

AN ANALYSIS ON THE ENGLISH TEACHER STRATEGIES IN TEACHING READING COMPREHENSION OF THE TWELFTH GRADE STUDENTS

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Abstract

The purpose of this study is to identify, analyze and describe the teacher's strategies in teaching reading comprehension. The subject of this research is English teacher at MA Uswatun Hasanah. The researchers conducted this research in the twelfth grade with twenty-six students. In this study, the researchers used descriptive qualitative. The techniques of data collection are observation, interview and documentation. The results of this study show that there are two English teacher strategies used in learning such as, scientific and drill. The results of the study showed that both English teachers' strategies applied produce a positive value on the development of students' knowledge, especially in reading comprehension, this strategy also makes students are enthusiastic and active during learning activities. English teachers also do not experience difficulties when implementing these learning strategies.

.Keywords: *Teacher Strategies, Teaching Reading Comprehension*

INTRODUCTION

In 2019 data obtained from the OECD states that Indonesia is ranked 62 out of 70 countries, part of 10 countries that have low literacy levels. Meanwhile, reported by UNESCO's 2022 data states that in Indonesia reading literacy if assessed in the form of percent is only around 0.001 percent, or out of 1000 people only one person is fond of reading. This means that the reading literacy population in Indonesia is very low. Based on the KTSP or Education unit level curriculum, reading is a skill that can be learned by students because reading skills can help them in speaking, writing, and listening skills, this is stated by (Chitrasari, 2015).

In teaching English, which is a foreign language in Indonesia, has four specific skills, namely reading, listening, writing, and speaking. As similar to the opinion of Hamdani (2020) states that in English during the learning process students are required to master four skills in English. The main skill is reading which is carried out with the core activity of reading comprehension. Because with reading comprehension someone will easily increase their knowledge in reading, in this case they can not only understand one word printed in the text but they will be required to think and find ideas that have been obtained.

In addition, Grabe and Stoller (2019) also argue that reading comprehension is a person's ability to obtain information and understand the meaning contained in the text and interpret it correctly. Based on this theory, it can be interpreted that reading comprehension is a very important activity to extract meaning from a text in learning activities.

Furthermore, Stahl and King (2020) stated that a person's reading comprehension depends on what the reader does when reading. It can be interpreted that when someone reads then they will get two things that are likely they will understand or even they do not understand what is read, it all depends on each reader if they have good reading comprehension skills then they will get good results. Kholili (2022) expressed his opinion that someone easily understands a reading depending on their good reading ability.

A person's reading comprehension ability can not only be seen from the ability to read comprehension well, but also other abilities that must be possessed by readers, namely fluency in describing a reading that is likely to facilitate them in the reading comprehension process. This is similar to the opinion of Paige (2020) which states that a person will be fulfilled all reading comprehension activities as a whole if a reader has fluency in deciphering a word.

However, not all teachers succeed in achieving the expected goals in a lesson. This can mean that learning and learning activities require relevant learning models and strategies to attract students' interest during the learning process. As we know about the importance of a strategy in learning and the positive impact on every student, as stated by Guimarães and Lima (2021) that the learning strategies that have been implemented by both teachers and students who apply them in learning activities will help them complete tasks and make them more confident. In teaching and learning activities, strategies are indispensable for every teacher to achieve more effective and interesting learning objectives so that the achievement of learning objectives will be successful.

In teaching and learning activities, learning strategies can be active with a related system. The system consists of several components such as teachers, students, and facilities. Of these several components have their own roles, especially teachers who have a role by preparing a lesson plan so that teaching and learning activities in the classroom become effective and efficient. In this case it can be stated as a learning strategy. Ferdianto et al, (2021) state that

the obligation of a teacher during the teaching and learning process is to have a variety of strategies that can be applied to make it easier for students to deliver material and understand it

So, it can be interpreted that a learning strategy is a learning plan to achieve a goal. There are many kinds of teaching strategies that can be applied in the teaching and learning process, especially in reading, which have been developed by experts. In other words, strategies have an important role for a teacher to achieve effective learning goals in teaching and learning as expected.

