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Korespondensi Penulis:

Email: Melanizz@gmail.com

Nomor Tlp: 085340883710



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AN ANALYSIS OF ENGLISH TEACHER'S STRATEGIES IN TEACHING READING AT SMAN 1 KAMBOWA

**Defi Zakira¹⁾, Baharudin Adu²⁾,
Nur Melansari³⁾**

¹⁾ Student, ²⁾ Lecturer, ³⁾ Lecturer
Universitas Dayanu Ikhsanudin, Baubau,
Sulawesi Tenggara

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Abstract

The Problem in this research were what are the teacher's strategies in teaching and how are the students' responses to the strategy used by the teacher in teaching reading at SMAN 1 Kambowa. The objectives of this research were to find out the English teacher's strategies in teaching reading and to find out the students' responses to the strategies used by the teacher in teaching reading at SMAN 1 Kambowa. This research used descriptive qualitative design. The subject of this research was an English teacher at SMAN 1 Kambowa and 25 respondents of eleventh grade students of SMAN 1 Kambowa. Data collection techniques used in this research were observation, interview and questionnaire. Data analysis techniques were three stages formulated by Miles and Huberman which consisted of data reduction, data display, and conclusion drawing and verification. Based on the finding of the research and data analysis, it showed that the teacher used two kinds of strategies in teaching reading at SMAN 1 Kambowa, namely QARs (Question answer relationship) and game. The students' responses to the strategy used by the teacher were that from 25 students there were 20 students (80%) in very agree category and 5 students (20%) in agree category.

Abstrak

Rumusan masalah dalam penelitian ini adalah apa strategi guru dalam mengajar membaca dan bagaimana tanggapan siswa terhadap strategi yang digunakan guru dalam mengajar membaca di SMAN 1 Kambowa. Tujuan dari penelitian ini adalah untuk mengetahui strategi guru Bahasa Inggris dalam mengajar membaca dan untuk mengetahui tanggapan siswa terhadap strategi yang digunakan guru dalam mengajar membaca di SMAN 1 Kambowa.

Penelitian ini menggunakan desain deskriptif kualitatif. Subyek penelitian ini adalah seorang guru bahasa Inggris di SMAN 1 Kambowa dan 25 responden siswa kelas XI SMAN 1 Kambowa. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah observasi, wawancara dan angket. Teknik analisis data adalah tiga tahapan yang dirumuskan oleh Miles dan Huberman yang terdiri dari reduksi data, penyajian data, serta penarikan kesimpulan dan verifikasi. Berdasarkan hasil penelitian dan analisis data menunjukkan bahwa guru menggunakan dua macam strategi dalam pembelajaran membaca di SMAN 1 Kambowa, yaitu QARs (hubungan tanya jawab) dan permainan. Respon siswa terhadap strategi yang digunakan guru yaitu dari 25 siswa terdapat 20 siswa (80%) dalam kategori sangat setuju dan 5 siswa (20%) dalam kategori setuju.

INTRODUCTION

English is one of international languages. This language is used all over the world. In Indonesia, it is the first foreign language taught as a compulsory subject in junior high school, senior high school and university in Indonesia. In learning language, there are four skills should be mastered by students, such as listening, speaking, reading and writing. These four skills should be emphasized by teacher in process of teaching and learning in classroom. Speaking and writing refers to productive skill while reading and listening refers to receptive skills [1].

Reading is one of the language skills which is very important to be learnt by students. Through this activity, students can improve their own language and experience. They will get information and ideas which they need to know. Moreover, they will be able to know what they do not know before. By reading, people can get a lot of information. The more he/she reads, the more information he/she will get. Reading makes someone smarter and creative as stated by [2].

Reading can easily be defined as the process in which a person receives and interprets a message from print materials.

Reading is the processed of how information is processed from the text into meanings, starting with the information from the text, and ending with the reader gains.

Reading force the reader's brain cell to work on a regular basis, so the reader' brains become sharper and smarter. Even though some information can be obtained without reading, for example by listening to teacher, seminar, radio, television. By reading someone can get wider information than listening. For example someone who reads a newspaper will get more information than someone who only watches news on television. A Reader can read the text again when he/she forgets or tries to get detail information, while a listener cannot. This is supported by [3] who states that by reading someone can find information he/she needs with specific information.

