



The Description of Teachers' Strategy to Teach Reading Comprehension at SMP Negeri 1 Lahewa Timur in 2022/2023

Yayuk Fadmawati Zebua¹, Kristof Martin Efori Telaumbanua², Trisman Harefa³, Adieli Laoli⁴

^{1,2,3,4}(English Department/Universitas Nias/Indonesia)

* Corresponding Author. E-mail:

¹Yayukzebua2001@gmail.com

²Kristof.telaumbanua@gmail.com

³Trisman_harefa@ymail.com

⁴Laoliadieli65@gmail.com

Receive: 10/07/2023

Accepted: 10/08/2023

Published: 01/10/2023

Abstrak

Membaca adalah salah satu proses mendapatkan informasi dari penulis kepada pembaca. Dalam konteks membaca tujuan dasarnya adalah pembaca dapat memahami teks. Dalam penelitian ini, peneliti menemukan beberapa masalah yaitu siswa tidak mengerti yang merupakan gagasan utama dan siswa tidak dapat menyimpulkan isi teks. Terkait dengan permasalahan tersebut, tujuan dari penelitian ini adalah untuk mendeskripsikan strategi guru dalam mengajar pemahaman membaca di kelas. Untuk memperjelasnya maka peneliti menggunakan penelitian kualitatif khususnya penelitian deskriptif yaitu untuk menggambarkan suatu fenomena dan ciri-cirinya. Yang lebih penting dari hasil penelitian ini adalah guru di SMP Negeri 1 Lahewa Timur menggunakan diskusi kelompok kecil dan Mendengarkan, Membaca dan Berdiskusi. Sebagai rekomendasi strategi dalam pengajaran membaca pemahaman sebaiknya menggunakan diskusi kelompok kecil dan mendengarkan membaca dan berdiskusi di sekolah lain. Selanjutnya, peneliti mengharapkan peneliti berikutnya untuk melakukan penelitian yang sama untuk mengetahui lebih banyak strategi guru dalam mengajar pemahaman membaca di masa depan dengan menjadikan penelitian ini sebagai referensi di bidang yang sama.

Kata Kunci: Pemahaman Membaca, Penelitian Kualitatif dan Strategi Guru

Abstract

Reading is one process of getting information from the writer to the reader. In the reading context the basic purpose is the reader can understand the text. In this research, researchers found some problem there are the students do not understand which is the main idea and the students can't conclude the content of the text. Related to these problems, the purpose of this research is to describe the teachers' strategy to teach reading comprehension in classroom. To make it clear the researcher use qualitative research especially descriptive research is to describe a phenomom and its characteristics. The more importantly the result of this research is the teacher at SMP Negeri 1 Lahewa Timur use Small Group discussion and Listen, Read and Discuss. As recommendation the strategy in teaching reading comprehension is better to used Small group discussion and Listen read and discuss in other school. Furthermore, the researcher expects the next researchers to conduct the same research to find out more the teachers' strategy to teach reading comprehension in the future by making this research as the reference in the same fiel

Keywords: Reading Comprehension, Qualitative Research and Teacher Strategy

Introduction

English is the international skill, English language skills for students is very beneficial for people right now and in the future when they continue their education to a higher level or when they have a career. The kinds of English skill namely speaking, reading, writing and listening. Reading is one of the language skills which is very important to be learned by students. Through this activity, students can improve their own language and experience. They will get information and ideas which they need to know. Moreover, they will be able to know what they do not know before. Reading is the process of getting information from the written text; from the writer to the reader. The goal of all reading is the comprehension of meaning that is conveyed in the written text. Burt, Peyton & Adam in Yulia et al (2020) state that it is important to learn reading since it (1) helps people learn to think new language, (2) helps people build better vocabulary, (3) helps people more comfortable with written English. The students who master reading skills will easily extract meaning from reading English texts because they have a better vocabulary in context. Based on the statement above, reading is not just an activity of seeing and pronouncing a word in a text but involves the reader's efforts to think and feel the meaning of the reading so that reader can reflect back through the understanding that the reader has. Based on finding in field, the researcher find several problem that needed to be solve it is about the students' reading comprehension, it means the students do not understand which the main idea of the text, the students can't conclude the content of the text. Based on observation every teacher has much knowledge to teach the student about reading, many strategy they was did in teaching learning process they are teach their student depending on the materials or genre of the text. The teacher chose the most appropriate strategy to help the student comprehend the text well. The reason of the teacher using a particular

