

ARTICLE HISTORY:Submitted:
January 18, 2017
Accepted:
Oct. 10, 2017
Published:
Nov. 17, 2017**THE ALTERNATIVE STRATEGIES FOR TEACHING READING
SKILL FOR EFL STUDENTS****STRATEGI ALTERNATIF DALAM MENGAJARKAN
KETERAMPILAN MEMBACA BAGI PELAJAR BAHASA INGGRIS
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DOI: 10.24036/komposisi.v18i1.6517

Abstract

One thing that cannot be denied by the English teachers is teaching English skills. One of the skills that should be taught by the teacher is reading skill. For EFL students, reading is considered as a complicated skill to be comprehended. They tend to have problems to master this skill. There are some common problems faced by the EFL students related to reading. For instance, they are difficult to understand the text and find the information from the texts given, and also it is hard for them to determine the main ideas of a text. Besides, from the teacher's perspective, they commonly do not apply some appropriate strategies to teach reading. So, reading activities in the classroom sometimes supposed to be boring. Therefore, this paper explains some strategies that can be applied by the teachers to make reading activities in the classroom become an interesting one.

Keywords: Teaching strategies, Reading skill.**Abstrak**

Satu hal yang tidak dapat disangkal oleh guru Bahasa Inggris yaitu mengajarkan keterampilan berbahasa. Salah satu keterampilan tersebut adalah membaca. Bagi pelajar Bahasa Inggris sebagai bahasa asing, keterampilan membaca dianggap sebagai keterampilan yang agak rumit untuk difahami. Mereka cenderung mempunyai beberapa masalah dalam menguasai keterampilan membaca tersebut, seperti sulitnya bagi mereka untuk memahami teks bacaan yang diberikan, dan juga sulit bagi mereka menentukan ide pokok yang ada dalam teks bacaan yang diberikan oleh guru. Dari sisi guru, mereka jarang

mengaplikasikan strategi yang tepat dalam pengajaran keterampilan membaca tersebut, sehingga terkadang kegiatan membaca itu dianggap membosankan. Oleh karena itu, di dalam artikel ini penulis memuat beberapa strategi alternatif yang dapat di aplikasikan oleh guru Bahasa Inggris dalam pengajaran keterampilan membaca agar menjadi lebih menarik.

Kata Kunci: Strategi pengajaran, Keterampilan membaca.

Introduction

Reading is an activity which is done to catch ideas or information of written text. By reading, the readers will get knowledge which is important in daily life activity. For the students at school, reading is an activity which can motivate them to be active in adding their knowledge and activating their thinking process. It is caused that during reading they catch and reach much information about anything from their reading. Reaching much information in reading will help the students have much knowledge, especially related to their study. Therefore, students are encouraged to do the reading activity and have good ability in it. It is done in order to provide the students with full of knowledge about everything. Besides, by reading well, the students can increase their background knowledge and experience from reading the text.

Before going further explaining the main points in this paper, the writer shows some concepts of reading proposed by some experts. According to Nunan (2003: 68) reading is a fluent process of readers combining information from the text and their own background knowledge to build meaning. Reading ability is very important for daily live and gives information for the students to comprehend the text, because the goal of reading is comprehension. By reading, the students can increase their knowledge such as social, culture, politics, and so forth. In addition, it can also be called as a tool for the students to get a comprehension about what they have already read so far. It does also help the students to refresh their ideas and they can understand many types of words and sentences which can improve their ability in reading.

In addition, Seyler (2004: 185) defines reading as the process of obtaining or constructing meaning from a word or clusters of words. It means that reading is a process of combining words and sentences to make the reader can get meaning from the words. Then, word cluster as a tool for students that make them easier to understand the ideas from the sentences. In the word clusters students can predict the main ideas of the sentences, without reading all of the texts.

