English Teachers' Strategies in Teaching Reading: An Interview Study

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ABSTRACT

This study aimed to determine the strategies used by English teachers at SMK Insan Tazakka, Cikampek to teach reading comprehension. This study uses two English teacher participants at different grade levels. This study employed a qualitative method of data collection. Data were collected through semi-structured interview sessions and author-administered questionnaires. Interviews were conducted with 14 questions to obtain detailed data. And a 25-item questionnaire consisting of three categories. Metacognitive strategy guidance (planning, monitoring, evaluation), cognitive strategy guidance (visualization, summarization), and social strategy guidance (collaborative learning, questioning) are performed to complete the data obtained. According to interview findings, the first English teacher used the K-W-L (Know, Want to Know, and Learned) reading strategy and SQ3R (Surveying, Questioning, Reading, Reciting, and Reviewing) strategy. This was deemed sufficient to cover all aspects of the learning process, and the K-W-L strategy allows students to practice concentration during the learning process. It is even said that the K-W-L strategy can support and help students' reading skills. At the same time, the second English teacher uses her CIRC (Cooperative Integrated Reading and Composition) teaching strategy. This is because teachers find the process easy to implement and use. The obtained questionnaire data then corroborated the previous data in writing. It can be concluded that two English teachers at SMK Insan Tazakka use different strategies in teaching reading comprehension in class.

Key words: Teaching Strategy; Teaching Reading Comprehension

INTRODUCTION

Reading is part of language skills and to be able to understand a reading or simplify the process, a strategy is needed in reading. Amir (2019) stated that reading strategies have a direct role in understanding reading skills. And other findings say that predictors of reading strategies can improve reading comprehension

(Mujiseelar, 2014). The strategy itself has several kinds, and each strategy used will show the important role of a teacher in achieving the goals of teaching reading skills. However, since 2020 there has been a very fast spread of Covid-19 throughout the world, including Indonesia. Which finally makes all outside activities terminated and do all activities at home. The world of education has new experiences and challenges, because the learning process is carried out online in accordance with policies issued to limit activities outside the home, in the form of; do work from home, worship at home, and also carry out teaching and learning processes at home/online starting from PAUD to Higher Education (Government Regulation of the Republic of Indonesia No. 21, 2020). Indirectly, the teacher must find a good and appropriate way in the process of teaching reading skills. Changes in strategies that change, is a separate difficulty for teachers at that time.

In English, there are many types of strategies that can be used by teachers. But there are some teachers who do not know the effect of strategy on the development of the learning process, especially students' reading skills. And there are still many teachers who do not use strategies in the teaching process in the classroom. This is supported by Ningsih (2017) who says that almost all teachers have difficulty in inadequate teaching caused by lack of time, eventually teachers do not apply any method or strategy in the learning process. While in the process of learning English, students to understand a reading still have limited vocabulary so it is important for teachers to apply a method or strategy in the learning process to make it easier for students to improve their language skills, especially in reading skills. As revealed by Erni (2021) that teachers need to facilitate students with appropriate reading strategies to read better. There are many theories about reading comprehension strategies, for example, proposed by Brown (2000) that there are ten teaching strategies in reading comprehension related to bottom-up and top-down processes. There is also reciprocal teaching expressed by Gentilini & Geer (2020) that brings together prediction, question generation, summary, and clarification to help students improve reading comprehension. Then, there is also O'Malley & Chamot (1991) which classifies reading strategies into three categories: cognitive, metacognitive, and support strategies. Teachers are expected to be able to foster and improve students' understanding, especially in their reading comprehension by using strategies in the learning process.

However, teaching strategies have a very important role in the teaching and learning process, especially helping teachers to succeed in the goals of the teaching and learning process and according to Mujiselar and De Jong (2014) said that the use of teaching strategies can help the teaching and learning process. students' reading comprehension. There are so many types of teaching strategies that already exist, it is very necessary to be precise in the use of teaching strategies to students, especially in understanding learning which still has many difficulties. And the researcher also found that there were still few who explored teaching strategies in reading comprehension. Where the world of education is also still adapting to the post-pandemic situation, where previously the teaching and learning process was carried out online. In addition, the state of the teaching and learning process is in a

new condition after being online for a long time due to the COVID-19 pandemic in Indonesia. Therefore, to fill this gap, the writer aims to explore the use of teaching strategies used by English teachers in the classroom, especially in teaching students' reading comprehension. And with that, the researcher is interested in conducting a research with the title: Strategies Used by English Teachers in Teaching Reading: Interview Studies.

