


The Teachers Strategy in Teaching Reading Comprehension at SMP Swasta Mardi Wiyata Utama Gunung Bayu

Natanael Saragih

Universitas Simalungan Pematang Siantar, Indonesia

 natanaelsaragih225@gmail.com

Abstract

The aim of this research was to find the teacher's strategy in teaching reading comprehension at SMP Mardi Wiyata Utama Gunung Bayu in the academic year 2022/2023. This research used qualitative approach and the research used obseravation, questionnaire, recording, and interview as the method of collecting data. The objective of this research is to know the the English teacher's strategies in teaching reading. the result of research is the english teacher impementing three strategies in teaching reading. They are scaffolding, and qars, (Question and Answer Relationship). Based on the observation, recording, interview, and the data of questionnaire show that the english teacher implement all the strategies in teaching reading. Moreover, the data from questionnaire revealed that most of the students agree that the english teacher has good ability in teaching reading by using those strategy.

Keywords: Teachers Strategy, Reading Comprehension, Teaching Reading

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INTRODUCTION

The using Strategy is very needed to help the learning understanding of students. Teaching strategy is assumed as the way of achieving something in teaching process. It is appropriated with the strategy that teacher used, teacher are able to achieve the objective of the teaching plan. One of strategies which should be managed and applied by teachers in the classroom is teaching reading strategies. Teaching strategy is a teacher's plan in teaching and learning process to achieve a purpose which have be plan (Chou et al., 2023; Coopmans & Rinnooy Kan, 2023; Mononen et al., 2023). In other word, teaching strategies are approaches to teaching students. The teacher have to applied the strategy to balance between the method which the teacher's used and the way of the teacher's used to applied the material (Abdelrahman & Wang, 2023; Boye & Agyei, 2023; Westerdahl et al., 2022). According to Wulandari and Ihsan (2014) one of factors to be success in teaching is teaching strategies It means that the teacher should have understood well four language skills in order that their students could use the skills to communicate or express their thoughts, feeling, and opinion in English.

This applies too in english process called listening and reading as receptive skills while reading and speaking as productive skills (Elleman et al., 2022; Golkova & Hubackova, 2014; Kormos et al., 2022; Manurung, 2015; Pladevall-Ballester & Vallbona, 2016; Powers et al., 2023). Often people call only by mastering speaking, this is true,

written language also important to master. For example, our compilation opens the internet and want to reply to an email, of course you need to careful reading skills the ability to write using the correct language give appropriate answers. Although some commentators say that the growth of TV and information and communication technology will give birth to a “post literate” society, this statement can easily be overstated. Most technologies, though perhaps not explicitly literate, assume that literacy is a pre-existing condition, and the importance of reading and language has certainly never been lost with the advent of many language-based information and communication technologies.

Given the importance of literacy, it is not surprising that many different approaches to teach reading have been developed and it is also not surprising that controversy has erupted in this field. Although a detailed discussion of all literacy teaching strategies is beyond the scope of this book, we will discuss a number of key strategies and the controversies surrounding them. During teaching reading, teachers need the materials and the strategies that are suitable with the students, because strategy is an action that the teacher takes to attain one or more of the teaching learning’s goals (Keydeniers et al., 2022; Liu & Wang, 2023; Varas et al., 2023). The strategy can be defined as a general direction set for the teaching process and its various components to achieve a desired state in the future.

The teacher should use many strategies in teaching reading such as applying various teaching methods, media and games in order to stimulate their interests (Gutierrez et al., 2023; Jin et al., 2020; Paratore et al., 2016; Robinson et al., 2021; Tomopoulos et al., 2007). The fundamental of teaching strategies is to make it easier to implement a variety of teaching methods and techniques (Kusumastuti, 2013). The teacher’s strategy in teaching reading is very important. Nowadays, many students have the difficulty in finding the meaning of the text, understanding the content of the text, the structure of the text. They just read without knowing what they are reading. It all depends on how the teacher’s strategy in present the reading material. So that the students can understand what are they read, what are they know from the text, what is the generic structure of the text. Based on the researcher’s problem, the researcher decided to take an observation in SMP Swasta Mardi Wiyata Utama Gunung Bayu to find out how the teacher’s strategy are used in teaching reading, so that the students can understand what reading is.