From the explanations above, it can be obviously stated that reading is important in English language learning. In addition reading activities is not only reading a text or something that is written, but reading is understanding language process that needs readers' ability to understand, to getting new vocabularies, to increase the students' background knowledge, get information and general ideas of reading materials. In short, these are the reason why reading is an important skill to be comprehended by the students.

Related to reading activities in the classroom, a teacher cannot avoid some genres to be taught as it has been mentioned in the school curriculum. In general, there are three main types of text that should be recognized by the teachers and the students. The three types are transactional text, functional text, and monolog text. Transactional refers to a text, like conversation. Functional texts, in addition belong to the texts like command, instruction, shopping lists, and so on. While monolog texts belong to narrative, descriptive, recount, and report. Among the various texts stated above, most types of texts which are mostly concerned is monolog texts. The students are taught about the general structure and language features of the texts as well.

Even though the students have been taught the various types of texts in reading activities, there are still some problems faced by them. Most of the students are difficult to understand word by word from the written text. Besides, the students are also difficult to find the main idea from the text given. Next, they have lack of vocabularies and do not master the grammatical enough that causes students do not understand the text. Last, the students do not know to back up their background knowledge on the materials that the teacher provides in a teaching and learning process. Whereas all of them are very important to understand and comprehend the written text.

Eventually, the purpose of this article is to inform the reader especially English teachers about some alternative strategies that can be applied in teaching reading skill. Besides, it will help the students' background knowledge in reading process. To solve the problem in reading, the teacher should be creative in searching a strategy in teaching reading to improve the students' ability in reading. Therefore, by applying the appropriate strategies, it is hoped that the teaching reading can be done smoothly.

Reading Comprehension

Reading comprehension is a process of interaction between the readers and the text. In reading comprehension, the readers can find the meaning of the text which is read by them. Snow (2002: 11) states that reading comprehension

is the process of simultaneously extracting and constructing meaning through interaction and involvement in written language. It is the basic elements in comprehending the text. To comprehend the text, the readers should know the meaning of the word to grasp the intonation of the text.

Similarly, Linse (2005: 71) affirms that reading comprehension refers to reading for meaning, understanding, and entertainment. The statement is to emphasize the readers to get the meaning of the text and understand about the writer means in comprehending the text. It can be assumed that in doing reading activity, the readers have several purposes. It can be as an activity to get knowledge and information; however this activity can be done for enjoyment and get pleasure.

In addition, Klinger et al (2007: 8) proposes that reading comprehension is a multi-component, highly complex process that involves many interaction between readers and what they bring to the text (background knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding the types of text). It can be said that in comprehending the text the readers need their own background knowledge and strategy which make the readers connect to what are read by them.

From some explanation above, it can be obviously stated that reading comprehension is an active process and a complex activity that involves interaction between the readers and the text. In this case, it is not only based on readers' comprehension skill but also their experience, background knowledge and interaction between them as readers and writer. In reading comprehension the readers are not only talking the information of the text but also applying their understanding in life.

Teaching Reading in the Classroom

Teaching reading is an important activity done by the teacher in the classroom. It is an activity to help the students learn to read some words and sentences by giving the knowledge about the meaning of text. It is started from teaching students how to find the topic, main idea, as well as understand about the meaning in all paragraphs in the text. The teacher should guide the students to understand and comprehend the meaning of the text and get some new knowledge from the written text.

There are some experts propose their point of view about the concept of teaching reading. Wallace (1992: 7) states that teaching reading is the process in English classroom where there is an interaction between the teachers and the students; the teacher guides the students to get meaning from the text passage.

In addition, teaching reading is an instruction to help the students to acquire the ability to understand the text. Hence, Linse (2005: 71) argues that teaching reading comprehension is teaching students how to derive meaning as well as analyze or synthesize what they have read. It indicates that teaching reading comprehension means not only teaching the students how to read well, but also teaching them how to gain the deep understanding from what they read. The teacher also teaches the students how the way to comprehend and catch the meaning of the text. It helps the students to understand to get the meaning of the passage.

