EXPLORING EFL TEACHERS' STRATEGIES IN TEACHING READING COMPREHENSION

By: Nurman Antoni
Indonesia University of Education

ABSTRACT

This study is aimed to explore EFL teachers' strategies in teaching reading comprehension and the students' responses toward their teachers' strategies in teaching reading comprehension at one junior high school in Riau. This study employed a qualitative research design which is a case study using three data collection techniques; observation, interview and questionnaire. All of the data were analyzed by using three major phases of analyses: data reduction, data display, and conclusion drawing and verification (Miles and Huberman: 1994). This study revealed that the teachers have used teaching reading comprehension strategies in three reading stages: pre-reading, while-reading and post-reading stage. It also revealed that in general, the students' responses to their teachers' strategies were good enough which were classified into low-level association responses and partly-formed knowledge structure responses. These findings recommend that the three teachers need to increase their knowledge and experiences in order to understand the concepts, implementations and the reasons in using the strategies in teaching reading comprehension. They are also suggested to give instructions of teaching strategies to students with low-level association responses before starting the reading activities, and give some guidance to students with partly-formed knowledge.

Keywords: EFL, Reading, Teaching Reading Comprehension, Teachers' Strategy

ABSTRAK

Penelitian ini ditujukan untuk mengeksplorasi strategi guru bahasa Inggris (bahasa inggris sebagai bahasa asing) dalam mengajar penguasaan membaca dan respon siswa terhadap strategi guru mereka dalam mengajarkan kemampuan membaca di salah satu SMP di Riau. Penelitian ini menggunakan model penelitian qualitative yang merupakan studi kasus menggunakan tiga teknik pengumpulan data; observasi, wawancara dan *questionnaire*. Data yang terkumpul dianalisa menggunakan tiga fase analisis; penyederhanaan data, pemetaan data dan penggambaran kesimpulan dan verifikasi (Miles dan Huberman, 1994). Penelitian ini mengungkap bahwa telah menggunakan strategi pembelajaran kemampuan membaca dalam tiga langkah; pre-reading (sebelum membaca), while-reading (ketika membaca) and post-reading (setelah membaca). Ini juga mengungkap bahwa secara umum respon siswa terhadap strategi pembelajaran guru cukup baik yang berarti tergolongkan pada respon asosiasi tingkat rendah dan struktur respon pengetahuan *partly-formed*. Hasil dari penelitian ini merekomendasikan ketiga guru tersebut meningkatkan pengetahuan dan pengalaman mereka yang bertujuan agar mengerti konsep, penerapan dan alasan dalam penggunaan strategi pembelajaran kemampuan membaca. Mereka juga direkomendasikan untuk memberikan petunjuk telebihdahulu kepada siswa dengan respon asosiasi rendah sebelum memulai aktivitas membaca dan juga memberi pengarahan kepada siswa dengan pengetahuan *partly-formed*.

Kata kunci: EFL (Bahasa Inggris Sebagai Bahasa Asing), mengajar kemampuan membaca, strategi guru

BACKGROUND AND RESEARCH PROBLEMS

One of strategies which should be managed and applied by teachers in the classroom is teaching reading strategies. Wallace (1992: 57) states that a reading strategy is a unitary process which cannot be subdivided into part skills. This means as a process, a reading strategy involves ways of processing text which will vary with the nature of the text, the reader's purpose, and the context of situation. The significance of reading strategy is indicated implicitly in the Indonesia

National Curriculum of 2006. In this curriculum, it is stated that the objective of teaching reading, as one of the four major skills, in learning English as foreign language in junior high school is to develop the students' ability to read and to get the message comprehensively from particular reading texts (BSNP, 2006). Relating to the essence of this curriculum, Nuttal (1996: 4) states that one of very important reading purposes is to get meaning from a text. This means about the process how the reader decodes the message from the text. In a similar vein, Nunan (1999: 249) exposed that an enormous amount of time, money and effort is spent for teaching reading in elementary and secondary school around the world.

In getting the meaning from the text, the reader needs a comprehension strategy. It is supported by (Hillerich, 1983: 125) that states the major goal for any reading activities is comprehension. It means that it has to do with strategy to understand a written text. Many strategies for teaching reading comprehension have developed by experts such as Hillerich (1983), Tierney (1990), and Anderson (1999). More theories about reading comprehension strategies are also proposed by Brown (2001) who delivers ten strategies of teaching reading comprehension which are related to bottom-up procedures and top-down processes. Whereas, Logsdon (2007) puts together PQ4R Strategies which stands for *Preview, Question, Read, Reflect, Recite*, and *Review* to help students improve reading comprehension. Furthermore, Barnet (1988), Wallace (1992) and NCLRC (2007) consider that teaching strategies in reading comprehension can be done by using three techniques; pre-reading, while-reading and post-reading activities.

