

ENGLISH FOR YOUNG LEARNERS' TEACHERS' STRATEGY IN TEACHING READING

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ABSTRACT

Penelitian ini bertujuan untuk 1) mengetahui strategi-strategi yang digunakan oleh para pengajar bahasa Inggris di dalam pengajaran Reading for Young Learners, 2) mengetahui hambatan-hambatan yang dihadapi oleh para pengajar bahasa Inggris di dalam mengajar Reading for Young Learners, dan 3) mendeskripsikan cara para pengajar mengatasi hambatan-hambatan di dalam mengajar Reading for Young Learners.

Penelitian ini dilakukan di lima sekolah yang berbeda di Jepara, Jawa Tengah. Penelitian ini dapat menjadi deskripsi mengenai strategi-strategi pembelajaran bahasa yang sangat penting di dalam proses pengajaran dan pembelajaran English for Young Learners (EYL). Penelitian ini menggunakan penelitian kualitatif dalam bentuk studi kasus. Data diperoleh melalui observasi, wawancara, dokumentasi, dan kuesioner.

Berdasarkan pada data yang ditemukan, dapat disimpulkan bahwa para pengajar Bahasa Inggris di dalam mengajar Reading menggunakan strategi-strategi yang berbeda, yang didasarkan pada kebutuhan siswa dan kondisi sekolah. Strategi-strategi tersebut digunakan untuk mengatasi permasalahan yang dihadapi di selama proses pengajaran dan pembelajaran. Hasil dari kuesioner menunjukkan bahwa para siswa menyukai bahasa Inggris, bukan para pengajarnya. Sehingga para pengajar perlu mengimplementasikan strategi-strategi yang baik dan tepat dalam memenuhi kebutuhan para siswa.

Kata Kunci: English for Young Learners, Reading, *Strategi Pembelajaran Bahasa*

INTRODUCTION

English is a compulsory subject in our curriculum that has been taught from elementary until senior high school and university level. English is the global language (Crystal, 2003:1). This shows that English becomes a main subject in Indonesian school either from elementary school, junior high school, senior high school, vocational school or university level. English

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plays an important role for students to access and get information while they are in classroom setting or outside the classroom.

The successful student in learning English stems from English teacher competences in designing classroom activities and in implementing an appropriate strategy in teaching English. Moreover, students in growth period need a right strategy to acquire and to habitualize language. The strategy which is used in teaching and learning process is very important because it can help students to participate actively in classroom and become self-directed. Teaching strategy can help students' curiosity about the topic, engage students in learning and develop critical thinking for students. Brown (2001:208) called that strategic investment will make students their own learning process. Language learning strategies are related to the features of control, goal directedness, autonomy, and self-efficacy (Carter & Nunan, 2001:167).

Elementary students are English young learners that should be facilitated well in their learning (English) by using good strategy. Hopefully, they can master English and get message from the materials given by teachers because English is not their first language. It means that teaching strategy is very useful in bridging students to understand and comprehend the material. Larsen-Freeman (2000:9) stated that methods serve as a foil for reflection that can aid teachers in bridging to conscious awareness of thinking that underlines their action. If there is not teaching strategy, students will not be active in teaching and learning process.

When teachers are exposed to methods and asked to reflect on their principles and actively engage with their techniques, they can become clearer about why they what they do. They become aware of their own fundamental assumption, values, and beliefs (Larsen-Freeman, 2000:9). Students in elementary or primary school are grouped as children where the range of their age is 6 until 12 years old. Brown (2001:86) elaborated that children exercise a good deal of both cognitive and affective effort in order to internalize both native and second languages. The different between children and adult (that is a person beyond under puberty) lies primarily in the contrast between the child's spontaneous, peripheral attention to language to language forms and the adult's overt.

English has some skills namely listening, speaking, reading and writing. Beside these skills, reading becomes important skill that should be mastered by students since they are still young. Reading is one of English skill that is very important that should be taught and delivered well. Reading comprehension skills can be acquired easily through positive communication between the educator and the learner (Alharbi, 2015:1258).

