AN ANALYSIS OF TEACHER STRATEGIES IN TEACHING READING AT THE FIRST YEARS STUDENTS OF SMK 2 GERUNG IN ACADEMIC YEAR 2016/2017

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ABSTRACT

This study is aimed to find out teachers strategies in teaching reading at SMK 2 Gerung West Lombok. It was conducted to get detailed information about the strategies used by teachers in teaching reading comprehension. This study employed a qualitative research design which is include as a case study using two data collection techniques; observation and interview. The object of this study was the teacher at the first year. Interviews was used to support the data gathered from classroom observation. All of the data were analyzed by using three major phases of analyses: data reduction, data display, and conclusion drawing and verification. This study revealed that the teachers used three strategies in teaching reading at SMK 2 Gerung West Lombok, the first is *Memorizing strategy* where the students must memorize five vocabularies every meeting. Secondly is *Question Answer Relationship* this strategy used by the teacher to know the students understand or not. The third strategy is *Game* this strategy used by the teacher to motivate students in teaching reading process.

Key words: Teacher Strategies, Reading

INTRODUCTION

The strategies in teaching English are very important. Many students complaint about the difficulties in understanding one of reading skill which is very important in yielding creative, critical and smart for generation is reading skill. Reading is necessary when students undertake their study, especially at school level. They need good reading skill for acquiring knowledge and learning new information. However, in fact, most of students are usually very lazy to read. Therefore teacher needs to implement an attractive techniques or method in teaching English, especially when they are teaching about reading.

Teaching reading is not only suggesting the students to read but the teachers have to has strategies to motivate students and give the explanation to them because reading is one of step to get the success. There are many people have been succeeded because they always read and practically what they have read.

This study is objecting to find out the kinds of teacher strategies in teaching reading at the first years students of SMK 2 Gerung in Academic year 2015/2016. The subject of the study is English teacher who teach in SMK 2 Gerung in academic years 2016/2017 who will be selected as the sample of this study. The study is limited to find out teachers strategies in teaching reading especially at the first year student of SMK 2 Gerung.

REVIEW OF RELATED LITERATURE
2.1 Definition of Reading

Reading comprehension is the ability to read text, process it and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read.

Patel and Jain (2008:113-114) explains that
"Reading is an important activity in live with which one can update his/her knowledge. Reading skill is an important tool for academic success. Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of language. Reading is necessary to widen the mind, again and understanding of the foreign culture''.

Harmer (2007:99) states reading is useful for language acquisitionprovide that student more or less understand what they read, the more they read the better they get it. Based on Grellet (2004:7) reading is a constant process ofguessing, and what one brings to the next is often more important that what onefind in it, in reading, the student should be taught to use what they know tounderstand unknown elements,whether these are ideas of simple words.According to Day and Bamford (1998:12) reading is the construction ofmeaning from print or written massage.it means the constructions of meaninginvolves the reader connecting information from the written massage withprevious knowledge to arrive at meaning and understanding.
Based on some definitions of reading above the researcher conclude thatreading is one of basic skill of language learning it cannot be separated from other skills of language learning beside writing, speaking and listening. Thoseskills must be learnt by English language learners. Reading skill can help improveother language skills.

2.2 Principles of Reading

According to Harmer (2007:201 – 202) the principle of reading are (1) teacher encourage students to read as often and as much as possible, (2) student need to be engaged with what they are reading, (3) teacher encourage student to respond to the content of a text an explore their felling about it not just concentrate on its construction, (4) prediction is major factor in reading, (5) teacher has to match the task to the topic when using intensive reading texts, (6) good teacher explores it reading texts to the full.

