

Some Strategies Used by Teachers in Teaching Reading in EFL Class

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Abstract

The purpose of these researchers is to determine the implementation of reading strategies in the classroom used by English teachers at stage junior high school in kulisusu utara. These researchers use a qualitative design, employing observation and interview instruments. The subject of this research was an English language teacher who has taught English for five years. The researchers' data were analyzed using Miles and Huberman's (2014) qualitative data analysis. The research results show that the English teacher has implemented several reading strategies in class. In the pre-reading, the teacher uses brainstorming, encourages the use of dictionaries and discusses text types. While reading, the teacher uses reading aloud and Jigsaw and uses pictures. Post-reading teachers use evaluating comprehension, in particular, tasks, Clarifying and Justifying Student Answers, Questioning Specific Information, and Reviewing Strategies. The additional benefits include: improved comprehension, increased vocabulary, enhanced critical thinking skills, and improved concentration. This study adopts a qualitative approach, and data collection methods such as observation, interviews, and documentation are employed. Data analysis involves data collection, data reduction, data display and conclusion drawing. Based on the results of research conducted at a stage junior high school in kulisusu utara, the teacher uses a variety of different strategies with the aim of making it easy for students to understand the material. The teacher once taught without using any strategies. Most students are not serious about learning and make a lot of noise. So, the teacher often uses strategies. Using strategi reading is very beneficial for students. Apart from increasing learning concentration, it can also foster students' interest in reading.

Keywords: *reading strategies, teaching reading, EFL class*

Introduction

Reading involves several aspects, including recognizing letters and words, understanding the meaning of words, sentences and texts as a whole, as well as the ability to analyze and assess the information read. Reading is not just identifying words, but also includes the ability to connect new information with existing knowledge, as well as apply that understanding in a broader context. Reading can also be divided into several types, such as extensive reading (reading in large quantities to obtain general information) and intensive reading (reading in depth to understand specific information). Reading comprehension can be defined as the process of comprehending the meaning of a text or sentence. It is an interactive activity between the text and the

Readers Usman (2020). The purposes of reading can vary, from seeking information, entertainment, learning, to developing critical thinking skills.

Reading is a receptive ability that involves deriving meaning from the spoken word (Hammer, 2007). Therefore, learning a foreign language is thought to require exposure to plain language through reading texts or listening to audio. Thus, according to Krashen's theory (Lightbown & Spada, 2006), the selection of reading passages in EFL textbooks is primarily focused on determining what is understandable as well as what is a step above that level. Most people feel that textbooks shouldn't be either simple or too challenging to aid in learning a second language. In actuality, reading proficiently is "an active process in which learners are capable of understanding the read, formulate theories on the text's meaning, and then use textual cues to support or refute those theories.

Reading is crucial to the success of teaching and learning, especially when it comes to teaching and learning English. The majority of teaching and learning resources are written, which is one reason it is crucial. English as a foreign language teachers face a problem because EFL students require more than text reading. They must comprehend all that they have read. Understanding reading materials, according to Jin, Chen, and Wang (2019), entails internalizing the author's primary idea into the reader's mind. Therefore, teachers should have effective ways in teaching reading skill, rather than just supplying students to read the text, answer the questions or explain its purpose. At this stage the type of reading referred to in this research is intensive reading. Intensive reading is a focused and comprehensive approach to reading, aimed at in-depth understanding of a particular text. Intensive reading is often used in educational settings to improve language proficiency, improve analytical skills, and gain a deeper understanding of complex material. Through this approach, readers engage with the text on a deeper level, thereby facilitating better retention and application of knowledge.

Based on the interview of the teacher at stage junior high school in kulisusu utara when teaching English, the teacher uses a variety of reading strategies that vary, namely: brainstorming, games, singing a song, and using media, pictures and, according to the topic of learning, so, we are interested in knowing how the teacher implemented strategies and how often the teacher uses reading strategies. Thus, the researchers want to study in more detail and more deeply the implementation of reading teaching strategies in EFL class to foster English reading skills.

The research question for this study is "How do teachers employ reading strategies in an EFL classroom to enhance students' English reading comprehension?" and "What are the most effective reading strategies used by teachers in EFL classrooms to improve students' reading comprehension? The purpose of this study is to elaborate the implementation of reading teaching strategies in EFL classrooms to improve students' English reading comprehension.

