

# TEACHERS' STRATEGIES IN TEACHING READING COMPREHENSION

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## Abstract

This study is aimed at portraying teacher's strategies in teaching reading comprehension to students by involving an English teacher. In collecting the data, interview was conducted to identify the strategies of teaching reading comprehension. The result revealed that the strategies used by the teacher were understanding text, individual and group learning strategy, and QAR strategy. The result indicated that teachers need to be equipped by strategies in teaching reading comprehension in order to help the students to cope with the difficulties in learning English. The choice of strategies was adapted by the teachers with the materials, the syllabus and curriculum. Those strategies were effective in teaching reading comprehension because it can help student to comprehend the text and they could exchange their opinion with their friends.

**Keywords:** Teachers' Strategy, Reading Comprehension

## INTRODUCTION

Reading is one of the language skills which is very important to be learned by the students. Reading is very important for teacher to establish reading skills for their students. Many specialists defined reading as the process of putting the reader in contact and communication with ideas. Reading is simply one of the many ways in which human beings go about their basic business or making sense of the world (Eskey, 1986). Reading is the ability to draw meaning from the printed page and interpret this information appropriately (Grabe, 2002).

Harmer (2007) states that reading is useful for language acquisitions; the more the students read, the better they get at it. In addition, reading also has positive effect on students' vocabulary knowledge, on their spelling, and on their writing. Furthermore, reading comprehension as "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language". Reading is one of the basic skill of language learning that cannot be separated from other skills of language. The goal of reading comprehension is to help the students understand written languages. The students who comprehend well monitor their understanding as they read and use strategies or technique to understanding breaks down meaning, then the students can understand what the content about the texts, finally they can make a conclusion about what they have read to show their understanding after reading activity.

By reading someone may get wider information than listening. For the example, someone who reads a newspaper will get more information than someone who only watches news on television. Reader can read the text again when he/she forget or tries to get detail information, while listener cannot. This is in line with Willis (2008) who states that by reading, someone can find the information he/she needs with specific information.

Reading is one of the four language skills. Reading has three basic definitions in which learning to read means: (1) learning to pronounce the words; (2) learning to identify words and get their meaning; and (3) learning to bring meaning to a text or extract message from a text.

By reading, people may get a lot of information. The more he/she reads, the more information he/she will get. Reading makes someone smarter and creative as stated by Laddo (2007). Reading can easily be defined as the process in which a person receives and interprets a message from printed materials. Reading is the process of how information is processed from the text into meanings, starting with the information from the text, and ending with the reader gains.

There are some factors which influence reading comprehension (Harris, 1976). They are attention, background experience, language abilities, thinking abilities, and reading purposes. First factor is attention. Attention is an activity whereas the reader tries to pay attention on what the reader is reading. Second is background experience. The previous language experience is probably most important as it relates to the specific task called reading (Heilman, 1988). This is in line with Harris (1976) who stated that the ability to reconstruct meaning from printed page, including various kinds of skills and style the writer has, is based on the reader's previous experience with a topic, his familiarity with key concepts and his knowledge language works. It means that good readers must have the ability to relate to their own background knowledge efficiently. Next, language abilities. Reading is one of the skills in learning a language, so both of them cannot be separated. If his knowledge about the language is good, it is assumed that his reading will be good too. Then, thinking abilities. Thinking abilities refer to the readers' ability to link their new experience with their previous experience. The students should think to recognize the words. Meanwhile, the teachers can develop the students' ability in thinking by giving questions and the questions should be good enough so that the students are not asked to quote of the text only but they must be concerned with the main ideas and understand the purpose of the author. Last, reading purpose. There are two main purposes for reading comprehension; reading for pleasure and reading for information.

Teaching strategies is education strategy can be defined as a plan method, or series of activities designed to educational achieves a particular goal. Teaching strategy is a teacher's plan in teaching and learning process to achieve which have planned. In other word, teaching strategies are approaches to teaching students. The teacher have to applied the strategy to balance between the method which the teacher's used and the way of the teacher's used to applied the material (Aswan, et. al., 2010). The strategies for teaching the English skills should be made appropriate for each skill in order to attain the expected outcomes.

Wallace (1992) states that reading strategy is a unitary process which cannot be subdivided into part skills. It means that as a process, a reading strategy involves ways of processing text which will vary with the nature of the text, the reader's purposes, and the context of situation. The major goal for any reading activities is comprehension (Hillerich, 1983). There are many strategies for teaching reading have developed by experts. Those strategies indicate an important role of a teacher to reach the objectives of teaching and learning process.

