

# Teacher Strategies In Teaching Reading Comprehension of Eight Grade Students at SMP Perguruan Sumatera Utara Tanjung Morawa

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## Abstrak

Penelitian ini membahas jenis-jenis strategi dalam pengajaran teks prosedur pada pemahaman membaca yang digunakan oleh guru, bagaimana guru menerapkan jenis-jenis strategi dalam pengajaran teks prosedur pada pemahaman membaca siswa kelas delapan di SMP Perguruan Sumatera Tanjung Morawa. Penelitian ini menggunakan metode desain deskriptif kualitatif. Pengumpulan data dilakukan dengan instrumen sebagai berikut: observasi dan wawancara. Temuan penelitian ini mengungkapkan bahwa ada dua jenis strategi dalam pengajaran teks prosedur tentang pemahaman membaca yang digunakan oleh guru bahasa Inggris: QARS (Quest Answer Relationship) dan SQ3R (Survei, Menanyakan Membaca, Membaca, Meninjau). Kemudian dalam penerapan strategi pengajaran membaca pemahaman dalam teks prosedur, pada pertemuan pertama guru menggunakan Question-Answer Relationship (QARS) guru memberikan pertanyaan kepada siswa dan membimbing siswa menjawab pertanyaan yang berkaitan dengan teks prosedur, kemudian pada pertemuan kedua guru menerapkan SQ3R pada proses pembelajaran membaca pemahaman. Guru meminta siswa membuat kelompok belajar, meminta setiap kelompok membuat pertanyaan, menjawab pertanyaan dengan membaca kembali teks yang berkaitan dengan teks prosedur untuk menemukan jawabannya dan diakhiri dengan menyajikan hasil jawaban yang telah ditemukan. Strategi-strategi tersebut dikatakan efektif diterapkan dalam pengajaran pemahaman membaca, siswa menjadi lebih aktif dan lebih fokus dalam memahami isi teks dan pertanyaan-pertanyaan yang berkaitan dengan teks prosedur.

**Kata kunci:** *Strategi Guru, Mengajar, Pemahaman Membaca*

## Abstract

This research dealt with the kinds of strategies in teaching procedure text on reading comprehension used by teacher, how the teacher implemented the kinds of strategies in teaching procedure text on reading comprehension of Eight grade students at SMP Perguruan Sumatera Tanjung Morawa. This study used descriptive qualitative design method. The data were collected by the following instruments: observation and interview. The findings of this study revealed that there were two kinds of strategies in teaching procedure text on reading comprehension used by English teacher: QARS (Quest Answer Relationship) and SQ3R (Surveying, Questioning Reading, Reciting, Reviewing). Then, in applying the strategy of teaching reading comprehension in procedural texts, at the first meeting the teacher used Question-Answer Relationships (QARS) the teacher gave questions to students and guided students to answer questions related to procedure texts, then at the second meeting the teacher applied SQ3R to the reading comprehension learning process. The teacher asks students to make study groups, asks each group to make questions, answers questions by re-reading the text related to the procedure text to find answers and ends by presenting the results of the answers that have been found. These strategies are said to be effectively applied to teaching reading comprehension, students become more active and more focused in understanding the content of the text and questions related to procedure text.

**Keywords :** *Teacher Strategies, Teaching, Reading Comprehension.*

## INTRODUCTION

Nurlaili and Annim (2021) stated that in English there are several basic ability criteria to be able to master English, including: listening, speaking, writing, reading. Of the four criteria, speaking is one that cannot be separated from communicating in everyday life. Although all skills are important but reading is one of the receptive skills. Students can improve their language skills and gain experience by participating in these activities. Zulfitri and Harahap, Y.S (2018) The use of learning media depends on one's own abilities and initiative, therefore teachers must consider the suitability of learning media which must be in accordance with the objectives, materials, methods and evaluation of students' ability levels.

Moreover, according to Brown (2004), the aim of teaching reading is to make students become effective and efficient readers. In order to get the target, the teacher needs to use strategy of reading comprehension. Lumbantoruan and Sirait (2022) Reading comprehension is necessary in languages, for people to be able to make sense of what they are reading. Reading comprehension is a serious skill that is needed for attainment in school and beyond, yet many students are reading below grade level. In my opinion, learning strategies are the ways that a teacher will choose and use to convey learning material that aims to make it easier for students to receive and understand learning material, which in the end the learning objectives can be mastered at the end of learning activities. Hung and Ngan (2015), highlight reading as a fundamental skill and how it aids students in developing their vocabulary and fluency as well as other skills. Finally, it aids in their language acquisition and proficiency. Reading, for instance, is crucial to the growth of language learning when learning English. As a result, reading English-language texts will aid pupils in expanding their vocabulary, learning grammar, and word recognition.

