

# The Teaching Strategy in Reading Comprehension in Grade 2 Students of MtsN Serdang Bedagai

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## Abstract

This research was aimed to figure out the strategies used by English teachers in teaching reading and how they applied the strategies. It was designed as descriptive qualitative research. Participants of the research were two English teachers who taught the 2 grade the students. Each English teacher had eight meetings observed by the researcher. The research instruments are strategies checklist and interview. They were used to figure out the strategies used and how the English teachers applied the strategies in teaching reading comprehension. The result of the data were analyzed and broken down into three stages or Data Reduction, Data Display, and Drawing Conclusion or Interpretation. The previous studies showed that the teachers' strategies were very effective in teaching reading comprehension. On the other hand, the use of too many strategies would affect students' performances in learning reading comprehension. This reason was contradicted with the conducted the researcher in Junior High School Number 9 Bengkulu. This research showed that the teachers in applying strategies only use two or three strategies. Combination of some strategies was more appropriate compared many strategies used by the teachers. The students would be more focused if the teacher used fewer strategies but well applied in teaching reading comprehension.

**Keywords :** *Reading comprehension, strategy in reading comprehension*

## Abstrak

Penelitian ini bertujuan untuk mengetahui strategi yang digunakan oleh guru bahasa Inggris dalam mengajar membaca dan bagaimana mereka menerapkan strategi tersebut. Penelitian ini dirancang dengan penelitian kualitatif deskriptif. Partisipan penelitian ini adalah dua orang guru bahasa Inggris yang mengajar siswa kelas 2. Setiap guru bahasa Inggris memiliki delapan pertemuan yang diamati oleh peneliti. Instrumen penelitian adalah checklist strategi dan wawancara. Mereka digunakan untuk mengetahui strategi yang digunakan dan bagaimana guru bahasa Inggris menerapkan strategi dalam pengajaran pemahaman bacaan. Hasil data dianalisis dan dipecah menjadi tiga tahap atau Reduksi Data, Penyajian Data, dan Penarikan Kesimpulan atau Interpretasi. Penelitian sebelumnya menunjukkan bahwa strategi guru sangat efektif dalam mengajar pemahaman bacaan. Di sisi lain, penggunaan terlalu banyak strategi akan mempengaruhi kinerja siswa dalam belajar pemahaman bacaan. Alasan ini bertolak belakang dengan yang dilakukan peneliti di SMP Negeri 9 Bengkulu. Penelitian ini menunjukkan bahwa guru dalam menerapkan strategi hanya menggunakan dua atau tiga strategi. Kombinasi beberapa strategi lebih tepat dibandingkan dengan banyak strategi yang digunakan oleh guru. Siswa akan lebih fokus jika guru menggunakan lebih sedikit strategi tetapi diterapkan dengan baik dalam pengajaran pemahaman bacaan.

**Kata kunci :** *Pemahaman Membaca, Strategi dalam Pemahaman Membaca*

## **1.Introduction**

Reading comprehension is the ability to process a text understand its meaning, and to integrate with what the reader have already known Fundamental skills required in efficient reading comprehension are the ability to know meaning of words, ato understand meaning of a word from discourse context, to follow organization of passage , to identify antecedents and references in it, to draw inferences from a passage about its contents, to identify the main thought of a passage, to answer questions answered in a passage, to recognize the literary devices or propositional structures used in a passage and determine its tone, to understand the situational mood (agents, objects, temporal and spatial reference points, casual and intentional inflections, etc.) conveyed for assertions, questioning, commanding, refraining etc. To determine writer's purpose, intent and point of view to draw nferences about the writer (discourse-semantics).

There are many reading strategies to improve reading comprehension and inferences, including improving one's vocabulary, critical text analysis (intertextuality, actual events vs. narration of events, etc.) and practicing deep reading. Ability to comprehend text is influenced by readers' skills and their ability to process information. If word recognition is difficult, it indicates that they use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read.

### **1.1 Improving one's vocabulary**

One of the easiest ways to bolster your existing reading skills is to add new words to your reading vocabulary. The English language is among the most voluminous of all languages, and this means that you'll never run out of vocabulary words to learn and use. All forms of the written word from fiction to journalism to read to poetry benefit from a strong vocabulary. To that end, the time spend improving the students vocabulary skills is actually time invested their skills.

