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CONTENTS

An Analysis of English Teachers' Strategies for Enhancing Reading Comprehension

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Abstract

The research aims to identify and analyze the strategies employed by teachers in teaching reading comprehension. This study utilized a descriptive research design with a qualitative approach. The population consisted of two teachers, referred to as Teacher A and Teacher B. The sample was drawn from first-grade students at SMA Sebhak Tangerang. Data collection methods included classroom observations, teacher interviews, and documentation. The data were then identified, described, and analyzed through the use of these observations and interviews. The results indicated that the English teachers employed four strategies for teaching reading comprehension at SMA Sebhak. These strategies included cooperative learning, reciprocal teaching, Question-Answer Relationships (QAR), and summarizing. The implementation of these strategies helped make students more active participants in the teaching and learning process, as they were appropriately applied to enhance engagement. Reading comprehension involves constructing meaning from written texts by interpreting the information through prior knowledge and experiences while using effective comprehension strategies. The findings revealed that the teachers primarily used two strategies in teaching English: Reciprocal Teaching and QAR. Students perceived these methods as easier to understand, helpful in conveying and changing opinions, and beneficial in generating new ideas. They also felt motivated to think critically in groups and gained more opportunities to practice speaking through questioning and answering. In conclusion, the students responded positively to the use of these strategies.

Keywords: *Perception; Strategies; Students' Perception; Teachers' Strategies; Teaching English*

Introduction

The choice of teaching strategy is fundamental to the effectiveness of the teaching and learning process. A strategy is essentially a method designed to facilitate learning, aiming to cultivate an environment that promotes student creativity, active participation, motivation, and the use of multimedia and diverse resources to achieve learning objectives (Hattie & Donoghue, 2016; Jonassen, 1985; Lenz, 2006; Soliman, 2017). Effective strategies are crucial for enhancing students' comprehension and ensuring the success of the educational process.

In Indonesia, English teachers have access to a range of teaching strategies, each offering different ways to enhance learning. However, with so many options available, it is vital for teachers to select strategies that are best suited to the specific material being taught (Anggreyni & Baluqiah, 2022; Fadilah et al., 2023; Nurhasanah et al., 2019). The choice of strategy is closely linked to teachers' perceptions, which significantly impact their instructional decisions. Teachers must reflect on their perceptions and the classroom context, including students' needs, conditions, and cultural backgrounds, before implementing any teaching strategy (Chung, 2022; Gao & Watkins, 2002).

At SMA Negeri 5 Bone, the researcher noted several challenges in teaching reading comprehension, particularly in English. Teachers often use strategies that may not be effective for all students, and there is a noticeable lack of vocabulary and classroom activities tailored to students' needs (Kissau & Hiller, 2013; Sakolrak, 2014; Williams & Martinez, 2019). Furthermore, there is a tendency for teachers to focus heavily on content delivery rather than strategic teaching, which can lead to student disengagement and boredom. Addressing these challenges requires a thorough understanding of both teaching

strategies and student responses (Hall, 2005; Kissau & Hiller, 2013; Simmons et al., 2014).

Perception plays a crucial role in teaching. Many teachers continue to use traditional, teacher-centered approaches, which some experienced educators believe are most effective, giving the teacher full control over content delivery. In contrast, others advocate for student-centered approaches that foster active student participation (Bernard et al., 2019; Cuban, 2006; Daniels & Perry, 2003). This divergence in beliefs influences the strategies teachers select. Additionally, student perceptions of teaching strategies offer valuable insights for improving instructional practices, as students' feedback can indicate the effectiveness of various teaching methods (Berry, 2006; Ertmer, 2005; Pratt, 2002).

Methodology

This study aims to analyze the strategies used by English teachers for teaching reading comprehension at SMA Negeri 5 Bone and to explore students' perceptions of these strategies. By examining both the teaching methods and student responses, the research seeks to contribute to the enhancement of reading comprehension teaching practices.

A descriptive qualitative research design was employed to investigate the teaching strategies and students' perceptions. This approach allowed the researcher to generate and analyze descriptive data in the form of written and oral statements, derived from the observation of classroom behaviors. The qualitative design facilitated a comprehensive understanding of the strategies used by teachers and the feedback from students regarding these methods (Tuleja, 2002).

The study focused on second-grade students at SMA Negeri 5 Bone for the 2017/2018 academic year, with a total population of 360 students spread across 12 classes. From this population, one class, XI IPA.1, consisting of 28 students, was selected as the sample. This selection was intended to represent the broader population in examining teaching strategies and students' perceptions (Davis et al., 2015; Suárez et al., 2018).