Teaching strategy is a generalized plan for a lesson or a lesson which includes structure, desire learner behavior, in terms of the goals of instruction, and an outline of tactics necessary to implement the strategy Strasser (1964) in [4]. Teachers' strategies often expect students to develop their reading skill by osmosis (absorption) and without help. In the osmosis approach, it is believed that if a teacher teaching reading to the target language all day, they will improve their reading comprehension.

Teachers need to be equipped by strategies in teaching reading comprehension in order to help the student to cope with the difficult in learning English reading. In line with the previous explanation that reading comprehension is necessary in language teaching.

From the researcher experience in observing the students in SMA Negeri 1 Kambowa, a failure to learn the average in dealing with a number of students who do not have the urge to learn especially reading, they lack enthusiasm to read and learn. It is also

supported by the information from the English teacher that the average value of subjects in English is low. Students are reluctant to read, which may be due to lack of vocabulary.

Based on the problem stated above, the researcher assumes that the reading comprehension become a problem if not overcome soon. For this assumption, the researcher is interested to do descriptive research under the title "An analysis of English Teachers' Strategies In Teaching Reading At SMAN 1 Kambowa". to analyze English teacher strategies used and how the English teacher implement the strategies in reading comprehension.

1. Teaching Strategies

Teaching strategies is education strategy can be defined as a plan method, or series of activities design to educational. Achieves a particular goal. Strategy can be defined as a plan that contains a series of activities design to achieve specific educational objectives.

[5] stated that teaching strategy is a teacher's plan in teaching and learning process to achieve a purpose which have plane. In other word, teaching strategies are approaches to teaching students. The teacher has to apply the strategy to balance between the method which the teacher's use and the way of the teacher's used to apply the materials.

[6] stated that the teaching strategy is the means that will be used by teachers to select learning activities that will be used in the learning process. Selection is done by considering the circumstances, learning resources, needs and characteristics of learners faced in order to achieve specific learning goals. Teaching strategies is a way of making decisions about an individual class, or even an entire curriculum, beginning with an analysis of key variables in the teaching situation. These variables include the characteristics of the

learners, the learning objectives, and the instructional preferences of the teacher. Once these variables have been analyzed, informed decisions can be made about structure, methods of assessment, and other key components. The process of planning a course is not an easy one.

[7] stated that strategies are special methods of approaching a problems or task modes of operation for achieving a particular end, planned design for controlling and manipulating certain information. Based on the explanation above, these mean that strategy that is used by the teacher is based on the approach that has been used by the implementation of the method. Strategy also used by the teacher to make planning about what material and manner to success on teaching learning process.

2. Type of Teaching Strategies

According [8] types of teaching strategies there are four: direct teaching strategy, cooperative teaching strategy, and mastery teaching strategy and problem based strategy. They are as follow:

2.1 Direct Teaching Strategy

Direct teaching strategy most directly by the teacher who creates the class environment that is oriented on the student's task. Direct teaching refers to academics focus, teacher direct classroom using sequenced and structure material. It is also to teach the classroom activities in which goals are clear to students, sufficient times allow for instruction, coverage of content is extensive, performance of the students is monitored, and feedback is academically oriented.

Direct instruction is scientifically based instructional approach that has proven result for student with disabilities. The direct instruction approach uses

detailed teaching procedures that are presented in a specific order. It is built around the concept that every student can learn if the teacher teach carefully and the teacher can be successful with effective instructional delivery strategy.

2.2 Cooperative Learning Teaching Strategy

Cooperative learning strategy is a student centered, instructor facilitated instructional strategy in which a small group of the students is responsible for its own learning and the learning of all group members. Students interact with each other in the same group to acquire and practice the elements of subject matter in order to solve a problem, complete a task or achieve a goal. Cooperative learning as instructional methods in which teacher organize students into small group, which then work together to help one another learn academic content.