LITERATURE REVIEW

Previous Related Study

Marashi started his article entitled The Effect of Teaching Reading Strategies on EFL Learners' Reading Anxiety, by exploring the effect of teaching reading strategies on students' English as a Foreign Language (EFL) reading anxiety (Marashi, 2017). Similarly, in the article entitled Challenges Teachers Face and Strategies Deployed in Teaching Reading Skills in Public Primary Schools in Tanzania, explores the challenges teachers face in developing standard one and second students with reading skills in two selected districts of the Dodoma region of Tanzania (Tandika , 2018). Meanwhile, Al-Husban and Alkhawadeh explored the knowledge of female EFL teachers about Marzano's learning strategies, their level of performance in teaching reading comprehension, and the relationship between these two variables (Al-Husban, 2016).

The Theory of the English Teachers' Teaching Strategy

Teaching strategy is an educational strategy which can be interpreted as a method or series of activities designed to achieve learning objectives. Aswan (2010), stated that the teaching strategy is the teacher's plan in the teaching and learning process to achieve the planned goals. Teaching strategies, in other words, are strategies for teaching students. Instructors must apply techniques that are appropriate to the teacher's approach and the way the teacher uses the material to apply it.

Strategy is a means of common goals, according to David (2011), longitudes to meet. Learning techniques can make learning an active process. Operation in teaching and learning is the system of interrelation. Teaching has equipped students with supporting processes in the learning process. There are several things that must be considered a teacher in the teaching process. They are student context, learning objectives, learning objectives, pace, learning process problems, teaching aids, and the relationship between before and after actions.

Teaching Reading Strategies

Duffy (2007) lists specific teaching strategies for reading in classroom comprehension. Next, knowledge-based reading instruction. Teachers are also acquired to have information relevant to the subject so that their students can explain the material. Therefore, a good teacher must prepare himself for it. Second,

reading is a complex cognitive and linguistic mechanism. This includes decoding alphabetic symbols, drawing on experiences and vocabulary, and efficiently using techniques to build context. Teachers need to understand that the multidimensional method is reading. Third, students are different, meaning that each student, his skills or actions or both, are different. Students have various skills, especially to understand the meaning of a text. Duffy's final approach is that teachers are educated decision makers who make each lesson more educational choice.

METHOD

Design and Samples

This study utilizes qualitative data collection through interviews with case study as a research design. This research was conducted on two English teachers at Insan Tazakka Vocational High Schools in the Cikampek area with two considerations, namely; (1) because the teacher has the appropriate criteria for data collection, (2) because the location of the intended school is close to the author's residence, so it can make it easier for the author to take research data in pandemic conditions that still exist.

Instrument and Procedure

To conduct this study, the authors interviewed and surveyed two participants to collect data. The author interviewed two of her English teachers and asked them about the teaching strategies they used and why they used these strategies in the classroom during the process of teaching and learning reading comprehension. To obtain more accurate data, the author also collected data from questionnaires given by her two English teachers.
To conduct this investigation, the authors build several data instruments as follows.
1) Interview questions. There are 14 in-depth interview questions adapted from Knudson (2016).
2) Checklist Questionnaires from Google Forms adapted by Mohamed (2016).

Data Analysis

Researcher analyzed the data obtained from in-depth interviews and questionnaires. The data analysis method used in this study uses the following steps proposed by Burhan Bungin (2007). 1) Data collection. It is an integral part of data analysis activities. The collection of activity data in this study is based on interviews and documentary studies. 2) Data Reduction. It is defined as a selection process focused on simplification and transformation of raw data obtained from field written records. Reduction occurs when data collection begins with summarizing, taking notes, etc. and filtering out irrelevant data/information. 3) Display data. It is an organized set of information descriptions that draws conclusions and provides opportunities for action. Qualitative data are presented in descriptive text. Presentations can also be in the form of matrices, diagrams, tables, and diagrams.

4) Draw and verify conclusions. This is the final activity of data analysis. Furthermore, the data are analyzed, explained, and interpreted in words to describe the facts of the field, to make sense, to answer the research question, which is the essence of research.

RESULT AND DISCUSSION

This section will present a discussion of the research data obtained. There are two questions asked in this research. The first question is the strategy applied by the English teacher in teaching reading comprehension. The second discussion is the reason why English teachers use this strategy in learning reading comprehension. Several indicators were used to observe and guide researchers to find out the strategies used by English teachers in teaching reading comprehension at SMK Insan Tazakka, Cikampek. These indicators are obtained from reading comprehension teaching strategies described by several experts.

