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## An Analysis of Teachers' Strategies in Teaching Reading Comprehension

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**Abstract:** *This research aims to find out and analyze the strategies used by English teachers in Class Bhinneka Tunggal Ika Belitang II Vocational School Ogan Komering Ulu Timur. This research investigates the strategies teachers use in their teaching activities. This is caused by the use of old and traditional strategies that teachers usually apply in their daily activities. A qualitative approach was used in this research. The sample for this research was two English teachers. This research uses two data collection techniques: classroom observation and interviews. The findings show that the strategies used by teacher 1 to teach reading comprehension are Identifying the purpose of reading, reading aloud, Skimming, Scanning, Taking Notes, Highlighting, getting the main idea, Translating, Repeating, Analyzing Vocabulary and Summarizing. Meanwhile, the strategy used by teacher 2 is also similar to teacher 1, the difference lies in silent reading. Then the research question concerns students' responses to the strategies used by the teacher. The findings were that students responded positively to the English teacher's strategies even though they had several obstacles. Students participate in discussions and answer questions. Because the teacher points to the students one by one.*

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### INTRODUCTION

English language is used by all people in the world. Anyone cannot interact with others without language. Thus, it is very important for us to learn the English language in creating good relationships with other people. There are several English skills, namely Listening, Speaking, Reading and Writing. Based on Rainders, reading is the key to mastering foreign language (Reinders, et al, 2017). In other word, one of the important skills to mastering foreign language is reading. Furthermore, Teixeira stated that reading is a skill that plays a main role in learning foreign language (Teixeira, 2019). In conclusion, reading is one of the most influential skills in learning English.

One of many ways to get information and knowledge is reading. All people can improve

the knowledge or information in our life by reading. According to Seravallo, reading can be called a thinking process to getting some meaning of texts (Seravallo, 2015). In other words, reading is activity which the reader gets the information of texts that they have read before. Thus, we can call reading as the activity in thinking process to getting meaning or information on it.

Generally, the purpose of teaching language at school is to develop the students' language skill. The four skills of language to be mastered in learning English are listening, speaking, reading, and writing. In Indonesia, English is a compulsory subject which is learned from elementary school to university level. After following a set of English instruction at school, the students are expected to have skills in English, namely: listening, speaking, reading, and writing which are related one another.

In this research, the writer focused on reading as one of important language skill. Because reading is the important language skill, we can get much knowledge by reading. In reading students have to able to comprehend the text and find implicit and explicit information from the text for example the main idea or the specific information.

## **THEORETICAL FRAMEWORK**

### **Reading Comprehension**

In reading, comprehension becomes an important point that should be mastered by the readers because the goal of reading is comprehension. Reading is a process of communication between the writer and the reader. A writer has messages in his mind, such as feelings, facts, ideas, and arguments he wants to share. If the reader can understand the message and the words written by the author, the purpose of reading can be said to be successful. Moore and Susan stated that reading comprehension is the construction of meaning or spoken communication between the interpreter and the message in a particular communicative context (Moore & Susan, 2016). It means that reading comprehension is the activity of construction of words meaning from the passage or text. This activity between the one who read and translate the text and the written text.

### **Teaching Learning Reading Comprehension**

Teacher should be able to create a good situation in teaching learning process in order to attract students in knowledge transfer process to reach the goal of learning. There are many ways to reach the goal that suit to the condition itself. It can make the students active in teaching and learning process. Castles *et al* (2018) states that teacher should be able to create good situation by giving motivation to the students. It means that motivation of reading is important to be given to the students because the more students want to learn reading, the more information they can get.

### **Reading Strategies**

Reading is an important skill for students. Students may encounter any number of difficulties in comprehending a text. Teaching strategies are one of the most effective means of helping students to overcome them, teachers need various strategies to provide their teaching to help students become successful readers (Namara, 2009). Reading strategy is someone's internal ability for thinking, solving problems, and taking decision. In addition, strategy as the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information (Sunendar & Wassid, 2001). They add the meaning strategy in teaching learning process as a technique or style that the teacher does in the teaching language process to give students more space in thinking and developing cognitive ability. Furthermore, Brown (2001) defines strategies as specific method of approaching a problem or a task, modes of operation to

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accomplish a particular end, or planned designs to organize and operate certain information.

Reading strategies are the way how readers manage their interaction with written text and how they use strategies for achieving effective reading comprehension. Reading strategies play an important role in the reading process. Reading strategies are fundamental because of six crucial reasons.

