TEACHER STRATEGIES IN TEACHING READING COMPREHENSION AT THE EIGHTH GRADE STUDENT OF JUNIOR HIGH SCHOOL 1 UMBUNASI

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Abstract

The strategies in teaching reading are very important, Related on the researcher preliminary study at Junior High School 1 Umbunasi, researcher found that most of students were active in teaching and learning process, and they are able to understand the reading text and answer the teacher's questions regarding the text of reading comprehension very well.The aims of this study was to find out what the teachers strategies in teaching reading comprehension and how the strategies applied by English teacher in teaching reading comprehension at the Eight Grade Student of Junior High School 1 Umbunasi. The method of this research was qualitative research. The result of the research show that there were some strategies used by the English teacher in teaching reading comprehension, namely memorizing, activating background knowledge, questioning and silent reading. Memorizing is a strategy for increasing the ability of students to memorize information. Activating background knowledge strategy help the students to understand the text with students prior knowledge. Questioning, the teacher able to know how far the students understand the text. And silent reading help the students to be more understand the reading text. Based on research finding, it can be concluded that memorizing, activating background knowledge, questioning and silent reading strategies were effective in teaching reading comprehension because can help student to comprehend the text. There for it is suggested to English teacher to apply this strategy in teaching reading comprehension, because this strategies can improve the quality of the English teacher in teaching English and students more interest and enjoy to learn.

Key Words: *Teacher strategies; teaching; reading comprehension*

Abstrak

Strategi dalam pembelajaran membaca sangat penting, Terkait dengan studi pendahuluan peneliti di SMP Negeri 1 Umbunasi, peneliti menemukan bahwa sebagian besar siswa aktif dalam proses belajar mengajar, dan mereka mampu memahami teks bacaan dan menjawab pertanyaan guru. mengenai teks pemahaman bacaan dengan sangat baik. Tujuan dari penelitian ini adalah untuk mengetahui apa strategi guru dalam mengajar pemahaman membaca dan bagaimana strategi yang diterapkan oleh guru bahasa Inggris dalam mengajar pemahaman membaca pada Siswa Kelas Delapan SMP Negeri 1 Umbunasi. Metode penelitian ini adalah penelitian kualitatif. Hasil penelitian menunjukkan bahwa ada beberapa strategi yang digunakan oleh guru bahasa Inggris dalam mengajar pemahaman bacaan, yaitu menghafal, mengaktifkan latar belakang pengetahuan,

bertanya dan membaca dalam hati. Menghafal merupakan strategi untuk meningkatkan kemampuan siswa dalam menghafal informasi. Mengaktifkan strategi pengetahuan latar belakang membantu siswa untuk memahami teks dengan pengetahuan awal siswa. Menanya, guru dapat mengetahui sejauh mana siswa memahami teks. Dan membaca senyap membantu siswa untuk lebih memahami teks bacaan. Berdasarkan temuan penelitian, dapat disimpulkan bahwa menghafal, mengaktifkan pengetahuan latar belakang, menanya dan strategi membaca dalam hati efektif dalam mengajar pemahaman bacaan karena dapat membantu siswa untuk memahami teks. Untuk itu disarankan kepada guru bahasa Inggris untuk menerapkan strategi ini dalam pengajaran membaca pemahaman, karena strategi ini dapat meningkatkan kualitas guru bahasa Inggris dalam mengajar bahasa Inggris dan siswa lebih tertarik dan senang belajar.

Kata Kunci: Strategi guru; mengajar; membaca pemahaman

A. Introduction

Reading is an active process of constructing meanings of words. When someone read the text of course, they use eyes to see or receive written symbols, letters, punctuation marks, and then they use brain to change it into words, sentences and paragraphs. For second language learners there are three different elements which impact reading: background knowledge, linguistic knowledge of the target language, and the strategies or techniques to tackle the text, Peregoy and Boyle in Linse and Nunan (2005:69).

