

An Investigation Teaching Reading Strategies at SMA Negeri 3 Kota Ternate

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Abstrak

This research discussed about investigation teaching reading strategies. The aim of this research is to know the teacher's use of teaching reading strategies at SMA Negeri 3 Kota Ternate. The researcher focuses on teaching reading strategies by teacher. The method of this research is qualitative by using descriptive analysis. The subjects of this research were two English teachers. The instruments used are observation, interview and documentation. Descriptive qualitative is used to analyzed and describe the data of the respondents. The results of this research show that there are several reading strategies that used by the teachers. Teacher A implemented four reading strategies, they include skimming, scanning, guessing the meaning of new words, and summarizing. Teacher B implemented two reading strategies they are guessing the meaning of new words and summarizing. The teaching reading strategies in the classroom used by the two teachers (A and B) indicated guessing the meaning of new words and sumarizing. Teaching reading strategies is very important to be applied to English Teachers. Because, it can make it easier for the students be able to read in English. Therefore, the researchers are very interested in conducting research related to the teaching reading strategies.

Keywords: *Investigation, Teaching reading strategies*

BACKGROUND

Reading is an activity which is done to catch ideas or information of written text, Maizarah et.al (2023). Reading is very necessary and even very important for us to do to create an idea to do something and get information in various fields. In teaching reading strategy, sometimes the teachers get the difficulties to make the students understand what they read. Actually, there are a lot of problems that faced by students. Those are about lack of vocabulary and low reading comprehension. The problem with teaching reading strategies (and most other aspects of language) in the classroom is that the classroom is an artificial environment and what students are asked to do in the classroom is usually not practiced outside, either because it is not appropriate or possible to practice or, because the student has not been able to

transfer or translate the classroom skill to one that can be applied to real-world reading. For example, in the classroom pairs or groups of students are frequently asked to discuss the topic of the text they are about to read in order to activate what they already know about the topic. Teaching is an activity of transferring knowledge from the teacher to the students in learning process. Teaching is closely related to the development of human potential or learners, change, and development dimensions of the personality of the learner. Learning is one of the program, because a good learning requires careful planning and implementation involves a variety of people, both teachers and students, have the correlation between the learning of the learning activity to another, namely to achieve competence fields of study and ultimately to support the achievement of

competence of graduates, as well as taking place within the organization. The teachers today need to know a lot of strategies to teach the students in the classroom and also need to know the important or unimportant strategies which would like to carry out in teaching process. Based on the explanation of background above, the researcher would like to conduct the research about “An Investigating Teaching Reading Strategies at SMA Negeri 3 Kota Ternate”.

RESEARCH METHODS

In this research, the researcher uses qualitative descriptive method, to describe phenomena related to the problem of the research. Qualitative method is often called naturalistic research method because the research is done by natural setting (Sugiyono, 2012:12). Type of observation and interview applied by researcher are non participant observation and face to face interview.

Qualitative descriptive method is a method of the research domination of describing object based or related with natural aspects and natural context. It means that does not make some treatments for the objects to find or collecting data, in this case the researcher just observes as the natural concept. In this research is about investigation of teaching reading strategies at the second years, the research will be conducted in SMA Negeri 3 Kota Ternate. The subjects are two English teachers at SMA Negeri 3 Kota Ternate. Data Collection techniques used observation, interview research with regard to teacher behavior, work process, and interview was conducted to see and recheck the data from

observation and video recording. Type of observation and interview applied by researcher are non participant observation and face to face interview. In this research is to know the right information from a credible source. Interview was conducted with the delivery of a number of questions of the interview to the informants, so that, the researcher can determine what strategies and teaching reading used by teachers. Data analysis is the process of systematically setting all data. Both data result of observation and interview transcripts. This research also used statistic description to know the percentage of each strategies used by the teacher in teaching reading, Gilbert (1994:14) in Sukmawati (2013:28) as follow:

$$P = \frac{f}{n} 100\%$$

Where:

P = Look for presentation

f = each frequency of variable

n = the total respondents is given an answer.