These strategies indicate an important role of a teacher to reach the objectives of teaching reading comprehension. Generally, there are two fundamental responsibilities of a teacher in teaching a language in the classroom; to provide a language-rich learning environment and to support students in their use of language (Lindfors, 1989). It means that an English teacher should create these two components in teaching reading especially teaching reading comprehension. Regarding the teacher's role in reading comprehension, Wallace (1992: 58) argues that the teachers with good strategy will observe readers in the course of reading as to assess outcomes in the form of answers to the comprehension questions which generally follow a reading task.

Although many previous research reports have given a comprehensive portrait on teaching strategies of reading comprehension, the researcher think that it is important to explore more about the teachers' strategies used and the students' responses toward their teachers' strategy on teaching reading comprehension. In this case, this study focused to examine the three English teachers and their students who were learning reading comprehension in appropriate texts at one junior high school.

In line with the background of the study, the problem of this study is formulated as follows; (1) What strategies do the teachers use in teaching reading comprehension?; and (2) What are the students' responses toward their teachers' strategies in teaching reading comprehension?

LITERATURE REVIEW

1. Reading Comprehension

Reading comprehension skills are important for English language learners, especially

40

for students who learn English as a foreign language. Reading comprehension is a process that involves the orchestration of the readers' prior knowledge about the world and about language. It involves such as predicting, questioning, summarizing, determining meaning of vocabulary in context, monitoring one's own comprehension, and reflecting (Weaver, 1994: 44). The most detailed one, Snow et al (2002, 11) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. They classify that comprehension entails three elements: They are the *reader* (considering with capacities, abilities, knowledge and experiences that a person brings to the act of reading), the *text* (including printer text or electronic text) and The *activity* (considering the purposes, process, and consequences associated with the act of reading).

Then, Grabe and Staller (2002) also deliver that reading for general comprehension refers to the ability to understand information in a text and interpret it appropriately and correctly. However, reading comprehension abilities are quite complex and difference in numerous ways depending on tasks, motivations, goals and language ability. In this, the level of reader comprehension of the text is determined well from the interactions between the reader variables and the text variables (Barnet, 1988).

Moreover, Hillerich (1983: 126) classifies reading comprehension into three levels: (1) literal comprehension, (2) inferential comprehension, and (3) critical comprehension. Literal comprehension level requires the reader to recall facts that are overtly stated in the text. For examples, it is to recall names, things, and areas. Then, the inferential comprehension level allows the reader to suggest relevant additional information based on the text confronted and personal experience. It refers to understanding what an author meant and what was said, developing general conclusions, inferring main idea, sequencing, making judgment, predicting outcomes, etc. At last, the critical comprehension level leads to the making of balanced judgments about the author's style and some other aspects of the text. It has to do with evaluating or making judgments in four major areas: central issues, support for those issue, language style, and logic used to arrive at conclusions.

Given the above discussion, it can be concluded that reading comprehension is the reader activity to understand and to get information from a text with the simultaneous process. There are three components that involve in this process. They are: the reader, text and activity. These three components relate each others in various stages of reading comprehension. They are: pre, while, and post reading activities. Thus, the levels of reader's comprehension (literal, inferential, and critical) are determined well from the interaction among those components.

2. The Strategies of Teaching Reading Comprehension

This study focuses on teaching reading comprehension strategies which are divided into three reading stages proposed by some scholars, this includes: pre-reading stage, while reading stage and post reading stage (Hood et al, 2005; Gibbon, 2002; Brown, 2001; Wallace, 1992; and Barnet 1988).

Pre-Reading Stage

In this stage, one very popular kind of activities is brainstorming (Wallace, 1992: 91). In line with this, Crawford et al (2005: 29) define brainstorming as a method for creating many ideas about a topic. In this activity, students are invited to call out words, knowledge and experience that relevant to the text, relevant language and an expectation meaning (Hood et al, 2005: 73 and Wallace, 1992: 91, see also by Barnet: 1988).

Generating text type or text structure is also the activities that can be created in this stage (Barnet, 1988; Wallace 1992). Discussing the text type in teaching reading comprehension is aimed to familiarize students with the major contextual features of a text or text structure and to show how these features can help them to work out the main function of the text and the possible content (Hood et al, 2005: 76; Tierney et al, 1999: 255).