In teaching reading, there are three main activities that should be considered by the teacher. Brown (2007: 121) argues that the activity of teaching reading includes:

1. Pre- reading activity

In this activity the students do not come into the reading activity yet, the teacher tries to activate students' knowledge about the topic being discussed. The students are lead to recognize the topic and some stated information through skimming and scanning activities. The students are also guided to be familiar with some vocabularies included in the reading text. This activity is done only to attract students' interest, motivation and enthusiasm till the end of reading activity.

2. Whilst-reading activity

This activity is usually assumed as the core of reading process. The students start to read the text and comprehend all information in the text. The students are also guided to identify main ideas on each paragraph, grasp all information comprehensively and try to make some clues of the vocabularies. In this activity the teacher encourages the students to focus on reading, so that the students will be easy to understand and know what they have read so far.

3. Post-reading activity

It is the end of reading section. In this activity the teacher tries to evaluate students' comprehension of the reading text. The valuation includes vocabulary, grammatical, meaning and summarizing of the author's purpose. In addition, to know these items, the teacher gives an exercise toward the students.

Consequently, it can be stated that teaching reading comprehension is the activity that is done by a teacher a language learning. The teacher wil guide the students to derive meaning from what they have read. In teaching reading proccess, a teacher should pay attention to the three activities that will be applied, namely pre-reading, whilst-reading, and post-teaching activity. Besides, it is also a crucial thing for the teacher to think a process of developing knowledge

in reading which can help the students to transfer knowledge; how to be a good reader and realizing that reading itself should cover both understanding and comprehension.

Some alternative strategies for teaching reading

In teaching reading, the teacher should be creative in applying the strategies to achieve the goal of the reading process in the classroom. It is done so that the target of teaching and learning process can be achieved as well. In this paper, the writer proposes some strategies that can be selected by the teacher taken from some experts. It is aimed at helping the teacher to figure out the problem on reading activity in the classroom atmosphere. The strategies that the writer stated including visualization strategy, highlighting strategy, and anticipation guide strategy. For more detailed explanations, it can be obviously seen as follows:

Visualization Strategy

This strategy helps the students in learning process. Some experts have shown their points of view related to this strategy, like Antonacci et.al (2009: 154) states that visualization is an instructional strategy that facilitates comprehension of informational text through the use of imagery. It is supported by Roe et.al (2010: 197) who argues that visualization is the process of forming mental images that depict reading content, such as story setting, character, etc. It means that visualization is a strategy that can make the students more easily finding the important information from the text. It helps the students to remember the important information without reading the story back. This strategy then can help students to develop their idea and imagination in the story and also help the students increase their comprehension in reading.

In addition, Paris (2011: 69) inserts that visualization is strategies that can help students transform words into higher level concepts, and improve students' focus, attention to detail independent reading skill. In short, this strategy helps the students to improve their comprehension of their idea and easy to find everything that the students want to read. It can also help the students easy to find the important information of the ideas of the written text.

Further explanation, Paris states the advantage of this strategy that is it can help students transform words into higher-level concepts, and improve students' focus, attention to detail independent reading skill. It means that visualization can help the students to focus on reading. Then, this strategy can also help the students to improve comprehension of their idea and easy to find everything that the students want to read. Thus, the students can be easily presenting their idea from the text.

To teach reading by using the visualization strategy, here are some steps proposed by Antonacci et al (2009: 155) should be followed:

1) Introduce the topic to the students

Teacher presents a selected topic of text through a brainstorming activity.

2) Model analysis of the text features

Teacher conducts a text walk before read-aloud, nothing map, visual aids, and chapter heading. Selected key vocabulary words are presented in context and discussed.

3) Read aloud selected passage

Teacher reads aloud the selected passage and direct students to sketch their idea while listening.

4) Discuss version of illustration

Students share the image of the passage and discuss variation among them. Teacher asks the students to note patterns across image such as scenes, objects, and emotions

5) Facilitate students' application to text

Teacher asks students to write a summary of the passage based on the discussion. Students continue to read the text and use the visualization strategy to process the information.

