

TEACHERS' STRATEGY USED IN TEACHING READING COMPREHENSION IN THE CLASSROOM

Christian Neni Purba^{a,1*}, Harpen Silitonga^{b,2},
Karolina Sinulingga^{b,3}, Nona Sony Manihuruk^{b,4}

a.1, b.2, b.3, b.4Universitas HKBP Nommensen Medan, Indonesia

¹ christianpurba@uhn.ac.id*; ² harpensilitonga@uhn.ac.id;

³ karolinasinulingga@student.uhn.ac.id, ⁴ nonamanihuruk@student.uhn.ac.id

ABSTRACT

Reading is one of the language skills which is very important to be learned by students. Through this activity, students can improve their own language and experience. The objectives of this research to find out the English teacher's strategies in teaching reading comprehension and the advantages of using strategy. The research designed this study with qualitative method with the data from observation teaching learning process at SD HKBP Sidorame. The findings show that: the strategies commonly used by the English teacher in teaching reading comprehension at ten grade students of SMA HKBP Sidorame are question-answer relationship and discussion. The former eases the teacher in recognizing the students' comprehension about the text, and helps the students develop an awareness of the multiple source of information in their reading. The later makes the students learn not only from the teacher but also from their fellow, and this strategy creates the active classroom atmosphere. In short, the mentioned strategies provide good contribution for both parties in the classroom: teacher and students.

Keywords: Reading, Reading Comprehension, Strategies, Teaching Reading

1. Introduction

Strategy is the important thing in teaching and learning process. Strategy is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a Strategy is procedural. Within one approach, there can be many strategies Richard and Rodgers (2001) in Alfian (2018). So, strategies is a way in teaching and learning process. Each teacher hoped able to create a condition of learning that challenge the creativities and the activities of students, motivation of students, use multimedia, multimethod, and multi resource so that achieve the objectives of learning that is hoped. 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.

There are many teaching strategy have been introduced to the teacher English in Indonesia. These Strategies can help the teacher in teaching and learning process. With many strategy are exist, a teacher also must learn to know that strategies. Because, those strategies will be applied in the classroom. Then, before use it a teacher must to know what strategy that

appropriate with the material who is a teacher will be teach. Many teachers used the strategy in the classroom.

Teaching strategy is generalized plan for a lesson or a lesson which includes structure, desire learner behaviour, in terms of the goals of instruction, and an outline of tactics necessary to implement the strategy. 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.)

The aim of teaching reading is to make students become effective and efficient readers. In order to get the target, the teacher needs to use strategy of reading comprehension. Some of the strategies are created and used by using authentic material and approaches, reading aloud in the classroom, comprehension question, check the level of difficulty of the text, use pre reading activities to prepare students for reading.

In addition, teachers also may use the other strategies such as developing vocabulary of children, not to continue reading without understanding, grasping the heart of matter, using contextual clues, teach reading strategies, visualizing what is written, provide a variety of reading purpose, identify texts and tasks, and so on. In teaching reading, a teacher may use many different strategies. In order to use any instructional technique effectively, anyone who teaches must understand the principles and assumptions upon which each specific technique is based. There is certainly no shortage of descriptions or labels for activities that may be classified as pertaining to instruction.

A strategy is an action that the teacher takes to attain one or more of her teaching-learning goals. The strategy can also be defined as a general direction set for the teaching process. The teacher should use many strategies in teaching reading such as applying various methods, media and games in order to keep the students interested. It shows that the teacher has an important role in teaching students.

Based on the explanation above, the researcher assumed that the role of teachers is very important to overcome students' problem in learning reading comprehension. The teachers should find out various strategies in order to increase the quality of teaching and learning process. The teachers' strategies in teaching reading comprehension become a problem if not overcome soon. For this assumption, the researcher was interested to do descriptive research entitled "Teachers' Strategy used in Teaching Reading in the Classroom".

2. Method

The researcher used descriptive design in this research as it focused on a certain phenomenon in the school environment. In this case the phenomenon was the activities of teaching and learning English. Also, this research did not need to give the treatment to the object of the research. Then, the researcher observed and described the phenomena as in the fact as clear as possible without manipulation. The sources of data were taken from teaching learning English process at SD HKBP Sidorame. The researchers will observed and analyze the strategies in teaching reading comprehension at SD HKBP Sidorame Medan.

The instrument for collecting data in this study was observation to the teacher and the student. The researcher observed the class the school condition and teaching learning process. The second stage was doing the interview with the English teacher. This interview took place after the researcher doing the observation. In this process the interview the researcher ask detail about the strategies that they used for their teaching.

3. Result/s and Discussion

3.1. Teacher's strategies in teaching reading comprehension

Based on the result of observation and interview conducted with an English teacher about teacher' strategies, there are two common strategies used by the teacher in the teaching of reading comprehension: question-answer relationship, and discussion strategies. The English teacher in

SMP HKBP Sidorame says that there are two strategies commonly used in teaching reading comprehension: question answer relationship and discussion strategies.

- (1) “...cuma ada strategi yang saya gunakan, diantaranya adalah, question-answer relationship, and discussion strategy.”

The first strategy employed is question-answer relationship. Employing this strategy, the students been divided into some groups raise some questions from the reading text, and ask the the other groups to answer those questions.

- (2) “...Question answer relationship, staretegi ini disesuaikan dengan materinya. Materinya yaitu yang telah kita bahas bersama-sama tadi di kelas tadi. Saya memberikan kepada kelompok siswa teks yang berbeda kemudian setiap kelompok punya kesempatan untuk mengajukan pertanyaan kepada kelompok lain.”

