



THE STRATEGIES OF TEACHING IN READING COMPREHENSION

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Abstract

The strategies are needed in teaching-learning process because to build students' ability in reading. Through strategy in teaching-learning reading to make students interested to learning reading class. How are the implementation of teaching strategies and what strategies are the teacher used in reading comprehension in reading comprehension at SMP Muhammadiyah 1 Banjarmasin was a problem of study? To describe the implementation of teaching strategies in reading comprehension and know the strategies of the teacher used when teaching was the research objective. This research used descriptive qualitative method. 75 students consist of three classes were the subjects. Observation and interview were the instruments. The result of the research showed that the teacher used group discussion; is used to answer the questions based on their read in a group. Gallery walk; is used for the students after they finished see the pictures, they were asked questions related to pictures. Mind mapping; is used for students make mind mapping based on their thinking. Therefore, the teacher used three such as group discussion; discuss together to solve the problem. Gallery walk; students get the information after they see the pictures. Mind mapping; activity to develop their thinking. Based on the result, it is suggested that students should be more active in the class and students should be ready to study. Besides that, the teacher should use more English when teaching in the classroom.

Keywords: *Teaching Strategies, Reading Comprehension.*

INTRODUCTION

English is a universal language that is widely used in many countries in the world. Crystal, David. (2003:18) states that English is a universal language. English is very important because English is an international language that is widely used to communicate with other people throughout the world. Now days many countries used English as a main lesson in all school, from elementary school to universities. Furthermore, English is often used to write science books, magazines, and articles about knowledge and technology. Therefore, people from other countries can to develop science, knowledge and then technology. Even Some countries, such as Malaysia, India and South Africa, use English as a second language. In Indonesia learning English is not easy because English is foreign language.

There are four skills students must master including listening, speaking, reading and writing was used in learning language. The teacher must be interested in these four skills to teach and learn in class to read. According to Healy (2002:1), reading is the most important and skilled for future success throughout school and life. By reading everyone, you can get new information or learn a lot from reading. Readers and writers used background knowledge to create texts. Many students have difficulty learning English, especially through reading. Through this activity, students can improve their language and experience based on reading. They will get data and ideas that they must understand. Besides that, they know what they didn't know before. Rusmanayanti (2018) also argues that reading is very essential for the English Language learners to master because it will support their performance in communication. Also, reading is regarded very important because it can be utilized for learning and gaining access to alternative explanation and information.

When reading text, students needed to comprehend the text and recognize or know the message and information from the text. This means that students need to understand the information or messages they read from the text. You can read and read aloud, but you can understand what students are reading and find new in the text.

Comprehension in reading is very interesting because it is a reading solution. Comprehension is naturally events that can only be observed indirectly (Pearson, 2017: 13). Actually, reading comprehension very important to students because reading comprehension is the behavior of understanding what you are reading.

In junior high school teaching reading was hard working. It can be challenged to teacher to teach the students because mostly students do not like reading in English. In learning English many strategies that can be used by teacher in teaching reading. Therefore, the researcher wanted to know how the implementation of teaching strategies in reading class and what strategies that English teacher used at SMP Muhammadiyah I Banjarmasin to make the students enthusiastic to learn English especially in reading.

SMP Muhammadiyah 1 Banjarmasin is one of the schools in Banjarmasin. There are five classes; VII, VIII-AB and IX-AB. Even each class consists of 25 students and there were only one English teacher. Every class was different, and IX-A was the most hyper class. Furthermore, the English teacher said that some of students have personal matter. It makes students less enthusiasm to learn in school. Therefore, the researcher wants know what strategies that English teacher used and to know the implementation strategies in reading comprehension at SMP Muhammadiyah I Banjarmasin.

From the description above, in this research the researcher will research what strategies used in teaching reading comprehension entitled "The Strategies of Teaching in Reading Comprehension at SMP Muhammadiyah 1 Banjarmasin."

RESEARCH METHODOLOGY

Descriptive qualitative method was search method in this study. This research was chosen because it was to observe the strategy of the teachers in teaching. Describe occurrence of strategies in teaching comprehension at SMP Muhammadiyah 1Banjarmasin was search.

To obtain information the researcher used subject was needed. VII, VIII A and IX A classes were the subject of the study. The consideration that subjects chosen because three classes is the more active class. SMP Muhammadiyah 1 Banjarmasin only has an English teacher.