Brown (2004) stated that a teacher should choose a method which depends on the specific purposes of the reading. The teacher will focus on the three aspects to consider how to present a passage, how to develop the lesson using it, and how to follow up. First, the teacher will give a meaningful explanation related to the passage. Second, the teacher needs to think about the planning of the text stages in the lesson as this will help the readers to understand well. The last, the teacher should teach about any other aspects of reading comprehension.

From Janatun's research (2013), she concluded that the teachers used various strategies in teaching listening. They used by the teachers were categorized into bottom-up, top-down and metacognitive. Both of them used almost the same, but teacher 2 added writing down the audio record in bottom-up strategies. The result showed that it gained positive respon from the student that means they could catch the sounds of English word and pattern. A teacher has to implement a strategy so that his students will learn to read and comprehend as well as possible.

## **METHOD**

This research is a qualitative research. The subject of this research is two English teacher in one of Senior high school in Bojonegoro, East Java. An interview guide as an instrument of this research. Interview is an interaction between two person with the interviewer for the specific purpose of obtaining research and with equally influencing each other (Cohen and Manion, 1994). The steps of analyzing the data are data reduction, data display, and draw conclusion.

## **RESULTS AND DISCUSSION**

### **Results**

There are some strategies in teaching reading comprehension according to Vacca & Vacca (1999):

- 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 the students (Gasong, 2007).
- 2) Think-aloud  
Think-aloud is a strategy that helps students on learning activities. The ability of teachers to transfer creativity of them and control the students in completing each step of the way think alouds strategy in understanding reading passages. The teachers make their thinking explicit by verbalizing their thoughts while reading orally.
- 3) Reciprocal Teaching  
Reciprocal teaching is aguided reading comprehension strategy that encourage students to develop the skills that effective readers and learners do automatically.
- 4) SQ3R  
SQ3R is a systematic reading strategy to help you organize the reading process into manageable units. It consists of five steps, they are: surveying, questioning, reading, reciting, and revieweing.
- 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. It means that the students only glance read the texts and to understand further the focus of students is the questions given by the teacher about the texts.

Teacher's interview and response to the implementation of reading comprehension strategies were identified on her agreement and disagreement, also their strategy used in their reading class. The first statement is about the teacher's opinion on reading comprehension strategies. Both of them said that they agreed with the strategies for teaching reading comprehension. They added that reading strategies made the students interested during teaching and learning process.

The teacher could put an interesting reading text as learning strategy in order to gain the student's attention towards the reading comprehension process.

The second statement was about the strategies used by the teacher in teaching and learning reading comprehension. From the first teacher, she said that she use an understanding text. Understanding text means that the students do not get bored reading so much text. She said to her students that they do not ask to understand every word in the text but only words that they already knew what its meaning. Beside, the second teacher used the individual and group learning strategies.

The third statement was about the implementation of reading comprehension strategies which helped students to answer the questions from the text. Both of them agreed with this statement, because in the end, the teacher asked the students about the reading that they learned before and the students should answer correctly by using QAR strategy.

The fourth statement was about the use of reading comprehension strategy in teaching and learning process. The teachers explained that the students not only read the text but also answered the question from the text, so that the students could get more understanding and moral value from reading text.

The fifth statement was about the implementation of reading comprehension strategies could help to improve the students' ability. Both of the teacher were agreed with this statement, because by applying the strategies the teacher could help the students to improve their ability in reading comprehension and also could affect the students' activeness.

The sixth statement was about the problems faced by the teachers while implementing the strategies. They answered almost the same that the problems were the different competence of each students.

## **Discussion**

From the interview result, the research found many good impacts of the teacher strategies in teaching reading comprehension. Vacca and Vacca (1999) stated that the Question and Answer Relationship strategy allows the students to understand their thinking processes and develop their metacognitive abilities. QAR strategy was used to help them decide when and how to use their background knowledge to summarize the reading text. Both of the teachers used various strategies to teach reading comprehension. The strategies used by the teachers could help and encourage their reading comprehension.

## **CONCLUSION**

The result shows that in teaching reading comprehension the teacher used three teaching strategies, there are understanding text, individual and group strategies, and question and answer relationship (QARs). The strategy was used so that the students understand the reading and the contents of the reading. Based on this research, the strategies were effective in teaching reading comprehension because can help students to comprehend the text. The students who have difficulty in reading would be easier in mastering reading comprehension. In addition, those strategies could help the students more active. It is suggested that the teachers use strategies of teaching reading comprehension in accordance with the students' levels of proficiency and their characteristic.

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