

TEACHING READING COMPREHENSION IN BILINGUAL CLASS AT ISLAMIC PUBLIC JUNIOR HIGH SCHOOL 1 MAGETAN: A CASE STUDY

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Abstract

Reading is considered crucial for student learning, as it relies on various comprehension strategies like scaffolding, think-aloud, Reciprocal Teaching, SQ3R, and QARs. This research, involving 28 participants and 1 bilingual class teacher, employs a mixed-method case study approach. Data were collected through observations, interviews, and documentation, focusing on teaching methods for reading comprehension. The study analyzes lesson plans, teaching strategies, assessment methods, and student comprehension in a bilingual context. The researcher concluded that the teacher's lesson plans effectively incorporate key components such as objectives, activities, and media, with the SQ3R strategy proving useful in the bilingual class at MTsN 1 Magetan. After a semester of instruction, final exams assessed student mastery through multiple-choice and essay questions, showing that students in class 8B adequately grasped the material. Suggestions include motivating students to engage in reading, teachers creating interactive activities, and recommending future research focus on specific reading instruction techniques for junior high school. The reading evaluation for class 8B at MTsN Magetan 1 shows that 61% of students have sufficiently mastered the material. Out of 28 students, 11 scored below the Minimum Completeness Criteria (KKM), while 17 exceeded it. Although not perfect, the results are satisfactory for a bilingual class.

Keywords: Comprehension; Reading; Strategy.

INTRODUCTION

One of the foundational components of reading proficiency is reading comprehension. When reading a text, a person engages in a sophisticated array of cognitive processes. According to Horowitz (2014), reading comprehension is a difficult cognitive process that requires the reader to be deliberate and careful when reading and keep track of the words and their meaning as they go along. Due to the significance of reading comprehension, teaching reading is crucial for assisting students in achieving their reading objectives, which is to comprehend a text. Additionally, Brown (2004), asserts that the aim of reading instruction is to help children become proficient readers.

The teacher's task is to create awareness of reading and comprehension strategy, which leads to the meta-cognition necessary to achieve learning. It is important for the teacher to make students aware of what happens before, during and after reading through reading strategy. There are many strategies that teachers can use when teaching reading in class such as brainstorming, prediction, problem solving scenarios, generation and responses question and more. Wallace (1999), stated that the interaction process gives meaning to the text mediated by connecting existing knowledge with what the reader already knows about the text because the text itself has no meaning but contains potential meaning. Teachers can also use other strategies, such as vocabulary development, stopping reading before you understand,

understanding the core of the matter, and visualizing what is said. Based on the explanation provided above, the researcher made the assumption that a teacher's role is crucial in helping pupils who are struggling with reading comprehension. Therefore, the instructor should choose the appropriate method in order to enhance the quality of the teaching and learning process as well as the students' reading skills.

According to an initial interview on 30 of March, 2023 with the English teacher at MTsN 1 Magetan, he said that MTsN 1 Magetan students have special classes at each level, namely bilingual classes where students have an advantage in English skills compared to students in other classes are included in reading skills. The existence of a bilingual class is intended to facilitate students who have English skills above other students, they can communicate actively and spontaneously with each other. However, it cannot be denied that sometimes students experience boredom in learning English especially in reading comprehension. There is a practical solution to this problem: teaching reading abilities through a variety of activities that might enhance reading ability. And researcher need to do research to find out the right method of teaching reading at MTsN 1 Magetan. We need to know the method that makes students learn English in a fun way and can be well received by students.

Researcher are interested in conducting teacher's reading strategy used by English teacher at MTsN 1 Magetan since in this school there are bilingual class, Where this school is the only school that still survives in implementing bilingual classes in the Magetan district, this school also collaborates with institutions in the Kampung Inggris of Pare Kediri. The objective of this research includes : 1) to describe how the teacher's lesson plan for teaching reading comprehension, 2) to know how the strategy applied for teaching reading comprehension, 3) to know how the students' reading assessed, 4) to know how is the students' reading comprehension.

METHOD

This section describes the participants of the study, research design, data collection, and data analysis. This research use the case study methodology with the mixed-method model. A case study was selected because this research is to observe and explore teacher's strategy in teaching reading students' understanding and response to their strategy is used.

The researcher conducted qualitative research by interviewing teacher who teaches reading comprehension classes, then conducting quantitative research by collected the data of results from student exam assessments and evaluate them in an experimental way. The researcher do this research at one of the top schools in Magetan which has excellence achievement in the field of English, namely MTsN 1 Magetan.

Participants in this study will be taken from one class of grade 8 (VIII B) of Islamic public junior high school 1 Magetan and a teacher who teaches reading comprehension. They are students with a bilingual class. Therefore, the researcher considers all of them worthy of being the object of this research. This research conducted to obtain concrete information about strategies in teaching reading comprehension. In addition, test scores will be collected to find out how much they understand what the teacher is saying teacher's strategy in teaching reading understand. There were 28 research participants and 1 English teacher who taught in a bilingual class. The students are 12-14 years old and the teacher is 26 years old.