According to Fraenkel (2006: 112) typically, the full method of making ready to gather information is termed instrumentation. It involves not solely the choice or styles of the instruments however additionally the procedures and also the conditions that the instruments are going to be administered. In this research, researchers used two instruments for data collection. To get the data, the researcher had arranged the instruments properly. Therefore, the researcher used the instruments below:

1. Observation

The researcher used classroom observation was carried out when class starts to the end. Observation was taken three times; 10thNov, 2018, 15thNov, 2018 and 19thNov, 2018. To obtain data researchers used observations was needed. The observation was done in three times. It was because the obtain data was obtained only in three times observations. In this case, the writer sits in the back row of the classroom, pay attention more detail about all activities that happen in the classroom and checklist if suitable with the observation sheet. The observations sheet was made based on the theory of strategies of teaching reading on chapter II.

2. Interview

Interviews were conducted after observation in class. Interview was conducted 19thNov, 2018. An English researcher was interviewed. The questions which asked to teacher must appropriate with the strategies by the English teacher used in the classroom observation. The questions of interview include the importance of strategies needed in teaching, the student response, the evaluation that the English teacher used, and the result of strategies can improve the student ability in reading or not.

For data collection, researchers observe the application of strategies used by teachers in the classroom. The researcher observed the teaching-learning strategies that happened in the classroom. Observation was held three times. After observing in class, the researcher interviewed the teacher to learn about the concept of the teacher's strategy for teaching reading comprehension. In addition, the researcher asks the teacher about lesson plan he uses in teaching reading comprehension in the classroom, references to support his teaching during the lesson, perhaps the notes of the teaching reading in the class.

The researcher used descriptive method in the study. In the study, the writer observed to the teacher in the classroom when the lesson began until the end. Then, the researcher interviewed the teacher after classroom observation. Then, the writer analyzed the data according the result collection. Therefore, the researcher analyzes the data used data reduction in form of resume from observation sheet, data display in form of narrative sentences and drawing conclusion in the form of described the result of observation and result of interview. The observation sheet is based on the rubric. (see appendix).

RESULT AND DISCUSSION

Observation Result

1. The Process of Teaching Reading

a. The Process of Teaching Reading through Group Discussion

According to recognition, the lesson was held on November 10th, 2018. Students in class IX-A consists of 25 students. The teaching material is about report text. The material is based on KTSP syllabus for ninth grade. The teacher used lesson plan to guide the teacher to planning the process in the classroom. This meeting, the teacher used group discussion. Group discussion was learning process together in a group. The text is about earth quakes in Indonesia. The teacher chooses this topic because it makes the students more empathy with victims' earthquake. The teacher divided the group. Teacher asked students chose one group arrange a jumbled paragraph into a good paragraph. The teaching material can be seen in the appendix.

This activity required students to read all part of the text. Then, below the text there were questions about the text. Teacher gave time for discussing the answers together.

Teacher gives 40 minutes to re-arrange the paragraph and answer the 10 questions. After that the teacher and students discussed the right answer together. The teacher chose someone to read in turn. Lastly, teacher chooses one group to conclude the text. Teacher chooses randomly. Therefore each student must understand what the text is about.

In this case, learning about report text requires students to use method of reading comprehension. Based of observation, teacher makes students to read in silence to make them more focus when reading. They can also use skimming or scanning during reading activities to shorten the time. The teacher said skimming and scanning method of reading was difficult to do in junior high school because only a few students that was able to do it. However, they can use it in order to find the answers to the questions.

Reading skill always necessities in every learning process. The teacher used report text in this lesson. Thus, report text has a long text. Almost all of the students do not like to read long text. In this case, the teacher has a strategy to make students want to read a report text. Basically, teaching strategy is related to the method of reading. It will be more effective for students to understand more.

Teacher tells many strategies that students used when they read the text. However, in this section teacher recommended the students to used skimming and scanning in reading. Scanning is fast reading to discover some specific detailed information and skimming is fast reading to discover what the main points of a text are. Through skimming and scanning, the students can shorten the time. Students also can read in silence if they want to read all of the text because each student must read all of text because silent reading is done to gain a lot of information. Then they shared their opinion about the text that they read before. In the section the teacher chooses some students to read aloud in turns. Reading aloud also must be given at primary level because it is the base of words pronunciation for them. At this time, the teacher helped students when they make error in reading.

b. The Process of Teaching Reading through Gallery Walk

According the recognition, the lesson was held on November 15th, 2018. Students in class VIII-A consists of 23 students. On the lesson, the topic was about descriptive of person. Material is based on the KTSP syllabus in eight grades.

