



**AN ANALYSIS OF A TEACHER'S STRATEGIES IN TEACHING ENGLISH READING TO
GRADE EIGHT STUDENTS OF SMPN 10 KUPANG
IN THE ACADEMIC YEAR 2022/2023**

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ABSTRACT: The title of this research is *An Analysis of a Teacher's Strategies in Teaching English Reading to Grade Eight Students of SMPN 10 Kupang in the Academic Year 2022/2023*. The problems of this study are: (1) What are a teacher's strategies in teaching English reading to the grade 8 students of *SMPN 10 Kupang*? (2) What are the problems faced by the teacher in teaching English reading to the grade 8 students of *SMPN 10 Kupang*? (3) How is the English reading ability of the students when they are taught using those strategies?. This study aims are: (1) to describe a teacher's strategies in teaching English reading to the grade 8 students of *SMPN 10 Kupang*; (2) to describe the problems faced by the teacher in teaching English reading to the grade 8 students of *SMPN 10 Kupang*; and (3) to describe the English reading ability of the students when they are taught using those strategies. The method used in this research was the qualitative method, this research was carried out at grade eight students' of *SMPN 10 Kupang* from 24th October until 4th November 2024 and the data were taken through interviews and observation. The findings of this study show that there are four strategies in teaching English reading: memorizing strategy, question-and-answer relationship strategy, game strategy, and discussion strategy. The problems faced in teaching English reading were; limited learning time, students' various competencies, and students poor vocabulary. The English reading ability of the students when they are taught using those strategies is generally good based on post test score and pre test score.

Keywords: *Teacher's strategies, English Reading*

INTRODUCTION

English is an important international language that can connect people with the world in various aspects, including education. This has been demonstrated by government regulations that make English subjects compulsory for students from elementary school to high school. Even at the level of higher education, all courses must provide English courses for 1 or 2 semesters, even though the disciplines taken are not related to English. This shows the importance of mastering foreign languages, especially English, as an introduction to the success of one's academic field and to support careers in the world of work. In learning the English language, there are four skills that must be mastered by students; these skills include reading, writing, listening, and speaking.

Strategy is an important thing in the teaching and learning process. Strategies are an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, and a strategy is procedural (Richard and Rodgers, 2001). So, strategies are a way of teaching and learning. Each teacher hoped to be able to create a condition of learning that challenges the creativity and activities

of students and the motivation of students, using multimedia, multi-methods, and multi-resources to achieve the objectives of learning that were hoped for. The use of strategy is very needed to help students understand the learning. Teaching strategies are assumed to be ways of achieving something in the teaching process. With the strategy that teachers use, teachers can achieve the objectives of the teaching plan.

Brown (2004) has noted that the fundamental feature of teaching strategies is to make it easier to implement a variety of teaching methods and techniques. Teacher strategy is a component that must be present in learning. Silver, Strong, and Perini (2007) say that strategies are different types or styles of plans teachers use to achieve the goal. It can be concluded that to achieve the goal of learning, the teacher must prepare a good strategy. It is hoped that the strategy can make students able to master English well, especially in reading. The strategy is applied according to the competencies that must be achieved by students, adjusting the conditions of the students.

The teacher only gives assignments related to reading, and then students read without understanding the contents of the reading, and then the teacher matches. They assume that learning English is very boring. It is caused by poor reading habits; besides, the strategies used by the teacher are not appropriate. A teacher must be clever in choosing a strategy by thinking about the impact that will occur when the strategy is implemented.

Based on the explanation above, in this opportunity, the writer is eager to investigate deeply teacher strategies in teaching reading comprehension under the title **“AN ANALYSIS OF A TEACHER’S STRATEGIES IN TEACHING ENGLISH READING TO GRADE EIGHT STUDENTS OF SMPN 10 KUPANG IN THE ACADEMIC YEAR 2022/2023”**

METHOD

The design of this study is descriptive-qualitative, commonly known as qualitative research. The descriptive-qualitative study aims to describe the implementation of teacher strategies in the teaching English reading to the eighth grade students of SMP Negeri 10 Kupang. In this case, the subject of this research was the English teacher’s in SMPN 10 Kupang.

