

## The Analysis of Teachers' Strategies in Teaching Reading

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### Abstract

Reading comprehension is the ability to understand the ideas and information in the reading text. Reading comprehension is very important because without good understanding students misunderstand the text they are reading. Students can understand the reading text but it depends on the strategies used by the teachers, because strategy is one of the factors involved in reading comprehension. The purpose of this study was to determine the teacher's strategy in teaching reading comprehension at MTs Sains Algebra Kota Sorong. To collect the data, the researchers used observation and interview. Observation was used in teaching activity while the interview was used at the end of teaching activity. The researchers used qualitative descriptive design in order to obtain the data. The participants were two English teachers. The participants were two English teachers. Researchers collect data through observation and interviews. Researchers use qualitative research methods and qualitative descriptive design. The results of this research are two English teachers applied same strategies in teaching reading comprehension, namely Scaffolding strategy and QARs strategy.

*Keywords:* Reading Comprehension; Teachers Strategies

### INTRODUCTION

The most important language skills that children should acquire is reading, which not only improves their language proficiency but also increases their knowledge and experience. Students are exposed to new concepts and information through reading tasks, which can deepen their understanding and promote intellectual development. Reading is important for a number of reasons, including: it helps people acquire new language abilities; it broadens their vocabulary; it makes them more comfortable reading in written English; and it can be especially helpful for people who want to go to college in an English-speaking nation. Burt, Peyton, and Adam (Enggar & Wibowo, 2020) pointed out that pupils with a wider vocabulary who are proficient readers had an easier time comprehending English literature. Reading is the complexity that makes some students less interested in this kind of activity, Wael, A. (2017).

Academic achievement depends on one's capacity for reading comprehension, which is the ability to understand the concepts and details provided in a text. Lack of great reading comprehension abilities puts pupils at danger of misinterpreting what they read, which can cause confusion and impede their ability to advance academically. King (2018) asserts that reading

comprehension is influenced by four main factors: the reader, the text, the tactics used, and the reading exercise's objective. In light of these elements, the teacher's involvement is crucial in selecting and putting into practice instructional strategies that help students comprehend the prescribed texts. Students should be able to carry out and dig their deep understanding about how they can use English orally as well as they can (Wael, Asnur & Ibrahim, 2018).

Effective reading comprehension teaching techniques are essential to the educational process and have a significant influence on students' comprehension as a whole. According to Brown (cited in Wigati, Syafrizal, and Syafriadin, 2020), teaching strategies can help students adapt a variety of instructional techniques and methodologies. Skilled teachers who concentrate on reading comprehension are aware of the various methods that can be used to teach this ability and know how crucial it is to modify these tactics to fit the needs of their students. Comprehension in reading is essential because it ensures that readers truly understand what they read, Hartanti, R. et al (2024)

Reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information. Anderson et al, cited in Nurlaili (2014). Reading is a process of understanding written language. Since reading is a process, it starts from viewing the linguistic surface representation and ends with the certain ideas or meaning about the message intended by the writer. Thus reading is a combination of perceptual process and cognitive process. Reading is the instant recognition of various written symbols, simultaneous association of these symbols with existing knowledge and comprehension, Wael, A., Saputra, D., & Kamaluddin, K. (2023).

Teaching reading is a complex of activities to help students learn to read a few words or sentence in order to find understanding in the text into the knowledge of the meaning of the texts. It starts from teaching student how to read and learn how to find the key ideas, the main idea, topic, as well as understanding of the meaning of the text. This is not a simple thing done by teacher the teacher should have the right strategy in guiding the student to understand the text and gain knowledge from reading it. In teaching reading teacher should understand about their own reading strategies and learn from what they read it so that they can teach well to improve students' reading comprehension. As one of the receptive skills, Reading is the essential part in English, Hasanudin, H. et al (2023).

Reading is viewed as an interactive process between language and thought. There are three kinds of activities involved in relation to the reading class activities: pre reading activities, during reading activities, and post reading activities, Mukhroji, cited in Ranggi (2019). To respond to talks, listeners must be able to understand the message conveyed by the speaker, so secondly speaking and listening must be involved, Akib, M., Wael, A., & Saputra, D. (2022). Ranggi (2019) stated that 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 allows teachers help diverse learner negotiate meaning and overcome difficulties in text-related learning situations. ESL students "need access to a linguistically and culturally rich reading comprehension, a range of reading strategies to bring to the reading process, and literacy program that aims to develop all the rules that effective readers take on," according to Gibbons (2002:84).