2.3 Techniques in Reading

According to Patel and Jain (2008:116-125) the types of reading are:
1. **Intensive Reading**
    Intensive reading is related to further in language learning under theteacher's guidance. Intensive reading will provide a basic for explainingdifficulties or structure and for extending knowledge of vocabulary andidioms. Intensive reading material will be the basis for classroom activity. It willnot only be read but will be discussed in detail in the target language, sometimesanalyzed and use as a basis for writing exercises.Intensive reading is texts readingor passage reading.in this reading the learner read the textsto get knowledge oranalysis. The goal of this reading is to read shorted text. This reading is done tocarry out to getspecific information.
2. **Extensive Reading**
    Extensive reading is used to obtain a general understanding of a subjectandincludes reading longer text for pleasure. The reader wants to know aboutsomething. The reader doesn't care about specific or important information afterreading.Usually people read for to keep them update.

3. **Reading Aloud**

According to Elizabeth (2004:286 – 288) reading aloud means readinga book by producing sounds audible to other. Reading aloud by theteacher can help the students in the improvement of their listening ability.Reading aloud is useful at specific moment alone. Reading aloud prevents thestudents from learning to understand the meaning of a sentence even when hemay not know one word in the in the sentence.

4. **Silent Reading**

Elizabeth (2004:287-288) states that silent reading means reading something without produce sounds, audible to other. Silent reading is very important skill in teaching of English. This readingshould be employed to increase reading ability among leaners. Silent reading isdone to acquire a lot of information. Silent reading must be based on students selected text. It helpsthem read with speed,ease andfluency. It aids comprehension and expands the student vocabulary.

5. **Scanning Strategies**

Scanning is not a reading process in the true sense of the word. It is asearching that requires a reader to float over the material until he finds whatneeds. Then he stops and reads as much as necessary in order to answer hisquestion (Ophelia H. Hancock).

6. **Skimming Strategies**

Skimming refers to process of reading only main ideas within passage toget an overall impression of the content of the reading selection. Skimming is astrategies used to look for the 'gist' of what the author is saying without a lot ofdetail (reading skills for college students) this is used in one only wants a previewor an overview of the material. Skimming is also used after a person has alreadycarefully studied and he needs to review the major ideas and concepts.

2.4 Teaching Reading

1. **Definition of Teaching Reading**

According to Harmer (2007-23) teaching is not an easy job, but it isnecessary one and can be very rewarding when we see our students' progression andknow that we helped to make it happy and enjoyable.

In teaching reading, the teachers responsibilities in helping learnersachieves these goals is to motivatereadingby selecting or creating appropriate tasks, to set up effective classroom procedure, to encourage critical reading, and tocreate supportive environment for practicing reading in the classroom. Teacher hasto decide what the purpose in reading will be done.

2. **Principles in Teaching Reading**

According to Anderson (1991) the principle of teaching reading; first,exploit the reader's background knowledge. Second,build a strong vocabularybase.Third, teach for comprehension. Fourth, work on increasing reading rate. Fifth, teach reading strategies. Sixth, encourage reader to transform strategies intoskills, strive for continues improvement as a reading teacher.

William (1986) also makes a very good list called''top ten principles for teaching reading.'' The principles are:

a. In the absence of interesting texts,very little is possible.It is true that interest isimportant but it always happens that finding interesting texts for allstudents and preferably also for the teacher is very difficult. It is the teacherstask to use any aspect of the texts to arouse the student, interest.

b. The primary activity of a reading lesson should be learner reading texts. Thisprinciple is very important to remind the teacher who often interrupts thestudent's reading activity and mixes it with other.

c. Growth in language ability as an essential part of the development ofreading ability. This means that knowledge of language is necessary forlearning reading.Otherwise,the student will not develop. In fact,thedevelopment of reading abilities and that of language knowledge areinter-independent.

d. Classroom procedure should reflect the purposeful, task- based, interactivenature of real reading. Teaching reading should encourage the students to havea purpose when reading a text and make dialogue with the writer through thetext in order to achieve their purpose. The student should become active andpositive readers.

e. Teacher must learn to be quite. Teacher interferestoo much will impedetheir learners' reading development by being dominant and by talking too much.This principle reminds the teachers who dominate the reading lesson bytalking about the text to the students instead of asking them to read it.

