

EXPLORING TEACHERS' STRATEGIES IN TEACHING READING COMPREHENSION AT MAN 1 HALUT

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Abstrak

Penelitian ini mendeskripsikan strategi guru pada pembelajaran reading comprehension di MAN I Halut. Tujuan dari penelitian ini. Untuk menemukan strategi-strategi yang digunakan oleh guru bahasa inggris pada pembelajaran reading comprehension di MAN I Halut. Metode penelitian yang diterapkan di penelitian ini adalah descriptitif qualitative. Penelitian ini diselenggarakan di MAN I Halut. Subjek pada penelitian ini adalah guru bahasa inggris yang mengajar di MAN I Halut. Teknik pengumpulan data diperoleh dari data interview. Data dianalisis dengan teknik penurunan data, pemaparan data, dan pengambilan kesimpulan. Hasil dari penelitian ini dijelaskan bahwa strategi mengajar yang digunakan oleh guru bahasa inggris adalah visualization and PQRST. Visualization (1) untuk menggali ide siswa dalam mengungkapkan pendapat.(2) buat gambar secara berurutan dalam pikiran kemudian mencocokkan gambar dalam pikiran mereka dengan bantuan visual nyata. (3) sebagai latihan mental pada siswa. PQRST (1) memudahkan siswa menemukan informasi teks dengan mudah (2) menumbuhkan rasa ingin tahu siswa (3) siswa lebih berpikir kreatif.

Kata Kunci: *Strategi Guru, Dalam Pembelajaran Pemahaman Membaca*

INTRODUCTION

Reading is sentral to the learning process. By reading proses, people can get important information that are not presented by teacher in the classroom. Referring to cognitive psychology and schema theory, the reader is an active participant who has an important interpretive function in the reading process. It's means that in the cognitive model, people as reader are more than passive participants who receive information while an active text make itself and it's meanings known to them. One of the vital components of the language in learning language besides listening, speaking and writing is reading. 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. Process of reading comprehension. There are many teachers taught about reading comprehension by explaining about the text, main idea, and purpose of the text. Reading is the most important activity in any language class. This means as a process, a reading strategy involves ways of processing text which will vary with the nature of the text, the reader's purpose, and the context of situation. The significance of reading strategy is indicated implicitly in the Indonesia National Curriculum of 2006. In getting the meaning from the text, the reader needs a comprehension strategy. It is supported by Alfassi (2004) defined comprehension as the interaction between the text being read and the reader's existing prior knowledge and expectations will generate meaning and comprehension.

Although many previous research reports have given a comprehensive portrait on teaching strategies of reading comprehension, the researcher think that it is important to explore more about the teachers' strategies used in teaching reading comprehension. This study focused to examine the two English teachers, In line with the background of the study. The problem of this study is What strategies do the teachers use in teaching reading comprehension?

1. Reading Comprehension

Reading comprehension skills are important for English language learners, especially for students who learn English as a foreign language. Harmer (2007:99) states that reading is useful for

language acquisition provide that student more or less understand what they read, the more they read the better they get it. Cahyono (2011) stated that reading is means of transferring information between the writer and the reader. Therefore reading comprehension understands a written text means extracting the required information from it as efficiently as possible. Reading with comprehension means understanding what has been read. It is an active, thinking process that depends not only on comprehension skills but also on the student's experiences and prior knowledge.

Alfassi (2004) defined comprehension as the interaction between the text being read and the reader's existing prior knowledge and expectations will generate meaning and comprehension. This means that comprehension is an internal process that should be activated through certain external developments that allow our readers reach higher reading comprehension levels. Comprehension is constructed by stages and procedures that are given during the reading. Comprehension is not a product but a process. There is a meaningful interaction between text and reader, the latter assesses the text. Depending on this interaction, the reader could comprehend the text. Therefore, the reader is captivated by the author's intention and this connection produces a mixture of feelings and emotions that are related to real life experiences.

