

TEACHERS' LEARNING STRATEGIES IN TEACHING READING SKILL AT THE ELEVENTH GRADE OF SMA YAYASAN PERGURUAN KELUARGA

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ABSTRACT

The purpose of this research is to find out the teacher's learning strategy in teaching reading skill at eleventh grade students of SMA Yayasan Perguruan Keluarga. This was research with qualitative approach. The design is case study. The informan were two English teachers of the eleventh grade of SMA Yayasan Perguruan Keluarga. The technique of collecting data in this research is by doing observation, recording, and interview. The data analysis result showed that the English teachers applied two strategies, namely QAR (Question Answer Relationship) and scaffolding in teaching reading skill as the main strategies or the dominant. It could be happened because with QAR strategy can make the students to think before the answer a question, and the question also have the connection with a text, so the student would be easy to answer the question, they also can see the answer based on the text that they read before.

Keywords: Teachers' Strategy, Reading Skill

I. INTRODUCTION

The Background of Research

English is the only language that is widely used in various fields, such as science and technology, engineering, medicine, pharmacy, education, tourism, entertainment, information and communication technology, business, trade, commerce, Internet, and employment, to name a few. As a language, English attains global status and is used to serve various purposes Sor et.al (2022).

In learning English, there are four skills that students need to master it. These skills are speaking, listening, reading and writing. Nurdianingsih (2021) stated Reading is one of the language skills which is very important to be learned by the students. Based on the explanation above researcher concluded that, through reading we can obtain some information and increase our knowledge, especially in the field of education.

Based on the researcher experienced while taking the teaching assistance at SMA Yayasan Perguruan Keluarga, so many students face the struggle in reading. They can't read a text in English. Student read the text slowly and with the incorrect pronunciation. And they can't understand the meaning of the text. If the teacher asked them to answer the question based on the information in the text, students can't answer the question and choose to keep silent. It makes the situation in the classroom being passive. The researcher also found that the problem from the English teacher. Researcher saw that while the teacher teaching in classroom, the teacher always makes it with a teacher cantered approach. While the student can't understand the meaning of the text that they already read, with directly the teacher will translate it all and give the answer for the students without asking the student to try for finding the meaning in dictionary. This happens because students struggle to transfer their proficiency in a foreign language (Alderson, 2020).

Based on the explanation above researcher concluded that in reading teaching, teacher need



strategy. According to Saori et., al (2024) Reading strategy is a unitary process which cannot be subdivided into part skills. It means that as a process, a reading strategy involves ways of processing text which will vary with the nature of the text, the reader's purposes, and the context of situation.

The Problem of The Research

Based on the background, the problem of the research is "how does teachers' learning strategies in teaching reading skill at the eleventh grade of SMA Yayasan Perguruan Keluarga?

The Objective of Research

The objective of research is to find out the teachers' learning strategies in teaching reading skill at the eleventh grade of SMA Yayasan Perguruan Keluarga.

The Scope of The Research

There are so many strategies that we can use to teach reading skill, but based on the problems identified above, the researcher focuses only on the teachers' learning strategies in teaching reading skill at SMA Yayasan Perguruan Keluarga. The researcher chosen the eleventh grade students because the participants are selected according to the needs of the research.

II.THE REVIEW OF LITERATURE

The Definition of Reading

According to Anjelita (2022) Reading is a process in which readers combine information from texts with what they already know to look for meaning. While, Sukma (2023) states that reading is not only a source of information and a pleasure activity but also as a means of consolidating and extending one's knowledge of the language. By that, students can get information and to learn in teaching-learning process. Reading can also improve student's ability also one of the most important activities for students could not be able to acquire knowledge.

Teachers' Strategies for Teaching Reading Skills

When the teachers want to teach reading skill for student, they need some strategies that can help the students can improve their reading. Here are some strategies that teachers can apply during teaching reading according to Ulfa et.al (2023)

1) Scaffolding

that to learn and develop, students need 'more' help from knowledgeable peers or adults than they can provide on their own. It is called the zone of proximal development (ZPD). scaffolding giving students guidance on complex, difficult, and realistic tasks while providing them with sufficient assistance.

2) Think Aloud

Think Aloud helps students in learning activities by assisting them in remembering more significant information from the text provided by the teacher. Think-aloud activities are used to simulate comprehension activities such as formulating predictions, drawing conceptual pictures, connecting textual information to existing knowledge, assessing comprehension, and resolving issues with word recognition or comprehension.

3) Reciprocal Teaching

reciprocal teaching involves guiding students to develop automatic reading comprehension skills (summarizing, predicting, clarifying, and responding to what they are reading). A reciprocal teaching strategy is a way for teachers and students to discuss the material in a rotating manner, thereby increasing their understanding of that material. The use of reciprocal teaching will help students to develop vocabulary, develop ideas, and summarize information while stimulating critical thinking.

4) Question – Answer Relationship (QAR)

A question-answer relationship (QAR) method is a reading comprehension strategy that gives students the chance to use what they already know about the text to make connections with what they learn after reading it and answer questions about it. In this strategy, students answer questions after finishing reading.

5) SQ3R



The SQ3R learning strategy is to guide students to understand the material systematically, be more independent and active, and learn faster because it directly directs this model to the essence of the subject. The SQ3R strategy is a method for organizing readings into manageable units. It can improve reading comprehension using a variety of similar strategies. There are five steps in the process: survey, questioning, reading, reciting, and reviewing.