### **1.2 Critical text analysis (intertextuality, actual events vs. narration of events, etc**

A critical analysis is subjective writing because it expresses the writer's opinion or evaluation of a text. Analysis means to break down and study the parts. Reading a critical paper requires two steps: critical reading and critical writing.

### **1.3 Practicing deep reading**

Deep reading is the active process of thoughtful and deliberate reading carried out to enhance one's comprehension and enjoyment of a text. Contrast with skimming or superficial reading. Also called slow reading.

## **2. Literature Review**

Some previous studies which relevant to this research were Janatun (2013) conducted research under the title "Teacher's Strategy in Teaching Listening comprehension". She concluded that the teachers used various strategies in teaching listening which are categorized as bottom-up, top-down and metacognitive. Ahmad (2013) entitled "A Study on Strategies for Teaching Speaking and Reading Comprehension Skills". He concluded that the teachers applied three types of stages in teaching reading namely pre-reading, temporary reading, and postreading stages. Susilowati (2013) conducted a research entitled "the Teacher Strategy in Managing Large Classes in Teaching English in grade XI of Muhammadiyah 1 Karanganyar High School in the academic year of 2012/2013". She concluded that there were two main points found. First, the teacher's strategy in managing a large class in teaching English. Second, the problems faced by the teachers and the students during implementing the teaching strategies and the solutions for the large class. Setiawan (2014) entitle A Study On Teacher's Strategies In Teaching Reading Comprehension In Second Grade Of Student's MTS Tarbiyatul Ulum". He pointed out that the teachers in that school used various strategies in teaching reading comprehension. The strategies were not effective because the teacher cannot combine the strategies well. The previous studies showed that the teachers' strategies were very effective in teaching reading comprehension. On the other hand, the use of too many strategies would affect students' performances in learning reading comprehension. This reason was contradicted with the conducted the researcher in Junior High School Number 9 Medan. This research showed that the teachers in applying strategies only use two or three strategies. Combination of some strategies was more appropriate compared many strategies used by the teachers. The students would be more focused if the teacher used fewer strategies but well applied in teaching reading comprehension.

### 3. Method

#### 3.1 Design of the Research

This research was aimed to figure out the strategies used by English teachers in teaching reading and how they applied the strategies. It was designed as descriptive qualitative research. Participants of the research were two English teachers who taught the 8 grade the students. Each English teacher had eight meetings observed by the researcher. The research instruments are strategies checklist and interview. They were used to figure out the strategies used and how the English teachers applied the strategies in teaching reading comprehension. The result of the data were analyzed and broken down into three stages or Data Reduction, Data Display, and Drawing Conclusion or Interpretation.

#### 3.2 Participants

Due to pandemic of Covid-19 (Corona Virus Disease 2019), this research could only be done at different place (the researcher at her place and the object at their each place) by utilized internet access or social media (chat) to explained how to use teaching strategy in reading comprehension tests and interviewed. This research used 5 students Junior High School with tests and interviewed to described their curiosity and confidence and their perception used the strategy.

#### 3.3 Instruments

This research conducted speaking test required to the strategy in reading comprehension and interviewed to described their curiosity and confidence with their perception while used the strategy. The instruments of this research were list of 5 questions for each interviewed and reading test. The table of the activities as follow.

Time	Activity
March 18th 2021	Explained the strategy
March 19th – 23rd	Used the strategy
March 23rd	a. Gave 3 questions for each tests and interviewed
March 24th – 28th	Used the strategy
March 28th	b. Gave 3 questions for each tests and interviewed
March 29th – April 3rd	Used the strategy
April 3rd	c. Gave 3 questions for each tests and interviewed
April 4th – 8th	Used the strategy
April 9th 2020	d. Gave 6 questions for each tests and interviewed

#### 3.5 Data Collection

Data source used in this qualitative research was primary sources.

Sources obtained directly from the field or place research such as the words and actions of the people observed or interviewed is the main data source. This source was taken by written record and by interview. Research with this data to got information about their curiosity, confidence and perception of high school students 2 grade in reading ability through teaching strategy in Reading Comprehension. Primary sources conducted in this study were test and interview.

