

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents findings and discussion of research. The findings of research covered the analysis of lecturer strategies in teaching reading comprehension and the result of interview about the strategy in teaching reading comprehension process. Subject of the study was lecturer and students in 1th semester, academic year of 2021-2022 of STKIP PGRI Sidoarjo.

4.1 Finding

Finding of this research first describe about steps of teaching strategy using field note and interview for cross check the teaching strategy that can be monitored by observer. The second, the researcher met the reading lecturer and arranged the time for doing research.

4.1.1 Field Note Observation finding.

Introduction part, the lecturer began the lesson. The students paid attention to lecturer's explanation. Then, the lecturer explained the material and discussed. The students paid attention and did discussion. Then, closing is done by the lecturer to conclude the results of discussion.

Observation Results on the field notes

In the preliminary activity, the lecturer greeted students with Assalamualaikum wr. wb. Good morning dear and replies with Waalaikumsalam, good morning Mrs.

The main activity of the lecturer was to provide material based on the strategies used to teach reading at that time. Later in the second semester, lecturer said that she would teach a variety of other reading strategies.

The first stage begins with a survey. That is, at a glance the contents of the *reading* with a focus on headings. In the articles contained in the abstract which is the scope of all reading content. The second step is *questions*. That is writing some questions whose answers we want to get from the reading. Followed by the third step, namely *reading*. Namely by reading directly on the parts that have been written previously. Then Find and create a summary. Next is *remembering*. That is by repeating the contents of the reading but in its own sentence (paraphrase). The last step is a *review*. That is by understanding the reading and compiling useful notes.

At the end of the lesson the lecturer gives students the opportunity to ask questions, then there is feedback from the lecturer. Next, the lecturer provides SQ3R practice and sends a PDF and the students will collect it in the form of chat, paper or MS-Word files and continue with documentation via Zoom. Descriptions of teaching activities are pre-teaching, whilst teaching, and post teaching.

Pre-teaching

The lecturer prepared the online class and checked students' attendance. Then she gave apperception, motivation and said that she wanted to give reading exercises. The observer followed the reading class online and prepared Field note and interview instruments for observation of the teaching and learning process. The field note instrument for collecting data process of teaching reading comprehension activities on-line class.

Whilst teaching

Lecturer strategies in teaching reading comprehension

This reading method strategy helped reading comprehension and was especially helpful for difficult text material. The lecturer used text Borobudur.

Borobudur



Borobudur is a Hindu-Buddist Temple. It was built in the ninth century under Syailendra of Ancient Mataram Kingdom. Borobudur is located in Magelang Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill, 46 m high, and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in base-relief. The second, upper three are circular. Each of them is a circle of bell shape-stupa. The third, entire structure is crowned by a large atupa at the center of the top circle. The fourth, way to the summit extends through some 4.8 km of passage and stairways. The fifth, design of Borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia.

Borobudur Temple which is redirected as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.

First the lecturer started with Survey Step.

Before students begin a new chapter, skim the material and get a feel for the main topics and ideas in the text. The process below should take 5-10 minutes.

1. Read the introduction

(Introduction)

Borobudur is a Hindu-Buddist Temple. It was built in the ninth century under Syailendra of Ancient Mataram Kingdom. Borobudur is located in Magelang Central Java, Indonesia

2. Look at the headings and subheadings

a) *What is Borobudur ...*

b) *Borobudur is a Hindu-Buddist Temple*

c) *Borobudur is well-known all over the world.....*

d) *Borobudur Temple which is redirected as an Indonesian monument*

3. Look at the pictures



Borobudur

4. Read the chapter summary

Borobudur Temple which is redirected as an Indonesian monument in 1983 is a valuable treasure for Indonesian people

Question steps

Use questions to guide your reading. Take the first heading in the chapter and turn it into a question before reading the paragraphs in that section.

What is Borobudur?

Look at the study sub-heading *questions*

Who is influenced construction of Borobudur?

How high is the temple constructed on a hill?

Where is a large stupa located?

Now students have created a purpose for reading because students are looking for the answer to the question.

Read steps

As students' read look for answers to the questions you created. Use the following tips when reading:

Usually the first sentence of each paragraph states the main idea.

Borobudur is a Hindu-Buddist Temple

Look for transition words such as next, for example, *in contrast*, *in addition*, to help you follow the author's point.

The first , The second , The third ,The forth , The fifth.

Make notes in the margin or in a notebook as you read. Paraphrase main points and ideas; do NOT simply copy information from the textbook.

Highlight only the most important points. Too much highlighting can make it difficult to separate the main point from support details.

Recite steps

After reading, students should look at the questions created or those at the end of the chapter. Can students answer them? If students cannot, go back, reread the appropriate sections, and take notes. Take the time and recite or recall whatever students can remember as soon as they finish reading.

Review steps

After students study the material, it is extremely important to conduct an overall review within 24 hours for maximum comprehension and memory.

At last step, the observer interviewed lecturer for confirming strategy used by her in teaching reading comprehension using on-line class.

The interviews were conducted online class in STKIP PGRI Sidoarjo. The researcher interviewed the lecturer from STKIP PGRI Sidoarjo. This interview was held on Monday, November 28 2021.

At the time she used interview instrument for confirming strategy which was used in teaching reading comprehension on-line class, as follows.

1. *Do you enjoy in teaching reading comprehension?*

“The Lecturer: of course. Teaching is one of the most rewarding professions. Seeing students finally make breakthrough and understand something they've been struggling with allows lecturer to feel the direct impact of their work on a daily basis.

2. *What strategy do you like most about teaching reading comprehension?* “The

Lecturer: Strategies help students begin to understand the process of learning. Strategies help students to bypass their areas of weakness and to perform at the level at which they are capable. By using SQ3R strategy students can retain several reading pages, which otherwise are very stressful for them”.

