READIMG TEACHING STRATEGIES APPLIED BY ENGLISH TEACHERS IN SENIOR HIGH SCHOOL

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Abstract. Reading is an activity of observing written language which aims to gain knowledge or messages conveyed by the author. Many students have difficulty in reading and understanding the reading text. By knowing the factors that cause students’ difficulties in reading. This proves that not all students can read well. This is due to the tendency of some teachers not to use teaching strategies appropriately. For this reason, this paper was created to explain what strategies in teaching reading are suitable for teachers to apply to students. The data was obtained by giving a questionnaire in the form of a Google form to 10 respondents who were English teachers who taught in senior high school. The data collection technique of this research is a questionnaire containing 10 questions. The results of the data analysis show that there are several techniques used by teachers in teaching reading strategies, namely Scanning, Skimming, Active Reading, Speed Reading, Structure-Proposition-Evaluation, and Survey-Question-Read-Recite-Review. However, not all students can accept and understand these teaching techniques. In this context, the teacher must be able to provide teaching strategies that are in following the interests and abilities of students. Adjustment strategies affect students’ ability to follow lessons. The ability of teachers to combine more than one strategy is required to be able to help their students to be skilled at reading well in English.

Keywords: Indonesian senior high school, teaching reading, teacher strategies.

INTRODUCTION
Reading is one of the language skills, plays an important role in learning success. By reading a lot, students can learn and obtain abundant information. Burns, Roe, and Ross (1984) stated that reading is a complex act that must be learned. It’s also a means by which further learning takes place. Simply put, a person learns to read and reads to learn. Those statements emphasize the importance of reading skills that must be mastered by students.

According to Antoni (2010), he argues that teaching strategy is the generalized plan for a lesson or a lesson that incorporates the structure, desire learner behavior, in terms of the goals of instruction, and an overview of tactics necessary to implement the strategy. Teachers' strategies usually expect students to improve their reading skills by osmosis(absorption) and without assistance. In the osmosis approach, it’s believed that if a teacher teaching reading to the target language throughout the day, they’re going to improve their reading skills. Furthermore, according to Brown (2004), the purpose of teaching reading is to make students become effective and efficient readers. To achieve these targets, teachers need to use the strategy of teaching reading.

There are many strategies or techniques that teachers can use when they are teaching reading in English class. Some of the strategies are created and used by using authentic material and approaches, reading aloud in the class, evaluating students with comprehension questions, checking the level of difficulty of the text, use pre-reading activities to prepare students for reading, Setiyadi (2006). Additionally, teachers also may use the other strategies like developing vocabulary of students, not to continue reading while not understanding, grasping the heart of the matter, using contextual clues,
teaching reading techniques such as skimming, scanning, active reading, detailed reading, speed reading, structure-proposition-evaluation, survey-question-read-recite-review, visualizing what is written, provide a variety of reading purpose, identify texts and tasks, and so on.

In teaching reading, teachers can use many different strategies to make the student easier to understand the reading text. To use any instructional technique effectively, anyone who teaches must understand the principles and assumptions on which each particular technique is based. There is no shortage of descriptions or labels for activities that may be classified as related to instruction. Harmer (2007) stated that a strategy is an action that the teacher takes to attain one or more of her teaching-learning goals. Strategy can also be defined as the general direction set for the teaching process.

The teacher must use many strategies in teaching reading such as applying various methods, media, and games to keep the students interested. The fundamental feature of teaching strategies is to make it easier to implement a variety of teaching methods and techniques, Brown (2004). The key is to create more interactive learning environments to apply technology where applicable into the learning experience and to use appropriate collaborative learning strategies.

In the effective teaching of reading, teachers lead students in the class to become proficient and successful readers. Creative teachers do not use only one particular method and technique but implement many strategies and skills to accommodate the needs and learning styles of each student in the class. According to Slavin (2000), he stated that effective instruction is not a simple matter of one person with more knowledge transmitting knowledge to another. Therefore, successful teachers who teach reading realize that reading can be taught by using various strategies. Teaching should be modified by the teachers depending on the students’ needs. According to Allington (2002), he stated that creative teachers manage to get better results regardless of curriculum materials, pedagogical approaches, and/or reading programs.

