

**AN ANALYSIS ON THE ENGLISH TEACHER'S STRATEGIES IN TEACHING READING COMPREHENSION AT THE SECOND GRADE STUDENTS OF JUNIOR HIGH SCHOOL 12 OF MATARAM**

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***Abstract** - This research is aimed at finding out the types of the strategies mostly used by the teachers in teaching and the effect of the strategies used in teaching English Reading Comprehension on students reading skill (recount text). The subjects of this study were the English teacher and eighth grade students of SMP 12 Mataram in the academic year of 2019/2020. The data was analyzed qualitatively. The findings showed that the strategies mostly used by the teachers were three strategies. Those were; discussion, question and answer and interview. While the effect of the strategies used in teaching English reading (recount text) make students more active, interested, enjoy, and enthusiastic in following the learning process. This can also be seen from the increasing student learning outcomes.*

***Keywords:** analysis; reading (recount text); qualitative method; strategy.*

**Abstrak** - Penelitian ini bertujuan untuk menemukan macam-macam strategi yang paling sering digunakan dan efek dari strategi yang digunakan guru dalam mengajar membaca bahasa Inggris. Subyek- subyek yang terdapat dalam penelitian ini adalah guru yang mengajar bahasa Inggris dan siswa- siswa kelas VIII di SMPN 12 Mataram tahun ajaran 2019/2020. Didalam menganalisa data, peneliti menggunakan metode kualitatif. Penemuan-penemuan menunjukkan bahwa strategi- strategi yang paling sering digunakan oleh guru bahasa Inggris dalam pengajaran membaca bahasa Inggris terdapat tiga strategi. Diantaranya adalah discussion, Tanya jawab dan interview. Sementara efek dari strategi yang digunakan guru dalam mengajar membaca bahasa Inggris membuat siswa-siswa lebih aktif, tertarik, menikmati dan antusias mengikuti proses belajar di dalam kelas. Hal ini juga dapat dilihat dari peningkatan hasil belajar siswa yang semakin meningkat.

**Kata Kunci:** analisis; membaca (recount text); metode kualitatif; strategi

## **INTRODUCTION**

Reading is central to the process of learning language skills that must be mastered by students. In this activity, students can improve their ability to remember vocabulary and understand grammatical structures so well that speaking ability will increase over time. They can understand the message and information in the sentence and text being read and get a lot of information. (Tarigan, 2009) Reading as a process of recognition, interpretation and valuing ideas regarding the mental weight or total awareness of the reader which depends on the development of personal language background experience cognitive abilities and attitudes towards reading.

In language teaching, reading comprehension is one aspect of language skills that must be mastered by junior high school students. Teaching reading skill is

not easy for a teacher. In their daily task's language teacher must understand that the ultimate goal of language, that is, skilled at listening, speaking, reading and writing (Tarigan, 2009). In teaching reading, the teacher must provide good learning materials, methods and assessments. The teacher should not only make students active, but also make students understand about what the teacher explains. When students enjoy English, this can be a good way for students to learn English. So, there is no statement from students that English is a difficult subject, but English is easy to learn (Anisa, 2018). The teaching process of reading requires good teacher skills and appropriate strategies in teaching so that the learning process becomes more effective.

Teaching strategy is a set of learning plans that are arranged systematically to facilitate someone to deliver material using

