

AN ANALYSIS OF TEACHERS' STRATEGIES IN TEACHING READING COMPREHENSION

Andi Afifatul Ulfa¹, Baso Jabu², Amra Ariyani^{3*}

^{1,2,3}English Department, Universitas Negeri Makassar, Indonesia

E-mail: 1andiafifatul.ulfha87@gmail.com, 2basojabu@unm.ac.id, 3*amraariyani@unm.ac.id

*corresponding author

Abstract

The purpose of this research is to analyze the strategies used by teachers to teach reading comprehension and the factors that influence teachers in choosing strategies for teaching reading comprehension. The subjects of this study were English teachers at SMPN 9 Makassar. This type of research is designed as qualitative descriptive research. To collect data in research, the researcher uses interviews. The data obtained have been processed in several ways, the first is data reduction, data display, and conclusion drawing. The results of the research found that the strategies used by teachers in teaching understanding were Scaffolding, Reciprocal Teaching, and QARs (Question-Answer Relationships). In choosing a strategy to teach reading comprehension, researchers found three factors that influence teachers in choosing teaching strategies, namely characteristics of students, teaching materials, and the teacher's knowledge of the strategy to be used.

Keywords — Teacher strategies, analysis, teaching, reading comprehension.

INTRODUCTION

Reading is an important skill that students need to learn. Reading involves transforming information from text into meaning, beginning with the facts of the text and ending with the meaning the reader understands. Getting to know the world better through reading is the benefit of reading.

Reading English texts requires a lot of vocabulary. To understand a text, readers employ knowledge, skills, and reading techniques. To understand teaching and learning materials, students must improve their reading skills. Reading comprehension refers to how well a reader understands what they read. According to Abidin (2012), reading comprehension includes getting information, messages, and meanings from reading. Readers with experience consider words not just as individual letters, but as parts of a whole (Zare & Othman, 2013).

Most of the students reported having difficulty with reading comprehension, vocabulary, grammar, and understanding the main idea of paragraphs. Here, students will have difficulty understanding the information presented, as well as answering questions related to the text. In reading comprehension, the teacher teaches students in the class to become competent and successful readers. The efficiency and success of learning can be impacted by the teaching techniques utilized by teachers. By employing the right strategies during the teaching and learning process, teachers can improve students' confidence in their ability to read accurately.

A learning strategy is a method the teacher uses to help students learn. The chosen strategy considers the circumstances, conditions, learning resources, needs, and characteristics of the students they face to achieve certain learning objectives (Uno, 2009; Atmowardoyo, 2021). Based on observations at SMPN 9 Makassar, the researcher found the problems experienced by students in learning English, one of which was reading. The lack of use of strategies is one of the factors behind reading problems students experience. Students without the use of strategies may find it difficult to comprehend the learning process and the material being taught against the reading content, contributing to poor student learning outcomes.

LITERATURE REVIEW

1. Teaching Strategies

A teaching strategy is a strategy that involves a systematic approach to planning or a series of tasks focused on achieving certain educational goals. According to Djamarah & Zain (2002:5), a teaching strategy is a general pattern of teacher activities aimed at implementing the teaching and learning process.

The teacher should prepare several strategies for students to be able to understand what the teacher is teaching in class. According to Brown (2000), teachers can use the following six strategies to teach reading in the classroom:

- a. Identify the reading aim
- b. Supporting bottom-up decoding with graphemic rules and patterns
- c. Employing effective silent reading procedures for relatively quick comprehension
- d. Skimming the text to find the key ideas
- e. Quickly find pertinent information
- f. Using semantic mapping or clustering:

2. Reading

a. Reading

Reading is the process of understanding what the writer is trying to convey through words and written language. According to Harmer (1985), reading is an activity that primarily involves the eyes and the brain. The messages that the eyes perceive are translated by the brain. The eyes pick up a variety of messages, and the brain then interprets them to produce meaning.

b. Reading Purpose

The purpose of reading is a way to acquire knowledge from written sources. Anderson suggests several purposes for reading, among others:

- 1) Reading for details facts
- 2) Reading for main ideas
- 3) Reading for organization or sequence
- 4) Reading for inference seeks to draw a conclusion
- 5) Classifying reading involves classifying the type of reading.
- 6) Reading for evaluation
- 7) Reading for comparison and contrast

c. Strategies in Reading

Mister (2016) defined reading strategy as the process of comprehending text, understanding what is read, and coping with uncertainty. Teachers guide students in understanding the content and meaning of a text by using strategies. There are several strategies for reading: Reading aloud, silent reading, skimming, and scanning

3. Reading Comprehension

a. Reading Comprehension

According to Olson and Diller (1982), the ability to comprehend and use the knowledge found in written sources is referred to as reading comprehension. The capacity to understand, process, and comprehend text is known as reading comprehension.

b. Reading Comprehension Process

Explaining and comprehending the text's meaning is the objective of reading comprehension. In Subadiyono's view (2019), reading comprises three steps: Bottom-up, top-down, and interactive.

