

An Analysis of Teacher's Strategies in Teaching Reading Comprehension of Narrative Text: A Descriptive Study on Grade 10 Students of SMA Negeri 1 Semparuk in 2022/2023 Academic Year

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ABSTRACT

This study was aimed to find out the teaching strategies that used by the teacher in teaching reading comprehension of narrative text in X grade of SMA Negeri 1 Semparuk. The participant of this is research is an English teacher who has been teaching for about 18 years in SMA Negeri 1 Semparuk. A descriptive qualitative design was employed in this research by using semi-structured interview and observation as the technique of data collection. The findings of the research showed that the teacher used two strategies in teaching reading comprehension of narrative text they were small group discussion strategy and Questions and Answers Relationship (QnAR) strategy. The teacher used small group discussion strategy in helping students to get the same opportunity to understand the material. Another strategy was Questions and Answers Relationship (QnAR) strategy used in order to obtain students' critical thinking. Furthermore, QnAR strategy was used in measuring and knowing students' understanding about the material. In addition, the finding showed that these strategies gave good impact to influence students' reading comprehension ability of narrative text. It can be seen from the teaching learning process and the score of the individual evaluation test.

Keywords: Narrative Text, Reading Comprehension, Teaching Strategies.

INTRODUCTION

Reading is a skill that cannot be separated from and is always associated with learning. Reading provides people with a wide range of knowledge. Reading has always been an important requirement for students, and it is a fundamental skill that all students must master. As stated Zare & Othman (2013) students must understand how to learn via reading in order to enter today's literate culture and communicate effectively. Learners who master reading skills can easily understand and comprehend the knowledge gained from reading materials such as books, newspapers, and magazines.

Reading comprehension is the activity of reading in order to understand, comprehend, figure out, and obtain the messages that the author desires to convey to the readers. Moore, Jerilou, Alif, Vogel & Elizabeth (2016) defined reading comprehension as activity of understanding what you read, however, the complexities of having the ability to

grasp typically embrace complex and careful processes. In order to help students understand the text and achieve the goal of reading comprehension, teachers must use appropriate strategies when teaching reading comprehension.

Reading comprehension can be taught in various strategies. According to Sarode (2018, p.58) "teaching strategies refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future". In teaching reading comprehension, teachers can employ a variety of strategies. As stated by Dwiningtias, Sofyan & Puspita (2021), to keep the students interested in reading, the teacher should employ a variety of strategies, including the use of varied methods, media, and games. Some of them are by using authentic material and approaches, reading aloud in the classroom, comprehension questions, checking level of difficulty of the text, use pre reading activities. The other strategies that can be used by teachers in teaching reading comprehension are developing vocabulary of students, not to continue reading without understanding, grasping the hard of matter, using contextual clues, teach reading strategies, visualizing what is written, provide a variety of reading purpose, identify texts and tasks. After nearly two years of using online classroom, teachers must be able to select appropriate strategies for teaching reading comprehension in offline classroom. Teachers must consider the situation and conditions in the classroom, as well as the students' abilities and students' knowledge in selecting the appropriate strategies.

In fact, most of students still face difficulties and problems in comprehending the text. Students also have difficulty in translating the text. Most of the students translate the text word by word without paying attention to the context of the text. It means that students still have low ability in reading comprehension. Ahmadi, Ismail, Abdullah (2013) stated on their research that even after years of studying the English language, many EFL/ESL students have "severe challenges" with English reading comprehension. Teacher need to consider with the students' ability, knowledge and classroom condition. That is what leads the researcher to conduct this research, to find out the strategies that used by the teacher to teach reading comprehension of narrative text and how the teacher implies the strategies. The writer chose narrative text as the material for this study, because the teacher at this school teaches narrative in the teaching and learning process based on the syllabus. Narrative text is a type of text that entertains the reader, and also provides lessons from the moral values on the story.

Further research is needed to know the appropriate teaching strategies in teaching more specific reading text which in this research focused on narrative text. Furthermore, this research was conducted after the pandemic. Online classroom were implemented for two years. The strategy used by the teacher must pay attention to the adaptation process of students in having face-to-face classes.

METHOD

The research design that employed in this study is descriptive qualitative research because it focused on researching a phenomenon that happened on the school. As stated by Ary, Jacobs, Razavieh, Sarensen (2010) qualitative research employs various forms of

inquiry aimed at comprehending social phenomena from the perspective of human participants in natural settings. The instruments that were used in gathering the data were interview and observation. Ary et al., (2010) divided technique analysis into four stages; they are 1) Data Reduction, 2) Data Display, 3) Drawing Conclusion, and 4) Interpretation. Ary (2002) defined descriptive qualitative design, the data gathered from the understanding and meaning through verbal narrative and observation rather than through number. It seems to be necessity to conduct the research using descriptive qualitative design.