#### 3.6 Data Analysis

Data analysis in this research was carried out through three activities that occurred simultaneously namely data reduction, data presentation, and withdrawal conclusion or verification

### 4. Results and Discussion

#### 4.1 Result

##### 4.1.1 The Result of Interview

All of the students feels and shows that the strategy very important for them in reading comprehension skill as shown in data 1.

*1. Apakah anda pernah mengetahui strategi dalam membaca sebelumnya?*

Two of the ten objects interviewed by researcher already knew this strategy .

*2. Apakah anda sudah mendapatkan pengetahuan baru dari strategi ini?*

For the first 5 days, three objects said that they had new knowledge from the strategy while seven other objects had not.

*3. Apakah anda menemukan kesulitan dalam menggunakan aplikasi ini?*

From this question it was known that seven objects found no difficulty and three objects found difficulty using the app.

*4. Apakah anda sudah terbiasa menggunakan strategi ini?*

For 10 days enough to make six of the ten objects enjoyed the strategy .

*5. Apakah anda merasa bahwa strategi sangat bermanfaat?*

#### **4.1.2 Test**

1. by using improving one's vocabulary with Create groups of words

The students can learn new words, they can group them together by meaning. By creating these groups, they can identify patterns that make it easier to incorporate the words into their daily speech.

Three Students might learn words like affirmative, efficacious and decisive, which all mean positive. By grouping these words together, it becomes easier to recall their general meanings and how to use them in speech.

2. by using critical text analysis (intertextuality, actual events vs. narration of events, etc.)

The teacher give the text, and order to the students to analyze the text based on the strategy comprehensively.

Two students can identify the authors writing and purpose. analyze the structure of the passage, make an outline and write the summary of the text.

3. by using Practicing deep reading

The teacher give the students another text and give the instruction related answer the question with the strategy chosen by the teacher.

Three students reading the text. where the students uses higher-order cognitive skills such as the ability to analyse, synthesize, solve problems, and thinks meta-cognitively in order to negotiate meanings with the author and to construct new meaning from the text. The students focuses on the author's message, on the ideas she is trying to convey, the line of argument, and the structure of the argument. The students makes connections to already known concepts and principles and uses this understanding for problem solving in new contexts.

#### **4.2 Discussion**

In the implementation of the teachers' strategies in teaching reading comprehension, the teachers used some strategies in the pre-reading stage, there are reading stage and post-reading stage. The strategies used by the teacher could develop the idea which readable. Technically, the strategy was combined by the teachers with the other strategies like games and some jokes, thus, teacher can really blend with the students (Hasibuan, et al, 2020). It was meant to make the teachers easier to help students to master the subjects, not only the meaning of the words but also the contents of the texts with funny but serious way. The combination of strategies was very important to apply in order to help students in learn comprehension. In this section, this study would be discussed the research finding of this study. All the data were collected from two samples of English teachers of the school. The data results of strategies checklist proved that the first teacher used only Reading Aloud and Asking for Specific Information as the main strategies in teaching reading comprehension. On the other hand, teacher two used Encouraging to Use Dictionary, Reading Aloud, and Evaluating Comprehension in Particular Task. All strategies used were very effective to help the students learn reading comprehension and they also got much inputs about tenses and writing style (Asnawi, 2021; Prawiyata; 2021; Wariyati; 2021). It was proven by the condition of the classroom activities and the students' attention in following the teacher who was explaining the materials. The strategies used also gave benefit for the teacher. By having the combination of strategies the teacher taught and manage the students easier, and creating the feedback (Asnawi & Wariyati, 2021)

## 5. Conclusion

From this study, the researcher concluded that teaching Strategy in Reading Comprehension have conducted research that focuses on the teacher's strategy in teaching reading comprehension. In order to use any instructional technique effectively, anyone who teaches must understand the principles and assumptions upon which each specific technique is based. There is certainly no shortage of descriptions or labels for activities that may be classified as pertaining to instruction. Harmer (2007) has said that a strategy is an action that the teacher takes to attain one or more of her teaching-learning goals. The strategy can also be defined as a general direction set for the teaching process. Because of this study the teacher more easier in teaching the students in reading comprehension, and the students also be successful readers. The creative teachers do not use only one specific method and technique, but implement many strategies and skills to accommodate the needs and learning styles of each student in the classroom.

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