

CHAPTER II

TEACHERS' STRATEGIES IN TEACHING READING COMPREHENSION

A. Teaching Strategies

Teaching strategies are plans for a lesson or more general lesson that include structure, expected learner behavior, instruction on the objectives, and a description of the strategies required carrying out the strategy (Strasser, 1964). It is commonly expected of students to develop their reading abilities independently, by osmosis (absorption), and without the aid of the teacher. According to the osmosis approach, a person's own reading comprehension is said to improve if they spend their entire day instructing reading comprehension in the target language. It has been shown, however, that this research is unhelpful because the learner has a hard time understanding what they are reading. This result showed that in order to help students deal with difficulties in learning English reading, teachers must be knowledgeable about how to teach reading comprehension. In line with the justification given before, according to which teaching reading comprehension is crucial for language learning. Teachers are facing some difficulties when it comes to educating their students to grasp what they read. Numerous educators have given lessons on how to help students increase their reading comprehension by explaining the text, the text's main idea, and the text's purpose. Based on the issue that was raised above, the researcher assumes that, if it is not addressed quickly, reading comprehension was develop into a problem. These elements framed the researcher's interest and motivated her to conduct a research analysis of the methods the English teacher use to teach reading comprehension. This study focuses in particular on the strategies English teachers employ to teach their students reading comprehension. The study's focus was on the many instructional strategies English teachers employ while instructing students in reading comprehension and how these techniques are applied in the classroom.

B. Strategy in teaching reading

One of those disciplines where a teacher has a wide range of teaching options is reading. To effectively implement any of those strategies, a teacher must comprehend the underlying assumptions and concepts that underlie each specific educational strategy. The number of labels or descriptors that can be used to describe behaviors that have the potential to be classified as activities related to instruction is not at all limited. In order to teach reading comprehension effectively, the teacher must have a well-thought-out plan. There are number strategies that can be employed while teaching students reading comprehension, according to Vacca & Vacca (1999:53):

a. Scaffolding

A scaffolding, as defined by Gasong (2007), is one in which students receive some support in the early stages of their learning process before that support gradually decreases in favor of opportunities for the students. By using scaffolding, teachers can help students with different learning preferences negotiate meaning and overcome obstacles in context-related learning scenarios including texts. The process of helping a student solve a particular problem that is above his or her developmental capacities with the help of a teacher or another person with greater aptitude is known as "scaffolding."

b. Think-aloud

Think alouds is one approach that helps students with their learning duties is one that aims to encourage them to retain more important information from the texts that the teacher provides. Think alouds are a strategy in understanding reading texts, and teachers make their thinking explicit by verbalizing their thoughts while reading aloud to students. Teachers have the ability to transfer creativity to them while also maintaining control over the students in the process of completing each step of the way think alouds.

c. Reciprocal Teaching

Reciprocal teaching is a teaching strategy that makes use of a "shared teaching" model to allow teacher and students to alternate leading class discussions on a particular reading. Within the concept of reciprocal teaching, the following four techniques are used to encourage conversation: predicting, generating questions, summarizing, and clarifying. Participating in reciprocal teaching, which is a great way to teach kids while also discussing terminology, creating ideas and questions, and summarizing information, can help students learn how to select the most important ideas from a reading. Although it can be used for a variety of topic matters, it works particularly effectively when applied to textbooks and other non-fiction texts.

a. SQ3R (Surveying, Questioning, Reading, Reciting, Reviewing)

SQ3R is a methodical reading strategy that was help you arrange and break up the reading experience into digestible bits. This is only one of several similar strategies that may be employed to raise one's comprehension level. It consists of five distinct steps: inspecting, interrogating, reading, reciting, and reviewing the content. The following steps make up the SQ3R strategy: (1) skimming the chapter headers to get to the key points; (2) rephrasing the heading as a question; (3) reading to discover the key points' answers; and (4) recalling the key points by saying them aloud or noting them down at the key points.

b. Question-Answer Relationship (QARs)

QARS is a reading strategy that incorporates question comprehension and evaluation. In other words, by using this approach, students are guided to understand the reading's questions in order to learn the material present in the reading. For this to be successful in the classroom, students only need to skim the reading and focus on the questions the teacher has about the topic they are reading in order to properly understand the material.