Grouping students from different cultural backgrounds into heterogeneous groups and instructing them to collaborate and cooperate with each other on activities and problem solving task has been found to promote interethnic friendship, develop cross cultural understandings, and build team work while also enhancing literary and language acquisition among linguistically diverse students.

Advantages of cooperative learning strategy is supported by one of the strongest research traditions in education, with thousands of studies conducted across a wide range of subject areas, age group, ability levels, and cultural background. The result in general suggest that cooperative learning develop high order thinking skill, enhances motivation and improve interpersonal relations as well as enhancing motivation and peer relation. With make

group from heterogeneous of students, they can improve their knowledge that they have from their friend or their partner in group. In here teacher must be monitor to guide the student activity in the class room.

2.3 Mastery Learning Teaching Strategy

Mastery learning is an instructional strategy based on the principle that all students can learn a set of reasonable objectives with appropriate instruction and sufficient time to learn. Mastery learning the techniques of tutoring and individualized instruction into a group learning situation and brings the learning strategy of successful students to nearly all the students of a given group. In its full form it includes a philosophy, curriculum structure, instructional model, the alignment of student assessment, and a teaching approach. As a class, student are presented with information to be learned at a predetermined level of mastery. The class is tested and individuals who do not obtain high enough scores re-taught and retested. Those who passed undertake enrichment study while classmate catch up.

As has been mentioned throughout this discussion of this teaching strategy, formative diagnostic testing in critical to the program. Students may score the test themselves to identify areas of difficult immediately. Finally, summative test is administrated by the teacher at the end of the units to determine grades. Most students are expected to reach mastery level, therefore, it is essential that realistic mastery levels are carefully set by each school or district.

The prominent phase in this mastery learning is identify prerequisite, making test to measure the students' progress and students' competence achievement. It does

provide an individualized instructional or small group approach using a structured curriculum divided into small group of knowledge and skills to be learned. Mastery learning is a key instructional component in the outcomes. Based education model that is being adopted in many states. It also widely used in many other countries.

2.4 Problem Based Strategy

Problem based strategy use on authentic or reallife problem, [9]. Using problem solving strategy the student must active in thinking, communication, searching, and process the data then summarize it. With use this strategy the student can adapt in daily life. In this strategy the teacher's role is to identify activities that fuel student interest.

According [10] there are five steps of general problems solving. The steps are: 1) defining the problem, 2) formulating tentative hypothesis, 3) collecting, evaluating, organizing, and interpreting data, and 5) testing the conclusion.

The strength of this strategy is the students will get experience which useful in their daily life because technology and information will develop in every year. Whereas the weakness of this strategy is student who less the new information will difficult in learning process and will be a burden for their friend.

3. Teaching Reading

Teaching is a complex process, it does not only give the information from the teacher to the students. There are many activities that can be doing especially when the process of teaching and learning in the classroom. According to [1] teaching is not an easy job, but it is a necessary one, and can be very rewarding when the teacher see our students progress and

know that we have helped to make it happen. It is true that some and students can be difficult and stressful as times, but it also worth remembering that it is best teaching can also be extremely enjoyable [11]. Regarding to some explanation of the teaching, the researcher concludes that teaching is the activities and manage the environment in a good condition to make and give the opportunity for the students in learning process to get the purpose. Teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the first time. A second aspect of teaching refers teaching learners who already have reading skill in their first language.

In the classroom, reading is one of ways to make the students understanding teaching – learning process. Every student has different character, so the teacher is expected to present some ways to make the student interesting to conduct their lesson. The strategy of teaching reading which the teacher is present one of ways in the classroom. The first is summarizing.

Summarizing is how we take larger selections of text and reduce them to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering. Webster's calls a summary the "general idea in brief form"; it's the distillation, condensation, or reduction of a larger work into its primary notions. Summarizing teaches students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. Teaching students to summarize improves their memory for what is read. Summarization strategies can be used in almost every content area. The second is questioning. Questioning is one of the most important dimensions of teaching and learning. It gives tutors the chance to find out what students know and understand, and it allows students to seek clarification and

help. The third is skimming. Skimming is aimed at getting quickly the main ideas and the purposes of reading selection [12]. The fourth is scanning. Scanning is quick reading to find the general idea, scanning is quick reading to locate specific information. From the statement above, it is clear that the strategies influence for the students' learning in reading comprehension. So, it can be concluded that strategies are important for students to learn reading.