In the process of learning and teaching English, the learning objectives of each teacher do not always run according to the expectations or achievements desired by each teacher, this also has an impact on the competence of student learning outcomes which are relatively low. After researching there are several factors that affect the process, the main factor is due to the environment that does not meet the development of students in learning English and English is not their daily language or mother tongue. Nevertheless, the most prominent problem faced by every teacher is the difference in students in terms of knowledge, abilities, and even student learning models that different from one another. In addition, more or less every teacher still has difficulties in choosing suitable learning methods and strategies to be applied. In this case, teachers also experience quite difficult challenges in teaching English, due to the different characteristics that are usually experienced by every teacher both at the teenage level and at the adult level.

There are several previous studies that have conducted this research, namely: Hellaisna Nur Aini Garwan and Henny Priyanti (2021) in this study discussed the teacher's strategy in teaching vocabulary with a descriptive qualitative research design. Researchers used interviews, documentation and questionnaires in collecting data. This research was conducted at MTs N 7 Kebumen. The purpose of this study was to discuss and analyze the teacher's strategy in teaching vocabulary. And the results of this study found several teacher strategies in teaching speaking such as, presentation, translation, memorization, playing games, reading, pantomime, action, and body movement. The results of using the strategy students can enjoy the learning that the teacher has given. As for Irikawati (2017) who discussed in her research with the aim of identifying teacher strategies in teaching writing.

This research was conducted in class XI M.A Nuruttaqwa Limboto. And the method used in this research is qualitative with observation and interview instruments. The results of this study show that there are several teacher strategies used in the identification of teacher strategies in teaching writing such as, using image media, the environment as a learning resource, roundtable strategy, games, self-Editing and Self-Correcting strategies. Cicilia Ratna Sari and Yeti Zainil (2020) the purpose of this research is about the teacher's strategy in teaching speaking, and this research was conducted at SMA 15 Padang. This research uses descriptive research with quantitative. As for data collection, researchers used observation and interview instruments. The results of the study showed several teacher strategies used in learning which include, discussion, simulation and communication games. Anrens Rafika Hayati, et al (2021) the purpose of this study was to find out how teachers implement teacher strategies in teaching English and the reasons for using teaching strategies. This was conducted at SMPN 20 Bengkulu City. Researchers used qualitative with data collection techniques using observation, interviews, and documentation. The results show that there are several learning strategies that teachers implement, namely, direct instruction, discussion, small-group, and role play. And as for the teacher's reasons for using learning strategies because students will become active and follow all learning processes, and students are able to share knowledge with each other.

From some of the results of previous researchers above, it can be concluded that this research has similarities and differences with previous studies. This research with previous research both examines the teacher's strategy in teaching English, but there are some differences that stand out in this study. Where in this study, researchers focus on teacher strategies in teaching reading comprehension, with different research locations, different years, different classes or participants, even the same teacher strategies have not been found from this study with previous research. Therefore, the researcher decided to continue this research with the aim of knowing the teacher's strategy in teaching reading comprehension and how the teacher applies the strategy in learning activities.

Teaching strategies, on the other hand, refer to the techniques employed by teachers during the learning process in the classroom. These strategies are used to improve the learning

experience of students. A learning strategy is how teachers organize students, materials, methods, media, equipment, and time for effective learning stated by Ragin, G et al (2020) a learning strategy is a plan that includes actions, methods, and resources to achieve learning goals. It makes the classroom more fun and engaging. The strategy helps students receive learning materials effectively.

The best teaching strategy is to create a comfortable and active learning environment while ensuring students gain a thorough understanding. This is similar to the statement that reveals to foster student autonomy, English teachers should recognize different learning styles, minimize external pressure, encourage intrinsic motivation, and share responsibility in the learning process Hamdani, B et al. (2021).

According to Wahyudin, A. Y., & Rido, A. (2020) every student has their own unique way of implementing learning strategies. This finding is similar with the opinion of Mandasari and Oktaviani (2018) who discovered that students usually employ affective, memory, social, metacognitive, cognitive, and compensation strategies for language learning. By using effective teaching strategies, students can be motivated to learn English with ease and gain a better understanding of the language. In the field of education, English is considered as one of the most important international languages, and students often face difficulties due to the lack of active teaching strategies employed by teachers.

