

## ANALYSIS ON TEACHING READING STRATEGIES IMPLEMENTED BY THE FIRST GRADE ENGLISH TEACHER AT SMK PGRI 2 KEDIRI

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### **ABSTRACT**

*The purpose of this research is to find out what teaching strategies are used and how the strategies used by teachers are implemented to teach reading comprehension. This research used a qualitative approach and descriptive qualitative as a type of research. The subjects of this research were 1 of English teachers at SMK PGRI 2 Kediri namely Mrs. Farida Salim, M.Pd. The research instrument was a checklist of observations and interviews. The results of this research showed that the strategies used by the teacher in teaching reading comprehension were scanning and skimming using text Analytical Exposition Text. And the implementation of the scanning strategy, the teacher did is asking the students to use keywords in the problem then the teacher asked students to search in the text and focus on the keywords, and finally the teacher asked students to read the entire text or sentences meanwhile to implementation of skimming strategy, teacher will asks student to read the title first, then read the entire first paragraph when students finds a sub-hidding title in the text, they can read one or two sentences from the sub-hidding paragraph, last step is to read the entire conclusion paragraph throughly.*

**Key words:** *teacher strategies, teaching reading comprehension*

### **INTRODUCTION**

McNeil (1992) reasonably stated that reading comprehension is obtaining information from the text. Reading comprehension is based on understanding the meaning of a text. By understanding a reading text, students will better understand what is meant by the content of the text. Nunan (1991) defines the reading comprehension is the process to get, to understand, and to catch the content of the reading. This means that reading comprehension is a process of understanding the contents of a text by extracting the required information.

Teaching is an activity in which the teacher guides and facilitates learning, gives a chance for learners to learn, and sets the conditions for learning Brown (2000). In teaching, teachers must have creative ways so that students have a desire to learn and students also don't get bored easily in terms of learning. Other experts state one of the functions of teaching reading especially reading

foreign languages, such as English, for students who are not native speakers, is to make them able to understand the text when they deal with the foreign language Nuttal (1982).

Rusman (2012) strategy is a plan carried out by the teacher to present a material by creating classroom conditions that lead to student activities to be more creative by providing motivation, using media or methods and various sources so that expected learning can be achieved. Coertze (2011) explains reading strategy is paramount in cultivating engagement in reading the text and performing related tasks that achieve. Therefore, reading strategies are needed to help students be more active. That is, an approach that can increase the involvement of readers with the goals achieved must be a breakthrough when reading in class.

Reading in a foreign language may make students feel difficult and it makes students less interested in reading. The lack of interest in reading among students is caused by the lack of vocabulary mastery they have, long readings make them feel bored quickly and the difficulty level of the text makes it difficult for them to understand the reading. Efforts to increase students' enthusiasm in learning to read require teacher strategies in teaching so that students can understand texts more easily. Determining strategies before teaching in class is very important for teachers because all needs, situations and conditions and habits in the classroom are controlled by the teacher. By knowing this, the teacher can learn what to do in the classroom.

## LITERATURE REVIEW

### 1. Teaching

"Teach" comes from the Old English, namely *teacem*, Wina (2006). The term teaching is also related to token which means a sign or symbol. Teaching is giving knowledge to students by training and giving directions so that they get a number of insights, Maswan and Muslimin (2011). Maswan and Muslimin (2011) state that teaching is an activity to organize or arrange the environment class as well as possible and connecting with students so that a good teaching and learning process occurs. Another definition from Maswan and Muslimin (2017) learning and teaching are two concepts that cannot be separated. Learning refers to what must be done students as recipients of lessons while teaching refers to what is done by the teacher as a teacher.

### 2. Reading

Nuriati, et al (2015) stated that reading is a way of communicating in written form, not only to get information but reading also requires understanding to get important points in the text. Reading is considered as a way of describing information through text. The purpose of reading itself is understanding. Duke (2003) stated that understanding is an interaction process in which the reader makes a meaning with the text through prior knowledge or experience, information in the text and the reader's observations regarding the text. Mashuri, et al (2015) stated that reading comprehension consists of 2 words, namely reading and comprehension. Reading comprehension is a convoluted and complex dialogue process that is carried out by writers and readers to process meaning or symbols through written media. Another expert from Heilman, et al (2005) states that

reading comprehension is the process of understanding written ideas through meaning and interaction with language. In conclusion, reading comprehension is a process that involves the brain where some of these components are interrelated with each other to explain the meaning of the text.

