

THE STRATEGY IN TEACHING READING COMPREHENSION AT GRADE VII SMP NEGERI 5 PADANGSIDIMPUAN

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Abstract : *The research problem encompasses both the instructional approach and the instructional materials. Because the teaching strategies are not appropriate for the students' circumstances, the teaching-learning process does not provide positive results. The study's goals were to determine the most common teaching method for reading comprehension at grade VII SMP N 5 Padangsidimpuan and to find out what strategies teachers employ in this regard. Descriptive analysis was the method utilized in this qualitative study of a phenomenon. The research participant was a Grade VII teacher at SMP 5 Padangsidimpuan. The information was gathered through interviews and observation. The five steps of data analysis were data management, reading/memorization, description, classification, and interpretation. Member checking was done in this study to assess the reliability of the data. According to the study's findings, teachers' methods for teaching reading comprehension included pre-reading, such as vocabulary analysis and clustering or mapping strategies, which helped students learn new words and understand their meanings; during reading or during reading activities, such as taking notes or outlining strategies, which helped students understand the key points of the text; and post-reading, or after reading, which included retelling strategies that helped students retain the information.*

Key Words : *Strategy, Teaching Reading Comprehension*

Abstrak : *Temuan penelitian ini tidak hanya mencakup materi pengajaran tetapi juga strategi pengajaran. Dalam proses pembelajaran, mengajar tidaklah menghasilkan hasil dari metode pengajaran yang cocok berdasarkan kondisi siswa. Tujuan dari penelitian ini adalah untuk mengidentifikasi strategi yang digunakan guru dalam mengajar membaca di tingkat VII SMP Negeri 5 Padangsidimpuan dan untuk menentukan strategi mana yang paling sering digunakan guru dalam mengajar membaca di tingkat ini. Penelitian adalah studi tentang fenomena kuantitatif dengan menggunakan metode analisis deskriptif. Guru angkatan VII SMP Negeri 5 Padangsidimpuan adalah subjek penelitian ini. Hasil data berasal dari metode pengumpulan data observasional dan wawancara. Ada lima cara untuk menganalisis data: manajemen, membaca/menghafal, menggambarkan, mengklasifikasikan, dan menafsirkan. Untuk mengecek keabsahan penelitian, peneliti menggunakan pengecekan anggota. Berdasarkan temuan penelitian, strategi guru dalam mengajarkan pemahaman membaca adalah pra-membaca, yang dilakukan sebelum kegiatan membaca yang sebenarnya. Strategi yang digunakan adalah analisis kata dan kata/pemetaan pengelompokan. Hasil dari strategi ini menunjukkan bahwa siswa mampu memahami kata-kata baru dan meningkatkan keterampilan menulis mereka. Hasil penelitian menunjukkan bahwa siswa mampu kembali ke pelajaran yang diajarkan.*

Kata Kunci: *Strategi, Mengajar Memahami Membaca*

I. INTRODUCTION

Reading is a receptive skill that allows the reader and writer to interact with the material. It is a dialogue between the author and the audience. The act of reading involves communication between the writer and the reader. When the reader is able to comprehend the content, an interactive process takes place. The reader wants to interact with the writer's thoughts while comprehending the material. The process of thinking, interpreting, and perceiving written or printed content is also known as reading. For those learning English as a second language, reading is a crucial skill. For the majority of these students, it is the most crucial ability to acquire in order to enhance their learning of English as well as any other subject where reading in English is essential.

In the teaching-learning process, there are difficulties with both the teaching method and the instructional materials. The teaching-learning process does not provide fruitful outcomes since the instructional tactics are not suitable for the students' situations. Effective teaching techniques thereby improve the learning process. To make the most of class activities, the instructor might employ certain strategies, like using the appropriate method and keeping in mind that pupils get bored easily. It's important to consider the type of technique that could be used to make learning easy and interesting for children. Creating an environment in the classroom that motivates

students to learn is crucial to grabbing their interest. One of the actions to look into

Teaching strategies are broad lesson plans that incorporate organization, desired student behavior, the objectives of education, and a list of the methods required to carry out the strategy. Teachers frequently assume that pupils would learn to read on their own through osmosis, or absorption. According to the osmosis strategy, students' reading comprehension will improve if their teachers teach them the target language throughout the day. The teacher is having some difficulties with the reading comprehension process. Many teachers approach reading comprehension by outlining the text's principal idea, purpose, and content.

