

## TEACHING READING STRATEGIES FOR EIGHT GRADE OF SMPN 1 JEREWEH

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Article Info	Abstract
<b>Article History</b> Received: November 2020 Revised: December 2020 Published: January 2021	<i>Reading English text as a basic language skill has a complicated process to be absorbed by second language learners. In practice, Text-based has enlarged students to the complicated of reading comprehension. Therefore, various kinds of teaching reading strategies appropriate to students' characters and needs are determined. This study aimed to identify teaching reading strategies that English teachers frequently use and identify students' reading achievement by applying certain recommended strategies and identifying its effect in the teaching and learning process. The subject was thirty students in the eighth grade of SMPN 1 Jereweh, Academic Year 2019/2020. Data collection procedures were FGD, In-depth Interview, Observation, and a reading test. The reading test was distributed toward the Pre-test and Post-test. While the data analysis was a qualitative and inferential statistic. The findings showed two kinds of teaching reading strategies that were frequently applied by English teachers in SMPN 1 Jereweh, namely, SQ3R and QAR. By designing a new combination between both of those strategies, students reading comprehension achievement showed that dominantly students' categorized in "Good" level. The mean score was significantly different (Pre-test= 55.83, while Post-Test= 78.92). In addition, the <math>r = 0.00 &lt; 0.05</math> meant that there were significant effects before and after implementing SQ3R and QAR strategies. Thus, this design was recommended for teaching reading comprehension.</i>
<b>Keywords</b> Teaching Reading; Reading Strategies;	

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### INTRODUCTION

One of the most important language skills used by people around the world is English. It was proven by the dominant use of this language for various purposes like business, education, health. Additionally, English is a vital language for all kinds of professional and personal goals (Nishanti, 2018). Pratolo (2019) claimed that an essential activity is occurred from someone's competency in delivering and conveying what they have read in English text. Then, problems might be broken up for someone who communicates with other people in which their mother tongue is English. In practice, for this person who learns English is becoming intended on its second language competency. Precisely for Indonesia, English is determined to be the compulsory subject at all educational levels. All aspect is involved; speaking, listening, writing, and reading skill.

Reading is the most crucial language skill because it is the essence of knowledge (Birch, 2014; Hadi, 2020). Reading is a vital but complex cognitive process (Haerazi, Vikasari, & Prayati, 2019). While students often think of reading as one singular act, our brains persevere actually engaged in a number of tasks simultaneously each time" (The five essential components of reading, 2018). According to them, there are five aspects to the process of reading: phonics, phonemic awareness, vocabulary, reading comprehension and fluency.

They are work together to generate the reading experience. In other words, successful readers are established by someone who has applied their skills on these five aspects regularly. The requirement to develop a habit to read is very important” (Sadiku, 2015).

Reading is the most common technique used by students in obtaining new information (Grabe & Stoller, 2014). Furthermore, Sadiku (2015) asserted that reading carries wisdom. Through reading, we absorb a lot, and it is the most prominent language skill. Practically, Bojovic (2010) underlined that “Reading is complicated, purposeful, interactive, comprehending, a flexible activity that takes considerable time and resources to develop”. Reading is rapid, which means that readers should reserve the flow of information at a sufficient proportion to make relations and inferences in comprehension.” In other words, reading means more than just figure out a meaning stated implicitly and explicitly.

The importance of reading has been a unique issue in education. As a crucial and complex endeavor, reading comprehension also has to be much attention by educational policymakers worldwide in recent years (Magnusson et al., 2018). The implementation of Genre Based Approach in Curriculum 2013 in Indonesia was becoming the other aspect of being determined when English reading activity is very significant as second language competence. With the various genre of text given, students are enhancing to lead themselves to familiar with learning text-based. Then, this final assessment will encounter in the National final examination.

Erlin & Sona Aristia (2020) mentioned some problems were overcome in the teaching and learning process of reading activity precisely for Junior High School level in West Sumbawa Regency. First, the generated problem is the lack of vocabulary in English. Second, inappropriate of teaching reading strategies for text-based reading activity. Third, lack of reading skills and reading motivation. However, certain text needs a certain strategy to be applied for effective reading comprehension. Consequently, the efficiency of reading strategies is vital to achieving of its academic goals and objectivity of learning designs.