3. *What strategy do you dislike about teaching reading comprehension?* “The Lecturer:

Reading comprehension disorder is a reading disability in which a person has trouble understanding the meaning of words and passages of writing. Sometimes, a reading comprehension disorder is diagnosed by specialists as specific reading comprehension deficit (S-RCD). Strategies that improve decoding and reading comprehension skills benefit every student, but are essential for beginning readers, struggling readers, and English Language Learners”.

4. *Do you have experience in teaching reading comprehension?*

“The Lecturer: Of course I have some experiences in teaching reading comprehension. Comprehension strategies are conscious plans — sets of steps that

good readers use to make sense of text. This will be very beneficial for him. The most important thing in mastering comprehensive reading techniques is to be an active reader”.

5. What strategies do you use in teaching reading comprehension just now? “The Lecturer: SQ3R Reading Method is useful strategy especially helpful for difficult textbook material. Survey, before you start a new chapter, skim through the material and get a feel for the main topics and ideas in the text. Question, use questions to guide your reading. Take the first heading in a chapter and turn it into a question before reading the paragraph in that section”.

6. *Do you always prepare lesson plans of teaching reading comprehension before teaching?*

“The Lecturer: of course, I do. I always prepare lesson plans before teaching. Each lesson plan should start by considering what students will learn or be able to do by the end of class. They should be measurable, so lecturers can track student progress and ensure that new concepts are understood before moving on, and achievable considering the time available”.

7. *Do you always change the strategy of teaching reading?*

“The Lecturer: Of course. Its depends on the situation. Strategies help students begin to understand the process of learning. Strategies promote flexible thinking and teach students the importance of shifting their approaches to different tasks. Reading strategies are super important to teach because by teaching them we show students how good readers think”.

All data from this study were explained in accordance with the focus of research questions.

Researcher carried out interview techniques, documentation and observation to obtain data on the implementation of the English language lecturer strategy in teaching reading comprehension.

Post teaching

End of the class activities:

Lecture summarized the course material, acted as a review of the course goals and objectives and what students had learned. Then gave students some moment to the course experience. Gave Home work to students. Provided an opportunity for students to say good-bye.

4.2 DISCUSSION

Data that was not revealed through interviews, completed with the data from the direct observation which was conducted from November in a participatory manner. To strengthen the substance data from the interviews and the observations, we conducted a study of documents and archival materials. All the data from this study were described according to the focus of the research questions.

Researcher conducted the interviews techniques, documentation and observation to acquire data on the implementation of the English lecturer strategies in teaching reading comprehension.

4.2.1 The English lecturer strategies in teaching reading comprehension

The researcher found that there were two strategies that the lecturer used “SQ3R”. The lecturer used that strategy because the student could know the meaning of the text and could understand of the text.

The SQ3R method stand for Survey, Question, Rad, Recall and Review.

The first activity is survey, where the students skim and scan the text to find out the main idea. Brown (2001;308) states that “skimming consists of quickly running one’s eyes across a whole text (such as an essay, article, or chapter) for its gist. Scanning is searching for some particular piece or pieces of information in a text quickly”. Skimming gives readers’ advantage of being able to predict the purpose of the passage, the main topic, or message and possibly some of the developing or supporting ideas. Scanning exercises may ask students.

SQ3R Technique is a teaching concept which helps lecturer relates their teaching materials to be presented with their pupils’ real learning. SQ3R Technique is one of techniques that help the students to understand the reading texts. This technique is divided into 5 steps; survey, questions, read, recite, and review. As McNamara (2007:6) the generic strategies of SQ3R are methodically applied all texts with little or no consideration of the nature of text content.

4.2.2 To describe the strategies used by the English lecturer in teaching reading comprehension to the first semester students at STKIP PGRI Sidoarjo.

The lecturer open the learning process in the previous class, the lecturer asks whether this class is ready for learning begin. After that the lecturer opened it by prying. The opening of lecturer activities instills a religious attitude, polite, and think logically. The steps of the preliminary activity with the lecturer instilling a polite greeting with “Assalamualaikum wr wb.. Good morning dear..”. Here are the research material today yaa. Read it first, then you can deliver some questions to discuss together

SQ3R steps are as follows

The first stage starts with a *Survey*. Namely by looking at the context of the contents of the reading by focusing of the headings. In the article it is an the scope of all reading contents. The second step is *Question*. That is writing a few questions that the answer wants us to get from the reading. Continued with the third step, *Read*. That is, it directly read the

parts which are the answers to the questions that have been written before. Then identify and make a summary. Next is **Recall**. That is by recuiting the contents of the reading but with the sentence (parphrase). The final is step is **Review**. Namely by evaluating the understanding of reading and compiling useful records.

The researcher analysis that this situation above used QARs (question-answer relationship) strategies. The lecturer using this strategy because the students must understand the reading text and the students guided to more focus on the text. This strategy was used by the lecturer to see if students really understand it with text they read. If the student could answer the questions they had been understood in understanding the text, and if they could not answer the question then the students not understand with those text and also the lecturer told the students to answer the question related to the text after that the students wrote the answer write the name and NIM to the steps SQ3R (can be chat, paper, or MS-word file).

The lecturer using this strategy can help students in developing the meaning contained in the text reading so that students more easily understand the contents of reading. The lecturer make their thinking explicit by verbalizing their thoughts while reading orally and also the lecturer want to the students know the meaning of the text and understand the text.

From the description above, researcher have an analysis that occurs in class during the learning process. Lecturer provide material the explain material continued SQ3R practices before starting to read the text and the reason that students easier to know this reading context can facilitate the learning process.