



ANALYZING TEACHERS' STRATEGIES IN TEACHING READING COMPREHENSION

Suminar Ratnasari¹, Asep Suparman², & Muhammad Soni³

Institut Pendidikan Indonesia,
Garut Indonesia
Email:
asep.suparman@gmail.com

Article History

Submitted 15 July 2023
Revised 1 August 2023
Published 19 August 2023

Abstract.

This study focuses on the teachers' strategies in teaching reading comprehension. The objective of the research is to find out teachers' strategies in teaching reading comprehension. To reach this objective, this study used qualitative method and case study design for investigating and analyzing the natural situation focused on teachers' strategies. To collect the data, this study used participants who involved in this study were three teachers in one of senior high schools in Garut. The result showed that the teachers used different strategies in teaching reading comprehension. The strategies are memorizing, question and answer relationship, silent reading, game, discussion, and reading aloud. Hopefully, this study may portray a clear explanation for readers about teacher's strategies in teaching reading comprehension.

Keywords: Teacher's Strategies, Teaching Reading Comprehension

INTRODUCTION

Reading is one of the four language skills that play an important role in foreign language acquisition. Richard (1992) argued that "reading perceives a written in the text in order to understand the contents. The understanding that result is called reading comprehension". Reading is very important for English learners because reading can enlarge their knowledge, vocabulary, and information. From reading, English learner also can learn about foreign language people's habit and culture. When learners want to learn about language, they have to learn about the habit and the culture of those foreign peoples. It can help them to learn about those foreign languages easily. Reading does not occur in vacuum, it done for a purpose to achieve some ends. During reading the reader processes the text with regard to the purpose. To be a good reader, the learner must learn how to comprehend and understand the passage. So, she or he can achieve the purpose of reading is done.

The English teaching and learning process will be successful if there is enough knowledge about the characteristic and behavior of students. In this case, as a person who delivers the knowledge to the students, teacher should aware about things that influence the learning such as factors of students. In the teaching and learning process, teacher use certain methodology and technique in the teaching English. The aim of using certain methodology is to help students to achieve the goal of language learning. As stated by Fromkin et al., (2011),that “all methods have something to offer, and virtually any method can succeed with a gifted teacher who is a native or near-native speaker, motivated students, and appropriate teaching materials”. But in the fact, teacher sometimes still use one way direction in teaching English. Nunan, (1990),said that “Success in teaching depends on many factors one of them is teaching strategies. In fact, it is probably true to say that more time is spent teaching reading than other skill”. In teaching learning activities sometimes, there are factors to affect students' reading English in class. One of them is they fail in comprehension in reading.

Teaching strategies are generalized plan for a lesson or 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 (Stransser & Swan, 1964). Teacher's strategies often expect students to develop their reading skill by osmosis (absorption) and without help. In the osmosis approach, it is believed that if a teacher teaching reading comprehension to the target language all day, they will improve their reading comprehension. However, this research is proven to be ineffective since the student also find difficulties reading comprehension.

LITERATURE REVIEW

Reading

There are four skills in English, they are: speaking, listening, writing and reading. All those skill are very important for English learner. Each skill has different function in English. So, it better for English learners to master all of those skills. One of those skills is reading skill. Definition of reading appears in various perspectives. Reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information. Reading is the process of constructing meaning through the dynamic interaction among: (1) the reader's existing knowledge; (2) the information suggested by the text being read; and (3) the context of the reading situation. Reading is a complex conscious and unconscious mental process in which the reader uses variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader's prior knowledge.

Reading Comprehension

Reading comprehension means the understanding, evaluating and utilization of information and ideas gained through an interaction between the reader and the author. Reading comprehension is such a kind of dialogue between an author and a reader in which the written language becomes the medium that causes the dialogue to happen when the two persons communicate through the medium of print. Reading comprehension depends on many factors; a. the reader's ability to attend the printed idea; b. the reader's background knowledge to which new information must be added; the quality of writing itself; d. the reader's purpose or goal in reading material. In this

research the reading comprehension understands the text idea where in reading there are some interactions between teacher and students in classroom activity.

