

## **An Analysis on English Teacher Strategies in Teaching Reading Comprehension**

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### **Abstract**

The purpose of this study was to analyze what strategies the teacher used in teaching reading comprehension and how the teacher applies the strategies used in teaching reading comprehension. The subjects of this study were teacher who taught English at SMAN 10 Kota Bengkulu . This type of research is designed as descriptive qualitative research. To collect data in the study, researcher used Checklist Observation, Interview as an instrument in collected data and documentation. The procedure of this research is by means of researchers coming and participating in seeing and understanding how the teacher teaches reading comprehension in the classroom. The results of the study found that the two strategies used by the teacher, Scaffolding and QARs (Question Answers Relationship). Scaffolding strategy students can develop ideas that can be read by students and make students confident in reading comprehension. QARs (Question Answer Relationship), the teacher is able to know the extent to which students understand what the teacher has given them and the limits of the students' ability to do assignments after reading the text that has been given. Thus, it can be concluded that the teacher is good enough to implement this strategy in the classroom, but was slightly hindered by its application during the Covid-19 Pandemic.

***Keywords: Teacher Strategy, Teaching Reading Comprehension.***

### **A. Introduction**

Reading comprehension is one of the pillars in reading skill. When a person reads a text, he engages in a complex array of cognitive processes. According to McNeil, understanding makes sense from the text. In addition, it can also be defined as reading comprehension the process of obtaining information from context and combining different elements into a new whole (Adler, 2019; Wibowo, et al. 2020; Adeani, et al. 2020). According to Cahyono (2011), Martina,

et al. (2020), and Dhillon, et al. (2020), reading is a means to transfer information between writers and readers.

There are many strategies that teachers can use when they teach reading comprehension. This includes using brainstorming, clarification, clicks and clunks, predictions, problem solving scenarios, generating and answering questions and more. In addition, teachers can also use other strategies such as developing vocabulary, discontinuing reading without understanding, understanding the essence of the problem, using contextual instruction, teaching reading strategies, visualizing what is written, providing various reading goals, identifying various texts and assignments. When linked to teaching and learning, strategy is defined as the general structure of the activities of teachers and students in the realization of teaching and learning activities to achieve the goals described. According to Michael Pressley, learning strategies are a cognitive part that includes and consists of processes that are directly involved in completing teaching and learning tasks.

Based on problems, the researcher assumes that reading comprehension becomes a problem, if it is not immediately addressed. For this assumption, the researcher is interested in doing descriptive research especially in analyzing teacher strategies that are used by English teachers at SMAN 10. The researcher needed to know what English teacher strategies were used and how English teachers applied strategies in teaching reading comprehension in the classroom.

## **B. Literature Review**

### **Teaching Reading**

The steps in reading activities using the theory of this engineering scheme can be discussed as follows. The reading model that is developed contains three stages of reading activities, namely activities before reading, reading activities during and activities after reading. Teacher conducted by Wallace stating the use of text in lecturing activities can be done by planning the lecture into three parts (1) what the lecturer will do before lecturing, (2) what the teacher and students will do

during the reading lecture, and ( 3) what the teacher will do when the text has been read. Each of them completes lecturing activities with the aim of supporting students' reading comprehension.

### **Teaching Reading Comprehension**

The researcher concludes that reading comprehension is for understand or interpret the author or printed material that contains mind activity information to understand the researcher means it. Definition of Reading comprehension according Harmer states that reading is useful for other purposes too: any exposure to English (provid students understand it more or less) is a good think for language student (Harmer, 2007). At the very least, some of the language sticks in their minds as a part of the process of language acquisition, and, if the reading text is especially interesting and engaging, acquisition is likely to be even more successful.

Teaching Reading comprehension is a complex process, it does not only give the information from the teacher to the students. There are many activities that can be doing especially when the process of teaching and learning in the classroom. According to Harmer, teaching is not an easy job, but it is a necessary one, and can be very rewarding when the teacher see our students progress and know that we have help to make it happen. It is true that some and students can be difficult and stressful as times, but it also worth remembering that it is best teaching can also be extremely enjoyable,. Reading to some explanation of the teaching, the researcher concludes that teaching is the activities and manage the environment in a good condition to make and give the opportunity for the students in learning process to get the purpose. Teaching reading usually has at least two aspects.

### **Strategies in Teaching Reading Comprehension**

There are some strategies in teaching reading comprehension according to Vacca & Vacca(1999:53) :

1. Scaffolding

A key change in the delivery of instruction that would make a difference in the content literacy of all learners, especially students from diverse backgrounds, is to scaffold the strategies for text.

