# THE ANALYSIS OF STRATEGIES USED BY THE ENGLISH TEACHERS IN TEACHING READING COMPREHENSION

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**ABSTRACT**

*Identifying the strategy of teaching used by the teachers in their teaching activities is essential in junior high school classes to achieve the better competencies in English. The main purpose of this study was to discover what strategies were used by English teachers at grade eight of Junior High School 2 Kubung Solok in teaching reading comprehension in one semester of the 2019/2020 academic year. This research was designed by the combination of qualitative and quantitative descriptive research. The primary data were obtained by using questionnaires and interviews distributed to the English teachers. The secondary data were taken from students' daily English exam results by review the document on the scores stored by the teachers. Questionnaire was used in order to know what strategies were used by English teachers in teaching reading comprehension at each meeting of the week. Interviews were used to find out what, how, and how often the teachers use/implement the certain strategies in teaching reading comprehension. The third instrument, document review was used to get the data on students' daily exam results at each the time a certain strategy was used by the teachers. Based on the results of the data analysis, it is found that there were eight strategies that have been used by the teachers during one semester in teaching reading comprehension. Among the eight strategies used by the teachers, there are four strategies that were used dominantly; they were Scaffolding, Contextual Teaching, Summarizing, and Discussion strategies. The four strategies showed the highest students' daily test results.*

Keywords : *Reading comprehension ability, teaching reading comprehension strategies*

## INTRODUCTION

Reading is one of the four language skills beside listening, speaking, and writing which is important to be learned and mastered by individual student. By reading, one can relax, interacting with the feelings and thoughts, obtain information, and improve the science knowledge. Reading is a process of enunciating the conventional way the sound symbolized by the printed or written markers on the script (Rivers, 2016: 261).

Reading comprehension is the activity in making connections between parts of the

passage in order to build up an interpretation requires recognition of the words. It is an ability to hold information in mind, an ability to scan backwards and forwards to relevant words and phrases, an understanding of cues from sentence structure and punctuation, an empathy with the character, and many other skills and processes (Clarke et al., 2014: 2). It is an ability to understand or to gain the information from a text. Reading comprehension is defined the understanding of a text that is read or the process of constructing meaning from a text. It means that in reading a reader must be able to interpret what the meaning of the text well.

In junior high school, reading has been taught at all levels. The students should comprehend the reading for certain purposes. That is why it needs practical and suitable teaching components to be applied by the teachers in teaching it. The components are related to teacher's teaching strategies, teacher's teaching media, teacher's material selection, and teacher's classroom management. Those components can influence students' comprehension abilities. They can make students still have difficulty in reading comprehension activities since they were not used appropriately and purposively. It can make the students have low vocabulary mastery, so it makes students cannot have interest and effective reading comprehension activities. Consequently, the students cannot do exercises given by the teachers, cannot answer questions about the text they have read, and cannot get the meaning of difficult words they found in the text. It makes them do not have motivation in reading comprehension activity. Therefore, they think that learning reading comprehension in English is very difficult for them.

Reading instruction that incorporates reading strategies and promote strategic reading behavior has been found to be conducive and helpful in the development of a student's academic reading ability (Mokhtari, Reichard & Sheorey, 2008; Pressley et al., 2006 in Yapp, Graaff, and Bergh, 2021). For the last 30 years, most L1 reading comprehension program in primary and secondary schools include reading strategies in some forms. Reading comprehension can be described as a complex and complicated process, in which the reader engages with a text in order to obtain meaning and understanding from it (Duke & Pearson, 2002 in Yapp, Graaff, and Bergh, 2021).

