

**EFL TEACHERS' STRATEGIES AND STUDENTS'
PERCEPTIONS IN TEACHING READING AT SMPN 1
KARANGTENGAH AND SMPN 1 PAGELARAN CIANJUR.**

THESIS

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ABSTRAK

Erika Marta Lestari, Strategi Guru dan Respon Siswa dalam Pembelajaran Membaca di SMPN 1 Karangtengah dan SMPN 1 Pagelaran. Thesis. Program Studi Magister Pendidikan B. Inggris, Sekolah Pascasarjana Universitas Muhammadiyah Prof. Dr. HAMKA. 2018.

Penelitian ini bertujuan untuk meneliti strategi yang digunakan oleh guru bahasa Inggris dalam pembelajaran membaca. Penelitian ini dilakukan untuk menjawab pertanyaan (1) Strategi apa yang digunakan guru bahasa Inggris dalam mengajarkan membaca? (2) Bagaimana persepsi siswa terhadap cara mengajar guru dalam pembelajaran reading tersebut? (3) Apakah pengalaman guru berpengaruh pada strategi mengajar? Peserta yang diteliti adalah siswa dari SMPN 1 Karangtengah dan SMPN 1 Pagelaran.

Pengumpulan data dilakukan dengan observasi kelas, wawancara guru dan memberikan questioner pada siswa. Data tersebut dianalisa secara kualitatif dengan mengkategorisasikan teori yang berhubungan dengan strategi pengajaran sebelum, selama dan sesudah aktivitas membaca.

Tahapan dalam pengajaran reading adalah sebagai berikut: Pre-Reading (Sebelum membaca). While Reading (Saat pembelajaran membaca) dan Post-Reading (Setelah Membaca). Temuan menunjukkan bahwa enam guru perlu meningkatkan pengetahuan dan pengalaman dalam memahami konsep-konsep membaca, pelaksanaan dan alasan dalam menggunakan strategi dalam mengajar membaca pemahaman. Kajian ini merekomendasikan bahwa guru Bahasa Inggris di Indonesia harus memiliki kesadaran diri dalam menggunakan jenis metode mengajar membaca kepada siswa.

Kata Kunci : Strategi membaca Guru Bahasa Inggris sebagai asing, pemahaman membaca.

ABSTRACT

Erika Marta Lestari, EFL Teachers Strategies and Students' Perceptions in Teaching Reading at SMPN 1 Karangtengah and SMPN 1 Pagelaran Cianjur. Thesis. Master of English Eductaion, Graduate School University of Muhammadiyah Prof. Dr. HAMKA, November 2018.

The purpose of this research is to observe the startegies used by teachers in teaching reading and students' perception at Junior high school. This research attempts to adress the following questions: (1) What are teachers' strategies in teaching reading? (2) What are students' perceptions of their teacher strategies in teaching reading? (3) Do the teachers' experiences influence to the teaching strategy? The participants were purposively chosen from SMPN 1 Karangtengah and SMPN 1 Pagelaran.

The data were collected by using a classrom observation, interview with teachers and give the questionnaire to the students. They were analyzed qualitatively by using categorized formulated based on theories related to instructional strategies before, during and after reading activities.

The major finding of this research are six tecahers observed have taught using some strategies or stage in making their students reading comprehension. The stage are: Pre-Reading, While Reading and Post-Reading. The finding show that the six teacher need to increase their knowledge and experience in order to understand the concepts, implementation and the reasons in using the strategies in teaching reading comprehension. This study recommend that EFL teachers in indonesia should have self awareness to use these kinds of teaching reading comprehension strategies.

Keywords: Reading strategy, EFL teachers, students perception, reading comprehension.

THESIS COMMITTEE APPROVAL

EFL TEACHERS' STRATEGIES AND STUDENTS PERCEPTION IN TEACHING
READING AT SMPN 1 KARANGTENGAH AND SMPN 1 PAGELARAN CIANJUR

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CHAPTER I

INTRODUCTION

This chapter deals with the background of the research. Beside it also deals with identification and the limitation of the problems. Furthermore, the formulation of the research question and objective of the research is also acknowledged before the researcher admits the significance of the research.

