The Analysis of Reading Strategies Used by Teachers in Teaching Reading Comprehesion at MAN 4 Pesisir Selatan

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Abstract

The purpose of this study is: (1) To find out the implementation of beginning reading of reading strategies used by teachers in teaching reading comprehension at MAN 4 Pesisir Selatan. (2) to find out the implementation of during reading of reading strategies used by teachers in teaching reading comprehension at MAN 4 Pesisir Selatan. (3) to find out the implementation of after reading of reading strategies used by teachers in teaching reading comprehension at MAN 4 Pesisir Selatan. This research used descriptive research. The sample of this study were English teachers. Observations checklist and interview guidelines were used to collect data. In the reading strategies, there are three steps in applying reading strategies, they are: beginning reading step, during reading step, and after reading step. The analysis of reading strategies in this school was not implemented well. It still needs improvement. The problems found are the teacher's lack of knowledge regarding reading strategies themselves, the teacher's lack of approach to students, which causes the teacher's relationship with students to not be established well, and the application of time in which learning is ineffective.

INTRODUCTION

Reading is one of the key skills in learning a language because it is a way to learn new things and elevate information that requires critical thinking. However, due to a

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lack of interest and determination, many pupils in Indonesia have a tendency to despise reading, which results in very low understanding. This has been demonstrated by the PRILS (Progress in International Reading Literacy) results. As of 2006, it was noted that Indonesia ranked 41st out of 45 nations in terms of reading proficiency (quoted in Litbang kemendikbud). It indicates that reading proficiency among Indonesian students is still extremely poor and much below expectations.

According to Brown (2003), reading is the process of communication with the writer. Recognizing that reading is perhaps the most crucial skill for achieving success in various educational settings underscores its paramount significance when developing assessments or evaluating overall language proficiency. Furthermore, Cline et.al (2006) state that reading entails extracting meaning from the text, a process typically encompassing the decoding of written content for the majority of readers. Abbott (2006, p.637) Describes reading strategies as the "cognitive activities or processes employed by readers to understand the content they are reading." The term 'reading strategy' refers to the particular techniques utilized by readers to grasp the intended meaning.

In teaching reading, it has several strategies that need to be implemented by teachers to achieve learning success. Based on the theory of Duffy (2004) the teaching strategies are predicting, (monitoring, questioning, and re-predicting), imaging, inferring, look-back as fix-it, main idea, summarizing, drawing conclusions, evaluating and, synthesizing. Predicting strategy is fundamental to comprehension. Predicting is based on the thoughtful use of prior knowledge. Readers make predictions based on the purpose for reading, topic clues, and the type of text being read.

Afterward is (monitoring, questioning, and re-predicting) strategy. Monitoring is observation involves a self-dialogue to assess whether the encountered significance aligns with the expected meaning – in other words, whether the initial prediction is materializing as anticipated. Monitoring and questioning are essentially identical, as questioning involves engaging in a self-dialogue to assess the coherence of the intended meaning. After that is the imaging strategy. Imaging strategy is the skill of visualizing while reading appears to come effortlessly to proficient readers. They approach books as if they were observing a film, vividly perceiving and hearing the unfolding events. Unlike this innate ability, imaging necessitates readers to draw upon their existing knowledge and make anticipations. Specifically, readers rely on their familiarity with words and descriptive language to engage in the process of imaging.

The next strategy is inferring. The inferring strategy entails the skill of grasping implied meanings or discerning what an author suggests without explicit statements. Almost every comprehension technique includes the aspect of inference, as understanding necessitates readers to observe textual hints, draw upon previous knowledge linked to those hints, and subsequently, relying on that contextual understanding, anticipate (or infer) the intended meaning. In the strategy look-backs as fix-it. The term "look-backs" might be somewhat misleading. Although it is accurate that readers frequently revisit and re-read portions of a text to overcome

obstacles, there are instances where looking ahead becomes necessary. Therefore, the term actually denotes a reading strategy where individuals examine both preceding and subsequent sections of a text to eliminate any comprehension barriers encountered during the reading process.