The term "teaching strategies" comes from the word "teach," which means to impart knowledge or skills to someone. Teachers are most useful at all educational levels and in both official and informal settings. Teaching is the practice of imparting knowledge, either formally or informally, from one person to another, such as from a teacher to students.

The process of teaching is intricate. Strategies are particular planning designs or strategies for managing and influencing particular data. A teaching strategy is a deliberately thought-out and decided plan of action that refers to a pattern of instructional acts that serves to achieve specific results. For curriculum transactions to go smoothly, teaching approach is crucial. In order to effectively and efficiently accomplish the learning objectives, both the teacher and the student

must engage in teaching tactics. Teaching techniques can improve the process of teaching for learning and assist students in taking greater ownership of their education.

Mrs. Elmi claims that not all reading comprehension teaching strategies are used and that students cannot learn the content; some tactics are only theoretical. Based on her experience teaching reading, she rarely uses specialized strategies and virtually always uses regular strategies. Therefore, in order to improve students' reading comprehension skills, teachers must eliminate learning strategies. A teacher has a significant impact on the teaching and learning process.

The researcher believes that if the aforementioned issue is not resolved quickly, teaching reading comprehension will become problematic. The researcher is interested in conducting descriptive qualitative study for this supposition. The researcher anticipated that this study, which was titled "The strategy in teaching reading comprehension at grade VII SMP N 5 Padangsidempuan," would be completed.

II. METHODOLOGY OF RESEARCH

The data was obtained through verbal storytelling and observation rather than numerical data, the research design included descriptive qualitative elements. Descriptive qualitative research design was adopted in this study. The goal of descriptive qualitative research was to comprehend certain groups or phenomena in their natural environment. Investigating a variety of educational problems

was the aim of this study, which was also used to describe and ascertain how things were done.

The data used in this study came from a teacher at SMP N 5 Padangsidempuan at grade VII.

The following tools were utilized by the researcher to collect the data for this study:

Information regarding the phenom that occurs was obtained through careful observation and recording of observable phenom. Because it takes time to study a process or change, observation takes a long period.

Participatory observation and unstructured groups are two types of observations that may be employed in qualitative research. Interview

The interview tool obtained information or data directly from research informants. Face-to-face interviews were conducted between the informant and the researcher.

The researcher takes a few steps to analyze the data. There were processes involved in interpreting qualitative data, according to L R Gay. The data gathered for the study was created and arranged using data management. attempted to imagine the appearance of the data from an observation or interview study. File transcripts are awaiting organization and arrangement. However, we place the data in a format that will make analysis easier before we start the process of understanding the data.

- a. The field notes, the transcript, the memoranda, and the observer comments were all studied and analyzed in order to gain an understanding of the data. During the first review of the data, I found a quiet spot and made a plan to read. After reading the data, it was crucial to make notes in the margin or highlight any parts or problems that seemed to be documented. We start the investigation for themes or common notes in addition to documenting our first views of the data.
- b. In order for the author to comprehend the context in which the study was conducted, description data was utilized to present an accurate image of the location and the event that took place there. Traditionally, descriptive research was valued less than analytical or theoretical research. In contrast to thin descriptions that solely convey facts, such descriptions were referred to as thick descriptions. The goal of description is to verbally depict the situation, the procedures, and the viewpoint of the participants.
- c. Classification allowed for the division of comparable concepts into distinct groups. Keep in mind that even higher, more abstract conceptual categories could be formed from lower-level categories. I was able to get a sense of the classification process, which involved grouping the books into categories that varied depending on their numerous traits or concepts.

