

# LECTURER'S STRATEGIES IN TEACHING READING COMPREHENSION AT SEMESTER ONE ACADEMIC YEAR 2021-2022 STKIP PGRI SIDOARJO

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## Abstract

The research problem of this research, whatever lecturer strategy in teaching reading comprehension and how it is the application in the first semester of the academic year 2021-2022. The method of this research is the descriptive qualitative method. The subject of this research is English Lecturer of semester one STKIP PGRI Sidoarjo. Instrument this research is observation and interview. The results of findings one of the strategies of eight strategies written on SQ3R (Surveying, Questioning, Reading, Reciting, and Reviewing). Lecturers can know the extent to which the growing understanding of what has been lectured to them. And the lecturer can know the extent to which students understanding do the task after reading the text that has been given a lecturer. And students help to focus more on text and understand do what the contents of the text. Students response showed that the presentation of 40% answer 60% did not answer. Students are interested in teaching reading comprehension using SQ3R strategy.

Keywords: *Teaching Reading, Reading Comprehension.*

## Abstrak

Masalah penelitian dari penelitian ini, apa saja strategi guru dalam mengajar pemahaman membaca dan bagaimana cara penerapannya di kelas semester satu tahun akademik 2021-2022. Metode penelitian ini adalah metode deskripsi kualitatif. Topik penelitian ini adalah dosen Bahasa Inggris semester satu STKIP PGRI Sidoarjo. Instrument penelitian ini adalah observasi dan wawancara. Hasil penelitian menemukan satu strategi dari delapan strategi yang di tulis yaitu SQ3R (Surveying, Questioning, Reading, Reciting dan Reviewing). Dosen dapat mengetahui sejauh mana pemahaman mahsiswanya apa yang telah diberikan dosen kepada mereka. Dan dosen bisa mengetahui sejauh mana pemahaman siswa mengerjakan tugas setelah membaca teks yang telah diberikan dosen. Dan siswa di bimbing untuk lebih fokus pada teks dan memahami apa isi dari teks tersebut. Tanggapan mahasiswa menunjukan bahwa presentasi jawaban 40% Jawab 60% tidak menjawab. Para mahasiswa tertarik dalam belajar mengajar menggunakan strategi SQ3R.

Kata Kunci : *Strategi dosen, Pengajaran Pemahaman Membaca*

## INTRODUCTION

English is one an international language. It is the concept of the English language as a global means of communication in numerous dialects, and the movement towards an international standard for the language (Modiano: 1017). Languages used all over the world. As a result, the Indonesian government has decided that English is foreign language in Indonesia. In addition, one of lessons that must be taught as a mandatory subject in junior high school, senior high school and university in Indonesia. In study language, there are four skills should be mastered by students, such as listening, speaking, reading and writing. These four skills should be involved by the lecturer as a facilitator of the learning media in process of teaching and learning in a classroom.

Teaching strategy is the plan of a lesson or lesson that includes the structure, the desirability of the learner's behavior, in terms of teaching objectives, and an outline of the tactics needed to implement the strategy (Strausser, 1964). Strategy lecturer often expects students to develop their reading skills by osmosis (absorption) and without assistance. In the osmosis approach, therefore if a lecturer teaches reading comprehension to the target language throughout the day, they will improve their reading comprehension. However, this study proved

ineffective because students also had difficulty reading comprehension.

These findings indicate that lecturer need to be equipped with strategies in teaching reading comprehension to help students face difficulties in learning to read English. In line with the previous explanation that reading comprehension is needed in language teaching. The lecturer faces several problems in the reading comprehension process. Many lecturer teach reading comprehension by explaining the text, main ideas, and purposes of the text.

Based on the above problems, researcher have assumption that by reading comprehension into one of the problems if not quickly overcome. Based on the assumption in question, in researcher interested in doing expected that this research with Title *Lecturer's Strategies in Teaching Reading Comprehension At Semester One Academic Year 2021-2022 STKIP PGRI Sidoarjo*".

## RESEARCH METHODOLOGY

The researcher used descriptive qualitative design in this research because this research' objectivities of the study is *To describe the strategies used by the English lecturer teaching reading comprehension at the first semester students at STKIP PGRI Sidoarjo*. This research focused on a certain phenomenon in the school environment. In this case the phenomenon was the activities of

teaching and learning English. Therefore, the appropriate design could be used in conducting this research on descriptive research.

### **READING COMPREHENSION**

Reading comprehension is the act of combining information in a passage with prior knowledge in order to construct meaning. In addition, reading comprehension can be defined as a thinking process through which readers become aware of an idea, understand it in terms of their experiential background, and interpret it in relation to their own needs and purposes (Khoiriyah:2010:1)

### **FINDING AND DISCUSSION**

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

Introduction. The lecturer begins the lesson. The student gives a responds from lecturer explanation. Center, the lecturer explains the material and discussion. The students pay attention and discussion. And than closing is, the lecturer concludes the results of discussion and reflection and students listen to the coclusions.

### **SQ3R**

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.

### **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

### **CONCLUSION**

The strategies that the lecturer used in teaching reading comprehension in STKIP PGRI Sidoarjo The SQ3R lecturer used these strategies to make the student understand the reading text and the students guided to more focus on the text and also lecturer could help students in developing the meaning contained in the text reading so that

students more easily understand the contents of reading.

What are the strategies used by lecturer in teaching reading comprehension at the first semester students at STKIP PGRI Sidoarjo? The strategy used by the lecturer is SQ3R. This strategy was used so that students understand the contents of the reading.

Based on this research. Those strategies were

effective in teaching reading comprehension because can help student to comprehend the text. In short those strategies gave good contribution for lecturer. With used this strategy the lecturer ore easily gave the material to the students. Those strategies could help the lecturer because the students more active. And the students could exchange their opinion with their friends.



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