2. The Strategies of Teaching Reading Comprehension.

Teaching reading comprehension strategies which are divided into three reading stages proposed by some scholars, this includes: pre-reading stage, while reading stage and post reading stage (Hood et al, 2005; Gibbon, 2002; Brown, 2001).

a. Pre-Reading Stage

Crawford et al (2005: 29) define brainstorming as a method for creating many ideas about a topic. In this activity, students are invited to call out words, knowledge and experience that relevant to the text, relevant language and an expectation meaning. Generating text type or text structure is also the activities that can be created in this stage. Discussing the text type in teaching reading comprehension is aimed to familiarize students with the major contextual features of a text or text structure and to show how these features can help them to work out the main function of the text and the possible content.

b. While-Reading Stage

In this reading stage, a teacher can generate appropriate strategies to help students in comprehending the text. The common one is reading aloud activity which is recommended to use by Gibbons, (2002); There are two kinds of reading aloud; reading aloud to students is can used as an opportunity to bring students into a popular culture and an opportunity to challenging text and reading aloud by students is individual students to each other can develop class cohesion and encourage students about the text.

c. Post-Reading Stage

For this stage, a teacher's activity is primarily to evaluate the students' comprehension in particular tasks as suggested by an online publication; the National Capital Language Resource Gibbons (2002: 91). In this research, Teachers can conduct such activities; scanning questions, summarizing, learner's purpose, and following-up. So, we have to infer comprehension from other behavior.

According to Liang & Dole (2006), there are several strategies for teaching reading comprehension as below.

a. Predicting

In order to be a good reader, learners should set a goal for their reading; therefore good readers have a purpose for reading. One strategy for improving comprehension is predicting, which helps the reader set a purpose for their reading. It is important to compare the outcome

in the actual text with the prediction process as it will lead the learner to improve his understanding. Without this aspect of the prediction process, it becomes meaningless to improving the student's comprehension (Duke & Pearson, 2005).

b. Making connections

Readers make connections between books they read to their own lives. Students can make these connections with what they read to their lives. Teachers can help their students connect on a larger scale. They can connect things from books to real world happenings. By doing this, it enhances the students' understanding. Teachers can develop their instruction in around certain components that help readers find the connections and help them comprehend.

c. Questioning

Questions are the key to understanding. They take people especially students into understanding. Students need to feel that their questions are important. As teachers, it needs model by asking and answering questions. When students ask question they have a desire to learn for understanding. This leads to comprehension. There are several different ways a teacher can use questioning in their lessons. One is the teacher can share their own questions they may have when they are reading (Harvey & Goudvis, 2000). In this strategy, the students return to the text throughout the reading process to find the answers to the questions asked by the teacher before, during and after the reading. By this strategy, students practice to distinguish between questions that are factual, inferred, or based on the readers's prior knowledge.

d. Visualizing

Visualizing is creating pictures in our minds. When students visualize, the students create their „own movie“ in their minds. Teachers can use picture books that do not have words to help the students make their mental movies. Whereas inferring is being able to read body languages and expressions while reading the text. To help the students find inferences in picture books is to focus on the illustrations. The pictures give clues to help gain meaning.

e. Inferring

Inferring is the process of taking that which is stated in text and extrapolating it to one's life to create a wholly original interpretation that, in turn, becomes part of one's beliefs or knowledge. It is also using one's imagination or the use of prediction. Teachers need to have their students try to make conclusions about the reading and make reasonable predictions. Inferring refers to reading between the lines. Students need to use their own knowledge along with information from the text to draw their own conclusions.

3. Type of reading

Reading activities can be done at school, at home and at work or wherever the readers want. In order to acquire reading skills the students should read different kinds of reading text such as intensive reading, extensive reading, reading aloud, and silent reading.

a. Intensive Reading

Intensive study of reading texts can be a means of increasing learners' knowledge of language features and their control of reading strategies (Nasution 2008:25). It also improves their comprehension skill. It fits into the language focused learning stand of a course. The classic procedure for intensive reading is a grammar translation approach where the teacher works with learners, using the first language to explain the meaning of a text, sentence by sentence. Intensive reading is used on shorter texts in order to extract specific information. Use intensive reading the studies will understand of the passage and everything when they are reading.

b. Extensive Reading

Extensive reading is an important aspect of any English as a Foreign/Second Language reading program. Extensive Reading can be defined as: Students reading a lot of easy,

enjoyable books. Each element of this definition includes elements which contrast extensive reading with skills-based methodologies that focus on skimming, scanning, main idea identification and the like. The first point is that the students spend most of their time actually reading, not answering comprehension questions, writing reports or translating. In summary, learners can build their language competence, progress in their reading ability, become more independent in their studies, acquire cultural knowledge, and develop confidence and motivation to carry on learning.

c. Aloud Reading

Reading aloud is usually used to check the pronunciation of the students. For students, reading aloud is an important strategy for developing print awareness. Teacher can ask each student to read a text and give them a score to show their progress. Wilson (2006:6) stated that reading aloud has a remarkable effect on children. It enhances children's skills, interests and development in many ways that reach far beyond just improving their own reading interests and abilities. One of the main intentions of reading aloud is to recognize the sounds of words; however, teachers may also vary their activities to develop their students' reading comprehension. The teachers may ask some questions after the students have read the text. When one student read aloud, the teacher asks the other students to pay attention to the text rather than just listen to how their friend reads. This will assist the students in finding the meaning of the text.

d. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Silent reading enables the students to read completely silently without making sounds and moving they lips. It helps them read with speed, ease and fluency. It aids comprehension and expands the students vocabulary.