III.THE METHOD OF RESEARCH

The Research Design

In scientific research, a researcher usually used a research approach to obtain data with specific purposes and uses. The researcher used qualitative method. Qualitative research is a research procedure that produces descriptive data in the form of speech or writing and the behavior of people being observed (Bogdan and Bikklen (1992). The design is a case study. A case study is an empirical method that investigates a phenomenon or case in depth in a real-world context. Case studies also allow researchers to gain insight into a series of events or particular phenomena (Noor, 2008).

The researcher consists of three stages. The first stage is doing observation to the teacher. The second stage is doing recording the teacher when they are teaching. The third stage is the interview with the English teacher in the teaching learning process. The researcher used the observation, recording and interview method because this study aims to describe and get information about teachers' strategies in reading skill. In this process, the researcher asked the English teacher about the strategies that she used for her teaching, especially in teaching reading.

The Location of Research

The research location must be in accordance with the research topic in order to obtain research problem solving. This research was conducted at SMA Yayasan Perguruan Keluarga. It is located on Jl. Seram No.15 Pematangsiantar.

The Technique of Collecting Data

The technique of collecting data is the most strategic step in research because the main purpose of the research is to get data. In collecting the data, the researcher used the observation, recording, and interview. Furthermore, Siyoto (2015) stated that the most important research activity is data collection. There are several data collection techniques, three of which are observation, recording, and interview.

The Technique of Analyzing Data

The data analysis technique in a study is carried out using descriptive qualitative so that the researcher describes the situation or phenomenon obtained and then analyzes it in the form of words to obtain conclusions. The technique of analyzing the data consists of several steps: data reduction, data display, conclusion drawing/verification (Miles & Huberman, 2014).

IV.DATA ANALYSIS AND RESEARCH FINDINGS

Data Analysis

A. The Recapitulation Of Teacher Strategy (Teacher A)

No	Teacher's Strategy	Total	Percentage
1	QAR Strategy	11	73,33%
2	Scaffolding	4	26,67%



3	Think Aloud	0	0%
4.	Reciprocal Teaching	0	0%
5.	SQ3R	0	0%
	Total	15	100%

Based on the recapitulation of the data Teachers A Apply the dominan strategy QAR method mostly use in teaching reading at grade XI of SMA Yayasan Perguruan Keluarga. The strategy QAR was dominant because the teacher said it help students understand the assignments of reading text and find the answer to their questions, whether it is finding certain facts or drawing conclusions or making summaries.

B. The Recapitulation Of Teacher Strategy (Teacher B)

No	Teacher's Strategy	Total	Percentage
1	QAR	17	100%
2	Scaffolding	0	0%
3	Think Aloud	0	0%
4.	Reciprocal Teaching	0	0%
5.	SQ3R	0	0%
	Total	17	100%

Based on the recapitulation of the data Teachers B mostly use QAR method 100% in teaching reading at grade XI of SMA Yayasan Perguruan Keluarga. The strategy was dominant because, teacher said that QAR method can make the students to think before answer a question, and the question also have the connection with a text, so the student will be easy to answer the question. Because they also can see the answer based on the text that they read before.

Finding and Discussion

This research was about the teachers' strategy in teaching reading at the eleventh grade students of SMA Yayasan Perguruan Keluarga. This research used case study design. In this section, there would be discussed the research finding of this study. All the data were collected from two samples of English teachers of the school.

Based on the data analysis of two teachers (informan), the recapitulative showed as following table 4.2 the researcher found that the teacher A applied 2 strategies namely QAR method with total 11 (73,33 %), and scaffolding with total 4 (26,67%). Teachers A Apply the dominan strategy QAR method mostly use in teaching reading at grade XI of SMA Yayasan Perguruan Keluarga. While based on the table 4.3, the researcher found that the teacher B had only 1 strategy namely QAR method with total 17 (100%). So, Teacher B is mostly use QAR method 100% in teaching reading at grade XI of SMA Yayasan Perguruan Keluarga.

V.CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the data analysis result that the English teachers applied only two strategies namely



QAR (Question Answer Relationship) and scaffolding as the main strategies in teaching reading comprehension. The QAR strategy was the dominant applied by the English teachers at the eleventh grade of SMA Yayasan Perguruan Keluarga. Both of teachers used the QAR strategy as dominant in teaching because with QAR strategy can make the students to think before answer a question, and the question also have the connection with a text, so the student would be easy to answer the question. Because they also can see the answer based on the text that they read before.

5.2 Suggestion

After conducted the research, the researcher had some suggestion for the teacher, students, the next researcher, as follows:

1. For Teacher:

Teachers are advised to continue to improve their understanding and skills in implementing QAR and scaffolding strategies in the classroom. Through the QAR strategy, teachers can help students understand various types of questions and how to answer them based on information from the text. Meanwhile, through scaffolding, teachers can provide gradual support so that students are more confident and able to learn independently. By combining these two strategies, teachers are expected to be able to create an active and enjoyable learning atmosphere and encourage students to think critically.

2. For the student:

Students are expected to be more active in participating in learning, especially when teachers use QAR and scaffolding strategies. Students need to try to understand the types of questions and try to answer them by thinking deeply, not just looking for answers on the surface of the text. When teachers provide assistance or guidance, students should use it to learn and develop, not rely on it continuously. With consistent practice, students can become more skilled at understanding readings and thinking independently.

3. For future research:
Further researchers are advised to explore QAR and scaffolding strategies further, both in terms of their effectiveness and challenges in their implementation.

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