

Teaching Reading Comprehension Strategies In Descriptive Text

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Abstract

This research aimed to find out the strategies of English teacher in teaching reading comprehension in descriptive text and to reveal the implementation of the strategies in teaching reading comprehension in descriptive text. In this research, the researchers utilized case study method by using observation, interview and documentation to collect the data. To analyze the data, it was utilized three steps of actions. The first action was to observe students and teacher activities during learning of reading comprehension in descriptive text, the second action was to interview the English teacher and students, the last action was done by taking documentation. The respondent of this research is an English teacher and tenth grade students which consisted of eleven students SMKN 1 Kotabunan Bolaang mongondow Timur. The results of this research indicate that English teacher composed two teaching strategies, namely reading guide and question guide. The first strategy like reading guide strategy made easier for students to understand descriptive text. Meanwhile, the second strategy like question guide strategy was used to determine students' abilities through questions about descriptive texts.

Keywords: teaching strategies, reading comprehension, descriptive text

Introduction

Reading Comprehension is a self-discovery process. According to Olson and Diller (Agus Rahmat, 2017), a term used to identify those skills needed to understand and apply information contained in written material is reading comprehension. It means that reading comprehension is a skill to understand and apply information in

written text. Taking into account, comprehension can be as an important aspect in reading.

Reading comprehension is basically the essence of the reading process. A lot of definition has been found out by several previous researchers, such as Catherine Snow that put forward that a process of simultaneously extracting and constructing meaning through interaction and involvement with written language consists of three elements: the reader, the text, and the activity or purpose of reading is definition of reading comprehension (Snow, 2002). In other words, comprehension will be reached in condition when a reader is able to interact with another people and interpret the meaning of expression of the author on the text by wirtten language.

In teaching reading comprehension, strategies might be required. In accordance to Lawton (Sarode, 2018), it is a generalized plan for a lesson which include structure desired student behavior in terminology of aims instruction and outline of planned method. It is essential and becomes an indicator that hold the key role in classroom teaching. By implementing strategies, teachers can assess a student's ability. Margaret Bouchard (Bouchard, 2005) stated that, there are strategies that used in teaching reading comprehension, such as; Think Aloud, Question-Answer Relationship (QAR), Generating Interaction Between Schemata and Text (GIST), Reading Guide and Question Guide strategy.

Recent studies show that there many related findings throughout teaching reading comprehension. **First study** that related with this research is “*An Analysis on The English Teachers Strategies in Teaching Reading Comprehension SMP 1 of Wonomulyo*” ”, this research was finished by (Sarjan & Mardiana, 2017). It was a thesis that research took from English, Teaching, Learning, and Research Jurnal (ETERNAL). Having stated about the findings, the strategies used to determine their formulated problems was scaffolding and QARs. **The second study**, entitled “*An Analysis of Teacher's Strategies in Teaching Reading Comprehension*” written by (Yesicha Audina, Nibenia Zega, Asima Simarmata, 2020). Through their analysis, the researchers found them they employed Directed Reading Activity (DRA) in teaching reading comprehension.

The third study is the research conducted by (Murdi, 2017) with title “*Teacher's Strategies in Teaching Reading Comprehension at Grade Ten of SMAN 7 Mataram*”. The presentation told that the research specified to the two common strategies used by English teacher in teaching reading comprehension. They are question-answer relationsjop and discussion strategy. While in the **fourth related study** is written by

(Ranggi, 2019) entitled “*Teacher Strategies in Teaching Reading Comprehension at the Third Grade of State Junior High School 23 Jambi*”. The specific objective of this research is to find out the teachers strategies in teaching reading comprehension and how does the English teacher implement the strategies in teaching reading comprehension. The findings stated that they used two strategies like scaffolding and QARs.

The fifth study is the research conducted by (Adi, 2017) with his title “*Teachers’ Strategies in Teaching Reading Comprehension At SMKN Negeri 2 Batu*”. This research described about the implementation of teacher’s strategies in teaching reading comprehension process.

Based on the related previous studies, it can be synthesized that this research and the related ones have similarities and several distinctions. Those can be starred by pointing out the term reading comprehension which focused on finding about teacher’s strategies. Problems were vary, one of them was to seek more about the implementation. The similarity can be seen directly by investigating reading comprehension strategies used by different location teachers. However, the differences can be seen by the preliminary and findings in SMKN 1 Kotabunan Bolaang Mongondow Timur, that the students had difficulties in reading and understanding English text especially in descriptive text.