Some studies have been conducted on how reading strategy instruction can lead to the use of an extended range of reading strategies by the learners. However, the results pointed to the fact that learners' awareness of strategies and their ability to use them while reading did increase, the reading strategy instruction was not able to enhance the students' reading performance significantly based on the results of a reading comprehension test given to the participants at the end of the program. The findings of this study offer several pedagogical

implications for teaching reading comprehension in EFL contexts. Consciousness-raising can play an important role in teaching reading comprehension strategies as the findings suggest. Therefore, teachers can implement this strategy in the process of teaching reading and help the learners make significant improvements (Soleimani and Sajadeh, 2013).

This article was focused on the study of the analysis of what strategies of teaching reading comprehension implemented by the teachers in each meeting of the teaching and learning activities at Junior High School 2 Kubung Solok. Each time the strategy of teaching reading comprehension was applied in each meeting, the students were used to be tested at the end of the meeting, then their scores stored by the teachers. These scores were checked to see how were the effects of each strategy used by the teachers toward these students' daily exam scores. These scores were used to prove the students' ability in reading comprehension. The analysis of this research on the kind of strategies were dominantly used by the teachers were conducted as well.

**METHOD**

**Research Design**

This research was the ex-post-facto research which is conducted by using the combination of descriptive qualitative and quantitative research design. This research compared the subsequent achievement of students who have been retained with the academic achievement. This method is sometimes called *causal comparative* because its purpose is to investigate cause-and-effect relationships between independent and dependent variables (Ary, 2010). This research compared the students' daily exam scores on reading comprehension that they had achieved each time the strategy of teaching reading comprehension was applied by the teachers during one of the semester at 2019/2020 academic year. It was to know the effect of each teaching reading comprehension strategy toward students' reading comprehension ability, and to see the dominantly applied strategies by the teacher as well.

**Population and Sample**

The population of this research was the teachers and the eighth grade students of SMPN 2 Kubung at one of the semester on 2019/2020 academic year. There were two (2) English teachers who taught at the eighth grade of SMPN 2 Kubung and there were 112 students which were included in four classes.

In this research sampling technique used was total sampling. Total sampling is a sampling technique when all members of the population is used as a sample. This sampling

technique is used if the population is relatively small, that is, not more than 30 people, the total sampling is also called a census, in which all members of population is used as a sample (Sugiyono, 2014:124).

**Instrumentation**

There are three instruments were used in this research, they were questionnaire, interview, and documentation review.

1. **Questionnaire**

In this research close questionnaire was used as the instrument to collect the data on the frequency of the strategies of teaching reading comprehension used by the English teachers in teaching reading comprehension in each week. Closed questionnaire is a questionnaire that is presented in such a way that the respondent just has to put a tick (√) in the appropriate to column or place available (Sugiyono, 2014: 142). Closed questions prescribe the range of responses from which the respondent may choose. Highly structured, closed questions are useful in that they can generate frequencies of response amenable to statistical treatment and analysis. They also enable comparisons to be made across groups in the sample. They are quicker to code and analyze than word-based data, and, often, they are directly to the point and deliberately more focused than open- ended questions, helping the respondent to answer easily, as response categories are provided; processing vast quantities of word-based data in a short time frame is extremely demanding (Cohen, 2018: 476). There were 14 types of teaching reading comprehension strategy asked in this questionnaire: 1) Scaffolding, 2) Think Aloud, 3)  Survey, Question, Read, Reflect, Recite, and Review (SQ4R , 4) Questions-Answer-Relationship Strategy (QARS), 5) Monitoring Comprehension, 6) Semantic Mapping, 7) Metacognition, 8) Graphic and Semantic Organize, 9) Recognition, 10) Survey, Question, Read, Recite, and Review (SQ3R), 11) Contextual Teaching, 12) Summarizing, 13) Discussion, and 14) Inquiry. The categories were always (5), often (4,) sometimes (3), seldom (2), and never (1). The Likert scale was used to scale the gradations of answers in form of always, often, sometimes, seldom and never.

