THE ANALYSIS OF TEACHERS' STRATEGIES IN TEACHING READING AT SMAN 1 PRINGGARATA IN ACADEMIC YEAR 2022/2023

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Abstract: There are still many obstacles to comprehending the reading text faced by the students. Thus, the implementation of teacher strategies in teaching reading is needed. The main problem that teachers faced was that sometimes the students got high scores but did not truly understand how the reading was supposed to be done. Thus, in these cases, the learning process did not run effectively. The researcher selected a descriptive qualitative research as the research design. The purposes of the research to find out the types of strategies used in teaching reading, to explain the reasons of teachers use those strategies and to find out the mostly strategy used in teaching reading. The subjects of this research are three English teachers at SMAN 1 Pringgarata. This research showed that, there were four types of teachers' strategies; Scaffolding, think-aloud, reciprocal, and QARs. The main reasons of teachers used those four types of strategies such as to guide and assist students in an appropriate reading process, to make students be critical in receiving more important information, to make create an effective learning process and to stimulate students in responding the questions by the teachers. Finally, in accordance to the previous explanations, the scaffolding was the strategy mostly used by the teachers at SMAN 1 Pringgarata.

Keywords: teachers' strategies, teaching reading

INTRODUCTION

There are four skills that have to be mastered: reading, listening, speaking, and writing. Reading is referred to as a receptive skill, and it is one of the fundamental skills that must be mastered in English. It is a process of transferring knowledge from the sight to the brain. Sumaira *et al*. (2022) stated that reading is an active and fluent process that requires the reader to interpret and understand the given text. Similarly, reading does not always about knowing the meaning of individual words, because the fact is that some readers may not understand the text even if they know the meaning of the words Thohir *et al*. (2020). However, there are still many obstacles to comprehending the reading text faced by the students. Audina *et al.* (2020) stated The current problem is that the students do not comprehend the text's meaning. because they only translate single words without considering the general meaning.

The researcher found at SMAN 1, Pringgarata that the students were lack of the ability to understand the content of the text. Many of the students have difficulty understanding the entire contents of the reading text. For instance, before beginning the teaching process, the teacher assigns a text to be read and assesses the students' comprehension of the text. Some of the students do not understand what is going on and are just passive without answering the questions given, and students also feel bored in the learning process.

Based on the problems above, the implementation of teacher strategies in teaching reading is needed. A teaching strategy is a plan carried out by teachers to carry out learning activities in the classroom to achieve a learning goal. Accordingly, Adler C.R., (in Dwiningtyas, Dedi, and Hilda 2020) reading teaching strategies as conscious plans of passages that good readers use to understand the text. To understand the information contained in the text, the teachers have to provide the appropriate strategies for reading the material. In

accordance with the explanation of teaching strategy, the researcher conducted a preliminary interview with the three English teachers and found several problems faced by the teachers, such as the fact that although the teachers used various types of strategies in teaching reading, the main problem they faced was that sometimes the students got high scores but did not truly understand how the reading was supposed to be done.

In reality, there were still many students cannot understand the how the text should be done, the students struggled to comprehend the main contents of the reading text. Thus, the researcher interested conducted a research to find out further about the teachers' strategies in teaching reading and teachers' reason in using those strategies as well as the strategies mostly used by teachers in teaching reading.

RESEARCH METHODS

This research was conducted by applying the qualitative method. In this research, the researcher described the strategies of three English teachers in teaching reading by applying the descriptive method. The researcher selected a qualitative method because the researcher described, classified and selected the strategies used by the teachers in teaching reading so that researcher found the types of strategies used mostly. According to Sugiyono (2021), the qualitative research method is a type of research method that is based on post-positivist or interpretative philosophy and is used to investigate the state of natural objects. According to Sugiyono, (in Dwinintyas, Sofyan & Puspita: 2020), the descriptive method is a technique for determining the status of human groups, an object, a condition, a thought, and future events. The phenomenon that was faced described clearly based on the facts and was studied systematically.

To collect the data, the researcher used the questionnaire and interview method. The data of questionnaire was collected by applying some stages such as 1) the researcher determined the types of questions related to research, 2) researcher distributed the questionnaires to respondents to be answered, in accordance with existing orders respondents can use their own language 3) the researcher compared each answer and had noted on the results of data collection. In addition, the interview was also conducted to support this research. To analyze the data, the researcher conducted four stages based on Miles and Huberman's theory, those are the data reduction, data display and conclusion/verification.