f. Exercise types should, as far as possible, approximate to cognitive reality. Themain point here is a teacher should identify how an efficient reader useddifferent skills for different purposes of reading then she/he makes thestudents aware of and develop their reading skill.

g. A learner will not become a proficient reader simply by attending a readingcourse or working through a reading textbook. The time available for readingin the classroom is very limited and not enough for developing the studentreading skills, therefore, extensive must be encouraged.

h. A reader contributes meaning to a text. The students have to be trained to usetheir relevant background knowledge efficiently when reading a text so thatthey do not only rely on the printed stimulate.

i. Progress in reading requires learners to use their ears, as their eyes. Thisprinciple encourages the teacher to ask the student to manipulate the''SilentSupra Segmental '' in the text in order to understand the text better. Thereforewhile the students are reading silently. It might be useful for them to listen totheir teacher reading aloud or to the tape.

j. Using a text does not necessarily equal teaching reading. This principlereminds the teacher that a text can be used for many purposes e.g., for teachinggrammar or vocabulary.

2.5 Theory of Teaching and Learning

1. Theory of Teaching

Theory is a hypothesis of concept that generalize, it may cover a set of practice, heterogeneous classes learn better open-ended task than from closed ended ones or it can express a personal belief language learning is of intrinsic value (penny.1996:3).

According to Tomlinson (1998:3) most people think of teaching as the overt presentation of information by teacher to learners. The term ''teaching'' is used to refer anything done by materials developers or teacher to facilitate the learning of the language. The essence of teaching looked as a process that is process which is done by teacher in caused learning activity of student. Teacher has first role, indirect and create situation to learning process.

2. Theory of Learning

According to Mason and Khatyn (1990:18), learning is an external, social process which takes place during the interactions children have with adult. Based on

Tomlinson (1998:4) learning gist normally considered to be conscious process which consists of the committing to memory of information relevant to what is being learnt. Learning a language requires the operation of in capacity processed by all human being. The term ''learning'' can be defined as the way of thought which the art of using skill and practice is given to learn it than it is learning (Patel and Jai,2008:36)

2.7 Strategies in Teaching Reading
There are some strategies in teaching reading comprehension according to Vacca (1999:53).
1. **Monitoring Comprehension**
    To do monitoring comprehension teachers instruct the students to: **a)** Be aware of what they do understand**. b)** Identify what they do not understand**. c)** Use appropriate strategies to resolve problems in comprehension. This strategy can help the teacher to know where the paragraph or word that less understand by the students when the students are reading text and can help the students ability to monitoring their reading comprehension.
2. **Recognizing Story Structure**
    Students learn to identify the categories of content (characters, setting, events, problem, and resolution). Often, students learn to recognize story structure through the use of story maps. Instruction in story structure improves students' comprehension.
3. **Question Answer Relationship (QAR)**
    Vacca explains that the teacher helps students become aware of likely sources ofinformation as they respond to question (1999).A reader draws on two broad information sources to answer question; information in the text and information inside the reader's head. The procedureQAR can be taught directly to students by reading teachers and can bereinforced by content area specialists.

    The Question-Answer Relationship strategy (QAR) encourages students tolearn how to answer questions better. Students are asked to indicate whetherthe information they used to answer questions about the text was textuallyexplicit information (information that was directly stated in the text), textuallyimplicit information (information that was implied in the text), or informationentirely from the student's own background knowledge. There are four different types of questions:
    a. "Right There"
        Questions found right in the text that ask students to find the one rightanswer located in one place as a word or a sentence in the passage.Example:
        Question: Who is Frog's friend?
        Answer: Toad
    b. "Think and Search"
        Questions based on the recall of facts that can be found directly in the text.Answers are typically found in more than one place, thus requiring students to"think" and "search" through the passage to find the answer.Example:
        Question: Why was Frog sad?
        Answer: His friend was leaving.
    c. "Author and You"
        Questions require students to use what they already know, with what theyhave learned from reading the text. Example:
        Question: How do think Frog felt when he found Toad?
        Answer: I think thatFrog felt happy because he had not seen Toad in a long time. I feel happywhen I get to see my friend who lives far away.
    d. "On Your Own"

Questions are answered based on students' prior knowledge andexperiences. Reading the text may not be helpful to them when answering thistype of question. Example:
Question: How would you feel if your best friend movedaway?
Answer: I would feel very sad if my best friend moved away because Iwould miss her.