One of the act of reading is reading comprehension. Reading comprehension is the ability of the students to understanding or comprehending written text. According to Jane (2015:1) Reading comprehension is important, not justfor understanding text, but for broader learning, success in education, and employment. It means that reading comprehension is a complex task, which requires the orchestration of many different cognitive skills and abilities. To understand reading comprehension English teacher should be have a strategies in teaching reading for students.

The strategies in teaching reading are very important. Teaching reading is not only suggesting the students to read but the teachers has to have strategies to motivate students and give the explanation to them because reading is one of skills should be mastery by students. It means that the teacher need to be equipped by strategies in teaching reading comprehension, in order to help the students to cope with the difficulties in learning English reading. In general there are several strategies that can be used by the English teacher such as: metacognition,monitoring comprehension, answering question, and summarizing.

Related on the researcher preliminary study at Junior High School 1 Umbunasi, researcher found that most of students were active in teaching and learning process, and they are able to understand the reading text and answer the teacher's questions regarding the text of reading comprehension very well. Based on the situation in the class the researchertry to get information from the English teacher, and the teacher say, in fact, most of students are usually very lazy to read, therefore the teacher use an attractive strategies in teaching English, especially when the teacher teaching about reading.

Based on the phenomena stated above, researcher interested to find out what strategies used by English teacher in teaching reading comprehension, so that

student can understand directly the content and purpose of the text. From the description above, the researcher intends to conduct a research entitled "**Teacher Strategies in Teaching Reading Comprehension at the Eighth Grade Student of Junior High School 1 Umbunasi**".

Definition of Reading

Reading is the process of looking at a series of written symbols and getting meaning from them. Harmer (2007:99) states reading is useful for language acquisition provide that student more or less understand what they read, the more they read the better they get it. Based on Jen (2003:7) states that Reading is a complex cognitive task, seen variously as being dependent on either: information processing/decoding skills, background knowledge, an interaction between bottom-up and top-down skills, or a complex mix of top-down and bottom-up skills combined with social experiences. According to Grellet (1981:7) reading is a constant process of guessing, and what one brings to the next is often more important that what one find in it, in reading, the student should be taught to use what they know to understand unknown elements, whether these are ideas of simple words. One of the key characteristics of reading, at least in reading outside the classroom, is that we have a clear purpose for doing it. Grellet in Watkins, (2017:16) identifies two main reasons for reading: reading for pleasure and reading for information. However, each of these categories is very broad and could be further subdivided. For example, reading for pleasure might include reading humorous posts on social media or reading a novel, as well as many

things in between. Reading for information could also be broken down into related but separate areas, such as reading quickly to identify appropriate information, evaluating information, and integrating information from multiple sources.

Reading comprehension

Reading comprehension is important, not just for understanding text, but for broader learning, success in education, and employment. Reading comprehension is a complex task, which requires the orchestration of many different cognitive skills and abilities. According to expert there are some definition about reading comprehension, the first is Snow (2002:11) defines it as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.Besides, Mikulecky and Jeffries (2007:74), point out that reading comprehension means making sense of what readers read and connecting the ideas in the text to what they already know. And another definitions is Duffy (2009:14) simply defines reading comprehension as the essence of reading because if we do not understand the message, we are not reading.

Teaching strategies

Teaching is a complex process, it does not only give the information from the teacher to the students. There are many activities that can be doing especially when the process of teaching and learning in the classroom. According to Harmer (2007:23) teaching is not an easy job, but it is a necessary one, and can be very rewarding when the teacher see our students progress and know that we have helped to make it happen.

Teaching strategies in educationcan be defined as a plan or series of activities designed to educational achieves a particular goal David in Mulyono (2018:5). Strategy can be defined as a plan that contains a series of activities designed to achieve specific educational objectives.

According to Sudirdja and Siregar in Mulyono (2018:6), "strategi pembelajaran adalah upaya menciptakan kondisi dengan sengaja agar tujuan dapat dipermudah (facilitated) pencapaiannya" : it means that, teaching strategies is an effort to create conditions on purpose can be facilitated the achievement. Here, strategy reflects necessity to facilitate learning objectives.

