

**STRATEGIES OF TEACHING READING AT SECOND GRADE
OF MTS MUHAMMADIYAH BLIMBING
2015/2016 ACADEMIC YEAR**



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by

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SECOND GRADE OF MTs MUHAMMADIYAH
BLIMBING
IN 2015/2016 ACADEMIC YEAR

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**STRATEGIES FOR TEACHING READING AT THE SECOND GRADE
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ABSTRACT

The questioning in reading class is important because it encourages the student to learn more and practice. Questioning is one parameter and helps the teacher to know how far the students get their reading comprehension.

In general this study aims to mention and describe of strategies used by teacher in teaching reading comprehension and to describe types teacher's questions of strategies in teaching reading comprehension of MTs Muhammadiyah Blimbing in 2015/2016 academic year.

The type of this research is descriptive qualitative research. The writer collects the data by observing the teaching learning process, conducting interview with teacher and students, and taking documentation during teaching-learning process. The technique for analyzing data is data reduction, data display, and conclusion.

The results of this research show that:

- 1. Teacher's strategies used by teacher in teaching reading comprehension in MTs Muhammadiyah Blimbing in 2015/2016 academic year in this study are: memorizing, question answer relationship, game and discussion.*
- 2. Types teacher's questions of strategies in teaching reading comprehension of MTs Muhammadiyah Blimbing in 2015/2016 academic year asked by the teacher show that in all the three lessons, yes/no questions, referential question and closed & display questions were rarely or even never asked. However, the referential questions themselves will not make students produce longer responses unless the teachers are able to encourage their students to elaborate further and rather than just accepting those brief and syntactically less complex responses.*

Keywords: Strategies, Teaching Reading, MTs Muhammadiyah Blimbing

ABSTRAK

Interogasi di kelas membaca adalah penting karena mendorong siswa untuk belajar lebih banyak dan praktek. Mempertanyakan adalah salah satu parameter dan membantu guru untuk mengetahui seberapa jauh siswa mendapatkan pemahaman bacaan.

Secara umum penelitian ini bertujuan untuk menyebutkan dan menjelaskan strategi yang digunakan oleh guru dalam mengajar pemahaman membaca dan menjelaskan pertanyaan jenis guru strategi dalam mengajar membaca pemahaman dari MTs Muhammadiyah Blimbing di 2015/2016 tahun akademik.

Jenis penelitian ini adalah penelitian deskriptif kualitatif. Penulis mengumpulkan data dengan mengamati proses belajar mengajar, melakukan wawancara dengan guru dan siswa, dan mengambil dokumentasi selama teknik process. The belajar-mengajar untuk menganalisis data reduksi data, display data, dan kesimpulan.

Hasil penelitian ini menunjukkan bahwa:

1. Strategi Guru yang digunakan oleh guru dalam pemahaman mengajar membaca di MTs Muhammadiyah Blimbing di 2015/2016 tahun akademik dalam penelitian ini adalah: menghafal, hubungan jawaban pertanyaan, permainan dan diskusi.
2. Jenis pertanyaan guru strategi dalam pemahaman ajaran membaca MTs Muhammadiyah Blimbing di 2015/2016 tahun akademik diminta oleh acara guru bahwa dalam semua tiga pelajaran, ya / tidak ada pertanyaan, pertanyaan referensial dan ditutup & pertanyaan display yang jarang atau bahkan tidak pernah tanya. Namun, pertanyaan referensial sendiri tidak akan membuat siswa menghasilkan respon lagi kecuali para guru dapat mendorong siswa mereka untuk menjelaskan lebih lanjut dan bukan hanya menerima mereka tanggapan singkat dan sintaksis kurang kompleks.

Kata kunci: Strategi, Pengajaran Reading, MTs Muhammadiyah Blimbing

INTRODUCTION

Language consists of many skills such as reading, speaking, reading, and writing. One of skill that will become the focus this research is reading. Reading is an important thing for everyone to get much information. People usually read different text about everything. Actually they spend their time by reading, such as reading book, newspaper, magazine, label of product, etc. In business, people read to get information about trade journal, working instruction and other publications that are stored in English. In education, reading is an important subject, because all of the learning activity relates to reading. So reading is very useful and helpful to get information and knowledge.

