OBSERVING TEACHER'S STRATEGIES IN TEACHING READING NARRATIVE TEXT FOR THE TENTH GRADERS

By:
Yeni Fitriana[1], Happy Kusuma Wardani[2]
Universitas Qomaruddin Gresik[1,2]
yenifitriana2020@gmail.com[1], happywarda@uqgresik.ac.id[2]

Abstract: Reading is crucial for students' academic endeavors because it helps students in getting knowledge. With the increasing demand for reading proficiency, students often encounter difficulties in comprehending English texts. This study aims to investigate the teaching strategies employed by an English teacher in reading narrative text for the tenth graders of MA Ma'arif NU Assa'adah Bungah Gresik and the student's responses to the strategies. An English teacher who taught in the tenth grade along with 24 tenth graders of MA Ma'arif NU Assa'adah Bungah became the subjects of this research. By employing a mixed-method research design, the observation sheet was utilized as a qualitative instrument to note down the results of observation in the teaching-learning process, whereas the questionnaire was utilized as a quantitative instrument to find out the students' responses to the teacher's strategies in teaching reading Narrative Text. Descriptive qualitative and descriptive statistics in the form of percentages were used to analyze the data. Through three sessions of observation, it revealed that the teacher employed various strategies in teaching reading of narrative text including Scanning, Skimming, Guessing, Silent Reading, Question and Answer Relationship (QAR), Think Aloud, and Jigsaw strategy. Meanwhile, the results of the questionnaire depicted positive responses from students. It indicated that the students perceived benefits from the teacher's strategies in facilitating comprehension and engagement.

Keywords: narrative text, teacher's strategy, teaching reading

INTRODUCTION

Of all the languages that people speak, English plays a significant role as an international language. As a global language, attaining English proficiency in Indonesian education is extremely significant (Wardani & Ummah, 2023). Therefore, English is one of the subjects in Indonesia's national curriculum that students should learn from elementary school to the university level.

Among the four basic skills in English (listening, speaking, reading, writing), reading is considered a substantial skill that must be mastered by students to improve their language proficiency. Reading plays a central role in academic pursuits because it is an effective way for students to acquire knowledge (Alimin et al., 2023). It implies that reading supports the other skills in developing students' proficiency. Therefore, reading should be prioritized as the primary activity in English classes. In addition, teachers should encourage students to read as much as possible to gain more information and assist them in comprehending what they read to expand their knowledge.

However, Indonesian students might find it difficult to comprehend English texts since English is not their first language. This difficulty comes from various factors including students' limited vocabulary that hinders their comprehension of unfamiliar words in English written texts (Wardani et al., 2024). Some students also often face difficulties in comprehending texts due to the complexity of the grammatical form (Siregar, 2018). Those statements underscore the importance of the teacher's guidance to support students in comprehending English texts.

To assist students in grasping the text and reaching the objective of reading comprehension, teachers should employ suitable strategies during their reading instruction. Teaching strategy is a teacher's plan in the teaching and learning process to achieve a purpose that has been planned (Muslaini, 2017). In other words, teaching strategies are approaches to teaching students. In

addition, teachers must also familiarize themselves with teaching strategies, as they will be applied in the classroom. The teachers should understand which strategy is appropriate for specific teaching materials that can improve students' ability to comprehend the reading texts (Khoiri, 2018).

Vacca and Vacca (1999) mentioned some strategies for reading comprehension including Scaffolding (offering students necessary support in learning, and solving problems by presenting opportunities for independent learning), Think-aloud (serving as a helpful approach for students in various learning activities by giving students the freedom to express their ideas orally while reading), Reciprocal Teaching (guiding the students to learn reading comprehension individually and motivating students to explain what they have learned to their friends), SQ3R (Surveying, Questioning, Reading, Reciting, and Reviewing), and also QAR (Question-Answer relationship). Meanwhile, Brown (2007) proposed ten strategies that can be implemented for teaching reading comprehension in the classroom. Those strategies can be done by (1) Identifying the purpose of reading; (2) Using graphemic rules; (3) Using efficient silent reading skills; (4) Skimming the text for the main ideas; (5) Scanning the text for specific information; (6) Using semantic mapping or clustering; (7) Guessing: the meaning of a word, a grammatical relationship such as pronoun reference, discourse relationship, implied meaning between the lines, a cultural reference, content messages; (8)

Analysing vocabulary; (9) Distinguishing literal and implied meanings; (10) Capitalizing discourse markers. Of the aforementioned strategies, some of them can be applied in teaching reading of several text types taught in Indonesia, including narrative text.