The case happened since August until September 2020. The teachers’ strategies were not intensively developed in caused of covid-19 situation. The school itself is having difficulties right now to find out strategies including teaching descriptive text of reading comprehension. The teachers thought that the strategies should be used according to the situational background of the students. Additionally, the comprehension and their knowledge of studying descriptive text was not in a good criteria. Their ability had not appropriate enough in expressing their description into a text. Of course, it was not convenient in accordance with (Artono Wadirman, 2008) who said that descriptive text presented the appearance of things that fill of space, whether they are obejects, people, buildings, or cities. Description also revive impression by translating into words, feel, sounds, smell, and look of things.. Description helps the reader, through their imagintion, can visualize scene a person, or to understand a sensation or an emotion. Having observed the current situation during pandemic, the teachers felt some difficulties and tried to use some particular techniques.

Within the problem, the researchers interested to find out the teacher's strategies in teaching reading comprehension strategies especially in descriptive text at the tenth grade of SMKN 1 Kotabunan Bolaang Mongondow Timur. The limitation of this research will discuss on teacher strategies in teaching reading comprehension especially in descriptive text. More over, the researchers delimited the study to find steps of their strategies in teaching reading comprehension in descriptive text. By all the previous reasons, the formulation of the problems, are as follows ;

- (1). What are the strategies of English teacher in teaching reading comprehension in descriptive text ?
- (2) How does the English teacher implement the strategies in teaching of reading comprehension in descriptive text?

Methodology

This research used qualitative method by following John W. Creswell model in order to dig up and understand the meaning that comes from individual and groups on the social or individual issues (Creswell W. John, 2019). This research employed a case study, It is is examining a program, event, activity, process, or one more individuals with more depth. The researchers employed this research method with the aims on focusing the teacher's activities in teaching reading comprehension in descriptive text at the present time.

The instruments in this research were executed by using observation sheet, interview questions and documentation tools such as lesson plan, pictures, and interview recordings.

In collecting the data, the researchers went through some techniques. They are as follows: (1) Observing the field during the online learning of English. It was conducted on Thursday, April 29, 2021 with one English teacher and one of the students in tenth grade. The researchers selected one class from five classes. The class chosen by researchers was tenth grade computer network engineering major. It was then observed about the activities of teacher in teaching reading comprehension in descriptive text and the students' learning pocess. (2) The second one about Interview, which was going through semi-structured interview. According to Anne Galetta "semi-structured interview incorporate both open-ended and more theoretically driven questions, eliciting data grounded in the experience of the participant as well as data guided by existing constructs in the particular discipline

within which one is conducting a research (Anne Galetta, 2013). At this process, the researchers asked one English teacher of the tenth grade in SMKN 1 Kotabunan Bolaang Mongondow Timur and eleven students of the tenth grade. The reasons of having one teacher to interview, was due to the teacher who taught descriptive text only in the tenth grade. Besides, the students were selected randomly from each class for the interview. The interview was conducted in order to find out teacher strategies in teaching reading comprehension in descriptive text and general information about English teachers. Moreover, it is to reveal the implementation of the strategies in teaching reading comprehension in descriptive text. (3) Lastly, to document the entire data and have the supporting ones, lesson plan of English subject at tenth grade, photos, and interview recordings were recorded and saved. In order to analyze the data, the techniques employed were suitable by Miles and Huberman model, like data reduction, data display and conclusion drawing/verification (Sugiyono, 2013).

Data Reduction

It was done by summarizing and selecting important matters to search a theme and pattern. This was accomplished to reduce some important points based on the observation and interview results.

Data Display

After doing reduction of data, it was presented in the form reports of interview. Through the presentation of data, it is clearly shown about the results of formulated problem.

Conclusion Drawing/verification

Having done the presentation of data, the researchers summarized the reports to show the findings based on evidences and concluded them based on research questions.

Findings

The findings of the research cover the result of observation, interview and documentation about the strategy in teaching reading comprehension. Observation was used by researchers in order to see how is the reading comprehension in descriptive text learning, teacher and student activities and the implementation of strategies in teaching reading in descriptive text. In doing observation, the researcher mainly took a note about the strategies that teacher used in teaching reading comprehension through online class.