Based on the explanation above, it can be concluded that visualization strategy is one strategy that can be applied by the teacher to help the students enjoy in reading. It can make the students easily find the important information without reading the story so often. This strategy then can also help the students to develop their idea and imagination in the story and also help students increase their comprehension in reading. In short, this strategy can help the students improve their comprehension of the ideas and easy to find everything that the students want to read.

Overall, it can be strongly stated that visualization strategy has an advantage that is it can help students to transform words into higher- level concepts, and improve students' focus, attention to detail independent reading skill. It means that visualization can help the students focus on reading activities. Then, this strategy can also help students improve their comprehension of the ideas and easy to find everything that they want to read. So the students can be easy to present their ideas from the text.

Highlighting Strategy

The second strategy that can be considered to be applied by the English teacher is Highlighting strategy. There are some theories proposed by the experts about this strategy. According to Cervený et al (2003), highlighting is a strategy which uses highlighting the main ideas and supporting details to help teachers teach students to improve the organization of reading. It means that this strategy can make the students will be easy to find the important information in the text and make students comprehend the text as well. It is supported by Schumm (2006: 280) states that highlighted text which concerns with the key ideas is important a test and classroom discussion. Meanwhile, Hedgcock et al (2009: 176) points out that highlighting is valuable intensive reading skill, both for comprehension monitoring while reading and for review after reading.

To run this strategy, the following procedures can be considered as proposed by Hervey et.al (2007: 157)

- 1) Look carefully at the first time and the last line of each paragraph: an important information is often contained there
- 2) Highlight only necessary word and phrases, not entire sentence.
- 3) Jot notes in the margin or on a stick note to paraphrase the information, merge your thinking with it, and better remember it.
- 4) Do not get thrown off by interesting details. Although they are fascinating, they often obscure important information.
- 5) Make notes in the margin to emphasize a pertinent highlighted word or phrase.
- 6) Note signal words: they are almost always followed by important information.
- 7) Pay attention to the vast array of nonfiction features that signals important.
- 8) Pay attention to suprising information. It might mean you are learning something new.
- 9) When finished, check to see that no more than a half the paragraph is highlighted. As a readers become more adept, on third of the paragraph is a good measure for highlighting.

In short, the effective highlighting focuses primarily on key ideas in a passage and may identify key quotations that capture the sense of the text in the author's own voice. This strategy helps students easier to identify and find everything that the students want to read. This strategy, then focuses on key idea and important information from the text. As a result, this strategy can also make the students are easy in understanding and can increase students' comprehension in reading. Besides, this strategy is easily helping the students to remember where the important information of the text. Eventually, a teacher

should pay much attention to the procedures of running this strategy so that the teaching reading will be also running well.

Anticipation Guide Strategy

Anticipation Guide strategy is one of strategies in teaching reading which leads the students to get comprehension at the end of the reading activity. This strategy is used in teaching reading before the students read the text in teaching learning process and done to activate students' background knowledge about the topic being read; therefore this strategy can only be implemented in pre-teaching activity. It means that this strategy can be put into pre-reading practice because this strategy will guide the students to identify what information will be obtained as well.

Related to the explanation above, there some experts propose their own arguments to support the concept of that strategy. Richardson et.al (2009: 71) states that anticipation guide strategy is a strategy to access prior knowledge focusing on reading and stimulate students' interest in a topic. The activity of this strategy is characterized by reading to some statements before and after reading. Students can work in group or individually to do this activity. Since students have to react to the statement before reading, they will have reading purpose in their mind during reading a text. Therefore, this strategy will motivate students to be active in reading class as well.

Similar to the statement above, Moss (2013: 27) inserts that anticipation guide is an active pre-reading strategy used to activate prior knowledge and preconceptions about a topic before students begin to read the texts, as well as to provide reinforcement of key concept after reading. This strategy is well appropriate for teaching social studies contents and help students clarify their ideas and voice their opinion about the topic. Besides, it's also facilitate students to illuminate their thoughts about the topic before reading and give strengthening of key conception after reading process.

