

# AN ANALYSIS OF TEACHER'S STRATEGIES IN TEACHING READING COMPREHENSION AT SENIOR HIGH SCHOOL

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**ABSTRACT:** English is a global language that is used for communication by people all over the world, because of that the Indonesian government created an English language curriculum that was required to be studied from primary school all the way through university. When it comes to learning the language, there are four skills in the language component: reading, writing, speaking, and listening. Reading is beneficial for language acquisition. To be a good reader, you must understand the sentence's components. The reader will achieve his or her reading goal in this way. The reader appears to be actively engaged in the reading in this case. They assimilate knowledge from reading by applying it to their own experiences. As a result, readers will have diverse perspectives of one another.

**Key Words:** *Teacher Strategy, Reading, Teachers' problems*

## INTRODUCTION

Because English is used as a common language in the twenty-first century, the entire world has become narrow, accessible, transferable, and relatable for all people. According to Rao (2019), learning English is difficult for Indonesian students because the spelling, sounds, pronunciation, vocabulary, and culture of English and Indonesian differ greatly. As a result, the Indonesian government created an English language curriculum that was required to be studied from primary school all the way through university.

There are four skills in the language component: reading, listening, speaking, and writing. Reading, according to Harmer as cited in Firmansyah (2018) is beneficial for language acquisition. To be a good reader, you must understand the sentence's components. The reader will achieve his or her reading goal in this way. Reading is an active skill, according to Joyce as cited in Swari (2019), in which the reader interacts with the text and, to some extent, the writer. The reader appears to be actively engaged in the reading in this case. They assimilate knowledge from reading by applying it to their own experiences. As a result, readers will have diverse perspectives of one another.

It is impossible to overestimate the importance of strategy in the teaching and learning process. Strategy is an overall plan for the orderly presentation of language information, none of which contradicts and is all based on the chosen method.

According to William (1984), reading is the process of looking at and comprehending what has been written. This is known as reading comprehension. Comprehension occurs when a reader is able to act on, respond to, or modify the information provided in written text in ways that reflect comprehension, according to Brassell and Rasinski (2008: 18). It is possible to conclude that reading comprehension is a human technique for processing information from written forms, and that understanding it requires a variety of approaches. Due to a lack of motivation in learning English, students' reading comprehension is limited. They believe it will be difficult to learn English.

The teacher must guide students' reading comprehension. Because the teacher is a facilitator for students, a competent teacher must have the correct teaching strategy. The teacher's method determines the success of reading comprehension learning.

The primary function of teaching strategies, according to Brown as cited in Dwiningtiyas, Sofyan, & Puspita (2020), is to facilitate the implementation of a variety of teaching approaches and techniques. Teacher strategy is an essential component of learning. Strategies, according to Silver, Strong, and Perini (2007), are various types or styles of plans that teachers use to achieve their objectives. It is reasonable to conclude that in order to achieve the learning goal, the teacher must devise an effective strategy. It is intended that the technique will allow students to master English, particularly reading. The strategy is implemented in line with the competences that students must accomplish, as well as the conditions of the students. In reality, the teacher employs conventional methods. Techniques for making students passive. The teacher simply assigns reading assignments, and students read without comprehending the contents of the reading, to which the teacher responds. They believe that learning English is difficult. It is the result of poor reading habits, and the teacher's methods are ineffective. As a teacher, you must choose a strategy carefully, taking into account the impact that the approach will have when implemented.

## **METHODS**

### **Participants**

The subject of this research was only one teacher who has a good reputation, he is Mr. EHS. There were only four English teachers in Saint Joseph Senior High School. Furthermore, this study sought to understand and describe the teachers' steps in teaching reading comprehension. The researcher considered some criteria

that were relevant to the study. The teacher should be qualified as a professional teacher and have good quality teaching strategies in teaching reading comprehension, as evidenced by their long teaching experience.

### **Instrument**

The researcher used three instruments to collect the data in this study. The data was gathered by the researcher using various instruments such as an observation guideline, an interview guideline, and document analysis. The researcher interviewed only one teacher. As a guide for gathering information about teaching strategies and methodologies, the researcher developed a list of questions to ask during the interview.

The researcher collected the data by observing how the teacher implemented teaching reading strategy. In doing the research in the class, the researcher was as an “Active-participant observation”. During observation, the researcher help teacher to hand out the reading script and wrote the information about teaching strategy also reading activities from the beginning until the end of the class. Moreover, the researcher took notes how the reading teacher taught the students on the observation guideline.

In gaining the data, the researcher also took from documents like lesson plan which was made by the teacher before conducting the class. The researcher asked the lesson plan to the teacher. The teacher then analyzed and made sure the lesson plan whether it was appropriated with the strategy which was implemented to the class or not

### **Data Analysis**

Following the collection of data, data analysis would take place. The data analysis in this study was focused on describing what was in the data. The data was examined qualitatively based on the information gathered through interviews. Data analysis, according to Sugiyono (2014), is divided into three stages: data reduction, data display, and conclusion.

