UBBG

(An Analysis of Teacher Strategies In Teaching Reading Comprehension)

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Abstrak

Penelitian ini bertujuan untuk menganalisis strategi guru dalam mengajarkan pembelajaran reading comprehension pada siswa kelas satu di SMA Inshafuddin Banda Aceh. Peneltian ini menggunakan metode kualitatif deskriptif. Partisipan dalam penelitian ini adalah seorang guru bahasa inggris dan siswa kelas satu SMA Inshafuddin Banda Aceh yang terdiri dari 30 siswa. Instrumen pengumpulan data yang digunakan dalam penelitian ini adalah observasi, dan wawancara. Tujuan dari penelitian ini adalah untuk mengetahui strategi yang digunakan oleh guru dalam mengajarkan pembelajaran reading comprehension. Hasil penelitian menunjukkan bahwa guru menggunakan lima strategi dalam mengajarkan pembelajaran reading comprehension pada siswa kelas satu SMA Inshafuddin Banda Aceh. Adapun strategi tersebut yaitu Recognizing Story Structure, Question and Answer Relationship (QARS), Monitoring Comprehension, Skimming, and Scanning.

Kata Kunci: Strategi Guru, Reading Comprehenshion.

Abstract

This study aimed to analyze the teacher strategies in teaching reading comprehension at the first grade students at SMA Inshafuddin Banda Aceh. This research employed a descriptive qualitative method. The participants of this research were the English teacher and the first grade students of SMA Inshafuddin Banda Aceh that consist of 30 students. The instruments of collecting the data used in this study were the observation, and interview. The objectives of this research were to know the teacher strategies in teaching reading comprehension. The result revealed that the teacher used five strategies in teaching reading comprehension at the first grade students of SMA Inshafuddin Banda Aceh. They were Recognizing Story Structure, Question and Answer Relationship (QARS), Monitoring Comprehension, Skimming, and Scanning.

Keywords: Teacher Strategies, Reading Comprehension.

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INTRODUCTION

Reading is an English skill to find and understand the meaning of words contained in the text, in the learning process students should have capability to read in order to understand the contents of a topic. According Zhussupova (2016) state that, reading is an interesting process in which reader interact to read the text and try to understand the author's purpose. Besides Sari (2016:2) said that, reading is the process to find information about the meaning of the some words from the text. Similarity with Herliyanto (2015:6), said that reading is a process of understanding and finding the meaning contained in the reading, reading is also a process of translating written symbols into words. So that readers can find important points that can be deduced from the text that has been read.

According to wainwright (2007:37) reading comprehension is process in which the reader has to decide lingusitic symbol and reconstruct them up to meaningful whole intended by the writer. Besides, Ness (2016) state that, reading comprehension is the process to get the meaning of the content concurrently and conclude meaning with interaction and define with written language. That is, the readers are expected to understand what information is in the text and the readers also can get the points of the text they are reading about. With reading it can make the reader get what the purpose of the text. Besides, it is one of the language skills which is very important to be learned by students. In other words by reading students get information from written letters and words that create the student more successful in skill reading.

Mistar Dkk (2016) stated that reading strategies are the activity of how readers understand the text, how they comprehend of what they read, and what they do when they do not understand. Moreover, Nurdyansyah (2016:2), stated that learning strategy is a model that is planned on learning including methods or techniques that create by teachers.Based on definition above, these mean that strategy is used by the teacher in learning processes to think, solve problem and make decisions to achieve the goal in teaching learning process. Teachers create many strategies in the classroom in order to help learner with reading difficulties so that they can readand comprehend the text effeciently. Besides, Teaching strategies was a learning activity that must be done by the teacher and student, so that the learning objectives can be achieved effectively and efficiently.

Teaching strategies can help students take more responsibility for their own learning and enhance the process of teaching for learning. In other word, teaching

strategy were approaches to teaching students. the teacher have to applied the strategies to balance between the method which the teacher used and the way of the teacher used to applied the meterial. Many learning strategies can be used effectively to develop comprehension skills. Effective teaching necessitates an understanding of, and ability to use, a variety of method in teaching learning process. Many strategies may be applied to the class to make the situation actively. therefore, teacher should try to create reading interesting, enjoyable, meaningful, and chalengging.with using many reading strategies can influence students skor in skill reading.

