
THE ANALYSIS OF TEACHERS' STRATEGIES IN TEACHING READING COMPREHENSION AT SMAN 2 PADANG BOLAK

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Abstrak

Penelitian ini diangkat berdasarkan permasalahan yang ada dalam pengajaran *reading comprehension*. Peneliti mengidentifikasi bahwa terdapat permasalahan dalam pembelajaran Bahasa Inggris, khususnya dalam pengajaran *reading comprehension*. Tujuan penelitian ini adalah dalam rangka menemukan strategi pengajaran guru dalam mengajar *reading comprehension* dan masalah-masalah yang dihadapi guru dalam mengajar *reading comprehension* di SMA N 2 Padang Bolak. Penelitian ini dilakukan secara kualitatif dengan sumber data adalah guru-guru Bahasa Inggris, para siswa, dan Kepala Sekolah. Dalam rangka mengumpulkan data, para peneliti melakukan wawancara dan observasi pada sumber data penelitian, dan akhirnya data dianalisis melalui *data managing, reading, classifying, dan interpreting*. Dari hasil penelitian ditemukan bahwa guru mengaktifkan skemata siswa untuk bisa memahami teks dalam kegiatan membaca dan membaca keras. Sementara masalah yang dihadapi guru dalam mengajar adalah rebut di kelas, malas belajar, tidak adanya media dalam pembelajaran, dan kurangnya motivasi dari orangtua untuk belajar. Dalam hal ini disarankan kepada guru untuk melakukan beberapa hal seperti memberikan motivasi kepada siswa untuk lebih giat belajar, memberikan nasehat bagi yang sering membuat keributan atau ketiduran pada saat belajar atau memindahkan tempat duduk dari satu tempat ke tempat lainnya, dan memberikan penghargaan atau hadiah bagi siswa yang mendapatkan pelajaran dengan cepat.

Kata Kunci: *Guru, Strategi Guru, dan Reading Comprehension.*

Abstract

This research was taken based on fact of the teachers' problems in teaching reading comprehension. The researcher identified many problems, as seen that there are many teachers who did not know how to teach English, especially in teaching reading comprehension. In this research, the researcher wanted to find out about the teachers' strategies in teaching reading comprehension and the teachers' problems in teaching reading comprehension at SMAN 2 Padang Bolak. The sources of the data for this research were English teacher, students and headmaster. As the instrument for collecting the data the researcher used interview and observation. The researcher analyzed the data: Managing,

involves creating and organizing data collected during the study; Reading, involves reading the field notes, transcripts, memos, and observes comments to get a sense of the data; Classifying, is ordering field notes or transcription into categories that represent different aspect of data; Interpreting data by identifying and abstracting important understanding from the detail and complexity of the data. In this occasion, teachers' strategies in teaching reading comprehension at SMA N 2 Padang Bolak were: teacher activated background knowledge of students and reading aloud together. Teachers' problems in teaching reading comprehension at SMA N 2 Padang Bolak were: the low interesting of students to study English, the students made a noise in the classroom, the students lazy, there was no teaching media, the low motivation of parents to students. Teachers' strategies solved the problems were: teachers always motivated students to study hard, especially for English, gave advice to the students who made a noise or when they sleepy, moved the place of students when they made a noise and gave reward to the students who study hard and got high score in the class.

Keywords: teachers, teachers' strategy, and reading comprehension.

INTRODUCTION

There are many strategies that teachers can use when they are teaching reading comprehension. Some of them are by using authentic material and approaches, reading aloud in the classroom, comprehension question, check the level of difficulty of the text, use pre reading activities to prepare students for reading. In addition, teachers also may use another strategies such as developing vocabulary of children, not to continue reading without understanding, grasping the heart of matter, using contextual clues, teach reading strategies, visualizing what is written, provide a variety of reading purpose, identify texts and tasks, and so on.

Factually, as seen that there are many teachers who did not know how to teach English, especially in teaching reading comprehension. Teachers always asked the students to read the text and then answer the question without understanding the text first. Then, if the students got low score teacher said that the students were stupid or not able in reading comprehension.