strategy was to help the students avoid the difficulties in reading the text, especially comprehending the aspect of reading such as the main idea, making inference and noting detailed information. In the learning proces the teacher uses strategies to present learning material for the students. Strategy here is the way of classifying the learners' behaviour and actions to get a successful language learning process. While the reading comprehension is the ability to read text, process it and understand its meaning. In classroom observation the teacher helps the students to understand meaning of the text using Small Group Discussion, games and media. Smal Group Discussion is communication in which people talk to on another, sharing ideas and opinions. A small group has at least three members, small group occurs when the large group is broken up into sub groups according to ability, interest, project, or other criterion. Furthermore according to Pujiadi (2014) in Linda (2022) suggests that educational games aim to provoke children's interest in learning about learning material while playing so that with a happy feeling. It means with games it can help easily understand learning for the student so they are happy and fun in teaching learning process. While media is important to use because using learning media can arouse student interest and motivation, reduce verbalism, as a channel of information, encourage students, and increase knowledge retention in learning so that learning is more meaningful (Lisiswanti, 2016) in Mufidah 2020. From the statement we can know that media also can improve the student skill in increase their motivation and interesting to learn English.

Based on the focus above the researcher will conduct a research to describe the teachers' strategy to teach the reading comprehension in classroom. To get the data the researcher will using interview and observation. According to Nassaji that the goal of descriptive research is to describe a phenomenon and its characteristic. This research is more

concerned with what rather than how or why something has happened. A lot of descriptive research is trying to describe reality according to a systematic approach rigorously followed. Usually it is based on theoretical considerations and is dependent on the objective of the study as well. The descriptive qualitative research is a research tends to describe a phenomenon of human experiences in natural setting. The purpose of this research is to find out the teacher strategy to teach reading comprehension in classroom at SMP N 1 Lahewa Timur and how the teacher implement the strategies to teach reading comprehension in classroom at SMP Negeri 1 Lahewa Timur

Method

Approach and type of the research

The approach that was used by Researcher to conduct the research is Qualitative research which is using inductive approach with the aim to find the meaning that originates the fact with an approach to make observation, recording all fact holistically scientific with the observe problem. Furthermore there are three types of instrument will divide into three kinds in this research. The first is observation as to take primary data, the second is interview its means the researcher will do oral question and answer activity to get information, the last instrument is questionnaire that is collection of written question used to get the respondents information about what he knows.

According to Shukhla (2018) Variable is worried about variety in nearness of something face to face, object, creature, spot or circumstance or in any normal marvels. It very well may be characterized as a trademark under investigation of which a personality or worth changes or is conceivable to change per unit is called variable or a variable is a trademark that fluctuates with regards to its worth or personality. Variable separated into two sections, they are independent

variable and dependent variable. Independent variable is the variable that estimation of which influences the estimation of another variable is known as independent variable.

According to the explanation above, it can be concluded that there is a variable which effect to the other variable. In this research, the dependent variable is students' reading comprehension especially, while the independent variable is teachers' strategy.

The location of this research was conducted in SMP Negeri 1 Lahewa Timur, North Nias. Based on the plan was did by the Researcher to took the data through observation, interview and questionnaire.

Data collecting technique

According Taherdoost (2021) in generally data collection method are divided to two main categories of primary data collection method and secondary data collection method. In this research the researcher using primary data and secondary data, the more explanation is below:

1. Primary data

Primary data collection is based on the processes by which you gather data yourself for your purpose of study by Taherdoost(2021). It means the data is not published yet and is the first-hand information which is not changed by any individual is known as primary data. In another words primary Source/data obtained directly from research site and observed the behaviour of people. Based on the statement there are kind to collect the data such as interview, observation, questionnaires, survey etc.

2. Secondary data

Secondary data is the data gathered from published sources meaning that the data is already gathered by someone else for another reason and can be used for other purposes in a research as well. In all papers, the literature review section is based on

secondary data sources. According to taherdoost(2021) the secondary data collection consist of published printed sources, books, papers, journal, letters, government record etc

Data analysis technique

The researcher will analyze the qualitative data source from the transcript of interview. Gay, et al. (2012:467) say that one way to proceed with analysis is to follow three iterative, or repeating, steps: reading/memoing, describing what is going on in the setting, and classifying research data.

1. Reading and Memoing

This step focuses on becoming familiar with the data and identified potential themes. The researcher read and wrote memos about observation sheets and the transcripts of interviews. In the process of reading the researcher also highlighted the important sentences and made notes for the important parts of the data needed for more explanation. In addition, the researcher re-reads the interview's result.