The researchers applied the observation on Thursday, April 29, 2021 with English teacher and one of the students in the tenth grade. The researchers observed the English class through Facebook messenger application and asked the teacher about the way of English teacher when teaching in online class. During this period, English teacher introduced the topic before start teaching, explained the English material until finish, conveyed the procedure of reading comprehension in descriptive text material to the students, used Indo-English language to explain the materials, used media in teaching reading comprehension in descriptive text and tried to interact with students, such as asking the students to make videos of introduction, filling in the attendance list, giving the text, then reading the text and giving questions that related with the text. As the class started, until the end of the class, the teacher tried to engage with all of the students.

On the other hand, from the results of the interview, the strategies in teaching were indeed important to facilitate students and became an evaluation material for every teacher. By teaching reading comprehension in descriptive text in the tenth grade, the English teacher utilized two strategies, namely reading guide and question guide strategies. It can be linked with the following answers of Miss LS related to the strategies used when teaching :

“Strategi-strategi yang saya gunakan adalah reading guide dan question guide”
(The strategies that I employed is reading guide and question guide)

According the English teacher, the first strategy that the teacher utilized was reading guide strategy. At the beginning of each lesson, the teacher explained the material, then gave a text for students and asked the students to translate the text. After that, students were asked to record a video while they were reading the text. The teacher said that:

“karena strategi ini adalah strategi yang mudah untuk siswa”
(Because this strategy is the easy strategy for students).

In addition, reading guide strategy can help students to understand the reading text. Besides, reading guide is an easy strategy for students to use. Yet, some responses can be emphasized that this strategy could make students uncomfortable, because the teacher does not teach directly. For this reason, there were some dislikes

and likes statement found. Interestingly, there were still more students that interested, resulting mostly agreed. It can be seen from this following responses of English teacher, such as:

“Ada yang suka, ada yang takut dan ada yang kaku, kemudian ada yang bilang strategi itu mudah”

(There are students who like it, some are afraid and then some are stiff, then some say it's easy)

By looking at the strategy from the answer of the respondent whom as the targeted teacher; It could be displayed that the reading guide strategy had its advantages and disadvantages for teacher to consider teaching descriptive text in classroom:

“Kelebihan strategi reading guide adalah, mempermudah guru dalam menilai siswa secara perorangan, siswa lebih fokus pada kemampuan diri sendiri, siswa bisa tahu cara pengucapan kata yang baik dan benar, memotivasi siswa agar memiliki kecakapan dalam membaca dan membangkitkan minat baca siswa. kekurangannya adalah siswa takut/ malu karena tidak tahu cara pengucapan yang baik dan benar, membutuhkan waktu yang tidak sedikit dalam penilaian”

(Advantages of reading guide strategy; it makes easier for teachers to assess individual, makes students more focused on their own ability, be able to comprehend how to express good and true words and motivates students to have the ability to read - arousing students' interest. Disadvantages of reading guide strategy; students are scared/ashamed because they did not know the proper pronunciation, takes a lot of time in the assessment)

From the explanation, regarding the advantages and disadvantages of the reading guide strategy, this strategy is able to build students' confidence to dare to read English texts, but the teacher must also train students more often by providing examples of how to pronounce vocabulary correctly.

The second strategy is question guide. The method told that The teacher executed a question on student to reading comprehensively about their descriptive text at the online class. In this strategy, the teacher distributed the question for

students. It is used by English teachers as an evaluation material to assess students' comprehension about descriptive text. As the English teacher said that:

“sebagai bahan evaluasi bahwa siswa paham tentang apa itu descriptive text”
(as an evaluation material that students can understand about descriptive text)

Unfortunately, English was considered difficult for the students, so the teacher had difficulty explaining the material when it was not combined with Bahasa. When researchers asked the English teacher about the student's reaction at the time using strategy in teaching reading comprehension in descriptive text, Miss LS said that:

“Misalkan bahasa Inggris itu dianggap susah untuk siswa, maka siswa diminta untuk menerjemahkan teks terlebih dahulu dan kemudian mereka harus menjawab pertanyaan”
(suppose the English language was difficult for the students, so the students were asked to translate the text first and then they would have to answer the question)

In other words, when the teacher met their difficulties in teaching descriptive text comprehensively, the students were asked to translate and answer some questions first. Efforts accomplished by teacher at the present time was related with the situation. The teacher conveyed or visualized their material through pictures or videos with the goal to make easily accept the explanation from the teacher. Teacher said that;

“Media yang saya gunakan mungkin gambar dan video”
(The media that I used may be pictures and video)

