about what reading real means. Reading is very important skill that the students must be mustered, because the reading cannot be separated in the process of teaching and learning. Reading is the most important activity and any class, not only as a source of information, but also as a means of consolidating and extending one's idea and knowledge of language Tarigan (1957:1099). According to (River:1968:24) , reading a fluent process of readers combining information from a text and their own background knowledge to build meaning. Ricard:(1998:12)states that reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have attended, based on data from the text and from the reader's prior knowledge. According to Grellet, reading is an active skill. It constantly involves guessing, predicting, checking, and asking oneself questions (Khoiriyah:2010:1).

The other opinion about definition of reading is decoding written words so that the readers can produce them orally. Similarly , (Richard and Renandya, 2002:12) definition reading as the meaningful interpretation of written or printed verbal symbols. This definition is also supported by (Linse and Nunan, 1957:1099) who states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The same way that reading requires the reader to focus attention on the reading materials and integrate previously acquired knowledge and skills to comprehend what someone else has

written. It means that reading is a set of skills that involves making sense and deriving meaning from the printed words and also comprehend what we read.

Reading, which is one of the four language skills, can classified into two types: initial reading, it is an effort made by those who have not been able to read to learn reading (e.g. how to read the alphabets and combination of letters or simple words) and reading comprehension, it is an activity aimed to understand the messages of a particular text Brown (2000). initial reading and reading comprehension are the types of reading which have the advantages. Initial reading very useful to use for the children who are learning to read English. For example, is how to read the alphabets while reading comprehension is understand the message of the text fully. The researcher will use the reading comprehension in this research.

There are many definitions of reading comprehension. A prevalent and current view is that comprehension is a special kind of readers comprehends by actively constructing meaning internally from interaction with the material that is read. Reading comprehension is the act of combining information in a passage with prior knowledge in order to construct meaning. In addition, reading comprehension can be defined as a thinking process through which readers become aware of an idea, understand it in terms of their experiential background, and interpret it in relation to their own needs and purpose Nunan (2005).

Comprehension is the process of generating meaning from varied sources-directly observing phenomena, reading looking at a sign, cartoon, painting, listening to a lecture or discussion, viewing a film (Brown:2000:306). comprehension is the process of building a connection between what the reader knows and what he or she does not know, between the new and the old. Comprehension is an evolving process, often beginning before a book is opened, changing as the material is read, and continuing to change even after the book is completed. Comprehension is constructing from meaning then printed material (Brown:2000:306). it is an interactive process that requires using prior knowledge in combination with the printed material. The developmental nature of comprehension in enhanced when the child interacts with other about aspect of material after it has been read.

Strategy in teaching reading. Those strategies show how readers tackle a reading task, how they interpret their reading and what they do when they do not comprehend. When learners comprehend, they interpret, integrate, critique, infer, analyze, connect and evaluate ideas in texts. They negotiate multiple meanings not only in their heads but in the minds of others. When comprehending, learners strive to process text beyond word-level to get the big picture. When comprehension is successful, learners are left with a sense of satisfaction from having understood the meaning of a text according by the NSW Department of Education and Training (2010). There are some strategies in teaching reading according to Vacca & Vacca (1999:53), namely the Scaffolding, Think-aloud, Reciprocal Teaching, and Questions and answer relationship (QARs) strategies,

Teaching Reading Skill. According to (Mickulecky:2008) Reading skills are the cognitive processes that a reader uses in making sense of a text. For fluent readers, most of the reading skills are employed unconsciously and automatically.

B. METHOD

The purpose of research is to describe the English teachers' strategies in teaching reading comprehension et the tenth grade of senior high school SMAN 2 Muaro Jambi. Based on the general purpose of the research, the study is classified as qualitative descriptive research that describe phenomenon which happened at the school. This research qualitative descriptive. The purpose of research is to identify, describe and explanation about English teachers' strategies in the teaching reading comprehension at the tenth grade of the senior high school SMAN 2 Muaro Jambi.

In this research descriptive research is conducted in the purpose to describe systematically about the fact and characteristics of the subject the teacher and the students of SMAN 2 Muaro Jambi accurately.

The researcher uses descriptive design in this research because this research focused on a certain phenomenon in the school environment. In this case the phenomenon is the activities of teaching and learning English. This research also does not need to give the treatment to the object of the research. Then, the researcher observes and describes the phenomena as in the

fact as clear as possible without manipulation. Therefore, the appropriate design can be used in conducting this researcher is descriptive research. The design consists of two stages. The first is observation to the teacher and the student. The researcher observes the class the school condition and teaching learning process. The second stage is doing the interview with the English teacher. This interview happens after the researcher doing the observation. In this process the interview the researcher ask detail about the strategies that he used for his teaching. Doing the observation. In this process the interview the researcher ask detail about the strategies that he used for his teaching.

Triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena (Patton, 1999). Triangulation also has been viewed as a qualitative research strategy to test validity through the convergence of information from different sources.

In this research, researcher use triangulation data. Data triangulation includes the use of object data sources and evidence from different situations. Starting with doing observations at school, analyzing the English teacher when teaching reading comprehension, during two meetings for each meeting. Continued with interviews with English teachers to strengthen the result of the research..

C. FINDINGS AND DISCUSSION

The study results include an analysis of teacher strategies in reading comprehension instruction at SMAN 02 Muaro Jambi and the results of interviews on strategies in reading comprehension instruction. The results were obtained from observations and interviews on strategies for teaching reading comprehension.