This research aims to find out the English teacher's strategy to teach reading in senior high school and how the teacher manages class in teaching reading. The research question from this study is what is the English teacher's strategy for teaching reading in a senior high school classroom? how the teachers manage the class in teaching reading?. Some researchers have done research focusing on the teacher's strategy for teaching reading as follows: The first research was from Janatum (2013) entitled “Teachers’ Strategy in Teaching Reading Comprehension”. The findings showed that the teachers had difficulties inducing the students' positive responses to the teaching and learning process. In any case, the combination of various strategies was helped the teachers in gaining students' positive responses and having a good quality of teaching. The second research was from Ahmad (2013) entitled “A Study on Teachers’ Strategies for Teaching Speaking and Reading Comprehension Skills”. He wound up that the teachers applied three types of stages in teaching reading namely pre-reading, temporary reading, and post-reading stages.

Researcher Rini Safrianti (2010) with the title "Reading Teaching Strategies Used by English Teachers at Senior High School 1 Ampek Angke" examined 4 English teachers who teach English subjects at SMA Negeri 1 Ampek Angke. Data were collected through observation and interviews and the results of the analysis showed that English teachers used four strategies in teaching reading comprehension, namely: 1) Think-Pair-Share, 2) Reciprocal Teaching, 3) Question and Answer Relationships, and 4) Small Group Discussion.

Rahmah Ulfa Andini and Ratmania (2019) with the title "Teaching Reading Through "The Power of Two” Strategy for Senior High School Students" in this study the researchers used the "The Power of Two” strategy for learning to read at the high school level. The researcher used the "The Power of Two” strategy to help students understand the text by working in pairs so that students could exchange ideas with each other. According to them, this strategy can make it easier for students to find the problems they face in reading. Thus this can make students enjoy and relax when reading and in the end, students can improve their reading skills.

Novia Koirunnissa (2019) with the title "Teaching and Learning Reading by Using Skimming and Scanning Technique of Eleventh Grade at the MA Muhammadiyah Bandar Lampung in Academic Year
2019/2020" researcher uses Skimming and Scanning techniques intending to know teacher problems in teaching and student problems in learning to read. The results of data analysis in this study, it was found that teachers had difficulties in dealing with students’ understanding in the classroom in the teaching and learning process of reading, teachers had difficulties in stimulating students, and teachers had difficulties in providing feedback and managing time. Another problem is the lack of students' vocabulary mastery, understanding the meaning of the text, and following the teacher's directions. So based on these problems, the researcher revealed that the solution that can be taken by the teacher is that the teacher must manage the time as well as possible, arousing students’ interest in learning to read.

It shows that teachers have an important role in educating students. Based on the explanation above, the researcher assumed that the teacher’s role is very important to overcome students’ problems in learning reading. The teachers must look for various strategies to increase the quality of the teaching and learning process. The teachers’ strategies in teaching reading become a problem if it is not addressed immediately. For this assumption, the researcher was interested in conducting descriptive research entitled "reading teaching strategies applied by an English teacher in senior high school” to analyze the strategies of English teachers.

**METHOD**

In this chapter, the researcher describes the method used in the research which consists of several segments, namely research methods, respondents and objects, research instruments, procedures, data analysis, and data collection. For more details describe each point below.

**Research Method**

The Research Method is a way to get back the solution to all the problems posed (Syamsul Bahry and Fakhry Zamzam 2015:3). Meanwhile, according to Sugiyono (1999: 1), Research Methods are "scientific ways to get data with certain goals and uses. Based on the above understanding, it can be concluded that the research method is a scientific method or technique used to obtain data about an object from research that has the aim of solving a problem. Based on the way of processing, analyzing the data, and how to draw conclusions, the types or types of research methods can be viewed from quantitative, qualitative, and mixed (quantitative-qualitative) approaches.

The type of method used in this research is classified into descriptive qualitative research. Qualitative descriptive is a method that aims to describe in full and in-depth the social reality and various phenomena that occur in the community that is the subject of research so that in detail the characteristics, characters, traits, and models of the phenomena studied are described (Sanjaya 2015, p. 47) This method aims to make a systematic, factual and accurate description of the facts and characteristics of the population of a particular area (Suryana 2010, p. 18).

**Respondents and Research Objects**

Amirin (1989) revealed that research respondents are also called research subjects who want to obtain information by asking someone who has been determined or chosen by the researcher. Research subjects are objects, things, or people where data for research variables are attached, and which are in question (Suharsimi Arikonto in 2016: 26). So it can be concluded that respondents or research subjects are individuals who participate in research. Information (or 'data ') is collected from or about individuals to help answer the questions being studied. The subjects in this study are English teachers who teach in high school.

