

An Analysis of Teacher Strategies in Teaching Reading Comprehension at SMP N 1 Metro Academic year 2022/2023

¹Diana Indrianti

¹SMK Merah Putih School Metro
diana089@gmail.com

Article Info

Article history:

Received January 07, 2022

Revised January 28, 2022

Accepted February 01, 2022

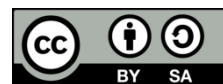
Keywords:

teacher strategies,
teaching reading,
reading comprehension,

ABSTRACT (10 PT)

This paper aims to examine the use of educational games applications in building discipline character and hard work of students through the science learning process. It is proper that every student has the nature of discipline and hard work in learning, but this must be instilled as early as possible. Not a few school-age children currently have a low level of learning discipline and hard work attitude to obtain good learning achievements. This problem must be immediately addressed by various parties, especially from the educators. There must be character education to teach the nature of discipline and also hard work. School-age children are very vulnerable to pressure and coercion, so this must also be considered if they want to provide discipline character education. One way to grow the values of discipline without the pressure and coercion is education that is taught in fun way, one of them is education by using educational media games. With educational games that contain the education of character discipline and the attitude of hard work in the learning process, students are expected to have a better discipline and also have a higher hard working nature so that they will get success in the future.

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Corresponding Author:

SMK Merah Putih School Metro
Email: diana089@gmail.com

Introduction

Reading is one of the four basic skills (reading, listening, and speaking). Reading is one of the main skills taught in the teaching and learning process of English. According to Henry Guntur Tarigan in Rohmah, N. F. (2015, p.11) reading is a process carried out and used by readers to get the message to be conveyed by the author through the medium of

words/written language. This opinion is supported by Sabarti Akharga in Rohmah, N. F. (2015, p.11) reading is an integrated unit of activity that includes several activities such as recognizing letters and words, connecting them with sounds and their meanings, and drawing conclusions about the purpose of reading.

Reading is one of the four basic skills (reading, listening, and speaking). Reading is one of the main skills taught in the teaching and learning process of English. According to Henry Guntur Tarigan in Rohmah, N. F. (2015, p.11) reading is a process carried out and used by readers to get the message to be conveyed by the author through the medium of words/written language. This opinion is supported by Sabarti Akharga in Rohmah, N. F. (2015, p.11) reading is an integrated unit of activity that includes several activities such as recognizing letters and words, connecting them with sounds and their meanings, and drawing conclusions about the purpose of reading.

According to Soedarso in Rohmah, N. F. (2015, p.11) reading is a complex activity by mobilizing a large number of discrete actions, for example the reader must use understanding and imagination, observe, and remember to obtain information in reading. A reader does not only focus on recognizing a word, but the most important thing is understanding the message and meaning in the text. Reading is not an easy skill to master, because reading is a complex process that requires a special skill of the reader.

A student must have the ability to read, in order to comprehend the meaning of a text. Without good reading skills, a student cannot understand the learning and the material being taught. If someone does a lot of reading, this will automatically increase vocabulary, increase knowledge, practice pronunciation, train reasoning, and can also respond to the content of the reading he reads. The condition that must be met by the reader so that his reading comprehension activities take place effectively and efficiently is that the reader must have the skills to search for information. This of course requires the reader to have the ability to identify information, and be able to find the right technique.

In order for students to understand a passage, students must understand what they are reading. And the task of a teacher here is to direct and provide lesson plans so that students can better understand the reading text. And this plan is made in a strategy that can make it easier for a teacher to teach reading comprehension to students. Strategy is the overall plan for presenting the material. The teaching strategy carried out by the teacher is the teacher's action in carrying out a teaching, meaning that the teacher's efforts have been determined in using several teaching variables such as objectives, methods and tools as well as evaluation. The method or technique used by the teacher can support students in the learning process. In learning reading comprehension, there are various strategies that teachers can use, namely the Reciprocal Teaching strategy, which is an activity to teach material to friends, then the Question Answer Relationship strategy is a reading comprehension strategy so that students can understand the tasks of the reading text and answer questions, then the Small Group Discussion strategy is a method of reading comprehension. small group discussion.

From the description above, the author concludes that reading comprehension is a reading activity that has the goal of understanding the contents of the reading. Active and efficient reading comprehension is a reading activity that does not consider or pay attention to the understanding of the reading content, but must also consider or pay attention to the speed factor of the reader. In other words, active and efficient reading comprehension must contain the principle of being on target, namely understanding the content of the reading and containing the principle of efficiency, namely saving time, energy and thoughts. The condition that must be met by the reader so that his reading comprehension activities take place effectively and efficiently is that the reader must have the skills to find information. This of course requires the reader to have

the ability to identify information, and be able to find the right techniques.