RESULTS AND DISCUSSION

Data of Observation

Table 1. Answer Sheet

Indicator/ Descriptor	Category
Teachers motivate students, attracted attention in order to follow the learning process well	Predicting
Communicate the purpose and benefits of learning	Self Monitoring
Ask questions to test mastery of the material	Self Monitoring
Linking the material taught in the previous material	Predicting
Present the subject matter in accordance with the purpose of learning	Self Monitoring
Demonstrate mastery of learning materials	Self Monitoring
The material presented in sequence	Self Monitoring
Learning materials both depth and vastness adjusted to the level of development and abilities of students	Self Monitoring
The teacher gives students an opinion	Inferring
Teachers lead students to find problems that are relevant to learning materials	Self Monitoring
Teachers allow students to compare information in the text	Skimming
The teacher asks the students to experiment with grammar in the text	Skimming
The teacher asks the students to find a of new	Guessing the

words difficult word in the text	meaning
The teacher asks the students to understand the contents of the text	Skimming
The teacher asks the students to identify the grammar in the text	Skimming
Teachers allow students to carry out the differences and similarities of each word is considered difficult	Skimming
Teachers give students the chance to ask	Self Monitoring
Teachers to be open and not react Negatively if students making error in the learning process	Self Monitoring
Conduct an initial assessment of learning	Self Monitoring
Teacher give a illustration to student about text	Predicting

Table. 2. The strategies in Teaching Reading of the Classroom Elaborated by Teacher A and Teacher B

Strategies in teaching reading	Respondent A	P %	Respondent B	P %	Score
Predicting	-	-	-	-	-
Skimming	1	25	-	-	1
Scanning	1	25	-	-	1
Inferring	-	-	-	-	-
Guessing the meaning of new words	1	25	1	50	2
Self monitoring	-	-	-	-	-
Summarizing	1	25	1	50	2
N	4		2		6

Based on the table, there are seven strategies of teaching reading strategies as predicting, skimming, scanning, inferring, guessing the meaning of new words, self monitoring, and summarizing. The more dominant teaching reading strategy used by teachers are two strategies. They are guessing the meaning of new word and summarizing. Guessing the meaning of new words is a useful skill to practice and try to improve their intellectual including memory power and knowledge. Summarizing is short the content of the text by the students from the first paragraphs into the end.

Data of Interview

As the results of interview and observation, the researcher found the English

subjects that teacher ever taught to students from the both respondents (teacher) as follow:

1. Transcript of Interview Teacher A

“Thankyou” I will try to answer your question, in teaching English four skills there are listening, speaking, reading and writing. So, the material I ever taught to my students in speaking I taught them about many expression and short text reading, and writing, I taught them about text, how to read a text and how to write a text”.

Data source: Monday 05 June 2017 at 20:30 pm

2. Transcript of Interview Teacher B

“About the teaching material, we know that teaching English there are four skills, listening, speaking, reading, and writing. So of course we are a teacher must teaching all of them according to syllabus for example the syllabus us teach about listening. So, we are as a teacher must teach listening and maybe speaking, reading, and writing”.

Data source: Monday 05 June 2017 at 21:15 pm

Following the result of interview, researcher found the opinions are reading strategies important by respondents (teacher) as follow:

1. Transcript of Interview Teacher A

“ Yes, according to me reading strategies is very important like I say before reading strategies is very important because reading is to search and to obtain the information, include content and understand the meaning of reading text.

Data Source: Monday 05 June 2017 at 20:30 pm.

2. Transcript of Interview Teacher B

“Yes right, I say just know is very important, why? because it help us, help

the teachers to teach, how to teach well in the class is it strategy because by strategy we can teach well for the students can understand the material different we give easily.

So, by strategy we can arrange the steps how to teach material from the first until finish it is strategy.

Data Source: Monday 05 June 2017 at 21:15 pm.

From the statements above we know that the strategy needed in the teaching by teacher especially English teaching is reading. Reading strategies is very important for all of teacher in the English teaching. Because if we used the reading strategies of course it can help the teachers to teach and how to teach well in the classroom, and certain the students can understand the material give easily by teachers and the students can obtain and search the information and include content of the text and the last students can understand the meaning of reading text. In classroom strategies, it had been identified teachers' strategies were proposed (see chapter 4 understanding teacher strategies in teaching reading). And also as the results of interview, the researcher found some strategies from the both respondents (teacher) as follow:

1. Transcript of Interview Teacher A

"The main strategy in my teaching is "game" for students if they get boring in learning process".