the right strategy, for groups that have been identified based on their needs and levels. Syahputra, (2014) stated that the learning strategy can be interpreted as a pattern of learning activities that are selected and used by the teacher contextually, according to the characteristics of students, school conditions, the environment and specific learning objectives formulated. Without the right strategy in teaching reading, students will feel bored and uninterested in training so that they do not achieve effective and efficient learning goals. The teacher basically must be able to create creativity in teaching reading comprehension and using appropriate strategies in the learning process. A difficulty arises to identify effective learning strategies to facilitate students in improving their reading and understanding text skills. Based on the interview and observation to the English teacher of eight grade students in SMP 12 Mataram, The teacher basically has used various learning strategies to convey reading learning material. The most common strategy by forming a reading learning group and the second is to use the story telling method, which generally use interesting fairy tales that occur in everyday life and supported by using storybook learning media that aims to attract students' interest in learning and make the learning process more active. This is expected to help students in learning reading skill but in reality, there are still many students who feel lazy, bored, and do not have the motivation to follow learning activities and assume that learning reading skill is difficult besides that learning strategies according to students are less interesting. Based on the problem above it is necessary to conduct research on "An Analysis on the English Teacher's Strategies in Teaching Reading Comprehension at the Second Grade Students of Junior High School 12 of Mataram".

## **REVIEW OF RELATED LITERATURE**

The teacher basically has to be able to create a conducive, safe, comfortable and attractive learning environment because it will have a positive impact on students on the level of development of the skills they are learning. According to Brown (2001) that a further step in the success of the practice of learning and teaching languages in the classroom is to master what is called 'class management'. Therefore, a language educator is expected to create a positive, interesting and attractive classroom learning situation. The increasing frequency of classroom interactions (by educators) will support (foreign) language learners to learn the target language easily and quickly. So, here the educator has an important role in managing the class so that it can build successful classroom interactions, especially in English classes, Brock (1986).

Reading is one of the most effective ways of foreign language learning. Reading simply is the interpretation of a written message. Walter R. Hill (1979) briefly defines reading as what the reader does to get the meaning he needs from contextual resources. Reading is a complex cognitive process in which a reader decodes the symbols or printed messages into sounds (Grabe & Stoller, 2002), while, reading comprehension is a vigorous process of constructing meaning from a piece of text and understanding it effusively and comprehensively (Nakamoto, et al., 2008).

The main purpose of reading is to seek and obtain information, including content, understanding the meaning of reading. Meaning, meaning (meaning) is closely related to the purpose of purpose, or our intensive reading (Tarigan, 1994). In an effort to develop a skill, learning to read will be more effective if it is supported by factors both originating from within students themselves and from outside students. A factor within students that can encourage

students to actively read is the growth of motivation. This can be generated by giving students interest and motivation (Harsono, et al., 2012).

According to Brown (2000), strategies can be divided into learning strategies and communication strategies. "The former relates to input – to processing, storage, and retrieval, that is, to taking in messages from others. The latter pertain to output, how we productively express meaning, how we deliver messages to others" (Brown, 2000).

## **METHODS**

The researcher used descriptive method in doing this research. In this research, the study described the strategies used by the teachers in teaching Reading Comprehension at The Second Grade Students of Junior High School 12 of Mataram. In this study, the researcher used library research, documentation and interview as the instruments. Both of which were used to get information about the teachers' strategies in teaching Reading comprehension. Research purposes are to find out the strategies most frequently used by the teacher in teaching reading comprehension and to find out what the effect of the strategies used in teaching English Reading Comprehension on students reading skill at the second grade of Junior high school 12 Mataram. In this study, the research subjects were the one teacher who teaches reading comprehension at the second grade and students of junior high school 12 of Mataram. They were taken as the population of this study in order to know the strategies that their use in teaching reading comprehension. In collecting the data three types of instruments were used by the researcher, library research, documentation and interview.

## **FINDING AND DISCUSSION**

The teachers' strategies were collected through the library research, documentation and interview. After doing the library research, documentation and interview, the researcher found the data that displayed in the following:

Library research and documentation was conducted and facilitated using journal, book, text book, syllabus, lesson plans, of each activity in the classroom. The class began at 08.00 until 09.20 the English teacher came to the class; the leader of the class led her friends to greet the teacher. The teacher greeted the students back then took her seat. Before the teaching and learning process began, the teacher led her students to pray and all of the students prayed tidily. After praying the teacher stood up and said "Hi good morning boys and girls, how are you today?" and all of the students responded the teacher. The teacher checked the attendance list and no student was absent that day. After that the teacher started to ask some question to the students in order to remind the previous materials that students had learned before and followed by telling the materials that they were going to learn. Some of them answered the questions but the others were just silent. Then the material about "Yes we made it" (recount text) was introduced the material by the teachers that the students were going to learn. The teacher gave some question related about the material. Then the teacher asked the students to answer the question one by one. Then the teacher explains the learning objectives to be achieved to the students. After that, the teacher explains the material specifically about the use of declarative sentences and interrogative sentences in Simple Past tense, Adverb and the prepositional phrases of the timeline: *yesterday, last month, an hour ago*, etc. Adverb linking time: first, then, after that, before, at last, finally, and so on. Singular and plural nouns with or without

a, the, this, those, my, their etc, speech, word stress, intonation, spelling, punctuation, and handwriting. After that the teacher asks about the experiences that have been done by students, by mentioning the people involved, place, time, etc. from the event / incident / experiences. To make it easier for students to get a picture and understand what is asked, the teacher gives examples of some recount texts about one's personal experience to students and students are asked to listen and repeat the text read by the teacher well and then the teacher helps students answer it.

The teacher gives worksheets for material from English textbook or other supporting books, from the internet/material related to the material being taught (recount text). Students are asked to pay attention to instructions on how to structure worksheets and pay attention to examples in answering questions. On the student worksheet there are several short texts and random images. Then students are asked to match short texts in accordance with the picture and write information from observations and readings related to social functions (recount text). Students are allowed to open a dictionary and ask the teacher if they have difficulty reading and understand the meaning of words and sentences. The teacher asks students to identify as many questions as possible related to the picture presented and will be answered through learning activities.

After almost all students finish assignment, then the teacher divided the students into a group. Students and teachers jointly discuss examples in the text books, students are asked to record and gather information about the material and communicate verbally or present the material in front of the class using the role play method. In this activity the teacher

helps students if they encounter difficulties and also gives an assessment of each student.

Teachers gave the last activity for students; it was about training interview, in this activity, students were asked to choose a topic with different people. Exercise as interviewer was usually assigned to students in groups. In each group some were assigned as a cameramen and interviewers. Students should prepare their own interview questions, so that this activity provided an opportunity to practice reading comprehension.

After doing all the learning activities in class, the teacher asks students about their understanding of the material they have learned. Besides that, students are required to study again and more actively practice at home about the material that has been studied. At the end of the class, the teacher gave the conclusion and students homework to make short story about *yes, we made it*. At the next meeting students were asked to present their assignments in front of the class. Before the class ends the teacher briefly explains to students the material to be learned at the next meeting. Finally, the teacher closed the class and the leader of the class stood up to greet the teacher then the teacher left the class. Related to the first research questions, after doing the library research and analysed the documentation, it was found that the strategies of the teachers were question and answer, discussion, role playing and interviews.

Besides conducting library research and documentation, interviews were also conducted with teachers. The teacher is given 5 questions about the process of learning the ability to read. All questions related to strategies used by teachers during the teaching and learning process in the classroom.

**Table 1.** Questions about the process of learning

Teachers' interview	Answer
What were the strategies that you used in teaching reading comprehension?	In teaching English reading (Recount text), there are some strategies that I used were question and answer, discussion, role play and interview, depend on the material and the atmosphere on the class.
Do you use only one method when you teach? Or do you switch the method?	sometimes I only use one method all the time, but in the other time I also combine 2 or more method together
In what condition you usually mix or switch between methods?	I usually switch the method when I found the class situation start to be uncontrolled. When the students look bored, or when the method seems not to work effectively. For example, when I teach about certain kind of text (narrative or recount) I usually use discussion and role play, the student will be asked to make some group to discuss the assignments given by the teacher and present the results of the discussions using the role play method.
What kind of media that you used in optimally your teaching	The media that I used are the real objects and the things are in the class and in school area so the students can easily understand the lesson easily or material being taught.
Which method do you use the most in teaching reading?	Discussion, question and answer, interview.