4. **Generating Questions**

By generating questions, students become aware of whether they cananswer the questions and if they understand what they are reading. Students learn to ask the selves questions that require them to combine informationfrom different segments of text. For example, students can be taught to askmain idea questions that relate to important information in atext.(Larson,1989:21)

5. **Graphic and Semantic Organizers**

Graphic organizers illustrate concepts and relationships between conceptsin a text or using diagrams. Graphic organizers are known by different names,such as maps, webs, graphs, charts, frames, or clusters. Graphic organizers can help students focus on**a)**text structure "differences between fiction and nonfiction" as they read.**b)**Provide students with tools they can use to examine and show relationships in a text. **c)** Help students to write well-organized summaries of a text.

6. **Summarizing Strategies**

Summarizing requires students to determine what is important in whatthey are reading and to put it into their own words. Instruction in summarizinghelps students: **a)** Identify or generate main ideas **b)** Connect the main orcentral ideas **c)** Eliminate unnecessary information **d)** Remember what theyread**.**

7. **Memorizing Strategies**

By memorizing, students are encouraged to study more and it can improvetheir English ability. La Garanderie (in Robin Brown, 1997: 157). States that memorization open the future to the learning up.

8. **Game**

Game usually used by English teacher when the students feel bored about thematerial, as we all know in the class some students not interest with English studywhat else in the last study most of them donot like learning process. So the English teacher have to has game for their students in teaching reading, the teacher can usesome games to increase their students motivate.

METHOD

This research adapted qualitative research because the purpose of this research to find out the strategies of English teacher in teaching reading.

The population of this research was the teacher. There are two teachers who teach English in SMK 2 Gerung named Mr. MunalS.Pd, the teacher for first grade students and Mr. PadilM.Pd, the teacher for second and third grade students. Mr. MunalS.Pd becomes the sample for conducting this study.

The instrument of study is classroom observation and interview. The choice is made due to the reason to explore the characteristics and phenomenon of the single case.

In collecting the data, there are some procedures that have been done. They are came to school and give the information for doing research, asked the teacher about the schedule and where the classexactly will be started, came in the classroom and did the observation during learning process in the class, interviewed teacher about thestrategies that used in teaching process, and analyzed the data through Miles and Huberman theories.

In this research, data analysis in this research can be broken down intofour stages; they are coding, data reduction, data display, and drawing conclusion or interpretation. Those can be explained as follows, (Miles andHuberman, 1994: 10).

1. **Data Reduction**

   In this stage, the data is gotten from interviewwith the teacher. The result interview shows how the teacher used the strategies inteaching reading comprehension. In this step, the relevant data is reduced and theneeded data is included.

2. **Data Display**

   In this research, essay will be used in displaying the data, because it is most common data display used inqualitative research.

3. **Drawing Conclusion**

   Here, the analysis began by seeing the data. Next, examined all entries withthe same code and then merges these categories and finding the connection amongthe categories. Then, it continued to tell the stories and to make connection amongstories. Finally, the and conclusion is made base on the finding.

FINDING AND DISCUSSION

1. **Data From Observation**

   Based on the research done on July 24th, 2016, it was found many strategies were used to teach in reading. Those were question answer relationship, memorizing strategy and game.

   a. **Question Answer Relationship.**

   T: If you like a story, I would like give you papers abaout story of malinkundang,I give you ten minutes to read this story and I give you question, if you finddifficult word you can ask me. Gunawan what is the title of the story..?
   S: Malinkundang.
   T: How many paragraf and carakters in the story..?
   S: Five paragrafs and three caracters, malinkundang,his mother and his wife.