Literature Review

Many experts have given their definition about what reading really means. Reading is very important skill that the students must be mastered, because the reading cannot be separated in the process of teaching and learning. Reading is the most important activity in 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.

According to Tarigan (2015), reading is a process that is carried out and used by readers to obtain messages, which are to be conveyed by the author through the medium of words/written language (Purba et al., 2023). The other opinion about definition of reading is decoding written words so that the readers can produce them orally. Reading is the meaningful interpretation of written or printed verbal symbols. 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 word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read.

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 is a reading activity in order to obtain the information conveyed in the reading material (Yunus, 2012). Reading ability is a highly requirement task that involves the simultaneous

process of extracting and constructing meaning in which working memory's executive processes play a crucial role (Madruga et al, 2013). A good reading ability has significant meaning for the industry development. Reading is the most critical skill future success in school as well as throughout life (PEATC, 2022). It is an activity of receiving. Not only understanding is required in reading. Critical and creative processing of reading materials must also be done while reading. Reading is not only a process of remembering, but also a mental work process that involves aspects of critical and creative thinking.

Ricœur stated that interpretation is carried out after the reading process. "By reading we can prolong and reinforce the suspense which affects the text's reference to a surrounding world and to the audience of speaking subjects: that is the explanatory attitude" (page 158). The essence of the reading process is explanation. After this explanatory process, we enter the interpretation stage. This process is carried out by a method called appropriation which essentially is "self-interpretation", namely knowing oneself in relation to the text being read ("that the interpretation of a text culminates in the self-interpretation of a subject who then understands himself better, understands himself differently, or simply begins to understand himself" (page 158). This is in line with Mestenhauser's opinion that I stated above, namely in an effort to understand other cultures it would be better if we understand ourselves. Although not quoting Ricœur or Mestenhauser, Pamela Allen should have implicitly used the concepts mentioned above.

Purpose of Reading

According to Risdianto (2012:94) there are some purpose of reading, that is:

1. Reading to learn. According to Risdianto (2012:94) another purpose of reading calls for reading carefully and slowly. Once the student has a general idea about the material he wants to learn, he will read the section carefully, the students will go back and review the material to see if he can answer question about the text.
2. Reading for pleasure or for personal reasons to find general information such as what a book mostly about.
3. To find a specific topic of a book or article.
4. To learn subject matter that is required for a class.

Independent of Reading

According to Sanden (2014 : 169), "Essential element of independent reading for these teachers are a concerted focus on student growth."The teacher needs to know how far the students know the contents of the material reading that they love to read. In his book as an additions, Sanden (2014) added that "These teachers do not view independent reading as a supplemental activity but rather as an integral part of their literacy programs." As a main focus for developing students' comprehension in reading, researcher will ask the students to read reading material as a motivation reading of them so they will read and easily to understand the reading material.

Technique of Reading

There are some techniques of reading that can be use by the reader to read a text. According to Mikulecky and Jeffries in Rahmad (2011), state that reading can help much more if we can read well.It allows the reader to convert a written text into a meaningful language with independence, comprehension, and fluency, and to interact with the message. According to Abidin (2010), state that reading efficacy will be better if the information needed has been determined in advance. Concentration of attention and thought can be directed to that information. The required information is called focus information. Here is some of the reading techniques:

Skimming

According to Risdianto (2012: 1) skimming is reading rapidly in order to get a general overview of the material. Use skimming in previewing (reading before you read), reviewing (reading after you read), determining the main idea from a long selection you

do not wish to read, or when trying to find source material for research paper. Use skimming to decide if you need to read something at all.

Skimming can tell you enough about the general idea and tone of the material, as well as its gross similarity or difference from other sources, to know if you need to read it at all. There are three types of skimming according to Risdianto (2012), Skimming for point of view When the reader want to know the point of view the reader do not need to read everything. They only need to read a few important words.

Scanning. According to Risdianto (2012: 22) scanning is a mode of fast reading which the reader uses if the reader starts with a predefined set of keyword and want to find out if a given text provides information on them.

Types of Reading

Extensive Reading

According Palmer in Risdianto (2012), states that extensive is considered being reading rapidly. The readers read book after books. attention paid to the meaning of text itself not the language. The purpose extensive reading for pleasure and information.

Intensive Reading

According Risdianto (2012: 22) intensive reading is mode of reading in readers focus on fairly comprehensive understanding given text. addition, Palmer (in Risdianto (2012), notes that intensive reading means readers take text, study line by line, and refer at very moment about the grammar the text itself.