Data collection was conducted using two primary instruments: observation and questionnaires. Observation was utilized to gather detailed information on classroom activities and the specific strategies implemented by the teacher in teaching reading comprehension. This method provided insights into how lessons were structured and how students engaged with the content. The second instrument, a questionnaire, was employed to collect students' responses regarding the effectiveness of the teacher's strategies. This tool was crucial for understanding students' perceptions and evaluating the impact of the teaching methods on their learning experience (Capellini et al., 2015; Masadeh, 2015; Sakolrak, 2014).

The data collection process involved observing the teaching sessions to identify the strategies employed and subsequently distributing questionnaires to the students in the selected class. The questionnaires were designed to capture students' opinions on the teaching strategies, offering a detailed view of their reception of these methods (ChanLin, 2007; Fisher, 2000).

The analysis of the questionnaire data was conducted using SPSS software. The first step involved editing the responses to ensure their accuracy and relevance to the research objectives. No answers were modified during this stage to maintain data integrity. Following editing, the responses were coded with numerical values or categories to facilitate data processing. The coded data were then entered into SPSS for analysis. The final stage, data cleaning, involved reviewing the entered data to remove inconsistencies and errors, ensuring that only valid and reliable data were used in the final analysis (Arulogun et al., 2020; Ogunnaike et al., 2018; Okagbue et al., 2021).

Results and Discussion

The research provided significant insights into the teaching strategies employed at SMA Negeri 5 Bone and how students perceived these methods. The observations identified two primary strategies used by the teacher to enhance reading comprehension: Reciprocal Teaching and Question-Answer Relationship (QAR).

Reciprocal Teaching, which includes predicting, questioning, clarifying, and summarizing, was utilized to foster a collaborative learning environment. The teacher selected appropriate reading materials and organized students into small groups. Each group discussed the text to predict its meaning, then presented their interpretations to the class. Group members posed questions and provided responses, with the teacher clarifying answers and leading the summarization of the material. This strategy proved effective in promoting student collaboration and active participation. However, its effectiveness depended on the engagement of all group members. Limited participation from

some students could undermine the overall success of Reciprocal Teaching (Hattie & Donoghue, 2016; Jonassen, 1985; Lenz, 2006).

The Question-Answer Relationship (QAR) strategy was observed as well. This method, implemented after reading, emphasizes the interaction between students and the teacher through questioning. The teacher introduced the QAR model, provided reading texts, and organized students into groups. Students discussed linguistic features such as vocabulary and tenses, identified various question types related to the text, and exchanged answers with peer feedback. Unlike Reciprocal Teaching, QAR focuses on comprehension evaluation post-reading, reinforcing understanding through targeted questioning (Anggreyni & Baluqiah, 2022; Fadilah et al., 2023).

Students responded positively to both Reciprocal Teaching and QAR. They found these strategies effective in understanding the material and appreciated the active engagement they promoted. The interactive nature of both methods facilitated opportunities for students to express their opinions, participate in discussions, and practice speaking. Although some students initially struggled with confidence in speaking, the supportive environment provided by these strategies aided in their improvement. Overall, students valued Reciprocal Teaching and QAR for making lessons more engaging and enhancing their understanding and language skills (Berry, 2006; Ertmer, 2005; Pratt, 2002).

In summary, Reciprocal Teaching and Question-Answer Relationship (QAR) emerged as effective strategies for teaching reading comprehension. Both methods foster active learning and collaboration, contributing to a deeper understanding of the material. The positive student feedback underscores the benefits of these strategies in creating an interactive and engaging learning experience (Chung, 2022; Gao & Watkins, 2002).

Conclusion

The research findings offer valuable insights into the effectiveness of teaching strategies employed at SMA Negeri 5 Bone. The study focused on two primary strategies: Reciprocal Teaching and Question-Answer Relationship (QAR). The observations and student feedback revealed that both methods significantly contribute to the learning process. Reciprocal Teaching, with its emphasis on prediction, questioning, clarification, and summarization,

and QAR, which focuses on comprehension through question-and-answer interactions, were both effective in enhancing students' understanding of reading material.

Students reported that these strategies made it easier for them to grasp the content, communicate their ideas, and engage in meaningful discussions. The interactive nature of these methods fostered a collaborative learning environment, encouraging students to think critically and practice their speaking skills. They appreciated the opportunity to work in groups, exchange ideas, and clarify doubts, which contributed to their overall motivation and learning experience.

Based on the research findings, several recommendations can be made for improving English teaching strategies. Firstly, teachers should select strategies that align closely with the specific materials being taught to ensure that the methods are effective and relevant. Additionally, teachers need to actively monitor group dynamics to ensure that all students participate equally and collaborate effectively. Finally, clear and explicit instructions should be provided to students to enhance their understanding and engagement, ensuring that the learning process not only improves their academic performance but also their attitudes towards learning.

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