AN ANALYSIS OF TEACHER STRATEGIES IN TEACHING READING COMPREHENSION OF CLASS VII STUDENTS IN SMPN 12 DENPASAR

Ni Gede Diah Sutrisnawati[1], I Dewa Gede Rat Dwiyana Putra[2], I Putu Andre Suhardiana[3]
Universitas Hindu Negeri I Gusti Bagus Sugriwa Denpasar
diahsutrisna01@gmail.com

ABSTRACT

The aims of this study is to find out what strategies are used in teaching reading comprehension and analyze the strenghts and weakness of the strategy at SMPN 12 Denpasar, focusing on Class VII Students. This research used observation, interview, and content analysis to obtain data. The data was analyzed by using data reduction techniques, data display, and conclusion drawing/verification. The researcher found that the teachers employ knowledge activation, prediction, vocabulary, and games. Although there is a lack of time and unequal involvement, these tactics boost student motivation and preparedness. While reading, understanding key concepts and particular details is aided by skimming, scanning, and peer discussion. The drawbacks include inconsistent supervision and certain passive students. Q&A and games improve understanding and reflection. The drawbacks include little time for introspection and a narrow range of activities. Although more involvement and time management were required, the teacher's approach of combining cognitive, metacognitive, and social/affective tactics was generally successful.
Keywords: Reading Comprehension, Teaching Strategies, Reading Skill, Reading Technique

INTRODUCTION

The importance of strategy in the teaching and learning process cannot be underestimated. Strategy is procedural, while the approach is axiomatic; there are several strategies in one approach. This strategy then becomes a teaching method in the learning process. Intense use of strategies is needed to help students' learning and understanding. Teaching strategies are assumed to be a means to achieve something in the teaching process. The teacher can achieve the objectives of the teaching plan because of the strategies implemented. There are strategies for teachers to teach reading comprehension (Sofyan et al., 2020). Some of them are using authentic and approximate materials, reading aloud in front of the class, understanding questions, determining the effect of text difficulty, and using pre-reading activities to prepare students for reading. Other strategies teachers can use include expanding students' vocabulary, getting to the core material, using contextual cues, visualizing what is written, providing variety for reading purposes, and identifying texts and assignments. (Nurhamidah et al., 2018).

Reading is the process of gathering information to understand the meaning and significance of the text being read. Most people argue that reading without meaning and understanding is not reading. The purpose of reading is to share information with others, which can increase our knowledge in a particular field. In other words, reading is the best way for students to learn new things and expand their knowledge of the world. Reading allows us to understand and comprehend so that the message can be received properly. It can be concluded that when reading, readers will actively discover what the text means and explore the meaning of the text, the questions that arise after they understand the text they read. Reading is an activity that a person does to analyze the message or meaning that the author wants to convey in the text. Students who are too lazy to read will find it difficult to learn new things for themselves. In contrast to reading lessons in Indonesian, reading receives special attention in second or foreign language teaching. Reading is the process of understanding the text. That is, when we read, we try to understand the actual meaning of the words, and we can draw our conclusions about the text after reading it carefully. The reader's concentration and ability to

recognize and analyze the text determines how well and quickly he or she comprehends it. If students master vocabulary, they will be better able to understand the intent and purpose of the text, as well as train their ability to guess which information is obtained from previous experience. The ability to read is an achievement for those who are serious and focused in reading. Reading opens a window where many insights can be gained and is one of the ways to get as much information as possible. With this, students must understand and comprehend the purpose of the text. They must be able to understand, identify, and translate what they have read to do so. Therefore, students must make a concerted effort to learn and read. We need strategies to facilitate comprehension. Strategies that are used together to solve problems and extract information from texts. Reading is a complex process and a subject that should be taught to students (Audina et al., 2020a). Reading comprehension is the ability to understand or interpret written or printed materials that contain information, involving mental activity to understand the researcher's intent (Saputri & Afriani, 2021a). Teaching reading comprehension is a complex process that involves more than just passing information from teacher to student. Many activities can be done, especially during the teaching and learning process in the classroom. Reading is an interactive activity in which meaning from written material is selected and understood (Rombot et al., 2020a).Comprehension depends not only on the reader's prior knowledge or working memory, but also on basic reading skills, vocabulary, elaboration, text structure, and motivation (Rombot et al., 2020b). Reading comprehension is the 'process of constructing meaning' from text or how to understand what is read. Catts states that individual differences in these two components have been shown to explain differences in reading comprehension across languages, although the relative relationships of the components change over time (Elleman & Oslund, 2019). Perfetti, Landi, and Oakhill state that reading comprehension requires various linguistic and cognitive processes, including but not limited to word reading, working memory, reasoning, comprehension, vocabulary, and prior knowledge. (Elleman & Oslund, 2019). Several studies on reading comprehension have been conducted. This is because reading comprehension seems to have an impact on other subjects in primary school.