Based on the results of the researcher's interview with the English teacher SMP N 1 Sungkai Selatan on Tuesday, March 29, 2022, several teachers have implemented a plan that contains objectives, methods, and evaluations in learning reading comprehension. However, in choosing strategies and implementing strategies, only 1 English teacher has implemented strategies in teaching reading comprehension. Therefore, after the researcher interviewed the three English teachers, the researcher is interested in conducting research on the VII grade teacher SMP N 1 Sungkai Selatan regarding the teacher's strategies in teaching reading comprehension, because he stated that the selection of strategies and the application of strategies in teaching reading comprehension is very important. So that students can receive learning well, teachers must have appropriate teaching strategies and methods according to the material being taught, so that student interest can arise and students can be interested when the learning process takes place, so that learning does not seem boring.

Research Method

This research is related to the teaching strategies of English teachers in learning reading comprehension. Based on the characteristics of the research, this research uses a qualitative descriptive method. In this case, qualitative research means that the results of the research depend on the presence of the researcher and this research focuses more on the process than the results. Sugiyono (2012, p.8) states that qualitative research is also called naturalistic research. According to Mungin (2011, p. 68) this research is included in qualitative descriptive research, because various phenomena of social reality in society become the object of research. Creswell

(2014, p.181) states that qualitative research is used to investigate and understand the meaning of individuals or groups in relation to social or humanitarian problems. Therefore, the researcher aims to use a qualitative descriptive method to describe the teacher's strategy in teaching reading comprehension.

Place of The Research

Based on this research, this research conducted at SMPN 1 Sungkai Selatan which is located on Jl Pendidikan No. 6 Ketapang, South Sungkai, North Lampung, Lampung. The researcher chose this school as the research location because SMPN 1 Sungkai Selatan is one of the best public high schools in south sungkai with B accreditation. The researcher chose an English teacher for grade VII because the teacher had implemented strategies in teaching reading comprehension in English class at SMPN 1 Sungkai Selatan.

Data Resources

In this study, according to Zulfadrial (2012:46) the data source is the subject from which the data can be obtained. The source of data in this study taken from an English teacher in grade VII at SMP Negeri 1 Sungkai Selatan for the academic year 2022/2023. This school has three English teachers but the researcher will not take all of them, the researcher will only take one English teacher. This one teacher was selected based on the interview. The teacher's answers in the interview session were the main data source. Meanwhile, the researcher will use purposive sampling technique to get the information and data needed by the researcher. According to Sugiyono (2016, p.85), purposive sampling is a sampling approach that takes into account a number of factors. Therefore, to obtain data, the researcher will conduct further interviews regarding the strategies

of the English teacher in teaching reading comprehension that have been applied to the VII grade English teacher.

Research Result

From the results of research in this study, researchers conducted a trial to determine the validity and reliability of the instrument. To test the validity and reliability of the research data, the researcher uses one method, namely the validity of the plan and the reliability of the research data using source triangulation. According to Moleong (2010, p.330) triangulation is a data validity checking technique that utilizes something other than data for checking purposes or as a comparison against the data. This means that data manipulation is a source that explores the truth of certain information by using various data sources such as observations, interviews, documents, and archives. In this case the researcher collects data through research instruments that have been prepared. So in conducting data collection techniques, researchers will conduct interviews and observations. In this study, researchers chose Mrs. Elis Susanti, M.Pd. and Mrs. Rini Susilowati, S.S., M.Pd. as validators, the researcher chose both because according to the researcher both are experienced experts in exploring this research. The instrument used in this study was declared valid by the validator. Researchers used a qualitative descriptive method in this study.

This research was conducted for 4 days. Interviews with teachers were held on Friday, July 22, 2022. Data that were not disclosed through interviews, were supplemented with data from direct observations conducted for 3 days on July 29, 2022, August 5, 2022 and August 6, 2022 in a participatory manner. All data from this study are described according to the focus of the research question. Researchers conducted interview and observation techniques to obtain data on the implementation of English teacher

strategies in teaching reading comprehension. The researcher chose a 7th grade English teacher at SMP N 1 Sungkai Selatan who has strategies in teaching reading comprehension. The teacher's initials are AR.