Strategiesin Teaching Reading Comprehension

Teaching strategies refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future. Teaching strategies identify the different available learning methods to enable them to develop the right strategy to deal with the target group identified. According to Moreillon (2007:10) Reading comprehension strategies is a medium that can help students to read the text. It means that when the students find difficulty on reading the text, these strategies could help them to make reading text be easier.

Comprehension strategies are conscious plans or sets of steps that good readers use to make sense of text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own readingcomprehension.The goal of reading comprehension strategies is to give students the medium they need to be effective readers and independent learners.

Types of strategy in teaching reading comprehension

There are some strategies that teacher can use in their teaching programs according to Zimmermann and Hutchins in Moreillon (2007:19-132) identify seven reading comprehension strategies:

a. Activating Background Knowledge

Background knowledge is what the reader brings to the reading event. Each reader's interpretation and each reading of the text are potentially unique. This theory helps explain our individual responses to literature, art, and music and can be applied more broadly to our generalized responses in all areas of learning. Assessing and building background knowledge provide critical support for reading comprehension.

b. Using Sensory Images

Sensory images are part of the background knowledge that readers bring to a text. Helping students utilize all their senses as they read texts supports their comprehension. Sensory images also have the potential to increase readers' enjoyment and memory of their literary experiences. Educators can add sensory input to literary engagements to dramatize the powerful influence of our senses on meaning-making.

c. Questioning

Questioning is an essential component of reading comprehension, of conducting research, and of critical thinking. In short, questioning is a key to learning. Instead of being overwhelmed by information, students can focus on asking and answering questions that are germane to their purposes.

d. Making Predictions and Inferences

Predicting and inferring before, during, and after reading are comprehension strategies that can appeal to readers' sense of adventure and challenge. Some authors and illustrators have created texts that capitalize on these aspects of reading.

e. Determining Main Ideas

Determining the main idea may be one of the most valuable strategies a 21st-century reader can develop. Sorting out what is important in the deluge of information is key to making sense and using information to generate knowledge. This is a complex process. Main ideas are always dependent on the purpose for reading and the judgment of the reader.

f. Using Fix-Up Options

Using the fix-up strategy is one of the important tools students can develop to improve reading comprehension. Fix-up options are only as effective as readers' ability to monitor their own understanding of texts.

g. Synthesizing

By guiding students through the information literacy process and requiring that their process include their own interpretations of the ideas and information they read and view, educators can help students develop the critical-thinking skills they will need to negotiate the challenges of the future.

B. Research Method

This research was conducted by using qualitative research with basic interpretative study. According to Donald (2014:32) a basic interpretative study is provides descriptive accounts targeted to understanding a phenomenon using data that might be collected in a variety of ways

such as interviews, observations, and document review. These are the most simple and most common qualitative studies.

Some techniques were used in data collectionaselaborated below:

1. Observation

The first technique of data collection used by the researcher is observation. The researcher was observed the English teacher in all the activity in the class during the teaching and learning process. In arranging observation checklist, the researcher observe how the teacher taught the student about reading comprehension and what the strategies that the teacher use in class during the lesson from opening until closing. In this case, the researcher observe whatever done by the English teacher related to the teacher strategies in teaching reading comprehension in the classroom.

2. Interview

The second data collection used by the researcher was interview. The interview was done with the English teacher at the Eight Grade Student Junior High School 1 Umbunasi. The interview done after finished the teaching and learning process. This interview was conducted to gain a spoken respond from the participant (English teacher). The functions of interview in this research are to cross-check the data and to make sure that the data from the observation are really valid.

In this part, the proses of analyzing the data based on the theory of Miles and Huberman (1994:10-12) states that the data analysis in this research can be broken down into some stages; they are coding,

data reduction, data display, and conclusion or interpretation.

