

Teachers' Strategies In Teaching Reading Comprehension At Ma Alkhairaat Pusat Palu

By Ubadah Ubadah

Teachers' Strategies In Teaching Reading Comprehension At Ma Alkhairaat Pusat Palu

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ABSTRACT

This research aimed to find out how the teachers' strategies in teaching reading comprehension at MA Alkhairaat Pusat Palu and implemented the strategy by the teacher in teaching reading comprehension. This research used a qualitative approach, data collection techniques were through observation, interviews, and documentation.

Based on the results of the research that the researcher did, the following conclusions can be drawn:

- 1). The strategy is using the English teacher at MA Alkhairaat Pusat Palu in teaching reading comprehension to students is using the "Projector" and "papers" strategies. Applying the two strategies used dramatically influences the students' reading comprehension at MA Alkhairaat Pusat Palu.
- 2). How the implement of the English teacher strategies in teaching reading comprehension in MA Alkhairaat Pusat Palu. The strategy was used by the teacher (a) using a projector, the students more focus when the teachers explain the material using a projector. The last strategy was used by this teacher (b) handed out papers, the teacher distribute the materials using paper so that the students sitting in the back and who do not pay attention could read the material.

1. Introduction

A teaching strategy is a generalized plan for a lesson or a lesson that includes structure, desired learner behavior, the goals of instruction, and an outline of tactics necessary to implement the strategy. (Nurman Antoni, 2010). Some of the strategies are created and used by using authentic material and approaches, reading aloud in the classroom, comprehension questions, checking the text's level of difficulty, and using pre-reading activities to prepare students for reading. (Wiki Tedi Rahmawati, Yunita Mutiara Harahap, dan Ramlah, 2022)

In teaching reading, a teacher may use many different strategies. To use any instructional technique effectively, anyone who teaches must understand the principles and assumptions upon which each specific technique is based. There is certainly no shortage of descriptions or labels for activities classified as about instruction. The teacher should use many strategies in teaching reading, such as applying various methods, media, and games to keep the students interested. Reading is an activity that involves many things, not only reading an article but also using the mind, psycholinguistics, and metacognition. (Farida Rahim, 2008)

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Reading is also an activity in reading to critically and evaluatively understand the entire contents of the reading. Reading ability is not only being able to read fluently but also understanding the text that is read. The text that is read is words and symbols, numbers, and graphics. Understanding ability in reading will affect individual skills in managing information.

Reading comprehension is a process of acquiring meaning that actively involves the knowledge and experience that the reader already has and is connected to the content of the reading, which aims students to know and understand the overall scope of the reading material they read.

MA Alkhairaat Pusat Palu is an excellent school for achievement in the Alkhairaat environment by getting a predicate. The researcher sees that teachers are helping students in the field and studying English and one of the most advanced students in the 2017 final semester exam English.

Based on the background that has been described, the formulation of the problem put forward is:

- a. What Are Teachers' strategies in Teaching Reading Comperhension at MA Alkhairaat Pusat Palu ?
- b. How did the English teachers' implement the strategies in teaching reading comprehension at MA Alkhairaat Pusat ?

Based on the formulation of the problem above, the objectives of this study are :

- a. To Investigate teachers' strategies in teaching reading comprehension at MA Alkhairaat Pusat Palu.

To describe the implement of English teachers' strategies in teaching reading comprehension at MA Alkhairaat Pusat Palu.

2. Literature Review

2.1 Teaching strategies

Teaching strategies are education strategies that can be defined as a planning method or series of activities designed to achieve a particular goal. Strategy can be defined as a plan that contains a series of activities designed to achieve specific educational objectives.

According to Aswan, a teaching strategy is a teachers' plan in the teaching and learning process to achieve a purpose that has been planned. In other words, teaching strategies are approaches to teaching students. (Aswan, 2010)

Hamzah stated that the teaching strategy is the means that teachers will use to select learning activities used in the learning process. Selection is made by considering the circumstances, learning resources, needs, and characteristics of learners faced to achieve specific learning goals. (Hamzah B. Uno, 2018)

According to Hartanto the learning strategies based components emphasized in the teaching program into three categories. Those are: (1) teacher-centered, (2) student-centered, and (3) learning material-centered. (Hartanto, 2008)

2.2 Teaching reading for comprehension

According to Jeremy Harmer, teaching is not an easy job, but it is necessary and can be very rewarding when the teacher sees our student's progress and knows that we have helped to make it happen. Some and students can indeed be difficult and stressful at times, but it is also worth remembering that it is the best teaching can also be extremely enjoyable. (Jeremy Harmer, 2001)

Reading comprehension is a type of reading that aims to understand literary standards or norms, critical reviews, written plays, and fictional patterns. (Tarigan, 2008)

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Reading comprehension is reading whose purpose is to gain understanding. A person is said to understand reading well if he can capture the meaning of words and expressions used by the author, the ability to capture the explicit and implied purposes, and the ability to make conclusions.