Reading is a great way to exercise the brain and improve one's mental abilities. It is also a powerful tool for gaining more knowledge and understanding about various topics. For instance, reading a newspaper can provide a broader perspective and deeper insights compared to simply listening or watching. According to Kholili (2018) suggests that repeated reading of a text can improve comprehension.

Besides having good reading comprehension skills, readers must also possess fluency in describing a reading passage. This will likely assist them in the reading comprehension process. According to Paige, D. D. (2020) shares a similar view that a reader who can decipher words fluently will be able to complete all reading comprehension activities successfully.

Reading comprehension is the ability to understand and gather information from written material. It involves not only understanding the words on the page, but also

interpreting the thoughts and ideas behind them. This skill allows individuals to process information from different sources and combine them to form new ideas. In essence, reading comprehension is a critical thinking process that enables individuals to expand their knowledge and understanding of the world. (Wibowo, Y et al. 2020).

Moreover, According to Saux, G et al (2021) when people are reading, they unconsciously create mental, this means they will describe what they are reading in a way that makes it easier for them to understand. Additionally, Arya, D. J & Maul, A, (2021) found that a reader's understanding of a text is influenced by their social and cultural background, making it easier for some readers to comprehend certain texts depending on where they come from and build their cognitive knowledge to aid comprehension.

METHOD

The design of this research is descriptive qualitative. Descriptive research means a study that describes an activity, condition, situation, or event in the field that has been studied in the form of a report of the research results. Moleong (2007) explains qualitative research is research with the aim of understanding the phenomenon of what is experienced by the research subject as a whole by means of descriptions in the form of words and language, in a special context experienced and by utilizing various scientific methods. In addition, Creswell (2012) also argues that qualitative research is a study that can be used as a form of describing or arguing about the perceptions of participants in the study.

In this study, researchers focused on the teacher's strategy in teaching English, especially in reading comprehension, with the aim of knowing what strategies teachers use and how teachers implement these strategies. The participants of this research are the twelfth grade of MA Uswatun Hasanah with twenty-six students in one class.

According to Arends, R. I (2009) said that in descriptive research researchers will use observation, interviews, and documentation. The instruments used in this research are observation, interviews with English teachers and documentation as evidence in this research. Observation is an activity at a certain time to obtain data. Therefore, to complete this data, researchers used one instrument, namely interviews as a form of obtaining valid information and as detailed as possible. In addition, researchers also document research activities as a form of strong evidence in this study.

FINDINGS AND DISCUSSION

Researchers are interested and conduct this research because there are several problems that have been described in the introduction, especially at MA Uswatun Hasanah.

English teacher strategies in teaching reading comprehension in grade twelve of MA Uswatun Hasanah

From on the results of the study, after the researchers observed, interviewed and analyzed the results that have been found, there are two strategies that English teachers usually apply in learning, especially reading comprehension. The strategies that English teachers use are Scientific and Drill where the scientific strategy is an interesting strategy and is able to facilitate students in learning and help their difficulties related to what they need, such as when the teacher teaches in the classroom, the teacher will help students to understand a text by making a study group so that they can discuss and understand the text easily and the teacher will also support students related to student development in the ability in the field of learning and understanding so that students quickly absorb or capture the material that the teacher has given. In this case, students will be easy to master a material even they will be easy to solve problems that may be difficult for them to solve. Therefore, there is a connection between this and the teacher's strategy in teaching English, especially reading comprehension, where with this strategy students are more excited and active in learning.

In addition, there are other strategies that English teachers use, namely Drill where in this strategy the teacher invites students to listen and follow the instructions the teacher conveys or tells them to repeat what the teacher says in order to strengthen or hone and perfect the skills they have. As stated in an interview with an English teacher who stated that **“So far I've only used these two strategies and I've always applied these strategies because when applied, the results are very good indeed”**. With this strategy, learning activities will be more effective and efficient and students will be younger to understand a lesson, especially in reading comprehension. This is in line with the teacher's opinion who stated that **“this strategy is very supportive in learning and makes the class effective and efficient even though they are weak in vocabulary, even though they stammer in pronunciation and reading comprehension, but their courage, their confidence, when asked to give a presentation, they want to. So, I can say that the strategy I use is very**

good and effective". And this is really proven that this strategy really helps students in reading comprehension and makes it easier for teachers to deliver learning materials.