III. RESULT

1. Teacher Strategies in Teaching Reading Comprehension

Teacher used standard strategies made the students understanding. Even though the students taught by the teacher were junior high school students, it did not mean the teacher only focused on teaching reading.

The teacher also initiates how to make the students understand what they were reading. Even though the teacher did not used best standard strategies in teaching reading, teacher tried to used general standard, that was based on teacher's style.

Based on result of interview and observation the researcher found that there were 3 phase techniques that the teacher used in "Pre-reading (vocabulary analysis, clustering or mapping strategies), While reading (taking not or outlining strategy), and the last post-reading (re-telling strategy). Pre-reading (vocabulary analysis, clustering/mapping strategy)

In pre-reading, teachers had challenge because teacher had to make students interest in to the material.

While reading, teacher would ask the students to analyze the text. Students will find the words of difficult or unfamiliar words, the students can outlining the word without command from teacher. When students found the word they could read the text, they could know the genre of the text indirectly.

Students could connect the word by word, sentence by sentence, and paragraph to paragraph. From connection between word and word, sentence and sentence, and paragraph and

paragraph students could know the genre of the text and know the purpose of the text.

Another strategy in pre-reading that teacher used was clustering or mapping strategy. After the student analysis the vocabulary, teacher would ask the students to write down the word what they have in blackboard. Students could write down the unfamiliar word, the difficulties word.

Noun	Time	Place
Princess	A long time ago	Shack
Servant	One day	Hut
Bridegroom	Mid night	Castle

When the teacher used the clustering strategy or mapping strategy students can imagine what the means of the text. Teacher said students can brainstorm with their self. It was one of effective strategies to make students speak up and one way made students can know word class in vocabulary.

Teacher used vocabulary analysis and clustering/mapping strategies was to both of students at grade VIII SMP Negeri 5 Padangsidempuan.

a. While reading (taking note/outlining)

While reading or when reading condition, first teacher almost read aloud the text by self, and teacher asked to students to

follow after teacher. Teacher said it made students to speak up, and could pronounce words by word, sentence by sentence.

After finish read aloud, teacher asked the students do taking note or outlining text. In this case teacher could give clue. Teacher asked students do taking note to make students focused to text. So that's why teacher used taking note or outlining strategy. Students can write down on the book the important things like the meaning or the translating of words or sentence.

When activity reading, students could know the others important things, like know the structure and grammar, word class indirectly. While reading students do taking note, and students could looking for what grammar of the words, and grammar of the sentences.

Teacher used taking note/outlining strategies was to both of at grade VII SMP Negeri 5 Padangsidempuan.

b. Post reading (re-telling strategy)

Post reading or after did activity reading, it was the last meeting. Teacher did not close the meeting directly. Teacher asked the students about the lesson before, sometime teacher asked students one by one, or teacher asked students who wanted to be a volunteer.

After students could explain the material, teacher explained again what the material today. Teacher said, if teacher explain it make the students can receive the material more. Teacher just

explained the important thing of the material not all. So, that is why teacher used re-telling strategy in post reading.

In post reading, almost last meeting teacher gave the students task. Teacher said the task has relation between materials. Teacher gave the task to make students can be active person without helping from teacher, and teacher said teacher can know how ability of students if study alone.

Teacher used the re-telling strategy to both of class at grade VII SMP Negeri 5 Padangsidempuan.

2. The Most Dominant Strategy Used by Teacher

I found teacher used almost strategies in reading, but teacher just focus two until three strategies. Teacher said it made students could understand well about reading comprehension, and they do not just focus one thing, for example teacher asked students to find who the writer of text, place of book, so teacher used scanning strategy in teaching reading comprehension but used just once.

a. The most dominant strategy used by teacher in pre-reading stage.

The most dominant strategy used by teacher were vocabulary analysis and clustering/mapping. It was the dominant strategy used by teacher because of easier. Teacher used vocabulary analysis made the students active looked for the word.