METHOD OF RESEARCH

This research uses descriptive method that described about teachers' strategies in teaching reading comprehension. The participants of this study were selected from all of EFL teachers who teach in MAN I Halut. There are two English teachers in this school with different experiences and the degree of background knowledge. Because of that, the researcher considered all of them as the participants of this study. It is not to compare these teachers but to get concrete information as much as possible about strategies in teaching reading comprehension. This study employed qualitative research. To explore teachers' strategies in teaching reading comprehension, data collection techniques was intended to use interviews. Interview the teachers provide information to researchers about the strategies in reading teaching comprehension used at MAN I Halut

Data analysis in qualitative research is often done concurrently or simultaneously with data collection. Miles (1984) states that the data analysis in this research can be broken down into two stages; they are Data Reduction, Data Display and Drawing Conclusion or Interpretation. Those can be explained as follows:

1. Data Reduction

This process of reducing the data occurring repeatedly. "Reducing the data means summarizing, choosing the main thing, focusing on the important things, finding the topic and the form". In this stage, the researcher get the data from interview with the teacher. The result interview shows how the teacher used the strategies in teaching reading comprehension.

2. Data Display

After data reduction the next step in analyzing data is Data Display. It is process of displaying data in the form of table or essay so what it gets more understandable. Looking at displays help us to understand what is happening and to do something-further analysis or caution on that understanding (Sugiono, 2009). In this research, the researcher will use essay in displaying the data, because it is most common data display used in qualitative research

3. Conclusion Drawing

In this last step data analysis that is conclusion. Here, the researcher begin to see what is the data. The researcher examines all entries with the same code and then merges these categories and finding the connection among the categories. Then, it continues to tell the stories and to make connection among stories. Finally, the researcher can get the result and conclusion of the research.

DISCUSSION

1. The Teachers' Strategies in Teaching Reading Comprehension.

This finding was to answer research question of what are the teachers strategies.

<u>No</u>	<u>Questions</u>	<u>Answer</u>	
		<u>Teacher 1</u>	<u>Teacher 2</u>
<u>1</u>	<u>What are strategies used by the English teachers in MAN I Halut.</u>	<u>Visualization, Predicting, Question and Evaluation</u>	<u>PQRST,</u>
<u>2</u>	<u>How the implementation of each strategies.</u>	<u>Give the students pictures or text then ask them what they understand about the picture or text.</u>	<u>Give the students text and ask them to read in general and understand the contents of the text.</u>
<u>3</u>	<u>How the students's respond toward strategies that used in teaching reading comprehension.</u>	<u>The students can understand the material well</u>	<u>They are active and enthusiastic more</u>
<u>4</u>	<u>Whether the strategy helps students' understanding.</u>	<u>The strategy very helpful</u>	<u>That strategies very good for the students and they very interested in the material</u>
<u>5</u>	<u>What strategies do you use mose often when teaching reading material</u>	<u>Visualization</u>	<u>PQRST</u>
<u>6</u>	<u>What are the reason you use that strategy</u>	<u>Because it's easy for make students understand the contents of the text</u>	<u>Students more enthusiastic and more confident.</u>
<u>7</u>	<u>Whether the strategy is effectively use in the class</u>	<u>Yes it's effective</u>	<u>That strategy is effective in the learning prosses</u>
<u>8</u>	<u>How do you respond when your students have difficulty understanding the text</u>	<u>They must looking for difficult words and ask to the teacher which one is not understood.</u>	<u>Explain with picture the students more motivated to learn and more interested</u>
<u>9</u>	<u>Do you have a specific strategy to moveing the boredom of students learning to read.</u>	<u>Make storytelling experience to remove the students boredom</u>	<u>Using game, warming up.</u>

10	<u>Whether the strategy is able to increase students' interest in reading.</u>	<u>maybe that stratgy can increase the students reading comprehension</u>	<u>Yes that strategy can increase the students reading comprhesion</u>
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For the research problem is find out teachers' strategies in teaching reading comprehension at MAN 1 Halut, it has to do with the teachers' strategies in teaching reading comprehension. It was focused in exploring the teachers' strategies in teaching reading comprehension at MAN 1 Halut. The research found that teacher 1 and teacher 2 in this research admitted that strategies to teach English reading comprehension exist but each teacher had their own way to teach reading comprehension.

