



English Teachers' Strategies in Teaching Reading Comprehension at SMPN 1 Watopute

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ABSTRACT

This researcher aims to determine the strategies used by teachers in teaching reading comprehension during the role teacher period implementing this strategy at SMP N 1 Watopute. This researcher involved only 1 school located in an Watopute. The researcher used a descriptive type of research with a qualitative approach. Collecting data using semi-structured interviews and observation, with the interview tools using interview guidelines. In this research, there was 1 school involved, namely SMPN 1 Watopute. The informants 2 respondents namely the English teacher. This data collection tool is carried out by telephone which is carried out face- to face (online). It was used to support this interview data and observation. Then, these result were analyzed to answer the research problem by collecting through interview guidelines and knowing its relevance, so that they could explore and obtain information contained in schools, especially about teacher's strategies in teaching reading comprehension during role play classes. This researcher found two strategies used by English teachers at SMPN 1 Watopute in teaching reading comprehension during role play learning classes. The first strategy is scaffolding and the second strategy is reciprocal teaching. Applying this strategy can also improve student's reading comprehension and improve students reading ability to find main idea's, especially in reading english both inside and outside the calssroom during the role teacher learning period.

Keywords: *Teaching strategy, English Teacher, Reading Comprehension*

1. Introduction

English is one of international language. This language is used all over their world. As a result, Indonesian government has decided that English is foreign language in Indonesian. In addition, it is the first foreign language taught as a compulsory subject in junior high school, senior high school and university in Indonesian. In learning English there are four skills that must be mastered by students, including: reading, writing, listening, and speaking. This also applies in the process of English which is called listening and reading as receptive skills while reading and speaking as productive skills. Reading is one of the most important language skills for students to learn. Through this research, students can improve their language and reading comprehension so that they will get the information and ideas they need to know. Moreover (2017:21) states that they will be able to find out what they did not know before, by reading people get a lot of information. The more he read, the more information he got. Reading makes a person smarter and more creative as Lado (2007) suggests.

Based on the results of observations with an English teacher at SMPN 1 Watopute that, before teachers teach they must prepare the material to be taught later in class. Then the teacher gives interesting things to support student learning, especially in teaching reading. Reading in English is one of the difficult things for some students, because there are still many students who lack confidence or are afraid to read in English. Therefore, this is a big problem faced by English teachers at SMPN 1 Watopute.

Reading comprehension is one of the pillars of the act of reading. When a person reads a text, he or she is involved in a series of complex cognitive processes. The person simultaneously uses his awareness and understanding of phonemes ("chunks" of individual sounds in language), phnics (the relationship between letters and sounds and the relationship between sounds, letters and words) and the ability to understand or construct meaning from texts. The last component of this act of reading is reading comprehension.

Teaching strategy is a very important thing in the process of teaching and learning. Teaching strategies are applied by teachers and followed by students in the teaching and learning process so that teaching and learning activities are efficient and effective. So, a teacher must have the right strategy to be applied to his students in the teaching and learning process. Therefore, it is important for teachers to understand the characteristics of each student, as well as the importance of teachers choosing reading comprehension teaching strategies that are suitable to be applied in the teaching and learning process according to the abilities of their students.

Researcher is interested in conducting research on the analysis of teacher strategies in teaching reading comprehension. Because the ability to read is not an easy thing and reading is one of the four basic language skills that must be mastered in learning English. Therefore, the teacher must be the one who manages the classroom activities by using good teaching strategies.

Some reviews of previous studies on reading literacy learning strategies have shown that the most discussed areas are the reaction of students and the impact of reading literacy learning strategies used by teachers. However, it does not explain how English teachers implement strategies for teaching reading comprehension. Therefore, researchers are interested in bridging this gap by conducting a study entitled "English Teacher's Strategies in Teaching English Reading Comprehension with SMPN1 Watopute".

2. Methods

This research applied qualitative research. According to Sugiyono (2008) explaining that qualitative research methods are based on the philosophy of post-positivism which is used to study the state of natural objects (not experiments) increased. Therefore, qualitative research is research that is carried out through descriptions or the use of analytical processes, and qualitative research places more emphasis on meanings (subject perspective). For the research design, the researcher used a case study. Therefore, the researcher will begin to identify the strategies of English teachers in teaching reading comprehension which will be presented through information. A case study is a type of ethnography that focuses on a single entity. Like; we are one individual, one group, one organization or one program. It aims to arrive

at a detailed description and understanding of the entity. Next, the use case of multiple methods. Such as observations, interviews, archives to survey data collection.