Aloud Reading

Reading is basic form of classroom organization disciplines. aloud, the students are confronted with written sentences which haven't before. The aim reading aloud the achievement better speaking and pronunciation students. According Elizabeth in Maryani (2018), aloud reading means reading book by producing sounds audible to other. aloud by teacher can help the students the improvement their ability. Reading aloud useful at specific moment alone. Reading aloud the students from learning to understand the meaning of sentence even may not know one word the sentence.

Concept Teaching

According to Djamarah and Zain (2010:39) "teaching is essentially a process, namely the process of regulating, organizing the environment around students, so that they can grow and encourage students to carry out the learning process". According to Sudjana (Djamarah and Zain, 2010:39) 'at the next stage teaching is the process of providing guidance/assistance to students in the learning process'. In essence, teaching is a process carried out by teachers in developing student learning activities. This implies that the teaching process by the teacher presents a learning process on the part of students in the form of changes in behavior, including changes in skills, habits, attitudes, knowledge, understanding, and appreciation. In this concept, it appears that the emphasis of the teacher's role is not only as a teacher, but also as a learning guide, learning leader, and learning facilitator. Thus, as a learning guide, the teacher sits down to provide his ability to study certain materials for the development of thinking power, personal and social skills, as well as students' attitudes and feelings for the provision of life in society. As a learning leader, the teacher determines from the beginning what will be achieved through certain directions or ways that are in accordance with the abilities of students.

Learning Strategy

Yusufhadi Miarso (in Agustian, 2015:131) said that the learning strategy is a comprehensive approach to learning, in the form of general guidelines and frameworks from a philosophical or theoretical view of learning under certain conditions, and which are set to achieve general goals. Ideas about how to set teaching objectives, how to analyze the sequence carefully, about preliminary assessments, and knowledge of useful teaching principles, all of which will help the teacher to have an impact on the learning activities of his students. While all of these are essential for systematic teaching, they are not sufficient.

Understanding teaching principles, even being able to apply them, is not the same as teaching. In an integrated manner, the application of learning principles must be integrated with the situation of the teacher, adapted to his personality, and realized in a form that is suitable for him. In this chapter, we will discuss the ways in which teachers organize activities in their classrooms and present or monitor teaching.

Teacher's Strategy

Strategy can be given as a general pattern of teacher-student activities in the realization of teaching and learning activities to achieve the desired goals outlined Djamarah (2010). In this case, there is an understanding that the teacher's strategy is teacher's efforts to vary the way of teaching and create pleasant teaching atmosphere in the classroom so that students can be involved and active in actively participating in learning not passive. So, it can be concluded that the learning strategy is a teacher's ability to create ways of teaching in the classroom to be better and liven up the classroom atmosphere which is fun for students. class by getting better and liven up the class atmosphere. Budiansyah in Ratna (2014) said that strategy is the teacher's ability to create tactics in diverse learning activities to meet various level of students ability in teaching and learning process, the teacher must have a strategy so that the students can learn effectively and efficiently, achieve goals which are expected.

Strategy in Teaching Reading. Psychologically, reading is viewed as an interactive process between language and thought. There are three kinds of activities involved in relation to the reading class activities: pre reading activities, during reading activities, and post reading activities (Mukhroji, 2011).

METHOD

In this research, the researcher used a qualitative approach to find the data. The source of data is the English teacher from SMP Mardi Wiyata Utama Gunung Bayu and the sample for the research is an English teacher. The technique of collecting data in this research are using 4 techniques in doing systematic step of research, there are observation, interview, recording, and questionnaire. The step of researcher analysing the data are data reduction, data display, and conclusion drawing. In calculating the questionnaire, the researcher used the scoring system which was adapted from Likert. After the researcher knowing the score of the questionnaire, the researcher will give the level categories from the questionnaire. The researcher calculating the frequency and normality of the test by using Excel.

RESULT AND DISCUSSION

After the researcher investigated the teacher's strategies in teaching reading comprehension by observation, recording, and interview, finally, the researcher got some data. There were 2 strategies used by the teacher in teaching, they were Scaffolding and Question-Answer Relationship (QARS). All the strategies were used by the teacher in teaching reading comprehension effectively, because with those strategies the students can understand the material easily.