After reading there is the first strategy, namely the main idea strategy. The main idea revolves around the author's desire for the reader to grasp the text's significance. While pinpointing a topic is quite straightforward, discerning the author's perspective on the text's importance poses a greater challenge. The second one is theme strategy, the concept of theme strategy refers to a pervasive idea, lesson, or message that is examined throughout a piece of literature. The next strategy is summarizing, summarizing strategy involves crafting a concise recounting of a text, with an emphasis on briefly outlining the key points rather than solely capturing the main idea or theme. Then drawing a conclusion strategy, drawing conclusions is akin to predicting and inferring, necessitating readers to take an active role in seeking textual clues. It involves contemplating how these clues connect with existing knowledge and formulating predictions regarding the author's intended conclusions.

The next strategy is evaluating strategy, evaluating strategy is measuring and improving an activity, such as comparing and analyzing the results of an activity. The last strategy is synthesizing. Synthesizing strategy is synthesizing being able to combine information within a source or across several different sources. To make sense of it all, it is necessary to synthesize, or combine, information.

MAN 4 Pesisir Selatan is an Islamic-based school that requires learning English. In learning English, students learn a subject such as narrative text, recount text, and descriptive text which requires reading skills. The ability to read this skill is a mandatory ability that must be learned in English skills. This research was made on the basis of the experience of the author or researcher because they had conducted teaching practice at the school that saw that students' low ability in learning reading was evidenced by low reading comprehension, reading which was not fluent and their grades were also poor.

In teaching reading, it has several strategies that need to be implemented by teachers to achieve learning success. Based on the theory of Duffy (2004) the teaching strategies are predicting, (monitoring, questioning, and re-predicting), imaging, inferring, look-back as fix-it strategies, main idea, summarizing, drawing conclusions, evaluating, and synthesizing. However, when the researcher did the PLK in man 4 Pesisir Selatan, the researcher found out that in learning reading, students had a low understanding of reading skills including answering questions given, such as exercises, reviews, and examinations, so the problems emerged from students' in learning reading which reading was not optimal. According to these problems found by the researcher, that is why this research is conducted. The researcher wants to know further whether the English teacher at MAN 4 Pesisir Selatan is implementing the existing strategies.

There have been several kinds of research discussing reading strategies. The first one Fuadi (2015) study focused on primarily intended to capture reading strategies in comprehending textbooks generally used by EFL Learners in reading activities; pre-reading, during reading, and post-reading. The second one done by Alfath (2018), the

research was to find out the correlation between students' reading strategies and their reading comprehension. The third one is done by Dianti (2021), This study aims to analyze the use of metacognitive reading strategies in improving students" reading comprehension skills and to explain the students" reading improvement by using metacognitive strategies as an implication of Global, Problem, and Support reading strategies.

From the relevant research above, this research is clearly different. This study tries to find out the strategies implemented by an English teacher at MAN 4 Pesisir Selatan.

RESEARCH METHODE

The researcher was interested in conducting research using descriptive research method to see the implementation of reading strategies used by teachers in teaching reading at MAN 4 Pesisir Selatan based on the steps of reading strategies proposed by Duffy (2004). This research was conducted in MAN 4 Pesisir Selatan which is located in Pasar Bukit street, Air Haji, Pesisir Selatan. The research was conducted on October 2023. The participant in this research were English teachers at MAN 4 Pesisir Selatan. There were two English teachers in this school. Both of them were the source of data. The English teachers were observed and interviewed for retrieval. The instruments were the observation checklist and the interview guidelines. The elements in the observation checklist and the interview questions were created by using Duffy's theory of reading strategies. The instruments were validated by two English lecturers at Universitas Negeri Padang. She was Ririn Ovilia, S.Pd., M.Pd.

First, the researcher did an observation checklist for each step of reading strategies by directly observing the teaching and learning process done by English teachers of MAN 4 Pesisir Selatan. After that, the researcher interviewed them by directly asking questions that have been prepared before related to each step of reading strategies. Once collected, the data were then analyzed. To analyze the result of data collection, the researcher used Miles and Huberman's qualitative technique of data analysis. According to Miles and Huberman (1994), the techniques of data analysis are: data reduction, data presentation, and draw conclusions and verification.

RESULT AND DISCUSSION

Research Finding

The strategies employed by the teacher for teaching reading.
The observation of the teacher's strategies for teaching reading was conducted to check whether the activities of strategies mentioned in the observation checklist were available in the classroom. There are some teaching strategies for teaching reading. However, the researcher found as follows.