4. Teaching Reading Activities

Psychologically, reading is viewed as an interactive process between language and thought. There are three kinds of activities involved in relation to the reading class activities: pre-reading activities, during reading activities, and post reading activities [13].

4.1 Pre-Reading Activities

Pre-reading activities are interactional activities carried out before students conduct the real reading activities. In pre-reading activities activation is concerned with the student's background knowledge, objectives of reading class, learning activities, and motivating the students. In this stage, teachers try to activate the students' schemata related to the topic or explaining briefly the contents of the text. Pre-reading is to tell students the purpose of reading and learning. Pre-reading is also to motivate the students. Motivation in reading attracts students; attention the text. The activities of pre-reading are activities aiming at facilitating the students' understanding about the reading text.

4.2 During reading activities

During reading activities are the activities that reader does while reading take place. [13] mentions that while reading

includes:(a) identify the main idea, (b) finding detail the text, (c) following sequence, (d) inferring from the text, and (e) recognizing the discourse patterns.

During reading activities are instructional activities that are going on while reading activities are happening. [13], five activities to do while reading. The first, readers identify main idea of the text and identifying topic sentence through skimming. Second, readers find the details in the text and finding specific information. Third, readers follow a sequence by relating items in particular order or process. Fourth, readers infer from the text by trying to understand the text using their schemata and experience. Fifth, readers recognize the discourse patterns to understand the text holistically.

4.3 Post-Reading Activities

Post-reading activities are the activities conducted by a reader after reading. In post-reading activities, student do post-question, feedback. The post-question are more active in incidental comprehension and the objective, since information of both greater and lesser importance is learned.

Post-reading activities are instructional activities that the students and teacher do after reading take place. [13] point out that post question, feedback, and group and whole class discussion are activities that can be done in the phase of post-reading activities. The activities function to check student's comprehension about the text being read. The post-question after reading class activity are very important since information of both greater and lesser important is learned. Besides asking question, summarizing the contents of the text is also applicable to the students.

The activity of post-reading can also be in the form of discussion. Thus discussion can be in group or whole-class discussion. The discussion may depend on the class size, if the class is big, it will be better to have group discussion. If the class is small, it will be better to have whole class discussion.

5. Strategy of Teaching Reading

In teaching reading, the teacher should have a good strategy. There are some strategies in teaching reading according [14]:

5.1 Scaffolding

[15] stated that scaffolding is a lesson in which students are given some assistance during the early stages of learning and then reducing the aid and providing opportunities for students. Scaffolding allows teachers help diverse learner negotiate meaning and overcome difficulties in text-related learning situation. Scaffolding is as a process whereby a student is helped to solve a particular problem beyond its developmental capacity through the help of a teacher or other person with more ability.

5.2 Think-aloud

Think-aloud is a strategy that helps students on learning activities, aims to recall more significant information from the text given by the teacher. The ability of teachers to transfer creativity them and control the students in completing each step of the way think-aloud strategy in understanding reading texts and teachers make their thinking explicit by verbalizing their thoughts while reading orally.

5.3 Reciprocal Teaching

Reciprocal teaching is a strategy that asks students and teachers to share the role

of teacher by allowing both to lead the discussion about a given reading. Reciprocal teaching involves four strategies that guide the discussion: predicting, generating question, summarizing and clarifyfyng. Reciprocal Teaching is a great way to teach students how determine important ideas from a reading while discussing vocabulary, developing ideas and questions, and summarizing information. It can be used across several content areas it works particulary well with textbooks.

5.4 SQ3R (Surveying, Questioning, Reading, Reviewing)

SQ3R is a systematic reading strategy to help you organize the reading process into manageable units. It is only one of many similar strategies that you can use to improve comprehension. It consist five steps they are: surveying, questioning, reading, and reviewing. The SQ3R strategy involves (1) reading the headings in the chapter quickly to get its important part, (2) turning the heading in to question, (3) reading to find the answer to the question, (4) recall the important point (the answer to the question) by retelling them or writing them in one's memory at the important pont.