2. Describing

This step focuses on examining the data deeply to provide detailed description of the setting, participants, and activity. In this step, the researcher analyzed comprehensive descriptions of the participants, the setting, and the phenomenon studied to convey the rich complexity of the research. This step describes all important things about the data, such as, where data from, how the data taken and so on.

3. Classifying

This step focuses on categorizing and coding pieces of data and grouping them into themes. In this step, the researcher categorized all of the collected data into some classifications or categories. The observation checklist are classified based on the categorized of the data.

For the interview's data, the researcher classifies based on the order of the teachers interview. The researcher examined and compared all data, one to another to categorize them.

Through the steps, the researcher could easily to analyze the secondary data. Firstly, the researcher read the data and remembered it to make it familiar. Secondly, the researcher described the experience from the phenomena. The last, the researcher categorized to classify the data.

Result and discussion

The location of the research is located at SMP Negeri 1 Lahewa Timur, Lahewa Timur District, North Nias Regency. There are two English teachers at the school. Based on the research focus, namely to describe the teacher's strategy when teaching reading comprehension in the classroom, the data collection stages were carried out by the researchers, namely observation and interviews. On May 25, 2023 up to May 27, 2023 researchers made observations in class together with English teachers. After making observations, the researcher conducted interviews with the English teacher, to be exact from 30 May 2023 to 31 May 2023. After collecting the data, the researcher analyzed the data based on interview transcripts and field notes when carrying out observations.

To be better understood, the researcher decided to make Mr. Peman Iswanto Zebua, S.Pd as the first teacher while Mr. Utterman Gulo S.Pd as the second teacher.

Reading and memoing for the first teacher

The data obtained through the observation instrument can be processed in a field note as follows. Today May 25th 2023 the researcher observed the teacher in the classroom during the teaching and learning process carried out. The researcher

found that the teacher carried out the learning process well and was able to manage the class well. When entering the room the teacher greets the students and then the students respond to the teacher's greeting, after that the teacher invites the students to pray by asking one of the eighth grade. After that the teacher reminded the previous lesson, and then announced the lesson to be learned by presenting the material using N-Focus. In this activity, the researchers found that the English teacher used the Listen, read and discussion strategy in the teaching and learning process. The strategy is implemented by the teacher by explaining the material to students starting from the topic, namely narrative text then definitions, elements to examples, in this activity the teacher invites students to listen to the material. The next activity is reading, in this section the teacher invites students to read examples of narrative texts, if there are errors in how to read then the teacher will correct them. In the last activity the teacher gives questions to students to discuss with their desk mates, these questions are in the form of determining ideas and elements related to narrative text, especially short stories. After the discussion is over, the teacher closes the meeting by giving assignments and ending with a prayer

Reading and memoing for the second teacher

The data obtained through the observation instrument can be processed in a field note as follows.

This observation was made when the teacher taught grade VIII-B. The teacher enters the classroom while greeting students and the students respond to the student's greeting, before starting the lesson the teacher invites students to pray by pointing at students. The teacher then takes the student's attendance sheet after which the teacher informs the next material using stone tools in the form of blackboards, markers and gives several sheets of text to

each group. The teacher distributes students into small groups where one group consists of 4 students. In the early part the teacher explains the material, namely narrative text and is more specific to fable. After the material is explained, the teacher gives examples to students to determine the elements of the fable, for example characters, settings to coda, according to the teacher's instructions, students give each opinion, if there is an error, the teacher asks for the opinion of another group. After the discussion session was over, the class ended by inviting students to pray.

Describing for the first teacher

According to Chaudron (2004) in Muslaini (2018) studying English is not easy for Indonesian students because the English language and the Indonesian language are very different in terms of spelling, sounds, pronunciation, vocabulary and culture. English is a subject that is taught to students at school, there are even schools that have been recognized as bilingual, which means that the school is required to use two languages in one environment. In learning a new language, of course, each student has difficulties, be it how to read, how to pronounce, how to write and so on, that's why of all students there are still some students who are not interested in English. English has the 4 most important skills namely speaking, reading, listening and writing which should be mastered by students, in mastering these skills students are assisted by the teacher to be guided and directed and corrected if there are still errors. In the process of teaching and learning, of course the teacher has a role, namely to guide students who do not know to know

