Teacher's Strategies in Improving Student's Reading Interest

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Abstract.   Most of Indonesian students in university had low interest in reading. Thus, the strategies of the teacher were essential to be considered to build up students' reading interest. The aim of this research was to investigate the teacher's strategies in university in teaching reading and also tried to explore the students' response toward the strategies. Therefore, this research used mix method to reveal the result. The participants involved in this research were 50 master degree students in English Education Department in certain University in Yogyakarta. To acquire the distribution of the students' response toward the teachers' strategies, this research used questionnaire. Furthermore, to collect the data deeper, this research used in-depth interviews. The finding showed that the teacher could boost students' interest in reading if the teacher could provide transparent scoring system which could assist them to obtain a reflection. Therefore, indirectly, by using this strategy, the teacher forced the students to read to acquire good score in reading activity. Thus, the teacher could enhance the students' reading interest if the teacher could combine transparent scoring system and force in reading class.

Keywords: *Teachers' Strategies, Reading Activity, Reading Interest, Teaching Reading*

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INTRODUCTION

Reading is identical activity which can reinforce the fundamental knowledge in learning. Harmer (2007) said that reading, writing, and speaking are unlike activity. Richard (2015) stated that speaking can be learnt naturally as long as the students settle in a place which supports them to apply the language, and reading and writing have to be taught to the students because those skills are not naturally gifted. Moreover, the purpose of teaching reading should be offered to the students because the students are expected to be easy to monitor themselves, especially to recognize their development in grasping the material (Richard, 2015). Thus, reading is like an activity to collect the data, material, and knowledge which will be used by the students later to produce the language either verbal or written. This is the reason why giving reading training to the students is essential specially to avoid misinterpretation toward certain context. Nevertheless, the students need a stakeholder which can guide them properly in reading, and this responsibility can be given to the teachers.

To shape the students to be a good reader, a teacher must be familiar with strategies to develop micro and macro skills in reading such as knowing the purpose in reading, having good approach (bottom-up and top down), training the students to scan and skim a passage, practicing the students to guess the meaning, and even assisting the students to understand the meaning and vocabulary (Brown, 2001). Cole (2006) has different perspective by saying that basically before aiming at the strategies, the teacher must know the focus and objective in teaching reading first. By knowing the objective in teaching reading, it can assist the teachers to determine whether the teacher should be focus on macro skill or micro skill. Cole (2006) emphasized that in teaching reading, it is recommended if the teacher teaches the students from micro skill/bottom-up processing (word, letter, morpheme, syllables, and grammatical clue) rather than macro skill/top-down processing in the beginning. Apparently, Brown (2001) has different perspective from Cole (2006) by saying that both bottom-up and top-down processing can be mixed and combined (interactive reading) without separating each other to acquire significant result. Brown's statement is also in line with Birjandi and Hashamdar (2014) where they believed that micro skills actually can be integrated to macro skill if the teacher knows the technique and activity which will be applied.

Discussing reading, it cannot be separated from reading interest. To develop students' reading interest, focusing vocabulary in reading is the most effective strategy which can be adapted by the teacher (Kasper, Uibu, & Mikk, 2018). However, in order to enhance students' reading interest, Utami, Zaim, and Rozimela (2014) believed that reader response strategy is suitable strategy for the students. Reader response strategy is almost same as reading comprehension where the students are asked to give a response after the students read something. Nevertheless, Pitman and Honchell (2014) emphasized that the teacher can increase the enthusiasm of the students in reading if the teacher can conduct a discussion after the students read a literature. Thus, basically, the scholars believed that the most significant strategy to develop students' reading interest is how to make the students familiar with the literature.

Enthusiasm in reading, it can be a prodigious foundation for the students to start a self-directed learning (Harmer, 2001). Yet, to advance students' autonomous learning, the teacher must possess an appropriate strategy, and the teacher also must be sensitive to students' response after receiving the strategy. Additionally, Kassem (2018) also confirmed that the method used by the teacher decides the success of the students or second language learners in using the target language. Relating to enthusiasm in reading, there are two kinds of categories influencing it, and those are intrinsic motivation and extrinsic motivation (Salikin, et al., 2017). Based on Salikin, Tahir, Kusumaningputri, and Yuliandari (2017), intrinsic motivation is affected by experience of the students, and extrinsic motivation is the role of the teacher. However, Nuraeni (2018) said that mostly the teachers in Indonesia are still difficult and disorganised to determine what kind of teaching approach, method, and media that should be used in teaching. Because of this phenomena, according to United Nations Development Programme (UNDP), reading motivation in Indonesia is 14,6%, and this result indicates that the quality of reading enthusiasm in Indonesia is genuinely low.