The researchers had conducted several literature review regarding teaching reading strategies, first was by (Chotimah, 2022), "An Analysis of Teachers' Strategies in Teaching Reading Comprehension at Tenth Grade Students of Vocational High School 2 Malang", the research was conducted to comprehend the teacher's strategy in teaching English by using descriptive qualitative methods to the senior English teacher at State Vocational High School 2, Malang as the subject. For data collection techniques, researchers used interviews, observations, questionnaires, and documents. The results of the study show that the teacher used a lesson plan by considering important elements such as objectives, activities, and learning media, and reading teaching strategies used are QARs and meta-cognitive strategies. The teacher divides the activities into 3 activities, namely pre-reading activities, during-reading activities, and post-reading activities. To implement reading comprehension learning the teacher uses tools such as WhatsApp, Google Meet, and YouTube. (Alfian, 2018)"An Analysis of Teachers' Strategies in Teaching Reading Comprehension at SMA Negeri 5 Bone." The purpose of this study was to determine the reading comprehension strategies used by teachers and students' perceptions of the strategies used by teachers. This type of research is descriptive qualitative. The instruments used were observation and questionnaires. The result of this study is that the teacher used two methods in teaching English, namely Reciprocal Teaching and QAR. And students' perceptions of the two methods used by the teacher show that students understand more easily and can convey or change their opinions, get new ideas, and be motivated students in learning. (Nurdin, 2021) "Teachers' Strategies in Teaching Reading Comprehension at SMP IT AL-GHOFAR during Covid-19" The purpose of this study is to find out the reading teaching strategy and how to implement the reading teaching strategy at

"SMP IT Al-Ghofar during Covid-19". This research uses a qualitative approach by using the instruments of observation, interview, and documentation. Data is obtained through data reduction, data display, and conclusion. This study used 2 English teachers as participants. The results of this study show that teachers at "SMP IT Al-Ghofar during COVID-19" use 3 reading teaching strategies: QARs, semantic mapping, and translating simple paragraphs. The two teachers implementing the reading teaching strategies are the same, namely by using WhatsApp groups and giving assignments.

Based on previous research studies there are similarities with this study, namely previous researchers conducted research on reading comprehension teaching strategies, but there are some differences, namely in the object of research, and the place of research and different grade levels, the reason the researcher chose in SMPN 12 Denpasar because this school has good learning quality, the second reason the researcher took in grade 7 because the learning process in grade 7 is still very BASIC, so the quality of reading comprehension teaching really determines the reading quality of grade 7 children in the future so that teachers must choose the right teaching method, the third reason the researcher conducted research in class VII because in this class the average 'student' has good reading comprehension.

METHODS

The researcher analyzed the methods used by teachers and determine the strengths and weaknesses of the teaching strategies employed by teacher in teaching reading comprehension. This research will be in three stages, the first is interviewing the English teacher, the second is observing the teaching and learning process in class VII SMPN 12 Denpasar, and the third is documentation to support the research. This research uses interview, observation, and documentation methods. In this research process, the researcher will ask what reading comprehension strategies are used by English teachers in class VII SMPN 12 Denpasar.