C. Definition of Reading Comprehension

Reading is a crucial skill for everyone studying English, whether it's their first language or a language from another nation. Reading is still a crucial skill for conveying meaning and knowledge through written language, and it is essential. Since reading in English is demanding and it might be difficult to understand what is being read, reading is not a simple exercise for language learners. Understanding it is required in order to derive meaning from it or to comprehend the author's point of view. It is likely that this is happening because English has a different grammar structure than the kids' native tongue. The act of reading calls for the employment of both the eyes and the brain. The brain interprets the signals that are received by the eye to determine what they actually signify.

Reading is a visual action that the reader performs by using their eyes to focus on printed words and their brain to interpret what they have read. The completion of a study by Janatun researchers titled Teachers' Strategy in Teaching Listening Comprehension. She concluded that the teachers taught listening through a range of techniques. The teacher-chosen techniques of training included bottom-up, top-down, and metacognitive ones. Teacher 1 employed grammar and pronunciation in addition to sound detection and sound differentiation techniques in the bottom-up category. The overwhelming majority of the students responded negatively to those strategies, which suggests that most of them had trouble discriminating and identifying the sounds. In contrast, teacher 2 used almost the same bottom-up teaching strategies as teacher 1, with the exception that she additionally transcribed the audio record. The students' responded favorably, demonstrating that they could identify the patterns and sounds of English words in the meantime. Ahmad's (2013) independent research project was titled A Study on Strategies for Teaching Speaking and Reading Comprehension Skills. He concluded that the teachers taught reading in three different stages. Pre-reading, during reading, and post-reading stages are the names given to these phases. In order to get to know the students better and improve their vocabulary proficiency, they asked

the students a number of questions throughout the pre-reading phase. To help the students more easily engage with the subject being discussed, this is done for them.

D. Purposes of reading

According to (Mahmoed,1992) as cited in (Muhammad Misbah Nurohman,2018) there are least five main purposes for comprehensive reading. For all of these goals to be successfully achieved, appropriate abilities are needed. These goals comprise:

1. Reading for specific information

Reading for specific information is a typical reading method used to find specified or constrained information. When reading for this reason, it's important to swiftly locate the information you're seeking for. An illustration of reading for specific information is looking up a term in a dictionary or a number in a phone book.

2. Reading for Application

Reading for application is used to accomplish a special task. One example of this kind of reading is when someone reads a book and then follows the instructions to create or repair something.

3. Reading for Pleasure and Entertainment

Individuals read for many pleasurable reasons. Reading popular periodicals like magazines and newspapers, as well as novels and other similar works, is a part of this. The reader has more time to create mental pictures of the environment and reflects with joy and appreciation on the history and characters in the story because it is a more leisurely manner of reading. To properly complete this kind of reading, the reader must be totally absorbed.

4. Reading for Ideas

This type of reading requires paying special attention to the main ideas, concepts, and the nature of the presented information. The reader initially quickly scans the main topics, headings, illustrations, and

conclusions to obtain a sense of the overall structure and nature of the content. By reading for information, I became more familiar with the different related ideas, facts, and discussions, which helped me understand the subject matter as a whole.

5. Reading for Understanding

Reading for understanding demands to understand of the connection between newly supplied material and general topic knowledge. Understanding how themes relate to sentences, paragraphs, and primary ideas is necessary.

6. Reading for Information

The materials reading for information like newspapers are designed to be read quickly in order to find facts. A sentence in a newspaper typically has fifteen words, and a normal paragraph only has three sentences. The reader's eye may scroll down the page more quickly since the text is set up in compact columns. Although they do read, readers often skim rather than read every word, scanning the page for the most crucial information.

7. Reading for main points in general

The primary points may include details such as the goal for which the work was created, the organization of the text, and the key arguments. For example: reading for an exam.

8. Reading for selected main points

Reading for selected main points looks for information about a specific area or answers to certain questions. For example: reading for a thesis.

E. Teaching Reading Activities

1. Pre-reading activities

Pre-reading activities are interactional activities carried out before students conduct the real reading activities. Pre-reading activation focuses on the student's baseline knowledge, the reading class's objectives, learning activities, and ways to inspire the students. The

teacher was either see to activate the students' schemata about the current problem by giving a succinct explanation of its contents, or both, at this stage of the process. Throughout the pre-reading phase, students need to be informed about the purpose of reading and learning. For pre-reading to be successful, the kids must be motivated. Reading motivation can be used to get students interested in the subject matter. Exercises that are under taken to improve students' understanding of the reading material are categorized as pre-reading activities.