By looking at the reason above, the writer interested to choose the topic "The Analysis of Teachers' Strategies in Teaching Reading Comprehension at SMAN 2 Padang Bolak". The scope of the study has been limited just to the teachers' strategies in teaching reading comprehension at SMA N 2 Padang Bolak. Teachers' strategies in teaching reading comprehension in this research

meant teachers' planning in teaching reading comprehension to improve students' ability in understanding a written text or printed material at SMAN 2 Padang Bolak.

The objectives of this research are to find the teachers' strategies in teaching reading comprehension at SMA N 2 Padang Bolak, to find the teachers' problems in teaching reading comprehension at SMA N 2 Padang Bolak, and to give the strategies to solve the problems in teaching reading comprehension.

THEORETICAL DESCRIPTION

Teacher

There are some definitions of teacher. According to Hornby in *Oxford* dictionary, teacher is derived from the verb teach that means to give lesson to students in a school, college, university, etc. Teacher is a person whose job is teaching, especially in a school.¹ Cooper in Sanjaya² states that a teacher is a person charged with the responsibility of helping others to learn and to behave in new different ways. Djamarah³ said that teacher is architecture who forms the soul and character of the students.

So, teacher was person whose job was teaching and has responsibility to form the character of students to behave in new different ways.

Role of Teacher

There are some roles of a teacher especially as a language teacher. Some of them are:

- 1) Language teachers as an organizer in the classroom. The teacher maintains discipline to the extent that an effective learning atmosphere is established. It can be done by involving the learners more effectively in the classroom activities that demand inter-student communication and co-operative efforts.
- 2) Language teacher as a motivator; the language teacher gives praise and encouragement for positive efforts by the learners. It can be done giving positive feedback on returned assignments.

¹A. S. Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2000) p. 1386.

²Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta: Prenada Media Group, 2010) p.15.

³Syaiful Bahri Djamarah, *Guru dan Anak Didik Dalam Interaksi Edukatif: Sebuah Pendekatan Teoritis Psikologis* (Jakarta: PT Rineka Cipta, 2005) p. 36.

- 3) Language teacher as a counselor. The teacher role is to respond the learner's Problems none judgmentally and help the learner to reach what they want to learn.
- 4) Language teacher as an observer. The teacher shows the errors that the learner have produced and let the learners work on the correction.
- 5) Language teacher as a model for producing correct expressions and judges whether the learner's contribution to the learning process and their efforts are relevant and correct.
- 6) Language teacher as a resource of knowledge and direction. The teacher establishes a position of dominance over the learners in selecting the materials to learn and also how to acquire them.⁴

The role of the teacher will determine the role of the learners automatically. When a language teacher is very dominant, language learners will less dominant in learning teaching interaction. Language learners will be more active in learning when a language teacher can be less silent in the classroom. Then, the personality of the teacher should have characteristic; love and master the subject, energetic, playful spirit, have a well-integrated personality, have a well-developed sense of authority, have balance self-esteem and esteem for others, and have flexible communication.

Teaching Strategies

Teaching was giving helping process to students in learning process. In teaching process, there were some aspects that must be considered by a teacher. They were the background of the students, the reason of the learning, the purpose of the learning, the timing, the problems in learning process, the aids of the teaching, and the link of the before activity and after it. Strategy defined as the efforts of the teachers in learning process so that the purposes of the learning can be achieved. Teaching strategies was a plan of the teacher designed learning process in achieving learning purposes.

There are many kinds of teacher strategies in their teaching, depending on what information or skill the teacher is trying to convey. Some of the kinds of the teaching strategies are: cooperative learning and group or pair work, role playing activities, problem solving activities, using technology to practice learning

⁴ Ag. Bambang Setiyadi, *Teaching English as a Foreign Language* (Yogyakarta: Graha Ilmu, 2006) p.18-19.

strategies, enquiry discovery learning, expository learning, mastery learning, and humanistic learning.

Besides of that, also there are some problems in teaching process. For example: the objective of learning is not clear, the material of lesson is very easy or difficult for students, the material of lesson is not systematically, there are no teaching media, students are sleepy, students are lazy to do activity, students are always late, students disturb another student, students ask strange question, and the classroom is dirty.

