

THE ANALYSIS OF TEACHING STRATEGIES IN READING COMPREHENSION

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui strategi membaca apa yang paling banyak diterapkan oleh guru dalam pengajaran pemahaman bacaan menggunakan studi pustaka dari penulisan ilmiah (artikel jurnal) 2010 – 2021 dan bagaimana penerapan strategi pengajaran dalam pemahaman bacaan yang paling sering digunakan pada artikel jurnal. Penelitian ini menggunakan desain penelitian kualitatif. Pengumpulan data dilakukan dengan studi pustaka dokumentasi. Data dikumpulkan dari artikel jurnal yang berhubungan dengan topik. Untuk mengumpulkan data digunakan lima langkah: 1) Mencari data yang valid dan sumber daya yang relevan dengan topik, 2) Menemukan informasi kunci dari data, 3) Mencatat informasi penting, 4) Mengorganisasikan data yang dideskripsikan ke dalam klasifikasinya, 5) Memilih topik yang akan dianalisis. Berdasarkan temuan dari sepuluh artikel jurnal, peneliti menyimpulkan bahwa strategi pengajaran QARs, Scaffolding, Strategi Menghafal, Strategi Diskusi, Membaca Keras, Menghasilkan Pertanyaan, Mendorong penggunaan kamus, Mengevaluasi pemahaman pada tugas tertentu, Brainstorming dan Memahami teks. Sepuluh strategi pengajaran dalam pemahaman bacaan peneliti menemukan strategi yang paling sering digunakan dalam pengajaran pemahaman bacaan yaitu, hubungan Tanya-Jawab (80%). Penerapan strategi pengajaran efektif dalam membaca pemahaman karena strategi tersebut dapat membantu siswa untuk memahami teks dan dapat membantu guru untuk mengetahui kemampuan siswa dalam memahami teks. Sesuai dengan pernyataan Adler (2003) QARs merupakan strategi yang efektif digunakan dalam pengajaran membaca pemahaman. Kesimpulannya, semua strategi pengajaran efektif dalam pemahaman bacaan sesuai dengan kondisi siswa. Strategi mengajar memiliki cara belajar yang berbeda tetapi memiliki tujuan yang sama, yaitu membantu siswa dalam memahami kesulitan membaca.

Kata kunci: Analisis, Strategi Mengajar, Pemahaman Membaca.

ABSTRACT

This study is to investigate the strategies mostly applied by teachers in teaching reading comprehension in scientific writing/journal articles. This research formulate from library research used scientific writing (journal articles) 2010 – 2021 and how is the implementation of the teaching strategies in reading comprehension the most frequently used on journal articles. This study used qualitative research design. The data were collected by library research the documentation. The data was collected from journal articles that related with the topic. To collected data is used five steps: 1) Searching valid data and resources relevant with the topic, 2) Finding the key information from the data, 3) Taking notes from the essentials information, 4) Organizing the described data into their classifications, 5) Choosing the topic to be analyzed. Based on the findings from ten journal articles, the researchers concludes that the teaching strategies QARs, Scaffolding, Memorizing strategy, Discussion strategy, Reading Aloud, Question generating, Encouraging the use dictionary, Evaluating comprehension in particular task, Brainstorming and Understanding text .From the ten teaching strategies in reading comprehension researcher found the most frequently strategies used in teaching reading

comprehension namely, Question-Answer relationships (80%). In accordance with the statement of Adler (2003) QARs is the effective strategy were used in teaching reading comprehension. Teaching strategies has different ways of learning but has the same goals, which is to help students in understanding reading difficulties.

