

AN ANALYSIS OF TEACHERS' STRATEGIES IN TEACHING READING COMPREHENSION AT TENTH GRADE STUDENTS OF VOCATIONAL HIGH SCHOOL 2 MALANG

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ABSTRACT

This study aimed to provide teachers' strategies in teaching reading comprehension conducted by the English teacher of tenth grade of Vocational High School 2 Malang. This study used a descriptive qualitative research. The researcher chose one of the senior English teachers of Vocational High School 2 Malang who had good quality in teaching English, especially reading comprehension. In addition, to obtain the data, the researcher used observation and interview as the main instruments, and some supportive instruments such as document. The finding of the study indicated that the observed teacher used some certain platforms to maximize the teaching reading comprehension. The observed teacher also divided the activities into three steps, namely in pre-reading activities, during-reading activities, and post-reading activities and implemented various activities to the students either using *Mclass*, *Google Classroom*, *Live Worksheet*, *ISL Collective*, *Youtube*, *WhatsApp*, *Messenger*, and *Google Meet*. The researcher found out that the observed teacher applied (QARs) Question Answer Relationship and meta-cognitive strategy in teaching reading comprehension. The teachers used these strategies to make students understand the reading text and guide students to more focus on the text. Besides, teacher could help students in developing the meaning contained in the reading text so that students more easily understand the content of the reading.

Keywords: *Teacher strategies; teaching reading*

INTRODUCTION

In learning English, there are four language skills that must be mastered, namely listening, speaking, reading, and writing. Learners can understand words by reading and listening, and communicate our feelings by speaking and writing. One of the basic skills in learning English is reading, which is very important for students to learn. Sudiran (2015) stated that reading is skill that guides everyone to achieve their goals of life. By reading, students can improve their language and find ideas or information based on what they read or their own experiences. Talking about reading, one of the pillars of reading is reading comprehension which the aim of processing text, understanding the meaning of something, and integrating it with what has been read. According to Martina et al., (2020) reading

comprehension is a reader's ability to understand and be able to convey about something, an expository, or read a description of a particular topic. Therefore, it is certain that reading is important for learners because they can obtain a lot of information by reading.

With regard to the importance of reading ability itself, so teaching reading effectively is also indispensable for students. Nwagwu (as cited in Ayua, 2009) stated that teachers are the most necessary factor in the school system, even if all facilities are complete, without effective teachers it will be difficult to achieve the desired goals of the school. However, teacher who teaches English especially in reading skills should consider the right teaching strategies that can be used in the classroom. Teaching strategies are methods that teacher uses to convey materials by getting students involved and practicing the material. According to Nanda (2016) stated that the strategy in teaching reading is necessary to achieve the goal of successful teaching learning due to the effective learning strategy in the classroom. With this a wide range of strategies are used to achieve the purpose of teaching and supporting students. (Wibowo et al., 2020) Teaching strategies in reading comprehension are important in the learning process and could affect the students reading comprehension.

In addition, teacher is the most important part in the school teaching system. With effective teacher learning will be very easy to achieve. The effectiveness of the teacher can be seen from what the teacher teaches, how the teacher teaches the material to the student and how the student easily received what teacher teaches. Harmer (2007) indicates:

One of the most important tasks that teachers must perform is to organize students to carry out various activities. This usually involves providing information to students, telling them how they will perform the activity, dividing them into pairs, and ending the activity when it needs to be stopped.
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It means that without an effective teacher, students will not learn on their own during the learning process. Furthermore, teachers as educators who are directly related to learners must have special skills or special qualifications in the academic field. Based on the parameters which have been stated in *Undang-Undang No. 20 Tahun 2003 tentang Sisdiknas Pasal 42 ayat (1)* "Educators must have minimum qualifications and certifications in accordance with the level of teaching authority, physical and spiritual health, and have the ability to realize

national educational objectives”. So, teachers must have minimum qualifications and follow certifications to improve academic qualifications and teacher competencies.

There were studies that had been conducted by some researchers related to this research. It was conducted by 1) Aini, Muslem, & Usman, (2020) found there are two lecturers used two strategies in the reading subject; question and answer and cooperative learning. 2) Sarjan (2020) the researchers found two strategies used by the teacher, namely Scaffolding and QARs (Question Answer Relationship). 3) Wibowo, Syafrizal and Syafryadin (2020) who found that two teachers used nine strategies to teach reading comprehension, namely Question Generating, Question Answering, Encouraging the Use of Dictionaries, Predicting, Monitor Comprehension, Generating Text, Skimming, Scanning, and summarizing. Although all of those previous studies had similar title with the present study, there were some gaps between the previous and the present study. All of the researchers didn’t conduct his research during Covid-19 pandemic. It meant that the teaching process didn’t conduct by online learning. However, it also could be as the reference for this research. Moreover, the first researcher conducted the research focused on the university environment, the second researcher focused on the Junior High School, and the third researcher focused on the Senior High School, while the present researcher conducted the research focused on the Vocational High School.

