

## TEACHER'S STRATEGIES IN TEACHING READING AT SMP SWASTA MULIA PRATAMA MEDAN

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### ABSTRACT

Teacher's strategies in teaching reading is an attempt to attract students' attention to learn reading comprehension in the classroom. This research was conducted to find out the strategies of the teacher in teaching reading at SMP Swasta Mulia Pratama Medan and how the teacher applied the strategies in teaching reading, also the reason of the teacher applied the strategies. The researchers used descriptive qualitative method. The subject of this research was English teacher at seven grade of this school. The instruments of this research were classroom observation and interview. The researchers find out the teacher's strategies in teaching reading, namely Reciprocal Teaching Strategy and QAR strategy. The teacher used these kinds of strategies to make students focus and can easily understand the meaning of the texts, and the teacher also can easily teach reading in the classroom.

**Keywords:** Strategies, Teaching, Reading

### ABSTRAK

Strategi mengajar membaca adalah usaha yang digunakan guru dalam menarik perhatian siswa untuk belajar membaca di kelas. Penelitian ini dilakukan untuk mengetahui strategi guru dalam mengajar membaca di SMP Swasta Mulia Pratama Medan dan bagaimana guru menerapkan strategi dalam mengajar membaca serta alasan guru menerapkan strategi tersebut. Peneliti menggunakan metode deskriptif kualitatif. Subjek penelitian ini adalah guru bahasa Inggris di kelas tujuh di sekolah tersebut. Instrumen penelitian ini adalah observasi kelas dan wawancara. Peneliti menemukan strategi guru dalam mengajar membaca, yaitu Strategi Pengajaran Reciprocal dan strategi QAR. Guru menggunakan kedua strategi ini agar siswa lebih fokus dan dapat dengan mudah memahami makna teks, dan guru lebih mudah untuk mengajar membaca di kelas.

**Keywords:** Strategi, mengajar, membaca

### INTRODUCTION

Strategy is a method or planned way to do something with the aim of achieving good results. As for teaching, the strategies used must be planned to get the best things. Teaching strategy refers to the pattern of teaching that serves to achieve results, so that the teaching strategy is certainly a planned plan and is determined by a deliberate method and of course it must be the best.

Teaching means giving instructions to someone to do something or to know something. Teaching process is the process of teacher's knowledge transfer to students or from one person to another.

Reading is the process of how information from text is processed into meaning by starting information from the text and ending with what the reader gets. For readers who get concentration when reading is the process of cells in the

brain of the reader working regularly, even though the actual information we can get without reading, such as listening to the teacher, seminar, radio and television. But by reading we get more wide information than listening for example, someone reading a newspaper will get more accurate information than someone who only watches the news on television. By reading, someone can repeat when someone forgets or to get more accurate information again, while those who watch television cannot be supported, (Willis, 2008). Teaching strategy is a general plan to provide learning of groups, in hoping that students can develop their reading skills with osmosis (graps) without the help of friends.

Teaching strategies carried out in the classroom are activities that must be done by teachers and students. Which means the relationship between students and teachers must be good, so that learning objectives can be achieved effectively and efficiently. Teaching strategies can help students receive learning and improve the teaching-learning process so as to create an interactive learning environment. That is why the teacher's strategy in teaching must be effective in achieving the planned objectives. In other words, teaching strategies are also approaches to teaching students. So the teacher must explain the methods and ways the teacher uses to explain learning.

Teacher strategies in teaching is the ways that teachers use in teaching reading to attract students' attention to learning reading in the classroom. There are many strategies that teachers can use when they are teaching reading comprehension. Some of them are by using authentic material and approaches, reading aloud in the classroom, comprehension question. Before teaching in the class the teachers must check up the difficult level of the text. In addition, teachers also may use other strategies such as developing vocabulary of children, not continue reading without understanding, grasping the heart of matter, using contextual clues, teaching reading strategies, visualizing what is written, providing a variety of reading purpose, identify texts and tasks, and so on. Factually, as seen that there are many teachers do not know how to teach English, especially in teaching reading comprehension. Skills at reading text makes it easier for someone to accept and know the meaning of what is read.