The Purpose of reading comprehension is to find out information from reading material that has been read. Reading comprehension is necessary to study and understand the problems we read into very complicated things.

Regarding some explanation of the teaching, the researcher concludes that teaching is the activities and managing the environment in an excellent condition to make and allow the students in the learning process to get the purpose. Teaching reading usually has at least two aspects. First, it can refer to teaching learners learning to read for the first time. The second aspect of teaching refers to teaching learners who already have reading skills in their first language. In the classroom, reading is one of the ways to make the students understand the teaching-learning process. Every student has a different character, so the teacher is expected to present ways to make the student enjoyable to conduct their lesson. The strategy of teaching reading in which the teacher is present one of ways in the classroom.

2.3 Theoretical framework

Analysis teacher strategies in teaching reading comprehension. In observing, students learn English reading skill in reading comprehension, while the teachers used reading teaching strategies to achieve reading proficiency of students. In conclusion, the researcher analysis when the teacher is teaching reading comprehension skill to students. After that, the researcher analyzed the students' reading proficiency.

3. Methodology

This research design was descriptive qualitative with direct observation, interviews, and documentation. This research used qualitative researcher was that the research focused a lot on research activities at the location of the object of research In MA Alkhairaat Pusat Palu. Then the next step is to analyze some of the data obtained in the form of descriptive analysis using several data analysis techniques, including: data reduction, data presentation, and data verification.

4. Results and Discussion

This research was conducted at MA Alkhairaat Pusat Palu. After getting permission from Mr. Drs. Moh. Farhan as the head of the school. To examine the teachers' strategies in teaching reading comprehension by taking data from Mr. Jamaluddin, S.Pd., M.Pd. and Mrs. Lulu, S.Pd. as English teachers.

4.1 The result of observation

Based on the results of observation in MA Alkhairaat Pusat Palu, the researcher found the strategies in the process of learning reading comprehension by Mr. Jamaluddin used projector and share the material by papers to students and Mr. Jamaluddin used the reading guide skill to teach students in the process of learning reading comprehension.

Besides, Mrs. Lulu taught students in laboratory and used a computer which connect into a projector and Mrs. Lulu used the skimming and scanning skill to teach students in the process of learning reading comprehension.

15 The result of interview

Based on the result of interview with the English teacher, Mr. Jamaluddin, that the researcher found the reason why the teacher use a projector and papers as the strategies in the process of learning reading comprehension, because it can eliminate students boredom when learning reading comprehension. "When teaching reading comprehension, I use a projector and share the material by the papers to students as strategies, and I use the reading guide skill to teach them. This strategies are effective because it can eliminate student boredom when learning reading comprehension. Besides, the students more focus when I explain the material using a projector and then I distribute the materials using paper so that the students sitting in the back and who do not pay attention could read the material." (Jamaluddin, 2022)

While the result of interview with Mrs. Lulu also as an English teacher at MA Alkhairaat Pusat Palu, the researcher found the reason why the teacher taught in laboratory and used a computer which connect into a projector as strategies in the process of learning reading comprehension, which is very effective in the process of learning. "To teach reading comprehension, I teach students in laboratory and I use a computer which connect into a projector, and also use the skimming and scanning skill to be applied to students which is very effective in the process of learning." (Lulu, 2022)

Teachers often train students' reading comprehension because if they were not prepared, they would not get used to it and would not understand. To teach students reading comprehension, the both of teachers instructed the students to present an article in English after the students read the article. The teacher discussed with students asking about the pieces that have been given.

To eliminate the saturation of the students during the learning process, Mr. Jamaluddin gave a quiz and gave a rating or added value. The children were more focused and enthusiastic to get added value and Mr. Jamaluddin gave gifts such as pens, cakes, books, and others. "To make students more enthusiastic during the learning process, sometimes I give quizzes or give gifts to students." (Jamaluddin, 2022)

Besides, to eliminate student boredom during the learning process, Mrs. Lulu does ice breaking to relax and not tense while studying can accept the material. "To increase the effectiveness of learning, I do ice-breaking to give the impression of being relaxed and not tense while studying." (Lulu, 2022)

Teachers using the 2013 Curriculum during the learning process. When teaching, they always adjust the material to the lesson plans. However, sometimes in the learning process Mr. Jamaluddin is a little different from the lesson plans that have been made because it adapts to the atmosphere and conditions of the class.

5. Conclusion

The strategy is using the English teacher at MA Alkhairaat Pusat Palu in teaching reading comprehension to students is using the "Projector" and "papers" strategies. Applying the two strategies used dramatically influences the students' reading comprehension at MA Alkhairaat Pusat Palu. How the implement of the English teacher strategies in teaching reading comprehension in MA Alkhairaat Pusat Palu. The strategy was used by the teacher (1) using a projector and papers, the students more focus when the teachers explain the material using a projector. The last strategy was used by this teacher (2) handed out papers, the teacher distribute the materials using paper so that the students sitting in the back and who do not pay attention could read the material.

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