

ARTICLE

**TEACHING STRATEGY IMPLEMENTED BY AN ENGLISH TEACHER
IN TEACHING READING TO ELEVENTH GRADE STUDENTS AT SMK
BHAKTI MULIA PARE IN ACADEMIC YEAR 2017/2018**



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2019



**SURAT PERNYATAAN
ARTIKEL SKRIPSI TAHUN 2019**

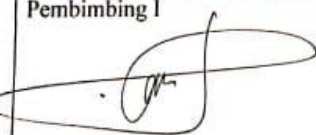


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TEACHING STRATEGY IMPLEMENTED BY AN ENGLISH TEACHER IN TEACHING READING TO ELEVENTH GRADE STUDENTS AT SMK BHAKTI MULIA PARE IN ACADEMIC YEAR 2017/2018

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ABSTRACT

The research problem of this research, what is teaching strategy implemented by the English teacher in teaching reading to eleventh grade students at SMK Bhakti Mulia Pare in academic year 2017/2018?. The purpose of this research is to describe teaching strategy implemented by the English teacher in teaching reading to eleventh grade students at SMK Bhakti Mulia Pare. The method of this research was qualitative approach with using case study type. The subject of this research was English teacher at SMK Bhakti Mulia Pare. The instruments of this research were observation checklist, interview and documentation. The result of the research found that teaching strategy used by the English teacher in teaching reading is mind mapping with using scientific approach through three steps; pre-activity, whilst-activity, and post-activity. Moreover, during teaching learning process in teaching reading only conducted 5 steps from 7 steps in implementing of mind mapping. However, it is not complete and not in accordance with procedures because of the limited time and situation that are not appropriate and also the students are less active and creative, less free to search for material and too monotonous because of poor vocabulary. Therefore, the English teacher must prepare the material and teaching aids in order to create conducive situation in teaching reading in the classroom during teaching learning process.

Keywords: Teaching Strategy, Teaching Reading

I. INTRODUCTION

In English, there are four skills that must be mastered by the students, namely; listening, speaking, reading, and writing. These four skills should be applied by the teacher in the process of teaching and learning in the classroom especially reading.

“Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success.” (Patel & Jain, 2008: 113). It means that reading is an important activity in life to update his/her knowledge and an important tool for academic success to enhance comprehension.

In reading, the students need comprehension about the content or meaning in text that they read. Reading comprehension is a process construct meaning by coordinating the number of complex process including word reading, word and world knowledge, and fluency. Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and the fluency. (Klinger, 2007: 2).

In reading, the students not only need comprehension but they have purpose in their lives. They are as follows: to understand its meaning, to find out information, to be entertained, to reflect or as religious practice. In line with the statement above, Pang et al (2003: 15) says:

“A reader reads a text to understand its meaning, as well as to put that understanding to use. A person reads a text to learn, to find out information, to be entertained, to reflect or as religious practice. The purpose for reading is closely connected to a person’s motivation for reading.”

Moreover, there are several problems in reading, they are as follows: the students difficulty understanding what they think and reading material, the students are less active and not concentration in reading class, the students are not confident and

afraid to read words or sentences in English because of lack of knowledge and in spelling especially in new vocabulary that they have never known how to read and it meaning.

In addition, the problem which comes from the teacher is that strategy that use still incomplete and not in accordance with procedures because of the limited time and situation that are appropriate. Therefore, the English teacher must prepare the material and create conducive situation in teaching reading during teaching learning process in order to uses strategy that suitable with students’ ability.

Teaching strategy is a set of materials and learning procedures used together to generate student learning outcomes.(Permendiknas, Dick & Carey, 1985: 4). Therefore, teachers need appropriate and varied and innovative teaching strategy so that students are interested, enthusiastic and understand what the teacher conveys to the students.

In this case, the researcher focuses on what teaching strategy is implemented by an English teacher in teaching Reading to eleventh grade students. In line with previous study, Antoni (2010) did a research with the title "Exploring EFL Teachers 'Strategies in Teaching Reading Comprehension." Concluded that teachers'

learning in comprehension reading comprehension was presented into three teaching stages; pre-reading, while-reading, and post-reading. It means that there are three steps in teaching reading as pre-reading, while-reading, and post-reading.

Based on the background above, the researcher wants to make research about “Teaching strategy implemented by an English teacher in Teaching Reading to eleventh grade students at SMK Bhakti Mulia Pare in academic year 2017/2018.”

II. RESEARCH METHOD

The research approach used in this research was qualitative approach. Qualitative approach focuses on understanding social phenomena from the perspective of the human participants in natural setting. (Ary, 2010: 22). The research type of this research is case study. Case studies research is a form of qualitative research that endeavors to discover meaning, to investigate process, and to gain insight into and in depth understanding of an individual, group, or situation. (Lodico, 2010: 156). The purpose of this method is to describe teaching strategy implemented by the English teacher in teaching reading to eleventh grade students at SMK Bhakti Mulia Pare.

In this research, the research was conducted in SMK Bhakti Mulia Pare which is located on Jl. Matahari No. 24 Puhrejo, Tulungrejo, Pare, Kediri, Jawa Timur. The subject of this research was a teacher in SMK Bhakti Mulia Pare especially English teacher in eleventh grade students. The researcher takes XI-AP2 class in which is there are 37 students. The instruments used were observation checklist, interview and documentation to collect the data and get the data accurately and needed. It can be discussed as follows:

1. Observation checklist

The researcher used observation checklist to get the data and information more detail and complete. The researcher observed the English teacher in teaching learning process in the classroom especially in pre-activity, whilst-activity, and post-activity and focused on the teaching strategy used by the English teacher in teaching reading to eleventh grade students.

