

AN ANALYSIS ON THE ENGLISH TEACHERS STRATEGIES IN TEACHING READING COMPREHENSION SMP 1 OF WONOMULYO

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ABSTRACT: The research problems of this research, what were the strategies of English teacher in teaching reading comprehension at the Second Grade of Junior High School 1 of Wonomulyo and how the implement of English teacher' strategies in teaching reading comprehension at the Second Grade of Junior High School 1 of Wonomulyo? The method of this research was qualitative reseacrh. The subject of this research was English teacher in Junior High School 1 of Wonomulyo. The instrument of this research were observation ceklist and interview. The result of the research found that two strategies that the teacher used, Scaffolding and QARs (Question Answer Relationship). Scaffolding strategy student can develop about idea which readable by the student. QARs (Question Answer Relationship), the teacher able to know how far their students understand what the teacher has given to them. And the teacher able to know how far understanding of the student doing the task after read the text that has been given and the students guided to more focus on the text and understand what the content of the text.

Keywords: Teacher Strategies, Teaching Reading Comprehension.

A. INTRODUCTION

Teaching strategies is generalized plan for a lesson or a lesson which includes structure, desire learner behavior, in terms of the goals of instruction, and an outline of tactics necessary to implement the strategy (Strasser, 1964). Teachers 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. However, this research is proven to be ineffective since the student also find difficulties reading comprehension.

This finding indicates that teachers need to be equipped by strategies in teaching reading comprehension in order to help the students to cope with the difficulties in learning English reading. In line with the previous explanation that reading comprehension is necessary in language teaching. Teachers are confronting some problems in the process of reading

comprehension. There are many teachers taught about reading comprehension by explaining about the text, main idea, and purpose of the text.

Based on the problem stated above, the researcher assumes that the reading comprehension become a problem if not overcome soon. By those considerations, the researcher framed her interest to conduct a research analysis English teacher's strategies in teaching reading comprehension, especially at the second grade. This research particularly focuses on English teacher's strategies in teaching reading comprehension. To conduct this research, the research focus on what kinds of teaching strategies employed by English teacher in teaching reading comprehension and how the implement of the strategies. The reading comprehension of the students focus on descriptive text.

B. LITERATURE REVIEW

Some researchers had conducted researches that focused on Teachers strategies in teaching reading comprehension. *First*, Janatun who did a research about Teachers' Strategy in Teaching listening comprehension. She concluded that the teachers used various strategies in teaching listening. The strategies used by the teachers were categorized into bottom-up, top-down and metacognitive. Meanwhile, it gained positive respon from the student that means they could catch the sounds of English word and pattern (Janatun, 2013).

Second, Ahmad who did a researcher about A Study on Strategies for Teaching Speaking and Reading Comprehension Skills concluded that the teachers applied three kinds of stages in teaching reading those are pre- reading, whilst reading, and post-reading stages. In pre-reading stage they gave the students some questions as a worming up to know and enrich the students vocabulary mastery. This is also done to help the students to enter to the topic being discussed.

Based on the result of the research, it can be conclude that there are some strategies especially in teaching reading comprehension. However, the researcher was interested to get more common the data from the English teacher's strategies.

Strategies in teaching reading comprehension

Successful reader can also read for thorough comprehension. This means they read to understand the total meaning of a passage. This kind of reading is often done in academic and other settings where complete comprehension is necessary. There are some strategies in teaching reading comprehension according to Vacca & Vacca(1999:53) :

1. Scaffolding

Scaffolding allows teachers help diverse learner negotiate meaning and overcome difficulties in text-related learning situation. Scaffolding is as a process whereby a student is helped to solve a particular problem beyond its developmental capacity through the help of a teacher or other person with more ability.

2. Think-aloud

Think Alouds is a strategy that helps students on learning activities, Aims to recall more significant information from the texts given by the teacher. The ability of teachers to transfer creativity Them and control the students in completing each step of the way think alouds strategy in understanding reading texts and teachers make their thinking explicit by verbalizing their thoughts while reading orally.