Reading comprehension is an active reading to get information and to create meaning from reading materials by integrating what to be end into what has already known (Guthrie, Wingfiels & Perencevich, 2004:227). So that students understand the material. Reading is a receptive skill besides listening. It becomes a fundamental factor for students to produce writing. Brown (2001:298) stated that reading ability will be developed best in association with writing, listening, and speaking activities.

Huang and Yang (2015:381) investigated two types of online remedial reading interventions on the reading strategy and comprehension, motivational beliefs, and self-efficacy of 36 low-achieving students (explicit teaching before reciprocal teaching (ET-RT) vs. direct instruction (DI). Therefore, there are three types of reading strategies (i.e., global, support, and problem solving). Cho and Brutt-Griffler (2015:242) reported a study in which students desired extra help on their writing to gain balanced English competence; also they wanted to learn reading and writing together.

Alharbi (2015:1257) measured the correlations between reading strategies, learning styles and reading comprehension of the Saudi EFL college learners' English reading comprehension. The findings showed that the variation of reading strategies, namely oral reading versus silent reading strategies, did not produce any statistically significant differences on EFL learners' reading comprehension. Findings also showed that high visual learners did not perform significantly differently from the silent reading group or the oral reading group. Najva (2015:1343) investigated the effects of teaching self-regulated learning strategies on EFL learners reading comprehension was investigated. As the results indicated there is statistically significant difference between mean scores of the two experimental and control group in posttest administration of the reading test ($P=.016<.05$). So, it can be concluded that teaching self-regulated learning strategies have effects on EFL learners reading comprehension.

In teaching reading, English teachers should implement good and appropriate strategies which can be a stimulus to become active students and participate in teaching and learning process. There are so many strategies in teaching reading but it should be suitable with students' condition and learning environment. In literate societies, most normal children learn to read by the age of five or six, and some even earlier. With the exception of a small number of people with learning disabilities, reading is a skill that is taken for granted (Brown, 2004:185).

Language learning certainly occurs across all subject areas, but it is more focused and direct in reading and language arts. The ability to speak, read, and write affects students' success in all subject areas, making reading and language arts a critical area in which to apply instructional principles

that will support ELLs (Haager, Klingner, Aceves, 2010:2). Explicit strategy instruction is a useful method of teaching learners at all levels and competencies. In fact, this way of instruction provides learners with the observation of the teacher as a model and helps them apply different learning strategies (Alharbi, 2015:1258).

This article is aimed at investigating learning strategies which were used by English teachers, obstacles faced by students, and the solution in teaching reading for young learners. This research was carried out in five different schools in Jepara Central Java.

REVIEW OF RELATED LITERATURE

In educational setting, it is known two kinds of term, namely; teaching and learning. Teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Learning is "acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction (Brown, 2007:8). Major strategies of language learning strategies are cognitive, mnemonic, metacognitive, compensatory, affective and social (Carter & Nunan, 2001:167).

Cognitive strategy helps learners make and strengthen associations between new and already-known information and facilitate the mental restructuring of information. Examples of cognitive strategies are guessing from context, analyzing, reasoning inductively and deductively, taking systemic notes and organizing information. Mnemonic strategies help learners link a new item with something known. These devices are useful for memorizing information in an orderly string in various ways; examples are by sounds (rhyming), by body movement (TPR) or location on page or blackboard (the locus technique).

Metacognitive strategies help learners manage; 1) themselves as learners, 2) general learning process, 3) specific learning tasks. This strategy helps students know themselves better as language learners. Compensatory for speaking and writing help learners make up for missing knowledge when using English in oral or written communication, just as strategy of guessing from the context while listening and reading compensates for a knowledge gap. Affective strategies include identifying one's feelings (e.g. anxiety, anger, and contentment) and becoming aware of the learning circumstances.