Related to the procedures of applying this strategy, Berg (2003: 117) divides three main parts of activity: preparation, anticipation, reading and discussion. For more detail explanations, it can be obviously seen as follows:

- a. Preparation. It is the first activity of Anticipation Guide strategy. This activity will be applied before the reading process. The procedures in this part is as follows:
 - 1) The teacher selects a reading for students based on the content of the reading. Before starting to study the teacher should prepare and select a reading text to the students that is related to the subject. The reading text

should be appropriate with the students' need and characteristics in order to make them easier to comprehend whole information of the text.

- 2) Determine the points of the text. After the teacher selects and gives the text, the teacher asks the students to write the points of the text. It means that the teacher guides the students to find the important points of the text.
 - 3) Write the statements (it can be five or six statements). Statement should be addressed the possible misconception about the topic. It means that the teacher should give related statement about the topic to the students. It is done in order to make the students forced to read comprehensively to find the right concept about the information.
 - 4) Include space after each statement for the students to write agree (A), disagree (DA), or not sure (NS). In this step, the writer can give an explanation that the teacher asks the students to give their opinion and then write agree (A), disagree (DA) or not sure (NS) based on the topic. It is imperative that students not just mark agree or disagree but that they only discuss with their partner why they responded in a particular manner, substantiating and justifying their thinking.
- b. Anticipation will be the next part in procedures of Anticipation Guide strategy is Anticipation. In this activity the teacher will do some activities as follow:
- 1) Introduce the topic. The teacher introduces the topic to the students before starting to make their opinion. It is important to make students understand more about the topic and easier to write the points of the text.
 - 2) Distribute anticipation guide sheet. After the students understand, the teacher starts to share Anticipation Guide template. Here is the template of Anticipation Guide shown by Berg:

Title/Subject			Statement	After Reading		
Before reading				A	DA	NS
A	DA	NS				

- 3) Direct the students to write A, D, or NS by each statement as appropriate. It means that the teacher gives instruction to the students how the way to fill the Anticipation Guide sheet. The teacher, then give the students a chance to respond each statement silently.

- 4) Discuss each statement in the class. The teacher asks the students discuss each statement in the class. Ask the students their reason in choosing the respond. The teacher asks the students why and how the student gives their reason and choosing the respond to fill the sheet
- c. Reading and discussion will be the last part of Anticipation Guide strategy is reading and discussion. The steps of these procedures are:
- 1) The teacher asks the students to read for purpose, looking for information that will either prove or disprove their personal responses to the statements.
 - 2) After reading, ask students to discuss their findings in small group or with partners. Instruct students to correct the answers on their anticipation guides and revise any of the students to make more accurate.
 - 3) The last step is discuss the next information they learned and how it relates to the misconception they had before reading.

In short, the writer shows the advantages of this strategy. This strategy can help students to think about theme and ideas they will encounter during reading. It means that Anticipation guide strategy is a strategy which helps students to access their prior knowledge in reading and stimulate the students' interest about the topic. They will have reading purpose in their mind during reading a text. Besides, for the teacher this strategy can help them to access the amount of background knowledge possessed by a group, and also help to correct any misconception the students may have about particular topic. For the students, in addition, this strategy can give them an idea about the material to be studied, motivate them to know more about the topic, and get positive reading experience.

Conclusion

From the complicated explanation above, the writer draws a conclusion that reading is a fluent process of readers combining information from a text and their own background knowledge to build the meaning and comprehend the text. In teaching learning process, reading helps the students to get the information from the text and easy to comprehend what the text contain about. Besides, an English teacher should also be creative to apply the strategies in order to minimize the reading problems in the classroom activities. Those strategies discussed in this paper can be taken as one alternative for the teacher to teach and develop reading skill in the classroom atmosphere.

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