

THE ANALYSIS OF THE TEACHER'S STRATEGIES IN TEACHING AND THE STUDENTS' INTEREST IN READING IN CLASS IX AT SMPN 5 CAMPLONG

Andi Rizkillah

English Language Teaching Study Program
Postgraduate School, University of Islam Malang, Indonesia
E-mail Address: ndrizky27@gmail.com

ABSTRAK

Reading is being one of the important activities in order to obtain knowledge because there are a lot of information that can be acquired through written media and can add the learners' vocabulary. The purpose of this research are (1) to find the teacher's strategies in teaching reading and (2) to find the students' interest factors in learning reading. The method of this research was descriptive qualitative method. Through this method, the researcher analyzed the strategies that used by the teacher in teaching and the interest factors of the students in learning reading in class IX at SMPN 5 Camplong. The techniques used in this research to collecting data were observation, questionnaire, and interview. The result of this research showed that in teaching reading the teacher used some strategies, there are: (1) 3 phase technique, (2) scaffolding, and (3) think aloud. While the students' interest factors are caused by: (1) students' previous experience, (2) teacher values, (3) understandable subject.

Keywords: reading; reading strategy; reading interest; students' reading interest.

INTRODUCTION

Nowadays, language become an important thing to be mastered. If someone able to speak more than one language it can be a surplus value, especially English language. English language is known as an International language that most persons in the world used. Many foreign or domestic companies use English as one of the requirement for hiring employees. So, it makes many people learning English for pass that requirement. Also, through language everyone can express their feelings, desires, and opinions. Without language, it will be more difficult for everyone to understand the intentions of other people.

In learning a language, it will not be separated from four skills that attached. These four skill are reading and listening as receptive skill, then writing and speaking as productive. Receptive skills are language skills that involve the ability to receive messages in the form of oral language or written language. The meaning of productive skills are the opposite of receptive skills. The first thing that the learners need to learn whenever they want to learn a language is begin with receptive skills then continue with productive skills. In receptive they will get many informations such as vocabulary, collocation, word choice, words voice, etc. Brown (2001: 249) said it is important to learn listening before begin to speak. It is because we need to enrich our knowledge first in receptive skill before we use it in productive skills.

Listening and reading play an important role in determining success or not someone in learning a language. The more they listen and read in a language, it will affect the more proficient their language ability. For learning listening, we need spoken media or someone who able to speak English well. For learning reading, we can learn from written texts that will be easier to found in book, magazine, newspaper, or internet.

There are a lot of information that is communicated through written media, so by doing reading it can obtain much knowledge and information. Reading also can be an entertainment to release stress. In reading activities that require the reader to get the message or essence of the text is called reading comprehension. According to Grabe

and Stoller (2002) reading comprehension is the activity to get and understand the information of the text. So, the reader must be able to interpret what the meaning of the text well to get the essence of the text.

Reading comprehension is not an easy process because the reader need to process the informations that he/she gets from the text to get the essence or the main information. In school, the students are hoped to understand the context that has been explained in the reading text. They need to learn a considerable amount of information from a text to get the essence of the text. Therefore, the students require abilities to understand and remember main ideas as well as number of details that elaborate the main idea and supporting ideas in the text.

But unfortunately, the reading culture in Indonesia is very lack. Based on research that is conducted by the Progress in International Reading Literacy Study (PIRLS), an international studies in the field of reading for children around the world, show that the average reading ability of Indonesian children is in 4th place from the bottom of 45 countries in the world (Latief, www.edukasi.kompas.com). This research shows that the reading ability of Indonesian children is still relatively low. Also, the ability of English proficiency in Indonesian is very poor. This situation make Indonesia still become developing country. To overcome this condition, Indonesia citizen must revive a reading culture and aware the importance of learning a foreign language. By doing this, Indonesia will able to compete with other countries and become developed country. The way to do this is depend on the teacher. Because teachers have a big contribution in increasing the intelligence of human resources in Indonesia.

The good strategies are needed in order to revive a reading culture that become a window of knowledge. The way the teacher teaches plays the important role in order to make students have good capability, especially in reading in foreign language. Various strategies may use by the teacher while teaching in order to reach the aim that want to achieve. Hudson (2007) stated that reading strategy can be described as the interactive process to obtain the meaning of the text and the reading skills will operate beside the context of reading strategy. It means that the good reading strategies will derive into a good reading skill.