The existence of teaching reading strategies mostly solves students’ problems in learning activities. Küçükoğlu (2012) asserted that teaching reading strategies is a key element in increasing student comprehension. In line with Küçükoğlu, Sattar & Salehi (2014) established that the implementation of teaching reading strategies succeeds in improving student’s reading comprehension. The existence of reading strategies has to be good signals for EFL learners to solve their reading problems. Reading strategies are also encountered to provide learners the way they will organize their task, choose appropriate skills and strategies, techniques, and behaviors to comprehend the text and learn it. Additionally, the metacognition process that works together with different reflection and thinking convey learners to be highly aware in case of monitoring their comprehension.

Regarding to these descriptions, several teaching reading strategies were implemented. Vacca & Vacca (1999) asserted five strategies that were explored by English teachers and claimed to be effectively used for developing student’s reading comprehension involved; Scaffolding, Think Aloud, Reciprocal Teaching, SQ3R, and QAR strategies.

Scaffolding allowed teachers to assist diverse learners in negotiating meaning and overcoming difficulties in the text-related learning situation. Roehler & Cantlon as cited in Hogan and Presley (1997) described the scaffolding process by five recursive stages; offering explanations, inviting students’ participation, verifying and clarifying students’ understanding, inviting students to contribute clues, and modeling of desired behaviors.

Think Aloud Strategy allowed teachers to formerly their thinking clear by verbalizing their thoughts while reading orally to model the process of comprehension (Vacca & Vacca, 1999). Some steps are organized by this model; develop hypotheses by making predictions, develop images, share analogies, monitor comprehension, and control comprehension.

Mayer (2010) defined Reciprocal Teaching as a dialogic instructional strategy. Four stages are designed to be cognitive approaches in reciprocal teaching, consists of; prediction, clarifying, questioning and summarizing. Students are led to do collaboration with other in a small group discussion. In addition, Raphael and Pearson (1982) have contrived QAR strategy as a way for students to understand that the answer to a question is directly related to type of question that is asked. Vacca et al., (2015) stated that “QAR enhances children’s ability to answer comprehension questions by teaching them how to discover the information they need to answer questions. An explicit instruction will make students sensitive to two information sources where answers can be found”.

SQ3R is a systematic reading strategy to help teachers organize the reading process into manageable units. It consists of; Surveying, Questioning, Reading, Reciting, and Reviewing. Wright (2003) argued that this strategy provides students with a systematic approach presenting a detailed step-by-step outline of what readers should competent and achieve while reading. Some were appropriate and functioned effectively for just certain characteristics of learners from all of the strategies, and some were not for others. Therefore, creativity is needed when a teacher organizes the teaching and learning process by modifying their instructional strategy.

Considering those issues, this present study was expected to explore teaching reading strategies that English teachers frequently use and its effect on students' reading comprehension achievement, precisely for eighth grade’s students at SMPN 1 Jereweh, West Sumbawa Regency in Academic Year 2019/2020. Text-based that employed was recount text.

## RESEARCH METHOD

### Research Design

This study applied quasi-experimental study that concerned on One Group Pretest-Posttest design. It indicated that there was no control group during this study. This design was conducted in order to provide information before and after implementing a new combination of recommended strategies for students’ reading activities. There were 2 teachers as the informant that precisely taught at SMPN 1 Jereweh and 30 students for its study sample. Samples were determined through a simple random sampling. Several instruments also implemented during this study, consisted of; Observation sheet, FGD guideline, an In-depth Interview and Reading Comprehension test. The teaching and learning process was observed through the implementation of recommended strategies on FGD. *FGD* and *In-depth interview* were focused on identifying strategies in teaching reading comprehension that frequently used by English teachers of SMPN 1 Jereweh as the basic material to design a new strategy for study treatment, identifying student’s difficultness when they did a reading comprehension task and identifying on students’ needs of reading materials. While *Reading comprehension test*, in fact, was intended to describe students’ reading comprehension before and after getting treatment. There were 40 questions applied for the test session. There will be 1 score for the correct answer and 0 for the incorrect one.

### Data Analysis

All data were in qualitative and inferential statistics. In quantitatively, it concerned on the students’ scores. After analyzing the students’ mean score and categorization of students’ achievement level, it then continued to the normality and homogenous data. T-test has been employed to whether recommended strategies were effective to develop students’ reading comprehension or not. While, qualitatively was concerned on the description of observation, In-depth interview, and FGD.

## RESEARCH FINDINGS AND DISCUSSION

### Research Findings

This study finding showed some information that occurred during the FGD, In-depth interview, observation of teaching and learning process of implemented teaching reading strategies and students' reading comprehension achievement.