## **METHOD OF THE RESEARCH**

The design of this research is based on qualitative design, employing descriptive study. Qualitative study is intended to explore reality about human behaviors within naturally present settings and contexts (Hatch, 2002). It is not based upon hypothesis, so there is no interference in the form of control or treatment to the students as well as the teacher but this research describes and investigates the situation as it is. The site of this research is proposed in one of state high schools at SMK Bhinneka Tunggal Ika which is located at Belitang II District, Ogan Komering Ulu Timur, Sumatera Selatan Province. The participants of the research are the students at the eleventh grade of SMK Bhinneka Tunggal Ika Belitang. There are 4 classes which consist of 104 students.

In this research, the researcher used purposive sampling as the technique to choose the sample of population. Purposive sampling is a sampling technique where the researcher takes into account a certain consideration in deciding the sample (Sugiyono, 2010). The researcher used this sampling technique based on the decision between the researcher and English teachers where they did the research.

In order to collect the data, there are two kinds of techniques to be employed in this research: classroom observation, and interview. The data analysis of observation in the research; (1) transcribing the data (2) determining which materials might be relevant to the study (3) analyzing and classifying the data into some categories based on the theories adapted from Brown related to the main focus that is the strategies in teaching reading. The central theme is about teaching strategies used by teacher (Brown, 2004) The data from interview were analyzed through several steps as suggested by Al Wasilah (1) transcribing the interview into write-ups form (2) categorizing the write-ups (3) reducing inappropriate data (4) interpreting the data and drawing conclusions (Al Wasilah, 2002).

## **RESULT AND DISCUSSION**

The findings were collected to answer the research questions proposed in this study. The qualitative descriptive approach was used to find out the data. Strategies used by teachers in teaching reading at the secondary level. The data were taken from the interview and classroom observations were also used to gather information about the reading strategies. Meanwhile, the questionnaire was also used to gain the students' responses to those strategies.

### **1. Result**

#### **A. Result of Teachers Strategies in Teaching Reading**

During the lesson, the teachers were found using strategies to the students. It was given during the teaching learning process. However, there were some strategies which were not used by the teachers. The data was gained through classroom observation and interview with the teachers. The table below shows the strategies used by the teachers in the class.

**Table 1. Observation of Teachers Strategies**

<b>Teaching Strategies of Reading</b>	<b>Teacher 1</b>	<b>Teacher 2</b>
Identifying the purpose in reading	√	√
Reading aloud	√	√
Silent reading	-	√
Skimming	√	√
Scanning	√	√
Taking Notes	√	√
Highlighting	√	√
Guessing	-	-
Getting main idea	√	√
Reasoning Deductively	-	-
Placing New Words into a context	-	-
Translating	√	√
Developing Culture Understanding	-	-
Repeating	√	√
Capitalizing on discourse Makers to Process Relationship	-	-
Overviewing and Linking with Already known Material	-	-
Using Semantic Mapping or clustering	-	-
Analyzing Vocabulary	√	√
Distinguishing Between Literature and Implied Meaning	-	-
Summarizing	√	√

From the table above, Teacher 1 and Teacher 2 employed several strategies during teaching reading. The first strategy was identifying the purpose in reading, which was employed by teacher 2. From observation field notes, teacher 2 used video as a teaching aid in order to help students more easily in comprehending a text and also give them a comfortable atmosphere in learning. The video was completed with subtitle which had been written in English. First of all, Teacher 2 asked students to identifying their purpose in reading. Its goals are to make students develop their personal objectives, identify the purpose of the task and discard useless information. Whereas, Teacher 1 did not employ those strategies. Teacher 1 was thought that it is not necessary at the lesson.

### **B. Result of Students' Response towards the Strategy Used by the Teachers**

This finding deal with the second research questions about the students' responses to the strategies used by the teacher. The observation was used to identify students' responses. The observations were conducted during the class while observing the teachers. It has fifteen questions which covering several strategies used by teachers. The strategies were reading aloud, silent reading, skimming, scanning, taking notes, highlighting, repeating, and summarizing. In class labeled as A where the teacher 1 taught were approximately 24 students who attended the class. The result of observation showed that the students responded positively toward the English teachers' strategies even though they had some obstacles. The students were participating in

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discussion and answering the questions. Since the teacher pointed out the students one by one, they had no choice but do what their teacher have asked.

The result of observation that had been distributed in class A were quite varied, there were positive responses in reading aloud. In terms of skimming and scanning, most of the students responded positively. That taking notes help them to write the important information they need. That highlighting some difficult words, then translated those words make them easier to understand the text and they could get the main idea of the text later on. That read something over and over (repeating) make them easier to comprehend a text, responded positively to make a summary of the text.