Based on the explanation above, the researchers intended to carry out research focusing on strategies utilized by the teacher in reading class. This research was limited to narrative text as it is listed as one of the text types that should be taught in the tenth grade. Meanwhile, the tenth graders of MA Maarif NU Assa'adah Bungah Gresik were chosen as the subject of this research because the students encounter difficulties in aspects such as acquiring vocabulary, understanding text structures, and comprehending the meanings of

words in English reading materials. Therefore, this research focused more deeply on English Teacher's Strategy in Teaching Reading Comprehension of Narrative Text for The Tenth Graders at Ma. Ma'arif Nu Assa'adah Bungah-Gresik.

The researchers reflect on some of the prior research to support this research. Komariah et al. (2022) found out that the English teacher of SMAN 11 Banda Aceh used the Guessing strategy in teaching reading. Whereas, Nurbaiti et al. (2023) reported that the English teacher of SMAN 1 Semparuk employed the Questions and Answers Relationship (QAR) in teaching reading of the narrative text. Next, Matondang & Sukma (2023) noted that the English teacher of SMP Mardi Wiyata Utama Gunung Bayu utilized QAR and Scaffolding strategies in teaching

reading. Lastly, Alfian (2018) reported that the teacher of SMAN 5 Bone employed Question Answer Relationship (QAR) and Reciprocal Teaching.

Notably, the previous research focused on either Brown's (2007) or Vacca and Vacca's (1999) theories about strategies for teaching reading. In this research, the researchers tried to explore the novelty of this research by focusing on both sets of strategies. The researchers expected that by considering and encompassing more strategies for teaching reading, the researchers could gain deeper insight and explore more diverse strategies employed by the English teachers of in teaching the reading narrative text.

METHODOLOGY

This research employed a mixed method of descriptive qualitative and quantitative design. Qualitative research relies on descriptions and narratives to uncover the underlying meaning behind the data provided by respondents (Sugiyono, 2016). Meanwhile, Quantitative research includes numeric data or statistical data collection methods (Monica et al., 2023).

An English teacher of MA Maarif NU Assa'adah Bungah Gresik who teaches in the tenth grade became the subject of this research along with 24 students in the tenth grade. To ease the data collection, the researchers utilized an observation sheet to note down the strategies utilized by the English teacher, and questionnaires to gather information about students' opinions on these strategies. The statements written in the questionnaire were adjusted to the

theories about strategies from Brown (2007) and Vacca and Vacca (1999) as can be seen in the following table.

Table 1
Specification of Questionnaire

Number of Questionnaire	Description
1 - 10	To identify students' responses to Brown's (2007) strategies.
11 - 15	To identify students' responses to Vacca and Vacca's (1999) strategies
16 - 20	To identify students' responses and preferences on teacher's strategies in teaching reading

The data from the questionnaire which consisted of 25 questions above were collected to explore the students' responses towards the teacher's strategy in teaching reading. All the data gathered were then analyzed to find out the teacher's strategy in teaching reading narrative text.

RESULT AND DISCUSSION

This part conveys two sections related to the strategies utilized by the English teacher in teaching reading narrative text and students' responses to the strategies applied by the English teacher.

The Strategy Utilized by English Teacher

By employing the observation sheet as one of the instruments, the researchers examined the teaching and learning process by focusing on the strategies used by the teacher in teaching reading narrative text. Three observation sessions were conducted to explore the details of the teaching strategies. The descriptive analysis of each session is described in the following paragraphs.

The first observation session was on Monday, January 15th, 2024 from 10.00 until 11.30. The teacher began with a greeting and checking the rolls before the teacher conveyed the learning objectives to the students by stating the purpose of the text the

students were going to read. The main activity involved providing a list of vocabulary related to the text that the students guessed the meanings and practiced the pronunciation under the teacher's guidance.

In the next activity, the teacher asked the students to read the narrative text entitled "Rapunzel" silently and identify unfamiliar words along with their meanings. The teacher walked around the classroom to check on the students' work and assist them when they faced difficulties in completing the work. Next, the teacher gave 10 questions related to the text to be answered by the students in their notebooks and submitted their answers. For the final activity, there was a question-and-answer session to reflect on today's learning by giving students the chance to share their difficulties in

learning reading. The lesson was closed with the teacher informing students about the lesson for the next meeting.

From the description above, the researchers found that in the first observation session, the teacher used a blend of strategies outlined by Brown (identifying the purpose of reading, guessing the meaning of words, using graphemic rules, and applying silent reading) and Vacca and Vacca's QAR strategy.