The researcher did observe in XI-AP2 class one times meeting on 11 May 2018. The class began at 08.00 a.m. up to 09.20 a.m.

2. Interview

The researcher used interview to get information. It was conducted to support and verify the data from observation. The

researcher given to the English teacher some question for the completeness of the data and information that relate to the teaching strategy used by the English teacher in teaching reading to eleventh grade students. The researcher interviewed the English teacher one times meeting on 11 May 2018. The class began at 10.00 a.m. up to 11.00 a.m.

3. Documentation

Documents in this research was in the form of written or no written. In written document include observation checklist, notes for interview with the English teacher, teacher's lesson plan. Whereas, in non-written include photographs which take picture during teaching learning process that occur in classroom as evidence to strengthen and support data observation and interview. Moreover, Miles and Huberman (1994: 10-11) states that we define analysis as consisting of three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification.

III. FINDING AND DISCUSSION

Based on the result of the research, the researcher found that teaching strategy implemented by the English teacher in teaching reading to eleventh grade (XI-AP) students at SMK Bhakti Mulia Pare is

mind mapping by using the scientific approach through three steps: pre -activity, whilst-activity, and post-activity. There are five steps in scientific approach, they are observing, questioning, experimenting, associating and communicating.

Mind mapping is a strategy that used to collect, create, manage, and exchange information in visual form of note taking that can be worked on by one person or a team in order to bored. In line statement above, According to Buzan (2004: 10) mind map is a colorful, visual form of note-taking that can be worked on by one person or a team of people.

In addition, the strategy used by the English teacher could make the students more interested, enthusiastic, active, and creative and add vocabulary in the learning process and could practice their reading comprehension. But, when teaching learning process the students did not give pay attention when the English teacher explained the material, not concentration, not active , less creative and got bored in this strategy but the English teacher could attract them to pay attention and create conducive situation in teaching learning process in classroom.

Moreover, mind mapping could help the students make a plan and organize, to creative new ideas and remember

information better in order to find out how to make it easier to learn, add vocabulary, be creative and be active. In this case, the researcher found the same case as in Buran (2015: 217), “Mind maps help students solve problems, brainstorm creative ideas, remember new vocabulary, take notes, enhance their reading comprehension, organize the tasks and prepare presentations.

The English teacher taught based on lesson plan and used three steps in teaching; pre-activity, whilst-activity and post-activity. In pre-activity, the English teacher greeted then checked the attendance of the students and in this step the English teacher used several brainstorming to warm up to the students to get their concentration.

In whilst-activity, the English teacher explained about the material, gave an example of the material to make the procedure text, asked to the students to make procedure text in pairs and giving feedback.

In post-activity, the English teacher concluded the material has been learned, gave them feedback of the material that they learned in order to the English teacher told them if they still confused or found difficulty, they could ask the English teacher and helped them and then the

English teacher closed the teaching learning process with prayer or reciting “hamdalah” together.

According to Buzan (2005: 25), there are seven steps to make a mind map, they are as follows; 1) Start in the center of a blank page turned sideways, 2) Use an *image* or *picture* for your central idea, 3) Use *colors* throughout, 4) *Connect your main branches* to the central image and connect your second and third level branches to the first and second levels, etc., 5) Make your branches *curved* rather than straight lined, 6) Use *one key word per line*, 7) Use images throughout. In fact, the English teacher implemented 5 steps of the 7 steps in the teaching learning process in the classroom, they are as follows;

- 1) Put the main idea or topic in the middle of page would give maximum space for other ideas to radiate out from center.
- 2) Use an *image* or *picture* for your central idea.
- 3) Used the colors was more interesting.
- 4) Connect your main branches to the central image and connect the second and third branches to the first and second and so on because the brain worked by association.
- 5) Draw a connector curved rather than straight lined in each branch to make it.

From the information above, it can be concluded that the English teacher did procedural diverge because the English teacher did not carry out appropriate procedures based on the existing procedure.

In line with statement above, Ahmad (2013) in his studies with the title “*A Study on Strategies for Teaching Speaking and Reading Comprehension Skills*”. This study was to analyze the English teachers’ strategies in teaching speaking and reading comprehension skills in SMPN 1 Selong, the data was analyzed using qualitative research design and the result of this study revealed that teachers applied teaching speaking and reading comprehension skill strategies in three stages; pre-stages, whilst-stages, and post-stages.

IV. CONCLUSION AND SUGGESTION

Based on the research finding, the researcher concluded that the teaching strategy used by the English teacher in teaching reading was mind mapping through three steps, they are pre-activity, whilst-activity and post-activity.

In addition, the strategy used by the English teacher during teaching learning process in teaching reading is correct. Although the steps used in this strategy are

incomplete and not in accordance with procedures because of the limited time and situation that are not appropriate.

Moreover, the students did not give pay attention when the English teacher explained the material, not concentration, not active, less creative and got bored during teaching learning process in the class.

Based on the conclusion, the researcher suggested for other researchers, this research can improve the quality of the other researcher in teaching English and maybe useful as reference for research related to this research study. For the students, the students should be more active and creative to improve their reading comprehension, pay more attention to the teacher when the teacher explains the material and improve their vocabulary most of them find difficulty in pronunciation and translate words or sentences in English. For the English teacher, The English teacher should use strategy that suitable with the material to be delivered, because it can help the students to make it easier to understand the lesson and prepare the material before teaching and learning process begins better in the class.

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