In Scaffolding strategy, the teacher uses 2 ways, first the teacher reads the text first and then the student must follow. If a student's error is found in the pronunciation, the teacher immediately corrects the student's mistake and the student is obliged to re-read the text with the correct pronunciation. Second, the teacher gives an example of the text, then the students are instructed to read first. If a student's error is found in reading, the teacher immediately corrects the student's pronunciation. It can be known that, the teacher made good strategies for teaching reading comprehension in the classroom, because he knows that in terms of their interest in learning and their study allowance is limited. The average students do not take additional lesson so they have limited "hour lesson" that made the students do not have the ability or knowledge in reading. So, the

teacher must develop and concept the lesson to guide the students in understanding new material, and implementation of the concept, the teacher provide assistance to students at every step of the learning process. The tacher must focus on improving the students' knowledge and pronunciation in reading. By using the method of asking students to read one by one with the correct pronunciation. As long as the students read the text, the teacher will listen and pay attention and if they find some mistakes, the teacher will immediately correct the pronunciation and students are required to read the sentence correctly.

The second strategy was question answer relationship. Teacher utilizes question answer realationship's strategy on student for reading comprehension's learning at the class. In this strategy which utilized by teacher, the teacher gave some questions to students as much 1 until 2 at each learning final so the students answer the questions. Accorfing to the teacher, this strategy used to give material to the student in order the students was easy to accept material that given by teacher. It means that, Question-Answer Relationship (QARS) material as bait to stimulate students' curiosity and enthusiasm in reading comprehension. The students' interest in learning must be provoked first so that they have the willing to learn. Learning language is different from learning mathematics, social science, and science. So the teacher have to prepare the mental language of the students first.

Then, it is Question-Answer Relationship (QARS) because there are the question and answer between the students and the teacher. The teacher asked first, do they know the definition of the text and then the students respond which means the students have started to be provoked. Then, after getting answer from the students, the teacher will provide an explanation or a true definition of the text; the text is a collection of words, sentences and paragraphs. After that, the teacher will explain the definition of the related text that being studied and then continue by providing a definition, generic structure, and language feature of the text. The teacher will explain in detail and in depth.

After explaining in detail the teacher will start asking students one by one about the material that has been explained. After getting the right answer and make sure that the students already understand the definition of the text, the generic structure, and language feature, the teacher will start giving examples of the text. The teacher begins to read the text. Then, the students must pay attention to the pronunciation of the teacher. After reading the text as a whole and correcting the pronunciation of the students, the teacher will begin to explain where is the generic structure and the language feature of the text, they will interpret the text individually or group. Next, the teacher will give questions and students are expected to be able to answer question based on the text. As a measuring tool do students understand the meaning of the text.

Another finding is based on the table 4.1-4.10 that 60 students 100% where all the sample of this study there are about 17 students who strongly understand (28,3%), 30 students who understand (50%), 12 students who netral (20%), and 1 student who do not understand (1,6%) by saying that learning Reading Comprehension using Scaffolding and QARs make it understand to comprehend "the definition" of the text that being studied. Based on the Table 4.2 of 60 students 100% where all the sample of this study there are about 5 students who strongly understand (8,3%), 38 students who understand (63,3%), and 17 students who netral (28,4%) by saying that learning Reading Comprehension using Scaffolding and QARs make it understand and ableto comprehend "the generic structure" of the text that being studied. Based on the Table 4.3 of 60 students 100% where all the sample of this study there are about 1 students who strongly understand (1,6%), 36 students who understand (60%), 18 students who netral (30%), and 5 students who do not understand (8,3%) by saying that learning Reading Comprehension using Scaffolding and QARs make it understand and ableto comprehend "the social function" of the text that being studied. Based on the Table 4.4 of 60 students