Keywords: Analysis, Teaching Strategies, Reading Comprehension

INTRODUCTION

Teaching strategies is the teacher's activities in implementing teaching plans, or the preparation of teacher plans in teaching so that students understand the learning. According to Gerlach and Ely (1980) teaching strategy is the procedure teacher choose for delivering lesson material in certain learning environments which consist of activities that can provide learning experiences to students. In teacher strategies often expect student to develop their reading skill by absorption and without help. In reality an interesting strategy was needed that improve decoding skills and reading comprehension that beneficial to every student. It means teacher need knowledge about strategies in teaching reading comprehension to help the students in learning English reading. In line with the previous explanation that reading comprehension is necessary in language teaching. Teachers are confronting some problems in the process of reading comprehension. According to Brogton (et al) 1978: 90), teaching has two characteristic there are mechanical skills and perspective skills. Mechanical skills are related to, introduction of form letters, introduction of linguistic elements, relationship/correspondence, introduction of spell and sound patterns, and pace of reading to a low degree. While Perspective skill are related to understanding a simple reading, such as lexicon, grammatical, and rhetoric, understanding a reading or purpose of the writer, the relevance/culture circumstance, and the reaction of the reader, evaluation content and form of literature, and a flexible pace of reading. Based on the importance of the teaching strategies above, it is important to investigate teaching strategies in teaching reading comprehension by English teachers. Though, this study intends to analyze and investigate reading implemented by teachers in teaching reading comprehension. The strategies are found by reading and analyze of scientific articles from journals.

LITERATURE REVIEW

There are several researchers that have carried out research on strategies in teaching reading comprehension. The following are the results of the previous research. Firstly a study by Nurmadia Sarjan, (2017), entitled *The Analysis of the Strategy of the English Teacher in Teaching Reading Comprehension in Class II Students of SMP Negeri 1 Wonomulyo*. The study focused on the teacher strategy of teaching reading comprehension and how to the teacher implemented the strategy. In this research used qualitative research design, and the instrument of collection data were observation, checklist and interview. The result of the study researcher found that the teacher in SMP Negeri 1 Wonomulyo used two strategies in teaching reading comprehension were Scaffolding and QARs (Question Answer Relationship), according to the study the strategies was effective.

Secondly, study by Murdi (2017) entitled *Teacher Strategies in Teaching Reading Comprehension at Grade Ten of SMAN 7 Mataram Academic Year 2017/2018*. In this study the researcher focused to investigate the strategies used by English teacher in teaching reading comprehension and the advantages of using the strategies. Descriptive research design was used to collecting data. The instrument of this research was observation and interview. The result of this study, the researcher found the teacher used two strategies were question-answer relationship, and discussion strategies. Based on the result of study the strategy was effective in teaching reading comprehension.

According to Vacca & Vacca (1999: 53) there are some strategies in teaching reading comprehension, as follows:

- 1) Scaffolding

Scaffolding is a lesson in which students are given some assistance during the early stages of learning and then reducing the aid and providing opportunities for students. Scaffolding allows teachers help diverse learner negotiate meaning and overcome difficulties in text-related learning situation.

- 2) Think-Aloud

Think Aloud is a strategy that helps students on learning activities, Aims to recall more significant information from the texts given by the teacher. The ability of teachers to transfer creativity Them and control the students in completing each step of the way think aloud strategy in understanding reading texts and teachers make their thinking explicit by verbalizing their thoughts while reading orally.

3) Reciprocal Teaching

Reciprocal Teaching is a strategy that asks students and teachers to share the role of teacher by allowing both to lead the discussion about a given reading.

4) SQ3R

SQ3R is a systematic reading strategy to help you organize the reading process into manageable units.

5) Question-Answer Relationship (QARs)

QARS is a reading strategy through understanding and analysis of questions. In other words this strategy guides students to understand the questions in order to get an information in a reading itself. So that in practice in the classroom students only glance read the reading and to understand further the focus of students is the questions given by the teacher about the text reading.

RESEARCH METHOD

In this study, the researchers used library research. Library research is a collection of sources of information and similar resources, made accessible to a defined community for reference or borrowing. It provides physical or digital access. The data source was obtained through secondary data source which is journal articles in 2010–2021 and other supporting data. To collecting data for this research is documentation.

FINDINGS

Table 4.1

No	Title	Authors and year	Kind of teaching strategy in reading comprehension
1.	An analysis on the English teacher strategies in reading comprehension SMP 1	Nurmadia Sarjan (2017)	1. Scaffolding 2. QARs