Several studies were conducted by several researchers on reading activities. For instance, Devi Nur'aini (2015) in her thesis "Strategies in Teaching Reading Comprehension and the students' responses towards their teachers' strategies in teaching reading comprehension at a junior high school in Riau". This study employed a qualitative research design, which is a case study using three data collection techniques; observation, interview and questionnaire. Similarly, "Effects of Reading Strategies on EFL/ESL Reading Comprehension" by Kei Mihara (2011). This study focuses on two pre-reading strategies: vocabulary teaching and comprehension question presentation.

Although there have been various studies on reading teaching strategies in EFL contexts, there is still a knowledge gap that needs to be filled. Research such as that conducted by Devi Nur'aini (2015) and Kei Mihara (2011) provides valuable insight into various reading strategies and their effects on comprehension. However, these studies tend to focus more on specific strategies or limited aspects of implementation. There is an urgent need to investigate in more depth how teachers implement various reading strategies in EFL classrooms, how often these strategies are used, and how effective these strategies are perceived by teachers and students.

Method

This is a qualitative study using a descriptive qualitative method. According to Bogdan and Taylor, who were quoted by Lexy.J. Moleong, a qualitative approach is a research procedure producing descriptive data in the form of written or spoken words from people and observed behavior. Deskriptif research is designed to describe systematically the observable facts and conditions of a given phenomenon or problem. The purpose of this descriptive study is to create a description, description, or painting systematically, factually and accurately of the facts, the characteristics and the relationship between phenomena investigated. Research instruments consisted of field notes and interviews aimed to find out the kind of reading activities used by teachers and to find out the advantages of reading activities based on the teacher's perception. In collecting data the researchers applied the procedures as follows:

1. Data collection procedures for observation
Using this method of data collection, the researchers observed the teacher in action while the class was in session. From this video, the researchers were able to gather information about what transpired in the classroom and identify any challenges related to the teaching and learning process.
2. Data collection procedure for interviews
3. The researchers asked several questions of teachers who were selected as the subject of this study.
4. The researchers interviewed the teacher face to face and recorded their answer.
5. The researchers collect data about the implementation of reading strategies in EFL class to foster English reading class.

This study uses an perspective model of analysis as its method of data analysis. According to B. Milles and Huberman (2014), analysis in this perspective consists of three activity streams: data reduction, data display, and conclusion drawing. The following is an explanation of the three interactive model analysis tasks. After the problem identification, the researchers gathered information by conducting student interviews and by watching the teaching and learning process to obtain more supporting evidence. In this study, the researchers chose and classified data that was collected throughout the investigation into users' perceptions of the media that English teachers use to teach the language. In order to reduce the quantity of data required at this point, the researchers created an organized description of the data so that conclusions could be made and action could be taken. In this research, narrative text format is frequently employed to provide data. The narrative text serves the objective of providing the researchers' previously classified information about the way students perceive the media that English teachers use to teach the language, followed by a presentation of the findings. It used a qualitative analysis and description of the data. The researchers reached at a conclusion and confirmed it by examining the significance of the symptoms derived from the study's purpose. At this point, the researchers draws conclusions from the previously concluded data and compares them to the notes and observations they collected during the analysis process.

Results & Discussion

Kissau and Hiller (2013) claim that reading comprehension techniques are sequential, interactive, and designed to draw on students' past knowledge. The tactics

were in line with the most recent ideas in reading comprehension training in this regard. The tactics addressed several stages of the reading process and were participatory in character.

Based on the results of interviews and observations by the researchers, generally there were some strategies to apply and implement by the teacher in teaching reading comprehension to junior high school teachers, the top level in class reading of English students.

a. Pre-Reading

Before the teacher began the learning activity, they opened the activity with prayer. The teacher asked the students' present list, reminded them about their homework and their readiness. Then, the teacher showed the picture to give the questions to activate the students' background knowledge related to the topic while reading activity. After that, the teacher mentioned the topic and stated the title of the text. The teacher asked the students related to the topic, each other discussed. Each the topic of the text and asked about the meaning and kind expression related of the text. When the students had difficulty understanding the questions, the teacher translated, used L1 to tell them the meaning of the questions, and sometimes they suggested using the dictionary.

1. Brainstorming

First, the teacher explains the importance of reading skills in English for understanding and knowledge. Then ask students: "What type of reading in English do you like most or often read?" Students are given 5 or 10 minutes to put forward their ideas. The teacher records all the ideas that arise on the board. This example shows how brainstorming can be used to generate useful ideas in improving English reading skills, by involving students actively and creatively.