Based on the results of library research, documentation and interview, that among the four strategies mentioned above the most frequently used in teaching reading (recount text) is discussion, question and answer, interview, sometimes at one time combine the methods above, and at other times sometimes also use different methods tailored to the material situation and class conditions when teaching. Method changes are made when the atmosphere and classroom conditions are no longer controlled so that students can return to the interest and focus in following the teaching and learning process.

To answer the second research question, interviews were conducted for 2 students from different classes with the criteria of high achieving and ordinary students. Interviews are conducted at student homes after the class was over. The students were asked the four questions about the teaching and learning process of reading. Those all questions were related to the effects of using strategies that the teacher often used in teaching and learning process especially about reading (recount text).

**Table 2.** Questions were related to the effects of using strategies that the teacher often used in teaching and learning process

<b>Students' interview</b>	<b>Answer</b>
How do you think about the strategies your teacher used in teaching reading?	S1: in my opinion the way the teacher teaches reading makes me feel happy and enthusiastic about learning to read S2: in my opinion the way the teacher teaches reading makes me interested in following the learning process but sometimes I can't focus because of noisy classroom atmosphere and lack of learning media.
Does he use certain strategy all the time? Or does he change the strategy or the way he teaches sometimes?	S1: yes, he does S2: yes, he does
Which strategy do you think is mostly used by your English teacher in reading material?	S1: in my opinion there are several strategies that are used namely question and answer and discussion. S2: discussion, interview.
Do you think the different strategy used by your teacher can affect your learning, especially in reading comprehension?	S1; yes of course because the use of this strategy makes me more active and easier to understand. S2; yes, sure because the strategies used by the teacher made me more interested, enjoy, and active even though sometimes I felt a little incomprehensible.
Do you think the strategies use by you teacher enhance your reading comprehension skill?	S1; Yes, because I find it easier to understand the meaning of the text that I read. S2; Yes, because I feel even more excited in learning to read and memorize more words to make text

The result of the interviewed from the five questions state that the used of the strategies that the teachers mostly use to make the classroom situation more fun and enjoyable. The students also find themselves free to explore their English and practice it without being afraid of making mistake. Along with the others, student also mentioned that the least amount of the strategies in the classroom makes the situation becomes noisy so students lack focus and understand the material being studied. Thus, their initial knowledge of English lessons is still lacking and English language skills are still not optimal but also said that English lessons were difficult to understand and have difficulty understanding reading, learning material

about the purpose and content of the text being taught. This is because some students still cannot and do not master a lot of vocabulary. But in general, the strategies that have been used by teachers in teaching English reading make students more interested, enthusiastic and enthusiastic about following the teaching and learning process. It can also be seen from the strategies used by the teacher by exchanging or sometimes changing and combining teaching strategies in reading English that make students not get bored during the learning process.

To support the interview data related to the effects of using the strategies in teaching reading (recount text), an analysis of student learning outcomes in the form of

the value of two student samples from ten students in two different classes with the same English teacher for five times the assessment. From student learning outcomes data shows that the use of discussion strategies, questions and answers, interviews and role playing can improve student reading skills that can be seen from meeting-to-meeting shows that there is an increase in student learning outcomes.

## CONCLUSION

Based on the result of the library research, documentation and interview at SMPN 12 Mataram, then analyzed them based on the related studies, the researcher took a conclusion as follows: This study used documentation which contains teaching strategies in the form of syllabus, lesson plans, curriculum and media. Research results of the study show that the strategies are often used by teachers in teaching reading (recount text) namely critical thinking and collaborative learning with interviews, discussion, question and answer and role-playing methods. Based on the results of teacher and student interviews the method most often used is discussion. To answer the second research question, the results of teacher and student interviews and is supported by data from students learning outcome found that from using strategies that are often used to make the learning process more directed, interesting and make students more motivated, active in learning activities and can improve students' reading ability.

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