AN ANALYSIS ON THE ENGLISH TEACHERS' STRATEGIES IN TEACHING READING COMPREHENSION AT SMP LABSCHOOL PALU

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ABSTRAK

Tujuan dari penelitian ini adalah (1) untuk mengetahui strategi yang digunakan guru bahasa Inggris dalam mengajar pemahaman membaca di SMP Labschool Palu, (2) untuk mengetahui alasan mengapa guru bahasa Inggris memilih strategi tersebut dalam mengajar pemahaman membaca. Subjek penelitian ini adalah seluruh guru bahasa Inggris di SMP Labschool Palu. Penelitian ini merupakan penelitian deskriptif kualitatif. Teknik pengumpulan data yang digunakan adalah kuisioner dan wawancara. Peneliti menganalisis data dengan menggunakan penelitian kualitatif deskriptif. Hasil penelitian ini menunjukkan bahwa ada lima strategi yang paling banyak digunakan oleh guru bahasa Inggris dalam mengajar pemahaman bacaan untuk diterapkan di dalam kelas.Yaitu (monitoring comprehension, recognizing story structure, question answer relationship, graphic and semantic organizers, and summarizing). Berdasarkan analisis wawancara dengan guru, strategi tersebut dapat membantu guru karena siswa lebih aktif dan siswa dapat bertukar pendapat dengan temannya.

Kata Kunci : Pemahaman membaca, Strategi mengajar.

ABSTRACT

The objectives of this research are (1) to find out the strategies that the English teachers use in teaching reading comprehension at SMP Labschool Palu, (2) to find out the reasons why the English teachers chose the strategies in teaching reading comprehension. The subject of this research all the English teachers at SMP Labschool Palu. This research was descriptive qualitative research. The technique of collecting data were questionnaire and interview. The researcher analyzed the data by using descriptive qualitative research. The result of this research showed that there were five strategies mostly used by the English teachers in teaching reading comprehension to be applied in the classroom. There were (monitoring comprehension, recognizing story structure, question answer relationship, graphic and semantic organizers, and summarizing). Based on the analysis of interview to the teachers, those strategies can help the teachers because the students more active and the students could exchange their opinion with their friends.

Keywords: Reading comprehension, Teaching strategies.

INTRODUCTION

Reading is one of the language skills which is very important to be learned by students. Through this activity, students can improve their own language and experience. They will get information and ideas which they need to know. Moreover,

they will be able to know what they do not know before. By reading, people may get a lot of information. The more we/people read, the more information we/they will be obtained. Reading makes someone smarter and creative as stated by laddo (2007).

Reading can easily be defined is a process in which a person receives and interprets a message from a printed materials. Reading is a process of how information is processed from the text into meaning, starting with the information from the text, and ending with what the reader gains.

By reading someone may get wider information than listening. For example, someone who reads a newspaper will get a lot of information than someone who only watches news on television. Reader can read the text again when we/they forget or try to get detail information, while listener cannot. This is supported by Willis (2008) who states that by reading, someone can find information what they need with specific information.

Talking about reading comprehension is one of the pillars of the act of reading. The ability to process text, understand the meaning of the text and integrate it what the readers know. The ability of individuals to understand texts is influenced by their skills and their ability to process information. when word recognition is difficult, reader use most of their processing capacity to read each word individually. Because of the difficulties faced by the reader to understand the text, the teacher is expected to have a strategy in reading to improve the understanding of the reader in order to understand what the meaning of the text. for example, recognizing story structure strategy, students learn to identify the categories of content such as characters, setting, event, and the problem.

The strategies in teaching English are very important, especially in teaching reading comprehension. The researcher believes that reading has a very complex process and important subject to teach for the learners. This gives teacher very important role to facilitate English reading lesson. They should be able to design lessons to make students comfortable in the class, make the atmosphere not boring that they are interested and enthusiastic in reading activities. In this case the teaching reading technique of reading skill is necessary for the English teachers. They should have the appropriate techniques to teach English especially teaching reading more effective because it is the factors whether the teaching will be success or not.

The problem is when the students do not understand the content of reading because the students only translate word by word without understand the meaning what the content of reading. From this case the researcher found so many teachers asked students to read the text and answer the question without understand the text before, finally the students got a low score and the teacher banned their students that they are not able in reading comprehension.

Based on this factor the researchers interested and chose this topic "an analysis on the English teachers' strategies in teaching reading comprehension at SMP Lab schoolPalu". To analyze English teachers strategies, the researcher want to know what teaching strategies applied by English teachers in teaching reading comprehension.

METHOD

In this research, the researchers used descriptive design because this research is focused on a certain phenomenon in the school environment. In this case the phenomenon is the activities of teaching and learning English.

The design of this research is descriptive qualitative with the direct questionnaire and interview. Descriptive method is a method used to examine the status of human groups, an object, a condition, the thoughts, and the events that will occur (Sugiyono, 2008).

In this research, the participant or the subject of this research was the teachers at SMP Labschool Palu especially English teachers, and there are four teachers were analyzed as respondent in collecting the data.

David and peter (2003: 3) state "research instruments are simply devices for obtaining information relevant to your research project, and there are many alternatives from which to choose". The data collection technique or the instruments of collecting the data in this research, the researcher used questionnaire sheets and interview sheets.

1. Questionnaire sheets

The first step in this research, the researchers used questionnaire for collecting the data from the teachers. In this step, the ways to do questionnaire are : (1) The researchers prepare the material to conduct questionnaire such as paper, pen, and camera. (2) The researchers went to school to met the teachers and did a questionnaire (3) The researchers distributed the questionnaire sheets to the teachers.