2. Encouraging the Use of Dictionary

The teacher asked students to use a dictionary whenever they encountered a word they did not understand while reading the text or listening to the recording. Create an exercise where they have to look up the meaning of the word and write it down with an example. With these methods, students not only learn to use a dictionary, but also expand their vocabulary and improve their overall understanding of English.

3. Discussing Text Types

The teacher asked students to use a dictionary whenever they encountered a word they did not understand while reading the text or listening to the recording. Create an exercise where they have to look up the meaning of the word and write it down with an example. With these methods, students not only learn to use a dictionary, but also expand their vocabulary and improve their overall understanding of English.

b. While Reading

After determining the topic for the first lesson, the teacher asked the students to read aloud and checked the students' comprehension by giving the questions. The teacher asked the students to discuss the generic structure of the text, asked the students randomly, and sometimes used the present list to call the students. If the students had difficulties understanding, the teacher asked them to find new words to discuss with each other and identify the meaning of the text and suggested confirming

their dictionary. After that, the teacher asked them to translate all the text and retold the text by using their own words to know the main point of the text.

From the results of collecting data, there are three strategies used by teachers in classroom teaching. It is read aloud, jigsaw used pictures.

a. Read Aloud

The teacher chooses a text that is interesting enough to read with hard, for example about the rituals of Hajj. Teachers should limit with a choice of text of less than 500 words. The teacher explains the text to the students briefly. Teacher clarify key points or main issues that can be lifted. The teacher divides the reading text into paragraphs or several other way. The teacher asks the volunteers to read aloud different parts. When the readings are running, the teacher stops some places to emphasize certain points, then the teacher raises several questions, or gives examples. The teacher can make short discussions if the participantS students show interest in a particular section. Then the teacher continues by testing what is in the text This is the end of the learning process.

Based on the first observation I saw, the teacher quickly read the title, subtitle and summary to get a general idea of the content of the text before reading in depth. Both teachers ask questions about the text to be read to focus attention and improve students' understanding. Then, the teacher uses a read aloud reading strategy to increase students' reading concentration.

b. jigsaw

The jigsaw strategy is a cooperative learning approach where students work in small groups to understand part of the material, then share their knowledge with other group members. The use of the jigsaw strategy in learning has several strong reasons, Focus on Deep Understanding: By dividing the material into parts- a smaller section, each group member has the responsibility to understand that section in depth. This can increase understanding of concepts because students must be able to explain and teach the material to their friends. Thus the jigsaw strategy can be an effective approach to improve student learning in the classroom in a way that focuses on collaboration, deep understanding, and active learning experiences.

Based on the observations I saw, first the teacher determines the learning topic, then explains a little or creates a picture related to the topic or about what will be read to strengthen students' memory and understanding. Next, the teacher uses a jigsaw strategy.

c. Using by Pictures

Teacher explains about report text. Then, ask students to make a pairs. Teacher distributes puzzle of pictures to each pairs. Students in pair rearrange puzzle picture into complete picture. Students match which one the text that is matching and describe the picture. The steps of using picture series in teaching reading comprehension, especially in teaching procedure text in this research: Teacher explains about procedure text Then, ask students to make a pairs. Teacher distributes series of pictures to each pairs and the example of procedure text. Students in pairs organize pictures into correct order, based on the example of procedure text which distributed by the teacher before.

Based on observations, the teacher first determines the topic, then explains a little and then determines the paragraph to be read. Before reading, the teacher asks "Do you understand the paragraph?" Students answer "Not yet, ma'am. Then the teacher displays a picture and, thanks ", this is a hero picture. This paragraph is a description of that picture. So, students understand the reading better when the teacher shows a picture.

c. post reading

This was the last stage. The teacher asked the students to do some appropriate tasks to get information about the text. Then, they discussed their answer, clarification, and the meaning of the text. After that, the teacher reviewed the lesson shortly, giving a conclusion, and asked the students to retell the text in their own words. In addition, they gave the assignments in-group to find the text from some sources for their homework, asked them to retell the passage by using L1 for their homework and translate the questions if they still did not understand. Then, the teacher closed the lesson and prayed.

1. Evaluating Comprehension in Particular Tasks

The teacher gave some tasks or used questioning to evaluate the students' comprehension. The teacher gives the task of reading and answering questions: stories read short stories and then answer questions about content, themes, and characters. Evaluation: The teacher assesses student understanding based on the accuracy of answers, ability to analyze text, and understanding of important elements in reading.