This finding explains that the 7th grade English teacher of SMP N 1 Sungkai Selatan has a strategy in teaching reading comprehension. The data obtained from the interviews were then changed by the researchers in the form of interview transcripts. Based on the data collected from interview transcripts, the researcher found that there are strategies that teachers use in English class when teaching reading comprehension, which are presented in the following table:

TABLE 3

Table Teacher Strategy in Teaching Reading Comprehension

No	Teacher	Teacher Strategy in Teaching Reading Comprehension
1	AR	Blended Learning
		Reciprocal Teaching
		Small Group Discussion

The researcher found that there are three strategies that teachers use in teaching reading comprehension, namely Blended Learning, Reciprocal Teaching, and Small Group Discussion.

First, the Blended Learning strategy. The teacher used this strategy because it is still in accordance with the current pandemic conditions. According to the seventh grade English teacher, Blended Learning is a limited online and face-to-face combined strategy. Second, the Reciprocal Teaching strategy, in this strategy, the VII grade English teacher has implemented Questioning, Clarifying, Predicting, and

Summarizing by students. And the third, the Small Group Discussion strategy, in which the teacher divides the class into group discussions.

The conclusion of the data obtained by the researcher from the results of interviews with the seventh grade English teacher of SMP N 1 Sungkai Selatan is that the teacher has implemented three strategies when the teacher teaches reading comprehension, namely the strategy of Blended Learning, Reciprocal Teaching and Small Group Discussion.

Conclusion

Based on the results of the research that the researchers revealed and explained in the previous chapter, it can be concluded that the seventh grade English teacher at SMP N 1 Sungkai Selatan has a strategy in teaching reading comprehension where the strategy is divided into 3 strategies, namely Blended Learning, Reciprocal Teaching, and Small Group strategies. Discussion

This Blended Learning strategy is used when online learning or face-to-face learning is limited and this strategy is effectively used by teachers and can be implemented by teachers in teaching reading comprehension because this strategy can improve student learning outcomes. Next is the Reciprocal Teaching strategy, where this strategy is an approach to teaching reading comprehension that encourages students to build reading skills. In the reciprocal teaching strategy, the teacher applies the stages of teaching, namely questioning, clarifying, predicting, and summarizing. Next is the Small Group Discussion strategy where this strategy is an active learning method where in the learning process students are divided into small groups to solve and discuss several problem topics. The teacher uses these strategies to make students understand the reading text and the students are guided to focus more on the text and also the teacher

can help students in developing the meaning contained in the reading text so that students more easily understand the content of the reading.

The conclusion from the explanation above that these strategies are effective in teaching reading comprehension because they can help students to understand the text. In short, these strategies make a good contribution to teachers. Students who have reading difficulties will find it easier to master reading comprehension. By using this strategy, it is easier for teachers to provide material to students. This strategy can help teachers because students are more active. And students can exchange opinions with their friends.

Daftar Pustaka

- Arifanti, R. (2013). *“Keefektifan Strategi Question Answer Relationship (QAR) Dalam Pembelajaran Membaca Pemahaman Siswa Kelas VIII SMP Negeri 2 Tempel”*. Doctoral Dissertation, Universitas Negeri Yogyakarta.
- Bramasta, D., Wiarsih, C., Sari, I. E. (2021). *“Strategi Guru dalam Meningkatkan Keterampilan Membaca Pemahaman Pada Peserta Didik di Kelas IV Sekolah Dasar”*. *Jurnal Education*, 7(1), 74-82.
- Cahyani, I., Khasanah, A. (2016). *“Peningkatan Kemampuan Membaca Pemahaman Dengan Strategi Question Answer Relationship (QAR) Pada Siswa Kelas V Sekolah Dasar”*. *Jurnal Pedagogik Pendidikan Dasar*, 4(2).
- Destian, H. I. (2021). *“Strategi Dan Tantangan Guru Dalam Meningkatkan Kemampuan Membaca Pada Siswa Kelas I*