During the second observation session on Monday, January 22nd, 2024, the lesson was started with similar activities to the previous session. For the main Activities, the teacher initially explained the definition, purpose, and generic structure of narrative text. After that, the teacher divided students into groups of six. Each group was given

jumbled paragraphs and asked to arrange each paragraph in the correct order to make a complete story. Then the students read a narrative story entitled 'Hansel and Gretel' and identified the unfamiliar vocabulary with the teacher's assistance. Students then completed exercises related to the text and submitted their works to be assessed. Before closing the lesson, the teacher assigned homework.

In this second session, the teacher incorporated strategies from Brown (Scanning and Skimming) and Vacca and Vacca's QAR. In addition, the researchers found out that in this session the teacher utilized the Jigsaw strategy. It was a strategy to assist students in overcoming the learning gaps developed by Elliot Aronson in 1997 (Hance, 2016).

In the final observation session on Monday, January 29th, 2024, still following similar opening activities as previous sessions the teacher started the main activity by reminding students about the previous assignment. The teacher then reviewed the definition, purpose, and structure of narrative texts from the prior session to refresh their memories. The teacher and students then discussed the assignment from the previous meeting which involved reading the story of Beauty and the Beast. Following this, the teacher read aloud the story of Beauty and the Beast, asked students for word meanings, and corrected any misconceptions. Then the students were given the task to identify the generic structure of narrative text in the story. They proceeded to answer exercise questions in their exercise

books. The teacher walked around the class to monitor students' progress. In the final stage, the students summarized the story of Beauty and the Beast and identified its moral value. The teacher concluded the session thereafter.

In the last observation session, the researchers noted that the teacher applied Question and Answer Relationships (QAR) and the Think Aloud strategy in teaching the reading of narrative text. These approaches were utilized to enhance students' reading comprehension of narrative texts by guiding them in understanding the text content.

Throughout the three observation sessions, it is evident that the teacher made invaluable efforts to use a variety of strategies to enhance students' reading comprehension of narrative texts. It showed that the teacher utilized a blend of strategies from Brown and Vacca and Vacca, and even innovative methods like the Jigsaw strategy. The integration of these strategies was expected to enrich student's learning experience in reading narrative text. However, in implementing this strategy, there are several problems encountered such as the diversity of students in terms of reading ability, interest, and learning style, the limited resources of teaching materials needed, such as appropriate reading books and learning software. The number of students also led to the teacher's challenge in controlling students' activities while doing the reading task assigned by the teacher.

Students Responses on Reading Strategies utilized by the teacher

Questionnaires for students were managed to be distributed on the

30th of January 2024. There were 25 questions related to the teacher's strategy in teaching reading. The questionnaire was made based on the theories of strategies in teaching reading proposed by Brown (2007) and Vacca and Vacca (1999). The questionnaire was completed by 24 students. The questionnaire result is presented in the tables below.

Table 2
Students Responses on Brown's
Strategies applied by the teacher

No	Statement	Agree	Disagree
1	The teacher initially outlines the purpose of the upcoming text.	92%	8%
2	The teacher drilled the pronunciation of the unfamiliar words.	62%	38%
3	The teacher asks students to engage in silent reading before discussing the text	87%	13%
4	The teacher encourages students to skim the text to guess the theme and its supporting ideas.	75%	25%
5	The teacher directs students to scan detailed information within the text such as names, places, dates, etc.	79%	21%
6	The teacher utilizes images, mind mapping, or graphs to assist students in visualizing the content of the text.	92%	8%
7	The teacher encourages students to guess a. the meaning of unfamiliar words. b. pronouns referring to prior sentences. c. relationship between paragraphs d. implicit meanings e. connection between reading text with the students' culture f. the messages or moral values conveyed in the text.	83%	17%
8	The teacher explains that affixation can change the meanings of words.	100%	0%
9	The teacher guides students to distinguish between explicit and implied meanings.	92%	8%
10	The teacher guides students to understand the ideas and messages conveyed within each paragraph.	92%	8%

Table 2 above revealed the students' responses to various teaching strategies employed by the teachers in teaching the reading of narrative texts. It shows that a significant majority of students agreed with the teacher's strategy in explaining the purpose of reading at the beginning of the lesson. More than 50% of students agreed with the teacher's strategy in drilling students' pronunciation of unfamiliar words. For the next points, the majority of

students also agreed with silent reading, skimming, and scanning. Furthermore, a significant majority of students also agreed on the teacher's strategy in utilizing images, mind mapping, and graphs to help them visualize the content of the text. In addition, the majority of students agreed with the usefulness of the guessing strategy in teaching reading. Expressively, 100% of students agreed with the teacher's effort in explaining that affixation can change the meaning of words. Lastly, there was widespread agreement among students regarding the usefulness of teacher's strategies in guiding the students to distinguish explicit and implied meaning, as well as to convey messages within the text.