5.5 QARs (Question-Answer Relationship)

QARs is a reading strategy through understanding and analysis of questions. In other word this strategy guides students to understand the questions in order to get an information in a reading itself. So that in practice in the classroom students only glance read the reading and to understand further the focus of students is the questions given by the teacher about the text reading.

METHOD OF THE RESEARCH

Design of the Research

This research used was qualitative research, the design of this research was descriptive qualitative, because the data were described based on real situation or phenomenon which happened in the activity. According to [16], qualitative research focus on understanding social phenomena from the perspective of human to give participants in the study. It can be implied that this study involves to give description of the event.

Source of the Data

Primary Data

The primary data while conducting this research based on the result of observation and interview that the researcher done. [17] claims that “*primary source are data source that directly provide data to data collectors*”. The primary data of this research is the teachers and students at SMA Negeri 1 Kambowa academic year 2021/2022.

Secondary Data

[17] states that “*secondary source are data sources that do not directly provide data to data collectors*”. Based on the explanation before, so the researcher uses other references, book, journal, article and the internet as the data secondary to support this research.

Instrument and Technique of Data Collection

Instrument

Instrument of this research was the researcher herself.

Technique of Data Collection

a. Observation

Observation is an activity to get information needed to present a real picture

of an event to answer research question, to help understand human behavior, and for evaluation. The result of observation was in form of activities, events, and objects. According to [18] “in participant observation, the research observes what people do, listen to what they say, and participant in their activities”.

In this case the researcher analysis all activity in the class during the teaching learning process. In arranging observation field note, the researcher observed the teacher during teaching and learning process. In observation stage, the researcher observed the teacher how he/she taught his/her students about reading and what strategies that the teacher used in the class during the lesson from opening until closing.

b. Interview

[19] stated interview is a meeting of two persons to exchange information and idea through and responses, resulting in communication and joint construction of meaning about a particular topic. The interviewer uses a set questions which is develop to gain the specific information. The interview was conduct to get addition of information in response to interesting or important answer that arises unexpectedly from the planned questions.

The Interview was done with the English teacher at SMA Negeri 1 Kambowa, the interview was done after finished teaching and learning process. In this process the researcher asks detail about the strategies that the used for teaching. The purpose of interview in this research is to find out the English teacher strategies in teaching reading use.

c. Questionnaire

According to [20] says that questionnaire is a technique for collecting data which is conducted by giving written question or statement to the respondents to be answered. The questionnaire consisted of 11 numbers statement whit the several factors. Likert scale answer in the questionnaire were strongly agree, agree, disagree, strongly disagree. The questionnaire used to determine the students' respond to the strategy used by the teacher in teaching reading.

The aim of questionnaire is to find out the students' respond to the strategies used by the teacher in teaching reading. Then the researcher give questionnaire to student in classroom. Before the researcher give the questionnaire to students, the researcher give an explanation of how to answer the questionnaire.

Table 1. Blueprint of students' respond to the strategy used by the English teacher in teaching reading

No	Aspect	Indicator	Item number	Sum
1	Students' respond to the strategy used by the English teacher in teaching reading	The interest of student	2, 4, 6, 7, 9, 10, 11	7
		The understanding of student	1, 3, 5, 8	4
	Total			11

Source: article thesis by [21]

Technique of Data Analysis

Observation and interview analysis

The technique of data analysis in this research adopted analysis model of Miles and Huberman. As explained by [22]

claimed that the activity of data analysis was analyzed continuously until the data was saturated. Continuously, [17] noted that the technique of data analysis by Miles and Huberman consist of some procedures.

a. Data reduction

During the research, there are many data will be encountered. The researcher is suggested to reduce the data by considered the focus of the research. Data reduction means, summarizing the data, choosing the main thing, focusing on the important things, finding the topic and the form. In this stage, the researcher get data from interview whit the teacher.

b. Data display

After data reduction the next step in analyzing data is data display. It is process of displaying data in the form of table or essay so what it gets more understandable. [22] points out "looking at displays help us to understand what is happening and to do something-further analysis or caution on that understanding".

c. Conclusion drawing/verification

The final step in data analysis by [22] is conclusion drawing or verification.