2. During reading activities

During reading activities are the activities that reader does while reading take place. A few of the duties that should be completed while reading, according to Mukhoji (2011), are: (1) identifying the main idea; (2) locating the text's details; (3) maintaining the text's chronological order; (4) drawing conclusions from the text; and (5) detecting the discourse patterns. Since educational activities take place concurrently with reading activities, they are referred to as occurring "during reading activities." Five additional tasks that can be done while Mukhroji (2011) lists reading. The first stage for readers is to identify the passage's main idea and find the topic sentence via skimming. The readers are also required to find the specifics in the text in addition to the details. Following a sequence by connecting elements in a particular order or progression is the third step for readers. Fourth, readers attempt to understand the text by using their prior knowledge and experiences to make conclusions from it. To fully understand the text, readers must complete the fifth step, in which they recognize the speech patterns.

3. Post-reading activities

Post-reading activities are the activities conducted by a reader after reading. As part of their post-reading assignments, students offer post-questions and comments. The post-questions are more active in

incidental comprehension and the objective because of the information being learned, which has both greater and lower importance. Following reading, the teacher and the students was participate in a variety of educational activities referred to as post-reading activities. Activities that can be carried out during the post-reading activities phase include post-questions, feedback, group and whole class discussions, and feedback on group discussions, according to Mukhroji (2011), which is cited in Nur Madia Sarjan (2017). The activities' main goal is to gauge how well the students have understood the text that has been given to them. The post-reading questions are especially important because of the reading activity in class because they enable students to comprehend both important and less important information. In addition to asking questions regarding the material in the book, the students should be able to summarize it. After the reading is over, post-reading activities may also take the form of a discussion. As a result, conversation might happen in pairs or with the full class. The discussion may depend on how many students are present in the class; when there are many people, it is ideal to have talks in small groups. It is better to have conversations with the full class when there are few students present.

F. Reading Comprehension Aspects

These elements are thought to present difficulties for the students in trying to understand the text. Qurniawan (2020), cited in Nuttal (1982), asserts that students need to be proficient in five areas of reading comprehension in order to fully understand a text. These skills include identifying the text's core idea, finding references, drawing inferences, grasping the language, and understanding the specifics of the information.

a. Determining the Main Idea

The main idea is a statement that tells the author's point about the topic. To grasp a paragraph or short selection, it is crucial to identify the

main idea, according to Longan (2002), which Qurniawan (2020) cited. The key idea is often contained in a sentence, specifically the first sentence of the phrase, but it can also be found in the middle or at the end of the sentence, according to Vener (2002) and other sources (Qurniawan, 2020). As a result, it could be more difficult to determine what the main idea is. If students are not paying close enough attention, it is easy for them to miss both the passage's main point and where it is located.

b. Locating Reference

Reference is the antecedent of a pronoun. An antecedent, according to Sharpe (2005) and other sources, is a word or phrase that a pronoun refers to (Qurniawan, 2020). The students are expected to understand the purposes of the pronouns used in the sentences, such as the pronouns used to show people, places, or situations, when it comes to recognizing references.

c. Understanding Vocabulary

The learner increases their vocabulary knowledge while reading by doing things like searching up uncommon terms in a dictionary and trying to infer their meaning from the context of the paragraph. According to the research by Sharpe (2005) that was previously discussed, students are more adept at making broad predictions about meaning when they have context (Qurniawan, 2020). It suggests that students was be able to understand the substance of a paragraph if they make a prediction based on the context, rather than needing to stop and look up each new word in a dictionary. In reality, a lack of vocabulary on the part of readers is one of the things that makes it difficult for them to understand what is being said.

d. Making Inference

The students are expected to understand the material in order to draw conclusions about the assertions presented in the text by drawing conclusions from the text. Kopitski (2007) made the assertion, which was cited by Qurniawan (2020) that readers need to practice combining information from the text with their prior knowledge in order to practice

drawing inferences. It means that the students was be able to make assumptions and come to conclusions using the textual cues.

e. Detail Information

The final sort of question that frequently appears in reading tests is the detail or information question. The purpose of this inquiry is to assess students' comprehension of directly quoted content.