Table 3
Students' Responses on Vacca and Vacca's Strategies applied by the teacher

No	Statement	Agree	Disagree
11	Teacher gives students the freedom to solve problems on their own by giving necessary support (Scaffolding).		
12	The teacher gives students the freedom to express their ideas orally while trying to understand the text (Think Aloud).	92%	8%
13	The teacher allows students to learn individually before explaining what they have learned to their friends (reciprocal teaching).	79%	21%
14	The teacher uses the SQ3R strategy with the following steps: a. Asking students to briefly read the entire text content (Survey) b. Asking students to create a list of questions related to the text content (Question) c. Asking students to find answers to the previously created questions by reading the text repeatedly (Read) d. Asking students to write down all the information obtained from the text in their sentences (Recite) e. Asking students to reread the text to check and ensure that all answers given by students are by the text content (Review).	63%	37%
15	The teacher uses the QAR strategy to help students comprehend the text by asking several questions.	96%	4%

(Note: In the image, statement 11 "Teacher gives students the freedom to solve problems on their own by giving necessary support (Scaffolding)." shows Agree 96% and Disagree 4%.)

Table 3 illustrates students' responses to the teacher's strategies for providing them with autonomy

in learning. A significant majority of students agreed with the teacher's strategy in giving them the freedom to think critically through the scaffolding strategy, and the freedom to express their ideas orally through Think aloud strategy. The utilization of the Reciprocal Teaching strategy also got support from a majority of students. Moreover, around 63%, agreed with the SQ3R strategy, and 96% responded positively to the implementation of the QAR strategy. Overall, the majority of students agree with the utilization of various strategies in learning.

Table 4
Students' Preferences on Strategies
applied by the teacher

No	Statement	Agree	Disagree
16	The strategies used by the teacher are useful for my reading skills.	79%	21%
17	The strategies used by the teacher enhanced my comprehension of texts.	83%	17%
18	The strategies used by the teacher encouraged me to	88%	12%
	acquire new vocabulary in the text		
19	The strategies used by the teacher motivate me to engage more in reading.	100%	0%
20	I like the strategies used by my teacher in teaching reading.	100%	0%

Table 4 revealed that a significant majority of students responded positively to the strategies implemented by the teacher in teaching reading. Specifically, 79% of students expressed the benefit of the strategies in improving their reading skills, 83% expressed agreement on the strategies to enhance their comprehension of the text, and 88% of students expressed the value of the strategies to encourage them to attain vocabulary. Moreover, 100% of students agreed that the strategies employed by the teacher motivate them to engage in reading. In addition, all students exhibited preferences towards the strategies

used by the teacher in teaching reading narrative text.

In conclusion, the result of the questionnaire showed the students' positive responses towards the strategies employed by the teacher in teaching the reading of narrative text. The majority of students agreed with the usefulness of the strategies to assist them in comprehending the text, acquiring vocabulary, and fostering motivation to read. Overall, the overwhelmingly positive responses suggest that the strategies implemented by the teacher are well-received by students because they perceive the strategies contribute to comprehending narrative texts.

Based on the results of the research it could be seen that from the three sessions of observation, the English teacher employed a blend of strategies derived from various

educational frameworks to enhance reading comprehension among students. These strategies range from those outlined by Brown (2007) such as identifying the purpose of reading, Scanning & Skimming, guessing the meaning of words, using graphemic rules, and applying silent reading, as well as the strategies drawn from Vacca and Vacca (1999) such as QAR strategy and Think Aloud. The teacher also utilized innovative methods like the Jigsaw strategy. The teacher adopted a variety of techniques to ensure student engagement and comprehension. Notably, she frequently reviews previously covered material to reinforce understanding and encourage students to articulate their thoughts confidently. The observations revealed that the QAR strategy is central to the teaching of reading. This strategy prioritizes

students' comprehension of the text and contributes to the effectiveness of the reading text. The use of the QAR strategy aligns with some previous research conducted by Alfian (2018), Yuliansari (2020), Nurbaiti (2023), and Matondang and Sukma (2023). They reported that English teachers primarily utilize the QAR strategy due to its value in promoting active engagement and critical thinking among students. Overall, these findings highlight the importance of employing effective instructional strategies to enhance student learning outcomes in reading comprehension.