QAR strategy is a kind of strategy of reading comprehension that can be applied in teaching reading at school. In using this strategy, a teacher should know the advantages and disadvantages of this strategy when it is applied in teaching learning process. There are some benefits of using QAR strategy in teaching reading. QARs serve as a reasonable starting point to address the problems that stand in the way of moving all students to high levels of literacy. QAR empowers students to think about the text they are reading and beyond it, too. It inspires them to think creatively and work cooperatively while challenging them to use literal and higher-level thinking skills.

In addition, the different skills required to answer the four types of questions in QAR allow students to become aware of their own thinking processes as they ask and answer questions. Moreover, generating questions facilitates deeper thought than does merely answering questions. These conditions make the students become more active in the class and challenge them to use their high-level thinking ability to answer comprehending questions because it teaches students how to ask questions about their reading and where to find the answers to them.

- (3) “Melalui penerapan strategi diskusi saya, seperti yang sering kali saya lakukan sebelumnya, membagi siswa ke dalam beberapa kelompok. Kemudian kelompok tersebut saya berikan materi bacaan yang berbeda-beda untuk dibaca. Saya memberikan waktu beberapa menit bagi setiap kelompok untuk memahami dan mendiskusikan isi bacaan tersebut. Kemudian setelah itu ada presentasi dan sesi tanya jawab.”

Through the application of discussion strategy, as I have frequently done, I divide the students into some groups. Each group is given different reading text material. The groups are required to understand and discuss about the content of the reading text. Finishing this step, each group must present the result of their discussion and have question and answer session.

3.2. The advantages of using the strategies

Question-answer relationship strategy helps the teacher in teaching reading comprehension. When implementing this strategy, the teacher is able to know the students' comprehension about the text. Also, in this stage the students not only read the passage but also really understand what the content of the text, including message from the author of the text.

- (4) “Dalam menerapkan strategi question-answer relationship ini saya sangat terbantu karena melalui strategi ini saya dapat dengan mudah melihat sejauh mana pemahaman siswa terhadap teks yang diberikan, misalnya tahu makna yang disiratkan pengarang dalam teks. Untuk mengetahui tingkat pemahaman siswa terhadap teks lebih kurangnya dengan melihat jawaban-jawaban yang diberikan atas pertanyaan yang diajukan oleh kelompok lain.”

By applying QAR the students are expected to use their time well during the reading class. QAR also helps students develop an awareness of the multiple source of information in their reading. When students are consciously aware of the different sources of information available to answer the questions, they became strategic in their reading and thinking, and their comprehension is improved.

- (5) “Strategy QAR ini bisa membuat siswa dapat menggunakan waktunya dengan baik saat di materi reading. Jadi strategi ini bisa mengembangkan kepekaan siswa pada berbagai sumber informasi dalam teks reading. Kalau mereka sudah peka begini, mereka memiliki siasat dalam membaca dan berpikir. Hal inilah yang menjadikan pemahaman mereka bertambah.”

QAR is not easy to be applied, however. It takes time to develop with students. Students will need a fair amount of instruction and guided practice using QAR. Teacher should give many examples to use this strategy. First step is explaining QAR to students. Second is demonstrating it. Teachers must use clear example to differentiate the types of questions. Third, guide students to apply the strategy. Teacher control the class in applying QAR and has to active in guiding the students.

- (6) “Penerapan metode ini tentu saja tidak mudah. Butuh waktu yang lumayan lama untuk benar-benar bisa menerapkan strategi ini. Ada banyak tahapan yang harus dilakukan, misalnya menjelaskan apa itu CAR, kemudian memberikan contoh yang benar-benar jelas dari jenis pertanyaan, dan setelah itu baru dicobakan kepada siswa.”

The advantage of applying the discussion strategy is that to have the students learn not only from the teacher but also from their fellow students. Moreover, through this strategy the students can make connection between their prior knowledge and the content of information in the reading text so that they can understand the text very well.

- (7) “...discussion. Strategi ini dilakukan agar siswa dapat belajar dari siswa lain di dalam kelas, tidak hanya dari guru. Melalui diskusi ini siswa dapat menerapkan ataupun menghubungkan pengetahuannya sebelumnya dengan apa yang terkandung di dalam teks sehingga mereka bisa paham betul dengan isi teks.”

The other benefit of using the discussion strategy is that it creates the active classroom atmosphere. This strategy is also used to make the students feel confident in giving opinion.

- (8) “...discussion. Diskusi ini dapat membantu saya dalam proses belajar mengajar karena tidak hanya guru yang berperan aktif dalam pembelajaran ini tetapi murid-murid juga ikut berperan aktif. Dengan diskusi murid-murid dapat bertukar pendapat dengan teman- temannya dan bahkan menentang pendapat murid yang lain.”

Discussion strategy can help me in the process of teaching and learning as it makes the students active in the classroom participation. Through discussion, the students can express their opinions, and even argue with the other students’ idea.

4. Conclusion

From the result of the research that has been discussed in previous section, the researcher concludes that the strategies commonly used by the English teacher in teaching reading comprehension at ten grade students of SMA HKBP Sidorame are question-answer relationship and discussion. The former eases the teacher in recognizing the students’ comprehension about the text, and helps the students develop an awareness of the multiple source of information in their reading. The later makes the students learn not only from the teacher but also from their fellow, and this strategy creates the active classroom atmosphere. In short, the mentioned strategies provide good contribution for both parties in the classroom: teacher and students.

The implementation of some strategies in teaching reading comprehension is found to be beneficial for both teacher and students. The result of this study may be used as a reference for English teacher in teaching reading comprehension skill. The researcher wishes that other researcher could conduct the relevant research in wider area. Therefore, that result will provide much contribution to the English language teaching, and be applied in a larger area.

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