A. Background to the Research

In the field of second and foreign language learning, teachers' strategies are one of the most influential factors of all individual differences in language learning. Since English in Indonesia is a foreign language learned mainly in classrooms, the role of a teacher becomes highly significant as the main source/facilitator of knowledge and skills in this foreign language learning. Therefore, an English teacher is expected not only to teach English itself, but also to make the teaching learning process as interesting as possible to engage the students in the learning process. Engaging with the process influences the students' perception of teachers' strategies in teaching reading. Teachers' strategies in teaching English are then crucial in engaging students in the classroom. The effect of teaching strategies in an EFL classroom may significantly contribute to students' lack of satisfaction with the language class. If teachers are more aware of the impact of their teaching strategies

on students' motivation, they may be able to identify what teaching strategies their students find interesting and engaging in reading learning process.

Reading is the main four language skills, as a receptive skill it enables learners to receive a significant comprehensible input, which can be used later on in speaking or in writing. According to Patel (2008, p.3) "Reading is most useful and important skill for people, this skill is more important than speaking and writing". Good reading is that which keeps students regularly in which provide them both pleasure and profit. Reading habits do not only help the students to get knowledge and wisdom from the cultural of heritage, but it is also very helpful in passing for leisure period. Reading is one of the important comprehension language learning because reading is a way to gain any new knowledge and rise the information which involves thinking process. Nevertheless, there are many students in Indonesia who tend to dislike reading because of lack of interest and motivation to read a lot, so their comprehension is extremely poor. This is proven from the result of progress study by Central Connecticut State University in the US Indonesia ranks 60th out of 61 countries in term of reading interest the data cited in Litbang Kemendikbud. It means that Indonesian students' reading ability is still awfully low and far from the expectation.

Due to that unpleasant fact, the teacher should train their students to be good readers, even though it is quite difficult to do particularly for the students who have low English language proficiency. They should make the students to be accustomed to doing reading activity, because reading is one of the comprehensions that students need in order to succeed in academic learning. Moreover, reading will enable the

students to be able to expand their taught power, sharpen their view and broaden their insight. Even though a lot of people know that learning a language which is not their first language is quite difficult to do. Thus, performing is a great amount of reading tasks in teaching and learning process frequently with good comprehension.

To be successful in reading, the most important thing is students can understand the main idea of the text. They need to comprehend the idea of the reading. That is why reading comprehension is important. Based on Rakhmawati (2015, p.43), “Reading comprehension is necessary because without it reading is nothing more than tracking symbols on a page with your eyes and sounding them out, it also provides the reader with any information.” By comprehend the meaning of the text, students can get information and knowledge clearly.

Beside, one of the biggest challenges facing teachers today is taught in classrooms with highly motivated students while trying to engage others who openly demonstrate their dislike for school, increasing their risk of failure. Teacher candidates should be able to understand and relate to students, know which pedagogical skills are best suited for their students’ learning.

Nowadays, the English teachers can use some techniques to teach reading such as using technology; contextual teaching and learning approach, using reading aloud technique, using visualizing technique, using semantic webs, using story mapping technique etc. By applying one of the techniques, the teacher can encourage the students to participate in the classroom activities.

Reading is not solely a single comprehension, but a combination of many comprehensions and processes in which the readers interact with printed words and texts for content and pleasure. Through reading, one can teach writing, speaking, vocabulary items, grammar, spelling and other language aspects. The basic goals of reading are to enable students to gain an understanding of the world and themselves, to develop appreciation and interests, and to find solutions to their personal and group problems.