To collect the data, the researcher used some techniques such as observation, interviews and test. The researcher conducted classroom observation in class to ensure the condition of the students in learning English, especially in reading, the atmosphere in the classroom, and the strategies used by the teacher. In this observation, the researcher did some activities. First, the researcher prepared the materials to conduct the observation, such as a pen and camera as the instruments of the observation. Second, the researcher observed the teacher and the students through observation of teacher strategies in teaching English reading.

Moreover, the interview is verbal communication between researcher and the informant to get the information. The interview is one of the ways to know the teaching strategies used by teachers in learning English reading as well as the problems faced by the teachers in teaching English reading. Test is used to know the students’ English reading ability after they are taught using those strategies.

In this research the researcher used certain ways of analyzing data. The stages are:

1. The researcher used to analyze the data from observation.
2. Analyzing the data from interviews :

After having interviewed the teacher, the collected data from the interview were summarized into several points of statement. These data would be used to verify activities in the teaching and learning process with the information obtained from the respondent, namely the English teacher itself. The researcher used the data to validate the teacher's strategies in teaching English reading and cross-check the observations made during the interview that were answered by the teacher. Not only that, but the researcher also analyzes the data from the test that the researcher gives to the students to know the students' abilities when they are taught using those strategies.

FINDINGS AND DISCUSSION

1. Teacher's Strategies in Teaching English Reading

Strategy can be interpreted as "art." Junaidah (2015) stated that "learning strategy is closely related to setting the learning atmosphere for achieving goals, both generally and specifically." Learning strategies play a very important role in creating more effective learning to make students more interested. Junaidah (2015) stated that "teaching strategies and methods are one component in the learning system; they cannot be separated from other components, which are influenced by factors such as learning objectives, teaching materials, students, facilities, time, and teachers."

The English teacher at SMP Negeri 10 Kupang also uses strategies in the learning process. Specifically, in the process of learning English reading, English teachers use four strategies that can help improve students' understanding of learning English reading. The four strategies include the *memorizing strategy*, *the question-answer relationship strategy*, *the games strategy*, and *the discussion strategy*.

a) Memorizing Strategy

Memory is the foundation for improving learning, both in the classroom and outside the classroom. It can be easily stated that students with good memory can perform well in school and get better grades. Memorizing strategies refer to any of a broad set of techniques that are designed to help one remember. The English teacher at SMP Negeri 10 Kupang uses *the memorizing strategy* at the beginning of the lesson. The teacher used a memorizing strategy in the beginning to make the students understand the content of the English reading text easily.

This strategy refers to the bottom-up theory of reading strategies proposed by Brown (2001:216). In this case, Brown proposed that in the bottom-up strategy, the readers use this strategy to focus on individual words that are essential to constructing meaning. It refers to the strategy that was applied by the teacher, which was a success. Moreover, in this stage, the researcher found the teacher used strategies in English reading too, such as identifying the purpose of English reading at the beginning of the lesson and using scanning strategies for the students while reading the text. The teacher applied these strategies to make students find and focus on each word in the English reading text to develop their vocabulary, and they memorized it. So, the teaching and learning process would run effectively.

b) Question and Answer Relationship Strategy

The second strategy used by the English teacher at SMP Negeri 10 Kupang was the answer-relationship. The English teacher at SMP Negeri 10 Kupang used this strategy during the reading activity. The teacher gave some questions aimed at building the student's schemata on the topic that would be discussed. This strategy is used to make students answer the question in the text and then answer based on their own opinion.

