



## English Teachers' Strategies in Teaching Reading Comprehension at the Second Grade Students in SMPN 1 Panyabungan Selatan

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### Abstract

This research aims to analyze the strategies used by English teachers in teaching reading comprehension and how these strategies are implemented. This research uses a qualitative descriptive approach using questionnaires, observations and interviews as research instruments. This research focuses on two English teachers who teach second grade students at SMPN 1 Panyabungan Selatan. Findings revealed three main strategies used by teachers: Scaffolding, Think Aloud, and QARS (Question Answer Relationship). Scaffolding strategies help students develop their understanding of the ideas in the text. Think Aloud helps students connect the texts they read to their previous knowledge, allowing them to relate information to the context of the text. QARS allows teachers to assess students' understanding of the material being taught. Apart from that, the use of this strategy is effective because it encourages students to be more active so as to generate ideas and increase their participation in the learning process. It also allows teachers to ensure that students focus on the text and understand its content.

### Keywords:

*Teacher Strategies,  
Teaching Reading  
Comprehension*

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### INTRODUCTION

The teacher's strategy is a plan made by educators in teaching a learning material in order to achieve the goals that will be achieved properly and optimally. Budiansyah (2008) stated that teacher's strategy is the teacher's ability to vary the way of teaching to meet various levels of students ability so that students can actively participate in learning. According to Joyce and Weil (2000) teacher's

strategy is a set of activities and actions chosen by the teacher to help students achieve learning goals.

In teaching, the teacher must use the right teaching strategy so that students can understand the lesson easily. According to Antoni (2010) teaching strategy is a structure, technique, method, or sequence activities designed by teachers to achieve teaching and learning goals. Teaching strategies are very important things for a teacher to have during the teaching and learning activity in the classroom because it will be easier for teacher to realize learning goals. Brown (2004) noted that teaching strategies can facilitate the teaching of reading through implementation of a variety teaching methods and techniques.

From the explanation above, teachers need to use teaching strategies to help facilitate the students learning process. Bunau, Sada, and Yanti (2013) stated that appropriate teaching strategies can increase students' understanding and acceptance of subject matter and can help students achieve predetermined learning goals. In addition, a variety of teaching strategies can also help maintain students' interest to learn. Tuhumury and Nikijuluw (2020). Beside that, teaching strategies have benefits for both teachers and students. The benefits of teaching strategies for teachers include; help teachers create an active and interactive learning environment, increase teaching effectiveness and time efficiency, enrich the teacher's teaching experience, and facilitate the assessment of student learning outcomes. On the other hand, the benefits of teaching strategies for students include; help students understand and remember course material better, improving students, ability to think critically and creatively, increase students participation and interaction in the learning process, and increase student motivation to learn.

In teaching reading comprehension, the teacher may use different teaching strategies. Teaching reading comprehension is a teaching and learning activity in the classroom which goes through a complex process when the teacher teaches reading comprehension to students. Brown (2004), Stated that teaching reading comprehension aims to help students to be effective and efficient readers. Therefore, teachers must have strategies when teaching reading comprehension to students. Teachers can use several different strategies so that the desired target can be achieved.

From the explanation, the researcher assumes that the teacher's role is very important to overcome students' problems in learning reading comprehension. The teacher must have appropriate strategy when teaching reading comprehension in order to make it easier for students to understand and be able to achieve learning goals. Based on these assumptions, the researcher was interested in conducting a descriptive research entitled "English Teachers' Strategies in Teaching Reading Comprehension at the Second Grade Students in Smpn 1 Panyabungan Selatan" to analyze the strategies used by English teachers in teaching reading comprehension and the implementation of the strategies used by the English teachers in teaching reading comprehension. This research was conducted at Junior High School number 1 South Panyabungan. This study focuses on the English teachers in the second grade.

This study aims to find out the strategies and the implementation of the strategies used by the English teachers in teaching reading comprehension. The

formulation of this research are What are the teaching strategies used by the English teachers to teach reading comprehension? and How do the teachers implement the strategies in teaching reading comprehension?

There are several previous study that have been researched about teachers' strategies in teaching reading comprehension. First, Nurmaida Sarjan (2017) conducted her research with title "An analysis on The English Teachers Strategies in Teaching Reading Comprehension at The Second Grade Students of Junior High School 1 of Wonomulyo". Second, Delviani Giawa (2022) conducted her research with title "Teacher Strategies In Teaching Reading Comprehension at the Eighth Grade Student of Junior High School 1 Umbunasi". Third, Gendis Nadira Dwiningtiyas, Dedy sofyan, and Hilda Puspita (2020) conducted their research with title "Teachers' strategies in Teaching Reading Comprehension". The last, Ines Anjelita (2022) conducted her research with the title "Teachers' strategies in Teaching Reading Comprehension at the Second Grade of SMPN 5 Kota Bengkulu".

## **RESEARCH METHOD**

The research design of this study is descriptive qualitative. The use of this method was because this research only focused on the strategies teachers used when teaching students to read. In this case, this research does not require special treatment in the teaching and learning process because it aimed to describe the strategies used by English teachers and the implementation of strategies used by English teachers in teaching reading comprehension. The participants in this research were two English teachers at SMPN 1 Panyabungan Selatan, especially English teachers who were in charge of second grade. The instruments used in this research included questionnaires, observations and interviews.