4. Strategies in Teaching Reading Comprehension

Adler (2001) defined reading comprehension strategies as the plans or actions that proficient readers use to understand texts. According to Vacca & Vacca (1999), there are a variety of strategies teachers can employ to teach reading comprehension, including:

a. Scaffolding

Based on Vygotsky's (1978) scaffolding theory, states that to learn and develop, students need 'more' help from knowledgeable peers or adults than they can provide on their own. It is called the zone of proximal development (ZPD). Sani (2013) describes scaffolding as giving students guidance on complex, difficult, and realistic tasks while providing them with sufficient assistance.

Vygotsky (1978) asserted that there are two stages of development for students: the stage of actual development and the stage of potential development. Abidin (2013) the stages of reading using the Scaffolding strategy: text selected, text rotation, text reading, language rotation, increasing comprehension, and testing the focus and comprehension of the students' reading

b. Think Aloud

Keene & Zimmerman (1997), the authors assert that the strategy of thinking aloud enables students to communicate their thoughts, improving their understanding of reading texts.

Think Aloud helps students in learning activities by assisting them in remembering more significant information from the text provided by the teacher. Think-aloud activities are used to simulate comprehension activities such as formulating predictions, drawing conceptual pictures, connecting textual information to existing knowledge, assessing comprehension, and resolving issues with word recognition or comprehension (Gunning, 1996).

c. Reciprocal Teaching

According to Palinscar & Brown (1984), reciprocal teaching involves guiding students to develop automatic reading-comprehension skills (summarizing, predicting, clarifying, and responding to what they are reading). A reciprocal teaching strategy is a way for teachers and students to discuss the material in a rotating manner, thereby increasing their understanding of that material. The use of reciprocal teaching will help students develop vocabulary, develop ideas, and summarize information while stimulating critical thinking.

d. Question – Answer Relationship (QAR)

Raphael created the QAR strategy in 1986. A question-answer relationship (QAR) method is a reading comprehension strategy that gives students the chance to use what they already know about the text to make connections with what they learn after reading it and answer questions about it.

In this strategy, students answer questions after finishing reading. There are several categories of QAR strategies. The first category "In the Book Question consists" of Right There questions and Think and Search Questions. The author and you, and my question are included in the second category, "In My Head Questions."

e. SQ3R

The SQ3R learning strategy is to guide students to understand the material systematically, be more independent and active, and learn faster because it directly directs this model to the essence of the subject (Susanti, & Yulita, 2016). The SQ3R strategy is a method for organizing readings into manageable units. It can improve reading comprehension using a variety of similar strategies. There are five steps in the process: survey, questioning, reading, reciting, and reviewing.

5. Factors that influence teachers in choosing strategies for teaching reading comprehension

A teacher must select the right strategy to teach reading comprehension according to the student's needs and conditions. A teacher must use a variety of strategies when implementing a learning activity, but not all strategies are equally effective.

Uno (2011) claims that when choosing instructional strategies, teachers should take into account the following elements: a strategic approach to teaching and learning tasks, the applicability of the content or materials used for teaching and learning, the strategies and methods used for teaching and learning objectives, and the media used to engage students in learning. It is important to consider several factors in choosing to learn strategies to teach reading comprehension, including:

- a. Teachers need to understand the strategies that will be used.
- b. Teaching materials.
- c. Learning Objectives.
- d. The characteristics of students.
- e. There is a relationship between the time and the number of students.

METHODS

1. Research Design

Gay (2012) defines qualitative research as the search for insights into particular phenomena by collecting, analyzing, and interpreting narrative and visual data. This research is focused on specific phenomena in the school environment, the researcher used a descriptive design for it. The purpose of this research is to identify the strategies teachers use to teach reading comprehension and the factors that influence teachers in choosing strategies to teach reading comprehension.

2. Sample

The sample in this research were teachers of SMP Negeri 9 Makassar. The researcher uses the purposive sampling technique because the subject used by the researcher has criteria that are by the problem in this research. The criteria that be used in this research is 1 English teacher from grades VII, VIII, and XI as seen from their qualifications and teaching experience.

3. Variabel of the research

In a study, the research variable is studied or what the study focuses on (Arikunto, 2010). This research uses two variables strategy in teaching reading comprehension and factors that influence teachers in choosing strategies in teaching reading comprehension. The researcher uses two variables because the researcher finds that there are deficiencies or problems in teaching reading comprehension where the strategies used by the teacher can improve students' reading comprehension

4. Instrument of the research

The instrument used to collect data in this research is the Interview. The interview is a question-and-answer process conducted by researchers and participants to collect data or information. In the interview, the researcher involves teachers. This research uses a semi-structured interviewing method; therefore, the researcher will go over a list of questions before asking follow-up inquiries (Arikunto, 2010).