In this meeting, the teacher used gallery walk strategy in teaching and learning process. Gallery walk is a students' activity which groups of students walk around to see some pictures. However, the teacher used white board to patch the pictures. The teacher used this strategy because it is more interesting. Through gallery walk they can see the pictures and the text at the same time to get some information. Gallery walk strategy requires students to go to the front. On the whiteboard there were several pictures about a person and the description. After that, they retell the story. The teacher asked who want to retell the picture. After that, they returned to their position. Every group has already taken they turn. The teacher asked each student to answer some questions based on the text.

In this case, students in each group should read the text to understand the pictures. For students who understand the picture before they read the description, they can only scan the text to shorten the time. However, all of students should read all of the text description to understand the text. Through picture the students who do not understand the text completely can be helped by looking at the picture.

Then, students do exercise based on the gallery walk. The goal was to make them to be more focus and to increase their interest in learning so they will have better understanding about descriptive text.

According to the interviewed, the teacher said that students prefer to have a new thing in each meeting. Gallery walk is a new strategy for them. The teacher thought the students can be more interested when they can see the picture instead of just the text and the students can understand more about descriptive text.

c. The Process of Teaching Reading through Mind Mapping

According to the recognition, the lesson was held on November 19th, 2018. Students in class VII consists of 25 students. In the lesson, the topic was about descriptive. Material is based on KTSP syllabus in seventh grade. The teacher used mind mapping strategy in teaching and learning process. Mind mapping is students' activities will write what they know about a topic. The teaching material can be seen in the appendix. In this lesson the teacher divided students in pairs. After that, the teacher draws a map on the whiteboard in the form of boxes. The teacher just wrote "Eat" on the middle of the map. Then, each pair draws their own map on their paper. The teacher gives an example of how to carry out the assignment. And the teacher gave 40 minutes to solve it. After 40 minutes, the teacher

asked each pair to answer. Then; teacher and students discuss the answer together. For the last part, students read aloud the word that they wrote on the whiteboard.

Reading aloud is needed in mind mapping. Through reading aloud, it can help students to be more focus in the lesson. After teacher and students discuss the answer, the teacher reads aloud each word and the students repeated after the teacher. Through reading aloud students can be more concentrate on reading. The teacher can also pay attention to the students when they make error in reading because they read word by word.

2. The Strategies of Teaching in SMP Muhammadiyah 1 Banjarmasin

Based on the observation that was carried out for 3 weeks in some classes; class VII, VIII, and IX. The observations were carried out based on the teaching and learning process in the classroom. The researcher discovered some techniques such as discussion, gallery walk, mind mapping. Group discussion makes students to find out the answer of the questions, gallery walk makes students remember detail of the pictures after students seen and mind mapping makes students explore their ideas.

The Result of Interview

The interview was conducted at SMP Muhammadiyah 1 Banjarmasin. The researcher interviewed the English teacher from SMP Muhammadiyah 1 Banjarmasin. The interview was held on Monday, November 19th, 2018. The teacher used gallery walk and mind mapping. It is because a new strategy for students. The students have a good response whenever the teacher used these strategies. In teaching learning process, the teacher used method of reading such as used scanning, skimming, intensive reading, silent reading and reading aloud. However, the students prefer reading aloud, because reading aloud can increases students' vocabulary and stress reduction. In group and pair the teacher divided the bright student and the less bright students in the same group so they can help each other. These strategies that used by the teacher, gives a positive feedback to the lesson. Based on the score, result is not 100% accomplish so there must be some improvements.

Based on the interview, the students' response is good enough to each strategies that teacher used in their class but sometimes some students are bored in the classroom, students do not understand about the lesson that the teacher explain, students are not able to speaking English, and also students are tired and sleepy if the lesson happen in the last hour.

Discussion

According to the finding on the result of study conducted at SMP Muhammadiyah 1 Banjarmasin, it can be known that in lesson, teacher must have strategies to make students understand the materials of the lesson and to make students more enthusiast to the learning. The researcher found mind mapping, gallery walk and mind mapping strategies used by English teacher in SMP Muhammadiyah 1 Banjarmasin.

In teaching reading comprehension, English teacher used several techniques. The teacher should teach the subject matter and improve their ability in reading comprehension. The teacher used lesson plan as a teaching direction.