## **RESULT AND DISCUSSION**

### ***Research Finding***

#### **a. Teacher 1**

Based on the results of research conducted at SMP Negeri 1 Panyabungan Selatan by using questionnaire, observation, and interview, there are three main strategies used by the teacher 1 in teaching reading comprehension.

The first strategy used is scaffolding. The teacher providing gradual support to students as they learn. It's similar to giving them stepping stones. When students encounter challenging texts, the teacher offers hints or explanations to help them understand. For example, if there are complicated words in the text, the teacher can provide the meanings of those words. This support is provided gradually and reduced as students' understanding improves.

The second strategy is Think Aloud, The teacher openly explains their thoughts and thought process while reading the text to the students. The teacher elaborates on how they connect information in the text, identify main ideas, and address aspects that might be difficult to understand in the text. This helps students see and understand how an experienced person processes and comprehends the text, enabling them to learn how to read and understand texts better.

The last strategy is Question-Answer Relationship strategy (QARs). Teachers use question and answer relationship strategies for students to learn reading

comprehension in class. The teacher asks questions according to the text that has been read. Students answer the problem or question. According to the teacher, this strategy is used so that students can easily accept the material. This strategy can help students develop their ideas.

#### **b. Teacher 2**

Based on the results of research conducted at SMP Negeri 1 Panyabungan Selatan by using questionnaire, observation, and interview, there are two main strategies used by the teacher 2 in teaching reading comprehension.

The first strategy used is scaffolding. The teacher provides gradual support to students to help them understand the text by offering guidance or explaining difficult words. The teacher provide definitions or explanations of key words and concepts before students dive into reading. This preparatory step equips students with the necessary background knowledge, making it easier for them to comprehend the text as they read.

The second strategy is the question-answer relationship (QARs). After reading, the teacher asks questions about the text content and vocabulary contained in the text. Questions like these help students understand the text and connect it to the vocabulary they encounter. Teachers also encourage students to answer questions contained in the text, including exercises. This strategy is used to ensure students' understanding of the reading material and its context.

### ***Discussion***

This section discusses the results of the study, focusing on examining teachers' teaching strategies in SMPN 1 Panyabungan Selatan. This research shows that these teachers use a variety of instructional strategies to teach reading comprehension.

#### **1. Teachers' Strategies in Teaching Reading Comprehension**

The researcher identified three strategies used by teachers to teach reading comprehension through the use of questionnaires, classroom observations, and interviews. The teaching methods used include scaffolding, thinking and responsive relationships. When English teachers use this strategy, students gain a deeper understanding of the texts they read and can answer questions effectively. By using this method, teachers can assess students' understanding and integrate it into their learning.

This study shows that teachers' instructional practices in teaching reading comprehension provide many valuable benefits. Both teachers used a variety of strategies to teach reading comprehension. They combine scaffolding, Think Aloud, and QAR strategies to help students understand the material they read.

##### **a) Scaffolding**

The first strategy used by English teachers is scaffolding. This method involves teachers providing tailored assistance to meet the specific needs of students. This assistance can manifest in various forms, such as teachers delivering lessons or helping students learn how to read correctly. When students encounter challenges, scaffolding strategies are put into action. This approach entails providing substantial support at the beginning of a lesson, gradually reducing assistance as students gain competence.

The teacher initiates the lesson by instructing students to open their books and demonstrates the correct way to read and speak. Students attentively observe the teacher's actions. Essentially, the teacher employs scaffolding by teaching students how to read correctly before having them engage with the text. If students mispronounce words or encounter unfamiliar terms, the teacher offers corrections and asks clarifying questions.

The teacher using scaffolding strategy because the teacher helped the students how to read properly. Hikmat and Nurrizal (2017) stated that scaffolding is a learning strategy to help students learn by using support and guidance. Teachers use scaffolding to help students gain new knowledge and understand it better. It's important to note that scaffolding is temporary and used by knowledgeable people to improve the understanding of students. Scaffolding is considered an effective teaching technique.

#### **b) Think Aloud**

The second strategy that employed by the English teacher is Think Aloud. Think Aloud involves the teacher verbally processing their thoughts as they read a text, allowing students to observe how the teacher breaks down and comprehends the text. Teachers read a passage and verbally discuss their understanding of the text, for example by dissecting important information or connecting it to previous knowledge.

Think aloud is a strategy that helps students learn by encouraging them to express their thoughts verbally while participating in learning activities. The goal is to help students remember important information from texts provided by the teacher (Sarjan, 2017). Additionally, Klinger et al. (2007) stated that the think-aloud process involves asking students to express their thoughts while reading. Another benefit of using think aloud strategies is that it helps students become more aware of their thinking while reading, which can help them improve their understanding of what they read.

The Think Aloud strategy is an effective tool for improving student learning experiences. This approach not only helps students remember important information from the text provided by the teacher, but also encourages them to be more aware of their thinking while reading. By involving students in expressing their thoughts

verbally while studying, this strategy will help improve their understanding of the material.