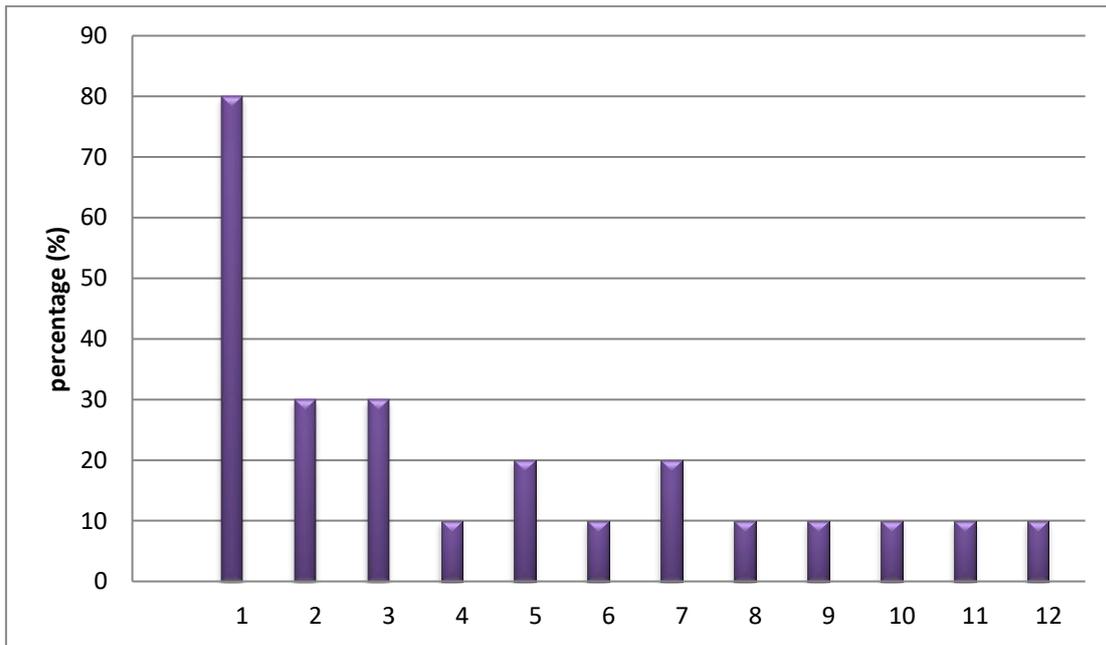
	of Wonomulyo		
2.	Teachers' strategies in teaching reading comprehension	Fitri Nurdianingsih (2021)	<ol style="list-style-type: none"> 1. Understanding text 2. Individual and group learning 3. QARs
3.	An analysis of lecturers' strategies in teaching reading comprehension of the third semester of English students at state institute for Islamic studies of Salatiga in the academic year of 2019/2020	Isnaeni Dwi Widyaningsih (2020)	<ol style="list-style-type: none"> 1. Memorizing 2. QARs 3. Discussion strategy
4.	An analysis of English teachers' strategies in teaching reading comprehension	Yulia Enggar Wigati Wibowo (2020)	<ol style="list-style-type: none"> 1. Question generating 2. Encouraging the use dictionaries 3. Answer question
5.	Teacher strategies in teaching reading comprehension at third grade of state junior high school 23 Jambi	Rio Gusti Rangi (2019)	<ol style="list-style-type: none"> 1. Scaffolding 2. QARs
6.	An analysis of teacher strategies in teaching reading comprehension at SMA	Decsa Ariyana and Deri Sis Nanda (2017)	<ol style="list-style-type: none"> 1. Memorizing strategy 2. QARs

	Muhammadiyah 1 metro academic year 2017/2018		
7.	Teacher's strategies in teaching reading comprehension at grade ten of SMAN 7 Mataram academic year 2017/2018	Murdi (2017)	<ol style="list-style-type: none"> 1. QARs 2. Discussion strategy
8.	An analysis of teacher strategies in teaching reading comprehension at the first years students of SMK 2 Gerung in academic year 2016/2017	Muhammad Hudri, and Jannatun Naim (2017)	<ol style="list-style-type: none"> 1. QARs 2. Memorizing strategy
9.	An analysis of teachers' strategies in teaching reading comprehension of first grade students at SMK Swasta Tunas KaryaBatangKuis	Khairunnisa (2017)	<ol style="list-style-type: none"> 1. QARs 2. Scaffolding
10.	Teachers' strategies in teaching reading comprehension	Gendis Nadira Dwiningtiyas (2020)	<ol style="list-style-type: none"> 1. Encouraging to use dictionaries 2. Reading Aloud 3. Brainstorming 4. Evaluating comprehension in particular task