The ability of a learner to establish prior knowledge and internalize new information is facilitated by scaffolding. The tasks offered in scaffolding instruction are just a little bit harder than what the student can complete on their own. The transitory nature of the scaffolds is a crucial component of scaffolding. The more experienced person's scaffolding gradually becomes less useful as the learner's abilities rise. At last, the student can finish the assignment or grasp the material on their own. When used properly, scaffolding is thought to be a successful teaching

method (Roehler & Cantlon, 1996: 25). The assistance can be in the form of instructions, warnings, encouragement, describing problems to others. in solving steps, giving examples, or others so as to enable students to grow independently. According to Antoni (2010), teaching strategies are a broad description of a lesson's plan that includes the requirements or goals for putting the techniques into practice. It can be said that the instructor serves as a source of knowledge that can facilitate students' learning. Students will then be able to learn about learning in general and English in particular.

## **METHOD**

In this study, the researcher used a qualitative method. The purpose of qualitative research, according to Arikunto (2010), is to provide explanations for unusual phenomena. Put another way, its objective is to help us understand the world we live in and the motivations behind things. Because qualitative research enables a closer investigation of research subjects that are not well-represented by statistical data, the researcher used it. According to the National Institutes of Health PAR 19–274, implementation research is the "scientific study of the use of strategies to adopt and integrate evidence-based health interventions into clinical and community settings to improve individual outcomes and benefit population health." To that end, the National Cancer Institute recently hired a team of social scientists with extensive experience to create a White Paper on Qualitative Research in Implementation Science. This highlights the significance of qualitative methods in this field.

Descriptive design was used by the researcher because this study focused on a specific phenomenon in the school context. In this case, the phenomenon is the reading instruction at MTs Sains Algebra Kota Sorong. Furthermore, the research subject is not obliged to undergo treatment in this investigation. After that, the researcher makes observations and tries to give a clear-cut, objective account of the phenomenon as it truly happens. Descriptive research is hence the appropriate design that can be used for this investigation. The design is divided into two phases. The first step is to observe both the teacher and the student. The researcher watches how the teaching and learning process is going. Interviewing the English teachers is the second step. The researcher conducts the observation before this interview. During the interview, the researcher questioned the subject in-depth regarding the tactics employed to teach reading comprehension.

## **RESULT AND DISCUSSION**

After conducting the research on observation and interview to see the teachers strategies in teaching reading comprehension, the result can be post in ways:

### **a. Observation**

Based on observations provided by the first grade 8C. There were 26 students registered, and no one skipped any classes. At 08.20, the teaching and learning process got underway. As soon as the instructor entered the room, the class leader instructed everyone to stand up and greet her. Every student greeted the teacher, and the teacher returned the favor. After that, the students gather in group prayer. After that, the instructor reviewed the student attendance log. The kids gave an affirmative response when the teacher inquired if they were ready to take part in the learning activities. The instructor then lets the class know that they will be discussing greeting cards. Subsequently, the instructor instructed the class to watch a greeting card instructional video that included lessons on definition, kind, goal, structure, example, and exercise. When the teacher questioned the class, "Do you understand about this video?" following their viewing of the instructional greeting card movie, the students responded in the affirmative. The teacher then said, "How many kinds or types in greeting card?" The students answered, "There were three." When the instructor inquired

what they were, the students said, "They are get well, condolence, and congratulations cards." The teacher inquired, "How about the structure?" once more. "Receiver, body, sender," exclaimed the kids. The lecturer then goes over other examples of greeting cards from the film with the students, including get-well cards. After that, the teacher assigns the pupils to read the book. She reads aloud, modeling her pronunciation of words that the students find difficult. When the instructor reads the word "soon," for instance, the students mispronounce it as "san," thus the instructor corrects them by reading "sun." The teacher asks, "What does it mean?" and the students try to answer when they are unable to understand the meaning of the sentence in the book, The translation is given by the instructor. The teacher next gave the pupils instructions to open the book and read the paragraphs from activities 1 and 2 that were related to the greeting card. One of the sentences connected to the greeting card was the congratulations card. The instructor read the difficult language that the students came across while they were reading, and the students followed the pronunciation. Additionally, the teacher helps students understand the meaning of the material. The teacher then gives the students instructions to see the activity 3 text, read and understand the dialogue, and answer questions such "What does the text mean? What subjects does the text cover? Who is the sender? In order for the students to be able to answer questions concerning the text, the instructor forces them to actively read and understand dialogue lines. And who is the receiver? ". Next, using the text as a guide, the pupils try to answer. The teacher then confirms the students' answers. After that, the teacher and the students reviewed the information on greeting cards once again and reached a decision.

**b. Interview**

Based on the interview given to the teachers, the researchers found that the teachers apply scaffolding strategy to teach reading comprehension. The data can be seen as follows: Teacher 1: "The strategy that is usually used is scaffolding or we usually use translate, it seems that translation is also included in scaffolding.

Teacher 2: "In teaching reading, I usually prefer scaffolding. Sometimes use QARs Strategy" From the statements above, it can be seen that the teachers use the scaffolding to teach reading comprehension and QARs strategy. The statements pointed out that two English teachers use same strategy in teaching reading.