The initial conclusion put forward is still temporary, and will change when no strong evidence was found to be supporting on the next data collection phase. But, if the conclusion put forward an early stage, supported by valid evidence and consistent when researcher return to the field of collecting data, then the conclusion is a credible conclusion.

Questionnaire analysis

The researcher was analyzed the result of the questionnaire after collecting

the data. In this research using SPSS (statistic packages for social science) version 22 to analysis items which count are frequency, percentage of frequency, mean score, and standard deviation for questionnaire.

To analyze the data of questionnaire, the total score of each student was first counted. The counting of data source based on the Likert scale. The students' responses to the strategy used by the teacher in teaching reading as follow:

Table 2. Criteria of Likert Scale

No	Responses	Score
1	Strongly agree	4
2	Agree	3
3	Disagree	2
4	Very disagree	1

Source: [23]

Calculating the students' info percentage.

The mean score of students respond classification is analyzed into percentage with the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage of questionnaire

F = The number of frequency

N = The number of respondent

To see the category of student respond, the researcher used the following criteria:

Table 3. Category of Student's Respond

No	Respond category	Scores
1	Very Agree	34-44
2	Agree	23-33
3	Disagree	12-22
4	Very Disagree	0-11

RESEARCH FINDING AND DISCUSSION

Researchy Finding

The Teacher's Strategy in Teaching Reading

Below are the result of teacher interview about what the teacher's strategy in teaching reading. As stated by Minarti S.Pd, as an English teacher at SMA Negeri 1 Kambowa stated:

Extract 1

R: Ketika mengajar reading, strategi apa yang ibu gunakan? (When teaching reading, what the strategy do you use?)

T: Strategi yang saya gunakan dalam pengajaran reading ada dua, yang pertama QARs (questions answer relationship), dan yang kedua adalah game. (There are two strategies that I use in teaching reading, the first is QARs (questions answer relationship), and the second is games. (Interview the teacher: Monday, December 13, 2021 at 8: 38)

From the teacher statement above, the researcher can conclude that the strategies used by the teacher in teaching reading were QARs (questions answer relationship) and game.

Extract 2

R: Bagaimana cara ibu menerapkan strategi QARs dalam pengajaran reading? (How do you apply the QARs strategies in teaching reading?)

T: Untuk penerapan strategy QARs, saya memberikan beberapa pertanyaan kepada siswa sesuai dengan materi yang saya ajarkan atau sesuai dengan materi yang telah mereka pelajari untuk menjawab. Saya memberikan siswa sebuah materi untuk dibaca, setelah siswa selesai membaca materi yang di berikan, saya akan memberikan beberapa pertanyaan untuk mereka jawab dan jawaban mereka ditulis dalam buku

mereka, tapi terkadang saya juga langsung membarikan pertanyaan kepada siswa dan menunjuk salah satu dari mereka untuk menjawab secara langsung. (For the implementation of the QARs strategy, I give some questions to students according to the material I teach or according to the material they have learned to answer. I give students a material to read, after students finish reading the material given, I will give some questions for them to answer and their answers are written in their books, but sometimes I also directly give questions to students and appoint one of them to answer directly). (Interview the teacher: Monday, December 13, 2021 at 8: 38)

From the teacher statement above, the researcher can conclude that the implementation of QARs, the teacher gave some questions to students according to the material they are learning or what they have read to answer. The teacher gave students a material to be read, after the students finish read the material provided, the teacher give some questions to students, and then the students wrote the answer in their books. But sometimes the teacher directs gave questions to students and to be answered directly by students. According [14] "QARs is a reading strategy through understanding and analysis of questions. In other word this strategy guides students to understand the questions in order to get an information in a reading itself. So that in practice in the classroom students only glance read the reading and to understand further the focus of students is the questions given by the teacher about the text reading".

Extract 3

R: Bagaimana cara ibu menerapkan strategi game dalam pengajaran reading? (How do you apply game strategies in teaching reading?)