2. **Interview**

Interview is a meeting of two persons to exchange information and idea through and responses, resulting in communication and joint construction of meaning about a particular topic. The interviewer carries out the interview by using a set questions arranged in advance, semi structured interview. The interviewer uses a set question which is developed to again the

specific information. The interview is conducted to get the addition of information in response to interesting or important answer that arises unexpectedly from the planned questions (Sugiyono, 2010: 231). In this study structured interview was used. This interview was conducted with the English teachers after the teachers were distributed the questionnaire about the types of teaching reading comprehension strategy they used. Interview questions were made based on the indicators of each reading comprehension strategy seen on the following table.

**Table 1. Indicators of Interview in Strategies of Teaching Reading Comprehension**

| No | Strategies in Teaching Reading Comprehension | Sub Indicator | Number of question for sub indicator |
|---|---|---|---|
| 1. | Discussion | 1. Previewing<br>2. Click and Clunk<br>3. Getting the gist<br>4. Wrapping up | 1,2,3,4,5, 6,7,8,9, 10,11 |
| 2. | Contextual Teaching | 1. Text selection<br>2. Designing learning activities.<br>3 Read the main text that has been selected by the teacher. | 1,2,3,4 |
| 3. | Monitoring Comprehension | 1. Description<br>2. Purpose<br>3. Procedure | 1,2,3,4,5, 6,7 |
| 4. | Semantic Mapping | 1. Deciding the topics for instruction and important new words to learn.<br>2. Asking students to think of other words<br>3. Students share their recorded words.<br>4. Grouping the words by category.<br>5. Creating a class map of the words<br>6. Add new related words found through reading to the map. | 1,2,3,4,5, 6 |
| 5. | Summarizing | 1. The teacher provides a copy of the text for students.<br>2. Students read the initial selection carefully.<br>3. Students look for the main idea<br>4. Students the looking for key supporting details.<br>5. Students write a summary | 1,2,3,,4,5 |
| 6. | Question Answering Relationship (QARS) | a. Explain to students that there are the types of questions they will encounter in the text. Define each question type and provide examples.<br>b. Read the short passage aloud to your students.<br>c. Asking students predefined questions when teacher stop reading loudly<br>d. Show students how to find information to answer questions in the text. | 1,2,3,4 |
| 7. | Scaffolding | a. Text Selection<br>b. Text Orientation<br>c. Read Text<br>d. Language Orientation | 1,2,3,4,5, 6,7,8,9 |

| | | e. Building Understanding | |
|---|---|---|---|
| 8. | Think Aloud | 1. Divided students into groups<br>2. Each group consists of 2 people.<br>3. Students are asked to sit in pairs and face each other.<br>4. Determining the first problem solver and listener of each group<br>5. The teacher gives questions to each group.<br>6. Problem solvers of the group read the questions clearly to the listeners.<br>7. The problem solver makes reasoning on the questions given after giving the ideas about the problem.<br>8. Problem solver conveys the results of reasoning to listeners.<br>9. The listener is in charge of listening to what the problem solver has to say and understanding every step, answer, and analysis given.<br>10. Listener is not allowed to add answers to the problem solver because the listener only has the right to notify if there is an error in the problem solver analysis | 1,2,3,4,5, 6 |

3. **Document Review**

Documentation review is a process used to collect data after reviewing the existing documents. It is an efficient and effective way of gathering data from the past. Apart from strengthening and supporting the research by providing supplementary research data document review has emerged as one of the beneficial methods to gather quantitative data (Bhat, 2020). In this research the document type were analyzed for supporting quantitative research data was physical evidence, it as the documents deal with previous achievement of students in daily exam on reading comprehension scores. It was used to collect the data as the available secondary data stored by the teachers at the eighth grade of SMPN 2 Kubung Solok.

**Technique of Data Collection**

The researchers used three instruments in collecting the data. The first instrument was close questionnaire given to the teachers to get the data about the type and frequency of the strategies of teaching reading comprehension used by the teachers. Secondly, the interview with the questions based on the indicators of reading comprehension strategy distributed to the teachers, then, the teachers' responses were noted and recorded.

