

**THE TEACHER'S STRATEGIS IN TEACHING READING: A CLASSROOM  
OBSERVATION RESEARCH AT THE ELEVENTH GRADE OF MA N  
PUWOREJO IN THE ACADEMIC YEAR OF 2016/2017**

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**ABSTRACT**

The objective of this research is to describe whether are the strategy in teaching reading at eleventh grade students of MAN Purworejo in academic year 2016/2017. In this research, the researcher took 2 teachers as the subject of the research. In the of observation research, the research tried to analyze the teacher's teaching strategy in reading conducted by the teacher in the classroom to find out whether strategies were used or not by the teacher.

The population of this research is the English teacher at MA N Purworejo. The sample of this research is the English teachers of eleventh grade student at MA N Purworejo. This is qualitative research, because the purpose is to get a picture and information about the strategies used in the English language teacher especially about reading skills. The writer uses two instruments, there are observation and interview. The observation to get the data by closely watching and noticing classroom events and the interview to support the observation, because the interview is a dialogue conducted by information to get information from interviewed.

The researcher concluded: Teacher teach in IPS class. Teacher use three types, there are guessing, scan the text and analyze vocabulary. Teacher combine three strategies to teach in the classroom. Strategy often used is drilling and chants. Teacher use type because many students are often difficult. Their vocabulary is limited. Therefore the teacher uses this method for imitating and repeating word. Example : The students repeated teacher after said the vocabulary. The teacher says one word and meaning then the student repeated that word. Teacher teach in IPS class. Teacher use three types, there are guessing, scan the text and analyze vocabulary. Teacher combines three strategies to teach in the classroom. Strategy often used is scan the text. Teacher use this strategy because to improve the vocabulary. Their pronunciation are low, so make the student difficult to find the meaning of the text .Therefore the teacher use this method to make the student improve their vocabulary. Example: teacher give text to the student and the student find the meaning of the text and translate to indonesian word.

**Keywords:** *Teaching Reading, Strategies, Reading Skill.*

## **A. INTRODUCTION**

### **1. Background of the Study**

English is an international language which functions as a main tool to spread news and international through countries all over the world. People get some information from media of communication that consist of two parts, electronic media and printed media. Electronic media are such as television, radio, and computer. Printed media are such as newspaper, magazines, and scientific book. It is also gradually clear that the English plays an increasingly role in communication between the various people in the world.

In Indonesia, English as a foreign language, this important and useful for the adaptation and development of technology, science, and culture and for the increasing relationship with other countries. English is a compulsory subject in junior high school. By mastering English, the students are expected to be intelligent and ready to participate in the world of work competition.

We can read English for junior high school the purpose of teaching English is to develop communicative competence. There are four skills in English namely listening, speaking, reading, and writing. The purpose is to cope with the globalization and information of the 21 century, English becomes international language.

Reading is one of the ways to grasp and interpret the written information. Through ability in reading the students will obtain information news and technology in English quickly and easily. This phenomenon makes reading easy to be received as a high priority in the educational field. There are at least three reasons why reading is important. First, by reading students can get information needed. In this case they want to know about various things. Second by reading people can get support in their academic achievement (Nuttal, 1996).

From the explanation above we have already known how important reading is. Because of its importance reading should be easy to comprehend it well. This process of course needs some strategies. Therefore the reader must apply some appropriate strategies when they want to comprehend the reading material.

Strategy is general plan action. Learning strategies are the mental process which learners employ to learn and to use the foreign language. Learning strategies are specific actions taken by learners to make learning also depends on appropriate strategies. Referring to the explanation above, the teacher has a very decisive role in making students learn the language well. Therefore, the reader / students must choose the appropriate strategy to use in the reading process (Martin, 1996).

We can conclude that those strategies are effective in teaching reading comprehension because can help student to comprehend the text. In short, those strategies give good contribution for teacher. Students who have difficulty in reading will be easier in mastering reading comprehension. With uses this strategy the teacher more easily gives the material to the students. Those strategies can help the teacher because the students more active. And the students can exchange their opinion with their friends.

### **2. Statement of the Problem**

The problem of this study can be formulated as follows:

What are teacher strategies in teaching reading at the eleventh grade of MAN Purworejo in academic year of 2016/2017?

### **3. Objectives of the Problem**

Based on the research statement above, the objectives of the study as are follows:

To describe teacher strategies in teaching reading at the eleventh grade of MAN Purworejo in academic year of 2016/2017.

## B. METHOD

This research was categorized as descriptive qualitative research. The data were collected from describe what are the teacher strategies in teaching reading at the eleventh grade of MA N Purworejo in the academic year of 2016/2017.