2. Clarifying and Justifying the Students' Answer

The teacher asks students about examples of text, then the students answer in the form of understanding the text, then the teacher justifies the students' answers and adds answers that are correct and in accordance with the question in detail. In this way, the teacher helps students understand concepts better and correct mistakes while providing deep explanations.

3. Questions for Specific Information

The teacher asks questions about the theme of today's lesson, then the students answer clearly. With specific questions like this, the teacher can measure students' understanding in more depth and provide more focused feedback. This strategy uses some questions to get information about the students' reading of the text.

4. Reviewing

At the end of the lesson, the teacher gives questions to students in the form of a quiz to review the material that has been studied. The teacher reviews the text and asks the students to reply. With this method, teachers can ensure that students have a good understanding of the lesson material and are ready to move on to the next topic.

The researchers described the strategies used by English teachers who were teaching reading comprehension at stage junior high school in kulisusu utara as recorded in observations and interviews. Based on the observation and interview of the teacher, they used various strategies to teach reading comprehension. She was very creative in handling her classes, and they made the students actively involved in the teaching-learning for English reading comprehension.

English teacher managed the teaching-learning processes very well. She could handle the students that had problems in reading comprehension by using a variety of strategies in the teaching learning process. She changed her strategies from one meeting

to another. Sometimes she also mixed the strategies. This was made the students interested in learning especially in reading comprehension. So the students did not feel bored in the teaching-learning processes. These various strategies created an attractive atmosphere for the teaching learning process. McNamara (2007) has proposed that strategies for learning are the way in which teachers transfer, information, experiences and cognitive processes to their students. Teachers use strategies to teach, enrich and give experiences to their students related to the materials used.

Based on the observations, the researchers found that teachers had some strategies for teaching reading comprehension from pre-reading, while reading, and post-reading. She helped the students who could not understand learning materials. She shared good strategies which could be used in teaching reading comprehension. There were some potential weaknesses in the way the English teachers taught reading comprehension to their students. The teachers did not only use English as the medium for instruction in the reading comprehension classroom. They sometimes used Indonesian to help the students understand the material.

1. Teacher's preception of teaching reading

Basen on interviews conducted by the research with the english teacher at stage junior high school in kulisusu utara, the researchers found that:

in this response the teacher explain why teacher feel the need to use various strategies when teaching *"The teacher realized that uses a variety of different strategies with the aim of making it easy for students to understand the material. I once taught without using any strategies. I think most of the students are not serious about learning and make a lot of noise. So, I often use strategies"* (Wwcr/20-05-2024/S/Guru Bahasa Inggris)

Then in the next reasponse it discusses what the benefits of reading strategies are. The teacher states that *"Using strategi reading is very beneficial for students. Apart from increasing learning concentration, it can also foster students' interest in reading"* (Wwcr/20-05-2024/S/Guru Bahasa Inggris)

This section explains what challenges teachers face in implementing reading strategies. The teacher explain that *"The challenge of teaching like that is that time constraints often make it difficult to implement various reading strategies well"* (Wwcr/20-05-2024/S/Guru Bahasa Inggris)

In this section the teacher explains why it is important to use reading teaching strategies. The teacher explain that *"is a need to use the reading teaching strategy, because it can have a positive impact on the academic development and skills of students in the future. Therefore, it is highly recommended to apply reading strategies in the classroom learning process."* (Wwcr/20-05-2024/S/Guru Bahasa Inggris)

In this section the teacher states how effective the use of strategies is in teaching. The teacher statet that *"Using strategies quite effectively depending on how the strategy is implemented and adapted to student needs"* (Wwcr/20-05-2024/S/Guru Bahasa Inggris)

Reading comprehension might be considered a challenging aspect of studying English for Indonesian secondary school students (Syahabuddin et al., 2019). The students are not only expected to read the text but also understand what they have read. According to Donna Ogle (2020) teachers should integrate content-area reading

strategies into instruction to support students' understanding of subject-specific texts. This approach helps students comprehend complex information and build disciplinary literacy skills. According to Ellin Oliver Keene (2021) "Effective reading instruction involves teaching students to employ a range of comprehension strategies flexibly and strategically. Teachers should model these strategies and provide opportunities for students to apply them across various texts and genres". "Reading instruction should emphasize the development of both decoding skills and comprehension strategies.