At last, the researcher reviewed and used students' reading comprehension ability based on the students mean score in daily exam (it is called UH) stored by teachers. It is noted that the minimum competence average score (it is called KKM) of English subject at the school is 70.

**Technique of Data Analysis**

After collecting the data on the strategies chose and used by the teachers in teaching reading comprehension, researchers interviewed teachers about how they to use the strategy based on indicators on reading comprehension, then analyzed it following the five steps suggested by Gay (2010: 239). The five steps are:

1. Data managing—it involves creating and organizing the data collection during the study. The step is managed interview results of the students. After that, the researchers organized the students response based on the questions that have been given.

2. Reading/memorizing

    The second step in analyzing the data is reading or memorizing. The researcher also read and checked the students' response. The researcher also wrote some notes that seem important related to the result of the data.

3. Describing

    In this stage the researcher obtained data from interviews with teacher. The results of the interview show how teachers use strategies in teaching reading comprehension.

4. Classifying

    This study describes how the teacher's used of reading comprehension strategies based on the results of the teacher's answers on interview data.

5. Interpreting

    The researchers focused on teachers' answer. The researchers interpreted the teachers' answers.


**FINDINGS AND DISCUSSION**

**Findings**

The research finding from the close questionnaire showed that among the 14 strategies were asked, there were eight types of strategy of teaching reading comprehension implemented by the teachers during one of the semester at 2019/2020 academic year. The following is the results from questionnaire:

**Table 2. Teachers' Responses on the Use of Teaching Reading Comprehension Strategies during One Semester on 2019/2020 Academic Year**

| No | Teaching Strategies in Reading Comprehension | Teachers (1 & 2) | Frequency | | | | | Week |
|---|---|---|---|---|---|---|---|---|
| | | | Always (5) | Often (4) | Sometimes (3) | Seldom (2) | Never (1) | |
| 1 | Scaffolding | Teacher 1 | | √ | | | | W-2 class A |
| | | Teacher 2 | | | √ | | | W-2 class C |
| 2 | Think Aloud | Teacher 1 | | | √ | | | W-1 class A |
| | | Teacher 2 | | | | | | |
| 3 | Survey, Question, Read, Reflect, Recite, and Review (SQ4R) | Teacher 1 | | | | | | |
| | | Teacher 2 | | | | | | |
| 4 | Questions-Answer-Relationship Strategy (QARS} | Teacher 1 | | √ | | | | W-2 class B |
| | | Teacher 2 | | | | | | |
| 5 | Monitoring Comprehension | Teacher 1 | | | | | | |
| | | Teacher 2 | | | | √ | | W-2 class D |
| 6 | Semantic Mapping | Teacher 1 | | | | | | |
| | | Teacher 2 | | | √ | | | W-2 class C &D |
| 7 | Metacognition | Teacher 1 | | | | | | |
| | | Teacher 2 | | | | | | |
| 8 | Graphic and Semantic Organizer | Teacher 1 | | | | | | |
| | | Teacher 2 | | | | | | |
| 9 | Recognition | Teacher 1 | | | | | | |
| | | Teacher 2 | | | | | | |
| 10 | Survey, Question, Read, Recite, and Review (SQ3R) | Teacher 1 | | | | | | |
| | | Teacher 2 | | | | | | |
| 11 | Contextual Teaching | Teacher 1 | | | | | | |
| | | Teacher 2 | | | √ | | | W-4 class A & B |
| 12 | | Teacher 1 | | √ | | | | W-1 |

| No | Strategy | Teacher | | | | | | | Class/Week |
|----|----------|---------|---|---|---|---|---|---|------------|
| | Summarizing | | | | | | | | class B |
| | | Teacher 2 | | | | | | | |
| 13 | Discussion | Teacher 1 | | | | | | | |
| | | Teacher 2 | | | √ | | | | W-3 class C & B |
| 14 | Inquiry | Teacher 1 | | | √ | | | | W-3 class A & B |
| | | Teacher 2 | | | √ | | | | W-4 class C & D |