Data analysis was done qualitatively to describe what is in the data. This was done by using documentation and interviews to collect data. Qualitative data analysis is the process of managing data, and organizing it into patterns, categories, and basic description units. In qualitative research, data analysis is usually done simultaneously or concurrently with data collection, due to its messy and non-linear nature. Researchers used data reduction techniques, data display, and conclusion drawing/verification which are three processes that occur simultaneously that form the analysis.

FINDING AND DISCUSSION

Based on the results of interviews and observations, researchers found that class VII teachers at SMPN 12 Denpasar used 3 learning methods: QARs, and Skimming-Scanning.

The results demonstrate that the teacher used techniques like games, prior knowledge activation, text content prediction, and the introduction of important terminology throughout the pre-reading phase. While cognitive methods assisted students in effectively processing new information, metacognitive strategies were aided by these activities, which encouraged students to consider what they already knew and predict the text. Additionally, because students loved the learning process and worked in teams, the use of games encouraged social and emotional techniques. Students' mental preparation, motivation, and prior knowledge activation were all enhanced by the pre-reading exercises. Games boosted interaction and lowered reading anxiety. However, despite these benefits, not all pre-reading exercises were implemented consistently, and some students were passive or unduly reliant on the teacher's direction. Participation in other games was also limited by time constraints This is in line with Vacca's (2021) assertion that pre-reading techniques should stimulate students' cognitive and metacognitive development in order to increase their comprehension readiness. According to the research, interactive pre-reading exercises—especially games—can also improve affective

engagement, which promotes social interaction and motivation. However, teachers should make sure that all students participate equally and that the activities are varied in order to enhance efficacy.

The teacher used peer conversations and skimming and scanning techniques during the reading phase. Students were able to swiftly understand the key concepts by skimming (cognitive approach). Students learned how to efficiently find specific details by scanning (cognitive approach). Students were encouraged to communicate and validate their learning through peer conversation, which reflected social and emotional techniques. As students assessed the precision of their comprehension, monitoring comprehension revealed metacognitive techniques. This technique help monitoring raised awareness of understanding, peer conversation boosted engagement, and skimming and scanning improved reading efficiency. However, the weakness of this technique is time limits restricted comprehension depth, some pupils were inactive, and monitoring was uneven. The results corroborate the theories of cognitive reading methods (Vacca, 2021), which claim that scanning and skimming help with comprehension and information processing. Combining social engagement with metacognitive reflection improves comprehension and promotes cooperation and self-control. However, precise timing and active participation from every student are necessary for successful implementation.

Games and Q&A were used in the post-reading phase to strengthen understanding and introspection. Students were able to recollect and assess material (cognitive & metacognitive) with the use of Q&A and Playing games encouraged participation, cooperation, and self-assurance (social & affective). This activitiy improved motivation, promoted critical thinking, and strengthened comprehension. However, Reflective exercises were time-limited, some kids did not engage equitably, and there was occasionally a limited selection of games. These results are in line with Vacca's (2021) findings, which emphasize how post-reading exercises strengthen comprehension and encourage metacognitive thinking. Learning becomes more meaningful when games and group Q&A sessions promote positive social interaction and affective involvement. To optimize the advantages for every student, educators should guarantee time management and a variety of activities. Overall, the teacher integrated cognitive, metacognitive, and social/affective methods throughout the pre-reading, during-reading, and post-reading phases in a methodical and theoretically aligned manner. Although the tactics were largely successful, there may be room for improvement given the constraints on time, student involvement, and activity diversity. Learner engagement and reading comprehension can be further improved by applying metacognitive and social tactics consistently.

CONCLUSION

Based on the results of research conducted by researchers through content analysis, observation, and interviews. Teachers employ knowledge activation, prediction, vocabulary, and games. Although there is a lack of time and unequal involvement, these tactics boost student motivation and preparedness. While reading, understanding key concepts and particular details is aided by skimming, scanning, and peer discussion. The drawbacks include inconsistent supervision and certain passive students. Post-Reading: Q&A and games improve understanding and reflection. The drawbacks include little time for introspection and a narrow range of activities.

Although more involvement and time management were required, the teacher's approach of combining cognitive, metacognitive, and social/affective tactics was generally successful.

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