Reading needs to be approached as a disciplinary practice linked to knowledge-building rather than as a discrete skill (Bharuthram and Clarence, 2015:53). Reading is important for every people. In foreign language learning, reading is likewise a skill that teacher simply expects learners to acquire.

Reading arguably become the most essential skill for success in all educational context, remains a skill of paramount importance as we create assessment of general language ability (Brown, 2004:185). Reading instruction often aims to develop students' decoding skills and knowledge of syntax or vocabulary for literal comprehension (Huang and Yang, 2015:381). Therefore, reading is a skill that used simply to reinforce the oral learning and have process. In most modern foreign language courses, instructions begin with the teaching of the sound system and the most frequent and useful grammatical patterns of spoken language.

Reading is one of receptive skills in English. Receptive skills are the ways in which people extract meaning from the discourse they see or hear (Harmer, 2007:199). Reading is attended as primary source of comprehensible input (Najva, 2015:1344). According to Ahmadi Gilakjani et.al (2012) as cited by (Najva, 2015:1344), we considered reading as an interactive process mediated between the reader and the text. The fundamental concept is that the reader reorganizes the available information in the text not only based on the knowledge achieved from the text but also from the prior knowledge of the reader.

The age of students is a major factor in taking a decision about how and what to teach. People of different ages have different needs, competences and cognitive skills. As a teacher, we might children of primary age to acquire of more a foreign language through play, for example, whereas for adults we can reasonably expect a greater use of abstract thought (Harmer, 2007:37). It means that students from different levels need different strategy in their learning. According to Brown (2001:87), there are five categories may help give some practical approaches to teaching children; intellectual development, attention span, sensory input, affective factors, and authentic; meaningful language. Children are generally less able to give selective and prolonged attention to features of learning tasks than adults, and are more easily diverted and distracted by other people (Cameron, 2001:15). Children still need help and guidance from other people to understand things around them.

Young children, especially those up to the ages of nine or ten, learn differently from older children, adolescents and adult in the following ways (Harmer, 2007:82): they respond to meaning even if they do not understand individual words, they often learn indirectly rather than directly – that is

they take in information from all sides, learning from everything around them rather than only focusing on precise topic they are being taught, their understanding comes not just from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with, they find abstract concepts such as grammar rules difficult to grasp, they generally display an enthusiasm for learning and a curiosity about the world around them, and they have a need for individual attention and approval from the teacher. Children actively try to make sense, to find and construct a meaning and purpose for what adult say to them and ask them to do. They can only make sense in terms of their world knowledge, which is limited and partial. Teachers thus need to examine classroom activities from the child's point of view in order to assess whether pupils will understand what to do or will be able to make sense of new language (Cameron, 2001:19).

RESEARCH METHOD

The research method which was used in this research was qualitative research. Qualitative research is sometimes defined as naturalistic approach in which the researcher did a research as natural as possible. This meant the research was used to describe phenomenon which was found during the research. The kind of qualitative research which was used in this research was case study. According to Cohen, Manion, and Morrison (2007:253) case studies opted for analytic rather than statistical generalization, which is they develop a theory which can help researchers to understand other similar cases, phenomena or situation.

This research was conducted in five different elementary schools in Jepara Central Java. These schools were chosen because of different levels; upper level school, middle level school, and lower level school. The schools were Sekolah Dasar Negeri 4 Jambu Mlonggo, Sekolah Dasar Negeri 1 Mayong, MI Masalihul Huda Jepara, Sekolah Dasar Negeri 3 Tahunan, and MI Tamrinussibyan II Bangsri. In order to collect complete data, the researcher used some data collections; class observation, interview for English teachers, documentation, and questionnaire for students.

FINDING AND DISCUSSION

The research, which was done in SDN 4 Jambu Mlonggo, found that in teaching reading which was integrated in English subject, English teacher did not implement good teaching strategies in teaching and learning process in the classroom. She only asked her students to open their dictionaries if they found difficulties in finding the meaning of the word. In explaining the material, the English teacher tried to make a good interaction

to her students by involving students in classroom activities without implementing exact teaching strategies.

