

ANALYSIS OF ENGLISH TEACHERS' STRATEGIES IN TEACHING READING COMPREHENSION AT STKIP PGRI SIDOARJO

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Abstrak:

Penelitian ini menyelidiki strategi pengajaran untuk meningkatkan pemahaman membaca pada mahasiswa kelas English 2019-C di STKIP PGRI Sidoarjo. Penelitian ini bertujuan untuk mengidentifikasi strategi efektif yang digunakan oleh dosen dan mengevaluasi penerapannya dalam meningkatkan keterampilan pemahaman membaca mahasiswa. Menggunakan pendekatan kualitatif, data dikumpulkan melalui observasi kelas, wawancara mahasiswa, dan umpan balik dari dosen. Strategi utama yang teridentifikasi meliputi mengidentifikasi tujuan membaca, teknik membaca senyap, skimming untuk menemukan ide utama, scanning untuk mencari detail spesifik, pemetaan semantik, dan menebak makna berdasarkan konteks. Temuan penelitian mengungkapkan bahwa strategi ini membantu mahasiswa menemukan informasi faktual, memahami ide pokok, menyimpulkan makna dari konteks, dan mengenali referensi dalam teks. Selain itu, mahasiswa menunjukkan peningkatan keterampilan seperti membuat inferensi, memantau pemahaman, dan memahami struktur teks. Penelitian ini menyoroti bahwa mahasiswa kelas English 2019-C menunjukkan kemampuan pemahaman membaca yang baik. Penelitian ini merekomendasikan agar dosen terus menyesuaikan strategi pengajaran dengan kebutuhan mahasiswa dan mengintegrasikan media yang menarik untuk meningkatkan motivasi belajar. Selain itu, mengatasi faktor-faktor seperti rendahnya motivasi belajar bahasa Inggris dapat menjadi fokus penelitian lebih lanjut, memberikan wawasan untuk menciptakan lingkungan pembelajaran bahasa yang lebih menarik.

Kata Kunci: pemahaman membaca, strategi pengajaran, pembelajaran bahasa Inggris, STKIP PGRI Sidoarjo, studi kualitatif

Abstract:

This research investigates teaching strategies for improving reading comprehension among English 2019-C students at STKIP PGRI Sidoarjo. The study aimed to identify effective strategies used by lecturers and evaluate their implementation in enhancing students' reading comprehension skills. Using a qualitative approach, data was collected through classroom observations, student interviews, and lecturer feedback. Key strategies identified included identifying reading purposes, using silent reading techniques, skimming for main ideas, scanning for specific details, semantic mapping, and guessing context-based meanings. The findings reveal that these strategies enabled students to locate factual information, understand main ideas, infer meaning from context, and recognize references within texts. Moreover, students demonstrated improvement in skills such as inference-making, comprehension monitoring, and structural understanding of texts. The study highlights that students of English 2019-C exhibited proficient reading comprehension abilities. The research suggests that lecturers should consider adapting strategies to meet students' needs and integrate engaging media to enhance motivation. Furthermore, addressing factors like students' low motivation to learn English could benefit future research, providing insights into creating more engaging language learning environments.

Keywords: reading comprehension, teaching strategies, English language learning, STKIP PGRI Sidoarjo, qualitative study

INTRODUCTION

Reading comprehension is a vital skill for language learners, enabling them to grasp and interpret written texts. English learning is increasingly important in the era of globalization, especially in non-English-speaking countries like Indonesia, where English is essential for academic success and career development. However, many students face difficulties in understanding complex texts, identifying main ideas, and drawing inferences, which hinders their overall language development. At STKIP PGRI Sidoarjo, lecturers are aware of these challenges and implement various strategies to address them. According to observations and interviews, students often struggle with low reading motivation, lack of vocabulary, and difficulty processing long texts. To overcome these obstacles, lecturers employ techniques such as skimming, scanning, and semantic mapping, which are proven to enhance students' comprehension abilities (Brown, 2000). Previous research indicates that teaching strategies tailored to students' needs can significantly impact reading performance. For example, silent reading techniques help students improve reading speed, while context-based guessing strategies assist them in understanding unfamiliar words without constant dictionary use. Understanding how these strategies are applied in real classroom settings and how they influence student outcomes is crucial for developing more effective teaching practices. The research aims to identify the strategies used, analyze their effectiveness, and provide recommendations for enhancing the learning experience. By doing so, the study hopes to contribute valuable insights into improving reading comprehension instruction at STKIP PGRI Sidoarjo and similar educational institutions.

METHODS

This research employs a qualitative descriptive approach to explore the strategies used by English lecturers at STKIP PGRI Sidoarjo in teaching reading comprehension. The study adopts a descriptive qualitative design to provide an in-depth understanding of the teaching strategies applied. This design was chosen to capture detailed insights from the participants and describe the real classroom dynamics. The research involved one English lecturer and students from class 2019-C at STKIP PGRI Sidoarjo. The lecturer was chosen based on their extensive teaching experience, while the students were selected to represent the target population for strategy implementation. Data collection techniques included classroom observations conducted across four sessions to document the teaching

strategies in action, focusing on the methods used, student responses, and classroom interactions. Semi-structured interviews were held with the lecturer and several students to gain deeper insights into the teaching approach, strategy selection, and challenges faced. In addition, supporting documents, such as lesson plans, instructional materials, and evaluation sheets, were collected to provide context and validate observational and interview data. Data were analyzed using thematic analysis. The collected data were categorized based on emerging themes, such as strategy types, student comprehension improvements, and identified learning barriers. The results were then cross-validated to ensure accuracy and credibility. By employing this comprehensive approach, the study ensures a holistic understanding of the teaching strategies used and their impact on student reading comprehension.

RESULTS AND DISCUSSION

The findings of this research reveal that English lecturers at STKIP PGRI Sidoarjo employ a variety of strategies to enhance students' reading comprehension abilities. The primary strategies identified include identifying reading purposes, silent reading techniques, skimming, scanning, semantic mapping, and context-based guessing. These strategies were observed to improve students' ability to locate factual information, understand main ideas, make inferences, and recognize references within texts. Observation data showed that students actively engaged with reading materials when strategies like skimming and scanning were applied, allowing them to quickly grasp the structure and core ideas of texts. Interviews with students confirmed that semantic mapping helped them organize ideas and establish connections between concepts, making complex texts easier to understand. Additionally, guessing strategies were particularly helpful when students encountered unfamiliar words, as it encouraged them to infer meanings based on context rather than relying on dictionaries. Despite these positive outcomes, several challenges were noted. Some students still struggled with low motivation and limited vocabulary, which hindered comprehension. The lecturer addressed these issues by incorporating interactive activities and providing continuous feedback, though the study suggests that integrating more multimedia resources and real-world reading materials could further enhance engagement and comprehension outcomes.

CONCLUSION

This study concludes that the implementation of various reading strategies significantly improves students' reading comprehension at STKIP PGRI Sidoarjo.

The strategies employed, such as skimming, scanning, and semantic mapping, not only help students process texts more efficiently but also develop critical skills like inference-making and comprehension monitoring. However, the research also highlights the need for ongoing adaptations to teaching strategies to address persistent challenges like low motivation and vocabulary limitations. Lecturers are encouraged to continue refining their strategies by incorporating more diverse materials, leveraging technology to create dynamic learning environments, and fostering collaborative activities that promote peer learning. Future research could explore long-term impacts of these strategies or investigate new techniques that further support reading comprehension development in similar educational settings.

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