In this case the researcher investigated some students in SMPN 1 Karangtengah and SMPN 1 Pagelaran by doing preliminary observation. By interviewing three students at the seventh grade, the researcher found that the students face difficulty to comprehend English text due to lack of vocabulary, the students also added that the way teacher teaching reading material was not interested. The teacher only asked the students to translate English text into Indonesian to get the meaning of the text. Furthermore, the teacher wrote down the difficult words on the board, then pronounce them together with students and then translating together by using a dictionary. And finally the teacher asked the students to answer the questions provided in the text. One of the students also added that the teacher sometimes asked them directly to translate the text then answer the questions. If the students face obstacles in answering the questions, the teacher discussed it together in the class to get the answer. Then the researcher also conducted preliminary research in the second school, the researcher interviewed five students of eighth grade students at SMPN 1 Pagelaran about reading teaching strategy performed by

the teacher, and then found some findings that indicate that the teaching process was still monotonous and just asked students to translate, this strategies made the students are bored to do the reading. In view of these problems the second school had the same problem. The problems found above were important to be investigated because students' reading comprehension play an essential part to improve their English ability. The problems as described above raised the researcher to conduct a research related to the nature of reading comprehension of the junior high school students.

This situation needs to be assessed to look for what actually makes reading cannot be implemented as proper as what is listed in the school curriculum. Therefore, a research on the EFL teacher strategy in teaching reading at junior high school need to be conducted.

Perception of students is considered as a good object as the way find out what makes the teaching reading does not undergo well. According to Kreitner and Kinicki (2010, p.201), "Perception is cognitive process that enables us to interpret and understand our surroundings." It can be assumed that perception comes from human cognitive to recognize and infer the environment. The students' perception comes from sense given by their surroundings.

The students' perception on this teaching reading strategies needs to be evaluated. By discovering the students' perception of the use of teachers strategies, there will be objective information to look at why students can or cannot be taught in English teaching skill especially in reading skill. The students' perception on

teachers' strategies in teaching reading may be positive or negative. The students' ability of reading skill exactly influences the students' responses.

Due to those findings, the researcher has been encouraged to investigate this problem. The researcher conducted a research entitled "EFL Teachers' Strategies on Teaching Reading and Students' Perceptions in Teaching Reading at SMPN 1 Karangtengah and SMPN 1 Pagelaran Cianjur".

B. Identification of the Problems

Based on the background of the research above, there are several problems that can be identified:

1. The students' lack of vocabulary and motivation in reading the text.
2. Teachers' strategy in teaching reading was monotonous.
3. The students face obstacles to translate English text into Indonesia to get the meaning.
4. The practice of reading in the classroom was still limited.
5. The teachers' knowledge about the strategies in learning reading is still inadequate.
6. Students' strategies in learning reading comprehension is very influenced by the knowledge of the teachers.
7. From the interview, it indicated that the teachers did not apply specific strategy to make the students reading more efficient.

C. Limitation of the Problems

In this research, the researcher limits the research on the teachers' strategies in developing students' skill in reading. The researcher focuses on investigation students' perception in teaching reading strategies.

D. Research Questions

Referring to the limitation of the problem, this research is intended to answer the question as follows:

1. What are teachers' strategies in teaching reading?
2. What are students' perceptions of their teacher strategies in teaching reading?
3. Do the teachers' experiences influence to the teaching strategy?

E. Objectives of the Research

Based on the research questions above, the objectives of this study were where to find out:

1. The teachers' strategies in teaching reading
2. The students' perception about teaching strategies
3. The teachers' experience in teaching reading strategies

F. Significance of the Research

The results of this study were expected to be beneficial both theoretically and practically. From the theoretical point of view, the findings of the research were

expected to enrich the existing theory regarding the variety of reading strategies in relation to the teaching. Besides, some points of view about the impact of applying appropriate reading strategies and students' perception with regard to reading comprehension will be strengthened by the outcome of this study.

However, from a practical point of view, the finding were expected to be beneficial to the following relevant people. First, the study will be very significant for the teachers to know both the factors that may influence such as the teacher EFL strategies applied in reading and students' perception in learning context. Second, the learners of English as a foreign language will get some beneficial information regarding the reading strategies. Other researchers interested in conducting an investigation on reading strategies from a different perspective will have, at least, the preview of the result and the discussion of this study. The findings of the research hopefully can give valuable contribution for English teacher to reflect their strategies and students' perception in teaching reading skill. The researcher also hopes this study can be a trigger for the institution to do evaluation for all teachers in order to know the professionalism of teachers which impact to the quality of education at SMPN 1 Karangtengah and SMPN 1 Pagelaran Cianjur.

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