The researcher took 2 teachers of class XI IPS and XI IPS II as the subject of the research. The XI IPS class consists of 32 students and XI IPS II class consists of 35.

To collect the data, the researcher observation. Observation data are watching what happens, it also includes listening, observation data are often in the form of examples of what people have said, and the interview to supporting the observation.

## C. FINDINGS AND DISCUSSION

### 1. Findings

#### a) Results of Observation with Mr. Wahid Karuba, S.Pd.

##### 1) Planning

The researcher chooses to observe with Mr. Wahid Karuba, is an English teacher of class XI in MA N Purworejo. At this stage, the researcher prepares the observation sheet to observe the situation and condition during the learning activity. Observation sheet discussed about the methods or strategies used by teachers in English language learning, especially reading skills.

##### 2) Implementation

Implementation of observation was held on Saturday, May 20, 2017 in class XI IPS. The total of all students of class XIIPS is 32 people. Lessons are held within 2 hours of lesson (2 x 45 minutes). In this process the researcher is in the classroom to observe the teacher in the learning process in the classroom, especially observing teachers in using strategy used by teachers in teaching reading. The following table is the process of teacher learning activities based on observations;

**Table 1 Observation Sheet**

**The results of learning activities by Mr. Wahid Karuba in speaking learning in class XI IPS .**

No	The Strategies	1	2	3
		Meeting	Meeting	Meeting
1.	Identify the purpose of reading			
	1. Introduce the topic of the text	√	√	√
	2. Introduce the kind of the text	√	√	√
	3. Explained the correlation between the kind of the text and the title of the text	√	√	√

2.	Use graphemic rules and patterns to aid in bottom-up decoding 1. Explained the short vowel 2. Explained the long vowel	√ √	√ √	√ √
3.	Use efficient silent reading techniques 1. The teacher did not pronounce the words 2. The teacher try to perceive more than one word a time,preferably phrases 3. Try to infer the meaning from the context	— — —	√ — —	— — —
4.	Skim the text 1. Predict the purpose of the passage 2. Predict the main idea or message 3. Predict some developing or supporting ideas	— — —	— — —	— — —
5.	Scan the text 1. Look for names or date 2. Look for a definition of a key concept 3. Look for list a certain number of supporting details	√ — √	√ √ √	√ — √
6.	Use semantic mapping or clustering 1. It can be done individually 2. It can be done in group	— —	— —	— —
7.	Guessing			

	<ol style="list-style-type: none"> <li>1. Guess the meaning of a word</li> <li>2. Guess a discourse relationship with the text</li> <li>3. Guess about a cultural reference</li> <li>4. Guess context messages</li> </ol>	<p>√</p> <p>—</p> <p>—</p> <p>√</p>	<p>√</p> <p>—</p> <p>—</p> <p>—</p>	<p>√</p> <p>—</p> <p>—</p> <p>√</p>
8.	<p>Analyze vocabulary</p> <ol style="list-style-type: none"> <li>1. Look for prefixes</li> <li>2. Look for suffixes</li> <li>3. Look for roots that are familiar</li> <li>4. Look for grammatical context</li> <li>5. Look at the semantic context</li> </ol>	<p>√</p> <p>√</p> <p>—</p> <p>—</p> <p>—</p>	<p>√</p> <p>√</p> <p>—</p> <p>—</p> <p>—</p>	<p>√</p> <p>√</p> <p>—</p> <p>—</p> <p>—</p>
9.	<p>Distinguish between literal and implied meanings</p> <ol style="list-style-type: none"> <li>1. Explained about the literal meaning</li> <li>2. Explained about the implied meaning</li> </ol>	<p>—</p> <p>—</p>	<p>√</p> <p>—</p>	<p>√</p> <p>—</p>
10.	<p>Capitalize on discourse markers to process relationship</p> <ol style="list-style-type: none"> <li>1. That expressed through phrases From the text</li> <li>2. That expressed through clauses From the text</li> <li>3. That expressed through sentence</li> </ol>	<p>—</p> <p>—</p> <p>√</p>	<p>—</p> <p>—</p> <p>√</p>	<p>—</p> <p>—</p> <p>√</p>

## 2. Results of depth interview with Mr. Wahid Karuba

The researcher explains about the research finding from the research data. It includes the interview's result with the English teacher. Below is a table of interviews from Mr. Wahid Karuba.