T: Untuk srategi game ini saya menggunakan media gambar. Dalam penerapan strategi game ini saya membagi siswa dalam beberapa kelompok sesuai dengan jumlah siswa dalam kelas, setelah selesai membentuk kelompok, saya berdiri di depan kelas dan menunjukkan kartu atau potongan kertas yang berisi gambar, setelah itu setiap siswa dalam kelompok harus menjawab apa gambar itu dan harus mengeja hurufnya dengan benar. Jika siswa menjawab dengan benar maka akan mendapatkan point. Jika siswa tidak tahu bahasa Inggris dari gambar tersebut maka saya mengizinkan siswa untuk melihat kamus. Setiap siswa dalam kelompok tersebut diberikan kesempatan untuk menjawab. Setelah permainan selesai saya akan menghitung point dari setiap kelompok dan kelompok yang mendapatkan point paling rendah akan mendapatkan hukuman. Biasanya hukuman yang saya berikan adalah menghafalkan kembali kosa kata yang telah mereka mainkan di depan kelas. (for this game strategy I use pictures media. In implementing this game strategy, I divided students into several groups according to the number of students in the class, after finishing forming groups, I stood in front of the class and showed a card or pieces of paper with pictures, after that each student in the group had to answer what the picture is and has to spell the words correctly. If students answer correctly, they will get points. If the students do not know English from the pictures then I allow students to look at the dictionary. Each student in the group is given the opportunity to answer. After the game is over I will count the points fom each group and the group that gets the lowest points will get a punishment. Usually the punishment I

give is to memorize the vocabulary they have played in front of the class). (Interview the teacher: Monday, December 13, 2021 at 8: 38).

From the teacher statement above, the researcher can conclude in the implementation the game strategy the teacher used picture media. In this game the teacher divided students into several groups according to the number of students in the class, after finishing forming groups, the teacher stands in front of the class and shows a card or pieces of paper with pictures, then each group competes to answer what the picture is and has to spell the words correctly. If students answer correctly they will get points. If the student does not know English from the picture shown by the teacher, the student is allowed to look at the dictionary. Each student in the group is given the opportunity to answer the picture shown by the teacher. If the game has been completed, the teacher counts the points of each group, and the group that gets the lowest score will get a punishment, the punishment given by the teacher is like memorizing English vocabulary in front of the class.

Extract 4

R: Menurut ibu apa manfaat dari penerapan strategy QARs dalam pengajaran reading? (In your opinion, what are the benefits of implementing the QARs strategy in teaching reading?)

T: Menurut saya manfaat dari penerapan strategi QARs dalam pengajaran reading adalah dapat meterbantu saya mengetahui sejauh mana pe mahaman siswa terhadap teks yang diberikan, misalnya mereka tahu makna yang disiratkan pengarang dalam teks. Untuk mengetahui tingkat pemahaman siswa terhadap teks yang di berikan dapat

dilihat dari jawaban yang diberikan oleh siswa. Jika siswa menjawab pertanyaan dengan benar berarti siswa memahami teks tersebut dan jika siswa tidak dapat menjawab dengan benar berarti siswa belum memahami teks tersebut.(In my opinion, the benefit of implementing the QARs strategy in teaching reading is that it can help me to know the extent of students' understanding of the given text, for example they know the meaning implied by the author in the text. To find out the level of students' understanding of the text given, it can be seen from the answers given by students. If the student answers the question correctly, it means that the student understands the text and if the student cannot answer correctly, it means that the student has not understood the text). (interview the teacher: Monday, December 13, 2021 at 8: 38).

From the teacher statement above, the researcher can conclude that the QARs strategy can helped the teacher in teaching reading. With this strategy the teacher able to know how far the students understand about the text given to them. And to find out the level of students' understanding of the text, it can be seen from the students' answer. If the student could answer the question correctly, it means that the student understood the text and if the student could not answer correctly, it means the student not understood the text.

Extract 5

R: Menurut ibu apa manfaat dari penerapan strategi game dalam pengajaran reading? (In your opinion, what are the benefits of implementing game strategies in teaching reading?)