Based on research findings, the teacher used some strategies in teaching reading comprehension. The strategies used by teachers have time for teaching reading practice in class. In an effort to improve reading comprehension, teachers apply various strategies that have been proven effective in teaching practice. One of the strategies used is brainstorming, where the teacher facilitates group discussions to gather students' ideas and initial knowledge about the topic to be read. By brainstorming, students can connect the information they already know with the reading they will encounter, making it easier for them to understand the context and details of the text. Apart from brainstorming, the teacher also applied different strategies at the next meeting, including: encouraging the use of a dictionary and discussing text types. While reading, the teacher uses different strategies at each meeting, including reading a jigsaw, reading aloud and using pictures. In post-reading, teachers also use several different strategies, including: evaluating comprehension in particular tasks, clarifying and justifying the student's answer, questions for specific information and reviewing.

Some factors such as teacher understandings on the theories and teaching experiences have influenced the teacher to apply the appropriate strategies of teaching reading comprehension. In fact, as it is explored in the discussion above, the teacher have conducted those strategies into three stages; pre-reading, while reading and post reading stages discussing text types Then in while-reading stage, the activity involves read aloud (Gibbons 2002), direct reading activity (Nunann2003, Anderson 2003), discussing unknown words (Anderson:1990, Nation: 1990), and retelling the text (Hood, 2005). At last, in post-reading, the activity involves evaluatingcomprehension (2007, Gibbons 2002), clarifying and justifying (Brown and Palinscar:1984), scanning strategy (Wallace: 1992, and reviewing (2001). The finding of this research related to the theories and previous study. According Aswan et al (2010) stated that teaching strategy is a teacher' plan in teaching and learning process to achieve a purpose which have planed. In other word, teaching strategies are appropriate to teaching student. The teacher have to applied the strategies in class to get teaching learning goals.

Several studies have indicated the teachers' strategies in teaching reading comprehension at Junior and Senior High Schools (e.g., Nur et al., 2023; Anjelita, 2022; Dwiningtiyas et al., 2022; Viendho, 2022; Situmorang,2022;Adawiah & Manurung, 2021; Nurdin, 2021; Nurdianingsih, 2021; Saputri et al., 2021; Pranata & Novita, 2021; 2020;Nurhayati, 2019; Ranggi, 2019). All of these studies employed a qualitative methodand thestudies wereconducted at one schoolonly. Moreover, thesestudies used interviews, observation checklists,documentation, and open-ended questionnaire to collect the data. The results showed that teachers tend to use different startegies .The other strategies usedby them includedreviewing,discussion,resuming,reading aloud,askingforspecific information, reciprocal, text-based instruction, exercises, and translating strategies.

These are some strategies to apply to teaching reading comprehension. The researchers used one of the effective strategies in Muhammad Hudri's research. Based on

the explanation above, the teacher stated that there are some strategies to apply and implement when the teacher teaches reading comprehension in the classroom.

Conclusion

Based on the research findings, the teacher used some strategies to apply and implement in teaching reading comprehension. First, it focused on applying teaching strategies in the classroom. Based on the results and analysis from classroom observation, it can be concluded that the teacher has used teaching reading strategies to encourage the students to comprehend the text that was formulated in the pre-, while-, and post-reading stages. In the pre-reading stage, the teacher conducted brainstorming, encouraging them to use a dictionary, and discussing text types. Then, in the while-reading stage, the teacher conducted reading aloud, jigsaw and by using pictures.

Second, it focused on implementing the teachers' strategies for teaching reading comprehension. In pre-reading activities, it focused on activating students' background knowledge by showing a picture related to the text. The teacher asked the students for their homework, their readiness to discuss text types, asking for a kind of expression after the stated title of the text, and mentioned the topic by asking the questions to the students. It could be translated in Indonesian or using L1, and suggested the use of a dictionary. During reading activities, it focused on leading students to direct reading activities and asking for the students to read aloud to check comprehension by asking questions. After that, the teacher asked the students about the generic structure of the text, the main point of the text, translated the text, identified new words by using a dictionary, and asked them to retell the text in their own words. In post-reading activities, it focused on evaluating students' comprehension by asking them to do some appropriate tasks by reading the text to get information, discussing their answer, clarifying to others, and asking them to tell them of the meaning by using questions and suggested by using a dictionary. Then, the teacher reviewed the lesson by giving the conclusion and explained the lesson shortly. And last, the teacher asks them to do individual tasks. Sometimes they make a group to do the tasks and find the text from some sources for their homework. Finally, they translated the questions to get more understanding and asked them to retell the passage by using L1 for their homework.

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