The next activity which can be applied is sequencing picture (Hood et al, 2005; Gibbon, 2002; Barnet, 1988; Wallace, 1992). It is an activity to give a picture that related to the text and provide relevant background knowledge which set up expectation meaning (Hood et al, 2005: 75; Gibbon, 2002). It is also important for teachers to discuss new vocabulary with students in this stage because discussing new vocabulary can help them to comprehend the text. When students have problems of unknown words, teacher can encourage them to use dictionary. It is in line with Wallace's (1992: 86) idea stated that teacher can encouraging students to use dictionary in pre-while stage. Another activity is predicting. This strategy is suggested to use by (Anderson, 1999; Pelinscar and Brown (1984) as

cited in Doolitle, 2006).

While-Reading Stage

In this reading stage, a teacher can generate appropriate strategies to help students in comprehending the text. The common one is reading aloud activity which is recommended to use by Gibbons, (2002); Hancock and Leaver (2006); Nuttal, (1996: 2). There are two kinds of reading aloud; reading aloud to students is can used as an opportunity to bring students into a popular culture and an opportunity to challenging text and reading aloud by students is individual students to each other can develop class cohesion and encourage students about the text Handcock and Leaver (2006; 40). The next activity that teacher can generate in this stage is silent reading. Anderson (2003) in Nunan (2003: 69) said that the majority of reading that we do will be done silently. Anderson explained that silent reading is primarily in reading comprehension because it focuses on getting meaning from print. Then, NCLRC (2007) also propose reread to check comprehension as one of while-activities in reading comprehension.

Post-Reading Stage

For this stage, a teacher's activity is primarily to evaluate the students' comprehension in particular tasks as suggested by an online publication; the National Capital Language Resource Center (2007); Gibbons (2002: 91). In this case, Teachers can conduct such activities; scanning questions, summarizing, learner's purpose, and following-up (Wallace, 1992; Barnet; 1988).

Furthermore, Tierney et al (1990) also

recommend eight practical strategies for improvement of teaching reading comprehension in the classroom for appropriate levels. They are prep technique, GIST, question-answer relationship, direct reading activity, vocabulary self-collection strategy, contextual redefinition, and text structure strategy.

Additionally, Brown and Palinscar (1984) in Doolittle (2006), Anderson (1999) and USA National Reading Panel (2000), propose predicting, questioning, clarifying, summarizing, monitor comprehension, and justify comprehension as the strategies that can be implemented in classroom activities in teaching reading comprehension.

3. The Role of Student's Responses in Learning

In this study, as one of the aspects that to be explored is the students' response toward their teachers' strategies in teaching reading comprehension. This study concerned with overt responses (see May, 1966); they are the students' response of adjusting eyes and ears to their teachers' teaching strategies (sensory orientation response), response of putting the students' mind to the teaching and learning process (paying attention response) and concentrating attention on the relevant or important signals, and teaching aids or instructions in teaching reading comprehension (Targeting response). In a similar vein, Langer (1982) in Tierney (1990) offers the guidelines of analyzing to determine if students have well-performed, partly-performed, or ill-performed knowledge structures in responding their teachers' strategies or instructions. Furthermore, Brown (2001) also delivers another way to analyze the students' response. According to him, because of reading is totally unobservable, it is important in

reading to be able to accurately assess students' comprehension and development skill. So, we have to infer comprehension from other behavior. Some of the following overt responses that indicate comprehension: doing, choosing, transferring, answering, considering, extending, duplicating, modeling, and conversing.

METHODOLOGY

1. Research Design

This present study employed a qualitative case study design. A case study was chosen because this study was to observe and to explore the teachers' strategies on teaching reading comprehension and the student's responses toward their strategy used. In line with this, Cohen and Manion (1994) and Gay (1992) state that a case study observes the characteristics of an individual unit-a child, a clique, a class, a school, or a community and attempts to shed light on a phenomenon by studying in depth a single case example of the phenomenon. It is an ideal design to understand and interpret observations of educational phenomena (Merriam, 1988: 2). Then, the whole design of this qualitative case study was conducted since the research designed which consist of the clear background of the study, the relevant supporting theories, data collections, data analysis, and the conclusions.

2. Research Participants

The participants of this study were taken from all of EFL teachers who teach in SMPN 1 Gunung Toar in Riau. There are three English teachers in this school with different experiences and the degree of background knowledge. Because of that, the researcher considered all of them as

the participants of this study. It is not to compare these three teachers but to get concrete information as much as possible about strategies in teaching reading comprehension. Besides, some students were chosen randomly for each class to get the information about their responses toward their teachers' strategies in teaching reading comprehension.

3. Data Collection Techniques

As it is mentioned earlier, this study employed qualitative research, precisely a qualitative case study. So that, to explore the characteristics and phenomenon of the single case, multiple data collection techniques was intended to use. They were *classroom observation, interviews* and *questionnaire*.