Moreillon (2007:62) states that students use this to ask and classify questions by the source of their answers. So, this strategy was aimed at determining what the author meant by opinion and explaining the intended meaning. Meanwhile, Woolley (2011:107) states that this strategy was used to help them decide when and how to use their background knowledge to summarize the reading passage.

c) Game Strategy

Using the game method can help students understand the material more easily and with more fun. The English teachers at SMP Negeri 10 Kupang used *games* as the third strategy. According to Wolley (2011:90), this strategy was a tool for helping students develop their reading skills because they could develop their creativity and interest in new words. This strategy enables the students to learn from each other and to improve human relations in the classroom. In line with that theory, the teacher applied this strategy to create an element, not only for fun but also for developing their vocabulary. This activity could also be a supplement for the students to increase their interest in memorizing new vocabulary.

d) Discussion Strategy

The last strategy used by the English teacher at SMP Negeri 10 Kupang was discussion. The English teachers at SMP Negeri 10 Kupang use discussion strategies at the end of the lesson. The use of discussion strategies at the end of learning aims to determine students' abilities regarding the learning material that has been studied.

Based on the observation, the teacher asked the students about what they had learned at that time. It deals with Brown's theory, which is summarizing. In this case, Brown (2001) states that this strategy focused on getting the main idea with crucial details to support what the students have read. In line with Brown's theory of discussion strategy, the researcher proved that discussion strategy has the same effect based on observation. This created an effective environment for students because it was the unity of all of the strategies. In this case, all of the students and the teacher tried to balance their ideas and opinions together.

2. The Problems Faced by Teacher's in Teaching English Reading

Based on the interviews with the teacher and the observations conducted from October 30, 2023, until November 2, 2023, the researchers found several problems faced by the teachers in the process of learning English reading, as follows:

a. Limited Learning Time : Limited learning time is another problem in the learning process in the classroom. A dense curriculum and limited time allocated for each subject can make teachers feel rushed when delivering the material. This can reduce students' opportunities to understand concepts in depth or to discuss and participate actively in class activities. Time limitations can also prevent teachers from providing individual assistance to students who need it.

b. Students' Various Competences : In grade eight students of SMP Negeri 10 Kupang, it was found that in the class each student had a different level of understanding ability. Some students can immediately understand the learning material taught by the teacher, but some students need a more detailed discussion to understand the material. This certainly affects the learning process because the teacher will repeat the same learning material in several meetings.

c. Students' Poor Vocabulary : Students' reading skills are closely related to the students' own vocabulary mastery skills. Vocabulary is a basic thing that needs to be mastered by students in order to learn. Without sufficient mastery of vocabulary, students will find it difficult to communicate. Based on the observation, the researcher found that grade eight students at SMPN 10 Kupang did not master the vocabulary. This makes it difficult for teachers to teach English reading.

3. The English Reading Ability of TheStudents

Table 1 : The Students’ Result in Pre – Test

No.	Name of Students	Score
1	A. P. F.	70
2	A. Z. A.	75
3	A. O. L.	80
4	A. M. R.	60
5	A. A. W.	85
6	C. K. P.	80
7	F. H. D.	65
8	G. I. H.	50
9	I. M. A.	80
10	J. A. L.	60
11	J. J. E. P.	65
12	J. A. D.	80
13	K. C. Z.	55
14	K. D. N.	80
15	M. A. N.	75
16	M. F. L.	70
17	M. A. U.	80
18	M. D. L.	75
19	N. F. Z.	60
20	O. T.	80
21	P. A. M.	65
22	P. F. N.	60
23	P. S.	75
24	R. A.	75
25	R. F. J.	55
26	S. B.	80
27	S. B. N.	80
28	T. R.	65
29	T. T.	75
30	V. V. N.	55
31	V. A. H.	80
32	W. A. F.	65

Based on the table above, we can see that the students who did not pass the pre-test were 17students (55%). Whereas the students who passedthe test were only 15 students, 45% (the minimumcompleteness criterion score was 75). This is caused by the less than optimal use of learning strategies used by teachers. So, it is necessary to choose the right strategy to overcome this problem. So, that learning can be achievedeffectively and efficiently and can improve the English reading of the students.