FINDINGS AND DISCUSSIONS

Teachers' Strategies in Teaching Reading

Table 1. The Strategies in Teaching Reading

NO	Questionnaire items	T1	T2	T3
1.	Do you teach reading by using scaffolding strategy?	✓	✓	✓
2.	Do you teach reading by using think-aloud strategy?	-	✓	-
3.	Do you teach reading by using reciprocal strategy?	-	-	-
4.	Do you teach reading by using SQ3R strategy?	-	-	-
5.	Do you teach reading by using QAR strategy?	✓	-	-

The findings show that there are four types of strategies used by the teachers in teaching reading, those strategies are scaffolding, think-aloud, QARs and reciprocal. According to Vacca and Vacca (1999), the strategies in teaching reading are scaffolding, think-aloud, SQ3R, reciprocal and QARs.

a. Scaffolding

Scaffolding is a strategy that used by T1, T2, and T3 in order to support the students and monitor them in teaching-learning process. Hong and Nguyen (2019) supported the idea

that the ultimate goal of scaffolding is to free students from teacher authority and give them more responsibility for their own learning.

b. Think-aloud

Think-aloud is a strategy that focus on the key points of the text and be verbalized orally. It was explained by Cassanave (1988) that by adopting the think-aloud strategy, students can improve their reading quality by focusing on the main points and asking questions related to the main ideas of the text rather than the details, which are less important.

c. QARs

QARs is a strategy that can stimulate the students respond to the teachers' questions based on the information are contained of the text. Raphael and Au (2005) to clarify students' reading comprehension and approaches when answering questions and reading text assignments. It tends to encourage active participation among text readers.

d. Reciprocal

Reciprocal is more complex strategy in teaching reading. This is type of structured strategy. The steps of this strategy are prediction, questions, and summarization. According to Brown and Palinscar (1988), reciprocal strategy is a process of demonstrating a procedure, which includes how to generate the questions, summarize, clarify and predict.

The Teachers' Reasons Used Those Strategies

Table 2. The Reasons of Teachers

Strategies	Teachers		
	T1	T2	T3
Scaffolding	It is a simple strategy to implement in general. Nonetheless, I believe this strategy can be useful and important to implement because, in addition to being able to solve various problems encountered by students. This strategy can train students to work together, particularly when reading-learning.	I chose scaffolding because this strategy is certainly beneficial for students, especially when our students successfully apply it according to the implementation of this strategy, that is 'problem solving')."	I chose scaffolding because I feel successful in teaching students when they understand a given text and comprehend its content. As a result, I try to implement this strategy to assist and encourage them to advance."
Reciprocal	-	-	This reading guide strategy includes activities geared toward students. The activities in question take the form of group discussions, and as a result, they can present the results of their discussions about the reading

Strategies	Teachers		
	T1	T2	T3
Think-aloud	-	The think-aloud strategy can teach students a variety of skills. Students' critical thinking abilities, as well as their ability to develop and express ideas.	-
QAR	I use this strategy to hone students' reading awareness and train them to respond to questions I pose so they become accustomed to it		

As the results of the findings above, some theories supported teachers' reasons used those strategies. Scaffolding was chosen for several reasons, such as its ability assist students in completing tasks or overcoming difficulties on their own, implying that teachers can provide support and guidance that encourages students to be more active. Similarly, Wilian *et al.* (2021) stated scaffolding speech plays an important role in the learning and learning process, as it can help teachers identify students' knowledge in relation to the topic being taught. Furthermore, by implementing this strategy, T1 chose to train collaboration as well as students' ability to learn independently. It was strengthened by Sudiati, Hanapi, and Bugis (2018), think-aloud strategy is used to monitor the continuity of student learning in reading comprehension. Furthermore, think-aloud was beneficial because students verbalized all of their thoughts in order to gain comprehension of the reading texts. On the other hand, Carter (1997), emphasizes that, based on the research conducted, there are several reasons why the reciprocal strategy is used. Firstly, this strategy had a huge impact on students in many cases, such as when students' understanding was well developed even in group activities. Second, both teachers and students easily understand this strategy. Third, this strategy was suitable for successful execution because it could provide various types of reinforcement as well as a diversity of teaching options. Moreover, Meita, Zelvia, and Riswanto (2020), QAR strategy may develop the students' metacognitive abilities to understand different types of questioning and the relationship between the question and the answer.

The Strategy Mostly Used

Table 3. The questionnaire data result

Strategies	Score			
	Always	Often	Rarely	Never
Scaffolding	T1, T2, T3	-	-	-
reciprocal	-	T3	-	-
Think-aloud	-	T2	-	-
SQ3R	-	-	-	-
QAR	-	-	T1	-

According to the findings in the questionnaire and interview data, there were three English teachers at SMAN 1 Pringgarata. T1 is a teacher who teaches in the tenth grade. The scaffolding and QAR strategies were used in teaching reading. These two strategies served slightly different functions, but both contributed to the continuity of the teaching and learning process. Scaffolding can be used, even though QAR was less successful. T2 also employed scaffolding and the think-aloud strategy. Even though, scaffolding was dominantly implemented, think-aloud was also effective. T3 also employed the same strategy, which was

scaffolding and reciprocal. These two strategies were successfully applied to students' reading skills in practice. As a result, it can be concluded that scaffolding was the most prevalent strategy used by the three English teachers.

CONCLUSION

There were four strategies used by the three English teachers at SMAN 1 Pringgarata, those are scaffolding, think-aloud, QARs, and reciprocal. Those strategies were implemented with the students in order to achieve a successful learning process. The main reasons of teachers use those four strategies are to help students become more active and gain wider knowledge in the reading process so they are able to read and comprehend the text properly. In addition, to help students reflect on the points of the text orally while reading, to be good readers, the teachers implemented those strategies in order to improve the students' comprehension level. The last one is to help students exploring the text to get better results or a higher level of reading. The type of strategy mostly used in teaching reading by teachers at SMAN 1 Pringgarata was scaffolding.

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