Data source: Monday 05 June 2017 at 20:30 pm.

2. Transcript of Interview Teacher B

"My strategy, the first is to give the students motivation as the topic of material for example using genre of language in this case narrative text such as: Tangkuban

Perahu, Danau Tolire, then , giving them the text to discussed.

Data source: Monday 05 June 2017 at 21:15 pm.

From the explanation above it can be conclude that in every lesson every teacher has a different strategy to make the students quickly understand the subjects they provide. In the topic of subjects is learning narrative text, because in the process of students can make the students understand.

Based on the results of the interview, the researcher found how to the teachers do if the students do not understand about reading material, as follow:

1. Transcript of Interview Teacher A

" If the students do not understand about reading material, I will teach them again and give them motivation to always learn to read English text and say to them how important to learn English".

Data Source: Monday 05 June 2017 at 20:30 pm.

2. Transcript of Interview Teacher B

"Ok, about reading material is very important and also problems because why? If talking about reading is talking about text, talking about sentence. So, in teaching reading the first I read the text. After I read the text than I ask the students to read again the text, I have read just now. So, if they after reading the text, I ask the students to answer the question maybe to make assignment this all the students. So, the problem about that sometimes the students do not understand about material the text I give to them. So, to understand to materials the text I give to them. So, the first I ask them take a dictionary, because by dictionary can help them to understand the second of the text than, the first maybe

I ask them to do assignment individual and they have difficulty doing it. So, I ask them to make group to do in group, maybe in group they can do it because in group are many students research together and discuss about the material in the text than after that they can answer the question, I think like that”.

Data Source: Monday, 05 June 2017 at 21:30 pm.

So, based on the data interview above, there are many strategies used by teacher A and teacher B although there are different if the students not understand about reading material

There are also teacher who choose to use instructional books at every meeting, the books is an intermediary to help the learning process so that more effective learning. The use of visual books is proven to raise students learning independence reading. This led to the need for students to follow active participation in the learning process. No more students are noisy, and out of the classroom, the class eating or dozing in the classroom during the learning process is going on.

From the data above observations and interviews can be concluded that, the way teachers give subject matter ranging from simple things, linking learning materials to students experience daily. Telling examples of simple social events in the natural world around students, teachers do distraction and refreshment, refreshment aims to create and strengthen students’ motivation. Of each teachers to learn to pack the material in textbooks into an attractive package is very significant in bringing exciting learning, teachers can control students with both the use of strategies that have been described above

learning time, according to the scenario for early minute until the final minute.

Possible disruption of students behavior that deviates already been anticipated by the teacher so that time does not run out to scold and reprimand students. The selection of appropriate methods and strategies are techniques teachers in delivering course material to students. Teachers also prepare the learning resources serve to support the students’ learning process. By used medium of learning, students will easily absorb the lessons. Teachers also have to understand the character of students for successful learning to understand the character of the student teachers can determine how the pattern of learning that will be run. All learning activities will be undertaken by the two teachers at the end with the assessment. The activity aims to determine extant of the learning process already underway and consider the next learning process. Therefore the assessment needs to be designed in such a way in order to measure what it intends to accomplish.

Based on the data showed from observation and interview it was found out that the two English teachers implementing the teaching reading strategies with different way. Teacher A implemented four reading strategies and teacher B implemented two reading strategies. It has been identified through the interaction with the students in class. In determining the learning goals as an absolute requirement for teachers in choosing a strategy that will be used in presenting teaching materials, as well as the ability of the student. The target can be realized by

using learning strategies. The purpose of learning is the ability (competence) or skill that is expected possessed by students when they perform a particular learning process

CONCLUSION

Based on the data analysis, from observation and interview process above, showed that two English teachers used different teaching reading strategies in different way of implementation. Teacher A by implemented four strategies when teaching reading in the classroom, they are skimming, scanning, guessing the meaning of new words, and summarizing. Otherwise teacher B using two strategies when teaching reading in the classroom, they are guessing the meaning of the new words and summarizing. But, more dominantly such as guessing the meaning of new words and summarizing. So, this study is useful for English teachers to improve students' self confidence in reading or even practicing reading inside and outside the classroom. However, there many strategies as an alternative strategies to improve students' self confidence in teaching reading.

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