Meanwhile, the object of research is as follows "An attribute or nature or value of people, objects or activities that have certain variations that are determined by researchers to be studied and then drawn conclusions” by Sugiyono (2014:20). From this understanding, it can be concluded that the object of research is a scientific target to obtain data and find out what, who, when, and where the research is carried out.

The object of this research is the teacher's strategy in learning to read at the high school level. The object in this study is specifically related to the formulation of the problem, namely the strategies
used by teachers in teaching reading, and the obstacles faced by teachers in implementing the strategies chosen in teaching reading at the high school level.

**Research Instruments**

A research instrument is a tool used to collect data or information that is useful to answer research problems. An instrument is a tool at the time of research that uses a method. According to Sukmadinata (2010, p. 230), the research instrument is in the form of a test that is measuring, because it contains questions and statements whose alternative answers have a certain standard of answers, true and false, and an answer scale. An instrument that contains a scaled answer, in the form of a question or statement whose answer is in the form of a descriptive scale or a line scale, Meanwhile, according to Sugiono (2009, p. 76) research instrument is a tool used to measure the observed natural and social phenomena, specifically, this phenomenon is called research variable.

Based on the understanding of the research instrument according to several expert opinions that have been put forward, the researcher concludes that a research instrument is a tool used to collect data or information that is useful to answer research problems. An instrument is a tool at the time of research that uses a method. Arranging research instruments can be done by researchers if researchers have understood the research correctly.

The instrument in this research is a questionnaire. The questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to answer. (Sugiyono, 2005:162), Meanwhile, Dewa Ktut Sukardi (1983) defines a questionnaire as a data collection technique carried out by research methods without the need to bring or require direct arrival from the data source. Thus the questionnaire/questionnaire is a list of questions prepared by the researcher where each question relates to the research problem. The questionnaire was finally given to the respondent to be asked for an answer.

**Research Procedure**

The research procedure is an explanation of the steps that must be taken in a study. According to Moleong, there are four steps in the procedure for carrying out research, which is as follows:

**Pre-Field Stage**

At this stage, the researcher conducted an initial survey to several high schools to find 10 English teachers who would be respondents or research subjects.

**Fieldwork Stage**

At this stage, the researcher explains the steps in filling out the questionnaire to the research subjects so that respondents can understand the background and objectives of the research. Researchers in this stage prepare a questionnaire containing 10 questions. Second, the researcher distributed questionnaires in the form of Google forms to all respondents. Third, the research respondents filled out the initial questions from the questionnaire which contained the profile of each respondent. Fourth, research respondents who are high school English teachers answered a questionnaire containing 10 questions. This stage is carried out during October - November 2021.

**Data Analysis Stage**

At this stage, the researcher conducted a series of qualitative data analysis processes.

**Evaluation And Reporting Stage**

Researchers at this stage are trying to conduct consultations and mentoring with supervisors who have been determined during October-November 2021.

**The technique of Collecting Data**

Data collection instruments according to Suharsimi Arikunto (2000: 134) are tools that are selected and used by researchers in their collecting activities so that these activities become systematic and facilitated by them. Meanwhile, Ibn Hadjar (1996: 160) argues that an instrument is a measuring tool used to obtain quantitative information about variations in the characteristics of variables objectively.

The data collection method used in this research is using the questionnaire method. Researchers used 10 respondents as a sample. The process of distributing questionnaires is done by giving a
questionnaire in the form of a Google Form to the respondents who are English teachers in senior high school in a different place in Indonesia.

RESULTS AND DISCUSSION

Findings

Through the questionnaires that have been shared by researchers to get data on a teacher’s strategy in teaching reading in senior high schools, researchers have acquired 10 English teachers that teach English subjects in senior high schools from different areas and different schools in Indonesia. The log of respondents who have filled out questionnaires is like the table below.

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Teacher One

The first teacher is Zamharil Bahra, S. Pd. from SMA BINTARA. In the preparation section, he prepared the reading materials and made some PowerPoint about the topic. The reading materials are sourced from the school English book, internet, English textbook, and other media. He noted that the materials he prepared were relevant to the learning syllabus. While in the activities section, he used Skimming, Active Reading, and Survey-Question-Read-Recite-Review strategies with the reason “That's strategies so helpful in teaching reading”. The teacher activities during the teaching-learning process are conveying the purpose of learning reading for students, reading aloud, making students re-read the text, and evaluating students' comprehension in a particular task. While the students' activities during reading class identify the reading purpose, re-read text aloud, answer the teacher question, infer meaning, and do comprehension test in a particular task. In the evaluation section, a teacher usually evaluates students' reading comprehension with a comprehension test by the multiple-choice question and by matching essays for what students have read. And the last, teacher suggestions on reading teaching strategies is "just skimming and intensive re-read in few minutes, find out the key words' paragraph then guide the students to make conclusion or summary or synopsis".