### **c) Question-Answer Relationship (QARs)**

The last strategy used by teachers to teach reading comprehension is the question-answer relationship (QARs). QAR shows students how to identify the different types of questions they ask and where to find the answers. Teachers use this technique to help students focus more on the reading content they need to understand. This strategy helps students find information in the text when answering reading questions. The QAR strategy also helps students develop a deeper understanding of the text by teaching them to ask and answer different types of questions (Rafael in Nurhayati et, al., 2019).

When teaching reading comprehension in class, teachers use question and answer format. Teachers ask students up to two questions at the end of each lesson to encourage their responses. This approach stems from the QAR strategy, which includes reading the question, understanding the QAR, reading the text, answering the question, and sharing the answer (Solihin, 2022). Questions posed to students should be based on the information needed to answer them.

By using this strategy, teachers can find out whether students understand the text they read based on the responses the students give when asked. Students who can answer the teacher's questions are considered to have a good understanding of the text, while students who cannot answer do not necessarily understand the content of the text clearly. Therefore, this strategy helps teachers easily assess students' ability to understand the text and take appropriate actions to help them understand the text.

Therefore, it is important for teachers to understand what students need to answer these questions effectively. This strategy simplifies the process of teaching reading comprehension, ensuring that students read and understand text carefully. Reading is the main focus for students and they can choose to write answers in books or respond orally to the teacher's questions. Thereby, teachers can accurately assess students' understanding of the lesson. When using the QAR technique, it is important for teachers to use both explicit and implicit questions to encourage students to connect information from the text with their previous knowledge or experience ( Mutia, 2021).

## **2. Implementationachers in Teaching Reading Comprehension**

Based on research conducted with two English teachers, after knowing about the strategies used in teaching, there are also ways to implement these strategies when teaching.

**a) Scaffolding**

Scaffolding is a technique that can assist students in reading texts accurately. This strategy is applied when the teacher and students are discussing a text. After students read the text on their own and encounter difficulties, the teacher provides support in the form of guidance or explanations to help students understand it. For instance, if there are challenging words in the text, the teacher can provide the meanings of those words. Teachers can help students pronounce foreign terms in texts by explaining the correct pronunciation. Scaffolding strategies help students read text accurately. Scaffolding is a type of support that refers to the support provided by teachers to encourage students' academic growth, reinforce their mastery of the content presented, and enable them to cope with increasingly difficult situations.

**b) Think Aloud**

Think Aloud is a technique that can help students understand text. This strategy is used by teachers when reading a text. Implementing Think Aloud strategy in teaching reading comprehension involves a sequential process of communication with students. First, the teacher chooses a text appropriate to the student's level of understanding. After selecting the passage, the teacher reads it aloud to the class. During this reading, the teacher shares thoughts about the text orally, for example by describing main ideas, making connections, or identifying difficult aspects of the text. Students listen and carefully observe the teacher's comments while reading.

After reading, the teacher conducts discussion with students. They can ask questions related to the text or encourage students to share their thoughts. Additionally, teachers can encourage students to engage in their own thinking processes, in which they explain their thought processes as they read the text. This process allows students to actively practice expressing their thoughts in relation to the text.

Teachers can repeat these steps using different texts to give students more opportunities for practice. Throughout this process, teachers assess students' comprehension by observing how well they apply knowledge gained from Think Aloud to answer questions or analyze text. Through repetition and continuous application of this strategy, students can develop deeper comprehension skills and improve their ability to read and understand text more effectively.

**c) Question-Answer Relationship (QARs)**

Question-answer relationships (QAR) is a strategy that helps students understand how questions relate to the text. There are two types of questions: "Explicit Text" (the answer is in the text) and "Implicit Text" (the answer depends

on the student's understanding). When implementing the Question-Answer Relationship (QAR) strategy in teaching reading comprehension, one must follow a series of sequential steps that guide students to understand the relationship between question, text, and answer. The process begins with selecting a text appropriate to the student's level of understanding.

Subsequently, the teacher then educates the students about QAR. The teacher gives some sample questions and students have to determine the answers to these questions. Students then search for answers to the questions by referring to the text. They learn to use the QAR categories to guide them to the correct answer, whether the questions fall into the categories "Explicit Text" (the answer is in the text) or "Implied Text" (The answer depends on the student's level of understanding). This strategy helps students recognize question types and where to find answers, whether in the text or in their own understanding.

## **CONCLUSION**

Based on the research results and discussion presented in Chapter IV, the following conclusions can be drawn. First, English teachers use various strategies to teach reading comprehension, including scaffolding, think-aloud, and QAR strategy. These strategies help students understand reading material, thereby improving their ability to focus and understand the content. Scaffolding provides progressive support and guidance, helping students overcome barriers to their understanding. Think Aloud allows teachers to openly discuss their thought processes while reading, making it easier for students to understand how to process information. Finally, QAR helps students understand the relationship between the questions asked, the texts they read, and the answers they seek. These strategies collectively contribute to more effective teaching of reading comprehension in the classroom.

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