## **RESULTS AND DISCUSSION**

### **b. Teachers' Problems**

This part might answer the second research problem which is the problems faced by the teacher in applying those strategies. Here are some problems for each strategy:

#### **Read Aloud**

##### **1. Low student participation.**

“When one student reads, the others simply do not pay attention”

Since it was a big class, it was difficult to supervise the students one by one. In addition, the teacher cannot be sure that the reading texts given are interesting to some students. Therefore, many students seem to not be paying attention or focusing on the reading activity.

##### **2. Time-consuming.**

“In a big class, it is quite hard in manage the learning time since the text length is varied”

The teacher teaches a big class consisting of 20 students who pay attention all the time. Even a short text takes each student about a minute to read. Furthermore, the teacher must correct every misspelling, so each student usually spends around two minutes reading. That equates to 40 minutes. It takes a lot of time that could have been spent more productively.

#### Brainstorming

1. “Not everyone actively participates in brainstorming sessions”. Some participants are more passive and prefer not to speak up. They will only rely on their group mates when working in a group. And when it comes to individual work, they don't do it properly.
2. “Other participants speak excessively”. In verbal questions, not all students have the same chance of answering. More active and dominant students will always dominate the answers. It can be challenging for the teacher to generalize the student's opportunity.

#### Discussion

The purpose of this study was to examine the teachers' strategies and the problems for teaching reading comprehension to tenth grade students at Saint Joseph Senior High School. The descriptive qualitative research design was adopted in this study. The research findings of this study were explained in this part. The information was gathered from a sample of English teachers at the school.

Several strategies, including reading aloud and brainstorming, have been explored by the teacher. The read aloud and brainstorming strategies, on the other hand, have been approved for use with students. The background of the student's subjects, settings, and conditions serves as a base for determining the chosen method. Reading aloud has a significant impact on students, according to Wilson (2006). It improves kids' skills, interests, and development in ways that go beyond merely increasing their reading interests and abilities.

According to Crawford and Saul (2005), brainstorming is the process of generating ideas in small groups in order to develop innovative thinking from each group. Mr. EHS recommended using a Brainstorming strategy to generate several ideas for problem solutions, as well as a Reading Aloud strategy because one of the main purposes of reading aloud is to recognize the sounds of words. Mr. EHS, on the other hand, may vary their activities in order to improve his students' reading comprehension. After the students have read the text, the teacher will ask them some questions. When one student reads aloud, the teacher instructs the other students to focus on the text rather than simply listening.

The Brainstorming and Reading Aloud strategies were extremely effective. The state of the classroom activities and the students' focus on following the teacher while he explained the materials demonstrated this. The strategies used were also beneficial to the teacher. The combination of strategies enables the teacher to more effectively teach and manage the students.

Furthermore, these two strategies can assist teachers in realizing the curriculum's learning activities 13. As is well known, this curriculum places a greater emphasis on student-centered learning. When read aloud and brainstorming strategies are used in the teachers' strategy process, they can

encourage students to be more active beginning with observing, asking, collecting, processing, and communicating activities.

To summarize, Mr. EHS believes that combining these two strategies was very effective in achieving high quality teaching reading comprehension. After implementing various strategies, he felt more at ease studying and comprehending material.

The teacher's choice of material to convey to students also influences the teaching strategy. When selecting material, the teacher's method of setting criteria must also be considered. Teachers use simple and easy-to-understand materials when designing subject matter. These criteria must, of course, be guided by the syllabus and RPP. Which still sees the basic competencies' learning objectives, competency standards, and predetermined indicators.

The findings were also related to previous research on the instructional styles of teachers. The first study was conducted by Janatum (2013). The findings revealed that teachers had difficulty eliciting positive responses from their students during the teaching and learning process. However, combining multiple strategies significantly aided teachers in eliciting positive responses from students and providing high-quality instruction.

Ahmad (2013) was the second previous study. The collaboration of two researchers demonstrated the significance of the teacher's role and strategy in the teaching and learning process. It helped students learn subjects in a variety of ways. The strategy was crucial in developing the teaching objectives. The strategy should be appropriate for the goals to be achieved.

Mr. EHS's difficulty in implementing those strategies is consistent with Janatum and Ahmad's findings in the early studies. Some strategies for teaching reading comprehension were difficult for teachers to implement. Because reading foreign languages became one of the most difficult problems for students, the teacher's role in assisting students in overcoming their difficulties was critical. As a result, this study was conducted to support previous findings. Teachers were able to devise appropriate and effective solutions to the problems of their students. In addition, the teacher could combine the strategies to create a more effective method of teaching reading comprehension.

## CONCLUSION

The teacher employed some strategies, such as brainstorming and reading aloud, in the pre-reading, during-reading, and post-reading stages when implementing the strategies. The teacher's strategies could help generate an idea that is understandable. Technically, the teachers combined the strategies with others, such as games and jokes. It was designed to make it easier for teachers to help students master their courses. It is not just the meaning of the words but also the content of the sentences in a humorous but serious manner. It was important to use a combination of strategies to assist students in mastering reading comprehension. The implementation of those strategies was significantly helpful in teaching reading comprehension to tenth grade students at Saint Joseph Senior High School.

From the teacher's interview, it can be found that he also faced some problems in implementing and combining those two strategies for teaching reading comprehension. such as low student participations and time consuming. Thus, the teacher is still trying to find the best solution to overcome those problems.

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