Teacher Two

The second teacher is Lis Endah Kurnianingsih, S.Pd. from MAS tansyitul Muta'llimiiin Islamic Boarding School. In the preparation section, she prepared the reading materials sourced from the school English book and she noted that the materials she prepared were relevant to the learning syllabus. While in the activities section, she used Survey-Question-Read-Recite-Review strategies with the reason "so students easily understand how to read correctly according to language rules". The teacher activities during the teaching-learning process are conveying the purpose of learning reading for students. While the student's activities during reading class are doing comprehension tests in a particular task. In the evaluation section, the teacher usually evaluates students' reading comprehension by matching essays for what students have read. And the last teacher suggestion on reading teaching strategies is "reading help us think".

Teacher Three

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The third teacher is Syukri, S. Pd. from SMA Negeri 1 Sakti. In the preparation section, he made the reading syllabus, prepared the reading materials, and prepared the reading exercise. The reading materials were sourced from the school English book and other media. He noted that the materials he prepared were relevant to the learning syllabus. While in the activities section, he used Scanning, Skimming, and Active Reading strategies with the reason “That's strategies simple and easy to understand”. The teacher activities during the teaching-learning process are conveying the purpose of learning reading for students, explaining the learning materials, and reading aloud. While the student's activities during reading class are identifying the reading purpose, re-read text aloud, answering the teacher question, inferring meaning, and focusing on the teacher and the material being presented. In the evaluation section, the teacher sometimes evaluates students' reading comprehension with a comprehension test by multiple-choice questions and by matching essays for what students have read. And the last, teacher suggestion on reading teaching strategies is "use of these thinking strategies, including 1. Discussing or activating prior knowledge, 2. Developing questions while reading, 3. Connecting what they are reading to another text, something they have seen, or something they have experienced, 4. Visualizing or picturing what they are reading, 5. Making predictions about what will come next in the text".

Teacher Four

The fourth teacher is Felisia, S. Pd. from SMKN 2 Bengkayang. In the preparation section, she prepared the reading materials sourced from the internet and she noted that the materials she prepared were relevant to the learning syllabus. While in the activities section, she used Survey-Question-Read-Recite-Review strategies with the reason" she thinks it is suitable to her students characteristic". The teacher activities during the teaching-learning process are asking students' for specific information related to the topic discussion. While the student's activities during reading class are to share what students know about the topic being discussed. In the evaluation section, the teacher usually evaluates students' reading comprehension by the accurate pronunciation of words. And the last teacher suggestion on reading teaching strategies is "the teacher should prepare the material that closely with the student situation".

Teacher Five

The fifth teacher is Lenny Lumabantoruan, S. Pd. from SMA Negeri 7 Binjai. In the preparation section, she made the reading syllabus, prepared the reading materials, make some PowerPoint about the topic, and prepared the reading exercises. The reading materials are sourced from the school English book, internet, English textbook, and other media. She noted that the materials she prepared were relevant to the learning syllabus. While in the activities section, she used Scanning, Skimming, Active Reading, Detailed Reading and Speed Reading strategies with the reason "That’s strategies are success to make the students are easier to understand". The teacher activities during the teaching-learning process are conveying the purpose of learning reading for students, explaining the learning materials, asking for specific information, and evaluating students' comprehension in a particular task. While the students activities during reading class are sharing what students know about the topic discussion, identifying the reading purpose for the students, answering the teacher question, and doing comprehension tests in a particular task. In the evaluation section, teachers always evaluate students' reading comprehension with a comprehension test by multiple-choice questions, comprehension test by the true-false question, comprehension test by accuracy pronunciation of words, and comprehension test by matching essay for what students have read. And the last, teacher suggestions on reading teaching strategies is "Teaching students’ ability in reading don’t focus just for the material but must to be creative using strategies".

