

TEACHERS' STRATEGIES IN TEACHING READING COMPREHENSION TO SEVENTH-GRADE STUDENTS OF SMPN 10 TARAKAN

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ABSTRACT

This research aims to determine the methods for incorporating reading comprehension skills into classroom instruction and identify the specific strategies teachers employ. This study employs a descriptive qualitative approach. The participants of this study were English instructors at SMP Negeri 10 Tarakan, comprising a single teacher. The primary objective of this study is to examine the instructional techniques teachers employ to enhance reading comprehension skills among students in the classroom setting. The research data collection was conducted through documentation, observation, and interviews. Based on the observations and conversations, the instructor employs two specific strategies: scaffolding and QARs (Question-Answer Relationship).

Keywords: *Students' Problems, Speaking English.*

INTRODUCTION

Reading is obtaining information from written texts, from the author to the reader. Understanding the message being communicated in the written text is the aim of all reading. Reading is helpful for language acquisition; the more the students read, the better they get at it. In addition, reading also has a positive effect on students' vocabulary knowledge, their spelling, and their writing (Harmer, 2007). The purpose of teaching reading at junior high school refers to acquiring certain reading skills and reading specific chapters under the guidance of the new curriculum standard and teachers to improve students' vocabulary, comprehension, and critical thinking abilities. Reading involves understanding a text's elements rather than merely looking at and saying the words. Reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended based on data from the text and from the reader's prior knowledge (Mikulecky, 2011).

The reason for doing this research in SMP Negeri 10 Tarakan is because the researcher wants to know what strategies English teachers utilize in teaching reading comprehension and how they implement the strategies at SMP Negeri 10 Tarakan. Based on the preliminary study conducted on April 11th, 2022, especially among seventh-grade students of SMP Negeri 10 Tarakan. The researcher concluded that there were so many students who were unable to comprehend the reading comprehension because the students had problems in reading comprehension, such as lack of confidence, shyness, fear of making a mistake, and lack of vocabulary. The teacher plays a crucial part in the education of the children. The methods used to teach English are crucial. Several students express frustration over their inability to comprehend how crucial reading comprehension is to producing intelligent, creative, and critical future generations. There are many strategies that teachers can use when they are

teaching reading comprehension. This includes brainstorming, clarification, clicks and clunks, forecasts, problem-solving scenarios, producing and answering questions, and many more techniques (Farrel, 2002). Teachers should develop various strategies to increase the quality of the teaching and learning process. Based on the explanation above, the researcher assumed that the role of teachers is vital in overcoming students' problems in learning reading comprehension. The teachers' strategies in teaching reading comprehension become a problem if not overcome soon. For this assumption, the researcher is interested in doing descriptive research entitled *"Teachers' Strategies in Teaching Reading Comprehension at seventh Grade students' of SMPN 10 Tarakan"*.

METHOD

This study used a qualitative descriptive research design. Qualitative methods offer an effective way of investigating an issue and collecting information. The researcher used a descriptive qualitative design in this study because this study focused on certain phenomena in the school environment. In this case, the phenomenon was the activity of learning to teach English. This research also does not need to provide care to the object of research. Then, the researcher observed and explained the phenomenon fact as clearly as possible without manipulation. Therefore, the appropriate design used in conducting this research used descriptive research. The design of this study used descriptive qualitative with direct observation. The descriptive research method is to gather information about the present existing condition. Since this study is focused on the perception or evaluation of the consultancy firm's effective human resource management, the descriptive method is the most appropriate method to use (Creswell et al., 2012).

Therefore, the researcher used a qualitative descriptive design in this research to describe deep information from the students' problems in learning English speaking in the eighth grade of SMP Negeri 10 Tarakan. To have in-depth knowledge about the problems in research.