100% where all the sample of this study there are about 9 students who strongly understand (15%), 30 students who understand (50,0%), 18 students who netral (30,0%), and 3 students who do not understand (5,0%) by saying that learning Reading Comprehension using Scaffolding and QARs make it understand the meaning of the text that being studied. Based on the Table 4.5 of 60 students 100% where all the sample of this study there are about 3 students who strongly understand (5,0%), 35 students who understand (58,3%), 16 students who netral (26,6%), 5 students who do not understand (8,3%), and 1 student who strongly do not understand (1,6%) by saying that learning Reading Comprehension using Scaffolding and QARs make it understand and able to answer the question based on the text. Based on the Table 4.6 of 60 students 100% where all the sample of this study there are about 5 students who strongly understand (8,3%), 30 students who understand (50,0%), 20 students who netral (33,4%), and 5 students who do not understand (8,3%) by saying that learning Reading Comprehension using Scaffolding and QARs make it understand and able to how to read the pronunciation of the text correctly. Based on the Table 4.7 of 60 students 100% where all the sample of this study there are about 1 student who strongly understand (1,6%), 36 students who understand (60,0%), 18 students who netral (30,0%), and 5 students who do not understand (8,4%) by saying that learning Reading Comprehension using Scaffolding and QARs make it understand and able to answer the question that given by the teacher. Based on the Table 4.8 of 60 students 100% where all the sample of this study there are about 5 students who strongly understand (8,3%), 34 students who understand (56,7%), and 18 students who netral (30,0%) by saying that learning Reading Comprehension using Scaffolding and QARs make it understand and able to know the content of the text. Based on the Table 4.7 of 60 students 100% where all the sample of this study there are about 2 students who strongly understand (3,4%), 31 students who understand (51,7%), 21 students who netral (35,0%), 5 students who do not understand (8,4%), and 1 student who strongly do not understand (1,6%) by saying that learning Reading Comprehension using Scaffolding and QARs make it understand and able to determine the “generic structure” of the text. Based on the Table 4.10 of 60 students 100% where all the sample of this study there are about 3 students who strongly understand (5,0%), 37 students who understand (61,7%), 14 students who netral 23,3%), and 6 students who do not understand (10,0%) by saying that learning Reading Comprehension using Scaffolding and QARs make it understand and able to comprehend the “language feature” of the text.

There was one research question proposed in this study. This research focused on the teacher’s strategies in teaching reading comprehension at SMP Mardi Wiyata Utama Gunung Bayu. In attempt to make the teaching and learning process succesful, especially in teaching student’s reading comprehension, the teacher should consider some factors, there were two factors, which are: (1) Students’ learning mental factor such as builld interest and mental language in students so that there is interest and enthusiasm for learning English and reading, because English is a foreign language for students so mental language development must be raise (2) Students’ study time factor such as the lack of student learning hours in English which causes their lack of knowledge in terms of vocabulary, and pronunciation. So the teacher must be able to find the right strategy so that the students can know the basics of Reading Comprehension. In this case, the teacher of SMP Mardi Wiyata Utama Gunung Bayu considered that factors, both of them was by considering the strategies he employed to teach the reading comprehension.

The first strategy was scaffolding where the teacher offer a particular kind of support to students as they learn and develop a new concept or skill. The teacher concept the material an fix or improve the pronunciation of the student and the student could get the right pronunciation of the text. . The teacher always give motivation and insert funny stories for students, and some methods like inhale three times and claps the hand (ice breaking) so that the students can relax.

The second strategy was QARS where the teacher give the question to the students to determine do the students receive the material well. QARS as a tool to explain how students can approach the task of reading texts and distinguishing new knowledge from previous experiences. The teacher will ask the question about what is the generic structure that can find in the text, what is the purpose of the text, and answer the question based on the text. This strategy is designed so that teaching and learning activities are more effective and can achieve competencies that are expected, especially in understanding reading learning.

CONCLUSION

After doing the research, the researcher found that There are two strategies used by the teacher in teaching reading comprehension, those are Scaffolding and QARS Strategy. Scaffolding strategy where the teaceher must develop and concept the lesson to guide the students in understanding new material, and implementation of the concept, the teacher provide assistance to students at every step of the learning process. The teacher must focus on improving the students' knowledge and pronunciation in reading. By using the method of asking students to read one by one with the correct pronunciation. As long as the students read the text, the teacher will listen and pay attention and if they find some mistakes, the teacher will immediately correct the pronunciation and students are required to read the sentence correctly. QARS Strategy; this strategy was used by the teacher to see if students really understand it with text that thay read. If the students could answer the question about the element and the meaning of the text, it means they have understood of the material and the text, and if they could not answer the question then the students not understand with those text. The student's perception about two methods are easier to understand to know the basic of the text, they can identified, know the meaning, and improve their skill on pronunciation especially in reading. The teacher also slip the funny story and ice breaking, so that the students didn'd bored during the lesson.

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