FINDING AND DISCUSSION

Table 1: Teacher's strategies in teaching reading comprehension of narrative text

NO	Discussion Strategy	Information/ description
1	The teacher divides students into 5 groups consist of 6 students.	
2	The teacher asks students to read text in group	
3	The teacher asks students to work and discuss with other students on the group to answer the questions that given by the teacher	
4	This strategy give students opportunity to work in group and share their ideas about the material	
Questions and Answer Relationship Strategy		
1	Author and Me The answer of the questions is not in the text. To answer the question, students need to think about how the text and what they already know fit together.	
	1. The teacher showed pictures of Malin Kundang and his mother, and asked the students <i>"do you know who or where they are?"</i>	1. The students answer <i>"Yes, itu Malin Kundang"</i> . 1.Answered by all students
	2. After showing video of Malin Kundang, the teacher asks the student about <i>"have you ever heard about Malin kundang story?"</i> , then ask to students to guess what is material that student going to be learn today	2. The students answer <i>"Yes, Pernah"</i> . 2.Answer by all students
2	Right There The answer is one place in the text. Words from the questions and words that answer the question are often "right there" in the same sentence.	
	The teacher asks the students questions about: 1. What made Malin Kundang's mother sad and angry?	The students' answer: 1. Because Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" 1.Answered by group 1

	2. Why did Malin Kundang and his mother have to live hard?	2. Because his father had passed away when he was baby	2. Answered by group 3
	3. What did Malin Kundang's do when she heard that Malin Kundang landed on the coast?	3. Ran to the beach to meet Malin Kundang	3. Answered by group 5
	4. What happened after many years after Malin Kundang joined the sail?	4. Malin Kundang became wealthy. He had a huge ship and lot of crews who worked trading goods. He also married to a beautiful woman.	4. Answered by group 1
	5. How did the merchant allow Malin Kundang to join him in the sail?	5. Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him.	5. Answered by group 2
	6. What did Malin Kundang's mother do when Malin Kundang denied that she was his mother?	6. She cursed Malin Kundang that he would turn into a stone if he didn't apologize to her.	6. Answered by group 4
	7. Give an example that Malin Kundang was a healthy, diligent, and a strong boy!	7. He usually went to the beach to catch fish. After getting fish, he would bring it to his mother, or sell the caught fish in the town.	7. Answered by group 3
	8. How did the curse happen?	8. A thunderstorm came in the quiet sea, wrecking Malin Kundang's huge ship. He was thrown out to a small land and he had turned into a stone	8. Answered by group 1
	9. How did the local people react when they saw Malin Kundang landing on the coast?	9. The local people recognized that it was Malin Kundang, a boy from the area. The news that Malin Kundang became rich ran fast in the town.	9. Answered by group 5
Think and Search			
3	The answer is in the text. Readers need to "think and search", or put together different parts of the text, to find the answer. The answer can be within a paragraph, across paragraph, or even across chapters and books.		
	1. The teacher asks the students to find generic structure of the story of the	1. The orientation is in paragraph 1.	1. Answered by group 5

Malin Kundang (Orientation, complication, and resolution)	Complication is in paragraph 2,3 and 4. And the resolution is in the last paragraph or paragraph 5.	
2. The teacher asks the students to find the characteristics of narrative text in the story of Malin Kundang (simple past tense, past continuous tense)	2. The students answer the characteristics of narrative text in Malin Kundang Story. 1. <i>"Malin Kundang was a healthy, diligent, and strong boy".</i> 2. <i>"He left his mother alone."</i> 3. <i>"When He was sailing on his trading journey, his ship landed on a coast near a small village."</i> 4. <i>"The news ran fast in the town."</i>	1. Answered by group 4 2. Answered by group 2 3. Answered by group 3. 4. Answered by group 5 (The students could answer only 1 past continuous).
4	Author and Me	
The answer is not in the text. To answer the question, students need to think about how the text and what they already know fit together.		
1. The teacher asks to students about the moral value that students can learn from the story of Malin Kundang	2. The students' answer: 1. <i>"The moral value of the story is that we have to respect to our parents especially our mother."</i> 2. <i>"Don't be arrogant, don't make your parents sad. If you being a success full don't forget about your parents."</i> 3. <i>Don't leave your mother alone</i>	1. Answered by group 5 2. Answered by group 4 3. Answered by group 1

Source: Au & Raphael (2005)

The findings of a study on teacher strategies in teaching reading comprehension of narrative text to students in grade 10 at SMA Negeri 1 Semparuk revealed that the teacher employed some strategies. They were small group discussion strategy and Question and Answer Relationship (QnAR) strategy, according to the findings of the observation. The class the researcher observed had 31 students. The implementation of these strategies was effective, and it had a positive impact on the students' ability to read comprehension of narrative text based on students' response, student enthusiastic, and the score on evaluation test.