CONCLUSION

The results of this research highlight the multifaceted approach employed by the English teacher to enhance reading comprehension among students. By integrating a diverse range of strategies drawn from various educational frameworks, the teacher effectively fostered student engagement and comprehension in the learning process. Additionally, students' overwhelmingly positive responses suggest that students perceive these strategies as valuable tools for enhancing their understanding of narrative texts. Overall, it can be concluded that the strategies employed by the teacher highlighted the significance of students' engagement in reading class.

REFERENCES

Alfian. (2018). *An analysis of English teacher's strategies in teaching reading comprehension at SMA Negeri 5 Bone* [University of Muhammadiyah, Makassar]. https://digilibadmin.unismuh.ac.id/upload/869-Full_Text.pd

Alimin, A., Khabibillah, S., & Wardani, H. K. (2023). Exploring the EFL students' interest in academic reading. *JEELL (Journal of English Education, Linguistics and*

Literature) English Departement of STKIP PGRI Jombang, *10*(1), 22. https://doi.org/10.32682/jeell.v10i1.3054

Brown, H. D. (2007). *Teaching by principle: An interactive approach to language pedagogy* (4th ed). Longman.

Hance, M. (2016). *The jigsaw method teaching strategy*. Teach Hub.Com. https://www.teachhub.com/teaching-strategies/2016/10/the-jigsaw-method-teaching-strategy/

Khoiri. (2018). Promoting students' reading comprehension in report text by using the tableau strategy. *Language and Education Journal*, *3*(2), 24–35. https://doi.org/10.52237/lej.v3i2.42.

Komariah, E., Fata, I. A., & Prisilia, S. (2022). Investigating English teacher's teaching strategies in teaching reading comprehension. *U-Jet Unila Journal of English Language Teaching*, *11*(2), 153–160. https://doi.org/10.23960/UJET.v11i2.202208

Matondang, M. K. D., & Sukma, U. M. (2023). The teacher's strategy in teaching reading comprehension at SMP Swasta Mardi Wiyata Utama Gunung Bayu. *Bilingual : Jurnal Pendidikan Bahasa Inggris*, *5*(1), 25–34. https://doi.org/10.36985/jbl.v5i1.

720

Monica, L., Susilawati, E., & Riyanti, D. (2023). The use of schema activation strategy for teaching reading comprehension in EFL contexts: A meta-analysis study. *Language and Education Journal*, *8*(2), 103–117. https://doi.org/10.52237/lej.v8i2.475

Muslaini. (2017). Strategies for teaching reading comprehension. *English Educational Journal*, *8*(1), 66–77. https://jurnal.usk.ac.id/EEJ/article/view/6129

Nurbaiti;, Sumarni;, Syarif, H., Eni, R., & Wardah. (2023). An analysis of teacher's strategies in teaching reading comprehension of narrative text. *Journal of Scientific Research, Education, and Technology (JSRET)*, *2*(1), 393–400. https://doi.org/10.58526/jsret.v2i1.77

Siregar, S. R. (2018). The effect of Venn diagram strategy on students' reading comprehension ability at eighth grade of SMP Swasta Nurul Ilmi Padangsidimpuan. *English Education : English Journal for Teaching and Learning*, *6*(1), 39. https://doi.org/10.24952/ee.v6i1.1217

Sugiyono. (2016). *Metode penelitian kuantitatif, kualitatif dan R&D*. PT Alfabet.

Vacca, R. ., & Vacca, J. A. . (1999).

Content area reading: Literacy and learning across the curriculum (6th ed). Addison-Weasley Educational.

Wardani, H. K., Syukriyah, F. M., & Hidayah, B. (2024). Identifying students' difficulties in reading comprehension tests. *EJI (English Journal of Indragiri): Studies in Education, Literature, and Linguistics*, *8*(1), 15–30. https://doi.org/https://doi.org/10.61672/eji.v8i1.2626

Wardani, H. K., & Ummah, S. M. (2023). Elevating young learners' vocabulary mastery through KIM's memory game. *EJI (English Journal of Indragiri): Studies in Education, Literature, and Linguistics*, *7*(2), 410–427. https://doi.org/10.61672/eji.v7i2.2565

Yuliansari, R. (2020). *Teacher's strategies in teaching reading comprehension at SMA Imba Palembang* [Universitas Muhammadiyah Palembang]. http://repository.umpalembang.ac.id/id/eprint/11118/