From the results of interviews with students in SMKN 1 Kotabunan who were chosen randomly by the researchers, they shown a good response and the others were not. The application of reading guide strategy with the relation of students' responses were vary. NK, as one of the students conveyed that the reading guide strategy was started by;

“memberikan salam, menjelaskan, kemudian mengirimkan teks karena selama masa pandemi kita tidak pergi ke sekolah, kirim gambar, dan disuruh menulis teks, kemudian membuat video”

(Give greetings, explaining, then send text because during the pandemic we did not go to school, send pictures, and are told to write text and made a videos)

Having seen the students' response of reading guide strategy, it can be expressed that the teacher had already performed a better way to study together with the students. They received limitedly in relation to the situational background. Meanwhile, for the second strategy, in which the researchers called as question guide, was used to determine as evaluation for the students in SMK N 1 Kotabunan. The following can be seen by the way of Miss LS opinion;

“memberikan teks terlebih dulu kemudian memberikan mereka pertanyaan kemudian mereka harus menjawab pertanyaan tersebut”

(Give the text previously and then give the question for students, then their answer the question)

In fact, after the strategy was applied, there were some students who had difficulty learning reading comprehension in descriptive text. One of the students stated that the difficulty was:

“Sulit untuk mengucapkan bahasa Inggris, kemudian mengalami kendala jaringan jadi penjelasan Miss tidak terlalu jelas”

(difficulty in speaking English, then the network was not stable, so the teacher's explanation was not very clear)

In relation through this pandemic situation, the facts told that students did not even enjoy most of the time. Hence, networks were always being the biggest issue and relate with their current skill. It can not be denied, that teachers also faced the similar problematics. Many students had difficulty due to some limited face to face meeting and listening to usual learning method. One of the students AP thought that:

“Sulit untuk dipahami penjelasan materi dari Miss, karena kami baru masuk jadi, masih sulit untuk memahami materi yang diajarkan”

(It's difficult to understand the explanation of the material from Miss, because we have just entered so, it is still difficult to understand the material being taught)

From the explanation of the implementation of the reading guide and question guide strategy, there were apparently students who had difficulties in online learning. Besides, they also received benefits. JM said that ;

“Agar lebih lancar dalam mengucapkan kosakata bahasa Inggris dan membaca teks bahasa Inggris dan saat diberi pertanyaan bisa dijawab dengan tepat karena telah dipahami”

(To make it more fluent in pronounce English vocabulary and reading English Texts and when asking questions, it can be answered correctly because it has been understood)

Having done the observation and interview, the researchers took a documentation to support the obtained information and resources through documentation. Documentation consisted of lesson plan of English subject tenth grade, interview photos and interview record by using handphone as a tool to record the interviews with informants.

Discussion

The explanation in relation to the findings can be divided into different parts. Starting from reading guide strategy, question guide strategy and the implementation of these strategies in teaching reading comprehension in descriptive text.

As the first strategy utilized by English teacher, it can be stated that reading guide strategy was used by the teacher to make it easier for students to understand descriptive text, provide assistance that was tailored to needs of students, in order to understand the related descriptive text. According to the data, reading guide strategy also helped the teacher to provide understanding for students. It is also connected with the second response from the respondent addressing about the

advantages and disadvantages. Like the benefits told, this strategy created an easier method for teachers to assess individual, made the students more focused on their own ability, made the students be able to comprehend how to express good and true words as well as motivated students to have the ability to read – building students' interest. Meanwhile, this strategy had limited way to use, the researchers found that students are scared and shamed enough to establish their proper English caused of limited knowledge of their pronunciation, and took a lot of time in doing assessment. Hence, the teachers needed an extra time elaborating and waiting.

Moving on to the next found strategy, the teacher used to determine the students' abilities through questioning about descriptive texts. The questions were taken from a book as a guide or instruction in classroom teaching. To apply, the teachers distributed them at the end of each lesson in order to invite students' stimulus by answering the questions. In fact, question guide strategy was used to apply as an evaluation of descriptive text learning for students. The form of evaluation meant to figure out the students' comprehension throughout the text. If students could answer the question, meaning that they have understood the text taught. Otherwise, if the students could not answer it, then it can be stated that they still did not understand the text. Seeking out more about the advantages, the researchers grouped them into the following descriptions;

- Students are able to give opinions individually
- Students are able to master the material given by the teacher
- Students are able to answer questions given by the teacher.

While the disadvantages, it can be said that question guide strategy;

- students are not able to understand the question
- students only asked their friends for answers
- lack of curiosity and efforts.