Collection techniques intended to be used are interviews, observation and collecting the data from final exam of students in bilingual class at grade 8. This process carried out directly at the bilingual class at grade 7 students of MTsN 1 Magetan. The instruments used are: 1) observation, 2) interview, and 3) documentation. The researcher employed a number of data collection techniques in this investigation.

This attempts to find accurate data about reading comprehension learning programs and

activities that engage. In order to gather appropriate data in this study, the researcher can analyze the data obtained via observations, interviews, and documentation made in bilingual class (VIII B) of MTsN 1 Magetan. The steps includes taking field notes and photographs observations made in the bilingual class (VIII B) of MTsN 1 Magetan. It's also transcribe records from interviews with bilingual teachers. The researcher also using Microsoft excel to find how many present students have mastered the material. The study's findings were written up by the researcher. In the bilingual class (VIII B) of MTsN 1 Magetan, the researcher described the tactics utilized in teaching reading comprehension, the issues that were encountered, and solutions to these issues. The researcher writes methodically, obviously, and specifically.

RESULTS

In this section the researcher reveals the data obtained from MTsN 1 Magetan. The data in this study were analyzed in depth regarding the methods educators employ to teach reading comprehension. In the lesson plan made in the online learning in the pandemic era. Teacher have to give 4C in the learning process in 2013 curriculum that are Critical Thinking, Collaboration, Communication, and Creativity. In the first, the teacher made the aims of learning in the first followed with medium of learning and source. In the opening, the teachers give reciting, lead the pray and check the student in google classroom followed with giving motivation and what will student do.

The student made some groups to discuss in collaboration activity. In the last, the teacher give result from the material discussed. In the closing, the teacher gives assessment, motivation and closing. In assessment, the teacher made 3 aspect: behavior, knowledge, and skill. This learning program plan makes use of the scientifically oriented 2013 curriculum.

1. Teachers' strategies on teaching reading comprehension in bilingual class at MTsN 1 Magetan

According to observations made by the researcher, learning to read comprehension involves the following steps: in bilingual classes, the teacher provides the subject matter in the form of report texts. The teacher greets students and invites them to pray before starting learning activities, as well as checking the presence of students who are active in online learning.

At first, the teacher gives motivation to students to keep the enthusiasm for learning and maintain health in the midst of the co-19 pandemic. Then the teacher associated the learning activities that will be carried out with the experiences of students with previous activities and asking questions to remember.

The teacher conveyed motivation about what can be obtained (goals & benefits) involves researching the social role delivering and getting information on circumstances, actions, activities, events, and things that are happening when spoken is a component of oral and written transactional interaction texts. The teacher provides the pupils a sheet of paper with questions about the given text and instructs them to work in groups of five to complete the homework: "What is the topic of the reading?" "Who is the main character in the story you read?"

The teacher requests representatives from each group to stand up and share the outcomes of the group discussions after the students have had a chance to debate the questions in their groups. The instructor grades each group after the conversation is finished. The teacher concludes the lesson with a review and reflection, i.e: "What have I learnt today?" "Can I do cooperative work with my friends in my group?"

The researcher came to the conclusion that one Magetan instructor at MTsNused SQ3R tactics when teaching reading comprehension after performing observation and interview. The bilingual class (VIII B) of MTsN 1 Magetan can be taught reading comprehension using SQ3R techniques. This technique is meant to boost students' enthusiasm for learning to read since it employs surveys at the start of instruction to pique students' interest.

2. The students' reading comprehension assessed

There are 2 types of tests for reading comprehension, namely daily tests and end-of-semester tests. Daily tests are given when learning material is finished and are sudden. The daily test consists of 5 - 10 essay questions, with a minimum competency score of 75. If there are students who score below 75, a remedial test will be carried out after previously conducting remedial teaching.

The final part of this study is the semester test. This test is intended to evaluate the learning that has been given to students for 1 semester and to measure students' mastery of the material that has been taught for one semester. The reading test is conducted in 3 types of readings: short reading, long reading and picture reading test. The purpose of the tests is not only to measure the mastery of each reading but also to know the knowledge of the students if they are given readings with different materials, like science, history or economy.

The variation readings are used in long reading like paragraph that discuss about science, history, geography or any other materials. The end of semester test was divided into 2 types, namely multiple choice and essay and both types of questions were given readings containing information to answer the questions asked. There are 45 questions consisting of 40 multiple choice questions and 5 essay questions, from the 45 questions given, 20 multiple choice questions are reading questions, and 5 essay questions are reading questions, using a minimum completeness criterion of 75.