Therefore, the researcher used qualitative descriptive design in this research, to describe deep information from the teaching strategies in reading comprehension in the seventh grade of SMP Negeri10 Tarakan. To gain in-depth knowledge about the teaching strategies in the study. According to (Creswell J. W., 2014), there are six interrelated steps involved in qualitative data analysis and interpretation:

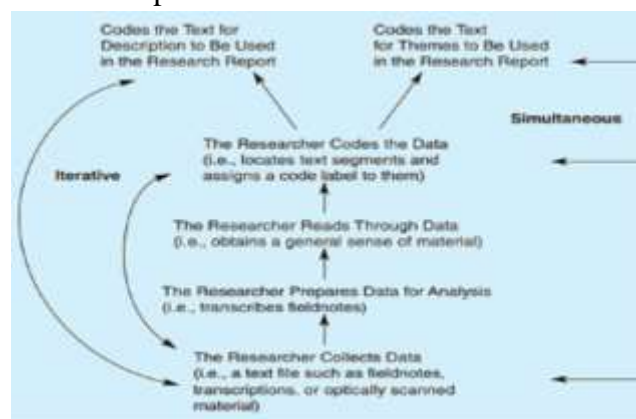


Figure 1 Stages of Data Analysing

FINDINGS

1. Teaching Reading Strategies at Seventh Grade

a. Observation

The teacher opened the class by saying greetings and asking about the students' condition. The teacher also asked students about the previous lesson and told them about the topic to learn. Furthermore, the teacher chose one of the students to lead a prayer.

In the very first meeting, the teacher prepared the teaching materials for reading comprehension. He had one textbook that same as the students called students worksheet as the primary material in teaching reading comprehension. So far, the students can follow the instructions from the teacher for all of the activities. Most of them were still conducive in the classroom at the beginning of the activities. The students were very enthusiastic about the teacher's command and order. Some of the students were also actively asking the teacher about what materials they would use in the teaching and learning process. Even though there were a few students who were quiet and did not care about the materials to do so. Based on the researcher's observation, the activities done by the teacher were very impactful to the conductivity of the class and caught students' attention before they started to learn. Those activities were then followed by applying teaching strategies in the main activity of teaching reading comprehension.

In the core activities, the reading material would be "It is me!" We will learn to share and Inquire about each other, including our identities, hobbies, what we like, and family members".

The teacher told the students to open their book. After that, the teacher exemplifies how to read clearly and mention it well. Moreover, in this situation, the students pay attention to what was done by the teacher. The teacher used a scaffolding strategy because the teacher helped the students how to read correctly and then told the students to read the text, but when the student either mentioned the words in the text, the teacher helped them and also the teacher asked the students which word, they did not know in the text.

From the observation above, the researcher's activities showed that the teacher used these strategies because when the researcher observed in the classroom, the researcher analyzed the way the teacher asked first all the students which words they did not know in the text. So first, the students mark some words they have not known before, and then the student asked the teacher what words they have not known.

In the middle of the teaching process, after the students knew how to read the text, the teacher invited them to come to the front of the class to present how to introduce themselves in English. This activity was about the lesson that they had learned. The teacher knew whether students understood or did not comprehend the material. Moreover, it was done in final learning, with the teacher pointing to one of the students to answer that question. For example, "What do you get from the explanation?" After that, the student answered "Name," "address," "Age," "Favorite food," and "Hobby," but when the teacher asked again, "What information did you get from your friend's explanation?" only a few students could answer the questions.

The researcher analyzed this situation above using QARs (question-answer relationship) strategies. The teacher uses this strategy because the students must understand the reading text and are guided to focus more on the text. The teacher, to see if students really understand the

text, read it using this strategy. If the student could answer the questions, they understood the text, and if they could not answer the question then the students would not understand the text. Moreover, the teacher told the students to answer the question related to the text, after which they wrote the answer in their book.

The teacher using this strategy could help students in developing the meaning contained in the text reading so that students more easily understand the contents of the reading. The teacher makes their thinking explicit by verbalizing their thoughts while reading orally. Moreover, the teacher wants to know if the students can know the meaning of the text and can understand the text.