Teacher Six

The sixth teacher is Harnoi Asrin Lumban Gaol, S.Pd. from SMA Budi Murni 1 Medan. In the preparation section, he prepared reading material, make some PowerPoint about the topic, and prepared reading exercises. Reading materials are sourced from school English books, the internet, English textbooks, and other media. He noted that the material he prepared was relevant to the learning syllabus.
In the activity section, he uses the Detailed Reading and Survey-Questions-Read-Recite-Review strategies with the reason "based on his student's ability, those techniques are easier and more suitable to be applied in his class". The teacher's activities during the teaching and learning process are asking what students know, conveying the purpose of learning reading for students, explaining the learning materials, reading aloud, making students reread the text, asking for specific information, encouraging the use of dictionaries, and evaluating students' comprehension in a particular task. While student activities during reading class are sharing what students know, identifying the purpose of reading, rereading the text aloud, answering the teacher's questions, using a dictionary to translate the text, doing comprehension tests in a particular task, focusing on the teacher and the material being presented and infer the meaning. In the evaluation section, the teacher usually evaluates students' reading comprehension utilizing a comprehension test with true-false questions, a comprehension test by multiple-choice questions, and a comprehension test by matching essays. And the last, the teacher's suggestion in teaching reading strategies is "we must pay attention to the interests and abilities of students and then find the right technique to teach them. But in general, "Survey-Question-Read-Recite-Review" is the right technique to apply".

**Teacher Seven**

The seventh teacher is Ridwan Sitorus, S. Pd. from SMKN 2 Balige. In the preparatory section, he made a reading syllabus, prepared reading materials, and prepared reading exercises. Reading materials are sourced from school English books, the internet, and English textbooks. He noted that the material he prepared was relevant to the learning syllabus. In the activity section, he uses Scanning, Skimming, Active Reading, and Speed Reading strategies with the reason "Scanning and Skimming for getting the core of the text quickly. Active and speed for the training of the pronunciation". The teacher's activities during the teaching and learning process are asking what students know, making students reread the text, asking for specific information, encouraging the use of dictionaries, and evaluating students' comprehension in a particular task. Meanwhile, the student's activities during the reading class are sharing what students know, rereading the text aloud, students answering the teacher's questions, using a dictionary to translate the text, and doing comprehension test in a particular task. In the evaluation section, the teacher usually evaluates students' reading comprehension with a comprehension test with the accuracy of pronunciation of words, an understanding test with true-false questions, and an understanding test with multiple-choice questions. And the last, the teacher's suggestion in teaching reading strategies is "Use more than one strategy".

**Teacher Eight**

The eighth teacher is Jenny Meina Sihombing, S. Pd. from SMKN 2 Doloksanggul. In the preparation section, she made a reading syllabus, prepared reading materials, and prepared reading exercises. Reading materials are sourced from school English books. She noted that the material she prepared was relevant to the learning syllabus. While in the activity section, she uses Scanning, Skimming, and Structure-Proposition-Evaluation strategies with the reason "by using these techniques students will try to understand the meaning of the text". The teacher's activities during the teaching and learning process are asking what students know, conveying the purpose of learning to read for students, explaining the learning materials, reading aloud, making students re-read the text. Meanwhile, the student's activities during the reading class are sharing what students know, identifying the purpose of reading, rereading the text aloud, answering the teacher's questions, using a dictionary to translate the text, and doing comprehension tests in a particular task. In the evaluation section, a teacher always evaluates students' reading comprehension with comprehension tests with the accuracy of pronunciation of words, comprehension tests with true-false questions, and comprehension tests with multiple-choice questions. And in the last part, the teacher's suggestion in teaching reading strategies is "The teacher must be patient to teach the students because not all of them like studying English. Make the comfortable situation in the classroom to make the students like to study English".

**Teacher Nine**
The ninth teacher is Harris Lumbanbatu, S. Pd. from SMKN 1 Harian. In the preparation section, he prepared reading materials, make some PowerPoint about the topic, and prepared reading exercises. Reading materials are sourced from the Internet, English textbooks, and other media. He noted that the material he prepared was relevant to the learning syllabus. In the activity section, he uses scanning, skimming, Detailed Reading, and Survey-Questions-Read-Recite-Reviews strategies with the reason “because those techniques are suitable for my students”. The teacher's activities during the teaching and learning process are asking what students know, conveying the purpose of learning reading for students, making students re-read the text, asking for specific information, encouraging the use of dictionaries, and evaluating students' comprehension in a particular task. Meanwhile, the student's activities during the reading class are sharing what students know, answering the teacher's questions, using a dictionary to translate the text, focusing on the teacher and the material presented, and inferring the meaning. In the evaluation section, the teacher always evaluates students' reading comprehension with a comprehension test with true-false questions and a comprehension test with multiple-choice questions. And the last, the teacher's suggestions in teaching reading strategies are "1. Read aloud to students. 2. Provide an opportunity for students, to read, write, and talk about the text. 3. Figure out the words they don't know. 4. Provide time for studying spelling and vocabulary. 5. Read the texts to support students fluency".