In line with reading strategy, the students' interest also important in order to determine success or not the students learning reading and understand what they read. Although the teacher teach them with the best strategy to increase their reading ability but if they are not interest it will be useless. According to Slameto in Saswandi (2014) interest is persisting tendency to pay attention to and enjoy some activity and content. Students who have an interest to something will pay attention and feel enjoy in doing that activity. Interest needs stimulus from outside to make it rise and bigger. If a teacher want to success in doing teaching and learning activities, he should be able to provide stimulus to the students, so that they are interested in participating in the learning process.

The teacher role is not only to provide the students with the best teaching strategy but also to make they feel interest in learning reading and understand the text that they read. For example, there is a student who does not like English lesson especially reading. The task of the teacher is giving stimulus through the good strategy that make the student active and does not feel bored. By doing this the student will gradually like with the lesson, because it can rise the student's interest and erase the boredom feeling.

So, it is very important to stimulate students' interest because it can add extra strength and resist fatigue to an individual in doing teaching learning activity. According to Mangal in Saswandi (2014) interest is the central force that drives the whole machinery of the teaching learning process. As the machinery of teaching learning process, teacher should have a strategy that can stimulate students' interest so the learning objectives can be achieved.

The aims of this research are to find the teacher' strategies in teaching reading and also the students' interest in reading in class IX at SMPN 5 Camplong. This school is chosen because although this school is located in rural area but some students in this school have a good English ability. Whenever I ask some students they can answer my questions with good pronunciation although it is not perfect. I as researcher know, this school will lose if it is compared with favorite school in the city because in the favorite school there are a complete media to do teaching learning process and also the students in favorite school is selected students. But in the rural area school, it will be an achievement if it can produce students who have good ability, because the students in the rural area is sometime underestimated by students in the city. It is not easy for the teacher to choose strategy that will make students feel interested in learning English and have good ability.

Another reason that make me as researcher choose this school, because this school also has more students rather than other school in rural area in Sampang. The students in this school is about 150 students ranging from class 7 until 9. It is usually difficult to attract the desire of village people to let their children to study in school, especially Madurese people. It means this school is success to get the trust from the student's parents to let their children study in this school. The trust of the student's parent can be gotten from the success of the school or teacher in producing intellect students by using such strategy that is suitable for students, especially students in rural area that have low human resources than they are in city.

The limitations of this research are it will discuss the teacher' strategies and the students' interest in reading in Class IX at SMPN 5 Camplong. So, the main discussion of this research is about what are the strategies that used by teacher and what makes students' interest in doing reading in class IX.

METHOD

The design of this research was descriptive qualitative design because the purpose of descriptive research is to generate knowledge that describes something. The qualitative method was also more easily adjusted when faced with the reality in the field, and this method presented the direct relationship between the researcher and respondents. So, the researcher can directly know the situation in the field and describe the situation by his word in broader way. Furthermore, Bogdan and Taylor (in Kalisom, 2010) define qualitative methodology as a research procedure that produces descriptive data in the form of words (written or spoken) of people behaviors that can be observed.

This research was conducted at SMPN 5 Camplong. The subjects of this research were the English teacher who teaches English in class IX and Class IX students. The English teacher has selected for this research because he can add more motivation and interest of the student to learn English. The other subject of this research is the class IX students. Class IX students are divided into two classes that are nine A (IX A) and nine B (IX B) with a total of 47 students. They are selected because reading as receptive skill should be learned at a lower level before it is going to productive skills at a higher level. So the most suitable grade to conduct research in strategy of reading skill depend on researcher is at junior high school and productive skill is emphasized at senior high school and university.

The instruments for collecting the data in this research are observation, questionnaire, and interview. In collecting the data, firstly the researcher did initial observation to know the condition of the school, the school environment, and the students. After getting the outline description of the school, then the researcher asked permission to conduct research in the school. The research at this school was carried out for two days. The first day, the researcher met with the English teacher to do interview. The focus of interview was to know the background of the teacher, how long he had worked the school, what was the obstacle in teach reading and the solution, and how he taught reading. The result of this interview was recorded to be analyzed. After did interview, the researcher saw how the desire of students to learn. It could be seen from the activity of students outside the classes.

