

AN ANALYSIS ON THE ENGLISH TEACHER STRATEGIES IN TEACHING READING COMPREHENSION AT SMK NEGERI 2 TONDANO

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Abstract: What were the research's problems, how did English teachers teach reading comprehension to vocational high school students in the first grade, and how did English teachers teach reading comprehension to vocational high school students in the first grade? is high-quality. The vocational high school for English teachers was the focus of this study. This study used an interview and a checklist for observation. The study's findings revealed that the teacher employed two strategies: QARs (question-answer relationships). Using the scaffolding strategy, students can come up with ideas that they can understand. The teacher can use QARs (question-answer relationships) until their students fully comprehend what they have been taught. After reading the given text, the teacher is able to determine how well the student understands the task at hand and can direct the students to focus more on the text and comprehend its content.

Keywords: *Teacher strategies, Teaching Reading Comprehension*

INTRODUCTION

Human communication is facilitated by a system of arbitrary vocal symbols known as language. Language is a tool we use to communicate with others and to express our thoughts and desires. It's hard to imagine how people would work together and get along without language. Human life is largely dependent on communication. We must be able to communicate with others and share our ideas. Humans should learn how to communicate effectively because communication is crucial. If both the sender and the receiver comprehend the information that is conveyed, communication

will be simple.

However, everyone is aware that language cannot exist independently of human existence. Language is necessary for people to communicate with one another. People can express their thoughts and feelings through language. As a result, language plays a crucial role in the social and emotional growth of students. It can help them learn about all subjects.

English is one of the international languages, and it is spoken everywhere. As a direct consequence of this, the government of Indonesia has decided that English is not spoken in Indonesia. In addition, it is the first foreign language that is taught as a required course in Indonesia's junior high, senior high, and university levels. Students should master the four skills of listening, speaking, reading, and writing when learning a language. The teaching and learning process in a classroom should involve these four skills. Reading and listening are considered receptive skills while speaking and writing are considered productive skills (Harmer, 2001).

Students must learn to read, which is one of the essential language skills. Students can gain experience and improve their own language through this activity. They will acquire the necessary information and concepts. They will also be able to learn things they didn't know before. People may acquire a lot of information by reading. He or she will acquire more information the more he or she reads. According to Laddo, reading enhances creativity and intelligence.

The process of receiving and interpreting a message from printed materials can be easily distinguished from reading. Perusing is the course of how data is handled from the text into implications, beginning with the data from the text, and finishing with what the peruser gains.

Reading makes the reader's brain cells work on a regular basis, improving their intelligence. despite the fact that some information can be obtained without reading carefully and intelligently. for instance, by listening to radio, television, a teacher, or a seminar. Reading may provide a person with more information than listening. For instance, reading the newspaper provides more information than watching the news on television. When the reader forgets something or tries to find specific information, they

can read the text again, but the listener cannot. This is supported by Willis (2008), who asserts that reading can provide a person with the specific information they require.

RESEARCH METHOD

his study was focused on a specific school setting, the researcher used a descriptive design. For this situation, the peculiarity is English instructing and learning exercises. Additionally, this research does not need to address the subject of the study. The researcher then gave an account of what she saw. Without manipulation, such phenomena are actually as transparent as possible. As a result, descriptive research is the appropriate design for this research. The first is perception of instructors and understudies. The classes, school conditions, and teaching and learning process were observed by researchers.

This study attempts to describe data from a particular sample or research object using a direct, descriptive, and qualitative design. Or to put int another way, there are no special circumstances or treatments applied to the study's subject.

FINDINGS AND DISCUSSION

The results of the research are discussed and presented in this chapter. An analysis of teacher strategies for teaching reading comprehension and the results of interviews on the reading teaching strategies understanding process are among the findings of this study.

Interviews with two key informants were conducted researchers interviewed teachers from SMK Negeri 2 Tondano public high school. Interviews with teachers were held on Saturday July 2022.

The researcher used methods of interviews, documentation, and observation to gather data on how English teachers used strategies to teach reading comprehension.

1. The researcher discovered that the English teacher employed two strategies for teaching reading comprehension: scaffolding and QARs (Question Answer Relationship).

Because the student could comprehend and comprehend the text, the instructor employed that strategy.

a. Scaffolding: One of the instructor's first tactics was scaffolding. Teachers utilized scaffolding techniques to assist struggling students. Educators need to fit their assistance to the requirements of the understudies. For instance, the instructor assisted the students in correctly reading the text in the classroom. The scaffolding instructed the students to read the text before teaching them how to read correctly. However, when the students mentioned the words in the text or were asked which word in the text they did not know, the instructor assisted them. Students were also expected to use these reading strategies in a way that was consistent with British and American reading styles, which allowed for text repetition.

b. QARs

Relationship between questions and answers was the second tactic. For the purpose of teaching reading comprehension in the classroom, the instructor employs the question-answer relationship strategy with students. The teacher employed this strategy by asking students to respond to questions numbered 1 through 2 at the conclusion of each unit of study. The teacher says that this method was used to give the students information so that they would be able to easily accept it.

2. The implementation of the strategies in teaching reading comprehension

Day/Date: Thursday, March 2, 2017—

Before beginning class, the instructor greeted the students and inquired about their health. The instructor also inquired about the previous lesson and provided an explanation of the subject that would be covered. Following that, the instructor chose one of the students to lead a prayer.

CONCLUSION

The following recommendations are made in light of the research results and chapter IV's discussion:

Strategies used by teachers in teaching reading comprehension in SMK Negeri 2 Tondano there are two strategies,

Scaffolding Strategy and QARs

(Relationship Between Questions and Answers) This strategy is used by teachers to help students comprehend the reading text, direct students to concentrate more on the text, and assist students in developing the reading text's meaning to make it easier for students to comprehend the material.

How to apply English teacher strategies in teaching reading? understanding at SMK Negeri 2 Tondano. Strategies used by teachers

1. Scaffolding strategy, can develop readable ideas.

One of the teaching buzzwords that we hear a lot but rarely discuss is scaffolding. Simply put, it is: We all require temporary scaffolds as our skills develop. Those stumbling blocks are removed as our brains and bodies mature and our focus shifts to responsibility. As we move toward independence, it enables us to utilize skills for which we are not yet quite ready. Scaffolding serves two purposes: to encourage students' ownership and enhance learning.

The following is an instructional scaffolding technique used:

➤ Prior Knowledge

Our students are able to make connections between what they are learning and what they already know when they have access to prior knowledge. According to a recent study of scaffolding strategies, successful teachers helped their bilingual students learn new words by using cognates. Walking through the text together, highlighting text features, and asking students questions about what they see are other examples. The beauty of using prior knowledge is that anyone, regardless of their abilities, can participate in it.

➤ Pre teaching Vocabulary

In educational research, the scaffolding strategy of pre-teaching vocabulary is frequently mentioned. Experts emphasize the significance of thoughtful word selection. Choose words that are helpful, connect with other subjects you've been discussing, and give your teaching more meaning. Your students have a better chance of understanding what they are reading because of this.

2. QARs (Question Answer Relationship) where when students finish reading the text the teacher asks the vocabulary in the reading, What is the meaning of writing? What was in English grey, what is in English is table? "From the teacher's questions, some students know what the teacher asking questions and also this strategy where the teacher asks students to answer questions in reading texts such as exercise1 and exercise2. and also train students to write every word that is difficult for them to interpret and write in a book, make a translation and memorize each one in front of the class.

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