**Table 2**  
**Results of interview with Mr. Wahid Karuba.**

NO	THE POINT OF INTERVIEW	MR. WAHID KARUBA
1	What is the most important skill among reading, speaking, listening and writing?	Reading, because from reading we can add new vocabulary
2	What curriculum do you teach here?	Curriculum 13
3	What are the difficulties of students in reading skill?	Less vocabulary and less pronunciation
4	What is your solution to overcome the difficulties of students?	Team work, discussion and presentation
5	What strategy do you use in teaching reading?	Watching movie, team work and find the moral value from the movie
6	What method do you often use in teaching reading?	Learn to spell words, produce any sentences, and make a some new difficult word
7	Why do you use that method?	Because students have lack of vocabularies
8	Do you use any media such as white board, picture, radio, and video?	Yes, I do. I use LKS, white board, and video
9	How do you evaluate students work? Do you give a score or comment?	Score and positive comment.
10	What kind homework do you often give to the students?	Vocabulary. Students are asked to make small dictionary

## 3. Results of Observation with Mrs. Yuliana, S.Pd.

### a. Planning

The researcher chooses to observe with Mrs. Yuliana, she is an English teacher of class XI in MA N Purworejo. At this stage, the researcher prepares the observation sheet to observe the situation and condition during the learning activity.

In the observation sheet discussed about the methods or strategies used by teachers in English language learning, especially reading skills.

b. Implementation

Implementation of observation was held on Saturday, May 20, 2017 in class X IPS II. The total of all students of class X IPS II is 35 people. Lessons are held within 2 hours of lesson (2 x 45 minutes). In this process the researcher is in the classroom to observe the teacher in the learning process in the classroom, especially observing teacher in using strategy used by teachers in teaching reading. The following table is the process of teacher learning activities based on observations:

**Table 3 Observation Sheet**  
**The results of learning activities by Mrs. Yuliana in speaking**  
**learning in class X IPS II**

No	The Strategies	1 Meeting	2 Meeting	3 Meeting
1.	Identify the purpose of reading 1) Introduce the topic of the text 2) Introduce the kind of the text 3) Explained the correlation between the kind of the text and the title of the text	√  √  √	√  √  √	√  √  √
2.	Use graphemic rules and patterns to aid in bottom-up decoding 1) Explained the short vowel 2) Explained the long vowel	√  √	√  √	√  √
3.	Use efficient silent reading techniques 1) The teacher did not pronounce the words 2) The teacher try to perceive more than one word a time, preferably phrases 3) Try to infer the meaning from the context	√  √  √	√  √  √	√  √  √
4.	Skim the text			

	<ul style="list-style-type: none"> <li>1) Predict the purpose of the passage</li> <li>2) Predict the main idea or message</li> <li>3) Predict some developing or supporting ideas</li> </ul>	—	—	—
5.	<p>Scan the text</p> <ul style="list-style-type: none"> <li>1) Look for names or date</li> <li>2) Look for a definition of a key concept</li> <li>3) Look for list a certain number of supporting details</li> </ul>	√	√	√
6.	<p>Use semantic mapping or clustering</p> <ul style="list-style-type: none"> <li>1) It can be done individually</li> <li>2) It can be done in group</li> </ul>	—	—	—
7.	<p>Guessing</p> <ul style="list-style-type: none"> <li>1) Guess the meaning of a word</li> <li>2) Guess a discourse relationship with the text</li> <li>3) Guess about a cultural reference</li> <li>4) Guess context messages</li> </ul>	√	√	√
8.	<p>Analyze vocabulary</p> <ul style="list-style-type: none"> <li>1) Look for prefixes</li> <li>2) Look for suffixes</li> <li>3) Look for roots that are familiar</li> <li>4) Look for grammatical context</li> </ul>	√	√	√



	5) Look at the semantic context	–	–	–
9.	Distinguish between literal and implied meanings			
	1) Explained about the literal meaning	–	√	√
	2) Explained about the implied meaning	–	–	–
10.	Capitalize on discourse markers to process relationship			
	1) That expressed through phrases From the text	–	–	–
	2) That expressed through clauses From the text	–	–	–
	3) That expressed through sentence	√	√	√

c. Results of depth interview with Mrs. Yuliana

The researcher explains about the research finding from the research data. It includes the interview's result with the English teacher. Below is a table of interviews from Mrs. Yuliana