### Recommended Strategies

Focus group discussion and In-depth Interview during this study has been conducted. During the process of FGD, each of group obtained course material from the studyer. The course material was in PowerPoint presentation. The discussion involved some issues on what reading is, why reading becomes important, types of text, what kind of reading difficulty do students find in their reading activity, some kinds of teaching strategies, and form of reading comprehension test. Some students were active in questioning their problems in reading. Most of them agreed that vocabulary becomes their main problem in reading. When they read text, they have to find the meaning in a dictionary. In fact, some meaning sometimes inappropriate with the context of the sentence in the reading passage.

For this condition, the students generated their weaknesses in decoding and recognizing words. Most of them will stop in this stage then wait for their teacher to guide them for comprehending the sentence or context meaning. Grammar forms also become student's problems in reading. A student had questioned this issue, and this was underlined as their problems with language structure. However, an English teacher (Mr. A) has noted his statement through in-depth interview and stated that grammar or structure, in fact, still convey to students in every reading activities. Unfortunately, grammar focus only for supporting the core of reading activities as finding such information through text given and answer the questions correctly. This was because teachers and students have limited time in discussing grammar focus in the classroom. The alternative was students can learn the structure by regularly practices on another language skill.

After giving the course material of FGD, some topic of texts then shared to the both participants. They were let to choose about the topic and teacher also free for applying the frequent teaching reading strategies as in their usual classroom activity. They were all active during discussion. By check listed the indicator of each strategy that had introduced from power point presentation before, then the studyer concluded that one of English teacher was applied SQ3R strategy. It was concerned on questions task-based. Teacher led their students to follow step by step first in using SQ3R strategy. This strategy seemed familiar for students, and they enjoy doing the discussion. Teacher checked class situation actively. Teacher led their students in making the questions, how to recite well during the FGD. They did maximum evaluation and giving the students feedback. In the end of the session, teacher and students did evaluation related to the benefits and weaknesses of teaching strategy had been used.

Another English teacher (Mrs. H) had developed students reading comprehension by using QAR strategy. This was little complicated for teacher and students to be adapted because of limited of time allotment on this FGD. However, the teacher attempted to apply the procedures better and students seemed enjoy when the teacher explained it slowly. The teacher also seemed to focusing them on vocabulary mastery. It was expected to minimize student's difficulty in their first learning process of a new text. In one condition, but rarely that this teacher attempted to discover her students' comprehension through their background knowledge. It then continued to the applying model of QAR stages and practiced it.

Actually, the QAR strategy is familiar also with question and answer task-based. The intention of applying this strategy was because the teacher attempted to make their students focus in how they will generate their awareness in question – answer of reading text. It should be regularly applied and students will be proficient enough. By conducting QAR, teacher agreed that this strategy more assisted students in comprehending text in detail systematically. The question on stages procedure of QAR intensively led students for identifying some question implicit or explicitly that will be appeared related to the text given.

In fact, both English teachers at SMPN 1 Jereweh stated that SQ3R and QAR strategy almost have similar characteristic in its practice. They also organized these strategies to generate students-centered in classroom and one of teachers' effort to activating all students who were passive in classroom discussion. Then, it can be concluded that there were two frequently kinds of teaching reading strategies applied for developing students' reading comprehension, SQ3R and QAR Strategies.

### **Implementation of Teaching Reading Strategies in TL Process**

After conducting FGD and In-depth interviews, then the lesson plan was deigned that generated both of two recommended of teaching reading strategies. It takes about five treatment meetings for implementation, in which three meetings for applying SQ3R and two other meetings for QAR strategy. For the first three meetings, the reading class has employed SQ3R strategy. Each of the treatment meetings has its own learning objectivity and topic text discussion. For the first meeting, the students were led to the generic structure of Recount text because the study had text-based genre concerned. Then students were continuously focused on reading comprehension with SQ3R stages. Some students were inactive, and the discussion was uncontrolled when students were asked to rearrange the generic structure of text given. However, this condition was going better in the second and third treatment meetings. Students for the last two meetings, the reading activity focused on the QAR strategy. By differentiating four types of questions based on the answer that compulsory on QAR categories, students are expected to ease in answering various kinds of text's questions (Raphael et al., 2006). The teacher introduced four categories of QAR; In the text, In My Head, Think and Search, and On My Own.