1. Coding

   The first step of data analysis is coding, coding means analogous to getting ready for data provided. In this stage, after get the data from observation and interview, the researcher reread all the data and the researcher places all units have the same coding together to make it easier to read.

2. Data Reduction

   The second step of data analysis is data reduction. Reducing the data means summarizing, choosing the main thing, focusing on the important things, finding the topic and the form.

3. Data Display

   After data reduction the next step in analyzing data is Data Display. Data display is an organized, compressed assembly of information that permits conclusion drawing and action.

4. Conclusion

   The last step of data analysis that is conclusion. In this stage the researcher examines all entries with the same code and then merges these categories and finding the connection among the categories.

Trustworthiness of the Study

Trustworthiness or rigor of a study refers to the degree of confidence in data, interpretation, and method used to ensure the quality of a study. According to Kumar (2011:184-185), trustworthiness in a qualitative study is determined by four indicators credibility, transferability, dependability, and confirmability.

C. Research Finding and Discussion

Teacher strategies in teaching reading comprehension based on the result of observation and interview with English teacher at the Eight Grade Students of Junior High School 1 Umbunasi about teacher strategies in teaching reading comprehension, the researcher found that there are some strategies that the teacher used that is memorizing, activating background knowledge, questioning and silent reading.

a. Memorizing

   Memorizing the students always remember what already the teacher gave them. Although maybe available one forgot, but students tried to remember it back.

b. Activating Background Knowledge

   The second strategy that the teacher used is Activating Background Knowledge. The teacher asked the students prior knowledge to provide students with windows into their own connections and help students understand how background knowledge is necessary information that makes texts more comprehensible.

c. Questioning

   The second strategy used by English teacher is questioning. This strategy was used by the teacher to see if students really understand it with text they read. If the student could answer the questions, it means they have understood of the text, and if they could not answer the question then the students not understand with those text.

d. silent reading.

   The teacher using this strategy to help students in developing the meaning contained in the text reading so that students more easily understand the contents of reading.

From the description above, the researcher had analyzed that happened in the classroom during learning process. The teacher make the students understand about the meaning of the text, with memorizing the students about what they have learn before and with students' background knowledge. And to make sure the students understand the text of reading the teacher asked some of questions and the teacher help the students to translated some words were difficult to understand by the studen

Related on the research finding, there are some strategies used by the teacher in teaching reading comprehension, that is memorizing, activating background knowledge, questioning and silent reading.

Teacher strategies in teaching reading comprehension was very important because teacher is not only suggest the students to read but hopefully the students understand about the content of the text to improve students reading comprehension. Memorizing, activating background knowledge, questioning and silent readingstrategies used by the English teacher at the Eight Grade Junior High School 1 Umbunasi, all of the strategies help the students to easier understand the reading text.

D. Conclusion

Based on the research finding as explained in previous chapter, it can be concluded that memorizing is a strategy for increasing the ability of students to memorize information and activating background knowledge as a strategies to improve reading comprehension skill of students and helps students make connections with new information. While questioning strategies is to make the students understand the reading text and the students guided to more focus on the text. And silent reading help the students to be more understand the reading text. In short, those strategies are effective in teaching reading comprehension because they help students to comprehending the text. By use those strategy the teacher more easily give the material to the students and students who have difficulty in reading will be easier in comprehending text.

Based on the conclusion above, it can be delivered some suggestion in the following:

1.Students

for students it is suggested to be more practice in reading text, so you have references to improve your skills in comprehending text.

2. English Teacher

It is suggested to English teacher to apply this strategy (activating background knowledge and questioning) especially in teaching reading comprehension, because this strategies can improve the quality of the English teacher in teaching English and students more interest and enjoy to learn.

3. The next researcher

The researcher realize that the result of this research is still far from being perfect, and for the next researcher who study this problem to get more information about teacher strategies in teaching reading comprehension, and hopefully this research will be useful as a reference for the next researcher.

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