From the description above, the researcher analyzed what happened in the classroom during the learning process. The teacher translated some words that were difficult to know the student or word that was not known to the students one by one before started reading the text and the reason that the students were more accessible knowing the context of reading can facilitate the learning process.

b. Interview

The researcher did the interview with the teacher on October 26th, 2022, from 01.00-01.30 pm. The researcher confirmed the findings in the lesson plans and research observations. From the interview guidelines, the researcher found that the teacher said that the thought based on the lesson plan and when asked whether he used other strategies apart from the lesson plan. Now, they did not use other strategies outside the lesson plan. Based on the results of the lesson plan analysis and observations during class learning, the researcher concluded that the teacher used other strategies outside of the lesson plan.

Teachers' techniques and strategies were more about how they did it so that during the learning process students did not get bored quickly. The teacher gave the lessons or material in a form for example audio-visual and games or in the form of guesses or in the form of giving what this name tells a short story to students so they did not get bored. When it came to strategy, the teacher focused on how to get the students to make the material enjoyable so that in learning, the students did not get bored quickly, then the strategy was to have more teachers play a more roles in organizing and making the lesson interesting so that students did not get bored quickly and students understood it more easily.

The teacher mentioned that he used two strategies namely Scaffolding and QARs (Question-Answer Relationship). English teacher gave the material, of course, when explaining the material, gave a presentation of the material to the students, and then the teacher made an explanation of it. When the explanation finished, of course, the English teacher gave an evaluation. For the results of the lesson plan analysis and observations made in class, the teacher used two strategies, namely: 1. Scaffolding, and 2. QARs (Question-Answer Relationship).

The specific strategies used by teachers to eliminate student boredom when learning to read. The students were asked to read; sometimes they were bored. One of the strategies the teacher used was to read first and then told the students to follow. The teacher told the students to follow along and then after that asked the students once again to read whether they had understood the reading text. Based on the analysis of lesson plans and observations in class, the results of this analysis researcher concluded that the specific strategies used by the teacher above were Scaffolding, and QARs (Question-Answer Relationship).

The teacher said that the strategy was effective in eliminating students' boredom with reading. The strategy was effective when they read and then told students to repeat the reading; at least they could know that it turned out that the way of saying a word for word was like this, where from the beginning, they did not understand when they made the lessons like that then students knew a little and even be able to understand. It turned out that the way to pronounce the word earlier was like this, so it was very helpful. It helped the students to know how to pronounce it in English and also how to have courage. From the beginning, they really had never learned, so when they imitated it like that, it could be effective for them. Based on the results of observations made in the class, the researcher concluded that this strategy was effective in eliminating the boredom of the students in the class.

The teacher said that the teacher often practiced students' reading comprehension in class. When learning English, especially in reading lessons, always keep asking for examples for students to practice in reading English, so sometimes the teacher kept doing that over and over again; for example, the teacher read, then told them to follow the teacher, then after that teacher asked them to read on their own now when they read on their own sometimes they stopped so much then they did not want to read anymore teacher usually gave an understanding that courage was the most important, so from those mistakes students could learn so the teacher almost practiced it in every meeting. The researcher justified based on the results of observations made in class during learning that it was confirmed that teachers often used this strategy.

The way the teacher trains students' reading comprehension is to give students a text, the text they were studying at that time, and then they read it together, after asking the students to read it by themselves; when they read, the teacher sometimes pays attention and listened it turned out that this the students could not pronounce the word before so the teacher wrote it usually marking words that were difficult for the students to pronounce and after the teacher repeated to the students to ask all the students to say words that were difficult to pronounce. Based on the results of observations in class, the researcher concluded that it was confirmed that the teacher used the method above to train students' reading comprehension, especially in reading skills.