5. The Technique of Collecting Data

The collecting data technique is the way that was used by the researcher for collecting data. This research collected data by using interview. Before the researcher collected data, the researcher first asked permission from the school, namely the principal of SMP Negeri 9 Makassar to conduct research at the school. After obtaining permission to conduct research, the researcher will then interview 3 English teachers who teach in grades 7,8,9 with a total of 12 questions, to research the strategies used by teachers in teaching reading comprehension and the factors that influence teachers in choosing a strategy to teach reading comprehension.

6. The Technique of Analyzing Data

According to Miles and Huberman, 1994, a qualitative descriptive approach was used for analyzing the data. The three main steps in data analysis are data reduction, data display, and conclusions drawing or verifying.

RESULTS

The findings from this research include an analysis of teachers' strategies for teaching reading comprehension and the results of interviews. Interviews with 3 teachers were conducted at SMPN 9 Makassar. In the interview, the researcher interviewed teachers one by one after school hours or during breaks to find out the strategies used by teachers in teaching reading comprehension and the factors that influence teachers in choosing learning strategies. The findings of this research are explained as follows.

1. English Teachers' Strategies in Teaching Reading Comprehension

Based on interviews, researchers have found the strategies used by teachers in teaching English in grades VII, VIII, & XI. There are three strategies used by teachers in teaching English, namely English teacher class VII using the scaffolding strategy, English teacher class VIII using reciprocal teaching strategies and QARs, and English teacher class XI using QARs (Question-Answer relationships). Teachers use this strategy because it helps students understand the text and understand the meaning. Below is the data that researchers found in the field.

TABLE 2 CHARACTERISTICS OF THREE ENGLISH TEACHERS

No	Name	Strategies	Description
1.	GUS	Scaffolding	Teacher class VII
2.	RAH	Reciprocal teaching & QAR	Teacher class VIII
3.	DAR	QAR	Teacher class IX

2. Factors that influence choosing strategies to teach reading comprehension

Based on the interview, researchers have found that three factors influence the teacher's choice of strategy in teaching reading comprehension, namely characteristics of students, teaching materials, and the teacher must understand the strategy that will be used.

DISCUSSIONS

This section contains interpretations of the findings that have been made by the researcher regarding English teachers' strategies in teaching reading comprehension. This research was conducted at SMP Negeri 9 Makassar. English teachers make up the population in this study with a total of 7, while the sample in this research is three English teachers teaching in grades VII, VIII, & IX. The researcher used an instrument, namely an interview with a total of 12 questions.

1. Teachers' Strategies in Teaching Reading Comprehension

Based on interviews, researchers found three strategies used by teachers for improving reading comprehension. The strategies for teaching used are scaffolding, reciprocal teaching, and QARs (Question-Answer Relationships), which assert that students can comprehend the texts they read and can respond to questions when the teacher employs this strategy to check that they have read the texts accurately.

a. Scaffolding

Scaffolding is guiding students on complex, difficult, and realistic tasks while providing them with sufficient assistance (Sani, 2013). The result of an interview with a class VII teacher regarding the strategies used in teaching reading comprehension is scaffolding. The teacher used scaffolding because the teacher provides assistance that is tailored to the requirements of the students, such as helping them understand how to read the material correctly and assisting them with any unfamiliar words in the text.

b. Reciprocal Teaching

A reciprocal teaching strategy is a way for teachers and students to take turns discussing material, thus increasing their understanding of the material. The teacher of class VIII teaches reading comprehension using a reciprocal teaching strategy. When students ask questions to the teacher or when the teacher requests answers from students, reciprocal teaching occurs, and students also interact with each other. Students are excited to participate in a discussion about the material.

c. QAR

QARs is a teaching strategy designed to aid students in comprehending the material they are reading. Teachers use QARs (Question-Answer Relationships) strategies on students to teach reading comprehension in class IX. The teacher employs this strategy because it is important for students to comprehend the material being read and because it helps them concentrate better. Students can benefit from this strategy if they answer the question in their own words or with information from the text.