Based on the first observation in the ninth-grade students, the teacher used group discussion strategy. According to Brewer (1997 :23) the aim of the group discussion is to provide and distribute information on certain topics, analyze and evaluate knowledge to show support, and reach agreement on general conclusions. Through this activity students can learn how to share their opinions and respect the opinions of other students. It is also to reduce task difficulties because students can do this together. Students can also share the information and they knowledge between another friends. In this relation, Mu'in, Arini, and Amrina (2018) argue that group discussion strategy enables the students to share their ideas personally as a product of their learning process. They may get the expected feedback

on their ideas, and reflect on other ideas

The teacher makes a group of four or five group discussion. I will divide you into groups. Ideally the teacher only use in English when give instruction but in this case the teacher used translation in give direction. Then randomly divide them. After the teacher divided students into certain groups, there are some students who say that so the teacher should respond to students. Students should not use native language (Banjarese). Second, while discussing in the class, conflict might occur in case when one person works less than the other students.

The teachers have a role in the classroom. Text used by the teacher is report text. After the teacher shares the text with each group, the teacher gives a review of the text. For the next sentences you can read by yourself said by the teacher. It can help students to understand the text before they read. However, the teacher just gives a clue about the text; therefore, students in each group must read all of the text. In this case, the teacher used mother tongue to make students understand about the text. Earthquakes may happen naturally or as a result of human activities. Smaller earthquakes may additionally because by volcanic activity, landslides, mine blasts, and nuclear experiments said by the teacher.

After each group got the materials, students read it in silence. Please reading silence in order to students is not disturbed. Praveen (2008:20) define silent reading is that the additional efficient manner of reading are very useful and useful in life. Meanwhile, for students in junior high school silent reading is an inefficient way because the teacher cannot know whether they read the text or not. Even though, the purpose of silent reading is to increases comprehension of each student, because silent reading makes students more focused on reading.

In group discussion, students can also use skimming or scanning technique. Brown (2001: 306-310) explicit scanning is that the ability to read quickly and skim to find certain data is the ability to read quickly to find the most points in the text. In this section, the teacher did not instruct the students to skim and scan the text, which students can use if they want. In fact, skimming and scanning are an effective way to shorten the time.

Through group discussion all students in each group share their opinions or their information so they can find out the answer. Because of that, group discussion is a way for students to learn something together with each other. It helps them to find out the problem together. While the students were in the middle of discussion, different opinion can cause a problem. In a group there are some students that will dominate the conversation. It will make the other student cannot share their opinions. In the class there are students that have individual personality. Even, they might just stay silent throughout the discussion.

Based on the researcher observation, teacher has some plans for dealing with students of this type in the class. All of students in each group must work together, if anyone does not participate, also, in groups each student must active in sharing their opinions. Teacher always controlled the activities in each group so that the students in each group participated completely and no one work individually.

Lastly, the teacher chooses one group to conclude the text. After that, they read in turn. The teacher chooses randomly, each student must understand what the text is about. After the section teacher and students discuss the right answer together. Let we discuss the answers said the teacher. According to Larsen-Freeman (2000: 11), the aim of grammar translation methodology (GTM) is to provide students a service to investigate and evaluate foreign language literature, researching the target language of language that will be known by scientists. By doing this, they want to learn the linguistics of their language, making it easier for them to speak and write in their language. (Brown,2001:31).

The second strategy is gallery walk. This strategy allows students to remember what they read and see in several pictures on the whiteboard. Many students like this strategy based on their second observation in grade 8. The teacher uses an explanation about someone.

According Bower and Keisler (2011:158) gallery walk may be a strategy that needs the students to visually represent their information to unit of study. Meanwhile, the teacher also included a text under each pictures for them to read. The teacher sticks several pictures. And then they come forward. It ought to be in English each team to visualize the images on the whiteboard. On the

whiteboard there were several pictures about a person and the description. After the group read the text in each pictures the teacher asked students retell the text after that they may go back to their seat. This activity was repeated for other groups. The students forbidden make a noisy when they come forward said by the teacher. Some of students very curious with the pictures, but some students just saw the pictures and did not read the description. The purpose of these activities is to make students understand about the text by the help of the picture and students can use scanning and skimming strategy to read the text.

The role of a teacher in the class is needed because gallery walk makes students noisy when they come forward to see the pictures. Based on observation, the teacher becomes adviser when each group read the text. But the teacher should divide the pictures each group in order to students can discuss in a group. After students discuss the description under the pictures the teacher can take the pictures again and to gives quiz.

While the lesson feels bored and students are able to learn from each other and from their previous knowledge. In this case, their activities are not only sitting on their seat but they can walk in the class to see the picture and also to make students understand about the text through looking at the pictures.