The second day, the researcher joined the class as observer to observe the teaching and learning process in the class. This was to know how the teacher implements the strategy in teaching reading for students in the class as well the interest of the students and the factors that influence it. The researcher noted the sequence of activities that occurred from beginning to the end of the lesson and anything that were considered important to note. After the teaching and learning process was finished, the researcher gave questionnaire to the students in order to know how their interest and what factors that makes it happened. After they submitted the questionnaire, the researcher asked some students to do interview related what they felt when they learned English as additional information to strengthen the information obtained from the questionnaire.

After the data was collected in the form of field notes, questionnaire list, and interview answer, then the researcher was sorting and reducing it. The data that was obtained in the field was quite a lot, because it told any activities in the class from beginning until the end of the lesson. Actually did not all of the discovered data of the research were important. It means that the important information must be taken and the unimportant one must be ignored.

In this research, the researcher was sorting the data which one was depend on the teacher strategies and which one was students' interest. The result of observation from the beginning until the end of the lesson that showed teacher's activity to apply the strategies were added with the result of the teacher interview and result of questionnaire from the students. From here, it was showed what strategies that the teacher often uses in teach reading. From observation we could know the steps in applying the strategies and from interview we could know more deep about the strategies that the teacher often used, also from the questionnaire we could know the strategies of the teacher from students' side to make it strengthen.

The result of observation that show the interest of the students in learning reading was sorted and added by the result of questionnaire and interview with some students. Observation was focused on is there any students that fell lazy or bored in learning activity, how they undergo the learning activities, and others that related to their interest in learning reading. The result of questionnaire was chosen the higher result. The result less than 70% was rejected. This was intended to make the data get was more accurate.

After the data was sorted, then the researcher described the data in the form of description or narration. The data and information that had been sorted and arranged before was made the researcher easier to describe the phenomenon happen which lead to take conclusion. Finally, the last stages was drawing conclusion. It means that the researcher drew the conclusion of the research. The conclusions in qualitative research might be able to answer the research problems that had been formulated from the beginning, but maybe not, because of problems in qualitative research was still tentative and was developed after research in the field. And it was hoped to make something which previously was not clear, would be clear after the investigation.

RESULTS AND DISCUSSION

Teaching Reading Strategy

As the questionnaire for obtaining information was spread to the students, the researcher found that the strategy that was used by the teacher. The findings of strategy based on the result of questionnaire that was using in the school can see in the table below:

Rizkillah,
The Analysis of the Teacher's Strategies in Teaching and the Students' Interest
in Reading in Class Ix at SMPN 5 Camplong

NO	Teaching Strategy	Questionnaire Answer		
		Yes	Sometimes	No
1	Scaffolding	70.7%	24.5%	4.8%
2	Think Aloud	82.4%	11.2%	6.4%
3	Reciprocal Teaching	60.1%	23.9%	16%
4	SQ3R	25%	13.3%	61.7%
5	Question-Answer Relationship (QAR)	54.3%	30.8%	14.9%
6	Three Phase Technique	78.7%	11.9%	9.4%

The result of the questionnaire was adding by the result of Interview and observation. From these three instrument it showed that the strategies in SMPN 5 Camplong were scaffolding, think aloud, and three phase technique.

1. Scaffolding

Gasong (2007) stated that scaffolding is a method in which students are given some assistance during the early stages of learning and gradually reducing the aid and providing opportunities for students. In general scaffolding strategy is strategy that providing structured learning support for the students. This support is done to let the students tried to understand the meaning of the text and memorize some vocabulary at a time. It is hoped, later the students will have lots of vocabularies in their mind that will help them in understanding the meaning of the text well. Teacher neither pushes the students to directly understand the text nor give the meaning of the text. Teacher wants the students independently tried comprehend the meaning of the text.

In the class, after teacher explains the material that was being taught he moved around the class in order to know whether his students did not understand about the text or the material. He lets the students to discuss with their seatmate to ask or give opinion about the meaning of the text or the difficult vocabulary in the text.