As an international language, English is used for communication among people from different countries. By mastering English, people can communicate with all people around the world. Because of that the reason, some countries have English as their second language and others have English as their foreign language. Indonesia is one of the countries that use English as a foreign language. In Indonesia, English is taught as a foreign language but every teacher student from Elementary school until University level must study it. There are four skills that must be achieved by the by the students in learning English, namely the skills of reading, speaking, reading, and writing. Reading involves the understanding of the main and supporting ideas of a written language. Reading is concerning with the uses of language orally. Writing refers to the ability to express oneself in written form. According to Harmer (1998:68) Reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is good thing for language students. Reading is the practice of using text to create meaning (Johnson, 2008:3). If we talk about reading, that cannot be separated from comprehension. Kustaryo (1988: 11) said that reading with comprehension means understanding what has been read. It is an active of thinking process that depends not only on comprehension skill but also on the students' experiences and prior knowledge. So from research above we know that how important to learn about reading.

The importance of reading is found by Carrel (1996: 1) that for many students reading is by far the most important of the four skills in second language, particularly in English as a second of foreign language. Certainly, if we consider the study of English as a second or foreign language around the world – the situation in which most English learners find themselves – reading is the main reason why student learn the language. From the statement we know that reading is important to improve learning language. Reading is the skill of language to be mastered.

Based on the observation at MTs Muhammadiyah Blimbing especially in reading class, many students did not understand what they read. They must read a view time to get the point of the text. This problem waste the student's time because they must read from the first word until the last words of the text only to find out the main idea or the answer of one question and they will read again to find out other answers questions, and it made them more confuse. From the reality above, the teacher should be changed their strategy to teach in reading class. They should create new strategy that can improve the student skills when they read some texts without felt bored and confused. So that can increase the students enthusiastic and improve them reading skill.

In a reading comprehension class, teacher has important position. The teachers play roles as a mediator, director, and helping the learners when they study in the class (Aminuddin, 1977:33). So teachers have an important role in the students reading comprehension. Including by way of giving questions to the students who refers to basic reading studied to facilitate the students understand the content of reading.

The questioning in reading class is important because it encourages the student to learn more and practice. Questioning is one parameter and helps the teacher to know how far the students get their reading comprehension.

RESEARCH METHOD

A. Type of the Research

In this research, the writer describes the types of teacher's question in reading class at MTs Muhammadiyah Blimbing by observing students behavior and their understanding to asking questions.

B. Setting of the Research

The research was conducted at MTs Muhammadiyah Blimbing. The location is in Jl. K.H Ahmad Dahlan, No. 154, Blimbing, Wonorejo, Polokarto, Sukoharjo.

C. Subject of the Research

In this research the subject is teacher and students at second grade of MTs Muhammadiyah Blimbing.

D. Object of the Research

The objects of the research are types of teacher's questions asked by the teacher and teachers use strategies in teaching reading comprehension process at MTs Muhammadiyah Blimbing.

E. Data and Data Source

In this research, the data are field note/interview transcript about types of teacher's questions asked by the teacher and teachers use strategies in teaching reading comprehension process at MTs Muhammadiyah Blimbing. The data source of this research are event and interview.

- a. Event, in this research is activities during the teaching learning process in Reading Class of MTs Muhammadiyah Blimbing.
- b. Informant, in this research, informants involves the teacher and the students of Reading of MTs Muhammadiyah Blimbing.

F. Method of Collecting Data

To conduct the qualitative study the writer used three techniques to collect data: observation, interview, and documentation.

1. Observation

The writer conduct the observation through direct observation to describe the real situation in the implementation of English Questioning in reading class. The writer attends the classes and observes while taking notes.

2. Interview

The second method to collect data is interview. Both students are interviewed by asking questions that are prepared before the interview. The interview is aimed at active data about teacher's strategies in asking questions in reading class.

3. Documentation

The other procedure to collect the data might come from curriculum, method of teaching, media of teaching, handout, books, students' work sheet and the files of the interview as document.

G. Credibility of Data

In qualitative research, there is a common technique that is usually used to increase the research data validity. The technique is called Triangulation. "Triangulation is defined as technique of collecting data by combination of some different data sources" (Moleong, 2006:330). The aim of triangulation is to increase one understands of whatever being investigated. In this research, the researcher use a triangulation. The credibility of data used Triangulation. These can be explained as follows: This triangulation means the researcher uses some different techniques to verify the data to get the data from one subject or the same sources. In this research, the researcher interview the teacher about types of teacher's

question and reading strategies, then observes his reading lesson, and document or taking the picture when in English lesson. Here the researcher gets information from different ways those are interview, observation, and documentation. It emphasizes on the use of different technique to get the data from the same informant. According to Denzin in Moleong(2006:330) triangulation used to analyze data based on sources, method, investigator and theory.