The researchers chose this research because they want to learn how a good strategy for students so as to overcome the weaknesses experienced by students when learning reading. Through this research, the researchers hope to learn a good strategy for teachers to perform in teaching reading so that students are able to receive learning well and quickly to overcome the difficulties of teachers in applying strategies in teaching reading. Based on the background of the problem, the researchers assume that the reading strategies undertaken by the teacher must be done to attract more students' attention so that the learning process in the classroom can be accepted so that the teaching and learning process can be effective.

## LITERATURE REVIEW

### Strategies in Teaching Reading

There are some strategies in teaching reading that used by English teacher in teaching reading, such as:

#### Reciprocal Teaching

Reciprocal Teaching is the strategy to develop skills that used by the teachers with four skills strategies to read the text, namely question generating, clarifying, predicting, and summarizing, so the students will easily understand the meaning of the texts. Palinscar & Brown (1984) stated that reciprocal strategy is a guided reading strategy that encourages students to develop the skills that effective readers and learners do automatically (Prediction, question as you go, clarify, summarize and respond to what they are reading). Students use four strategies on a common text, in pairs or small groups. The teacher will divide students into several groups, with different abilities then the teacher will appoint one student as the group leader. The group leader has the duty to ensure that all group members carry out their respective duties as instructed by the teacher.

#### QAR

QAR 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 text and to understand further the focus of the students is the questions given by the teacher about the reading text.

QAR is a simple strategy to teach students as long as you:

1. Depend on your students, you may choose to teach each type of question individually or as a group. Explain to students that there are four types of questions they will encounter. Define each types of question and give an example.
2. Read a short passage aloud to your students.
3. Have predetermined questions you will ask after you stop reading. When you have finished reading, read the questions aloud to students and model how you decide which type of question you have been asked to answer.
4. Next, show your students how to find information to answer your question (i.e., in the text, from your own experiences, etc.).
5. After you have modeled your thinking process for each type of question, invite students to read another passage on their own, using a partner to determine the type of question and how to find the answer.
6. After students have practiced this process for several types of questions and over several lessons, you may invite students to read passages and try to create different types of questions for the reading.

#### 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.

How to use the scaffolding strategy, there are six methods, such as :

- The teacher gives students a simplified version of a lesson, assignment, or reading, and then gradually increases the complexity, difficulty, or sophistication over time. To achieve the goals of a particular lesson the teacher may break up the lesson into a series of mini-lesson that progressively move students toward stronger understanding.
- The teacher describes or illustrates a concept, problem, or process in multiple ways to ensure understanding. A teacher may orally describe a concept to students, use a slideshow with visual aids such as images and graphics to further explain the idea, ask several students to illustrate the concept on the blackboard, and then provide the students with a reading task that asks them articulate the concept in their own words.
- Students are given an exemplar or model of an assignment they will be asked to complete. The teacher describes the exemplar assignment's features and why the specific elements represent high-quality work.
- Students are given a vocabulary lesson before they read a difficult text. The teacher reviews the words most likely to give students trouble, using metaphors, analogies word-image associations, and other strategies to help students understand the meaning of the most difficult words they will encounter in the text.
- The teacher clearly describes the purpose of a learning activity, the directions students need to follow, and the learning goals they are expected to achieve. The teacher may give students a handout with step-by-step instructions they should follow, or provide the scoring guide or rubric that will be used to evaluate and grade their work.
- The teacher explicitly describes how the new lesson builds on the knowledge and skills students were taught in a previous lesson. By connecting a new lesson to a lesson the students previously completed, the teacher shows students how the concepts and skills they already learned will help them with the new assignment or project (teachers may describe this general strategy as "building on prior knowledge").

### **Think-aloud**

Think Aloud 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.