The result of questionnaire from 47 students in IX class in SMPN 5 Camplong shows average percentage of 70.7% students choose "yes" on scaffolding. Which is the question number 1 is 87.2% or 41 students choose yes, 8.5% or 4 students choose sometime, and 4.3% or 2 students choose no. The question number 2 is 42.5% or 20 students choose yes, 51.1% or 24 students choose sometime, and 6.4% or 3 students choose no. For question number 3 is 61.7% or 29 students choose yes, 29.8% or 14 students choose sometime, and 8.5% or 4 students choose no. The question number 4 is 91.5% or 43 students choose yes, 8.5% or 4 students choose sometime, and there is not student choose no.

From the questionnaire result, it can see that teacher often explain in the class. He tries to make his students understand the content of the text by providing assistance and in the end he pushes the students to independently able to comprehend the text. From what the researcher sees when doing observation, the teacher firstly explains the material or the subject that is about descriptive text. Then he gives a text to the students in book, he also gives some vocabulary. Then he moves around the class to help students whenever they feel difficult to understand the text.

2. Think Aloud

Think aloud strategy was done after scaffolding strategy. After the teacher already moved around the class to help students understand the difficult words in the text, he ordered students to read the text together along with him. Students read the text and it could be seen that some students carefully read the text by trying understanding the meaning and remembering the translation of the words that was given before by their teacher. Fountas & Pinnell (1996) said that reading aloud is the foundation for literacy development, it provides children with a demonstration of phrased, fluent reading.

After they read together, the teacher asked some students (4 students) to read the text again paragraph by paragraph (one students one paragraph). Other students listened and saw their text. Then the teacher asked 3 other students to come forward and retold the content of the text. Teacher let each student finished their explanation, then he gave comments for it.

The questionnaire result of think aloud shows 100% or 47 students choose yes for question number 5. It means teacher often asked students to read the text aloud to improve students' pronunciation skill. The question number 6 is 82.9% or 39 students answer yes. The text that teacher give mostly the text that contain vocabulary that most students do not understand. So, it will add some vocabulary to the students. The question number 7 is 78.7% or 37 students choose yes. Question number 8 is 68% or 32 students choose yes. Teacher let the students to discuss with their seatmate but not often, just if the text is so difficult. Teacher let them discuss to share their understanding of the text, then after all students finished discuss he asked them to explain or retell the meaning of the text to other students.

The average questionnaire percentage of think aloud is 82.4%. This percentage is higher than the percentage of scaffolding. Scaffolding strategy is not so noticing because the teacher only gives support to the students. Different with think aloud that order students to do something.

3. Three – Phase Technique

From the observation result in teaching and learning process, the researcher saw the teacher also using three phase technique. Brown and Lee (2015) stated that it better to design Pre-reading, While reading, and Post reading phases rather than just order the students to read without aims. It was begun with teacher showed the students what is the material today (at the time the research conduct the material is about descriptive text). He asked about previous material that was adjective. Then he explained about descriptive text (meaning, structure, and language used). After explaining the material, he gave them the text that was the example of descriptive text. The text was text in students' textbook. He ordered students to read the text and understand it by providing some vocabularies. He ordered them to read the text aloud and retell the text by using Indonesia language. Then he gave them questions that related to the text. Students have to answer it by using English.

The average result of questionnaire in three-phase technique is 78.7% choose yes and 9.4% choose no. The details are 93.6% or 44 students choose yes on question number 21. 76.5% or 36 students choose yes on question number 22. In question number 23 there is 95.7% or 45 students choose yes. For question number 24 is just 48.9% or 23 students who choose yes.

From the result of the questionnaire it can see that teacher usually explains the material and the aim of the material to the students to make them able to catch the ability that teacher wants. More students think that teacher often ask them to understand the text depend on their experience.

So the teacher will try to associate the students' experience with the text in order make them easily understand the text. In post reading teacher give questions that are related with the text that they have already read. In here teacher will know the grade of students understanding. Teacher then closed the lesson and asked them to read again about the another example of descriptive text.