Teacher Ten

The tenth teacher is Arjun Sinambela, S. Pd. from SMAN 1 Baktiraja. In the preparation section, he prepared reading material. Reading materials are sourced from school English books and English textbooks. He noted that the material he prepared was very relevant to the learning syllabus. In the activity section, he uses the Active Reading and Survey-Questions-Read-Recite-Review strategies with the reason "because these techniques are easier and more suitable to be applied in class according to students' abilities". The teacher's activities during the teaching and learning process are explaining the learning materials, making students reread the text, and evaluating students' comprehension in a particular task. While student activities during reading class are using a dictionary to translate the text, doing comprehension tests in a particular task, focusing on the teacher and the material being presented, and inferring the meaning. In the evaluation section, the teacher always evaluates students' reading comprehension utilizing a comprehension test with true-false questions and a comprehension test by matching essays. And the last, the teacher's suggestion in teaching reading strategies is "First, teachers must know the interests and abilities of students so that teachers can also find the right technique to teach them".

Discussion

This research was about the teachers’ strategy in teaching reading in Senior High School. This study used a descriptive qualitative research design. The findings of the research showed that teachers' used more than one strategy in teaching reading in English class. All the data were collected from 10 samples of the English teacher Senior High School in Indonesia.

The data results of strategies with fill the questionnaire Google Form proved that all teachers used the different techniques or strategies in teaching reading. All the teachers are in different places and different schools in Indonesia. This is intended to get more accurate data by involving 10 samples of teachers and covering 10 different schools as well.

All teachers in teaching reading used three important parts, namely Preparation, Activities, and Evaluation. All strategies used were effective to assist the students in learning reading. That's evidenced by the teachers' reason for using a strategy in teaching reading in the class they have set out in the questionnaire. With more than one strategy combined, the teachers thought that it would be easier for students to understand the text. From the teachers' suggestion or opinion, the combination of two or more strategies was effective to have a good quality of teaching reading. The students more feeling comfortable in the learning process and understand materials and reading text by using various strategies.
The findings also related to previous studies about teachers’ strategies in teaching reading subjects. The first research was from Janatum (2013) entitled “Teachers’ Strategy in Teaching Reading Comprehension”. The findings showed that the teachers had difficulties inducing the students’ positive responses to the teaching and learning process. In any case, the combination of various strategies was helped the teachers in gaining students' positive responses and having a good quality of teaching. The second research was from Ahmad (2013) entitled “A Study on Teachers’ Strategies for Teaching Speaking and Reading Comprehension Skills”. He wound up that the teachers applied three types of stages in teaching reading namely pre-reading, temporary reading, and post-reading stages. Janatum and Ahmad showed that the role of the teacher was very important and the teachers’ strategy was very important in the teaching and learning process especially in teaching reading. It was very helpful for the students in mastering reading subjects in various strategies. Significantly, the strategy was important to develop the goals of the teaching. The strategy ought to apply to the goals that needed to be achieved. This research was in line with previous research that conducted by Ahmad and Janatum. The students faced difficulties in reading comprehension. Since reading foreign language became students' problem, the role of teachers was very important to help students in overcoming their problems. Therefore, this analysis was conducted to support previous findings. The teachers could find appropriate and effective strategies and to solve the students’ problems and also the funny strategies so that they don't get bored in class. Moreover, the teacher could combine more than one strategy to create a better way of teaching reading in English class.

CONCLUSION

In the implementation of the teachers’ strategies in teaching reading in senior high school, teachers used several strategies during the learning process and not only learn to read in English but also to understand the reading text. In the teaching-learning process, teachers perform the preparation, activities, and evaluation stages. The strategy used by teachers can develop students’ ideas and understanding from reading texts as well and how to read properly in English with reading aloud strategies. Technically, more than one strategies combined by teachers. That was meant to make it easier for teachers to help students master reading subjects. A combination of strategies is important to apply to help students in learning reading in English class.

Reference


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