2. Interview sheets

The next step in this research, was interview. The researchers used interview sheets to collecting and supporting the data from the questionnaire and to know the reason why the English teachers used the strategies in teaching reading comprehension. In this case, the interview have been conducted after the teachers fill out the questionnaire sheet. In this step, the researchers prepare the interview's question and voice recorder to obtain the data from the teachers.

After collecting all the data from questionnaire and interview, the researchers analyzed and made the conclusion from the data, which strategies above is mostly used by the English teachers and the reasons why the English teachers chose the strategies in teaching reading comprehension to improve their students ability in reading comprehension.

FINDING

FINDING

Based on the result of questionnaires conducted by researchers to the fourth English teachers at SMP Labschool Palu, mostly teachers chose five strategies to be applied in the classroom. There were: (monitoring comprehension, recognizing story structure, question answer relationship, graphic and semantic organizers, and summarizing). The result of the questionnaire can be seen in the table bellow:

The strategies that the teacher used

NO	Teachers' Strategies	The Number of Respondent Who Chose
1.	Monitoring Comprehension	4
2.	Recognizing Story Structure	4
3.	Question Answer Relationship	4
4.	Graphic Organizers	3
5.	Summarizing	3
6.	Game	2

7.	Memorizing	1
8.	Generating Question	0

Based on the table above, it shows that there were only five strategies that the most chosen by English teachers in teaching reading comprehension and have been applied in the classroom there were:

Monitoring Comprehension

The first strategy is monitoring comprehension. Based on the result of a questionnaire conducted by researchers to four English teachers or all of the English teachers chose the strategy and have been applied in the classroom. Based on the result of interview the reason of the teachers have been chosen the monitoring strategy, because this strategy can help the teacher to know where the paragraph or word that less understand by the students when the students are reading text and can help the students ability to monitoring their reading comprehension.

It is similar with the finding of Shelya (2019). She said that, monitoring comprehension strategy could significantly improve students' reading comprehension of recount text. According to Adler C.R (2001), students who are good at monitoring their comprehension knows when they understand what they read and when they do not. They have strategies to fix problems in their understanding as the problem arise.

Recognizing Story Structure

The second strategy is recognizing story structure. Same as the first strategy, based on the result of a questionnaire conducted by researcher to four English teachers or all of the English teachers also chose this strategy and have been applied in the classroom. Based on the result of interview the reason of the teachers have been chosen recognizing story structure strategy, because this strategy is effective to the students that want to make a good comprehension in reading narrative text. It is similar with the finding of Imas (2009). She said that teaching narrative text by using story structure is quite success and can run well in the class situation, by using story structure the students feel more interested and enjoy doing activities in the class. It also can give the students opportunities to be active in learning narrative text.

Adler C.R (2001), stated that in story structure instruction, students learn to identify the categories of content (characters, setting, events, problem, and resolution).

Often, student learn to recognize story structure through the use of story maps. Instruction in story structure improves students' comprehension.

Question Answer Relationship

The third strategy is question answer relationship. Same as the strategy above monitoring comprehension and recognizing story structure, based on the result of a questionnaire conducted by researchers to four English teachers or all of the English teachers chose this strategy and have been applied in the classroom. Based on the result of interview the reason of the teachers have been chosen question and answer relationship strategy, because this strategy teaches students how to decipher what types of question their being asked and where to find the answers to them. It can help the teachers to measure students' understanding in the reading text that have been given.

It similar with the finding of Rizky (2013). The result from her research, implies that the use of QAR strategy can be effectively used to improved students' reading comprehension. QAR makes students to actively participate in teaching and learning process. According to Raphael and Au (2005), QAR is a readingcomprehension strategy developed to clarify how students approach the tasks of reading texts and answering questions. It encourages students to be active readers of texts.

Graphic Organizers

The fourth strategy is Graphic organizers. Based on the result of a questionnaire conducted by researchers to the teachers, there were three teachers have been chosen this strategy and have been applied in the classroom. Based on the result of interview the reason of the teachers have been chosen graphic organizers strategy, because this strategy can help the English teachers to increasing vocabulary and improving reading comprehension with used pictures or diagrams that they have given to the students.

It is similar with the finding by Rifqi et al (2018). Using the media graphic organizer is effective to improve students' speaking skill.According to Alverman (1981), graphic and semantic organizers as "a type of advance organizers that activates a reader's prior knowledge and depicts the organizational pattern of a reading selection by schematically representing key vocabulary terms".

Summarizing

The fifth strategy is summarizing. Based on the result of a questionnaire conducted by researchers to the teachers, same as the strategy graphic and semantic organizers there were three teachers have been chosen this strategy and have been applied in the classroom. Based on the result of interview the reason of the teachers have been chosen summarizing strategy, according to the teachers, the teachers used this strategy to motivated the students to state their understanding about reading text and gave them opportunity to read the text and summarize the important part in the reading text.

It is similar with the finding of Anita (2019). Summarizing strategy can help the student comprehend the text. According to Frey, Fisher, and Hernandez (2003) they explained that the purpose of a summary as being "to convey correct information in an efficient manner so that the reader learns the main idea and essential details through a piece that ismuch shorter than the original.

CONCLUSION

After conducting the research, the researchers draw conclusion this research shows that in teaching reading comprehension the teachers used various teaching strategies. The teaching strategies that the teachers used in teaching reading comprehension are: monitoring comprehension, recognizing story structure, question answer relationship, graphic and semantic organizers, summarizing, memorizing, and game. Then dominantly strategies that the teachers used in teaching reading comprehension there were five strategies: monitoring comprehension, recognizing story structure, question answer relationship, graphic and semantic organizers, and summarizing.

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