From the table above it was found that among 14 strategies of teaching reading comprehension which might be implemented in the class of reading comprehension activity, there were 8 strategies implemented by the teachers. The strategies which were often used by the teachers are Scaffolding, Question-Answer Relationship Strategy (QARS), and Summarizing. Meanwhile, the strategies: 1) Think Aloud 2) Survey, Question, Read, Reflect, Recite, and Review (SQ4R) , 3), Semantic Mapping, 4) Metacognition, 5) Graphic and Semantic Organize, 6) Recognition, 7) Survey, Question, Read, Recite, and Review (SQ3R), 8) Contextual Teaching, 9) Discussion, and 10) Inquiry, were seldom implemented in the reading comprehension activity in the classroom. Monitoring Comprehension strategy was the only one strategy which was seldom used in the reading activity classroom.

The result of the study from the whole instruments can be resumed and described in the following table:

**Table 3. The Resume of Strategies Used by Teachers and Students' Daily Exam Average Scores on Each Strategy of Teaching Reading Comprehension**

| No | Teaching Strategy Used by the Teachers | Teacher | Class | Week | Students' Average Score from 2 Teachers |
|----|----------------------------------------|---------|-------|------|-----------------------------------------|
| 1. | Scaffolding | Teacher 1 | Class A | Week 2 | 72.89 |
| | Scaffolding | Teacher 2 | Class C | Week 2 | 72.85 |
| 2. | Think Aloud | Teacher 1 | Class A | Week 1 | 68.10 |
| 3. | Question Answering Relationship (QARS) | Teacher 1 | Class B | Week 2 | 68.14 |
| 4. | Monitoring Comprehension | Teacher 2 | Class D | Week 2 | 61.75 |
| 5. | Semantic Mapping | Teacher 2 | Class C and D | Week 1 | 64.00 |
| 6. | Contextual Teaching | Teacher 1 | Class A and B | Week 4 | 71.00 |

| 7. | Discussion | Teacher 2 | Class C and D | Week 3 | 70,01 |
|----|------------|-----------|---------------|--------|-------|
| 8. | Summarizing | Teacher | Class B | Week 1 | 70.09 |

From the table above, it was found that there are eight types of strategy of teaching reading comprehension used by the teachers during one of the semester at 2019/2020 academic year. Scaffolding strategy which was used by both of the teachers, effects the highest average students' mean score on the daily exam in reading comprehension, it is 72.87. Then it is followed by the next strategy—Contextual Teaching—with the average students' mean score of the daily exam in reading comprehension is 71.32. The next is Summarizing strategy with the average students' mean score on the daily exam in reading comprehension is 70.09. The Discussion strategy affected the average students' mean score on daily exam in reading comprehension at 70. The students' average score on this discussion strategy was followed by Semantic Mapping strategy with the average students' mean score on daily exam of reading comprehension is 64. Then it was followed by Think Aloud strategy with the average students' mean score on daily exam in reading comprehension is 68.10. The next is Monitoring Comprehension which effects the students' average means score on daily exam in reading comprehension—it is 61.75. The last is Question Relationship Answering (QARS) strategy showed the effect on daily exam in reading comprehension on is 68.14. From the table above, it was found that Scaffolding strategy gave the highest effect on students' daily exam scores.

From the interview results, it was found that there were eight strategies that the teachers used in teaching reading comprehension. Teacher 1 (first teachers) has used Scaffolding, Think aloud, Question answer relationship strategy (QARS), Summarizing, and Contextual teaching strategy. Teacher 2 (second teachers) has used Scaffolding, Monitoring comprehension, Semantic Mapping, and Discussion Strategy.