   The teacher gave thestudents one until two questions. So the students answered that question. Thisquestion was about the lesson that they had discussed. It was done by the teacher toknow students understand or not understand about the material. It was done inthe end of learning process. The teacher pointed out one of students to answer that question and they answered it by siting and the chair.

   b. **Memorizing Strategies**

   T: Good morning students. How are you today...?
   S: Good morning teacher, I'm fine thank you.
   T: Today, I want you one by one come forward to memorize fivevocabularies about the story.
   S: Yes sir.
   T: Okay.RonyHardianto you the first, please memorize it for me.
   S: Okay sir. Panorama is pemandangan,monkey is monyet,once upon a timeis zamandahulukala, climb is memanjat, temple is pura.

   All of the teachers, especially in first grade are using memorizing strategy. For example, in every meeting with English lesson, the studentsmust memorize five vocabularies and those meaning individually related to thetopic that they have discussed. It's done in the end of lesson.

   c. **Game**

   T: Okay now I will give you animals pictures and you will answer quickly if youdon't know you can find in your dictionary.

S: Okay sir.

T: What the name of these pictures?

S: Crocodile, cat, dog, and snack.

T: Good answer. Can you spell it the first picture?

S: Yes sir,'' siarou di ae el and i, finish sir.

The English teacher applied game. For example, the teacher in front of the class showing the card that there isa picture and the students finding the answer about the picture. The student can open thedictionary if they do not know the answer. Game is conducted withthe students in group. Theteacher stands in front of the class and show piece of paper or the card that there isthe picture. The students answer what is the picture about and how to spell itdone quickly. The group that get higher score, will get reward, while the grouphave low score will get the punishment. This punishment is done in order to makethe students more active.

2. Data From Interview

a. Memorizing strategies

''This strategy help me in teaching reading comprehension inthe class. Because with memorizing the words that I gave, thestudent always remember what already I give to them. And italso help me in process teaching and learning when there isdifficult word the students not always ask me because thestudents have memorized five vocabularies per meeting''.

The statement above shows that the teacher not only taught the students inreading skill but in the others skills also such as: speaking and pronunciation.Moreover, the teachers is one of the dominant factor that influenced thestudents reading skill, because teachers behavior and the way the designed theirclass would improve their reading ability directly to students.

b. Question answer relationship

''This strategies help me in teaching reading comprehension.With this strategy I able to know how far their studentsunderstand what he has gave to them. And in this stage thestudents not only read the passage but also really understandwhat the material of content''.

This strategy can improve students' reading ability by making them more active and read the text seriously. There are feedbackbetween teacher and student in the class. The benefit for this strategy is students not only just as read the passage but alsounderstanding what the content from that passage. It means by using thisstrategy push the students for asking about what that they don't be understood andthe student becomes active.

c. Game

''This strategy can help me in teaching and learning processbecause in this strategy, without student realize I can includematerials into this game. This game use by the teacher tointerest student anxiety in learning reading comprehension''.

The statement above shows that the teacher uses this strategy togive student motivation when the students boring. This step uses by theteacher not only for have fun but for improve student ability in reading inthe classroom. Teaching strategy to teach reading use game the teacherapplying this strategy with aim gives understood in teaching readingcomprehension to the students. Besides, the student able to understandreading comprehension's material and students also enjoy in followteaching reading comprehension in the class. These strategies also helpthe teacher easy to explain the material.

CONCLUSION
1. The teacher used various teaching strategiesinteaching reading. They are memorizing, question answer relationship and game.
2. Those strategies are effective in teaching readingcomprehension because can help student to comprehend the text. In short, thosestrategies give good contribution for teacher.
3. Students who have difficulty inreading will be easier in mastering reading comprehension. By using thesestrategies, the teacher more easily gives the material to the students.

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