This research can conclude that there are some Indonesian teachers who still ignore the significance of reading activity which can assist the students to develop the reading interest. Whereas, teaching reading is one of the essential cores in learning a language, and this should be the concern of the teacher. Harmer (2001) revealed that the roles of the teacher are consisted of controller, resource, prompter, organizer, tutor, observer, and participant in which basically those roles could assist a teacher to predict, measure, and consider what the students require before coming to the class.

Nevertheless, from the teacher's perspective, understanding the needs of the students will not work properly if the teacher cannot have sufficient knowledge about reading (Cunningham & Zibulsky, 2009). They also added the sufficient knowledge in this context is how the teacher can teach reading as proper as possible to the students where each student has different proficiency. Thus, this becomes one of the causes if the students are struggled in reading. Changing students' belief in reading becomes continuous problem in teaching reading because the teacher has to implement suitable approach for the students (Brenna & Dunk, 2019). Therefore, because each teacher has an objective that should be reached, to address this problem, the teacher teaches reading to the students by considering them like second language learner (Gidalew & Berg, 2018). Obviously, for some students, this strategy will be an effective way to improve and develop their reading skill, but for the other students who have low proficiency, it can demotivate them in learning (Gidalew & Berg, 2018).

The scholars above mostly stated about the quality of teaching reading in this country and also the teacher's perspective in teaching reading. While, between the quality of teaching reading and teacher's perspective, there is a missing core that should be completed specially to improve the strategies of the teacher in teaching reading. The missing point that this research offers basically is the perspective of the students about how the teacher should teach reading inside the classroom which can develop their interest. By completing this gap, this research

also can identify the advantages that can be acquired by the students if the teacher implements a strategy as what the students expect. Furthermore, this research is also expected to be a reference for the teacher to increase students' enthusiasm in reading specially to assist the language learner in learning the target language.

RESEARCH METHOD

The participants of this study were 50 students from two classes where reading class was still taught by the lecturer in this semester. The participants were still enrolled as master degree students who took English education as their field, and the participants would be taken from university in Yogyakarta. The participants were taken from master degree students because they had been dealt with many kinds of reading activities, so the participants could provide vivid and specific data based on their experience.

By following the direction from Creswell (2014), this research was designed as interview-survey research. To collect the data, firstly, this research would use questionnaire, and the list of questionnaire items would be adapted from Wigfield and Guthrie (1997). The questionnaire required the students to indicate the process and their feeling in enrolling reading class conducted by the teacher. The indicators, which would be used in this questionnaire, were four-point scale: 1. strongly disagree, 2. disagree, 3. agree, and 4. strongly agree. In addition, the questionnaire was consisted of 25 items, and to fill up the questionnaire, the students were asked to give checklist in the brackets.

In addition to obtain the data deeper and all at once to acquire a confirmation of the data, this research used in depth-interview. The interview in this research used Bahasa Indonesia, so that the interview would decrease the percentage of misunderstanding during the interview section. The participants who enrolled in the interview section were 5 students. Then, the transcription of the answer was translated to English to make the reader easily understand the comments from them. In addition, in conducting the interview, the participants were chosen randomly.

Fundamentally, descriptive statistic was used to discover the frequencies, mean, and percentage that the students felt toward the teacher's strategies in teaching reading. Then, by knowing what the students' felt, the data could assist the teacher to analyze how the teacher should design a reading class. Furthermore, interview section used to reveal the advantages of teacher's strategies for the students after enrolling the reading class.

RESULT AND DISCUSSION

Strategies to develop students' reading interest

1. Giving reading assignment and transparent scoring system

This section was designed to address the first problem of this research which was consisted of how the teacher should design the reading class to boost students' interest in reading. After joining, enrolling, and observing the class, the model of reading class designed by the teacher in this context, the teacher asked the students to read a suggested academic article or novel, and then, the students

would be given a question which related to the content. In order to answer the question of the teacher, the students were required to give their critical and logical opinion.