The way the teacher responded when students had difficulty understanding the text in English. The students did not understand at all what the meaning of the text being studied was, to solve the problem the teacher usually translated it, and translated the meaning the text. Then the students usually asked whether the teacher could help by giving the meaning of the text so that they understood. When something like this happens, the teacher habitually does something like that. Even every English lesson because the students did not understand. Based on the results of observations in class, the researcher concluded that it was true that the teacher used the method above to respond when students had difficulty understanding English texts.

The researcher concluded that from the confirmation above the researcher found out what strategies were used by the teacher when teaching reading comprehension in seventh-grade (VII-4), students of SMPN 10 Tarakan, namely the first strategy was Scaffolding and the second strategy was QARs (Question Answer relationship). The teacher used those strategies because the students could know the meaning of the text and could understand the text. From the findings above, the researcher found two teaching strategies.

2. Teaching Strategies for Reading Comprehension

a. Scaffolding

The first strategy the teacher used was scaffolding, scaffolding strategies were used by teachers when students had difficulties, teachers needed to provide tailored help to the needs of the students, like the teacher doing the classroom, and the teacher helped the students to know how to correctly read the text. The teacher exemplifies how to read clearly and how to mention it well. And in this situation, the students pay attention to what was done by the teacher. In fact, the teacher used a scaffolding strategy because the teacher helped the students how to read properly and then told the students to read the text but when the student either mentioned the words in the text the teacher helped them and also the teacher asked the students which word, they did not know in the text. Scaffolding helped the students how to read properly and then told the students to read the text but when the student either mentioned the words in the text the teacher helped them and also the teacher asked the students which word, they did not know in the text. These strategies the students were expected to read and adjust how to read in accordance with the British and American so the students can be repeating of the text.

The teacher used a scaffolding strategy because the teacher helped the students to translate the meaning of text and how to read properly. 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 students. Scaffolding strategies are used by teachers when students got difficulties, teachers need to provide tailored help to the needs of the students, like the teacher doing the classroom, the teacher gives help to the students to know how to correctly read the text (Gasong, 2007).

Scaffolding is support to students or teachers that enable the development of learning ability so that there is a higher level of mastery of material shown by the completion of more complicated problems.

b. QARs (Question-Answer Relationship)

The second strategy was a question-answer relationship. The teacher utilizes the question-answer relationship's strategy on students for reading comprehension learning in the class. In this strategy which was utilized by the teacher, the teacher gave some questions to students as much as 1 to 2 at each learning final so the students could answer the questions. According to the teacher, this strategy was used to give material to the student for the students to easily accept the material given to the teacher.

This strategy was used by the teacher to see if students understand the text they read. If the student could answer the questions, it means they have understood the text, and if they could not answer the question then the students would not understand the text. This strategy would help students if students answer that question in their own words or with the answer from the text. And this strategy could not help students if the students answer the teacher's question from their friends or do not use her own words. QARS is a reading technique that involves comprehending and analyzing questions. In other words, this method helps students comprehend the queries to get knowledge from the reading itself. To better understand the reading in practice, students simply skim the material in class and instead concentrate on the teacher's inquiries regarding it. The type of question asked to guide comprehension should be based on the information readers need to answer the question. Therefore, teachers must help

student become aware of likely source of information as they respond to questions (Pearson & Johnson, 1978). These strategies help the teacher in teaching reading comprehension. With this strategy, the teacher can know how far their students understand what the teacher has given to them. And in this stage, the students not only read the passage but also understand the content of the content. The teacher uses this strategy because the students must understand the reading text and the students are guided to more focus on the text. The teacher gave some questions to the student and then the student wrote the answer in their book. This strategy was used by the teacher to see if students understand the text they read. If the student could answer the questions they had been understood in understanding the text. The procedure QARs could be taught directly to students by reading teachers and could be reinforced by content area specialists. In this case, it was worth several days' effort to teach students the relationship between question answers. "A reader draws on two broad information sources to answer question: information in the text and information inside the reader's head". To answer this question teacher points one of student to answer it. And student not must go forward but they can answer that question with sit in their chair each (Vacca & Vacca, 1999).