How to use the think-aloud strategy, there are five step, such as :

- Begin by modeling this strategy. Model your thinking as you read. Do this at points in the text that may be confusing for students (new vocabulary, unusual sentence construction).
- Introduce the assigned text and discuss the purpose of the Think-Aloud strategy. Develop the set of questions to support thinking aloud (see examples below)
  - a. What do I know about this topic?
  - b. What do I think I will learn about this topic?
  - c. Do I understand what I just read?
  - d. Do I have a clear picture in my head about this information?
  - e. What more can I do to understand this?
  - f. What were the most important points in this reading?
  - g. What new information did I learn?
  - h. How does it fit in with what I already know?
- Give students opportunities to practice the technique, and offer structured feedback to students.
- Read the selected passage aloud as the students read the same text silently.  
At certain points stop and think aloud the answers to some of pre-selected questions.
- Demonstrate how good readers monitor their understanding by reading a sentence, reading ahead to clarify, and/or looking for context clues. Students then learn to offer answers to the questions as the teacher leads the think-aloud.

### **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.

Robinson (1946) stated that SQ3R strategy includes fives steps, namely :

- Survey : students revies the text to gain initial meaning from the headings, bolded text, adn charts
- Question : students begins to generate questions about their reading from previewing it.
- Read : as students read, they need to look for answers to the questions they formulated during their preview of the text. These questions, based on the structure of the text, help focus students' reading.
- Recite : as students move through the text they should recite or rehearse the answers to their questions and make notes abotu their

answers for later studying.

- Review : after reading, students should review the text to answer lingering questions and recite the questions the previously answered.

## **RESEARCH METHOD**

This research used descriptive qualitative design. This research had two instruments in collecting data, namely classroom observation and questionnaires. The researchers conducted observations to observe the teaching-learning process in the class. And then, the researchers did an interview with the teacher to get the data about teaching reading. The research was located at SMP Swasta MuliaPratama Medan. The observation and interview were held on Saturday, November 16 2019.

## **FINDINGS AND DISCUSSION**

All data from this study were obtained by classroom observation and interview. The data collected through classroom observation. The researchers observed the English teacher when teaching in the classroom. Data that were not revealed through classroom observation, so the researchers conducted interview to the English teacher after finish teaching the class. The interviews just with one informant, that's the English teacher of seven grade Junior High School at SMP Swasta Mulia Pratama Medan.

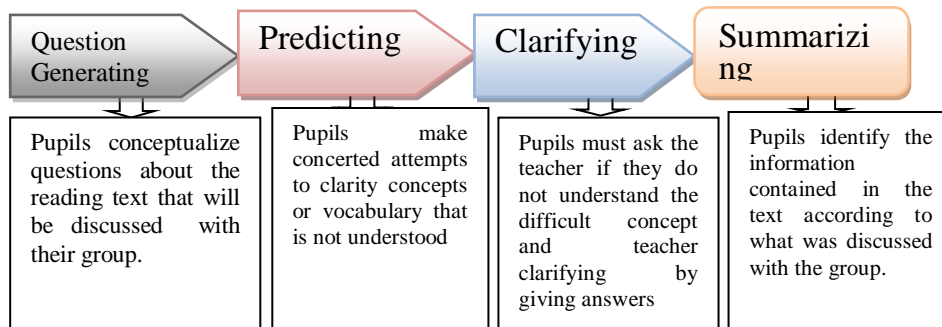
From the data collected and analyzed the research revealed the strategies used by the teacher in teaching reading, they were Reciprocal Teaching and QAR. The interviews was held on Saturday, November 16 2019.

The result showed the strategies that used by the teacher in teaching reading at SMP Swasta Mulia Pratama were two strategies, Reciprocal Teaching and QAR (Question Answer Relationships). The teacher used these strategies to help students understand reading texts. The Students do not only read, but they are able to understand the text they read. With those strategies the teacher guided students to focus more on developing ideas in understanding the contents of the text. For students' understanding the text, the teacher used Reciprocal Teaching Strategy. To develop students' ideas the teacher used QAR strategy in understanding the contents of the text.