Students' Reading Interest

The result of questionnaire for obtaining information about the interest of students can see in the table below:

No	Students Interest	Questionnaire Answer		
		Yes	Sometime	No
1	Previous Experience	80.8%	9.6%	9.6%
2	Self-Concept	36.2%	36.2%	27.6%
3	Values of the Teacher	79.8%	7.4%	12.8%
4	Understandable Subject	88.3%	8.5%	3.2%
5	Level of Pressure	48.9%	28.2%	22.9%
6	The complexity of the Material	57.4%	27.1%	15.5%

The things that makes students interest in reading were shown in the table above. Understandable subject was the highest percentage factors then values of the teacher and previous experience.

1. Previous Experience

Usually, learners will feel easier to read when they read text that they have ever met before. Previous experience in here is not just in the form of text but also the experience that they face. Sometime the text that they know well will increase their motivation in reading the text. It happens because they can guess the content of the text although they do not understand the whole meaning of the text.

The result of the interview with some students, all of them said that the learning situation in the school is fun. They like story such as fairy tale and legend or folklore like Malin Kundang, Kancil, etc. It proves that they will be more interested when they face with the text that they already know the story in Indonesia language.

The result of questionnaire shows the average percentage of students who choose yes is 80.8%. In number 1 section B about students' interest, it is 82.9% or 39 students choose yes. For number 2 is 87.2% or 41 students choose yes. In number 3 is 72.3% or 34 students choose yes on statement the text that is familiar is more interesting for them. In number 4 is 80.9% or 38 students choose yes.

It can say that the text that is in line with the students' experience can add the motivation of the students in reading. It is because they already know what is being discussed and can feel what is happening in the story. In

questionnaire, mostly students choose yes on the statement number 2 that says it is easier to read the text that has relationship with daily activity. It can now that the daily activity in here is activity that they meet almost every day.

2. Values of the teacher

Different person is different way. Everyone has other way in order to make their learner understand the subject that is being taught. Sometime the students do not like with the way their teacher teach. It will make they are lazy to join actively in teaching learning process. The reason that makes the student lazy is because the teaching and learning process is bored and the teacher cannot flow up the class condition whenever the class is feel boredom.

Mukhlis as the English teacher in SMPN 5 Camplong also feel that sometime his class feels bored. When it happens, he will try to increase the spirit of student by doing another activity that is interesting. By doing interesting activity it will make them fresh and ready again to learn. It also can add the value of the teacher because teacher is success make them feel fun in teaching and learning process. The students will always wait the subject of the teacher that is success make teaching and learning activity full of joy.

The average percentage of the questionnaire shows 79.8% students choose yes on questionnaire about value of the teacher. The statement number 9 is 89.4% or 42 students choose yes. Statement number 10 is 42.6% or 20 students choose yes which means most of them rarely learn English from outside education or informal education. Statement number 11 is 95.7% or 45 students choose yes. In statement number 12 that is said the students' interest is depend on who teach it. In this statement 91.5% or 43 students choose yes. So it is important to make the conducive place for students to learn. The conducive place will derive the increase of the students' interest.

3. Understandable Subject

Crawley and mountain (1995) said information that is easier to understand can attract the students' interest. This happen because the students can catch the meaning of the text. So they will have high spirit to read the whole text. From what the researcher gets from interview with some students, actually the students like to read. But when they face with difficult text or text that they do not understand at all, it will decrease their motivation in reading the text. They will just wait the teacher to explain the content of the text.

The teacher also acquires that more difficult the text, the motivation and interest of the students to read is decrease. Students will feel bored whenever they read but they cannot get the meaning from what they read. They will give up reading and searching the meaning of the text. In here the teacher should find the way to increase the students reading interest, by matching the students' abilities and the text difficulties.

The result of questionnaire shows the average percentage of students who choose yes is 88.3% on questions number 13 – 16 on the understandable subject criteria. Statement number 13 there is 63.8% or 30 students choose yes. Number 14 is 100% or all students choose yes on question about when read the text that is difficult to understand make you lazy in reading activity. All students agree that text that is difficult decrease their motivation in reading. The statement number 15 is 93.6% or 44 students choose yes that they seldom read text beside in school. The statement number 16 is 95.7% or 45 students choose yes.

The text or subject that is understandable has influence with the students' degree of interest. More difficult the text makes lesser the students' interest in reading the text. The text that is given to students should match between the abilities or degree of the students with the difficulties of the text.