H. Technique for Analyzing Data

In research qualitative, data obtained from various source, by using technique collecting of data which all kinds of (triangulation), and done continually until its saturated data. With the continuous perception result high data variation of once. Obtained data in general is data qualitative (although do not refuse quantitative data), so that data-processing technique which used by there is no its clear pattern. Therefore often find difficulties in doing data processing. Data-Processing in research is qualitative done by since before entering field, during in field, and after finishing in field. Data-Processing have started since formulating and explaining problem, before plunging to field, and well on into writing of research result. In research qualitative, data processing more focused by during process in field at the same time with data collecting. Data-Processing model which used in this research use Model of Interactive of Miles Huberman and that is data analysis done at the (time) of data collecting take place, and after finishing data collecting in specified period. Activity in data analysis cover data collecting, data discount, presentation of data verification and data (Lexy Moleong, 1993 : 17)

1. Collection of the Data (Collecting of the Data)

Data collected with various data collecting technique (Triangulation), that is representing merger from is assorted of good data collecting technique of observation, interview, and also documentation. More and more gathered data, hence result of got research progressively nicely.

In collecting data, the writer took the following steps:

- a. The writer came and sat in the laboratories together with the students.
- b. The writer sat at the back row to observe the teacher, the students, and the teaching reading activities.
- c. The writer took note on whatever happened during teaching reading activities, including the teacher questions and students answers.

d. The writer interviewed the class teacher after the teaching reading activities were finished.

2. Reduction of the Data (Discount of the Data)

Data that Obtained from the field, the amount a lot enough, for that hence data require to be noted accurately and detailed. Later data embraced, to be selected by things which are fundamental to be, focused by at the essentials and searched by theme and also its pattern. Data which have been reduced will give clearer picture and water down researcher to do data collecting here in after, and look for next data if needed. Data which is out of condition to be thrown, so that researcher more focus at data which have reduction. In this research of data which is reduction is existing data of its bearing with a purpose to research are to know the Types of Teacher's Questions In Reading Class At Second Grade Of MTs Muhammadiyah Blimbing 2015/2016 Academic Year in applying teaching reading method, to give some positive contribution in teaching English especially reading and to help the learners to reach the complete control in using reading.

Data which have no relation with this topic of this research discussion regarding Strategies for Teaching Reading at The Second Grade Of MTs Muhammadiyah Blimbing in 2015/2016 Academic Year. Because discount of the data represent sensitive thinking process which need broadness and intelligence and also deepness of knowledge, hence discount of the data can be done by discussing at looked into others or friend is expert, for example Head and English teacher of MTs Muhammadiyah Blimbing. From result of discussion will be obtained by really important data and in line with.

3. Displayed of the Data (Presentation of the Data)

After data reduced, hence step here in after is to display of the data. Display of the data earn in the form of tables, graph, chard and of a kind. Through presentation of data in the form of displayed, hence data can organize, lapped over in relation pattern, so that will progressively is easy to comprehended. Display of the Data in this research is done in the form of brief description, schema, relation between and category of flowchart. Presentation of data by using text having the character of is narrative.

RESEARCH FINDING AND DISCUSSION

Strategies used by teacher in teaching reading comprehension in MTs Muhammadiyah Blimbing from finding study are:

1. Memorizing is usually found in class activity. Based on the researcher's experience, memorizing is boring activity and some students also do not like memorizing. But the teacher always applies this strategy and after they get used to using this memorize strategy they are enthusiastic when the teacher asks them to memorize, because student conscious of the importance for memorizing. By memorizing, they are encouraged to study more and it can improve their English ability. It is encouraging because by using of memorize the students can more understand content of text from that reading. And if someday the students find the words that same with that they have memorize they will know the mean because they have learn before. It suitable with theory of La Garanderie in Robin Brown (1997: 157). "Memorization open the future to the learning up". This strategy used by teacher in teaches reading comprehension in the class by memorize vocabulary already be given by teacher. This strategy helps teacher to give reading comprehension's material and the students are easily understand reading comprehension material already been given by teacher. And with memorizing hope can increase student ability especially in reading comprehension.
2. Question Answer relationship is usually applied by English teacher in second grade class at MTs Muhammadiyah Blimbing. The teacher usually uses this strategy in the end of learning. Because the teacher wants to know the student's understand about reading comprehension, in this strategy the teacher asks the student about information in the text that the students have read. Students answer related to question and that answer is from the text or from their mind. According to Vacca (1999) "A reader draws on two broad information sources to answer question: information in the text and information inside the reader's head". To answer this question teacher points one of students to answer it. And students not must go forward but they can answer that question with sit in their chair each. This strategy used by the teacher to know how far the students understand the content of texts. The teacher uses this strategy so benefit for his, because the students not only just as read the passage but also understanding really what the content from that passage. It means with use this strategy push the student for asks about what that they don't be understood and the student becomes active.

3. The strategy of game functioned to student in enriching vocabulary. This game uses dictionary as a source. According to Vacca in content area reading(1999:76) “stating that “a dictionary is a logical alternative and a valuable resource for students”. The uses of context and words structure are strategies that give struggling readers into the meanings of known words. Rarely does context or words structure help learners derive precise definition for key words. This is applied because to make the students enthusiasm when they have bored. It is applied with the teacher stand up in front of the class and give the instruction to their student to guessing the picture that he holds. The students can answer that picture with open the dictionary. Teaching strategy to teach reading use game the teacher applying this strategy with aim gives understood in teaching reading comprehension to the students. Besides, students able to understand reading comprehension's material and students also enjoy in follow teaching reading comprehension in the class. These strategies also help the teacher easy to explain the material. Kimprawil said “game is the effort of self (think and physical) that is very useful from improvement and development of motivation, performance, and achievement in implementing the organization's interest and better assignment”. It means, while play students perceives is glad no charges whatever at in the mind, always good mood. In this moment the teacher can include the material. This game aim to fishing interest in the subject matter of the students learning while playing. So with a sense of excitement expected that students can more easily understand the subject matter present.
4. The strategy of discussion is usually used by the teacher in teaching reading comprehension. With discussion the teacher gave opportunity to students (student groups) to arrange conference used to gathers opinion, making conclusion, or arranges various alternative resolving on a problem. Discussion process, observation two or more individual which get verbal interaction and face to face to aims or targets already given through information exchange opinion problem solving (Hasibun: 1985). It is applied by the teacher in group. The students grouped and the teacher gave to the material to translate the text. That text is different topic with every group. After that, the teacher asked to them to present in front of the class. In presentation in front of the class the teacher points one of student of each group. This was done by teacher because teacher was experienced if that point is not their teacher they don't want to work that task, because they depend on their friend. Therefore of that the teacher that points each delegation from each group. With this the all of the students will do the task that gave by teacher. Because every students may be

able to turn to present in front of the class. Discussion strategy is one of strategies used by the teacher in the classroom. The teacher predicts that this strategy can allow the students to learn more about the information from the other friends. By using this strategy, the teacher can indicate that every individual of group discussion has power to teach others. In other words, this strategy used by the teacher to make the students has a confident to give opinion in discussion. From here, the other friend or group can know how the way give opinion is. It is apply by the teacher in group, the students divide into some group and the teacher give to the material to translate the text. That text is different topic with every group. After that, the teacher asks to them to presentation in front of the class in presentation in front of the class the teacher point one of student of each group. This was done by teacher because teacher was experienced if that point is not their teacher they don't want to work that task, because they depend on their friend.

The result of the present study implies that the service teachers should be provided with more training in developing their questions techniques. Those teachers who teach in higher banding schools and classes with higher further on their responses rather than just accept brief and syntactically simple answer. Investigated Form, students in second grade class MTs Muhammadiyah Blimbing were supposed to have higher English level and therefore should be encouraged to give longer and syntactically more complex responses. To develop teacher's questioning techniques, analyzing lesson transcriptions is a good way to raise teacher trainees' awareness of the types of questions they ask so that they may avoid asking too many yes/no questions which inhibit students' opportunities to develop their second language skills. Besides these, more referential questions should be asked; the types of the questions asked are usually determined by the pedagogical purpose of the lessons. Instead, teachers should design some less controlled but contextualized practice in which they can guide students to give acceptable answer by asking some referential questions. In this way, students' second language development can be facilitated. In here related with theory, in English questioning one of the first directions for improving the quality of classroom questions was determining the intellectual level of teacher questions (Rejeki, Demik Sri, 2010:34). Questioning students' responses may be used by a teacher to lead the students' towards the truth without direct instruction, and also helps students', English questioning are divided into three parts asfollows:

1. Yes/No-questions

It can be answered with a yes or no.