The teaching concept used by the teacher was similar to weekly journal activity. It basically asked the students to read some journal articles or novels, and investigated what they read to respond the question from the teacher (Sunggingwati & Nguyen, 2013). In addition, based on Shehu (2015), the concept of weekly journal activity basically was almost same as reading comprehension where the students must read a passage to find out the content, and in the end, the students were asked to answer the question from the teacher. Different perception derived from Cahyono and Widiati (2006) stating that weekly journal activity was teaching reading by using pedagogical activity because the students were directed to give their own opinion about certain case. However, Hamra and Syatriana (2012) said that weekly journal activity basically implemented study group/team-based learning because there was a discussion activity after reading section.

Nevertheless, applying this teaching model would not work effectively, if the teacher did not consider several supporting factors, and those have significant roles to enhance the students' interest in reading. After distributing questionnaires and doing in-depth interview to the participants, the contributed factors in this context were consisted of giving reading assignment, transparent scoring system, book genre, and force. According to Seitz (2010), by showing the score to the students, it would be the best tool to boost students' enthusiasm in learning because Seitz believed that in reading, the students needed an external factor which could trigger the students. Moreover, by giving score as a reward for the students in reading activity, the students would be motivated because they desired to acquire good result or another word, the students were highly enthusiastic to fulfill their high expectation in learning (Cambria & Guthrie, 2010). By creating this system in reading activity, the students would understand why they should read. This phenomenon also could be analyzed from the responses of the participants as follow.

Table 1. The responses of the Students During Reading Section

	Questionnaire statements	Mean	Std. error	Std. Deviation
1	I like being the best at reading	3,38	0,090	0,635
2	I read to improve my grades.	2,92	0,106	0,752
3	It is very important to me to be a good reader.	3,36	0,080	0,563
4	My teachers sometimes tell me I am a good reader	2,08	0,075	0,528
5	I like having the teacher say I read well.	2,80	0,081	0,571
6	Finishing every reading assignment is very important to me.	3,04	0,081	0,570
7	My teacher often tell me what a good job I am doing in reading.	2,38	0,080	0,567

8	Grades are a good way to see how well you are doing in reading	2,88	0,084	0,594
9	I like to get compliments for my reading.	2,60	0,090	0,639
10	It is important for me to see my name on a list of good readers	2,46	0,096	0,676
11	I am happy when someone recognizes my reading.	2,50	0,096	0,678
12	I look forward to finding out my reading grade.	3,06	0,078	0,550

Based on the table 1, we could see that the first, second, and fourth highest mean were "I like being the best at reading" (3.38), "It is very important to me to be a good reader" (3.36), and "Finishing every reading assignment is very important to me" (3.04). It happened because the students were anxious if they did not read the book given by the teacher, they could not answer the question from the teacher. This result was also supported by the statements from the participants in interview section as follow:

> *"I am afraid if I cannot answer the question in reading activity." (P1.A2).*
> *"I am afraid if I get bad score when I answer the question in reading activity." (P3.A2).*

From this phenomena, it could be seen that the reading interest could be enhanced if there was an achievement that should be achieved by the students such as obtaining a good score. Cambria and Guthrie (2010) stated that if the teacher desired to set up a significant scoring system, the teacher must be obviously transparent to show the score to the students. The transparent scoring system was effective to boost students' interest in reading because from the table 1, we could see that the third highest mean was "I look forward to finding out my reading grade" (3.06). From the data, this research could assume that mostly the students desired to know their score in reading activity. Moreover, this data was also supported by the statement of the participant as follow:

> *"The scoring system in reading activity in my class is transparent, so if I get bad score, it will make me shy" (P5. A3) & (P1. A4).*

Thus, by showing the score to the students, it looked like the teacher gave a reflection to the students which could build up the students' reading interest. By analyzing the quantitative and qualitative data above, apparently, giving reading assignment to the students and setting scoring system gave more significant result to boost students' enthusiasm in reading rather than praising the students when they read something. We could see that praising the students during reading activity was 2.08, and it could be categorized as the lowest mean in the table 1.