Other studies have confirmed this and explained the factors that prevent students from understanding material. Masduqi (2014) provides an explanation of student perspectives in different studies. In fact, students consider reading class to be unpleasant and boring. Teaching is a process carried out by teachers in supporting student learning by providing knowledge and also being able to share experiences.

Jayanti (2016) discusses how students perceive their reading English text challenges in her study. She believes that the reading comprehension question component of the English test is challenging for the pupils to complete. The teaching and learning process will not function smoothly if the teacher's strategy is still lacking. From the explanation, it can be said that the strategy in the service process is important to help students in the learning process, especially reading comprehension which can reduce problems such as those found by researchers in experiences during internships.

From the initial data above, it is known that the teacher said that she used a lecture strategy on reading comprehension but we can know that lecture is not a strategy but a learning method. Therefore, researchers want to find and ascertain what strategies are used by the teacher so that they can help students in the learning process. Then based on the results of the interview above, it is also known that reading is a skill that is highly valued by students and teachers. Students almost get text in their studies. The text is difficult or easy, depending on the factors inherent in the text, on the relationship between the text and the knowledge and activities of the readers involved. In this method, the instructor must use an active teaching strategy, similar to that used by teachers in general, which engages students in conversation by asking questions without realizing that they are doing so. This means that teachers can modify the environment and circumstances when teaching students by utilizing effective teaching techniques in the classroom.

Therefore, incorporating interesting strategy into teaching reading will encourage students to be involved in the learning process activities (Ridianto, 2021). When teaching reading comprehension, teachers can employ a variety of techniques. This entails utilizing question-generating techniques, clarifying techniques, clicks and clunks, forecasts, problem-solving scenarios, and more. Additionally, teachers can employ other techniques like

vocabulary building, stopping reading before comprehension is achieved, comprehending the crux of the issue, using contextual instruction, teaching reading strategies, having students visualize what they are reading, setting various reading objectives, and identifying different texts and assignments.

The general organization of teachers' and students' activities in carrying out teaching and learning activities to accomplish the stated goals is referred to as strategy in relation to teaching and learning. There are various researchers have investigated the methods for instructing reading comprehension. There are some strategies in teaching reading comprehension: Scaffolding, Think-aloud, Reciprocal Teaching, SQ3R (Surveying, Questioning, Reading, Reciting, Reviewing), Question-Answer Relationship (QARS). So in this study, the author uses the theory to analyze the teacher's strategy and the author wants to match it with the reality in Perguruan Sumatera Utara.

Based on the explanation above, researchers want to analyze in "Teachers' Strategies in Teaching Procedure Text on Reading Comprehension of Eight Grade Students at Perguruan Sumatera Utara in Academic Year 2022/2023" order to know what kind of strategies used by the teachers in teaching Reading Comprehension and how the teachers implement the strategies in teaching Reading Comprehension.

## METHOD

The descriptive qualitative research method would be used in this study. According to Craswell (2014), qualitative research was a method for examining and comprehending the meaning that individuals or groups attribute to a social or human situation. Then also, a descriptive qualitative study tries to describe or explain something, such as circumstances. Conditions, situations, events, activities, and others, the findings of which would be reported in the form of a study. According to Bogdan and Taylor in (Moleong, Lexy J. 2013: 04) Qualitative research was a method of gathering descriptive data from people and observable behavior in the form of written or spoken words.

Therefore, the researchers would use a descriptive design to observe the types of strategies used by the teachers in teaching procedure texts on reading comprehension and describe how the teachers applied those strategies. The subjects of this study were North Sumatra High School Middle School Teachers in Tanjung Morawa for the 2023-2024 academic year. Researchers took 1 English teacher.