In class labeled as B where the teacher 2 taught was approximately 21 students who attended the class. The result of observation showed that the students responded positively toward the English teachers' strategies. In addition, according to observations, teacher 2 played the video and all of the students were participating actively in discussion and answering the questions.

## **2. Discussion**

Strategy is an overall approach that relates to the implementation of ideas, planning, and execution of an activity within a certain period. The researcher described the strategies used by two English teachers who were teaching reading comprehension at the Eleventh Grade of SMK Bhinneka Tunggal Ika Belitang II Ogan Komering Ulu Timur as recorded in observations and interviews.

Based on the observations and interviews both of the teachers used various strategies to teach reading comprehension. They were both very creative in handling their classes and they made the students actively involved in the teaching-learning for English reading comprehension. Both English teachers managed the teaching-learning processes very well. They could handle the students that had problems in reading comprehension by using a variety of strategies in the teaching learning process. They changed their strategies from one meeting to another. Sometimes they also mixed the strategies. This was made the students interested in learning especially in reading comprehension. So, the students did not feel bored in the teaching-learning processes. These various strategies created an attractive atmosphere for the teaching learning process. McNamara has proposed that strategies for learning are the way in which teachers transfer, information, experiences and cognitive processes to their students. Teachers use strategies to teach, enrich and give experiences to their students related to the materials used.

Meanwhile, using media is also important for English teachers to help their students understand. There are many kinds of media which can be used by teachers in the teaching-learning process, especially for teaching reading comprehension for senior high school students. The teachers must be selective in choosing the media to use.

From the observations, the researcher found that Teacher 2 and Teacher 1 had some differences in teaching reading comprehension. Teacher 2 used an overhead projector whilst Teacher 1 did not. Instead, she guided the students to work in groups with descriptive texts that are easier to understand than other genre of texts. Teacher 1 helped the students who could not understand the materials by giving them an explanation or directing them how to use a dictionary. Actually, there were no significant differences amongst the two teachers in applying the strategies, because they discussed the strategies for teaching English together. They shared the good strategies which could be used in teaching reading comprehension.

There were some potential weaknesses in the way the English teachers taught reading

comprehension to their students. First, the teachers did not only use English as the medium for instruction in the reading comprehension classroom. They sometimes used Indonesian to help the students understand the material. Second, the teachers spent much time in managing the classroom using co-operative learning and/or discussions. This influenced the purpose of study, and therefore, some of the students did not study seriously while working in a group.

The finding of this research is related to the research which stated by Nurianingsih in 2021 that the result indicated that teachers need to be equipped by strategies in teaching reading comprehension in order to help the students to cope with the difficulties in learning English. The choice of strategies was adapted by the teachers with the materials, the syllabus and curriculum. Those strategies were effective in teaching reading comprehension because it can help student to comprehend the text and they could exchange their opinion with their friends. It is clear that when the teacher wants to teach in the classroom, he/she must consider the material based on syllabus and curriculum in order to make the material appropriate given to the students.

## **CONCLUSION**

The conclusion of this research as follows:

1. There were 2 teachers what observed by the researcher. The strategy used by the teacher 1 for teaching reading comprehension were Identifying the purpose in reading, Reading aloud, Skimming, Scanning, Taking Notes, Highlighting, Getting main idea, Translating, Repeating, Analyzing Vocabulary and Summarizing. Meanwhile the strategies used by teacher 2 also similar to teacher 1, the difference was on the silent reading. The teacher 1 did not do silent reading because she chose reading aloud.
2. The result of research also showed students responses toward the strategies that used by the teachers. Based on classroom observation, the students seemed to follow the teacher movement while delivering the materials. It means that the students were trying to pay a lot of attention to their teachers. The students were talk active; it could be seen from their verbal contribution while they asked the teachers in order to make sure that they got the topic. The teachers also created the comfort atmosphere in the classroom, in order to make students could relax and enjoy their lesson.

## **SUGGESTIONS**

There are some suggestions made by the researcher in this research namely for the teacher, for the students and for the further researcher. Those can be described as follows:

1. For the teacher  
The teachers are suggested to provide several of reading strategies to the students. Teachers are suggested to choose an create the material in easy way to learn in order to make students enthusiastic in learning the materials.
2. For the students  
Students are important to learn about reading. This research could help students to discover what strategies that their teachers employed while teaching reading.
3. For the further researcher  
The further researchers may choose the same topic. As this study with different level such as senior high school or even elementary school level. The further researchers also suggested conducting an interview to the teacher as the additional data.



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