The English teacher of SDN 1 Mayong began teaching and learning process by preparing lesson plan. The activities done in classroom were in line with the lesson plan. It meant that the English teacher was well-prepared in transferring knowledge to students. The strategy used by the teacher was reading aloud. Reading aloud was used to build students' foundation skill, introduce vocabulary, provide a model of fluent, expressive reading, and help students to recognize what reading for pleasure is about.

In teaching reading, the English teacher of MI Masalihul Huda Jeparo prepared lesson plan first, but in real teaching and learning in the classroom, teacher applied different activities and strategy in teaching reading. The changing of the activities and strategy was caused of students' need toward the material. She thought to implement appropriate strategy to deliver the material. Teacher used drilling method and total physical response (TPR). Drilling method was used to make student more active in classroom activities and to overcome students' difficulties in pronouncing some words. The teacher also inserted explanation of difficult word to students.

The English teacher of SDN 3 Tahunan used reading aloud strategy in teaching reading. This strategy was implemented to make all students participate actively in the classroom activities. One of the reasons with the implementation of reading aloud for young students was this strategy could stimulate language and cognitive skill. Besides that, reading aloud built students motivation, curiosity, and memory. The technology was not used in this class. It meant the English teacher only maximize teaching strategy to attract students' participation in the class.

Based on the observation conducted on the MI Tamrinussibyan II Bangsri, it was found that the English prepared the material first before coming to the school. It was proved by the lesson plan for the day. The English teacher arranged the activities in line starting opening phase, core phase, and closing phase. The opening phase was consisted of greeting, checking students' attendance, and building students' motivation before starting the material. In core phase, the English teacher applied the strategy namely EEC; exploration, elaboration, and clarification. This strategy was used to arise students' participation during the class. Besides that, the English teacher also wanted students to study in depth with their groups. By implementing this strategy, students worked in pair by discussing the material given by the English teacher. They made small discussion guided by their teacher. They made small dialogue, practiced it, and wrote the mistake they made.

Table 1: Teachers Strategy in Teaching Reading

Items	SDN 4 Jambu Mlonggo	SDN 1 Mayong	MI Masalihul Huda Jepara	SDN 3 Tahunan	MI Tamrinussibyan II Bangsri
Lesson plan (real)	Not match with the implementation	Yes	Not match with the implementation	Not match the implementation	Yes
Teacher's Interaction	Two-way communication	Two-way communication	One-way communication	One-way communication	Two-way communication
Teaching Strategy	No	Number Head Together	Drilling & TPR	Reading aloud	Exploration, elaboration, and confirmation
Medium of Learning	Yes	No	No	No	No

Obstacles in Teaching Reading for Young Learners

Based on the research conducted on SDN 3 Jambu Mlonggo, it was found that there were many students found difficulties in learning reaching. When students faced a text which of course contained of grammar or structure, they would be confused to the grammar. Therefore, students only focused in finding meaning each word. Besides that, students could not take the meaning of the short text based on the context of the text. They still translate and understand the text based on single word. Students also could not focus on the text reading strategies well.

Students of SDN 1 Mayong had difficulties in pronouncing words. The aspects of pronunciation which had been made by students were intonation, vowel/consonant, and linking. The pronunciation problem happened because students never practice it while they were at home. Besides that, the English teachers also rarely gave students more time to practice pronunciation with their friend in the classroom. Because of lack of activities, students felt bored in learning English. They could not participate actively because the activities were implemented by the teacher was monotone. This was why for next meeting, the English teacher switched and added some interested activities to make students participate in classroom activities. The next meeting, the English teachers planned the activities well by inserting some interesting activities which allowed students to participate more active in teaching and learning process.