RESEARCH METHODOLOGY

This study used a qualitative method, it was best suited to address the phenomenon of the study, and the researcher needed to learn more from participants through exploration (Creswell, 2009). This study employed a case study research design. This design was mainly valuable when the investigator had little mechanism over procedures. The strategies that they used for teaching reading comprehension. This study was held in one of the senior high schools in Garut.

This site also has characteristics that were appropriate to be involved in this study. This school was chosen since it is one of the selected to do a pilot project of the 2013 curriculum and the topic is included in the 2013 curriculum. Additionally, the number of English teachers in this school were 4 teachers and 3 teachers were involved as participants. It consists of a variety of backgrounds of teachers, such as economics, education, gender, culture and strategy in teaching. The English teachers were selected based on some considerations. In this study, there are two kinds of instruments to obtain the data, they are interview and observation.

FINDING AND DISCUSSION

According to the result of observation and interview conducted with English teachers about teacher's strategies, there are three teachers with sixth strategies that are used by the teachers in teaching reading comprehension, they are memorizing, question answer relationship, silent reading, reading aloud, game and discussion strategies. All the strategies used by the teacher in teaching reading comprehension are effective, because with those strategies the students can understand the material easily.

1. The first teacher

He said the strategies that he used in teaching reading were memorizing, question answer relationship, game and discussion strategy. The first strategy, the teacher utilizes memorizing strategy on students for reading comprehension learning. In every final teaching and learning the teacher asked the students to memorize a minimum of 5 vocabularies from the text readings that were taught, students were given a few minutes to memorize vocabulary. After that, the teacher asked the students to memorize vocabulary in pairs.

Memorization is the process of committing something to memory. Mental process is undertaken in order to store in memory for later recall items such as experiences, names, appointments, addresses, etc. it means memorization is the learning and remembering on purpose.

According to the teacher, this strategy is utilized in order for the students to easily understand the content of that text's reading. This strategy can help students understand the reading text. Because after they memorize and know what it means students will easily understand the text.

The second strategy is a game. The teacher uses this strategy in reading comprehension class. The teacher uses a Picture Dictionaries game. In this game the teacher divides the students into some groups. The teacher uses a card or piece of paper that there is a picture or through his hand phone. So, the teacher showed that card in

front of the class and all of the students saw. Next, the students answer that picture and spell the words and find them in the dictionary quickly. And the group who have low score, the other group will get the punishment. This punishment is done by the teacher in order for the student to be active.

According to Salen and Zimmerman in their book "rules of play" Game is a system where players engage in artificial conflict, governed by rules, for which there is a knowable outcome. It means the game should have a positive purpose. It is suitable for students' activities in third grade in one of the Senior High Schools. This strategy helps the students because the students feel enjoyment in following this lesson. But this strategy has disadvantages that students are not serious in this lesson.

The third strategy is discussion. Teacher utilizes discussion strategy on reading comprehension's learning in the class. Teacher divides students in small groups, and the teacher gives the passage to each group with a different title. Teacher asks the students to translate the passage reading with each group. After that the teacher asks one of the students of that group to give a presentation in front of the class. And the other groups comment on and pay attention to the result of the presentation.

Discussion is the act of talking about something with another person or a group of people. The purpose of a good discussion is to work with the others to come up with the best set of ideas or ways to deal with a situation. In an argument or a debate, only one side wins in a good discussion:

- 1) Think before you speak
- 2) Listen carefully to what others have to say.
- 3) Do not interrupt when someone else is speaking.
- 4) Make use of what others have to say when it is your turn to speak.
- 5) Support good ideas that other people have, even if they are different from your own.

This strategy can help students because students can share ideas with their friends. Because in this discussion one group should give ideas in order to get the right answer. But this strategy didn't run well if the discussion was only a few students who are active in working.

2. The second teacher

She says the strategies that she uses in teaching reading English there are question-answer relationships, and silent reading. The first strategy is a question-answer relationship. Teacher utilizes a question-answer relationship strategy to students for reading comprehension learning in the class. In this strategy which is utilized by the teacher, the teacher gives a problem or question to the student according to the text that the student has read before as much as 1 to 5 problems at the end of every teaching and learning process, so the students answer that problem or question.