Subject of the study, the researcher took two English teachers (Mrs. Sitti Hasrat, S.Pd (SH) and Mrs. Elmerellia Muis, S.Pd (EM)). Teachers teach at different grade levels. The researcher chose grades 7 and 8 because grade 9 had taken the national exam and grade 9 had been on vocation. Mrs. (SH) an English teachers 7th grade and Mrs. (EM) 8-th grade teacher. From the school, the researcher invites the class to choose a class taught by 2 teachers. And the researcher chose classes, 7A and 8A because of the consideration of a conducive learning atmosphere.

Data collection techniques are one of the most important things in research. Without data, collection research would be meaningless or can not be done. In this research, researchers used several ways to collect data from research subjects.

Observation

Observation is observation by making field notes about individual behavior or atmosphere and conditions and so on according to the research subject to obtain data or research purposes. In this study, observations were made to observe the actual teaching carried out by an English teacher in the analysis of teaching reading comprehension

Interview

Interview is one way of collecting data that is often used. Interviews were conducted orally in individual face-to-face meetings. This technique is done by asking questions to researchers with informants who are research subjects. This is done both orally and in writing with the aim of collecting data in accordance with the problem to be studied.

Documentation

Documentation is a data collection technique by retrieving or storing data by conducting various analyzes of written and electronic documents, as well as providing evidence or pictures.

Data Analysis Techniques

Data analysis technique is a way of processing data obtained from the field. After collected the data the researcher will analyzing data based on technique of data analysis.

Data Reduction

The first step in data analysis is data reduction. Data reduction is the process of selecting, concentrating, searching for simplifications, abstracting, and transforming raw data from notes written to the field. Data reduction is carried out continuously from the beginning to the end of report writing. The activities carried out by researchers in this data reduction are summarizing, coding the data, sorting out which ones need to be discarded and which hone need to be discarded and which one need to be stored, selecting the strictly, and classifying them in a broader pattern.

Data Display

The second step in data analysis is data display. Data presentation is a structured collection of information that provides the possibility to draw conclusions and take action. In this case the presentation is useful for understanding what happened and determining what to do next. In this case the researchers compiled the data to be obtained from research at SMPN 1 Watopute.

Conclusion/verification

The final step in analyzing the data from this research is to draw conclusions or validations. In this process, the researcher tries to find the meaning or relationship between the data that has been presented. From this step, initial conclusions are obtained, which will then be verified by data and then will bring up the final conclusion or theory. The conclusion here is to find an English teacher's strategy in teaching Reading Comprehension. Based on the Miles and Huberman analysis model above, the researchers chose the data was used and discarded the data that was not used. Then the data is verified and a conclusion is drawn.

3. Result

This section presents the research findings that the researcher found in the field by conducting observation and interviews. This is related to the teacher's strategies in teaching reading comprehension at SMP Negeri 1 Watopute. Two strategies are often used by teachers in teaching, namely *Scaffolding and Reciprocal Teaching*. The 7th-grade teacher uses a scaffolding strategy while the 8th-grade teacher uses a scaffolding strategy and reciprocal teaching. on the results of observations and interviews with research subjects, the researcher found that teachers only used two strategies in teaching reading comprehension and these strategies were always used by teachers in teaching reading comprehension at SMP Negeri 1 Watopute.

The researcher's findings on what teachers expect when implementing reading comprehension teaching strategies at SMP Negeri 1 Watopute. Based on the results of the research, the expectations that teachers want in implementing reading comprehension teaching strategies are for teacher 1, hoping that all students have the same confidence in reading comprehension, reading comprehension students' vocabulary can be increased, students can have the same readiness to learn, hope printed books can be added. Then for teacher 2, the desired expectation is that students' vocabulary can be increased, students can be clearer understood for give meaning words in English, and hope printed books can be added.