2. W5H-questions

It uses interrogative words to request information, in some languages. They cannot be answered with a yes or no.

3. Tag questions

It is a grammatical structure to declarative statement or turned into a question by adding an interrogative the “tag”, such as “right” for example, “you remember the egg, right?”

Tag questions can be answered with a yes or no.

The first previous developing feasible and rational questioning skills and teaching skills can meet of the country. As long as they do like that, our society will develop rapidly and education will become more and more advanced was done by Xiaoyan Ma. His objective of the study was to find and use the right technique or method which is suitable with the students' condition. The result of this study showed that the author discussed the skills of questioning and the benefit of skills of questioning in English class with some examples on the base of analyzing some basic knowledge of questions. It will contribute to the English teachers. However, putting the skills into practice should not be the final aim of the English teacher. They should devise questions carefully, considering the specific situation and using them correctly in class.

The second previous exploring Relationship between Teachers' Questions and Reading Related Skills of Thinking in English by Olajide S. Billy, Ph.D. These findings recommended that the research is across reading related skills of thinking English evenly, the question did not task for students. Most of the teachers also favored objective type test. These findings prompted appropriate suggestions and recommendations. Previously, in order to avoid unnecessarily replication the researcher review some previous studies which have a correlation with this study. They are useful for the reference and comparison to the researcher's study since they have similar topic in the term of reading comprehension.

And third is “A Case Study of an EFL Teacher's Type of Questions: An Investigation into Classroom Interaction” conducted by Majid Farahian and Mehrdad Rezace (2012). The result of their research paper is the study focused on a teacher's questioning behavior in an EFL classroom – the kind of question asked, the purpose of asking such questions and the kind of answers and participations they provoked. Through tape recording, it was found out that coded/display and yes/no questions outnumbered open/referential questions. Moreover, the responses of all types of questions were generally made up of single words or simple phrases.

The similarity of that research is the focuses of study based on teacher questioning. The findings of this study show that in all the three lessons, yes/no questions, and closed and display questions were rarely or even never asked. However, the referential questions themselves will not make students produce longer responses unless the teachers are able to encourage their students to elaborate further and rather than just accepting those brief and syntactically less complex responses.

And the differences of all, that researcher are in teaching strategies. And the differences all of those research and this research are by asking questions in reading English class.

CONCLUSION

From the result of the research that has been discussed in chapter IV, the researcher can conclude that:

1. Strategies used by teacher in teaching reading comprehension of MTs Muhammadiyah Blimbing 2015/2016 academic year are:

This research show that in teaching reading comprehension the teacher uses various teaching strategies they are: Memorizing, Question and answer relationship, Game, Discussion. Based on this research, those strategies are effective in teaching reading comprehension because can help student to comprehend the text. In short, those strategies give good contribution for teacher. Students who have difficulty in reading will be easier in mastering reading comprehension. With uses this strategy the teacher more easily gives the material to the students. Those strategies can help the teacher because the students more active. And the students can exchange their opinion with their frie

2. Types teacher's questions of strategies in teaching reading comprehension of MTs Muhammadiyah Blimbing in 2015/2016 academic year

The present study investigated the questions asked in the whole class teaching portion of three investigated lessons and addressed types of questions teachers asked on the students' discourse pattern. The types of questions asked are, in many cases, determined by the pedagogical purposes the teachers want to archive. However, the facilitate students' second language development, teachers, especially secondary school teachers, should not just ask questions that elicit only brief responses such as the yes/no questions. They should also ask questions that require elaboration and elicit longer and more syntactical complex responses. To bring about more dialogic forms of whole class teaching, students should be encouraged to expand their thinking by justifying and

clarifying their opinions in the follow up moves as well. On the other hand, we should not be too absolute to suggest that there is a positive correlation between asking referential questions and students' production of target language but a negative correlation between asking display questions and the length of students' responses. The referential questions themselves will not make student produce longer responses unless teachers are able to encourage the students to elaborate further than just accepting those brief and syntactically less complex responses.

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