T: Menurut saya manfaat dari penerapan strategi game dalam pengajaran reading adalah dapat membantu menurunkan

tingkat kejenuhan dan stress siswa dalam proses pembelajaran dan dapat membuat siswa lebih aktif dalam proses pembelajaran. (In my opinion, the benefits of implementing game strategies in teaching reading are that it can help reduce the level of boredom and stress of students in the learning process and can make students more active in the learning process). (Interview the teacher: Monday, December 13, 2021 at 8: 38).

From the teacher statement above, the researcher can conclude that the game strategy can help teacher to reduce the level of boredom and stress of students in the learning process, and to make students more active in the learning process.

The Students Response toward Teacher's Strategy in Teaching Reading

The students responses toward teacher's strategy in teaching reading in class XI at SMA Negeri 1 Kambowa were known through the result of filling out questionnaires which were filled out directly by the respondent themselves. The results of analysis were based on students' response using a questionnaire instrument.

Description of the results of the questionnaire analysis. Students respond of the strategy in teaching reading used by the teacher can be seen the following table:

Table 4. Data description of students' responses

No	Statistics	
1	Mean	35.92
2	Median	36
3	Mode	37
4	Std. Deviation	3.09462
5	Variance	9.577
6	Range	11
7	Minimum	31
8	Maximum	42

Based on the table 5, the result of questionnaire distributed to 25 students showed that the mean source was 35.92, median 36, mode 37, standard deviation 3.09462, variance 9.577, range 11, minimum 31, and maximum 42.

The distribution of students' response to the teacher strategy in teaching reading then presented into the category based on criteria provided in the previous chapter. The frequency of each category of students' response to the teacher strategy in teaching reading is displayed on the following table:

Table 6. Category of students' responses to the teacher strategy in teaching reading

No	Category	Score range	Frequency	Percentage
1	very Agree	34-44	20	80%
2	Agree	23-33	5	20%
3	Disagree	12-22		
4	very Disagree	0-11		
Total			25	100%

Based on the result of table 6 above, it shows that the students' response to the teacher strategy in teaching reading in class XI at SMA Negeri 1 Kambowa as follow: there were 5 students (20%) in agree category, there were 20 students (80%) in strong agree category.

Based on the description of questionnaire question data above, that has been concluded that the students' response to the strategy used by the teacher in teaching reading in class XI at SMA Negeri 1 Kambowa was low.

Discussion

In this study, the researcher discussed the teacher's strategy in teaching reading. Based on the results of research conducted in class XI at SMA Negeri 1 Kambowa, the researchers found that the strategies used by teachers in teaching reading were still less effective. According to [24] effectiveness can be interpreted as an act of student success to achieve certain goals that can bring maximum student learning outcomes.

Based on the results of observations and interviews conducted by researchers, it was found that the strategies used by teachers in learning reading were QARs (questions answer relationship) and games. In the implementation of the QARs strategy, the teacher provides reading material in the form of a reading text where students are required to answer questions given by the teacher. According to [14], "A reader draws on two broad information sources to answer question: information in the text and information inside the reader's head". In implementing the game strategy, the teacher uses picture media and divides students into several groups.

In this study, the researcher aimed to analyze the teacher's strategy in learning reading. Based on the results of the analysis, the researcher found the teacher's obstacles in implementing the strategy because students were less enthusiastic about reading and learning. Students are reluctant to read because of lack of English vocabulary.

Based on the results of the questionnaire, the researcher found the mean students strongly agreed that the strategies used by the teacher could increase students' interest and understanding in reading. Where 20 students (80%) in the category strongly agree and 5 students (20%) in the category agree.

CONCLUSION

Based on the finding of the research and data analysis this research concluded that the strategy used by the English teacher in teaching reading at class XI SMA Negeri 1 Kambowa there are two, namely QARs (questions answer relationship) and game. And the students' respond to the strategy used by the English teacher in teaching reading from 25 students there were 20 students (80%) were in very agree category, and 5 students (20%) were in agree category. The result mean that, student response to the strategies used by the teacher in teaching reading is very agree.

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