Vocabulary analysis and clustering/mapping strategy were strategy almost used by teacher all classes, not class VIII, but VII

and IX also. Teacher used vocabulary analysis to introduce new words, unfamiliar words to students. Even though just simple strategy but teacher felt it had advantages to students. Teacher used clustering/mapping strategy to make students more understand about the text, the advantages of strategy made students clustered the word base on the words class.

Based on the strategy, students could learn 3 skills, such as reading, speaking, writing. The vocabulary analysis made teacher could teach students get the new vocabularies, the clustering/mapping, teacher could teach students to make based on the class of words. The most dominant strategy used by teacher in while reading stage

The most dominant strategy used by teacher was taking note/outlining. Teacher used taking note/outlining strategy because of simple. Teacher used the strategy because the strategy was connected with the vocabulary analysis and clustering/mapping.

First step, teacher explained the text, when activity explain all about text, teacher asked the students what text about, after finish answer the questions of teacher, teacher asked students taked note the important points from black board. Students could write down on their note book. After that, teacher asked students outline the answer on ther text book.

Taking note/outlining strategy were strategy almost used by teacher all classes, not class VII, but VII and IX also. Teacher

used taking note made the student take the important things from the text such as new words, unfamiliar words in text. Even though just simple strategy but teacher felt had advantages to students. Outlining strategy was as same as like with the taking note strategy, if taking strategy teacher asked take note in the students' note book, but outlining strategy teacher asked students outline in text book. The advantages of outlining was students could find the point in the text easier. Taking note/outlining strategy was used by teacher in teaching reading. Every meeting, teacher explained about the text first, if teacher felt students had understand teacher asked students to take note/outlined activity in the class.

Based on this activity, teacher could teach the students how to write down well based on structure and grammar. Teacher could make the students practice to memorize. Teacher knows the strategy was general strategy used by all teachers, but some of teachers did not know what are advantages of taking note/outlining strategy.

b. The dominant strategy used by teacher in post-reading

The most dominant strategy used by teacher was retelling strategy. Teacher used retelling strategy because of useful. Teacher used the retelling strategy because the strategy was connected with the vocabulary analysis and clustering/mapping strategy, taking note/outlining strategy and retelling strategy some of good strategy used in post reading stage.

After teacher explained the text, began activity explain all about text until while activity, from teacher asked the students what text about, finish answer the questions of teacher, students take note the important points from black board. Students write down on their note book, teacher asked students outline the answer on their text book. Retelling strategy was last step made students understand about what was text about, purpose the text, understand about meaning of symbols in the text, etc.

Retelling strategy were strategy almost used by teacher all classes, not class VIII, but VII and IX also. Teacher explained more about the made text, students memorize the important things from the text such as new words, unfamiliar words in text and more understands what was take note/outlined about. Even though just simple strategy but teacher felt it had advadtages to students.

Based on this activity, students could speak up such as the students practicing to memorize. Teacher know the strategy was general strategy used by all teachers, but some of teachers did not know what are advantages of retelling strategy used in post reading stage.

Based on the explained, teacher still used taking note/outlining strategy made students understand although there were many strategies suitable used in teaching reading comprehension. Teacher used all strategies made students more understand. The dominant strategy used by teacher was same both of class at grade VIII SMP Negeri 5 padangsidimpuan.

A. Checking Data Trustworthiness

Researcher mentioned that this research used member checking technique to check data trustworthiness. This technique

allowed the researcher to seek for the truth and to ensure that the data obtained in the research was convenient to what the researcher intended.

Researcher took the data from the research back to the participants and showed them the result in order to verify the data. The researcher explained the findings and asked all participants that the data were convenient to what came from participants. It made the data could be valid and be away from wrong interpretation.

Researcher collect the data from participant like observations sheets and interview sheets, then researcher would comparare the data based on condition in tha class. After the Researcher compare , researcher would analyze the data interview sheets and observation sheets. Researcher could find the data what researcher wanted. After data description was done carefully and accurately to draw the context of the research.

From the explanation above, the researcher used the detail description technique to check accuracy and the credibility of the data. Detail description was from saw context situation, event in identify recurring result.