Reading Comprehension

Reading comprehension is the ability of readers to understand a printed material or written text to getting meaning from the writer. Widdowson stated in Hedge⁵, reading can be seen as a kind of a dialogue between the reader and the text, or even between the reader and the author. According to Nunan⁶, reading is fluent process of readers combining information from a text and their own background knowledge to build meaning. Then, Finochiaro and Bonomo said in Tarigan⁷ reading is bringing meaning to and getting meaning from printed or written material. So, reading is a process to understand a text.

The goal of reading is comprehension. Comprehension is the ability to understand about something, for example a language or text. Goodman in Otto⁸ defined reading comprehension as interaction between thought and language and bases evaluation of success in comprehension on the extent to which the readers reconstructed messages agrees with the writer's intended message. In addition, reading comprehension is the process of receiving a language from the written text, in which the writers try to get the information and the messages from what they read.⁹ Thus, it can be concluded that reading comprehension is the process of understanding texts, and to comprehend the written material readers must use variety of skills, such as readers must be able to draw conclusions, identify main ideas, and recognize details from the selection.

⁵Tricia Hedge, *Teaching and Learning in the Language Classroom* (Hongkong: Oxford University Press, 2000) p.188.

⁶David Nunan, *Practical English Language Teaching*, New York: Mc Graw-Hill, 2003. p. 68.

⁷Henry Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Bahasa* (Bandung: Angkasa, 2005) p. 8.

⁸Wayne Otto, et. al. *How to Teach Reading* (New York: Addison-Wesley Publishing Company, 1979) p. 151-153.

⁹Eka Sustri Harida, "USing Critical Reading Strategies: One Way for Assessing Students' Reading Comprehension," *ISELT-4*, 2016, p.199, <https://goo.gl/a3zyri>.

Strategies in Teaching Reading Comprehension

There are many strategies that teacher can used in their teaching programs. Nunan¹⁰ organized a teaching system for reading around the word ACTIVE:

a. Active prior knowledge

Prior to teach reading passage, it is beneficial to engage the readers in an activity that gets them thinking about what they already know about the topic of the reading. One activity that you could use is called anticipation guide. The purpose of anticipation guide is to learn what is the readers already know about the topic of the reading.

b. Cultivate vocabulary

A major strategy in helping students to build vocabulary for reading is to encourage them to develop strategies for guessing word meanings from contextual clues and background knowledge. The ways are by Finding the part of speech of the unknown word, Looking at the immediate context of the unknown word simplifying this context if necessary, Looking at the wider context of the unknown word, Guessing the meaning of the unknown word, and Checking that the guess is correct

c. Teach for comprehension

Instead of asking the students comprehension questions after reading a passage, a teacher can model with the class how comprehension is reached. The class read together and discusses how they understand what is written. For example making inferences that can be made awhile reading. As the class continuous reading together, teacher ask the students to verbalize the inferences that they are making.

d. Increase reading rate

One successful activity is called repeated reading. Students read a short passage over and over again until they achieve criterion levels of reading rate and comprehension. They understand more when reading something twice at a faster reading rate than reading it slowly only one time.

e. Verify reading strategies

The teacher does not have to generate the list of all appropriate reading strategies. Students can work together under direction of the teacher in sharing and evaluating strategy use.

¹⁰David Nunan, *Practical English Language Teaching*, p. 79-81.

f. Evaluate strategies

Reading journals are an effective way to evaluate reading progress. Students make a journal entry each day. They respond to different question based on different areas of focus they are working on in class. The other to evaluate reading comprehension is by using Critical Reading Strategies¹¹. This strategy can be alsoused as a way to evaluate students' reading comprehension.

Then, Fielding and Pearson in O'malley¹² said that to improve reading comprehension, teachers must provide a choice of reading selections, ensure that the students are reading text of optimal difficulty which challenge but do not discourage them, encourage reading of text and allow the students to discuss what they read and others to encourage social negotiation meaning. One of the more important thinking to emerge from research on reading instruction is that reading comprehension can be increased by teaching comprehension strategies directly, including: using background knowledge to make inferences; finding the main idea; identifying the source of information needed to answer a question; and using story or text structure to aid comprehension.