The researcher's findings on what are the student responses towards the strategies used by the teacher. For grade 7, they gave a response to the scaffolding strategy used by the English teacher. They respond that they like role-playing, because role-playing can improve speaking skills and increase vocabulary, and according to 7th-grade students moving forward can make students confident. Similarly, the response of grade 8 students that the scaffolding strategy and reciprocal teaching used by the English teacher can increase vocabulary, increase their confidence to move forward, and can motivate them to be more active in practicing reading.

4. Discussion

4.1 English teachers implement strategies in teaching reading comprehension at SMPN 1 Watopute

Based on the research findings, the researcher found that how the implement English teacher used in teaching reading comprehension at SMPN 1 Watopute. How to implement the strategies given by the teacher in various ways? There are two strategies that teachers use in teaching process. The first is scaffolding and the second is reciprocal teaching. What will be discussed first is how to implement the scaffolding strategy so that students can understand this strategy well. The first is, scaffolding learning in which students are given some assistance in the early stages of learning and the reduce the assistance and provide learners negotiate meaning and overcomes difficulties in text-related learning situations. The implementation scaffolding where students were helped to solve a certain problem beyond his developmental capacity through the help of a teacher or other person who is more capable.

How to implement reciprocal teaching, namely the teacher will exchange roles with students. Where after the teacher gives the reading text, he will ask students to understand the reading the make students as teachers to explain what they have read, so this strategy requires very high self-confidence, where are students must be good at reading comprehension. This strategy is very good because it is increases student's motivation to be more active in reading and fosters self-confidence.

4.2 Students' responses towards the strategies used by the teacher?

Based on the results of the research described above, in this section the researcher will discuss in more detail the students' responses to the strategies used by English teachers. Based on the results of the study that students gave a positive response to the strategies used by English teachers at SMPN 1 Watopute.

The 7th grade gave a positive response to the scaffolding strategy that is often used by 7th grade English teachers at SMP Negeri 1 Watopute. Their response was the first, they said the strategy was good, because they were only in 7th grade, so with this strategy they found it helpful to understand English. The second response was that they liked the strategy. Because the teacher always gives clear instructions and makes it easy to understand. The third response is that this strategy can increase student's vocabulary, because during the reading text the teacher tells them what vocabulary is still wrong. The last response is that the strategy can improve students' English. Because with the explaining the meaning students can improve English.

The 8th grade students' responses to the scaffolding strategy and reciprocal teaching used by English teacher, students also gave positive responses. The first response given by the students was very good. Because with the strategy of scaffolding and reciprocal teaching, students can follow the lesson well. Making it easier for student to practice reading comprehension. And students can come forwards using English. Because basically students like to explaining the meaning reading text and reciprocal teaching. The second response is that the strategy motivates students to study hard. Because by learning reading comprehension using scaffolding strategies and reciprocal teaching there are new vocabulary that students get.

5. Conclusion

After having discussion in the previous chapter, the researcher concluded that the English teacher at SMP Negeri 1 Watopute uses two strategies to improve student's reading comprehension skills. The strategies most often used by English teachers at SMP Negeri 1 Watopute to improve students' reading comprehension skill are scaffolding and reciprocal teaching. Between one teacher and another teacher has different class. Both differ in grade level, student ability, and class conditions. Where the 7th grade teacher only uses a role scaffolding strategy. While the 8th grade teacher uses a scaffolding and reciprocal teaching.

There are implement how two strategies used by English teacher the first is, scaffolding is done in a way where students are given assistance at an early stage and the teacher provides keywords or negotiates meanings in reading, so the point of implementing this strategy is that the teacher helps students to solve a problem in reading comprehension, and the last is Reciprocal teaching in implementing the reciprocal teaching strategy the teacher will share roles with students in learning to read. Where after students read then he will act as a teacher in conveying the material that students have understood. So, this strategy is very good where students will be more confident in understanding the reading. Students response to the strategies applied by the English teacher in teaching reading comprehension, namely for all students, both grade 7 and grade 8, gave a positive response. Grade 7 gave a response that the scaffolding is good, they like the strategy, can increase students' vocabulary, and can increase English. Meanwhile, for grade 8 the teacher's response to the strategy used is very good because it can increase students' vocabulary and increase self-confident. Because the vocabulary was initially unknown but with a scaffolding and reciprocal teaching. Besides, it can motivate students to reading comprehension English well and fluently.

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