G. The Models of the Reading Process

The models can be placed in one of the three categories: bottom-up, top-down, and interactive, A discussion of the three models now follows :

a. Bottom-up Reading

Reading is essentially seen as a translating, decoding, or encoding process in bottom-up models of the reading process. Here, as the reader pays attention to the letters or other larger units, he starts to guess what words they was spell. After being recognized, the words are translated into inner speech, from which the reader can infer meaning much like while listening.

b. Top-down Reading Model

Despite the reality that reading is a process that progresses from the top, through increasingly complicated mental processes, all the way down to the text itself, students who use this type of reading model believe reading is a linear process. The reading process is driven by the student's mental activity as it interacts with the text. While the student is reading the material, his or her intellect is still at work, verifying and assuring that the prediction was accurate before correcting the new information if it did not live up to the student's expectations. As soon as the learner is aware of the reading selection's title and author, this process gets started. The student's mind starts to think about the reading selection's content right away. This particular reading paradigm is referred to as a "reader-driven model" for the same reason..

c. Interactive Reading Model

In the interactive reading model there is a joint effect of top-down and bottom-up reading processes on comprehension. Interactive reading is a reader-driven model, just like the top-down style. It is a cyclical approach to reading a material rather than a linear one. Understanding is affected simultaneously and equally by both textual information and students' mental activity (including information on syntactic, lexical, semantic, and pragmatic levels).

H. The Technique of Reading

a. Skimming

Skimming is obtaining the most essential information from the page by skimming rather than reading it all. The process of skimming a book can be highly helpful when readers are able to get the gist of what is being discussed without all of the specifics, according to Gideon 2017, which is cited in Qurniawan 2020. When a reader scans a page, they are searching for and concentrating on words that seem to convey the passage's main idea. When readers are constrained for time or merely require a general comprehension of the subject matter of an article or book rather than precise information, they may also skim. A more sophisticated version of the reading technique described as "passing by selected words" is skimming. When reading something rapidly, skimming enables the reader to focus just on the most crucial details while ignoring any minor or otherwise unimportant aspects. According to Qurniawan, the skimming technique entails reading a summary or an outline in order to understand the information offered in the text (Harmer:288) (2020). Skimming is the process of swiftly scanning a document to extract only the main idea and a high-level summary of the information. The ability to read quickly is usually quite important. You might have a ton of reading to accomplish but not a lot of time. Most of the time, you won't want to remember and know everything that is presented in this kind of reading. You only want to know

a little bit more information about the book or article. Beatrice and Linda (1998), who are cited in (Qurniawan, 2020), claim that skimming can be useful if you want to understand a lot about the author rapidly.

b. Scanning

Scanning is very fast reading. You was therefore miss a few words when scanning. As soon as you can, you begin your quest for some information. Scanning is a very important reading skill to develop. Many students read at an extremely slow rate because they are trying to read every word. You may not need to read every word, in most cases. Once you have mastered scanning, you was be able to read and absorb content more quickly. Scanning is the process of reading quickly through a text to find a certain piece of information (Harmer: 288). (Qurniawan, 2020). One technique we employ to locate specific information is scanning. All readers, according to Qurniawan (2020), use scanning to find information in a book that is relevant to them (Brown: 209). Examinees are given passages to read, and they are timed while they attempt to extract the most important details from each text as soon as they can. This is how the ability to scan is measured.

I. Previous Study

Some have conducted research related to Teachers' strategies in teaching Reading Comprehension:

Janatun (2013) did the study, "Teacher's Strategy in Teaching Listening Comprehension," She concluded that the teachers taught listening through a range of techniques. The categories used to categorize the approaches that teachers use in their classrooms include bottom-up, top-down, and metacognitive tactics. Setiawan's "A Study on Teachers' Strategies In Teaching Reading Comprehension To Students In MTS Tarbiyatul Ulum's Second Grade" (2014). He saw that the professors there used a range of instructional strategies to teach their students reading comprehension. They had less of an effect since the teacher was unable to combine the strategies in an efficient

way. The title of the essay, according to Muslaini (2017), is "Strategies in Teaching Reading Comprehension." The research's conclusions were delivered to teachers in the form of suggestions for how to teach reading comprehension. She asserted that the effectiveness of reading comprehension education increased with the number of instructional strategies used. The study looks into the various teaching strategies that teachers use to teach reading comprehension to their students. One of the most important aspects of instruction knows how to teach. The objectives of the learning process are to make sure that the proper approach is taken and that the material is delivered in a way that the students can understand it. The results of previous study have so shown that the teacher strategy for teaching reading comprehension is extremely effective. On the other hand, if students use too much strategy, their overall performance in the area of reading comprehension were decrease. This argument is in opposition to what the researchers' investigation at SMP Negeri 7 Putussibau found. The results of this study indicate that the teacher uses just one technique when putting the strategy into practice. The students was haven an easier time focusing if the teacher uses fewer strategies than are now used in reading comprehension instruction.