### *Reciprocal Teaching*

This strategy is an activity of giving instruction to the students. The teacher gave the opportunity to students to form a group and they would discuss the text they were reading. Each group member looked for reading difficulties in the text. Students would mark vocabulary/sentence that is difficult to read it. After that the group would discuss how to read the difficult vocabulary/sentence. If their group were still experiencing difficulties, they could ask to the teacher, and the teacher would clarify by giving an explanation to the students. The purposes of the strategy are to help, to bulid, and to support students' understanding in reading texts.

There are four skills strategies in understanding reading texts by reciprocal teaching strategy, namely:



### *Question Generating*

In this section, the teacher asked students to collect vocabularies or sentences that are difficult to read from the English text. Each member of group wrote it in their paper.

### *Predicting*

Next section the students would discuss the difficult vocabularies or sentences and if they could not get the answer, they would ask the teacher.

### *Clarifying*

And then, the teacher clarified by giving an explanation about their questions.

### *Summarizing*

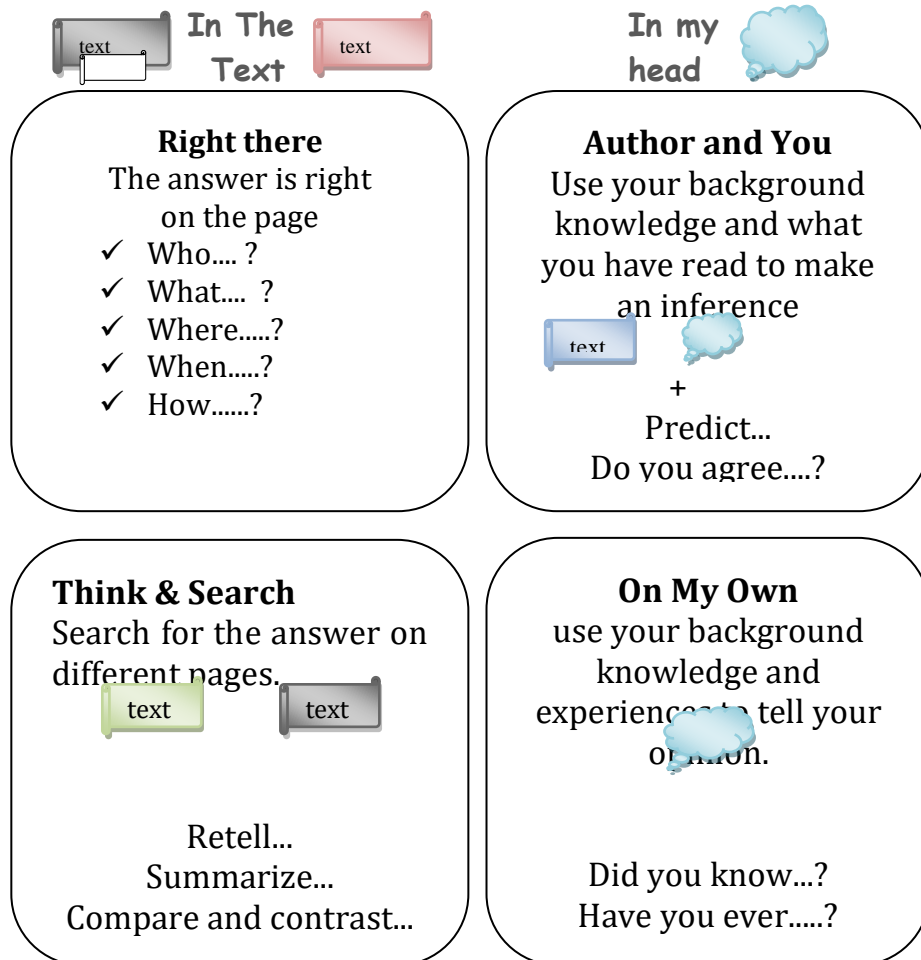
the last section the students concluded the summary of the text, so in this section students could explain the content of the text to other group and otherwise.