The main obstacles were faced by students of MI Masalihul Huda Jepara is unfamiliar with English. This was caused by English in Indonesia was not first or second language, but foreign language. Students communicated using bahasa Indonesia. To solve the problem, teacher mixed languages, sometimes used bahasa Indonesia and sometimes used English. The other problems were students were neglected to bring dictionary. So the English teacher asked students to bring English-Indonesia dictionary or Indonesia-English dictionary. Besides that, students had less attention in participating in the classroom. To anticipate the problem in next cycle, the English teacher tried to maximize the teaching and learning process by applying teaching strategy, it was small discussion.

Table 2. Obstacles and Solution

Items	Name of School				
	SDN 4 Jambu Mlonggo	SDN 1 Mayong	MI Masalihul Huda Jepara	SDN 3 Tahunan	MI Tamrinussibyan II Bangsri
Obstacles	<ul style="list-style-type: none"> • Use of grammar (to be, ing, and others) • Unfocused to the text. • Single word 	<ul style="list-style-type: none"> • Pronunciation • Boring; lack of interested activities 	<ul style="list-style-type: none"> • English is foreign language • Students do not bring dictionary • Less attention 	Translating of single word	Students participation was low Shallow understanding to the material
Solution	<ul style="list-style-type: none"> • Pair work for students • A guide for students 	<ul style="list-style-type: none"> • Guiding student • Demonstrating • Varying activities 	<ul style="list-style-type: none"> • Implementing drilling • Asking students to bring dictionary • Applying activities which can grasp students' attention 	Explaining by connecting it with real condition	Controller Guide

One of the problems faced by students of SDN 3 Tahunan that appeared in the research was inability to translate single word. When students faced the difficult word, they were afraid to ask to their teacher. They passed the meaning of a single word when they read the text without asking to their teacher and friend. This made students could not understand the overall meaning of the text based on the context wholly. They did not have confident in asking the word because they were afraid to pronounce it correctly in English.

Based on the observation conducted on MI Tamrinussibyan II Bangsri, it was found that there were two basic problems during the teaching and learning process. They were low participation and shallow understanding about the material. Although the English teacher implemented EEC strategy (exploration, elaboration, and clarification), some students still had low participation during the class. Some students still talked to their friends which were not in line with the material of discussion. They made joking, played themselves, and ignored the teacher's instruction.

To solve the problem as stated in the above table, the English teacher of SDN 4 Jambu asked students to discuss the material to their pairs, but it could be done if students understand the materials. A student, who discussed with his/her partner, would be monitored by English teacher to make sure that students could understand to the material well. If students made inappropriate understanding of the text, the English teacher would correct it. Beside became a monitor in teaching reading, the English teacher also became a guide who control and guide student in learning English.

Because of the main problem appeared in pronunciation, the English teacher of SDN 1 Mayong solved the problem by demonstrating words and asked students to repeat what teacher had said. In demonstrating the sound for students, teachers asked students to observe her face and mouth. This was done if students made mistakes until students could say it correctly by themselves. To solve the problem, the English teacher of MI Masalihul Huda Jepara implemented drilling and total physical response. It was implemented by sorting out some difficult words and discussed it one by one. Later on, she began to explain the reading text and questions.

To solve the problem, the English teacher of SDN 3 Tahunan used contextual teaching and learning strategy (CTL). This kind of strategy was good to be applied in teaching and learning process to help the English teacher to connect the material taught to the real context faced by students. It also pushed students to make connection between the material which was learnt and the implementation in a real life. Contextual teaching and

learning would involve students actively in class activities and connect it with their real life.

To solve the problems appeared, the English teacher of MI Tamrinussibyan II Bangsri played his role as a controller. This role was done to control and monitor the continuous discussion during the class. Besides that, the English teacher also played as a guide. This role was used to make sure that the students did not only focus on the surface of the material but also they could understand the material in depth.