However based on information from English teachers of SMA Inshafuddin Banda Aceh that the researchercommunicated by social media.The researcher took information with the English teacher on September 07th, 2020. The teacher said that there are several obstacles when she teach the reading namely: students'lack of understanding the meaning of the text, lack of vocabulary, and the students always do translate word by word in the sentences or paragraph. Therefore, it will be madethe students difficulties finding the main ideas, students' difficulties makeconclusion from the text, and as a resultthe students got difficulty in retelling or in transferring the information from thetext.It shows the problem which is happened in SMA InshafuddinBanda Aceh that need to be solved faster because it can influence students' learning process in the future.

Based on the problem that stated above, reading strategies are important part to be analyzein order to know what kind of factors that actually students faced. The strategy is one of the factor which is important towards students' reading improvement. The teacher must be able to implement the appropriate reading strategies in teaching students, the strategies used by the teacher must be in accordance with the students' needs and students condition in the classroom, because the strategies applied by the teacher in teaching can affect the effectiveness and can make students success in learning.

The selection of the appropriate strategy can make students receive learning material properly and effectively. That is why the strategy should be analyses to know the effectiveness on the students and also to know students ability in reading comprehension whether the strategy that use by the teacher is suitable with the classroom that she taught or need to change the strategy. Finally, based on the phenomenon above, showed that strategy in teaching and learning process is very important. In addition,the researcher is interested with the strategies used by teacher in teaching reading comprehension.

Research Problem

Based on the explanation above. There are some problem that will be analyze in this study, they are :

a. What are the teacher strategies in teaching reading comprehension class at the first grade students of SMA Inshafuddin Banda Aceh?

Research Objectives

Based on the problem of the study above, the objectives of the study are as follows:

1. To know the teacher strategies in teaching reading comprehension class of the first grade students of SMA Inshafuddin Banda Aceh.

RESEARCH METHODOLOGY

Research Design

According to Sugiyono (2011:8) State that qualitative research is the research that analyzes the data related to interpreted data found in field. The researcher uses descriptive qualitative method to obtain her purpose. Descriptive qualitative method uses to describe the teacher strategies in teaching reading comprehension and the students responses of the teacher strategies in teaching reading comprehension. The participants of this research is an English teacher and the first grade students that consist of 30 students. The researcher takes the participants at SMA Inshafuddin Banda Aceh in conducting the research. In this research, the writer uses observation, and interview in collecting the data.

Data Collection

Research instrument 1: Observation

According to margono (2004:158) stated that observation is a scientific method which is focussing on an object by using the senses. The researcher used the observation to know the teacher strategies. The researcher observed all the activity in the class during the teaching and learning process.

The researcher joined in the classroom to observed teacher strategies in teaching reading comprehension. This technique is used to get any information about the teacher strategies in teaching reading comprehension. In observation stage, the researcher observed the teacher how the teacher taught their students about reading comprehension and what the strategies that the teacher used in class during the lesson from opening until closing. The researcher takes some note and documentation.

Research instrument 2: Interview

Jacobs (2010: 217) state that equally popular to observation in qualitative research is interviewing. A qualitative interview occurs when researcher ask one or more participants general, open-ended questions and record their answers. The researcher then transcribes and types the data to analyze the data.

In this case, the interview was done with the English teacher. The researcher conduct face to face interview with teacher in SMA inshafuddin Banda Aceh. The researcher do interview with the teacher by using structured interview. The researcher will record the interview by using audio recording. The researcher ask the teacher to answer some questions after learning process about the strategies that the teachers used during the process of teaching reading comprehension.

Data Analysis

Data analysis is an important aspect in this research. Data analysis is the process ofsearching, find and arranging the interview script, field notes, and other material that you collect to increase your understanding of them and to support you to present what you have been found to others (Sugiyono, 2017:130). The data in this study is qualitative data which was obtained through observation, interview, and questionnaire. The data collected were analyzed based on the research questions which are the teacher strategies in teaching reading comprehension.

In this analysis, there were some techniques in analyzing the qualitative data of interview. By using Miles and Huberman model the researcher did data reduction, data display, and conclusion drawing/verification (Sugiyono, 2018:132) as follows:

a. Data reduction

Data reduction aimed to reduce original data by choosing the important point, focusing on particular part of topic so that the result can give the researcher clear description, and facilitating researcher to continue the next step.

Actually, there are lots of unimportant data from interview stage. Data reduction asisted researcher to centralize their critical thinking in reducing data. Hence, the researcher could display the clear data depending on the topic in observation guide.

b. Data display

This stage was done after data reduction. Furthermore, it showed the clear data in several categories. Thus data display can be called as stage which provides qualitative data in short explanation, chart, flowchart, and many other kinds. By

displaying the data after data reduction, it was easy to be understood by the researcher.

   c. Conclusion drawing/ verification

After data display, the last stage of analyzing the data is conclusion drawing/verification. According to Sugiyono (2013:252) stated that the collected data is categorized, found pattern, and finally concluded by the researcher. There were some specific conclusions analyzed from each respondent's interview. It supported the basic conclusion of the research.