Based on the results of the interview, there are changes that occur in the use of teaching strategies during the pandemic and currently where the learning process has returned to be carried out face-to-face. And it can be concluded that English teachers use different reading comprehension teaching strategies. The first teacher stated that in the process of learning reading comprehension, two learning strategies were used.

The first strategy used is the K-W-L (Know, Want to know, Learned) strategy. K-W-L Strategy according to Ogle (1986) is a strategy in which students first know (analyze, predict), then (develop ideas about what to write in questions), and then learn (guess) what they have learned. In using this strategy, the teacher will start the learning process with three stages, first; the stages that students do before the reading process, the teacher provides space to convey students' ideas or opinions on the reading topic to be studied. This process is entered or recorded in column K provided by the teacher on the blackboard. Second; The teacher directs students to convey and write down what they want to know or learn about the reading topic in column W. Third; the teacher asks students to read the text, if they have, the students will retell what they have read from the given text (review), answer questions that have been previously written according to what was learned during the reading stage. Students will also be asked to make conclusions about the reading topics that have been read.

The second strategy used by the first teacher is SQ3R (Surveying, Questioning, Reading, Reciting, and Reviewing). According to Robinson, SQ3R is a systematic reading strategy that helps students organize the reading process into manageable chunks. And in this SQS3R strategy, the teacher performs five stages in the process of learning to read, first; The teacher directs students to see at a glance about the contents of the text to be read, starting from the title and focusing on the important things in the text. Second; the teacher gives students the space to raise questions related to the text that will be read based on the stages that have been carried out in

the Surveying. Third; the teacher gives direction to students to read the text given. The preparation process before reading will make it easier for students to understand the main ideas in the reading text that has been given. Fourth; The teacher guides students in reflecting on the reading material provided. This stage is carried out to determine students' understanding in the given text. The teacher will ask students to rephrase the main ideas in the reading material. Fifth; the teacher reaffirms what the students have learned and learned. So that what is obtained can be understood well by students.

The teacher uses these two strategies, K-W-L and SQ3R on the grounds that the two strategies can cover the entire learning process, especially in students' reading comprehension in class.

In the data obtained through interviews, it was found that the second teacher used one strategy in the process of teaching reading comprehension. The strategy used by the second teacher is CIRC (Cooperative Integrated Reading and Composition). According to Sutarno, et al (2010:1), CIRC type cooperative learning is a cooperative learning model that integrates a reading as a whole and then composes it into important parts. In using this strategy the teacher performs several stages in the learning process, first; the teacher builds knowledge or student opinions on the topic of reading that will be given and provides direction regarding the learning process that will be carried out that day. second; the teacher will provide space for students to discuss the text individually or in groups and the teacher conveys the rules in the learning process. Third; students are asked to read the text given by the teacher individually or in groups and when students have difficulty, students can ask the teacher. And the teacher guides students to understand the reading text given. Fourth; The teacher will lead students to actively discuss and ask questions about the contents of the reading or worksheets given by the teacher. The teacher also provides a re-understanding of the reading material given. Finally, the teacher reflects and evaluates the learning that has been done. The teacher uses the CIRC strategy on the grounds that this strategy is an easy strategy to implement in the students' reading comprehension process. And the teacher also argues, with this strategy students are much more concentrated on the learning process, including in the process of reading a given reading material.

Based on the explanation above, it can be seen that the strategies used by the two English teachers in learning reading comprehension under different conditions at SMK Insan Tazakka have differences.

CONCLUSION

This chapter will explain the conclusions about the strategies used by English teachers in learning based on data analysis, it can be concluded that learning strategies are very necessary in the teaching and learning process, especially reading skills. The foreign languages learned and reading habits that are still minimally owned by students in Indonesia make students' reading skills low and

have a much longer process to get good results. And the reading skills learning strategies used by the two teachers at Insan Tazakka Vocational High School have differences, the first teacher uses two strategies, the K-W-L (Know, Want to Know, and Learned) and SQ3R (Surveying, Questioning, Reading, Reciting, and Reviewing) learning strategy in reading skills. With the reason that the strategy can cover all aspects of the learning that will be carried out. While the second teacher used the CIRC (Cooperative Integrated Reading Composition) strategy on the grounds that this strategy was a strategy that had been previously evaluated during the pandemic, namely Reading Aloud and the teacher said that the strategy was easy to implement.

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