The results showed in Small Group Discussion strategy the teacher divided the students into some of the groups and students were required to work together as a team.

Kawabata (2005) explained that discussing allows readers to connect the text's theme enhance their knowledge. Annamalai, Manivel & Palanisamy (2015) reported that small group discussion increased students' effectiveness participation in learning process, and it also made students effective in exchange their ideas.

In order to implement the small group discussion strategy, the teacher divided the students into groups of six. It is believed that small group discussions can provide students with the same opportunities to comprehend the text. The teacher employs this strategy as well, by providing text about the Malin Kundang story and asking students to discuss and collaborate in answering the questions provided by the teacher. Chhikara, Cummings, Nykipilo & Salem (2014) stated that This strategy requires active participation on the part of the learners in order for them to work together in a small group to explore, investigate, make connections, engage in discussion, and reach conclusions Chhikara et al., (2014) also added that discussion stimulates deep thinking when this strategy is used, and students are expected to articulate their ideas within their group.

In small group discussion strategy, students can work together and read texts together. Moreover, students who have good abilities can help students who have low abilities in reading comprehension by sharing their ideas and understanding with all members of the group. Supporting this view, Johnson, Johnson & Smith (2013) pointed out that Working together allows students to maximize their own and each other's learning. The findings of this study were concordant with the previous study report. The teacher used this strategy to help students, especially those who have low ability in reading comprehension of narrative text, to be able to understand the material well.

Furthermore, the teacher used the QnAR strategy to activate students' prior knowledge and critical thinking in order to ensure students' comprehension of the material presented through the teacher's questions and students' answers. This finding was concordant with the previous study report. Wolley (2011) reported QnAr strategy was used to model and engage students in crafting questions to help them decide when and how to apply their previous knowledge to create inferences.

In this strategy most of the questions given by the teacher are comprehension questions. This statement is in line with theory from Kawabata (2005), that in comprehension question strategy students are offered comprehension questions to validate their understanding of the entire text's content and to monitor each student's learning. Therefore, the teacher gave questions to students individually the teacher checked their answers with the class to confirm their understanding of the context before moving onto the next activity.

The teacher implemented this strategy by giving several questions about Malin Kundang's story. Rothong (2013) inferred QnAR strategy shows the relationship between questions and answers, how to search for information in a text according to different types of questions. The QnAR strategy help students to analyze, comprehend and respond to the text concepts and refute the common conceptions that the text has all the answers. The questions provided cover the four types of questions included in the QnAR strategy.

Based on observations and interviews results, it found the teacher implemented this strategy by asking about their own opinion about the moral value (which categorized into Author and me Questions in QnAR strategy), characteristic, and generic structure of the Malin Kundang story (which categorized into Think and search Questions in QnAR strategy), and to see how far students understand the reading narrative text related to the moral value (which categorized into Author and me QnAR strategy). The teacher also used this strategy in lesson evaluation to assess students' comprehension of the reading comprehension material (which categorized into Right There Questions in QnAR strategy).

CONCLUSION

From the result it showed that in teaching reading comprehension the teacher used two strategies. They were small group discussion strategy and Question and answer relationship (QnAR) strategy. Moreover, the teacher used small group discussion strategy to help students work in group and get the same opportunities to comprehend the material, especially for students who have low ability in reading comprehension. In addition, teacher used Question and Answer Relationship (QnAR) strategy to build students' prior knowledge and critical thinking, and related the material of narrative with their own experience and to see how far the students understand the material of comprehension of narrative text, and the success of the strategy that used by the teacher in teaching reading comprehension of narrative text.

Furthermore, teaching strategies in teaching reading comprehension of narrative text on 10th grade students of SMA Negeri 1 Semparuk was effective. It could be seen from the teaching learning process, the response of the students was really good and active in the classroom, and the result of the evaluation in the end of the lesson showed the score of each student was good. The strategies were successfully did by the teacher in build students' enthusiasm to the material. The using of strategies gave good impacts on teaching and learning process.

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