B. Post Test

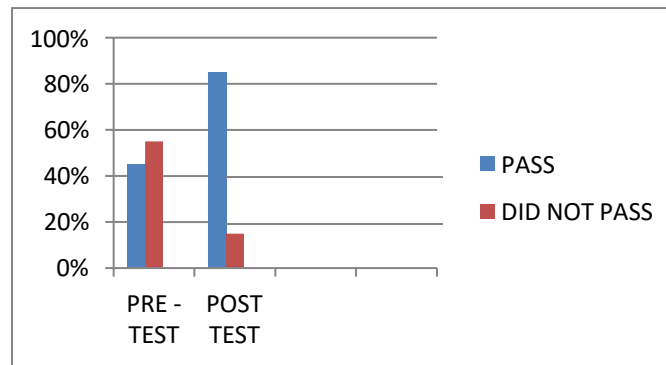
Table 2 : The Students' Result in Post Test

No.	Name of Students	Score
1	A. P. F. K.	80
2	A. Z. A.	85
3	A. O. L.	90
4	A. M. R.	70
5	A. A. W.	95
6	C. K. P. M.	85
7	F. H. D.	75
8	G. I. H.	65
9	I. M. A. H. A.	85
10	J. A. L.	80
11	J. J. E. P.	85
12	J. A. D. B.	90
13	K. C. Z. M.	70
14	K. D. N.	90
15	M. A. N.	85
16	M. F. L.	80
17	M. A. U.	95
18	M. D. L.	85
19	N. F. Z. R.	70
20	O. T.	90
21	P. A. M.	75
22	P. F. N.	75
23	P. S.	85
24	R. A.	90
25	R. F. J.	70
26	S. B.	85
27	S. B. N.	90
28	T. R.	75
29	T. T.	80
30	V. V. N.	75
31	V. A. H.	85
32	W. A. F. M.	80

Based on Table 02, we can see that the students who did not pass the test were only 5 students, or 15%. Whereas the students who passed the test were 27 students, 85% (the minimum completeness criterion score was 75). So, this shows the level of success of learning English reading, which is marked by an increase in student learning outcomes. This is because the teacher uses appropriate learning strategies and varied learning media. Then, it can create a spirit of learning and facilitate the understanding of students. So that it can improve the quality of learning English.

C. Comparison Between Pre – Test and PostTest

Graph 1: The Comparison between Pre – Test and Post Test



Based on the comparison graph above, it can be seen that the number of students who pass the test has increased from 45% to 85%. And the number of students who did not pass the test decreased from 55% to 15%.

This means that the strategies used by teachers in the process of learning English reading in grade eight students of SMP Negeri 10 Kupang are very effective in helping improve students' abilities and understanding of English reading material.

CONCLUSION

From the result of the research that has been discussed in Chapter IV, the researcher concludes that the teacher's English reading strategies toward the students learning English in the eighth grade of SMP Negeri 10 Kupang are effective. It can be concluded that the teacher's strategies are an important aspect of the teaching and learning process. This means the teacher has a responsibility to increase the students abilities and make them active. This strategy also makes students enthusiastic about teaching English and has a responsibility toward development education.

The teacher's strategies undertaken by an English teacher are unique because the teacher uses a variety of teaching methods that pique students interest. In order to increase students abilities, those strategies set goals that can be achieved through good example and effective guidelines. Beside that, the teacher always appreciates the students work and gives motivation when implementing reading comprehension strategies. The teacher also makes students active by giving attention and monitoring them in any difficult activities. Moreover, those strategies are effective in teaching reading comprehension. It helps the students easily comprehend the text. Shortly, those strategies

make a good contribution for the teacher and the students.

Then there are some recommendations for the Teachers, students, and the other researchers. The teacher can serve another alternative strategy that is more interesting to improve students abilities. Then, for the students, By using teacher strategies that are used by the teacher, hopefully the students can understand more about reading comprehension and become more creative and active. Also, hopefully, motivation and intention can help the students develop their reading skills. Finally, for the future researchers The results of this research can be used as a reference for other researchers, and it is expected to continue this research by finding a good method for teaching strategies on reading comprehension.

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