- SD Negeri 1 Bawu Kabupaten Jepara*". *Jurnal Pendidikan Dasar : Jurnal Tunas Nusantara*, 3(1).
- Fitri, N. (2021). "Teacher Strategies In Teaching Reading Comprehension". *Professional Journal Of English Education*, 4(2).
- Indriyani, L. (2019). "Pemanfaatan Media Pembelajaran Dalam Proses Belajar Untuk Meningkatkan Kemampuan Berfikir Kognitif Siswa". Doctoral Dissertation, Sultan Agung Tirtayasa University.
- Istochri. (2011). "Penerapan Strategi Peer Lesson Untuk Meningkatkan Prestasi Belajar Siswa Pada Amata Pelajaran Aqidah Akhlaq Siswa Kelas VII di Mts Arrosyidin Secang Magelang Tahun Ajaran 2010/2011". Doctoral Dissertation, IAIN Walisongo.
- Kartika, D. (2016). "Improving Students' Reading Comprehension By Using Paragraph Shrinking At The Second Grade Of MTS N Olak Kemang Kota Jambi Academic Year 2016/2017". *Jurnal Ilmiah Batanghari Jambi*, 16(1).
- Khuzaimatun, S. (2009). "Upaya Meningkatkan Kemampuan Membaca Pemahaman dengan Metode SQ3R Pada Siswa Kelasa X.3 SMA Negeri 1 Sumberlawang". Doctoral Dissertation, Sebelas Maret University.
- Mardiana, E., Margiati, K. Y., & Halidjah, S. (2015). "Penerapan Metode Latihan Terbimbing untuk Meningkatkan Kemampuan Membaca Pemahaman Siswa Kelas VI Sekolah Dasar". Doctoral Dissertation, Tanjungpura University.
- Mubarog, N. (2016). "Pengaruh Model Pembelajaran Reciprocal Teaching Terhadap Kemampuan Berfikir Kreatif Matematis Siswa SMA". Doctoral Dissertation, Pasundan University.
- Muslaini. (2017) "Strategies For Teaching Reading Comprehension". *English Educational Journal (EEJ)*, 8(1), 67-78.
- Pratiwi, A. P. N., Dambayana, E. P., Saraswati, R. K. N. (2021). "An Analysis Of Students Reading Comprehension Difficulties Of Eighth Grade Students". *Jurnal IKA Undiksha*, 19(1).
- Primanti, I.F. (2012). "Upaya Meningkatkan Motivasi Belajar Ilmu Gizi Melalui Pembelajaran Dengan Bantuan Tutor Sebaya di SMK N 3 Wonosari". Doctoral Dissertation, Universitas Negeri Yogyakarta.
- Rahayu, R. A., Riyadi, A. R., & Hartati, T. (2018). "Keterampilan Membaca Pemahaman dengan Metode PQ4R (Preview, Question, Read, Reflect, Recite, Review) Siswa Sekolah Dasar Kelas Tinggi". *Jurnal Pendidikan Guru Sekolah Dasar*, 3(2), 46-56.
- Retnani, E. P. (2018). "Problematika Pembelajaran Al-Islam Dan Kemuhammadiyah Kurikulum 2013 Kelas VII di SMP Muhammadiyah Purwokerto". Doctoral Dissertation,

Muhammadiyah Purwokerto
University.

Rohmah, N. F. (2015). *“Hubungan Antara Membaca Pemahaman Dengan Kemampuan Menyelesaikan Soal Cerita Matematika Pada Siswa Kelas IV SD Segugus Karangmojo III Gunungkidul”*. Doctoral Dissertation, Universitas Negeri Yogyakarta.

Romadoni, T., P. (2019). *“Peningkatan Hasil Belajar Peserta Didik Melalui Metode Discovery-Inquiry Dalam Pembelajaran Pemeliharaan Mesin Kendaraan Ringan Kelas Xi Tkr B Smk Muhammadiyah 4 Klaten”*. Doctoral Dissertation, Universitas Negeri Yogyakarta.

Safiah, I., Adnan, Meliza. (2016). *“Strategi Guru Dalam Meningkatkan Kemampuan Membaca Pada Siswa Kelas Rendah Gugus Inti Kecamatan Peudada Kabupaten Bireuen”*. *Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 1 (2), 26-36.

Sharifuddin, M., Slamet, Y. St., Kurniawan, Y. M. (2014). *“Peningkatan Keterampilan Membaca Pemahaman Dengan Menggunakan Strategi Directed Reading Thinking Activity (DRTA)”*. *Jurnal Mahasiswa PGSD*, 2(9).

Siti, N., Syahid, M. P., Eka, S. H. (2018). *“The Analysis Of Teachers’ Strategies In Teaching Reading Comprehension At SMAN 2 Padang Bolak”*. *Jurnal Penelitian Ilmu-Ilmu Sosial dan Keislaman*, 4 (2).