After modeled QAR through with short passage, then teacher read and questions to students. The students continued the steps by identifying QAR in which had its evidence to the questions given. In this step, the teacher aid students in identifying the QAR and did some discussion with students. Next, the students were led to be independently practices. This step intended the teacher to gradually develop the complexities and length of provided text with QAR by giving feedback when the discussion runs on. In this first treatment of the QAR strategy, actually, students seemed to be passive. The teacher and students did a long discussion in order to comprehend the stages of this strategy. Students are still confused to answer questions based on the category. Unfortunately, this first treatment has not optimal to be absorbed by students. The students did not read passages.

The second treatment of applying the QAR strategy, the students have shown their motivation, and most students were active. They did not shame to show their opinion about how the answer implicitly, indeed explicitly. The students did well in identifying questions of QAR and generating answers based on the text given. Utami et al. (2020) claimed that the QAR strategy had contributed a positive effect and developed students' reading comprehension of recount text. In line with Murdi (2017) claimed that some advantages were achieved by QAR strategy in teaching reading comprehension, those were; 1) aid teacher in recognizing students' reading comprehension about the text, 2) aid students build their awareness of the various source of information in their reading, 3) students become active to

learn not only from the teacher but also from their fellow students, 4) activates classrooms' atmosphere.

### Students' Reading Comprehension Achievement

One of the objectivity in doing this study was obtaining the students' reading comprehension achievement by implementing SQ3R and QAR strategies of Recount Text. The result of Pre-test showed that students were in "Low" level category. Dominantly, 17 students were obtained score less than 60 about. While, 13 students dominantly were obtained score 70-79 in Post-test and they were categorized in "Good" level. Students' reading comprehension achievement category was shown in this table below:

Table 1.  
Category of Students' Reading Comprehension.

No.	Score Level	Category	Frequency		Percentage (%)	
			Pre-test	Post-test	Pre-test	Post-test
1	< 60	Low	17	0	56,67	0
2	60,00 – 69,99	Less fair	9	3	30	10
3	70,00 – 79,99	Good	4	13	13,33	43,33
4	80,00 – 89,99	Very Good	0	10	0	33,33
5	>90,00	Excellent	0	4	0	13,33
Total			30	30	100	100

After categorization of students' reading achievement, then inferential statistic continued to the result of Pre-test and Post-test of this experimental group as follow:

Table 2  
The Result of Pre-test and Post-Test Achievement

Group Test	N	Mean	Standard Deviation
Pre-test	30	55.83	10.45
Post-test	30	78.92	7.81

According to table above, the mean score of Students in Pre-test and Post-test was 55.83 and 78.92 with the standard deviation of 10.45 and 7.81. It indicated that there was statistically significant difference between Pre-test and Post-test achievement. Afterward, the normality and homogenous were conducted in order to know whether data were normally distributed or not, as this present table below:

Table 3  
Test of Normality

Group Test	Kolmogorov-Smirnov Test		
	Statistic	df	Sig.
Pre-test	.150	30	.083
Post-test	.159	30	.052

Hall (2010) noted that if the *p-value* labeled as Sig. is higher than 0.05, it indicates that data will be normally distributed. Based on the table above, the Kolmogorov-Smirnov Test showed that the score of Pre-test and Post-test were .083 and .052. It meant that the result was

higher than .005 and it was indicated that both of Pre-test and Post-test results were normally distributed. For the homogenous computation then presented through this table as follow:

Table 4  
Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
3.389	1	58	.071

The above table clearly showed that the probability or *p-value* was over than 0.05 ( $0.071 > 0.05$ ). It can be concluded that data from both of Pre-test and Post-test were homogenous. In other word the next computation of T-test was recommended, as seen in this following presented table:

Tabel 5  
T-test Paired Sample Test

		Paired Differences				
		95% Confidence Interval of the Difference				
		Lower	Upper	t	Df	Sig. (2-tailed)
Pair 1	Pre_Test - Post_Test	-26.63326	-19.53341	-13.299	29	.000

According to table above, it was clear that new design of combining teaching reading strategies between SQ3R and QAR showed that  $r = 0.00 < 0.05$ . It meant that there was significant difference result before and after conducting treatment with SQ3R and QAR. In other words, the implementation of SQ3R and QAR strategies was effective in developing students' reading comprehension.