Through classroom observation, the researchers used this strategy. The teacher gives instructions to the students to form groups. Each group consists of 5 members, and there are 5 groups. Although not all students are so focused, but mostly students asked the teacher in Indonesian that they do not understand how to read from the text. Like, "*Bu, bagaimana cara membaca bahasa Inggris warna?*" (color) "*Bu, membaca bahasa Inggris lantai, bagaimana?*" (floor). Then, the teacher explained each question from the group. After they have finished the discussion, otherwise the teacher asked students about the text. If students are able to answer, it means students have already understood. However, if students still did not understand, the teacher would repeat asking questions until students were able to answer the questions and understood the text.

### *QAR*

The second strategy was Question Answer Relationship. This strategy was used by the teacher to observe the students' understanding in reading text. If the student could answer the questions, it means they have understood the text, and if they could not answer the questions then the students did not understand the text.

## QUESTION – ANSWER RELATIONSHIP



This strategy could help students if the students could answer the questions with their own words or with the answer from the text. This strategy could not help students if the students answer the teacher's question only taken from their friends answer or not using their own words. This strategy is a question and the answer was given by the teacher to observe how the students understand the text that they read first, after the teacher guides them by reading the text that would be understood by the students. Then, the teacher gave questions to them, after while they should write their answers in the book with their own words. The teacher will ask the students to answer the questions one by one, after the teacher repeated reading a sentence or vocabulary that is difficult to pronounce.



### ***How English Teachers Implemented this Strategies in Teaching Reading***

The teacher got in the classroom by greeting "Good Morning everybody" and asked the students about their condition "How do you feel today?". The teacher inculcated the religious attitude to open the activity in the classroom. After that, the teacher chose one of his students to lead National song and led pray together. Students could choose what National song that they would sing. After that, students led the prayer according to the leader's beliefs. All students follow the prayer with wisdom, eventhough the prayer offered by their friend is a Christian religion, their friends who embrace Islam religion follow with wisdom and otherwise. After they have finished prayed, the teacher called the student's name to fill the attendance list. The teacher asked the students, about the previous lesson to remind them again, students were asked to explain in English. Unfortunately, not all students could explain the lesson. So the teacher gave an explanation of the previous lesson in order to help students follow the next lesson.

Based on the research above, the teacher used this strategy to know how far the students understand the contents of the text. For example "*what was the meaning of berbicara? Meaning of Jingga? Lantai? Pagar? Gang?*". If students can answer the question, it means they understand the text. However, if students can not answer the questions from the teacher, they do not understand the text. This strategy will greatly help students, if they are able to answer questions using their own words. Otherwise, this strategy will not help if students answer questions with the help of friends or ideas from friends.

Besides, the teacher helps students by translating words that are difficult for them to know and the teacher repeated words that are difficult to pronounce. This is the teacher's strategies, after the teacher read the text, one by one of students were given the task to read the text in one paragraph. Then, the students would focus when the teacher reads the text so that the students were easier to understand the text.

### **CONCLUSION**

From the result of the data and data analysis, the researchers concluded that the teacher's strategies at seven grade SMP Swasta Mulia Pratama Medan were Reciprocal Teaching and QAR. How the teachers applied the strategies in teaching reading. Firstly, teacher read the text two until three times, after that teacher asked the students about type of the text. If no one from the students can answer, the teacher will give additional explanation. Secondly, teacher should tell students to underline the difficult words and find out the meaning of the words. Students can create a group to discuss the text that they read. Then, the teacher asked the students to answer the questions one by one, after the teacher repeated reading a sentence or vocabulary that is difficult to pronounce. And the last one, the teacher gave some questions to each student or asked students to read some paragraphs or some sentences.

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