3. Reciprocal Teaching

Reciprocal Teaching is a strategy that asks students and teachers to share the role of teacher by allowing both to lead the discussion about a given reading. Reciprocal Teaching involves four strategies that guide the discussion: predicting, question generating, summarizing and clarifying.

4. SQ3R

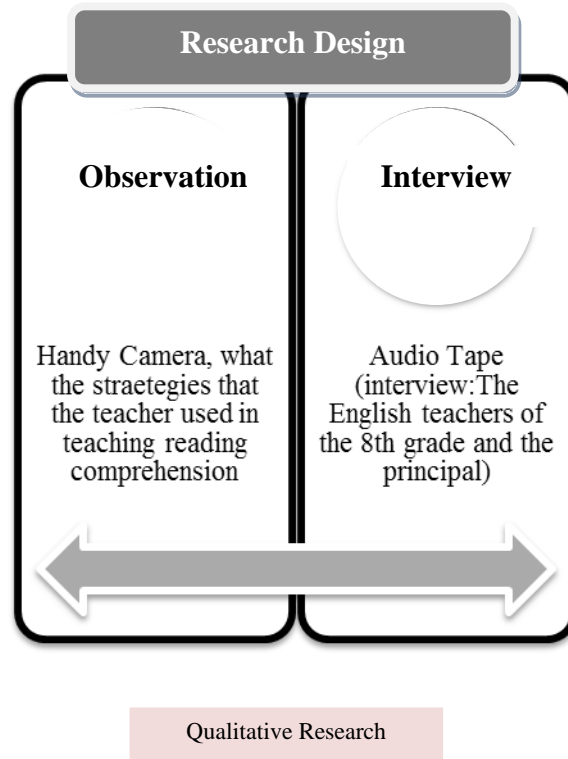
SQ3R is a systematic reading strategy to help you organize the reading process into manageable units. It is only one of many similar strategies that you can use to improve comprehension. It consist five steps, they are: Surveying, questioning, reading, reciting, and reviewing. The SQ3R strategy involves (1) reading the headings in the chapter quickly to get its important part, (2) turning the heading in to question, (3) reading to find the answer to the question, (4) recall the important point (the answer to the question) by retelling them or writing them in one's memory at the important point.

5. QARs

QARs is a reading strategy through understanding and analysis of questions. In other words this strategy guides students to understand the questions in order to get an information in a reading itself. So that in practice in the classroom students only glance read the reading and to understand further the focus of students is the questions given by the teacher about the text reading.

C. RESEARCH METHOD

This research used descriptive qualitative with the direct observation, interviews, and documentation. Descriptive method was a method used to examine the status of human groups, an object, a condition, the thoughts, and the events that will occur (Sugiyono, 2008).



In the case, The subject of this research was a teacher in junior high school, especially English teacher in second grade and the students of VII D in Junior High School 1 of Wonomulyo . The researcher takes VII D class in which there are 37 students.

Research instrument was tool or facility which was used by researcher to collect the data. The result of research was better, more accurate, complete and systematic. So was easy to be worked. An instrument could be form of questionnaire, observation, interview guided, and test. In this research, the researcher used observation and interview .

1. Observation checklist

The teacher was observed by the researcher using the observation checklist. In this case, The researcher observed whatever done by the English teacher related to the teacher strategies in teaching reading comprehension in the classroom It was used to investigate the English teaching

and learning process in the classroom. It recorded English teaching process that was conducted by the English teacher.

2. Interview

In this case, the researcher used structured interview. The interview was done with the English teacher. The interview was done after finished the teaching and learning process. This interview conducted to gain a spoken respond from the participants.

In this research, the researcher used a qualitative data analysis technique. Data analysis in qualitative research is a time consuming and difficult process. Data analysis in qualitative research is often done concurrently or simultaneously with data collection. Nevertheless, Ary (2010: 283) states that the data analysis in this research can be broken down into four stages; they are Coding, Data Reduction, Data Display, and Drawing Conclusion or Interpretation.

D. FINDING AND DISCUSSION

This presents findings and discussion of research. The findings of the research covers the analysis of teacher strategies in teaching reading comprehension and the result of interview about the strategy in teaching reading comprehension process.