2. 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.

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.

5. Question-Answer Relationship (QARs)

The type of question asked to guide comprehension should be based on the information readers need to answer the question. Therefore, teachers must help student become aware of likely sources of information as they respond to questions.

### **C. Reseach Method**

This research used descriptive qualitative study. Creswell states that qualitative research is a situation activity that locates the observer in the world. It consists of a set of interpretive, material practice that makes the world visible. These practices transform the world. Creswell turns the world into a series of representations, including field notes, interviews, conversation, photographs, recording, and memo to the self.

The first is observation of the teacher and students. Researcher observer class conditions in the school and teaching and learning process. The second is an

interview with the teacher that is communicating by the teacher who teaches in class. and the last is a checklist by preparing a number of questions that would be given to the teacher. The researcher chooses qualitative data research to conduct the final project of this paper. In this qualitative research here, the researcher wants to know the result of teachers' strategy in teaching reading comprehension of the second grade students of SMA N 10 Kota Bengkulu academic years 2019/2020.

#### **D. Result and Discussion**

The researcher was interested in doing this research because of several problems that have been explained in the previous background, especially in SMAN 10 Kota Bengkulu.

##### **Strategies that English teacher used in teaching reading comprehension at SMAN 10 Kota Bengkulu**

From the finding that the researcher observed and analyzed, the first strategy used during this half of the learning process is the scaffolding strategy. According to Vacca, Scaffolding Strategy allows teachers to help various students negotiate to interpret and overcome difficulties in learning situations related to text. The scaffolding strategy is used by the teacher when students experience difficulties the teacher needs to provide assistance that is suitable for students' need, such as when the teacher is working on the class, the teacher assists students to understand the text and support for students from the teacher which allows the development of students' learning abilities and understanding so that there is a higher level of mastery of the material given. problem-solving is a little more complicated. From the definition of scaffolding strategy, it is very close to how teachers teach students in reading comprehension in the classroom.

The Reseacher got from the results of observations, interviews, and documents obtained by the researcher, what was said, applied, and explained was very suitable, namely the teacher used the scaffolding strategy. The other strategy that was used by the teacher was QARs. After explaining the material, the teacher

began to give students assignments or some questions related to the text to students. It is proven from the data in appendix. Taken from classroom observations carried out by the researcher.

### **The implementation of the strategies in teaching reading comprehension**

The teacher discussed the material described in the previous meet but only some students respond to the teacher question, After that at the core of lesson, the teacher distributes descriptive text to students with a different topic from the previous week, and the teacher asked students go back to reading and understanding the text given to students. The students carry out the instructions given by the teacher to read and understand the text and the teacher asked a whether students have difficulties in reading and understanding the text gave, some of the students ask about the meaning of the text and explained more about the topic of their discussion.

From the description above, it can be concluded that the strategy the teacher used in the classroom is good enough, but due to the limitedness of this Covid-19 pandemic problem, it makes the process did not run well. For Example, when the teacher and students can discuss and exchange ideas in answering problems that occur by students face to face in the class . As well as the activities of students to do group work in exchanging information it makes the learning system very disrupted and becomes a big problem that can be solved until now.

### **Discussion**

Based on this research, this strategy is effective in teaching reading comprehension because it can help students to understand the text. In short, this strategy makes a good contribution to teachers. Students who have difficulty reading will find it easier to master reading comprehension. By using this strategy, it makes the teacher easier to provide material to students. This strategy can help

teachers because students are more active. Students can also exchange opinions with their friends. This strategy is a little less conducive to doing in a pandemic like now because it makes difficulty for teacher to implement some steps that must be done in strategies and the lack or weakness of student responses makes it difficult for students to understand reading comprehension. The previous research by Wibowo, et al. (2020) had found the same findings , where reading strategy could help students in comprehending the reading text.

### **E. Conclusion**

The strategy used by the teacher in teaching reading comprehension students at SMAN 10 have two strategies, namely Scaffolding strategy (1), and QARs(Question Answers Relationship). (2). Teachers used this strategy to make students better understand the text and guide students to focus on texts and teachers can also help students develop the meaning contained in the reading text so that students understand the text more easily. How to apply English teacher strategies in teaching reading understanding at SMAN 10 Kota Bengkulu. Strategies used by teacher (1) Scaffolding strategy, can understand and expand ideas that can be read. The last strategy is used by this teacher (2) QARs (Question Answer Relationship) where when students finish reading the text the teacher asks some questions and vocabulary in the reading.

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