The data of the research can be extracted and collected through various data sources, including: documents, sources (informants), events or activities, places or locations, and objects." The data of the research are from the results of observation, interview, and documentation. The data sources obtained from the eighth grade students of SMP Negeri Sumatra, Tanjung Morawa, to be precise, 30 students, and a teacher who will be interviewed. The Technique for Collecting the Data were observation, interview, and documentation

According to Sugiyono (2013:244), data analysis is the process of systematically finding and compiling data, such as data obtained from interviews, records, and documentation, by categorizing data, describing data into units, conducting synthesis, arranging data into patterns, determining which data are essential and should be studied, and drawing conclusions in a way that is easy to understand by yourself and others.

## RESULT AND DISCUSSION

The discussion in this section is divided into two based on the formulation of the problem that has been discussed in chapter I the results of the analysis are presented as follows:

### **Teachers' Strategies in Teaching Procedure Text on Reading Comprehension of Eight Grade Students at SMP Perguruan Sumatera Utara tanjung morawa**

To identify the kinds of strategies in teaching procedural texts on the reading comprehension of ninth graders at SMP Perguruan sumatera utara tanjung morawa, the teacher's reading activities were documented with video recordings and pictures during the teaching process. It can be seen that Rh carries out learning activities by asking questions related to the text that has been studied then Rh guides students to understand the questions

that have been given to get information on the reading text itself so that students find answers to the questions that have been asked. given. So that in practice in the classroom students only read the text briefly and to better understand the students' focus are the questions Rh gives about the reading text. So, it can be concluded that Rh applies the Question- Answer Relationship (QARS) strategy.

Based on the activity between Rh and students, Rh asked students to reread the text to answer the questions. It can be seen that in the SQ3R strategy, the purpose of reading is to find answers to the questions that have been prepared. is procedure text because ingredients and steps. Based on the statement above, it is known that students mention the answers to the questions that have been prepared Therefore, this activity is included in the indicators in the SQ3R strategy, namely "resite"

Based on excerpts from these activities, it can be seen that the Rh uses the SQ3R strategy (Surveying, Questioning, Reading, Reciting, Reviewing), then Rh asks students to make questions about the text that has been given, gives time for students to answer the questions that have been made and then asks studen

The use of strategy by the teacher in Teaching Procedure Text on Reading Comprehension of eighth Grade Students at SMP Perguruan Sumatera utara tanjung morawa. The results of the first interview conducted on June 15, 2023 with an English teacher grade 8 at SMP Perguruan Sumatera utara tanjung morawa the interview was conducted to find out how the strategies used by the teacher in teaching procedure text on reading comprehension.

This strategy is used to see the awareness of students' understanding in the text they read. If they can answer the questions correctly means that students understand what they have read and if they are wrong in answering the questions, this strategy is able to try to focus students more on actually reading and answering questions related to procedural texts. Then at the second meeting the teacher uses the SQ3R strategy and in this strategy the teacher instructs students to make study groups then the teacher gives a procedure text to each student and asks students to see or read the text that has been given then the teacher gives instructions to students to make 1 related question with the procedure text that has been given the activity is carried out in groups, the questions that have been made will be given to other groups then each group is asked to answer the existing questions by rereading the text that has been given and finally students try to present answers and reasons for choosing answers related to question. This strategy is used by the teacher to make students more focused in understanding the text and questions related to the procedure text.

## CONCLUSION

This study uses a qualitative case study method to find out what types of strategies are used by teachers in teaching reading comprehension in procedural texts and how these strategies are used by English teachers in grade Eight MTSN 2 Langkat. After conducting the research, the researcher wants to conclude the points to answer the research problem.

Based on the authors' findings, the following conclusions are obtained:

1. The kinds of strategies used by the Teachers in Teaching procedure text on Reading Comprehension of ninth grade students at SMP Perguruan Sumatera Utara tanjung morawa are Question-Answer Relationship(QARS) and SQ3R.
2. The use of strategies by the Teachers in Teaching procedure text on Reading Comprehension of ninth grade students at SMAS Perguruan Sumatera utara tanjung morawa that the teacher uses QARs at the first meeting, in this strategy the teacher guides students to understand the questions and texts that have been given to get information in the reading itself and at the second meeting the teacher applied the SQ3R strategy in the process. learning comprehension of reading procedure text, this strategy is applied by the teacher by creating study groups for students, asking each group to make questions, exchanging questions with other groups, answering questions by
3. reading the procedure text to find answers, and presenting the results of the answers.

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