DISCUSSION

This study examined the strategies used by the teacher strategies in teaching reading comprehension at seventh grade students' of SMP Negeri 10 Tarakan to thought reading comprehension to the students in the seventh grade (VII-4). The research design for this study was descriptive qualitative. The results of this study would be discussed in this section. All of the information was gathered from a English teacher at SMP Negeri 10 Tarakan.

The data from the strategies checklist indicated that the teacher's primary strategies for teaching reading comprehension were only scaffolding and QARs. All of the strategies used were very successful in aiding the students' understanding of reading comprehension. The condition of the classroom activities and the students' attentiveness to paying attention to the teacher as she explained the contents served as evidence. The teacher benefited from the strategies as well. The teacher was able to think and handle the children more easily because of the combination of strategies. The teacher also concurred that the QARs and scaffolding they used to teach the students reading comprehension were the best and most effective teaching strategies. They note that reading and pronouncing the text caused the majority of students reading comprehension problems. This served as their justification for choosing scaffolding and QARs as their primary teaching strategies for reading comprehension.

The teacher combined all of the strategies used for thought reading comprehension. Rather than employing just one strategy, it was more successful to combine these. Also, the environment of the teaching and learning process and the student's interest in paying attention to the teacher's instructions encouraged it. As the teacher employed more diverse teaching strategies to introduce reading to the class, the students' excitement was also positive.

From the perspective of the teacher, the combination of strategies was very successful in achieving a high standard of reading comprehension instruction. Using a variety of strategies, they felt better at ease studying and comprehending the material. The findings were also in line with previous studies on subject-teaching strategies used by teachers. The first previous study was from Nouf, 2018 under the title "Effective Reading Strategies for Increasing the Reading Comprehension Level of Third-Grade Students with Learning Disabilities". The

result showed that teachers struggled to get students to respond favorably to the teaching and learning process. But so far, the combination of many strategies was what actually enabled the teachers to have good teaching quality and receive great feedback from the students.

The second previous study was from Rizal, 2021 entitled “Teachers’ Strategies in Teaching Reading Comprehension at SMP IT AL-Ghofar During Covid-19”. The last study by Anis, 2022 title is “An Analysis of Teachers’ Strategies in Teaching Reading Comprehension at Tenth Grade Students of Vocational High School 2 Malang”. These three researchers showed how important the teacher's role and instructional strategy were to the teaching and learning process. It was very helpful to the students in mastering subjects in various ways. Equally importantly, the teaching strategy's development was greatly aided by it. The chosen strategy must be compatible with the intended results.

This finding was in line with previous studies by Nouf, Rizal, and Anis. The students had trouble understanding what they were reading. According to their difficulties with reading foreign languages, teacher played a critical role in assisting students in resolving these issues. The teacher could come up with acceptable and successful solutions to the students' problems. Also, the teacher might combine the strategies to provide a more effective teaching strategy for reading comprehension.

CONCLUSION

This study investigated teachers' strategies for teaching reading comprehension to SMP Negeri 10 Tarakan seventh graders. The research revealed that the teacher effectively combined two primary strategies: scaffolding and QAR (Question-Answer Relationship). This combination provided the necessary support for students to understand the reading material, as evidenced by their attentiveness and improved comprehension. The teacher also benefited from this approach, finding it more efficient and effective than relying on a single strategy.

Furthermore, the study emphasized tailoring teaching strategies to student needs and learning styles. By combining diverse approaches, the teacher ensured that all students received the support they needed to overcome their reading challenges and excel in reading comprehension. This finding aligns with previous research highlighting the crucial role of teacher adaptability and diverse instructional strategies in optimizing the teaching and learning process for both students and teachers.

Overall, this study underscores the effectiveness of scaffolding and QAR strategies in teaching reading comprehension to seventh-graders. Teachers can significantly improve student comprehension and create a more effective and engaging learning environment by adapting their approach to student needs and utilizing diverse teaching methods.

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