RESEARCH METHODOLOGY

This research used qualitative approach that research by doing observed to the object of the research and analysis them logically. Based on the method, this research used descriptive method, based on the place; this research was a field research. The sources of the data were teachers, students, and headmaster. For collecting the data, the researchers as key instrument, then used interview and observation. The data have been analyzed by Data managing, reading the field notes, transcripts, memos, and observes comments to get a sense of the data, Classifying data, and Interpreting data. The last, researchers took triangulate to check the trustworthiness data by 1) Comparing the results of observation with the result of interviewing the teachers, 2) Comparing the result of observation with the result of interviewing the students, and 3) Comparing the result of observation with the result of interviewing teachers and students.

¹¹Harida, "USing Critical Reading Strategies: One Way for Assessing Students' Reading Comprehension."

¹²J. Michael O'Malley & Lorraine Valdez pierce, *Authentic Assessment for English language learners* (New York: Addison Wesley Publishing Company) p. 193.

FINDINGS AND DISCUSSION

General Finding

SMA N 2 Padang Bolak was a school that has built on the field is 17000 meters square. The school built on 19 September 1998 and it was a new school in Padang Bolak. It was about 3 kilometers from center of the town. The school was placed in Hajoran Street, Batutambun village. The school surrounded with housing of societies. Then, the amount of the students in the school was 188 students, 33 teachers and 3 staff of administration. The school was managed by Rustam Effendi now. There were 3 English teachers in the school; they were Lanna Siagian, Nurhijjah and Nur Sahara. There were 17 buildings at SMA N 2 Padang Bolak.

Specific Finding

Teachers' Strategies in Teaching Reading Comprehension at SMA N 2 Padang Bolak

Teaching process was a giving helping process by teacher to the students in learning process. To get success teaching, needed a good strategy. In others words, teacher needed strategy if they want to be succeed in their teaching, because strategy is a plan that intend to use potential and learning facilities to improve affectivity and efficiency in learning. Teaching strategy consist of learning material and procedure that used to help students to achieve the purpose of learning. By using teaching strategy the learning process will be more success.

Every teacher must think about whatever that must be prepared in learning so that the learning process can be success. A good teacher not only gives the learning material to the students, but also she/he gives advice, guidance, motivation, and humor so that the learning process can be interested to the students. Then, teachers had to mastery teaching strategy because teaching strategy helps teachers to handle the learning so that the purpose of learning can be achieved.

Based on the result of interview and observation by researcher, generally there were two strategies of teacher in teaching reading comprehension at SMA N 2 Padang Bolak. They were activating background knowledge of students and teach for comprehension.

a. Activating background knowledge of students

Based on the result of interview by researcher with the English teachers at SMA N 2 Padang Bolak, they said that in teaching reading comprehension they always activate background knowledge of students to brainstorming students in learning process. It meant that in teaching reading comprehension teacher activated background knowledge of students the first. From interview, it is known that the teachers give some question to students related to the text. It has done by teacher to interest students to learn¹³. Then, the teacher also said that in teaching reading comprehension teacher asked to students about their knowledge to the text, the first¹⁴. The teachers when teaching reading comprehension asked the students to activate their background knowledge in order to improve their students in reading comprehension.

b. Teach for comprehending

Another strategy of teacher in teaching reading comprehension was taught for comprehension. In the strategy, teacher read the text first and then asked students to read together or read one by one and translated the text. Based on the result of interview by researcher, the teachers said:

Dalam pembelajaran reading comprehension, biasanya setelah mengaktifkan background knowledge siswa, maka saya membaca teks tersebut. Kemudian saya minta siswa untuk membaca satu persatu atau bersama-sama sambil menerjemahkan teks yang dibaca. Ini untuk melatih pronounciation mereka. Jika ada kata-kata sulit saya suruh mereka mencari artinya di dalam kamus. Kemudian. Saya jelaskan kembali isi teks itu dan setelah mereka paham saya suruh mereka untuk menjawab pertanyaan dari teks itu¹⁵.

It meant that in teaching reading comprehension teacher read the text first after activated background knowledge of students. After that teacher asked students read one by one and translated the text. If students find difficult words in the text teacher asked students to find the meaning of the word in dictionary. Then, teacher explained the text again. The last, teacher asked students answered the question based on the text.