2. Choosing proper book genre and giving a force

In teaching reading, as a teacher, the teacher must consider the book genre that should be read by the students. Apparently, book genre was one of their causes that could create their interest in reading, and if the book could trigger curiosity toward the reader, they would keep on reading (Geske & Ozola, 2008). This phenomenon was presented by the responses of the participants as follow.

Table 2. The Influencing Factors of the Students in Reading

	Questionnaire statements	Mean	Std. error	Std. Deviation
1	I like it when the questions in books make me think.	2,88	0,084	0,594
2	If the teacher discusses something interesting I might read more about it.	3,38	0,080	0,567
3	If a book is interesting I don't care how hard it is to read.	3,20	0,086	0,606
4	I don't like reading something when the words are too difficult.	2,90	0,096	0,678
5	I enjoy reading books about people in different countries.	2,90	0,091	0,647
6	I am a good reader.	2,66	0,089	0,626
7	I read to learn new information about topics that interest me.	3,28	0,081	0,573
8	If the project is interesting, I can read difficult material.	3,14	0,081	0,572
9	I talk to my teacher about what I am reading.	2,22	0,087	0,616
10	I read to learn new information about topics that interest me.	2,66	0,093	0,658
11	I read because I have to.	3,00	0,090	0,639
12	I don't like questions after reading	2,12	0,084	0,594
13	I always do my reading work exactly as the teacher wants it.	3,10	0,082	0,580

As we could see in the table 2, the first (3.38), the second (3.28), third (3.30), and fourth (3.14) highest means were related to book genre. From this data, we could analyze that mostly the participants were eager to read because they desired to acquire or broaden their knowledge about something new as long as the topic was interesting for them. The previous statement was in line with the statements of the participants saying as follow:

> "I can improve my reading interest, if the book genre is interesting for me. Because I am curious about the content" (P1. A4).'
> "I will read a book, actually it depends on the book. If it looks boring I do not want to read." (P3.A3) & (P5.A2).

Thus, in this context, the teacher must understand the interest of the students in reading because the perception of the students about reading could be changed if the teacher was able to provide a proper book. Besides providing a proper book to the students, giving a force became the reason why the students were eager to read a book. Force in this context was related to the first finding because the students had a goal that they would achieve, so they forced themselves to do an action. Wigfield and Guthrie (1997) also stated that deciding a goal or an objective in reading activity, it also worked to assist the students in creating intrinsic motivation. This had been proven by the data in this table.

Table 3. The Influencing Factors of the Students in Reading

	Questionnaire statements	Mean	Std. error	Std. Deviation
1	I read because I have to.	3,00	0,090	0,639
2	I always do my reading work exactly as the teacher wants it.	3,10	0,082	0,580

As we can see, the both means in the table 3 were "I always do my reading work exactly as the teacher wants it" (3.10) and "I read because I have to." (3.00). From the data, mostly, the students desired to read because the students wanted to answer easily the questions given by the teacher after reading section. This statement was also supported by some opinions from the participants who involved in the interview section:

"I do not want to fail in reading quiz, so I have to read." (P1. A5)
"If I do not force myself for this activity, maybe I do not want to read a book. Obviously, I cannot answer the teacher's questions. So, I think, this activity can enhance my reading interest." (P2.A1) & (P5.A4).

"I can answer the questions given by the teacher if I read the article from the teacher. Thus, I read the article because I have to" (P3.A1).
"The quiz after reading is designed to force use to read, so if I do not read for understanding the content, I believe I cannot understand the question." (P4 A1).

Therefore, this research could assume that if the teacher was able to create a discussion after reading, the students would have initiative to read without the teacher asked directly to the students. This finding was also related to Pitman and Honchell (2014) where conducting a discussion after asking the students to read a literature, it could be an alternative for the students to develop their reading interest.

The advantages of the strategies

Apparently, the strategies that the teacher had implemented above, besides increasing students' reading interest, it brought other significantly positive sides.

The advantages that the teacher offered by implementing the strategies above such as setting up scoring system, giving reading assignment, force, and choosing suitable book genre, were consisted of developing internal motivation and students' insight. In addition, this section was designed to answer the second research problem which related to the benefits of the teachers' strategies above.