**Table 4**  
**Results of interview with Mrs. Yuliana**

NO	THE POINT OF INTERVIEW	Mrs. Yuliana
1	What is the most important skill among reading, speaking, listening and writing?	reading, because Because reading can learn to practice pronunciation.
2	What curriculum do you teach here?	Kurikulum K 13
3	What are the difficulties of students in reading skill?	Pronunciation and understand the meaning
4	What is your solution to overcome the difficulties of students?	Solution with dictionary
5	What strategy do you use in teaching reading?	Watching movie, make a difficult word and

		translate
6	What method do you often use in teaching reading?	Give the student some newspaper and then look for difficult word
7	Why do you use that method?	Because students can learn easily and calmly how to correct pronunciation while reading.
8	Do you use any media such as white board, picture, radio, and video?	Yes i do, white board, picture and video.
9	How do you evaluate students work? Do you give a score or comment?	Score and comment.
10	What kind homework do you often give to the students?	Make a difficult word and then classified the word

## 2. Discussion

Based on the observations and interviews obtained from the teacher of English at the eleventh grade of MA N Purworejo, Researcher have analyzed and discussed the data already obtained. The results of the analysis will be discussed below:

### 1. Teacher A

#### Analysis of Observations Result from Mr. Wahid Karuba

Based on observations obtained from Mr. Wahid Karuba shows that he is good enough in teaching reading, from start learning by preparing opening class, then prepare the desired class setting. The teacher use three reading learning strategies namely : guessing, scan the text and skim the text. The most dominant strategi in use is the strategy scan the text to improve student reading ability. Mr. Wahid Karuba delivered the material with good pronunciation, and also gave the students opportunity to ask at the end of the learning session, if there is any problem about the material presented by the teacher.

#### b. Analysis of Interview result from Mr. Wahid Karuba

Based on interview obtained from Mr. Wahid Karuba, there are :

- The Researcher : What strategy do you use in teaching reading?  
The Teacher : I use strategy scan the text and guessing because the strategy very efective to the student  
The Researcher : What method do you often use in teaching reading?  
The Teacher : Learn to spell words, produce any sentences, and make a note vocabulary.  
The Researcher : Why do you use that method?

The Teacher : Because the students have lack of vocabularies.

Based on explanation above, the teacher use scan the text to teaching reading, because many students are often difficult to make their own sentence. Their vocabulary is limited and they are difficult to write. Therefore the teacher uses the type to solve the problem. Scan the text is imitating and repeating words.

Example : the teacher give a newspaper and the student find the main idea of the newspaper.

#### **Teacher B**

##### **a. Analysis of Observations Result from Mrs. Yuliana**

Based on observations obtained from Mr. Yuliana shows that he is good enough in teaching reading, from start learning by preparing opening class, then prepare the desired class setting. The teacher use three speaking learning strategies namely : skim the text, scan the text and analyze the vocabulary. The most dominant strategy use analyze the vocabulary method to improve student reading ability. Mrs. Yuliana delivered the material with good pronunciation, and also gave the students opportunity to ask at the end of the learning session, if there is any problem about the material presented by the teacher.

##### **b. Analysis of Interview result from Mrs. Yuliana**

Based on interview obtained from Mr. Wahid Karuba, there are :

- The Researcher : What strategy do you use in teaching reading?  
The Teacher : read the newspaper and then find the mian idea from the newspaper  
The Researcher : What method do you often use in teaching reading?  
The Teacher : scan the text to improve the vocabulary of the student.  
The Researcher : Why do you use that method?  
The Teacher : Because the students lack of vocabulary

Based on explanation above, the teacher use analyze vocabulary to teaching reading, because the students are difficult to understand the main idea from the text. Their vocabulary are low, so make difficult to the student. Therefore the teacher uses the type to solve the problem. Analyze vocabulary is imitating and repeating words.

Example : The student sing song to improve correct pronunciation.

#### **D. CONCLUSION**

After the study had been conducted and the data needed had been gained and processed, the researcher gets some conclusion from a case study of teacher's Strategies in teaching speaking at the eleventh grade of MAN Purworejo. The conclusions for this research are as follows:

1). Teacher teaches in IPS. Teacher uses three types, there are guessing, scan the text and skim the text. Teacher combine three strategies to teach in the classroom. Strategy often used is guessing. Teacher use type because many students are often difficult to make sentence. Their vocabulary is low and they are difficult to find the meaning of the text. Therefore the teacher use this method for imitating and repeating word. Example: The students repeated teacher after said. The teacher say one word and meaning then the student repeated that word.

2). Teacher teaches in IPS II class. Teacher uses three types, there are analyze vocabulary, scan the text and guessing. Teacher combines three strategy to teach in the classroom. Strategy often used is scan the text. Teacher uses type because the students are difficult how to understand the text. Their vocabulary are low, so make difficult to understand the text. Therefore the teacher use this method for imitating and repeating word. Example : the students find the main idea of the text.

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