3   RESULT & DISCUSSION

3.1.1 The result of observation

There are three days in observation. First day, the teacher used three strategies while teaching reading comprehension. The strategies are Recognizing Story Structure, Question and Answer Relationship, Monitoring Comprehension. Second day the teacher used some strategies, those are : Monitoring Comprehension, Skimming, Scanning. The last day, the teacher only used one strategies it is Question And Answer Relationship.

3.1.2 The result of interview

Based on the answer of the interviews questions between the teacher and the researcher we can conclude that the teacher monitoring comprehension to the students but because the limit of time the teacher not fully used this strategy. Beside, the teacher also used Question and Answer Relationship strategies in order to know how far the students understanding about the reading text. Then, the teacher also used Recognizing Story Structure to ask the students to identify the structure of the story in the text. The last strategies that the teacher used is Skimming and Scanning Strategies to make the students can identify the answer of the text.

However, the effectiveness of those strategies is still far from effective because there are many strategies that the teacher has to try. Beside, the responses of the students a half of the students understand and a half of them do not understand. During the process of teaching and learning the students often get bored while they are studying. But the teacher does not any strategies in reducing the boringness of the students.

The strategies that the teacher used is depend on students condition in the class and student behavior. So, before the teacher entered the class she should prepare the strategies that are match with the students. The perception of the teacher that related to teaching

and learning process that the students almost active in found the answer that the teacher wanted even if some of them do not know about the meaning of the text.

3.2 *DISCUSSION*

3.2.1 Observation

Based on the research finding of observation, the teacher used five strategies in teaching and learning activity in the classroom. There are Recognizing Story Structure, Question and Answer Relationship, Monitoring Comprehension, Skimming, and Scanning. The first strategy is Recognizing Story Structure strategy, in this strategy the teacher asked to the students about the generic structures of descriptive text. The teacher wanted to know about the identification of the text by the students understanding after they learned about descriptive text.

The second strategy is Question and Answer Relationship. In this strategy the teacher asked the students about some places. Then most of students excitedly to answer the teacher question. This strategy is used by the teacher in order to see how is the ability of the students in answering the questions based on the text, whether they understand or not. The third strategy is Monitoring Comprehension. In this strategy, the teacher wanted to know about how do the students understanding about the topic that given by the teacher. The teacher wanted to identify does the students understand or not about the reading topic. The teacher asked the students some questions that related to the topic.

Furthermore, the teacher asked to the students to make some groups that consist of two students in each group. The teacher wanted the students to discuss the topic in their group before they answered the questions. The teacher always monitoring students' comprehension about the text, what did they understand or not. The fourth strategy is skimming, in this strategy the teacher wanted the students to answer the questions by using skimming way to make the students easier find the answer inside of the text that given by the students. The skimming is given by the teacher to the students so that they able to predict the passage, the main idea, or message and possibly gave the students some developing or supporting ideas. It would give the students easily to develop their reading skill by finding the only answer that they wanted from the reading text.

The fifth strategy is scanning, in this strategy the teacher asked all of the students to read quickly therefore they will get the answer of the information in the text. The purpose of the this strategy is to find out the information what the students wanted easier and fast without need to read all the sentences but only read some sentences that related to the answer.

3.2.2 Interview

Based on the interview between researcher and teacher, the teacher prepares the text that is suitable with the topic that discuss in the meeting, for example when the teacher should talked about descriptive text. So, the text that should be given by the teacher is the text is related to in our place. It should be better that the teacher is not only gave the students about the topic that only limited to the places, but also describe about person that is familiar in Indonesia for example. It was not good if the students just described about places because it can limit their ability to describe another thing. They did not know what vocabularies that they need to use, such as, adjectives that used to describe the things and a person. It can give the students more knowledge about some new words in different types of description text that students read.

Besides, the teacher described that the material is based on syllabus. For example the teacher gives the descriptive text. The teacher asked the students to answer the questions from the text and also they need to understand about the text because they need to find out the difficult word of the text. The teacher also explained about the structure of grammatical from the text. It showed that the questions and answer relationship strategy is involved in the classroom between the teacher and also the students. From the observation, the students are look more active because the teacher asked some questions towards the students and the students answered it together. They felt interested in answering the questions because the description text based on the students places that is familiar to go, such as, meseum tsunami, rumoh aceh and kapal apung that actually they often visit in their daily times.