Scaffolding strategy was used by the first teacher at week 2 in class A. While the second teacher used Scaffolding strategy at week 2 in class C. Think Aloud strategy was used by the first teacher at week 1 in class A, Question Answering Relationship strategy was used by the first teacher at week 2 in class B. Monitoring Comprehension strategy was used by the second teacher at week 2 in class D, and Semantic Mapping strategy was used by the second teacher at week 1 in the class C and at week 1 in class D. Contextual Teaching strategy was used by the first teacher at week 4 in class A and B, while Discussion strategy was used by the second teacher at week 3 in the class C and D. Then Summarizing strategy was used by the first teacher at week 1 in the class B.

**Discussion**

Reading comprehension underlines one of the most important aspects of reading education, given the role it plays in school achievement and daily life. The main aim of the present research was to explore the process of implementing the strategy of teaching reading comprehension by the teachers. It was the analyzing of types of teaching strategies implemented and each strategy's effects toward students' ability represented by students' class average scores.

In this study, two questions were expressed regarding the types of teaching reading comprehension strategies implemented by the teachers and how its effect toward students' reading comprehension ability represented by their average class daily exam scores. In the first sub-question of the research, the analyses showed that there were eight strategies of teaching reading comprehension strategies implemented by the teachers during one semester. In the second sub-question of the research, the analyses showed the average scores of the students' reading comprehension competencies.

This finding is consistent with previous study results that have indicated that the reading strategy instruction was not able to enhance the students' reading performance significantly based on the results of a reading comprehension test given to the participants at the end of the program. However, the results pointed to the fact that learners' awareness of strategies and their ability to use them while reading did increase. The research finding showed that consciousness-raising can play an important role in teaching reading comprehension strategies as the findings suggest. Therefore, teachers can implement this strategy in the process of teaching reading and help the learners make significant improvements (Soleimani and Sajadeh, 2013). The findings of this study pointed to the fact that learners' ability in form of the students' daily exam scores in reading comprehension did increase after teaching by using some reading comprehension strategies: Scaffolding, Contextual Teaching, Summarizing, and Discussion strategies. The students' scores reached and exceeded the KKM of English score (the KKM of English at school is 70.00). The results of this study indicated that there was the effect of strategies of teaching reading comprehension used by the teachers toward the students' reading comprehension scores. In addition, the results of this research demonstrated a small but significant increase of students' reading comprehension achievement scores.

**CONCLUSION AND SUGGESTION**

There were eight strategies used by the English teachers in teaching reading comprehension. Each strategy used by the teachers showed the different effects on students'

reading comprehension ability, which is shown by the students' daily exam scores after teaching by using each strategy in each meeting of teaching and learning process. In different weeks the teachers applied the different strategies in teaching reading comprehension. Among the eight strategies used during the semester, there were four strategies showed the good effect on the students' daily exam scores: Scaffolding, Contextual Teaching, Summarizing, and Discussion strategies, because they are the strategies with the highest results of the students' daily exam. The scores reached and exceeded the KKM of English score (the KKM of English is 70.00). Scaffolding strategy was dominantly used and had the good effect on the students' daily exam scores.

This research offers some suggestions. The suggestions are expected to giving information about the strategies of teaching reading comprehension used by the teachers and their effects toward students' ability in reading comprehension. The English teachers at eight grade of SMPN 2 Kubung Kota Solok are recommended to implement Scaffolding, Contextual Teaching, Summarizing, and Discussion strategies dominantly in teaching reading comprehension, because when the teachers used these strategies it was found that these strategies were good for improving students' reading comprehension ability. The students are suggested to focus on learning reading comprehension when they are taught by using the Scaffolding, Contextual Teaching, Summarizing, and Discussion strategies in order that the students can get more understanding about what they are read comprehensively, so that they can enjoy the lesson. The next researchers are suggested to conduct other types of researches about teaching strategies used by the English teachers in teaching reading comprehension.

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