After all, reading guide linked with the theory of Margaret Bouchard. Reading guide is to provide the teachers with an opportunity to give students an idea of how to obtain information through text. Through the reading guide, the teachers were able to give “expert” guidance to students as the most productive way to read and think about specific content reading assignment (Bouchard, 2005). This strategy also provided benefits for teachers and students be able to understand a text, especially descriptive text. Reading guide was a strategy that supported students' success in understanding descriptive texts.

Having seen about the implementation of these two strategies, the researchers organized them into some pictures of sentences. First of all, the teacher came to the classroom and opened the teaching and learning process by certainly saying greetings just usual. The opening activities instilled the religious attitude and polite. In introduction, the teacher expressed the topic before started teaching. Right after that, the teacher told the procedures of reading comprehension in descriptive text to the students. When the procedure has been finished delivering, the teacher taught the students about descriptive text material. The teacher then distributed a kind of descriptive text to be read by the students and often asked them to translate the text.

Furthermore, the teacher asked them to make a learning video in which students read the text. By finishing the activity, the teacher gave them questions about descriptive text in the form of 5 questions at the end of learning process. To summarize, the implementation of reading guide strategy at SMK n 1 Kotabunan are conducted as follows;

1. Opening the class by saying "Assalamualaikum".
2. Introducing the topic before start teaching.
3. Telling the procedure of reading comprehension in descriptive text material to the students.
4. Asking to make a self-introduction video,
5. Filling out the classrom attendance list by sending photos.
6. Explaining the material about descriptive text.
7. Distributing a descriptive text to read by the students and often asking students to translate the descriptive text.
8. Asking to make a learning video in which students read the text.

In brief, the implementation of question guide strategy by the teacher are conducted by firstly distributing questions about the descriptive text for students in the form of 1 until 5 questions at the end of the learning process.

The similartity of implementation reading guide strategy was conected with the thoery by Margaret bouchard who determined the purpose for a specific reading assignment and decide, step-by step, what reading behavior students should use to understand the specific purpose of the reading assignment (Bouchard, 2005). The difference, on the other hand, is the teacher asking to make a learning video and often asking students to translate the decriptive text.

However, the teacher did not do another implementation according to procedures stated by Margaret Bouchard namely, assign specific sections of text to be read and develop corresponding questions. These should have actually supported the purpose for reading.

As a matter of fact, to improve a student's quality, regarding to the quality of education throughout the pandemic situation, is by forming an appropriate learning strategy. These learning strategies are needed in the world of education. In other words, the teaching system in the classroom will not become monotonous or boring, and it can help students develop their thinking patterns. Reading comprehension in descriptive text that used reading and question guide strategy gave an impact to the results of learning, which influenced the motivations of students in learning, the interaction of students with teachers, and encouraged the students interest in learning English primarily in the commercitive text study. A proper strategy will also provide satisfying results for teachers and students.

This research took the documentation of photos, interview record, and lesson plan of the tenth grade as evidences. Importantly, the lesson plan made by the teacher was slighly different when teacher taught in the class. Because at the time teaching, the teacher improved strategies used according to students learning abilities.

Moreover, obstacles that still found in accordance with the current situation, was the teachers used to express their teaching language in the form of their nationality. Speaking about Bahasa Indonesia was still being a domain problem for teachers especially in this pandemic era. Also, the teacher did not create a group for students to learn together in some activities. Exploiting a media in teaching descriptive text also being a drawback by teachers to implement.

Conclusion

According to the findings and discussion, the conclusion of this research is considered as follows:

1. The strategies that teacher used in teaching reading comprehension at SMKN 1 Kotabunan Bolaang Mongondow Timur are considered as two strategies: reading guide and question guide strategy. The teacher used these strategies to purposively made it easier for students to understand their comprehension in reading and analyzing descriptive text. It is also found that these strategies can be used to see whether students really understand the text they are reading or not.
2. The implementation of reading guide by the teacher are conducted such as, first is opening the class by saying "Assalamualaikum". second, introducing the topic before start teaching. Third, the teacher told the procedure of reading comprehension in descriptive text material to the students and asking to make a self-introduction video, filling out the class attendance list by sending photos. Fourth, explaining the material about descriptive text. Next, distributing a descriptive text to read by the students and often asking students to translate the descriptive text. Furthermore, asking to make a learning video in which students read the text. The implementation of question guide strategy, on the other hand are conducted such as, distributing questions about the descriptive text for students 1 until 5 question at the end of the learning process.

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