After the class, test was given. Because in this strategy teacher can see who read the text and understand the text. After the section teacher gives some questions to each student in group to answer and to retell based on the text then student retell the story.

The third strategy is mind mapping. The seventh-grade students like to do interested things. According to Buzan (2004:107-108), mind mapping may be a strategy for serving to students order and structure their thinking through mentally mapping words or/and idea. Therefore, the students were asked the teacher to make a structure based on their thinking. Mind mapping just requires students to find out the word that will be appropriate with the topic. They can use their dictionary to find the word.

Teacher divided students in pairs. Students sit in pairs. Then, students start working seriously. After the students completed the task, they write the answer. Teacher asked the other to fill in the blank. After that, they repeat after the teacher. Some of them will just stay silent when the teacher asked them to repeat after the teacher. Thus, the teacher should read again in order for the student to pay attention and repeat after teacher.

Mind mapping strategy is used for seventh grade student because it can make the students to be more interested in learning. Teacher divided students into some pair. The group was made based on students' seating. Teacher told the students that they can make mind mapping based on their own ideas. It is so that the students will be able to use their time to draw the maps and fill in the words.

The teacher said that in every teaching reading strategy, there must be related with reading method. In this case, teacher used to skim reading, scanning reading, silent reading, reading aloud, intensive reading and extensive reading. However, in the classroom the teacher did not mention the name of the method directly except for reading aloud. It is because the students' response and more enthusiastic to the reading aloud. To skimming and scanning method, some students have a problem to do it because sometimes students missed the important part of the text.

In this case, the researcher concludes that skimming and scanning reading is not effective for students in junior high school. Another method is intensive reading and extensive reading. Intensive reading is reading a text that aim to get knowledge from the text that they read. This method is used for a short text in reading. This reading is carried out to get specific information. The teacher provides several pictures about a person and the description. Thus, the students must read the text to find specific information. For the last method of reading is extensive reading. Therefore, in this research English teacher do not used this method because the researcher thought this method can used to read narrative text.

In this case the English teacher has many ways to handle this problem. In between lesson, the teacher randomly calls on students. It is to make all students to consistently thinking through the material. Teacher asked students to demonstrate and explain their work to the class. It can make all

students in a group to speak up.

This situation inside is more effective. Besides that, the way of teaching of the teacher is very important. For example, the English teacher in this school that the researcher observed is a humorist type. Therefore, the teacher can lift up the mood of the students. From explanation above, the ways of studying used strategies in achieving purpose of the lesson. According the data, the result of the research conducted at SMP Muhammadiyah 1 Banjarmasin showed that the application of group discussion give less good result in the teaching learning process in reading comprehension. It is because group discussion strategy usually makes some student to be lazy to participate in the group work because they just rely on other students in their group. While for gallery walk and mind mapping strategies is more effective for students in SMP Muhammadiyah 1 Banjarmasin. It can be seen from their enthusiasm and curiosity throughout the learning process and also through teaching strategies the teacher will be able to know the ability of each student.

CONCLUSION AND SUGGESTIONS

Conclusions

This research is aimed to find out the teacher's techniques to describe the implementation of teaching at SMP Muhammadiyah 1 Banjarmasin. The instruments were observation and interviewed, there were three classes consist of VII, VIIIA and IXA who involved in this research through total sampling method. Related to the research findings, the researcher may draw the conclusion as follow:

1. According to the data, the implementation of teaching strategies in reading comprehension at SMP Muhammadiyah 1 Banjarmasin. The teacher used group discussion is used to answer the questions based on their read in a group. Gallery walk is used for the students after they finished see the pictures and answer questions. Mind mapping is used for students make mind mapping based on their thinking. According to the data, it was effective for students. But group discussion strategy less good result. Because group discussion strategy usually make some students to be not motivated because rely to their friends.
2. The finding presented the teacher's techniques reading comprehension at SMP Muhammadiyah 1 Banjarmasin were three strategies such as gallery walk, mind mapping and group discussion.

Suggestions

1. English lecturers
 - a. Lecturers must use a lot of techniques of reading.
 - b. Lecturers should control the students' activities in the classroom.
 - c. Lecturers should use more English when teaching in the classroom.
2. For the students
 - a. The students should be more active in the class.
 - b. The students must study first before the class.
3. Other researchers

The writer wishes the study to help others in conducting similar study. Also, to next researcher must find more strategy that using in the class.

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