Finding 1 beginning reading

Based on Duffy (2004), in the beginning reading strategy there is predicting strategy that has six activities in it, which have been percentage as follows:

Table 1. The result of the beginning reading strategy

Reading strategies	T1		T2	
	f	%	f	%
Predicting	6	100 %	6	100 %
∑	6	100%	6	100%

The researcher found that beginning reading, which only employs one strategy, namely predicting, has been implemented very well. This is evident from the observation results, which indicate that all activities were conducted comprehensively in three observations.

Finding 2 during reading

Based on Duffy (2004), in the during reading strategy there are several strategies and activities on it. Which have been percentage as follows:

Table 2. the result of the during reading strategy

Reading strategies	T1		T2	
	f	%	F	%
Questioning, answering and re- predicting	9	47,37%	9	47,37%
Imaging	9	47,37%	0	0%
Inferring	0	0%	9	47,37%
Look back as fix- it	1	5,27%	0	0%
∑	19	100%	18	100%

Strategies used by both teachers in the during reading are questioning, monitoring and re-predicting strategy, imaging strategy inferring, and look back as a fix-it strategy. which is the dominant strategy applied by T1 are questioning, answering and re- predicting strategy and imaging strategy. Meanwhile, dominant strategies of T2 are questioning, answering and re- predicting strategy and inferring strategy.

Finding 3 after reading

Based on Duffy (2004), in the after reading strategy there are several strategies and activities on it. Which have been percentage as follows:

Table 3. the result of the after reading strategy:

Reading strategies	T1		T2	
	f	%	f	%
Main idea	9	60%	8	23,53%
Theme	0	0%	1	2,95%
Summarizing	0	0%	6	17,65%
Drawing conclusion	3	20%	12	35,3%
Evaluating	3	20%	6	17,65%
synthesizing	0	0%	1	2,95%
∑	15	100%	34	100%

Strategies used by both teachers in the after reading are main idea strategy, theme strategy, summarizing strategy, drawing conclusion strategy, evaluating strategy, and synthesizing strategy. Which is the dominant strategy applied by T1 is main idea strategy. Meanwhile, dominant strategy of T2 is drawing conclusion strategy.

Discussion

The conclusions from the results, it can be inferred that that reading strategies used by both teachers in teaching reading comprehension at MAN 4 Pesisir Selatan is only implemented well in the beginning reading step. Meanwhile in the during reading strategy and after reading strategy there are several points that are not carried out or are skipped. There are several factors that cause these problems.

First, the teachers' limited knowledge about the content of learning materials. Mastering the material has to begin with designing and preparing teaching materials which are important factors in carrying out the learning from teachers to their students. According to Agung (2010), designing and preparing teaching materials should also be accompanied by the teacher's ideas and creativity in developing them. In emphasizing teacher professionalism, knowledge, ability, skill, attitude, and habit are also needed (Wijaya, 200).

Second, the relationship between students and teachers. The relationship between teachers and students in the teaching and learning process is a very

determining factor. No matter how good the teaching materials provided. And how perfect the strategies used are, if the relationship between students and teachers is not harmonious, it will create something undesirable. Baharuddin (2022) states that lack of communication between teachers and students, as well as between students and one another, causes a vacuum in the interaction process, which is one of the issues that arises throughout the teaching and learning process. Some of the challenges include inactive students, an overabundance of students, the education system, the circumstances and backgrounds of both teachers and students and the occasional persistence of an authoritarian and closed attitude among educators. According to Sadirman (2007), each teacher needs to know the background of both teachers and students.

Third, the ineffective application of time learning, The inability of students to have sufficient vocabulary in English can cause a waste of time in the learning process. Some factors that may contribute to this wasted time involve difficulties in understanding, communicating, and completing tasks. According to Herlina (2015), vocabulary in a language is one of the important things to master.

CONCLUSION

After conducting the research and analyzing the data, it can be concluded that reading strategies used by both teachers in teaching reading comprehension at MAN 4 Pesisir Selatan is only implemented well in the beginning reading strategy. Meanwhile in the during and after reading strategy there are several points that are not carried out or are skipped.

They are influenced by several factors, including the teacher's lack of knowledge regarding reading strategies themselves, the teacher's lack of approach to students, which causes the teacher's relationship with students to not be established well, and the application of time in which learning is ineffective

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