In teaching reading teacher read the text first after activated background knowledge of students, and then teacher asked the students read together or

¹³Nurhijjah, English Teacher at SMA N 2 Padang Bolak, Personal's Interview, SMA N 2 Padang Bolak, 15 November 2011.

¹⁴Lanna Siagian, English Teacher at SMA N 2 Padang Bolak, Personal's Interview, SMA N 2 Padang Bolak, 16 November 2011.

¹⁵Nurhijjah, *Loc. Cit.*

read one by one. After that, teacher asked student find the difficult words in dictionary. Then, teacher explained the text again. Finally, teacher asked students answered the questions in the book.

The result of interviewing another teacher also shown that the best strategy in teaching reading comprehension was demonstration or reading aloud and then translated together because the strategy helped students practiced their pronunciation and comprehension to the text.¹⁶ The teacher agreed that teachers need strategy to teach reading comprehension.

Teachers' Problems in Teaching Reading Comprehension at SMA N 2 Padang Bolak

- a. Students not interested to English
- b. Students make noise
- c. The low spirit of students in learning
- d. There were no teaching media
- e. The low vocabulary of students
- f. Motivation of the parents is low

Teachers' Strategies to Solve the Problems in Teaching Reading Comprehension at SMA N 2 Padang Bolak

There are some strategies to solve the students' problems in teaching reading comprehension, as stated below:

- a. Teachers gave motivations and suggestions to students
- b. Teachers gave warning or advice to students
- c. Teachers moved the place of students' sit
- d. Asking headmaster to add the facilities in learning
- e. Enrich vocabulary of students

Discussion

Teacher success had to mastery strategies in teaching to increase the result of learning. Many strategies that teacher could used in teaching English, for example in teaching reading comprehension. There were six strategies in teaching reading comprehension that helped teacher increasing the result of learning. The strategies were activated prior knowledge of students, cultivated

¹⁶Nurhijjah, *Loc. Cit.*

vocabulary by teaching guessing to students, teach for comprehension by reading aloud together, increase reading rate by read over and over, verify reading strategies, and evaluate strategies.

But based on the result of observation and interview by researcher at SMA N 2 Padang Bolak, the teacher used two strategies in teaching reading strategies only; they were activated background knowledge of students or brainstorming strategies and reading aloud together in the classroom. Because of teachers use two strategies in teaching reading comprehension only, of course the result of learning was not maximally.

Looking the result, it can be seen the differences to Nasution¹⁷. This research found that the teachers' strategies used activating background knowledge and teach for comprehension, meanwhile Nasution found that the teachers used the strategies guided and managed the students in comprehending the material with the reasons to use it is because the students get difficulties in comprehending the material if the teachers were used the traditional teaching strategies.

CONCLUSION AND SUGGESTION

The Conclusions

1. Teacher's strategies in teaching reading comprehension at SMA N 2 Padang Bolak were: teacher activated background knowledge of students and reading aloud together.
2. Teacher's problems in teaching reading comprehension at SMA N 2 Padang Bolak were: the low interesting of students to study English, the students made a noise in the classroom, the students was lazy, there was no teaching media, the low motivation of parents to students.
3. Teacher's strategy solved the problems were: teachers always motivated students to study hard, gave advice to the students who made a noise or when they sleepy, moved the place of students when they made a noise and gave reward to the students who study hard and got high score in the class.

¹⁷Dessyana Nasution, "The Teachers' Strategies on Teaching Reading Comprehension of Recount Text at Grade X of SMA Negeri 1 Simapng Empat" February 22, 2017, <http://digilib.unimed.ac.id/23475/>.

The Suggestions

1. It is suggested to the headmaster to facilitate this school with the teaching media in learning and teaching process such as laboratory of language, tape recorder, electric conductor in the classroom and others.
2. It is suggested to English teacher to enrich the strategy in teaching English, using others media if the aids of learning in the school still less, always to motivate students to learn and help them in learning process.
3. It is important to other researcher to make the deepest research with the topic of this research, because it still far from the perfect one due to the limitation of the researcher's material, knowledge and experience.

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**UPAYA KEWIRAUSAHAAN DALAM MENINGKATKAN
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