Furthermore, the teacher applied some strategies during teaching reading comprehension and used appropriate reading text, books, and slide. It shown that the teacher already provided many medias in teaching the students. It was one of the good way of the teacher to make the students understand in the topic that given. However, the researcher asked about the strategies that used by the teacher. The teacher used skimming and scanning strategies to make the students identify the answer of the text. It shown that the teacher used two strategies that she used in the process of learning. Beside, the result of the observation and interview were shown that the teacher mostly used three strategies in reading comprehension. Those are monitoring comprehension, recognizing story structure and, question and answer relationship.

Moreover, the effectiveness of the strategy that used in reading comprehension by the teacher is still far from effective. It can assume that the strategy that used in the

reading comprehension by the teacher is not enough because the effectiveness is still far from the expectation. That is why the teacher needs to use more strategies in reading comprehension to ensure students' interest in learning. So, the strategies should be more varieties. Furthermore, in applied the strategy the teacher asked the students to answer the question. It can assume the teacher only asked too many the questions towards the students that actually the teacher need to prepare another way in applying the strategy. Asking too much questions are allowed but better to focus on the reading context of the students itself.

Besides, the responses of the students when the teacher used the strategy is a half of the students understand and a half of them do not understand. We can conclude that not all of the students understand even if the teacher used many strategies in teaching reading comprehension. The teacher should pay attention more towards the strategy in the future that see based on the condition inside of the classroom. In addition, the students' often get bored while the teaching and learning reading because of condition. The teacher said she did not used any strategies to give the solution about another strategies that can the teacher used to make the students not bored when the teaching process. It can assumed the teacher do not prepare many strategies that can make the student pay more attention and not bored to the teacher while the teaching reading process. That is why the teacher must solve this problem with another strategy.

In other hand, the strategies that the teacher used is depends on student's condition in the class and students behavior. So, before the teacher started the class the teacher should prepare the strategies that are appropriate with the students. It can be assumed that the strategies cannot use only one strategy that the teacher used over a long period of time because the teacher must have various strategies when the teacher teach the students. Furthermore, there are no specific strategies that using by the teacher to get rid of boredom of students in learning reading comprehension. The teacher said the limit of time because the fourth skill should be included in one meeting. It can be assumed the teacher need more time in teaching because there is no specific skill when the teaching learning English. The teacher should know the strategies that can make the students not get bored.

However, the perception of the teacher about reading comprehension strategy that used by the teacher in teaching learning process is all of the students almost active in finding the answer. The teacher wanted all of the students should be involved in the learning process, even if some of them do not know about the meaning of the text. It can

assume the teacher successfully makes all of the students understand in teaching learning process. Moreover, the obstacles of the teacher when teaching reading comprehension are the limit of time. The student also difficult to involve to answer the question and the solution that used by the teacher that she does not gave the students a lot of texts. It shown the teacher must be able to divide the time during the teaching and learning process and can manage the time perfectly. The teacher should give the students some texts to read at home. So, after the next meeting the teacher can asked the students about the text that they already read at home. It can improve the student's knowledge and vocabularies.

4. CONCLUSION AND SUGGESTION

4.1 Conclusion

The researcher conclude that the English teacher of the first grade students in SMA Inshafuddin Banda Aceh implementing some strategies in teaching reading comprehension. Based on the data from observation and interview the data showed that the English teacher used five strategies in teaching reading comprehension in the teaching and learning process. The strategies are Recognizing Story Structure, Question and Answer Relationship (QARS), Monitoring Comprehension, Skimming, and Scanning. The English teacher tells the strategies that she used are not enough to make the effective teaching and learning process and the teacher said that there is no specific strategies that using by the teacher to get rid of boredom of students in learning reading comprehension because of limit of time.

4.2 Suggestion

Based on the conclusion above, the researcher would offer some suggestion it is hopefully can be useful for :

a. For the next researcher

The researcher hopefully this research will be useful as a reference to their research

b. For the teacher

The teacher should be applied many various strategy in teaching reading comprehension because the strategy are important when the teacher teach the students, it can be able to manage the learning activity so that the purpose of teaching and learning can be achieved and the teacher should manage the time when the teaching and learning because it can make the goal of the learning process can achieved.

c. For the students

The students should be more active in teaching and learning process, and the students should try study hard to find out their ability to increase their vocabulary and increase their knowledge.

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