The research find the teachers strategies in teaching reading. The first is visualization strategy the teacher ask the students to imagine the text or picture after imagining they tell to their friends, it is line with Miller (2004) who state that the students should read familiar text and describe the images they see in their mind. Visualization strategy is suitable for teaching reading comprehension especially teaching with a purpose. This means teaching with the aim of increasing studets' confidence in sharing their ideas, increasing their motivation to read critically, and increasing equality with others. This strategy also helps the readers memorizing more detail information. Since the readers' schema and backround knowledge plays an important role in this process, the readers' emotion and personal opinion also involve in gaining the meaning of the text. As a consequence, the intrinsic motivation will be increased.

The second is Predicting strategy making predictions encourages student to use critical thinking and problem solving skill, the students are given the opportunity to reflect and evaluate the text, thus extracting deeper meaning and comprehension skills. Students will also be more interested in the reading material when they connect their prior knowledge with the new information that is being learned. It is line with Anderson (2008), make students become active and get involved in reading activities. Students often find difficulty to understand the new text without having background knowledge. Therefore, teacher should stimulate them to predict and infer what the text is about. The students need to know many words to get the information on the text.

Question and evaluation strategy, the teacher prepares questions to conduct evaluation questions to students to obtain evidentiary data that will show the level of ability and success of students in achieving curricular goals. Besides that, teachers and education supervisors can also measure and assess the extent to which the effectiveness of teaching experiences, learning activities, and teaching methods are used. In short, teachers using questions in assessing the ability of reading and comprehension of students must take the appropriate level of the acquisitions specified in the program. Both the teachers prepare questions and those who prepare Ministry of National Education program should make a new arrangement to revise the framework of questions and acquisitions for all grades.

The second teacher PQRST, (Previewing, Questioning, read summarizing and test). Teacher stimulates the students to use their previous knowledge to predict the text that will be read by looking at the picture. After having understanding about the text that the students are going to read, teacher motivates the students to make questions based on their prior knowledge of the text, students will read the text more carefully to find the answer of their own questions. If the students cannot find the answers, they can change their questions and find the answers from the text. For Summarizing activity, students can make their own conclusion by noting the main points of information they can get from understanding the text, in test stage, teacher can give another questions to find out the students comprehension and to make sure that the students really understand the text.

For relate with the theory, the teacher is a little unfamiliar with the methods and strategies but in practice the teacher has done used the process of teaching reading comprehension with theory from (Hood et al, 2005; Gibbon,2002) It is an activity to give a picture that related to the text and provide relevant background knowledge which set up expectation meaning. It is also important for teachers to discuss new vocabulary with students in this stage because discussing new vocabulary can help them to comprehend the text. When students have problems of unknown words, teacher can encourage them to use dictionary.

CONCLUSION

In the conclusion, the research can be concluded that the teachers uses two strategy researcher finds strategies in teaching reading comprehension and the advantages of each strategies. In teaching reading comprehension, every teacher has different strategies.

The English teacher at MAN I Halmahera utara, the first teachers uses Visualization strategy, Visualization strategy is a reading strategy in which the readers create their own images of the text in their mind. The images created in the readers' mind are mostly influenced by their background knowledge. This strategy employs limited working memory because it embeds both visual and verbal information. Therefore, the readers will comprehend the text in a whole meaning. This strategy also helps the readers memorizing more detail information. Since the readers' schema and background knowledge plays an important role in this process, the readers' emotion and personal opinion also involve in gaining the meaning of the text. As a consequence, the intrinsic motivation will be increased.

The second teachers uses PQRST strategy. PQRST (Preview, Question, Read, Summarize, Test) strategy is useful as an instructional reading strategy by paying more attention to key information in reading activities. This strategy is a step-by-step plan that has been proven to raise test scores for students who follow the steps involved. This strategy helps the students focus on studying and prioritizing the information in a way that relates directly to how they will be asked to use the information in an exam. The strategy can be modified to suit any particular form of learning and it can also allow more accurate timing of work.

Those strategies are ensidenced effective in teaching reading comprehension because can help student to comprehend the text. In short, those strategies give good contribution for teacher. With uses, this strategy the teacher more easily gives the material to the students. All of strategies that are used by the English teachers give advantages for the students. First, visualization , it gives opportunity to the students to explore ideas in expressing opinions. While PQRST it can be medium to equalize the existence of students between one another. Then when they share their idea with each other, it can train mental of student.

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