This researcher did observations in two meeting for each teacher to get data about the English teachers' strategy in teaching reading comprehension. Due to the COVID-19 pandemic, the school gave permission to research for only two days.

Based on the researcher's observations, we found data on the application of teacher strategies in teaching reading comprehension. The observation tools used by the researchers were observation checklists and field note observations.

In this part, we introduced the research results that researchers found in the field through observations and interviews. This was related to the teacher's teaching strategy in the English reading class at SMAN 02 Muaro Jambi. After considering the teacher's strategy for learning reading comprehension, the researchers finally obtained some data. The survey results are shown below.

The researcher found the data based on the observation checklist and field notes. The first teachers teach class X grade MIPA 1, the teacher apply the strategy of Translation and Question Answer Relationship (QAR)s in teaching reading comprehension. By the teacher ask students to read the sentences in the text then they are asked to translate the sentences one by one using a dictionary, if there are students who do not bring a dictionary the teacher will ask students to stand in front of the class. Before reading and translating assignments. Then the teacher explains the material to the students. So that student can remember their lessons. Students are active in class and disciplined in carrying out activities. The researcher then found data based on checklist observation and field notes.

When the second teacher teach in the class X grade MIPA 3, the teacher applies a Scaffolding and Translation strategy in teaching reading comprehension. The teacher explains about a text and the students write some difficult words based on the text. Then students have to translate the difficult words. And the teacher asks one of the students to read the text and discuss together. Students are active and talk more in learning process.

And when the third teacher teach in the class X grade MIPA 4, the teacher applies Scaffolding and Question Answer Relationship (QARs) strategy in teaching reading comprehension learning at the class. In the strategy which utilized by teacher, the teacher gave some question to student a much 1 until 2 at each learning final so the students answer what the question. According to teacher, this strategy used to give material to student in order the students was easy to accept material that given by teacher.

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Based on observation checklist and field notes, the researcher concluded that each teachers used two almost the same strategies to teach reading comprehension. The first teacher uses the translation strategy and Question Answer Relationship (QARs) strategy, the second teacher uses Scaffolding strategy and Translation Strategy, and the third teacher uses Scaffolding strategy and QARs strategy. These three strategies make students more active when learning and open dictionaries during English lessons and make it easier for students to remember vocabulary.

The researcher interviewed three English teacher in the SMAN 02 Muaro Jambi. The interview was used by the researcher to obtain data about English teacher strategies in teaching reading based on theory of indicator in teaching reading strategies by teachers on different days. The interview was conducted with the first teacher on Monday August 09th 2021 at 12:00 – 12:30 p.m. interview with the second teacher was conducted on Wednesday August 11th 2021 at 12:00 – 12:30 p.m. and the third teacher interview was conducted on Monday August 16th 2021 at 12:00 – 12:30 p.m.

The discussion is based on the results presented and reflects the teacher's strategy in teaching reading comprehension. At SMAN 02 Muaro Jambi, we talked about strategies for improving reading comprehension for English teachers, especially according to the results of observations and interviews conducted in the 10th MIPA class. SMAN 02 Muaro Jambi's English teacher said there are several strategies used to teach students to read English: translation strategies, scaffolding strategies, and QARs strategies.

Teachers uses this strategy to make students more active in learning to read and understand the reading of the text given by the teachers.

Translation. According to Septy Duwi Yanti, the title of her dissertation is (Islamic Middle School MTsN 8 Muaro Jambi Grade Reading Teaching Strategy for English Teachers, 2019). In translation, meaning is an object that is transferred from the source language text to the target language text, thus emphasizing meaning equivalence.

Scaffolding. Gasong, 2007 states that scaffolding is a lesson that provides some support to students in the early stages of learning, which reduces help and gives students opportunities. Scaffolding strategies are used by teachers when students, such as teachers teaching classes, are helping students read the text correctly. Scaffolding is student support by teachers that enables the development of learning abilities to achieve higher levels of learning of teaching materials, as demonstrated by tackling more complex problems.

Question Answer Relationship (QARs). Tompkins, 2016, states that the QAR strategy is considered suitable for learning text comprehension because it allows students to focus on the text during the learning process. This is reflected in the steps of the QAR strategy, (1) reading the question, (2) understanding the QAR question level, (3) reading the text, (4) answering the question, and (5) various answers. According to (Person & Johnson 1978), the type of question asked to guide understanding should be based on the information the reader needs to answer the question. Therefore, teachers need to help students become aware of possible sources of information when answering questions..

D. CONCLUSION

Based on the result of research and discussion, Strategi used by teachers in teaching reading comprehension at SMAN 02 Muaro Jambi. There are three strategies, namely: (1) Translation Strategy, (2) Scaffolding Strategy, and (3) QARs Strategy. Teachers use this strategy to make students understand the reading text and students are guided to focus more on the text and also the teacher can help students develop the meaning contained in the reading text, so that students more easily understand the content of the reading.

This strategy is used to understand the reading and understand the content of the reading. Based on this research, the strategy is effective in teaching reading comprehension because it can help students to understand the text. In short, these strategies are good contribution for teachers. Students who have difficulty in reading will more easily master reading comprehension. Ad with this material, it is easier for teachers to provide material to students..

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