Furthermore the first teacher named Peman Iswanto Zebua, S.Pd. he teaches in class VIII-A SMP Negeri 1 Lahewa Timur. In accordance with the findings in the field where the researcher first asked permission from the English teacher to be willing to be observed, after approval was obtained the

researcher entered the room together with the English teacher to class VIII-A. When entering the room the teacher greets the students enthusiastically, the students also respond to the teacher's greeting, the learning process begins. The English teacher invites students to pray, take attendance and carry out the teaching and learning components, namely pre teaching, whilst teaching and post teaching. After the post teaching component is finished, it is continued in while teaching where the teacher enters into narrative text material, the English teacher explains to the students the meaning of narrative text with the help of a projector, after explaining this understanding the teacher continues by explaining the parts of the narrative text. In accordance with the researcher's observation the teacher gave an example from the narrative part of the text, namely a short story. In the learning process the teacher informs students that they will use the read, listen and discussion strategy, the material is the teacher invites students to listen to the teacher's explanation, and then invites students to follow the teacher reading the text, and at the end of the session the teacher invites students to discuss with peers. A question and answer session was held and then the teacher ended the meeting by giving assignments to students.

Describing for the second teacher

Based on the findings in the field, the Second English teacher named Mr. Utterman Gulo, S.Pd teaches eighth grade at SMP Negeri 1 Lahewa Timur. The English teacher who first carries out his duties is to teach and guide students as the role of a teacher. Furthermore, the teacher manages the class effectively such as arranging student seats, facilitating students by providing textbooks, tables, chairs, blackboards and printing material studied in class. This English teacher teaches using Curriculum 13 with a book made by "When English Rings a Bell 2017 Revised Edition" which is structured with material for 2

semesters, containing 4 English skills in the form of Reading, speaking, writing and listening. The teacher prepared learning tools in the form of a syllabus and a lesson plan. Likewise with the researcher, before entering the class to make observations while the subject teacher is teaching, of course, he must first prepare a piece of paper containing points that are indicators to pay attention to while the teacher is teaching. Then when the tutoring arrived, the teacher and researcher entered the class, namely grade 8b, according to the researchers' observations it was seen that the students in the room were very enthusiastic about learning. First of all the teacher greets the students by saying good morning and the students respond to the English teacher's greeting. The learning process begins where the English teacher takes the role of teaching by carrying out aspects of pre teaching, whilst teaching and post teaching. While the teacher is teaching, the researcher makes observations while the teacher is teaching in the classroom. The purpose of the researcher is to see the teacher implementing the strategy whether the teaching components are being achieved. In the teaching and learning process the teacher raises a material about narrative text, according to the findings narrative text is a text that tells a series of events with a chronological/arranged system. At the time the English teacher focused on fable stories where fables are stories that tell about the lives of animals that behave like humans, the fable is entitled mouse deer and crocodile. As inseparable as the role of a teacher, namely guiding and directing students to better understand and master the material, the English teacher uses "Small group discussion", here the teacher divides students into several groups where 1 group consists of 4 students. Next, the teacher explains the definition of narrative text and its parts, then explains the relationship between fable and narrative text and the elements of the fable. The learning process is carried out until it reaches post teaching.

Classifying for first teacher

Based on the data found through observation, it can be classified in terms of the advantages and disadvantages of the strategy used by the teacher, namely Listen, read and discussion.

Table 1. Advantages and disadvantages

Advantages	Disadvantages
1. Teaching students to be more focused during the learning process	1. It takes a lot of time because it contains the activities of the teacher explaining and students listening, then the teacher teaches students to read and after that invites students to discuss.
2. In the process of reading activities, students are more innovative and enthusiastic in finding important points in a text	2. The feel Bored will appear when the teacher cannot manage the class properly.
3. Teach students to be more sociable and active in group discussions	
4. Have the opportunity to develop knowledge based on the exchange of ideas with friends.	

Classifying for second teacher

Based on the data found through observation, it can be classified in the form of advantages and disadvantages of the

strategy used by the teacher, namely Small Group Discussion.