Based on the explanation above, the aim of this study is the role of a teacher is very important to overcome students’ problem in learning reading comprehension. The researcher was interested in analyzing teachers’ strategies in teaching reading comprehension in a school environment especially in Vocational High School for several reasons. The researcher had several reasons in choosing Vocational High School 2 Malang as a place for this research. First, the school has English teachers of good academic quality. Additionally, the researcher also chose the tenth grade because this was the basic value of learning English, so it was important to know the learning strategy. Thus, the researcher compiled related studies at the Vocational High School level. Then the researcher wanted to obtain information by describing the teaching strategies used by English teacher in teaching reading comprehension and how to implement these strategies. Therefore, related to those reasons above, the researcher decided to take the research title "An Analysis of Teachers’ Strategies in Teaching Reading Comprehension at Tenth Grade Students of Vocational High School 2 Malang".

METHODS

The research design of this study was a descriptive qualitative design because this research focused on a certain phenomenon in the school environment. The design consists of two stages. The first, researcher observed and described all aspects related to classroom conditions and teaching and learning processes. The second stage which was the researcher conducted interviews with English teachers. This interview was conducted after the researcher made observations. The subject of this research was the English teacher who taught Travel and Tourism Industry Program, Hotel Accommodation, and Social Care in Vocational High School 2 Malang. The researcher chose the subject considering the criteria which the teacher should have good quality. There were eight questions which were asked to the teacher.

The researcher used some instrument to gain the data through observation, interview, and document analysis. The researcher developed an observation sheet format based on problems and objectives by taking other sources such as in Sarjan (2017) and in creating the interview guidelines, researcher took resources from Sarjan (2017) on reading teaching to interview English teachers. Besides, the researcher conducted the document analysis by checking the lesson plan. The researcher conducted the observation by joining the class using *google meet* application and also interviewed the teacher by asking eight questions. In order to make the data more valid, the researchers recorded everything said by the teacher. Then, the researcher wrote the result of the interview based on the recordings. Moreover, the researcher asked to the teacher the proponent document related to the implementation of teaching reading strategy.

The researcher then analyse and preparation in qualitative data happen in parallel and include; 1) get familiar the data: the researcher start to read the data several times to get familiar with the data. Then, the researcher started looking for basic observations or pattern. This stages also includes transcribing the data; 2) revisit research objectives: in this stage, the researcher revisited the research objectives. The researcher identified the questions which could be answered through the collected data; 3) developing a framework: this stage is also known as coding or indexing. The researcher identified broad ideas, concepts, behaviours, or phrases and assigned codes to the data. This stage is helpful in structuring and labelling the data' 4) identifying patterns and connections: the researcher started to identify the themes, and looked for the most common responses to questions. Then, the researcher identified the data or patterns which could answer the research questions, and finding areas which could be

explored in the future. It was done by the researcher to make easy to understand, interpret, and make sense out of the collect data.

FINDINGS AND DISCUSSIONS

After all data had been accomplished well, the researcher found some findings which had categorized based on the problems and objectives of the study which cover teaching plan for reading, the use of strategy in reading class, and reading activities.

a. Teaching Plan for Reading

The researcher found that the observed teacher who taught English in the tenth grade made preparation or plan by looking at the Kemendikbud-Ristek program which is a Merdeka Belajar. To apply English as a specific goal, a syllabus and a targeted learning plan are required (Sudipa, Aryati, Susanta, & Anggayana 2020). In addition, teacher also had prepared the material used in each meeting. The lesson plan included the learning goal, time allocation, activities, topics, learning media and the assessment. It was found that the observed teacher at the Vocational High School 2 Malang who taught English had made good preparations before she taught to the students. The observed teacher had set the objectives of the lesson, had determined the materials and equipment needed, had prepared the platform used, and how the teacher wanted to evaluate the students.

b. The Use of Strategy in Reading Class

From the collecting data in the result of interview, the researcher found that the teacher used QARs (Question Answer Relationship) strategies in teaching reading through online learning system. Teacher used that strategy because students could know the meaning of the text and could understand the text. Moreover, that strategy is effectively used in online learning. This strategy was used to find out if students really understand the text they read. If the students could answer the questions, it means they have understood of the text, and if they could not answer the question then the student not understand the reading text. This strategy could help students if students really answer that question with their own words or with answers from the text. And this strategy could not help students if the student answer questions got from their friends or not using his or her own words. This is reflected in QARs strategy step. (Tomkins, 2010:452), namely; (1) reading the questions, (2) understand the level QARs question, (3) read the text reading, (4) to answer questions, and (5) sharing the answers. With this strategy teacher able to know how far their students understand what the

teacher has given to them. At this stage students not only read per section but really understand the content as students was guided to focus more on the text.