According to the teacher, this strategy is used by giving material to the students in order the students can easily accept the material given to them by the teacher. The second strategy is silent reading. Teacher utilizes silent reading strategy on students for reading comprehension learning in the class. In this strategy utilized by the teacher, the teacher writes a text on the white board and the student writes in their book. After that, the

students are asked to be silent and read by themselves while understanding the text by the comprehension and if they do not know the meaning vocabulary the teacher orders them to open their dictionary or ask the teacher about the difficult vocabulary.

According to Alderson, "Silent reading should be encouraged to develop automaticity, confidence and enjoyment." This type is done by students in the class, they are supposed to read the passage silently. The main purpose of this reading is how the students can obtain the information from the printed page efficiently, rapidly and fully understand.

These strategies are interdependent on each other because after they read by silent and then they answer the teacher question. These strategies are used by the teacher to see if students really understand it with the text they read. If the student can answer the question they have been understood in understanding the text, and if they cannot answer the question then the students do not understand the text. This strategy can help students if students really answer that question with their own words or with the answer from the text. And this strategy cannot help students if the students answer the teacher's question from their friends or not using his or her own words.

3. The third teacher

She says the strategies that she uses in teaching reading English is reading aloud. Teacher utilizes reading aloud strategy on students for reading comprehension learning in the class. In this strategy utilized by the teacher, the teacher gives the conversation text that she gets from the textbook. During the class, the teacher reads the text and the student follows what the teacher says. While reading, the teacher explains the meaning of the text. This strategy used to give material to the student in order for the students to accept material that was given by the teacher. After that the student reads together loudly and the teacher calls the two students to practice their reading achievement in front of the class.

Only those texts should be read aloud, which have been written to read aloud like poetry, dialogue, and the other type. Reading aloud also plays an important role in teaching English and aloud reading is part of reading skill which is related with students' experience in mastering their oral language. This strategy is used by teachers to train the student's pronunciation and the courage of the student in reading English. This strategy can help the student if the student follows correctly what the teacher says and this strategy can help students in their spelling and pronunciation.

CONCLUSION

From the result of the research that has been discussed in chapter IV, the researcher can conclude that this research shows that in teaching reading comprehension the teachers used various teaching strategies Memorizing, question and answer, silent reading, game, discussion, and reading aloud based on this research, those strategies are effective in teaching reading comprehension because can help students to comprehend the text. The teachers' way in applying those strategies are:

- 1) Memorizing strategy: Every final Learning and teaching, the teacher asks students to memorize minimum 5 vocabularies from text readings that were taught, students were given a few minutes to memorize vocabulary. After that, the students asked to memorize vocabulary at each seat with attendance.

- 2) Game strategy: The teacher used a Picture Dictionaries game and divided the students into some groups. The teacher uses a card or piece of paper that there is a picture or through his hand phone. So, the teacher showed that card in front of the class and all of the students saw. Next, the students answer that picture and spell the words with find in the dictionary quickly.
- 3) Discussion strategy: Teacher will divide students in small groups, and teacher gives the passage to each group with different titles. Teacher asks the students to translate the passage. Reading with each group. After that the teacher asks one of the students of that group to give a presentation in front of the class.
- 4) Question-answer strategy: In this strategy which is utilized by the teacher, the teacher gives a problem or question to students according to the text that the student has read before as many 1 to 5 problems at each learning final so the students answer that problem or question.
- 5) The students order to be silent and read by themselves while understanding the text by the comprehension and if they do not know the vocabulary the teacher orders them to open their dictionary or ask the teacher about the difficult vocabulary.
- 6) Reading aloud: the teacher gives the conversation text that she gets from the textbook. During the class, the teacher reads the text and the students will follow what the teachers said. While reading, the teacher explains the meaning of the text. This strategy used to give material to the student in order for the students to easily accept material that was given by the teacher. After that the students will read together loudly and the teacher calls the two students to practice their reading achievement in front of the class.

In short, those strategies give good contributions for teachers. Students who have difficulty in reading will be easier in mastering reading comprehension. With this strategy the teacher more easily gives the material to the students. Those strategies can help the teacher because the students are more active. And the students can exchange their opinions with their friends. In solving problems the teacher also can solve the problem when the problem appears during the lesson.

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