Table 2. Advantages and disadvantages

Advantages	disadvantages
1. All students can be active in teaching and learning activities	1. Discussions usually require/waste a lot of time so they are not in line with the principle of efficiency
2. Teach students to respect the opinions of others	2. Can lead to dependency with the group / only rely on friends
3. Practicing cooperation with other friends	
4. Improve students' communication skills	
5. Increase students' knowledge because of the process of exchanging thoughts with friends	

Conclusion

English is the international skill, English language skills for students is very beneficial for people right now and in the future when they continue their education to a higher level or when they have a career. The kinds of English skill namely Speaking, reading, writing and listening. Reading is one of the language skills which is very important to be learned by students. Dealing with the result of the research from the observation of teachers" worksheet and interview, it could be concluded that both of teachers have strategy to teach reading comprehension in classroom. Both of the English teaching have done prepare their needed before teach in class such as

Syllabus and lesson plan. The research findings also the English teaching use several media to support teaching learning process run well such as Whiteboard, Book, N-Focus. In addition that the researcher found that both of teachers used the small group discussion and listen, read and discussion in different class. Based on the strategy in teaching learning process, both of them have advantages and disadvantage. The first is small group discussion it has several advantages namely all student can be active in teaching learning activity, teach student to respect the opinion of others, practicing cooperation with other friends, improve students' communication skill, and the last increase students' knowledge because of the process of exchanging thoughts with friends. While the disadvantages of small group discussion is discussion usually require a lot of time so they are not in line with the principle of efficiency, can lead to dependency with the group/ on rely on friends. Second strategy is listen, read and discussion also has several advantages namely teaching students to be more focused during the learning process, in the process reading activities students are more innovative and enthusiastic in findings important point in a text, teach students to be more sociable and active in group discussion and the last have to opportunity to develop knowledge based on the exchange of ideas with friends. While the disadvantages of listen, read and discussion strategy has the advantages namely it takes a lot of time because it contains the activities of the teacher explaining and student listening, then the teacher teaches student to read and after that invites students to discuss and the feel bored will appear when the teacher cannot manage the class properly.

There are some suggestions from the researcher after conducting the research, such as:

1. For the English Teachers of SMP Negeri 1 Lahewa Timur
To support teaching learning

process the teacher should be master the material and also implement the strategy so the students comfortable to learn in the classroom. It is substantial to facilitate and use technology while teaching English in the classroom. Because it can help the teachers make the students can understand material easily. Besides that it can support the skill of teachers as the professional educator.

2. For the other teacher

After conducting research at SMP Negeri 1 Lahewa Timur, the researchers recommend Listen, read and discussion strategies and small group discussions to be implemented by teachers in each school because it can help students to better understand the material in reading comprehension.

3. For the Principal of School

The researcher suggests to facilitate the technology in the classroom, especially the projector, that can support the teaching learning process.

4. For the Next Researcher

The researcher suggests to conduct the same research to find out more the teachers strategy to teach reading comprehension in classroom and making this research as the reference in the same field.

Daftar Pustaka

- [1] Andriani, andriana&firman.(2022) teaching media in EFL classroom. *Journal of language testing and assessment*. 2(1)
- [2] Grabe & stoller.(2013) *teaching and researching reading*. Applied linguistic in action series.
- [3] Herlisya, septia&julianti.(2020) about point strategy and its influence toward students' reading comprehension. *International journal corner of educational research (IJCER)*

- [4] Hernandez (2017) *Teaching Reading Comprehension Strategies Through A Genre Oriented Reading Course*. Master Of Arts In English Teaching
- [5] Muslaini.(2018) Strategies For Teaching Reading Comprehension. *English Education Journal (EEJ)*, 8(1),
- [6] Nurdianingish. (2021) Teachers' Strategies In Teaching Reading Comprehension. *Professional Journal Of English Education*. 4(2)
- [7] Phuoch. (2022) *Extensive Reading On Postgraduate Students' Perceptions And Its Effects On Reading Comprehension*. *International Journal Of TESOL & Education*. 2(4)
- [8] Pham. (2021) the effect of reading habits on reading comprehension among EFL students at van lang university. *International journal of TESOL & education*. 1(2)
- [9] Phuong. (2021) Teachers' Strategies In Teaching Reading Comprehension. *International Journal Of Language Instruction* 1(1)
- [10] Siswanti (2013) *.The Use Of Small-Group Discussion*
- [11] Taherdoost (2021) data collecting method and tools for research: a step by step guide to chose data collection technique for academic and bussines research projects. *International journal of academic research in management*. 1(10)
- [12] Vinde. (2022) implementing games based teaching strategy in teaching speaking. *English journal teaching and learning* 10(1)
- [13] Yulia, safrizal & safriyadin(2020) an analysis of English teachers' strategy in teaching reading comprehension. *Journal of applied linguistic and literacy*. 4(1),

Profil Penulis

Yayuk Fadmawati Zebua was born in Fadoro Luru on December 20th 2001. She graduated from senior high school at SMA Negeri 1 Lotu in 2019. After graduated from senior high school, she continued her study at Universitas Nias, now she is students undergraduate from English department in Faculty Teacher Training and education.