### **3. Teacher Strategies**

Originally, strategy came from a noun, *strategos* is a combination of the words *stratos* (military) and *ago* (to lead) and a verb, *stratego* means to plan (to plan actions) Majid (2013). Strategy in education can be interpreted as a plan that contains a series of activities designed to achieve educational goals. There are various kinds of teaching strategies that can be used by teachers in the process of teaching language. Wehrli (2003) explained the teaching strategies as follow (1) Brainstorming is a process to get as many ideas as possible where the assessment is postponed until the maximum number of ideas has been obtained by students. (2) Case Based Small Group Discussion, in this strategy, small group discussions consist of 5-10 students to tackle problem-based tasks, exchanging points of view while working on the problem-solving process. (3) Demonstration is an activity so students can observe how the activity itself is carried out to support student preparation to transfer theory to practical application. (4) Games are strategies that use competition, participation, practice and feedback in learning as motivators and opportunities to apply principles. (5) Independent Study is a teaching strategy that is prepared to develop and support other teaching activities

### **4. Teacher Strategies in Teaching Reading**

#### **a. Strategy in Teaching Reading**

According to Nurmadia Sarjan (2017) reading is considered as a process of the relationship between language and thought. 3 types of activities related to reading class (1) Pre Reading Activities are interactive activities between teachers and students before students do reading activities. (2) During Reading Activities are activities that readers do while reading, (3) Post Reading Activities are instructional activities carried out after reading takes place.

#### **b. Strategy in Teaching Reading Comprehension**

Usually this kind of reading is done in academic rules that require complete understanding (1) Gasong (2007) scaffolding is a teaching method in which students are given assistance in the early stages of learning, then the assistance is reduced and students are given the opportunity (2) Think Aloud is a strategy to help students in learning activities to remember important information from the reading text given by the teacher (3) Reciprocal Teaching is a strategy of asking students and teachers to share roles in leading discussions about reading texts (4) SQ3R is a reading strategy to help organize the reading process into manageable units (5) QARs are strategies for teaching reading by understanding and analyzing questions (6) Scanning and skimming are speed reading strategies. Scanning is a strategy to get specific information quickly in text by removing its broader meaning, Brown (2001). Harmer (2001) argues that skimming is a strategy to get an idea of the essence of a text quickly.

## **RESEARCH METHOD**

This research uses a qualitative descriptive approach because this research is focused on certain

phenomena that occur in the school environment and the type of research used is a case study because it aims to find detailed information related to teachers' strategy for teaching reading comprehension in the first grade at SMK PGRI 2 Kediri. The three simple implementation stages described are (1) Pre research (2) Research in the field (3) Post research. Subyek of this research are people who will observe and interview a teacher about what strategies are used and how they are implemented in teaching reading comprehension to grade 10 Office Management 1 students at SMK PGRI 2 Kediri. The place of this research was conducted at SMK PGRI 2 Kediri which is located on Jl. KH. Abd Karim No. 5 Bandar Lor, Kec. Mojoroto, Kediri City, East Java 64117. The time of the research was carried out starting from February until July. The main data source of this research is an English teacher named Mrs. Farida Salim, M.Pd. To collect the data through several techniques to achieve research objectives, these techniques are: (1) Interview technique, to gain the primary data (2) Observation technique, to gain the secondary data. Data analysis is the process of parsing data during research in the field to make conclusions. Miles and Huberman and Sadana (2013) which consisted of data reduction, is a step in choosing the main findings and in accordance with the research focus, the findings come from all data collection techniques used by researchers. data presentation, is the presentation of the results of data reduction as outlined in the form of short narratives, charts and tables to describe the process. and data verification, is the last step after presentation the data that has been made to the resource person.

## RESEARCH FINDINGS

The researcher got 2 strategies used, namely "Scanning and Skimming". The teacher uses the strategies because the strategies are effectively used to teach reading comprehension in class.

To implement the scanning strategy in class, the first thing the teacher did is asking the students to use keywords in the problem then the teacher asks students to search in the text and focus on the keywords, and finally the teacher asks students to read the entire texts or sentences around the keywords. But, in its implementation, the teacher also saw that there was a sense of confusion or loss of understanding in students from what they had read because they had not mastered reading skills using the scanning strategy.

To implement this skimming strategy, teacher will asks student to read the title first, then read the entire first paragraph. Third, when students finds a sub-hidding title in the text, they can read one or two sentences from the sub-hidding paragraph. The last step is to read the entire conclusion paragraph throughly. In its implementation, the skimming strategy can also be time-consuming and tiring.

## CONCLUSION

The strategies for teaching reading comprehension used by teachers at SMK PGRI 2 Kediri are Scanning and Skimming. Scanning is used to help students complete a reading quickly so that students are more enthusiastic about reading other readings while also making it easier for students to find information and facts from a reading. Skimming is used to explore a reading from many pages in a book in a short time as well as to find specific information needed from reading quickly and efficiently.

To apply the scanning strategy, the first thing to do is that students are asked to pay attention

to keywords in the reading after that search for and focus on the keywords in the last reading students are asked to read the entire reading or sentences around the keywords. Then, to apply the skimming strategy, the first thing to do is students are asked to read the title, then students are asked to read the entire reading from the opening paragraph and if there is sub hiding, read one by one after that, just read the first or second sentence after the opening paragraph and the last paragraph read overall conclusion.

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