10	Brainstorming,										√
11	Evaluating comprehension in particular task.				√						√
12	Answer question				√						

No.	Teaching strategies in reading comprehension	Frequency	Percentage (%)
1.	Question- answer relationships (QARs)	8	80
2.	Scaffolding	3	30
3.	Memorizing strategy	3	30
4.	Understanding text	1	10
5.	Discussion strategy	2	20
6.	Question generating	1	10
7.	Encourage the use of dictionaries,	2	20
8.	Individual and group learning	1	10
9.	Reading aloud	1	10

10	Brainstorming	1	10
11	Evaluating comprehension in particular task.	1	10
12	Answer question	1	10



The data from Table 4.3 and Figure 4.1 indicates that question – answer relationships (QARs) is the most frequently used strategy in teaching reading comprehension with total percentage 80%. In ten journal articles, there are nine journal articles that employ QARs strategies. Scaffolding, this strategy used was 30%, as the ten journal articles discovered about three journal articles. Resulted from the use of memorizing strategy in teaching reading comprehension use was 30% with the journal articles used three. Discussion strategy, its usage is 20%, with the use ten journal articles only about two journal articles. The same with the discussion strategy, encouraging the use dictionaries use only 20% with the two frequencies of journal articles used. Discussion strategy was 10% teacher used. Question generating 10%, reading aloud 10%, brainstorming 10%, individual and group learning 10% and evaluating comprehension in particular task 10% researcher found the strategies the teacher used only one journal article used. The researcher concluded the most frequently

strategies used in teaching reading comprehension on journal articles was written by Vacca T & Vacca (1999) were explained in research discussion.

DISCUSSION

4.2.1 What reading strategies are mostly applied by teacher's in teaching reading comprehension?

After analyzing all of secondary data, researchers described the most frequently used strategies in teaching reading comprehension. According to Vacca & Vacca (1999) stated there are five teaching strategies in reading comprehension, they are 1) Scaffolding, 2) Think – aloud, 3) Reciprocal teaching, 4) SQ3R, and 5) Questions – answer relationships. The researchers have analyzed and described collected data in point 4.1.2 and figure 4.1 about teaching strategies by Vacca & Vacca (1999). It is found that the research on Table 4.1.2 and figure 4.1 researchers concluded the most frequently strategies used in journal articles in teaching reading comprehension was Question- answer relationships strategy (QARs) with percentage 80%.

4.2.2 How is the implementation of the most frequently used strategy in teaching reading comprehension?

After analyzed all secondary data used in this study researchers concluded the QARs strategy is a reading comprehension strategy through understanding and question analysis and which can be applied in the school. In the other words, this strategy guide students to understand the questions to get information in reading itself. According to Vacca & Vacca (1999), that the question and answer relationships strategy allows students to understand their thinking process and develop their metacognitive abilities. This strategy helps the teacher to know the extent to which students understand what the teacher has given them. And in this strategy students not only read the text but also understand what the reading contains. In accordance with the statement of Adler (2003) QARs is the effective strategy was used in teaching reading comprehension.

The strategies has an effective impact on the teaching reading comprehension but depending on the students condition and background that also be aware each strategy has a difference in application and requires a good knowledge of the strategies especially in reading comprehension. However, every strategies has own distinctive characteristic, ranging from the goals, the strategies arrangement, the processor in learning, and the effect of the strategies.

CONCLUSION

Based on the result of research findings and discussion, the researchers found that ten journal articles used ten teaching strategies in reading comprehension. However from journal articles the researchers found ten strategies. They are question-answer relationships QARs, Scaffolding, Memorizing strategy, Understanding text, Discussion strategy, Question generating, Encourage the use of dictionaries, Reading aloud, Brainstorming, and Evaluating comprehension in particular task. According to ten strategies the researcher found the most frequently used in teaching reading comprehension namely, Question Answer Relationships (QARs) 80%, The implementation of strategies effectively used in teaching reading comprehension, because the strategies can help teacher and students in learning reading comprehension. The strategies help teacher to know how far the students understanding the material, and help to memorize students vocabulary. Teacher used these strategies by combining with other strategies. In all strategies has different ways of learning but has the same goals, which is to help students in understanding reading difficulties. The impact all of strategies are effective in teaching reading comprehension according to the condition of students.

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