CONCLUSION

Based on the findings of the research and discussion in previous chapter, it can be proposed that the strategies which the teacher is used in teaching reading comprehension in SMPN 5 Camplong were three strategies, (1) three phase technique, (2) scaffolding, and (3) think aloud. These three teaching strategies are interconnected and complete each other. The base strategy is three phase technique while scaffolding and think aloud are as complementary. It means teacher used three phase technique as the learning model begin from pre, while, and post teaching. Scaffolding and think aloud are added as learning method in learning reading. These strategies are used by the teachers in order to make the students easily comprehend the reading text and get more vocabulary that is important in learning English. Their pronunciation also will be increased too, because they will observe how to pronounce well and they have to read aloud the text.

Another factor that influence how success someone learn something is the interest factor. The findings of this research show some factors that influence the interest of the students in learning they are (1) previous experience, (2) teacher values, (3) understandable subject. These 3 factors are the most dominant factors that influence the interest of students in SMPN 5 Camplong at class A. Students will be easier to understand the material, if he ever faces or hear it before. So, it is really important for teacher to look for and adjust the text material with students' experience. Do not give political theme for elementary or junior high school students. It is better if the theme is about daily events or story. The values of the teacher also influence how interest the learner is. The teacher that can guide them with active, creative and joyful learning will make them happy with his/her lesson and increase the students' leaning interest. Last factor is understandable subject. Of course easy subject or text will make a beginner learner has more

motivation in learning. It is because they will feel relieved can understand the text. Compare if they are given a complicated subject, they will give up before they success to understand the meaning of the text. But it must gradually increase along with learners' abilities development.

The researcher hopes this research can become additional knowledge for the teacher to apply the strategies in teaching reading material. Teacher's strategies must be applied because this is the teacher's way to determine learning goals during teaching learning process. So, the quality of English teacher in teaching English can be improved. Also teacher can know what factors that influence the students' interest in learning reading. So, teacher will be easier to motivate students in learning English.

It is also hopefully the students will be more enjoy the lesson in the class and know the aims of the lessons. Students are also hoped to recognize the factors that can make them interest in learning reading text. So, they can get more knowledge from what they have read.

The researcher knows that this research is far from perfect, so the researcher wishes that other researcher could conduct research in wider area with combination of different variable. The next researcher can conduct the research about the effect of the certain strategies with the students score or students willingness in learning English. Therefore, that result will be more advantageous and can be applied in a larger area.

REFERENCES

- Brown, H. Douglas. 2001. *Teaching by Principle and Interactive Approach to language pedagogy*. New York: Longman Inc.
- Brown, H. Douglas. 2004. *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education.
- Brown, H. Douglas and Lee, Heekyeong. 2015. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Pearson Education.
- Crawley, S. J and Mountain, L. 1995. *Strategies for Guiding Content Reading*. Boston: Allyn and Bacon
- Fountas, I.C., & Pinnell, G.S. 1996. *Guided reading: Good first teaching for all children*. Portsmouth: Heineman.
- Gasong, D. 2007. *Model pembelajaran konstruktivistik sebagai alternative mengatasi masalah pembelajaran*. www.muhsida.com/konstruktivistik.doc. (access on 15 January 2020)
- Grabe, William and Stoller, Fredricka L. 2002. *Teaching and Researching: Reading*. New York: Longman.
- Hudson, Thom. 2007. *Teaching Second Language Reading : a guide to teaching reading skills for teachers of English as a foreign language*. United Kingdom: Oxford University Press.
- Kalisom. 2010. Analisis Implementasi Kebijakan Manajemen Peningkatan Mutu Berbasis Sekolah (studi di MA Muhammadiyah 1 Malang). Malang: Unpublished Thesis.
- Latief, M. 2009. *Kemampuan Membaca Anak Indonesia Masih Rendah*. <http://edukasi.kompas.com/read/2009/10/28/21513448/> (access on 3 January 2019).
- Saswandi, Tri. 2014. *Teaching Style and Students' Interest in Learning English*. Jurnal Penelitian Universitas Jambi Seri Humaniora. Vol 17 (1): 33-39.