Strategy to Teach Reading

In SDN 4 Jambu Mlonggo, the English teacher did the affective and social strategy although teacher only taught used conventional strategy. The aspect of affective was found from the way of teacher in making a good and close relationship to her students when they did not understand toward the material. It would eliminate negative feeling from students in learning reading like nervous, anxiety, and others. The aspect of social was done because teacher asked students to do pair work when they faced difficulties in learning reading. The discussion could be in the form of finding meaning from dictionary, grammar, and meaning of the word, or phrase, or sentence.

In SDN 1 Mayong, the strategy, which was implemented, was implied mnemonic and metacognitive strategies. In mnemonic strategies, the English teacher facilitated learning and memorization of words such as pronunciation and grammar. The advantage of this strategy was student related new material to information that is already store in their long-term memory. In metacognitive strategy, students would understand the way they learn. The English teacher guided students to learn what they have learnt before, it could be previous material taught by the teacher.

In MI Masalihul Huda Jepara, the English teacher apply the strategy belonged to cognitive strategy. This strategy helped students make and strengthen associations between new and already-known information and facilitate the mental restructuring of information. The concept of the strategy appeared in the teaching and learning process was social and cognitive strategies. The social strategy was found from the interaction during the class. It could be students-students interaction and students-teacher interaction. So there would be social interaction. Besides that, the cognitive was found from the process of teaching and learning and the process of evaluation. The focus of the cognitive strategy was the students' result.

Based on the research conducted on MI Tamrinussibyan Bangsri, it was found that the English teacher used two different kind of strategies, namely social strategy and cognitive strategy. The cognitive strategy was implemented to solve the problems appeared in the teaching and learning process by including reasoning, planning, and interaction between each component in the class.

The English teacher taught his students by repeating some words which was difficult. Besides that, the English teacher also implemented organization of new ideas, summarizing meaning, and using image to memorize. The application of the cognitive strategy was by using clues in reading comprehension, underlining key words, and scanning. The social strategy implemented in reading class was a discussion among students. The English teacher asked his students to make small discussion. The material of the discussion was the topic in the hand book. In social strategy, there was a communication among students which could arise students understanding toward the materials.

Based on the observation conducted on SDN Tahunan was found that the teaching strategy used was social strategy and cognitive strategy. Social strategy was implemented through small group discussion. The English teacher asked the students to make a group discussion and the material was given before. The material was in line with the material. When the discussion happened, the English teacher controlled and guided them. The cognitive strategy was implemented through reading aloud and discussing the questions.

Table 3. Language Learning Strategies

SDN 4 Jambu Mlonggo	SDN 1 Mayong	MI Masalihu 1 Huda Jepara	SDN 3 Tahunan	MI Tamrinussibya n II Bangsri
<ul style="list-style-type: none"> • Affective Strategy • Social Strategy 	<ul style="list-style-type: none"> • Mnemonic strategies • Metacognitive strategies 	Cognitive strategies	Social Strategy Cognitive strategies	Social Strategy Cognitive strategies

Based on the table above, it could be concluded that there were five kinds of strategies used by English teachers in five different schools. The strategies are affective strategy, social strategy, mnemonic strategy, metacognitive strategy, and cognitive strategy. Each strategy had their characteristics and main point to be taught by the English teachers. If English teachers used and implemented well the five strategies, students could get the best learning from the teachers.

Students Responses toward Teaching Reading

Based on the questionnaire conducted on students of five different schools, it was found that:

Table 4: Students Responses toward Teaching Reading

No	Statement	SDN 4 Jambu Mlonggo	SDN 1 Mayong	MI Masalihul Huda Jepara	SDN 3 Tahunan	MI Tamrinuss ibyan II Bangsri
1	Saya menyukai pelajaran bahasa Inggris	VA = 45% A = 32% D = 23% VD = 0%	VA = 36% A = 49% D = 10% VD = 5%	VA = 25% A = 40% D = 25% VD = 10%	VA = 40% A = 43% D = 17% VD = 0%	VA = 30% A = 35% D = 15% VD = 20%
2	Saya tertarik dengan materi membaca (reading) Bahasa Inggris?	VA = 22% A = 35% D = 28% VD = 15%	VA = 25% A = 40% D = 19% VD = 16%	VA = 15% A = 46% D = 23% VD = 16%	VA = 35% A = 40% D = 15% VD = 10%	VA = 20% A = 55% D = 13% VD = 12%
3	Guru menerangkan materi membaca (reading) bahasa Inggris dengan menyenangkan.	VA = 25% A = 25% D = 35% VD = 15%	VA = 27% A = 38% D = 25% VD = 10%	VA = 38% A = 49% D = 13% VD = 0%	VA = 28% A = 48% D = 14% VD = 10%	VA = 22% A = 45% D = 23% VD = 10%
4	Ketika guru mengajar membaca (reading) , guru menggunakan strategi/metode pembelajaran yang menarik.	VA = 10% A = 30% D = 35% VD = 25%	VA = 17% A = 48% D = 23% VD = 12%	VA = 35% A = 45% D = 20% VD = 0%	VA = 30% A = 43% D = 17% VD = 10%	VA = 20% A = 45% D = 25% VD = 10%
5	Ketika guru mengajar, guru meminta siswa untuk berpartisipasi secara aktif.	VA = 34% A = 42% D = 10% VD = 14%	VA = 27% A = 53% D = 10% VD = 10%	VA = 10% A = 30% D = 32% VD = 28%	VA = 19% A = 34% D = 35% VD = 12%	VA = 34% A = 51% D = 15% VD = 0%
6	Ketika saya menghadapi kesulitan	VA = 35% A = 45% D = 15%	VA = 25% A = 55% D = 13%	VA = 36% A = 44% D = 18%	VA = 38% A = 48% D = 14%	VA = 24% A = 41% D = 20%

dalam belajar reading , guru membantu saya dalam memahami materi yang susah saya pahami.	VD = 5%	VD = 7%	VD = 2%	VD = 0%	VD = 15%
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Note: VA = Very Agree
A = Agree
D = Disagree
VD = Very Disagree

Based on the questionnaire number 1, it was found that, most of students from five different schools liked English subject. It was proved by the most appeared answers were strongly agree and agree, while there were some students who answered disagree and strongly disagree. The statement number 2 was in line with the result of statement number 1. It meant that besides students liked English, students also liked reading as a material in teaching and learning process.

From the statement number 3, it was found that most of students thought that when the English teachers explained the material, they explained in enjoying activities, although there were some students who answered disagree and strongly disagree. From the statement number 4 it was known that there was an equal answer between students who answered agree and disagree. This was in line with the result of observation conducted when the English teachers taught in the classroom.

From the statement number 5, it was found that the English teachers asked students to participate in class activities while they taught them. From the statement number 6, it was found that when students faced difficulties in their learning, the English teachers helped them to solve students' learning problem by giving guidance, suggestion, and direct feedback.

CONCLUSION

The teachers' communication ways in teaching reading were one-way communication and two-way communication. In two-way communication, there was interaction between teacher and students. Besides that, most of English teacher did not use technologies and teaching media in teaching learning process. The teaching strategies were number

head together, drilling, total physical responses, explanation, elaboration and confirmation.

The obstacles found during the research were mostly coming from students. They had faced difficulties in learning grammar, pronunciation, reading aloud, guessing meaning, and lost of words. Besides that, students had low motivation and less participation in teaching and learning process. The obstacles came either from students and teachers. From the students were like they did not understand the meaning of words so they tried to find the meaning of single word. From the English teachers were for example their educational background was not from English education department.

The solutions used by the English teachers were implementing pair work and guide students, demonstrate and vary the activities, and doing authentic activities. The best solution that could be implemented by English teachers in teaching reading was by asking students to be more active during teaching and learning process. They should participate and involve in class activities actively like in discussion, paying attention, or doing tasks given by the English teachers.

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