3. The Students' Reading Comprehension

Table 1. Class 8B final semester assessment scores for the academic year 2022/2023

<i>Total Siswa</i>	MIN	MAX	< KKM	>KKM	AVERAGE
28	52.5	84.5	11	17	73.6

From the results of the teaching, it can be seen that the students in class 8B at MTsN Magetan 1 have sufficiently mastered the material. This can be seen from the mastery of the material by 61% students. This result was quite satisfactory because of the 28 students who served as the sample, there are 11 students scored less than the KKM, and that was not too far from the Minimum Completeness Criteria (KKM), the remaining 17 students scored more than the KKM. Even though it is not perfect, it is quite satisfying for classes that implement a bilingual system.

This can be caused by several things, including: 1) Enough preparation for the student before doing the Final Semester Assessment so that there are only 5 students whose grades are below the KKM which are the scores are not too far from the KKM, 2) Students are used to working on reading-based questions, not just short questions, 3) Teachers have made complete preparation from starting making learning program plans (RPP), implementing learning to evaluating, everything is programmed correctly and regularly, 4) Provision of

material from teachers who are clear to students, 5) Examples of reading that are quite varied which accommodate children's passion for reading, as well as enrich student's vocabulary because each field of reading presented has a different vocabulary.

Even so, there are a few things to note, including: 1) In terms of the test questions themselves, they do not fully describe the students' mastery of reading competence, 2) Lack of item analysis after evaluation, 3) The need for remedial and enrichment programs in Teaching Reading after the end of daily assessment.

DISCUSSION

The researcher used in-depth discussion to address the research concerns in this study based on the data that they had gathered. The first research issue in this study relates to the lesson plans that teachers use to teach reading comprehension. In terms of the lesson plan, this teacher's lesson plan makes use of the 2013 curriculum, which has a scientific slant. The 2013 curriculum's scientific approach consists of five main activities: watching, inquiring, doing, inferring or associating, and communicating (drawing inferences and giving presentations).

The researcher also came to the conclusion that SQ3R methods were used in the teaching of reading comprehension at MTsN 1 Magetan in order to address the study's second research concern about the strategy teaching learning process. The bilingual class (VIII B) of MTsN 1 Magetan can be taught reading comprehension using SQ3R techniques. By using surveys at the start of the learning process to pique students' interest, this technique is intended to enhance their motivation to learn to read. And this SQ3R makes students should rewrite or paraphrase with their own words. The methodical reading approach SQ3R might help you break up the reading experience into manageable portions. Baier (2011) states that reading strategy SQ3R is a systematic strategy that can be used to aid students being to prepare for reading. It is only one of several strategies you can employ to improve comprehension. It consists of the following five steps: surveying, questioning, reading, reciting, and reviewing (Vacca & Vacca, 1999).

The next research problem is how is students reading comprehension assessed, the researcher conclude that students get 2 types of tests for reading comprehension, namely daily tests and end-of-semester tests. Daily tests are given when learning material is finished and are sudden. The daily test consists of 5 - 10 essay questions, with a minimum competency score of 75. If there are students who score below 75, a remedial test will be carried out after previously conducting remedial teaching.

Assessment is the process of identifying and defining a student's knowledge, understandings, abilities, and skills. It is a classroom activity that encourages learning by gathering data and offering constructive comments. Black & Wiliam (1998). And the last research problem is about how is students reading comprehension, based on the result of the teaching reading evaluation, it can be seen that the students in class 8B at MTsN Magetan 1 have sufficiently mastered the material. This can be seen from the mastery of the material by 61% students. This result was quite satisfactory because of the 28 students who served as the sample, there are 11 students scored less than the KKM, and that was not too far from the Minimum Completeness Criteria (KKM), the remaining 17 students scored more than the KKM.

CONCLUSION

The researcher presented a conclusion from the findings and chapter-based discussion in this chapter. When creating the lesson plan, the teacher took into account crucial components such the objectives, activities, and media utilized in lesson plans. SQ3R strategy applicable in teaching reading in bilingual class of MTsN 1 MTsN 1 Magetan. After studying for one semester,

end-of-semester exam is held to evaluate the learning that has been given to students and to measure student mastery of the material that has been taught. Final semester exams are divided into 2 types, namely multiple choice and essay and both types of questions are given readings that contain information to answer the questions posed. Students' at 8B have sufficiently mastered the material. This can be seen from the value of the final exam.

The researcher made some suggestions based on this study. For students, Students must be really motivated to learn to read. Students can draw attention to themselves and should enjoy all of the class activities in order to develop their reading skills. For teacher, the instructor needs to come up with and implement engaging activities to encourage students to participate more actively in class. For the next researchers, it is advised that future researchers look into topics that are more closely related to this research, such as junior high school reading instruction that emphasizes techniques and activities. In addition, it is suggested to further researchers to develop and can be used for reference.

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