Based on the explanation above, this strategies has been recommended by the Ministry of Education and Culture of Indonesia Kemendikbud (2013) which states that in scientific there are five steps, namely, observing, questioning, gathering information, processing information, and communicating. This is evident in the way teachers apply this strategy in learning activities and obtain results that are in line with expectations. The scientific approach is also known as a learning approach that includes: project-based learning, problem-based learning, cooperative learning, and communicative approaches. The scientific approach aims to provide students with an understanding, and understanding of a variety of materials, and information that students can obtain anywhere and through any source.

As we know that learning strategies are indeed very helpful to improve students' cognitive development, this is in line with the opinion of Agayon et al (2022) added that regarding the cognitive development of students a teacher would monitor student activities and progress. Due to this, a teacher will know the extent to which the development of students understands all the material presented during the learning process. As for learning, the teacher must really prepare the right strategy to be applied in learning, because most of the time without the right strategy the learning process will feel monotonous and it is not uncommon to experience changes and not be in line as expected. As stated, Pokhrel & Chhetri (2021) that students and teachers will experience a change that causes them to be slightly different and adjust. Therefore, we really need teacher strategies in learning because it will make it easier for students to improve their abilities in learning, especially in reading comprehension. Because with good reading students will easily get good results or understanding, in contrast to students who have poor reading skills, they will get fewer good results. This is similar to Nanah et al., (2018) which states that a person's reading ability affects the student's academic performance, if students have difficulty in reading skills, then they will have difficulty in obtaining the ability to read.

The Implementation of the teacher strategies in teaching reading comprehension

Before starting the lesson, the first step the teacher takes is by saying greetings, greetings, and not forgetting the teacher also familiarizes praying where this is a routine that the teacher usually does before stepping on the material to be delivered. After that, the English teacher asks several questions related to the previous material that has been learned, which aims to find out the progress of students and recall the lessons that have been learned. The next step, the teacher discusses the material to be discussed by dividing students into groups and the teacher also gives instructions regarding the flow of learning. Students understand the instructions given by the teacher to read, find information, record the results that have been researched, after that students are told to present the results of the results they read and understand from a text. Here there are also students from several groups who ask about the difficulties of the text they read. Therefore, the teacher gave other students the opportunity to answer and explain what their questions were. And after that, the teacher explains again related to their questions in as much detail as possible so that they understand what is conveyed.

From the description above, it can be concluded that the strategies used are good for helping students' development in learning, especially reading comprehension when applied in the classroom. For example, when the teacher invites students to discuss in the form of small groups, it makes them change their way of thinking in answering problems with face-to-face presentations in the classroom. Therefore, with this group learning system, students are easier to express their opinions and students will learn to find solutions to the problems they find. So that the class becomes active and teaches students to be more confident.

CONCLUSION

Based on all the explanations above, it can be concluded that there are two learning strategies used by English teachers in teaching reading comprehension, namely scientific and drill. In taking data, the researcher made observations, interviews with English teachers and documentation as strong evidence in this study. This research was conducted in twelfth grade with twenty-six students in one class. The English teacher said that this strategy is good when applied in learning and helps students in reading comprehension. It is evident that the learning strategy applied by the teacher is very helpful in achieving the expected learning objectives.

For future researchers, it would be beneficial to explore the effectiveness of different strategies in relation to students' varying reading levels and learning styles. Future studies could compare traditional methods like guided reading and direct instruction with newer, technology-enhanced approaches such as digital tools or online platforms. Investigating how teachers adapt strategies to specific texts, such as literary works versus informational texts, could provide further insight. Additionally, a focus on how teacher feedback and formative assessment techniques influence students' reading comprehension development would offer valuable contributions to the field.

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