IV. DISCUSSION

The researcher talked about the research's outcome and contrasted it with similar findings. Nurmaida Sarjan, the first, came to the conclusion that the teachers employed two tactics: scaffolding and

QARs (question, answer, relationship) methodologies. Noor Aziz Kurniawan then breaks down the tactics into four categories: discussion, game use, response relationships, and memorization. Finally, Tiin Nurlaili came to the conclusion that teaching reading comprehension involves a variety of techniques. The initial tactic is memorization. Question-answer relationships are the second tactic. The teacher uses the question-answer connection technique to help the students learn reading comprehension in class. Game is the third tactic.

Based on the result of the observation and interview was conducted in SMP Negeri 5 Padangsidempuan especially at grade VIII with teacher about Teacher strategy in teaching reading comprehension. It could be known that several strategy. Below are the discussions:

1. Vocabulary Analysis strategy

Vocabulary analysis strategy was one of easy strategies in reading. Vocabulary analysis was strategy of teacher to make students could understand about the material or lesson from teacher. Vocabulary analysis was general strategy used by teacher and one of strategy used in all Grade school. Vocabulary analysis strategy did not many steps, materials to make understand well. The advantages of vocabulary analysis were students can find and got new vocabulary and unfamiliar word.

2. Clustering/mapping

The clustering/mapping approach was a simple strategy that was used by the teacher. Students could be asked to

categorize words according to word classes by the teacher. Students were able to categorize the word class as a noun, place, time, etc., which was an advantage strategy.

3. Taking note/outlining strategy

Making notes and using a mapping technique was a simple way to help pupils grasp the material. Students merely highlight or take notes on the text's key points. The benefit of taking notes and outlining was that it allowed pupils to rapidly identify the key points from the book and respond to the question.

4. Re-telling strategy

Re-telling strategy was strategy used teacher in teaching reading comprehension. Re-telling means to re-tell again. Re-telling activity after we receive information, data, lesson etc. So, in Re-telling strategy teacher can asked the students to do this activity. The advantage of re-telling strategy was students could understand more about the lesson because re-telling like practice the own word students.

CONCLUSION

The following conclusion will be suggested in light of the research findings and the discussion in Chapter IV:

- a) At SMP Negeri 5 Padangsidempuan, the teacher employed a three-phase approach to teaching reading comprehension: pre-reading (vocabulary analysis and clustering/mapping procedures). According to the strategies, the teacher's approach could assist pupils in learning new words and

understanding their definitions. Because it was a regular method, the teacher's employment of it did not raise confusion among the students.

- b) Students understood the key points of the book while reading (taking notes, outlining) based on the technique. The approach was one that practically all teachers employed in all grade levels, including elementary, junior high, and senior high.
- c) Students could memorize the content by using the teacher's retelling approach, which is either postreading or after reading. The teacher's old method of getting the idea across to the pupils at the last meeting was the approach. During the most recent meeting, the instructor could invite students to speak or discuss the contents themselves.

1. The following are the main tactics employed by the grade VIII teacher at SMP Negeri 5 Padangsidempuan:

- a. The teacher's primary pre-reading or pre-activity reading tools were word analysis and clustering/mapping techniques.
- b. The most common strategies employed by teachers while reading or active reading were note-taking and outlining.
- c. Retelling was the teacher's most common postreading or after-reading approach.

Based on the chapter IV, the main technique adopted by instructor was similar both of class at grade VIII SMP Negeri 5 padangsidempuan. The teacher's primary approach was the standard approach, which has been

employed for a considerable amount of time. Each class used the same approach rather than one that was tailored to them. Even if the majority of junior high school pupils are challenging and uninterested in studying English, the teacher was aware that the skills of these students still needed to be coached.

The dominant teacher strategy for teaching reading comprehension appears to be a challenge for the teacher, as the roles and responsibilities of the junior high school teacher primarily involve teaching reading instruction rather than reading comprehension. Nevertheless, even if the teacher merely employed conventional or outdated methods, they were still able to instruct the students.

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