1. The English teacher strategies in teaching reading comprehension

The researcher found that there were two strategies that the teacher used “scaffolding, and QARs (Question Answer relationship). The teacher used that strategy because the student could know the meaning of the text and could understand of the text.

a. Scaffolding

The first strategies that the teacher used scaffolding, scaffolding strategies were used by teachers when students got difficulties, teachers need to provide tailored help to the needs of the students, like the teacher doing the classroom, the teacher gave help to the students to know how to correctly read the text. Scaffolding helped the students how to read properly and then told the students read the text but when the student either mentioned the words in the text the teacher helped them and also the teacher asked the students which word they did not know in the text. By using this strategy the students were expected can read and adjust how to read in accordance with the British and American so the students can repeat of the text.

The teachers used scaffolding strategy because they helped the students how to read properly. Gasong, 2007 stated that scaffolding is a lesson in which students are given some assistance during the early stages of learning and then reducing the aid and providing opportunities for students. Scaffolding strategies are used by teachers when students got difficulties, teachers need to provide tailored help to the needs of the students, like the teacher doing the classroom, the teacher gives help to the students to know how to correctly read the text.

Scaffolding is a support, support to students of teachers that enable the development of learning ability so that there is a higher level of mastery of material shown by the completion of more complicated problems.

b. QARs

The second strategy was *question answer relationship*. Teacher utilizes question answer relationship's strategy on student for reading comprehension's learning at the class. In this strategy which utilized by teacher, the teacher gave some questions to student as much 1 until 2 at each learning final so the students answer that the questions. According to the teacher, this strategy used to give material to the student in order the students was easy to accept material that given by teacher.

This strategy was used by the teacher to see if students really understand it with text they read. If the student could answer the questions, it means they have understood of the text, and if they could not answer the question then the students not understand with those text. This strategy could help students if students really answer that question with their own words or with the answer from the text. And this strategy could not help students if the students answer the teacher's question got from their friends or not using his or her own words.

The teacher gave some question to the student and then the student wrote the answer in their book. This strategy was used by the teacher to see if students really understand it with text they read. If the student could answer the questions they had been understood in understanding the text. The procedure QARs could be taught directly to students by reading teachers and could be reinforced by content area specialists. In this case, it was worth several days' effort to taught students the relationship between question answer. According to (Vacca:1999) "A reader draws on two broad information sources to answer question: information in the text and information

inside the reader's head". To answer this question teacher points one of student to answer it. And student not must go forward but they can answer that question with sit in their chair each.

E. CONCLUSION

The result of this study showed that the strategies that the teacher used in teaching reading comprehension in SMPN 1 Wonomulyo were two strategies, Scaffolding strategy (1), and QARs (Question Answer Relationship) (2). The teachers used these strategies to make the student understand the reading text and the students guided to more focus on the text and also teacher could help students in developing the meaning contained in the text reading so that students more easily understand the contents of reading.

How the implement of the English teacher strategies in teaching reading comprehension in SMPN 1 Wonomulyo, the strategy used by the teacher were (1) scaffolding strategy, can develop about idea which readable. The last strategy was used by this teacher (2) QARs (Question Answer Relationship) where when students finished reading the text the teacher asked the vocabulary in the reading, "what was the meaning of fence? What was in english gray, what was in english is a tree? "From the teacher's question some of the students knew what the teacher asked and also this strategy where the teacher asked students to answer questions in the reading text like exercises1, and exercise 2. This strategy was used so that students understand the reading and understand the contents of the reading. Based on this research, those strategies were effective in teaching reading comprehension because can help student to comprehend the text. In short, those strategies gave good contribution for teacher. Students who have difficulty in reading would be easier in mastering reading comprehension. With used this strategy the teacher more easily gave the material to the students. Those strategies could help the teacher because the students more active. And the students could exchange their opinion with their friends.

Recommendation

Based on the conclusion, the researcher suggested for the teacher, this research can improve the quality of the English teacher in teaching English. Teacher's strategies must be applied because this is the teacher's way to determine learning goals during teaching learning process. And for the student, with the strategy's that used by the teacher, the researcher hope the students more understand about reading comprehension and enjoy with his lesson.

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