Moreover, the observed teacher also implemented metacognitive strategy in teaching reading. Metacognitive strategies include ability to consciously using metacognitive knowledge to plan for, arrange, monitor, regulate and evaluate the learning process and learning situation and respond accordingly. Before teaching the class, the teacher plans the class by preparing the material and the platform used. In addition, teachers also always monitored the development of students' performance in each meeting. The aim of monitoring the students' performance was to make an evaluation at the end of the class. Teacher always evaluated students' task, such as what should students did to improve their reading skills. Meniado (2016) were stated that metacognitive strategy plays an important role in reading comprehension and learning process. Muhid, Amalia, Hilaliyah, Budiana & Wajdi (2020) said that when using metacognitive strategies, teachers should systematically guide students' metacognitive concepts and learning strategies. It is quite evident that metacognitive strategies could make the learning more effective.

c. Reading Class Activities

Based on the data result from the classroom observation conducted and gathered it with the interview information, the researcher found that the observed teacher did sequence activities in teaching reading. First in pre-teaching, the observed teacher tried to greet and checking the students' attendance. The teacher tried to introduce the topic to the students. Moreover, the teacher also gave the students some vocabularies related to the topic as the clues for the students to predict what the students would be learnt. Kuhi, Asl, Yavari (2013) who confirmed that some words and expressions have meaning in a specific cultural context. Without doing pre-reading activities to clarify the meaning, learners may misunderstand.

Second, in during-reading activities phase, the teacher gave students how to read clearly. Moreover, the teacher explains in full the material studied and gave students time to read the text. After that, students understand the instruction given by the teacher and make students think about the meaning of some of the text. In addition, the teacher assigns the task to the student to complete the text. For the submitting the assignment, the teacher also gave the students time to fix and submit the answer. Usually, the teacher asked to the students to submit the task using several platforms, WhatsApp, Live Worksheet, or Mclass.

Third, based on the observation, the researcher found that in the post-teaching, the teacher always discussed and reviewed the material or the task with the students. In post reading, the

activity included evaluating comprehension, clarification and argumentation, scanning strategy, review, assignment and follow-up (Antoni, 2010). This activity was really important for the students in enhancing the learners to be active participant and enlarging the learners' knowledge. The teacher would clarify the students' mistakes and gave the students motivation. Moreover, the researcher found that many of students actively participate by giving their argumentation to the class.

CONCLUSIONS AND SUGGESTIONS

Related to the findings and the discussions presented in the previous chapter, the researcher drew some conclusions regarding to the teaching reading through online learning as follows. Dealing with the teaching plan, the English teacher of Vocational High School 2 Malang used a lesson plan by making a syllabus and made it once in each topic or material. Moreover, the teaching plan generally consisted of learning objectives, time allocation, materials, and assessment. Meanwhile, dealing with the strategy used in reading class, teacher implemented QARs (Question Answer Relationship) and metacognitive strategy to teach reading in tenth grade. The teachers used these strategies to make students understand the reading text and guide students to more focus on the text. Besides, teacher could help students in developing the meaning contained in the reading text so that students more easily understand the content of the reading. The teacher also tried to organize by arranging the platform used in order the teaching process especially in online learning could be done effectively. Moreover, in terms of teaching online, both teacher and the students suffered some difficulties in conducting the teaching class. However, the teacher tried to solve the obstacles by using several platforms or application to the reading class. Related to the teaching plan for reading class, the researcher suggested to the teacher to emphasize the teaching strategy in reading comprehension class. Moreover, the teacher needs to find and implement an interesting activity in order to attract more the students to be more active in participating in the class.

Based on the findings and the discussions in this research, some suggestions are suggested to English teacher, students, and the future researchers for improvement of teaching reading through online learning in particular. Related to the teaching plan for reading class, the researcher suggested to the teacher to emphasize the teaching strategy in reading comprehension class. Moreover, the teacher needs to find and implement an interesting activity in order to attract more the students to be more active in participating in

the class. In addition, the researcher also gave the suggestion for students. The researcher suggested that the students should have more practice in order to be able to improve the students' reading skill based on what the students had been learnt in the English class especially in reading material.

For the next researchers, due to the several limitations and weakness in the data collection, it was highly recommended to carefully consider and determine the time of the data collection in order to improve the data quality and validity. The future researchers could investigate more exceed which related to this study in conducting research in ELT field such as the teaching of reading skill which focuses on the strategies and activities of reading skill at university level. Additionally, it was recommended to next researchers to develop and it could be used for references. Since this study had several limited scope and areas, and it certainly consisted of several limitations in its data, it is strongly demanded to the future researchers to do large coverage areas of the study.

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