Teacher 1: "well, this scaffolding is a strategy that helps students a lot in class, especially in the problems they find in the text, so vocabulary that is difficulties in reading later we will help him by reading the teacher first, when the students after read, sorry, when the students after reading we later, if we meet with difficult vocabulary or difficult text, difficult sentences, the teacher reads first and then the students follow so that their pronunciation is better than the previous one. then, if they don't know the meaning of the word in the text we help translate or tell them to open a dictionary to look for the word so they understand the tex."

Teacher 2: "For this Scaffolding strategy, when students read later if there are words that are difficult to pronounce, the teacher reads and asks students to follow. Then when students do not understand the meaning of the vocabulary in the text, I use body movements to explain the meaning of the word"

The researcher found that two English teachers had the same opinion. Namely when students encounter difficult words in reading, the teacher reads first, then students follow. but solve the problem in a different way, namely the first teacher translates directly or asks students to open a dictionary, while the second teacher uses body movements to explain a job.

The researcher discovered that the first grade 8C teacher employed the scaffolding method when instructing reading comprehension. This finding was based on the

observations made of the teacher. Scaffolding, as defined by Gasong (2007), is a teaching strategy in which students receive some support in the early phases of learning, with the aid being reduced and opportunities provided for the students. Teachers can assist varied learners in navigating meaning and overcoming obstacles in text-related learning situations by using scaffolding. By basing their observations on the teaching and learning process of reading comprehension, the teacher assists students in understanding the meaning of the text. When the students are reading the material, the teacher reads aloud and provides practice pronouncing any words that the students find difficult to pronounce. Furthermore, if any words cause confusion for the students, the instructor either clarifies them or Request that students look up the definition of the word in a dictionary. After that, the teacher assigns a discussion for the students to read and understand in order to respond to questions. Similar outcomes were discovered in Sarjan's 2017 study, *An Analysis of English Teachers' Reading Comprehension Teaching Strategies*. He found that the scaffolding technique and the QARs strategy are the two methods used by the English teachers at Wonomulyo Junior High School 1 Second Grade Students to teach reading comprehension. The English teacher uses the scaffolding strategy to help the pupils understand the reading material and to motivate them to focus on it more.

"The teacher used the scaffolding strategy, which is the strategy where the teacher helps students a lot in reading," said the first teacher. According to the findings of the interviews on the fifth and sixth transcripts, the teacher's application involved having the students read the text first, then seeking assistance from the teacher when they encountered difficult-to-pronounce words. This allowed the students to follow along and ensure proper pronunciation, and in the event that a word or sentence was unclear, the teacher assisted with translation to ensure that the students understood the text. According to Waskito (2021), if a pupil is having trouble grasping the subject, the teacher should act as a facilitator for them. Thus, this tactic can aid pupils in comprehending the information that the instructor is presenting. Sukyadi and Hasanah which is quouted from (Abdul-Majeed & Muhammad, 2015) define scaffolding as the "teaching strategy that enables students to move from assisted to independent performance."

The second teacher also employs a scaffolding method in response to the findings of observations. "Scaffolding means providing a large amount of assistance to a child during the early stages of learning then the child takes over responsibility after he can do it himself," claims Trianto, as stated in Sendi (2020). Help might come in the form of guidelines, alerts, support, or summaries of issues to other people. in step-by-step problem-solving, providing examples, or in other ways to let pupils develop on their own. Instructors must offer children different kinds and degrees of support so they can work through the issues. As stated by Budiningsih, referenced in Sendi (2020). based on observations made during the reading comprehension teaching and learning process. Following several examples of process texts from the instructor, the students are asked to read the texts aloud and interpret sentences as a group. Although parts of the text's sentences are challenging for pupils to read, they can nevertheless read and translate it. As a result, the teacher gives the students instructions to mimic the pronunciation after reading aloud. Next, the teacher goes around the class asking each student what each verb means. When a student is unable to respond, the teacher uses gestures to demonstrate the meaning of words like "chop" and "stir." After that, the pupils inferred the terms' meanings with some degree of accuracy. The teacher next asks the class to read and understand a reading assessment. The instructor then asks a few questions and asks for responses from the class. The scaffolding method is more frequently employed by English instructors in the teaching of reading comprehension, according to the results of

observations and interviews. This is because both English teachers utilize this strategy to aid students in understanding texts they are reading.

## CONCLUSION

After finding and analyzing the data, the researchers conclude that the two English teachers at MTs Sains Algebra Kota Sorong used the same strategy, namely Scaffolding strategy and QARs strategy. These strategies help students when students got difficult in reading text related pronunciation and meaning, but the way to solve students' problems in the text is slightly different, namely the first teacher asks students to open dictionary and look for the meaning of the words contained in the text or the teacher translates directly, while the second teacher uses body movements to explain the meaning of the word. The strategy to make learning and teaching more active and enthusiastic.

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