1.   Creating internal motivation in reading

In general, reading activity was well-known as a boring activity, but every now and then, the students had internal motivation to read a book because of certain reason. One of the participants said that she liked reading activity in class due to having strong motivation to read a western book. However, another participant also argued that she would not obtain the benefit if the teacher did not design the class by giving full of encouragement to read a book, and stating the goals in the beginning. As what we mentioned above, all the statements from the participants indicated that the biggest encouragement which could trigger their initiative to read a book was a score given by the teacher if the students could answer the questions of the teacher correctly.

> *"I want to make me interested to read English book because I believe the more I am interested with it, the better I will be to grasp the point inside a book. Thus, I can answer the questions of the teacher easily, and I can achieve good score." (P1. A6)*
> *"Because reading can improve my knowledge, so I am interested to read more to update new information. Actually, besides updating my knowledge, I read because I do not want to be failed in reading class. I do not want to obtain bad score because I cannot give good answer to the question given by the teacher." (P5. A6) & (P4.A2)*

Asher, Hymel, and Wigfield (2016) also believed that scoring system would assist the students to create their own objective, so the students would force themselves to acquire good result. Even if the source of the stimulus derived from external factor in the beginning, this was slowly effective to create awareness for the students in reading. Thus, from this context, internal motivation was able to be established by the teacher gradually. Additionally, intrinsic motivation became an important aspect to encourage the students to read as it could determine the attitude of the students toward reading activity (Seitz, 2010).

2.   Increasing student's insight

Some of the participants believed that reading activity given by the teacher in the class could support them in updating their information. Nevertheless, in order to update the information, they stated that if they had to force themselves to comprehend the material, and they would stick to read if the journal article or novel made them curious. In addition, this phenomenon also could be seen from the statement of the participants, as follow:

"I want to make me interested to read English book because I believe the more I am interested with it, the better I will be to grasp the point inside a book." (P1. A6).

"The teacher strategy can develop my reading interest through indirect force. The benefits from this system, I can develop my insight because I have to force myself to comprehend the content of the book." (p3.a4).

"Reading activity given by the teacher can assist me to update my knowledge, and moreover, if the book given by the teacher makes me curious I will keep reading." (P2.a3).

"Asking the students to read by giving a question after reading section, it looks like this model forcing me to grasp information as much as I can. Thus, maybe this the reason why the teacher strategy could broaden my knowledge" (P5.A4).

Thus, regarding this phenomena, the teacher was successful to be creative to create a strategy which could assist the students to grasp the information because basically reading was an activity to seek information and comprehend the content which would be transferred as knowledge (Wade, 1990). Additionally, the statements of the participants indicated that the teacher was able to offer an interesting topic in their point of view even if there was an activity which forced them to read such as giving a question after reading section. This finding related to Owusu and Acheaw (2014), they emphasized that the students would enjoy in reading, if the teacher could provide and offer a book material as what the students needed. Therefore, fundamentally, giving a time for the students to read the suggested book, offering a book as suitable as the students' interest, making collaborative learning such as conducting a discussion after reading section, those were effectively recommended ways to illuminate the students in reading (Wade, 1990 ; Owusu-Acheaw, 2014 ; Barone & Barone, 2015). Relating to this phenomena, it meant that the teacher was successful to conduct a system which strengthened and constructed pre-knowledge of the students in reading activity.

CONCLUSION

The concept of the teacher in teaching reading in this research was interactive reading because the teacher combined bottom-up and top-down processing. Because the participants enrolled in this research were master degree students, obviously the teacher dominantly applied top-down processing in teaching reading, and the bottom-up processing became additional point. In addition, among strategies mentioned above which could boost the students' interest in reading, this research concluded that adapting a transparent scoring system was the most significant strategy to boost students' reading interest. Afterwards, the following strategies found because the impact of this factor. Thus, basically, the reading interest of the students could be developed if the teacher could combine an activity offering a force and obvious scoring system.

The findings were based on students' perspective especially about their experience as long as enrolling the reading class in their university. Therefore, further research was expected to explore the teacher strategies how to develop

students' reading interest based on teacher's perspective. By knowing both perspectives, we could see the gap between teachers' and students' perspectives, and the researcher who was interested to this notion could complete the gap.

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