## Discussion

The implementation of SQ3R and QAR was determined throughout the teacher's information on FGD and In-depth interview. This was supported on the interviews of some students whether they were experienced in following the teaching and learning process of reading classroom. This combination of teaching reading strategies was implemented on a lesson plan design that also determined the characteristics and needs of students. The update and familiar reading topic and then become one of the alternatives in the lesson plan contents as requested by students. Stoller (2015) heading: "Giving Students Choices in What They Read Can Empower Students and Lead to More Student Engagement in Reading". It explicitly conveyed that students are interested in reading when they have the right to choose what topic or reading text they want to read. They seemed to enjoy and motivate to do reading continually. Sadiku (2015) claimed that opportunities are needed to improve students' reading skill. Improving students' competencies in reading requires exposing students to regularly challenging reading materials. This psychologically will minimize students' difficultness when they were provided with new topic of reading. Therefore, the lesson plan was determined to contain reading passage as students' request on FGD. Some of them were the bibliography of a football player as their favorite public figure, History materials, personal experience, and the reading passage about the existing condition as Pandemic COVID 19

because the treatment conducted when the pandemic was still happening. Additionally, teachers encourage their students to read more books along with textbooks (Salahuddin et al., 2020).

In order to recognize the effectiveness of SQ3R, reading activity was conducted into five stages as its syntax; survey, question, read, recite and review. The implementation of SQ3R has been done for three meetings. In surveying the students were asked to underline or heading some important information on text given, then attempted to find such topic, main idea, supporting idea. If needed, they also asked for some difficult words. This stage offered students to encounter the text features because it was the fundamental of readers' brain into the main idea of the text. Simplify that this stage is necessary for students, as readers to extract keywords in order to figure out the whole text (Biringkanae, 2018).

After that, they were asked to arrange some questions that aid by simple WH-Question. During the process of this Question stage, the students were offered to develop potential answered in the full text based on their surveying of the reading passage. In read stage, the students should understand the unfamiliar word of the text given. As Castello (2014) stated that more of reading conference, the more understood the importance of choice itself. Consequently, the students indirectly intended to have time management in finding some unfamiliar words because they were commonly provide themselves with offline dictionary. However, they will have the best opportunity throughout determining the one fits upon their comprehension as well.

Then, all students were supposed to make their own summary that related to the text they have read in recite stage. The last, all students with their teachers' assisted must be rechecked their questions' arrangement to avoid if there might be one of them have never been answered and attempted to retell the story systematically. Most of students argued that this strategy was having beneficial for supporting their reading activity (Erlin & Sona Aristia, 2020). In certain way, this strategy has control to the students to what was the core of the text given and how they identified some important information through surveying. Then review or retail the events in the text given by making an independent brief summary. It influenced students when they were passive students in reading class. They motivated in doing all stages in SQ3R because this strategy led the students' comprehension to concept the general information or detail content of text, as well as indirectly keep it in their mind. The most positive contribution to be attained by students was they have enriched their new English vocabulary mastery by doing all stages. Psychologically, all of this process will monitor students' understanding to the reading text. They would analyze the content of the text systematically.

The second strategy during this study, namely QAR, was claimed as the effective teaching reading strategy. By encountered four steps of questions, students can learn directed step by step of question models and answer. This also become most popular strategy that used by English teacher (Safrianti, 2020). This QAR strategy was implemented for about three meetings toward this study. For the first Right There Question stage, students were offered to build their own questions which the words as similar as covered or found in text. Throughout this stage, students realized that they comprehend the text explicitly, as well implicitly. The second Think and Search stage, were offered student to collect answers from several parts of the text given and put together in one inference meaning. Students insisted their own comprehension through identification of facts and opinions in the text (Erdiana N, et.al, 2017). The third and fourth stages, "Author and You" and "My Own Questions" stage were intended students to have description or answer questions according to their own personal experience and background knowledge. By doing these all stages, students can explore their critical thinking and high order thinking skill. Additionally, there were high developing in the aspects of participation and students' interest through ruining the each stage.



## CONCLUSION

This study found that English teachers frequently used the SQ3R and QAR in SMPN 1 Jereweh for their teaching reading. The combination of both strategies has contributed a positive effect on students' reading comprehension achievement. It was proven by the significant result of the reading test before and after implementing the strategies. One as mostly influencing students' reading comprehension achievement during this study was that both strategies were high independently distributed for personal development as in organizing question and answer and building their brief summary with their own word related to the reading text given. Thus, they can optimally explore their reading comprehension by making group discussion. From all the discussion, this combining design can be an alternative for English teachers to be applied in teaching and learning reading activity.

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