2. Factors that influence teachers in choosing strategies for teaching reading comprehension

The researcher found that there were 3 factors that the factors influenced teachers in choosing strategies to teach reading comprehension including the characteristics of students, teaching materials, and the teacher's needs to comprehend the strategy to be used.

a. The characteristics of students

The will, interests, and learning preferences that students possess are considered to be their characteristics. The teaching and learning activities of students' initial abilities are important for the teacher to know before starting with the learning because knowing the students' initial knowledge, the teacher can choose the best strategy for the student.

b. Teaching Materials

When selecting a teaching strategy, it should take the teaching materials into account. The strategies the teacher will use to create meaningful learning have been significantly influenced by the student's abilities. Included to assess the material's degree of difficulty and simplicity.

c. Teachers' knowledge of the strategy to be used

The learning process is greatly impacted by the teaching strategy employed by teachers. The teacher needs to comprehend the strategy to be used. It was also that teachers used strategies with clear steps that were easy to implement.

CONCLUSIONS

Based on the findings and discussion of the researchers in the previous chapter, the researcher concluded as follows:

1. The strategies that teachers at SMPN 9 Makassar use for teaching reading comprehension are scaffolding, reciprocal teaching, and QARs (Question-Answer Relationships) strategies. Teachers use this strategy to help students comprehend the reading material and direct them to concentrate more on it.
2. English teachers take into account the following factors when selecting a strategy to teach reading comprehension: the characteristics of the students, teachers must have a thorough understanding of the early characteristics of their students, to effectively manage everything linked to learning, including the choice of teaching strategies. The difficulty of the material that will be taught to the students must be taken into consideration when creating the teaching materials. The factor that originates with the teachers. It results from the teacher's knowledge of the strategies used. The teachers continued stating that they frequently employ simple teaching strategies.

REFERENCES

- Abidin, M. J. B. Z., Ping, J. L. S., & Raman, P. (2012). Using web-based resources in reading comprehension in a rural primary school. *Malaysian Journal of ELT Research*, 8(1).
- Adler, C. R. (Ed.). (2001). Put reading first: The research building blocks for teaching children to read. Jessup, MD: ED Pubs.
- Arikunto, S. (2010). Metode peneltian. *Jakarta: Rineka Cipta*, 173.
- Atmowardoyo, H., Weda, S., & Sakkir, G. (2021). Learning Strategies in English Skills used by Good Language Learners in Millennial Era: A Positive Case Study in Universitas Negeri Makassar. *ELT Worldwide*, 8(1), 28-40.
- Brown, F. (2000). The effect of an inquiry-oriented environmental science course on preservice elementary teachers' attitudes about science. *Journal of Elementary Science Education*, 1-6.
- Djamarah, S. B., & Zain, A. (2002). Strategi Belajar Mengajar. Jakarta: Rineka Cipta
- Gunning, T. G. (1996). *Creating reading instruction for all children*. Allyn and Bacon, Order Processing, PO Box 11071, Des Moines, IA 50336-1071.
- Harmer, J. (1985). Just Reading and Writing: London: Marshall Cavendish. *Jakarta: Kencana Prenada Media Group*.
- Keene, E. O., & Zimmermann, S. (1997). Mosaic of thought: Teaching comprehension in a reader's workshop. Portsmouth, NH: Heinemann.
- Olson, J. P & Diller. (1982). Learning to Teach Reading in Elementary School. London. MacMillan Publishing Company.
- Palinscar, A. S., & Brown, A. L. (1984). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. *Cognition and instruction*, 1(2), 117-175.

- Raphael, T. E. (1986). Teaching question answer relationships, revisited. *The reading teacher*, 39(6), 516-522.
- Sani, J. H., Mohamadzadeh Ghasr, A., Garavand, H., & Hosseini, S. A. (2013). Learning styles and their correlation with self-directed learning readiness in nursing and midwifery students. *Iranian Journal of Medical Education*, 12(11), 842-853.
- Subadiyono, S., Indrawati, S., & Turama, A. R. (2019, August). DEVELOPING SHORT STORY WRITING TECHNIQUE BOOK BASED ON READER RESPONSE TO LITERATURE. In *Proceeding of The International Conference on Literature*(Vol. 1, No. 1, pp. 110-117).
- Susanti, S., & Yulita, D. P. S. (2016). Pengaruh Penerapan Metode Pembelajaran SQ3R (Survey, Question, Read, Recite, And Review) Terhadap Hasil Belajar Mahasiswa Prgram Studi Pendidikan Sejarah IKIP PGRI Pontianak. *Edukasi: Jurnal Pendidikan*, 13(1), 97-104.
- Uno, A., Wydell, T. N., Haruhara, N., Kaneko, M., & Shinya, N. (2009). Relationship between reading/writing skills and cognitive abilities among Japanese primary-school children: normal readers versus poor readers (dyslexics). *Reading and writing*, 22, 755-789.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Zare, P., & Othman, M. (2013). The relationship between reading comprehension and reading strategy use among Malaysian ESL learners. *International Journal of Humanities and Social Science*, 3(13), 187-193.