Classroom Observation

The classroom observation was conducted in order to identify the strategies used by EFL teachers and also to identify the students' responses toward their teachers' strategies in teaching reading comprehension. The idea of using an observation as the main data collection is related to the Flander (1960) as cited in Allwright (1988) who proposed observation as the key procedure for a number of researchers who were interested not so much in comparing 'methods' as in investigating 'teaching style' in the hope of being able to find which one was the most effective. In this study, the researcher as non-participant observer (Fraenkel and Wallen, 2007: 450) conducted the classroom observation for a month period or four cycles for each participant. The first step, the researcher as a human instrument directly observed the teachers' strategies in teaching reading comprehension and the students' responses

toward their teachers' strategy. In expecting to get the valid data as a whole, besides writing the field notes, the researcher also had recorded by using audio-visual recorder all the events of teaching reading practice in the classrooms. In doing this activity, the researcher was helped by a volunteer assistance to record all the interactions by using a sonny handy cam or an audio-visual recorder.

Questionnaire

In the present study, the researcher had used *Likert Scale Questionnaire* since this method is simple, flexible and reliable (Dornyei, 2003: 36). Then, Dornyei (2003) also explained that Likert Scale consists of a series of statements all of which are related to a particular target with the respondents are asked to indicate the extent to which they agree or disagree with this items by marking one of the responses ranging from 'strongly agree' to 'strongly disagree'. Then after the scale has been administered, each response option is assigned with a number for scoring purposes; it is usually 1 until 5 for strongly agree and strongly disagree. The questionnaire was developed based on research questions. The data gather from questionnaire were used to support the main data that get from observation. The data taking from the student's answers were considered to confirm and to find out the students' responses toward their teachers' strategy used in teaching reading comprehension.

Interview

The interview was carried out before and after the classroom observation. Kvale (1996: 35), and Cohen and Manion (1994) define interview as an interaction between two-person with the interviewer for the specific purpose of obtaining

research and with equally influencing each other. The interview was used merely to support the data from observation, because of that; the interview's questions should be related to the points that observed in the classroom observation. The semi structured interview was used for this stage. It was used because the researcher has general idea where the interview should go and what should come out of it (Nunan, 1992). In the similar vein, Gay (1992: 232) explains that most interviews use semi structured approach involving the asking of structured questions followed by clarifying unstructured or open-ended questions. He continues that the unstructured questions facilitate explanation and understanding of the responses to the structured questions. Thus, a combination of objectivity and depth can be obtained, and results can tabulated as well as explained.

In the present study, there were two interviews which named as interview before classroom observation and the interview after classroom observation. Sometime, researcher calls with the first and the second interview. The first interview was conducted before taking the classroom observation which applied to find out the teachers' concept on the strategies in teaching reading comprehension. Then, the second interview occurred two months after the classroom observation. In this study, the researcher had made individual interview with all the respondents in the two interviews because the researcher believed that there was enough time to make individual conversation or interview.

RESEARCH FINDINGS AND DISCUSSIONS

1. The Teachers' Strategies in Teaching Reading Comprehension.

As shown in data below, teachers' strategies in teaching reading comprehension was presented into three teaching stages; pre-reading, while-reading and post-reading. It can be seen in the following framework:

A General Framework of Teachers' Strategy in Teaching Reading Comprehension

T	The Strategies Used in Teaching Reading Comprehension		
	Pre-Reading Stage	**While-Reading Stage**	**Post-Reading Stage**
T1	1. Creating brainstorming to activate the student's background knowledge. 2. Mentioned title of the text and reminded their retelling homework 3. Discuss the text type. 4. Show a picture which related to the text. 5. Discussing the new words related to the topic.	1. Generated reading aloud to and by students, and checked students' understanding about text by asking questions while reading it. 2. Asked students to identify new words and write the words on the board and allowed them to use dictionary to find meaning. 3. Asked students to find the generic structure of the text. 4. Asked them to retell the text by using their own words.	1. Asked students to do some appropriate tasks by reading the text to find the information. 2. Discussed students' answers and clarified students' answer to others. 3. Asked them to know the meaning of the questions by using dictionary 4. She reviewed the lesson by giving conclusion.
T2	1. Mentioned the topic, and wrote it on the white board and stated the title of the text. 2. Discussed and explained 'recount text' as the type of the text. 3. Asked the meaning and the kind of the expression. 4. Translated his questions to Indonesian.	1. Asked them to read quietly and asked the main point of the text by asking questions. 2. Asked students to read aloud while check their skill in reading. 3. Tried to lead students to make conclusion about the text. 4. Asked them to find the new words, wrote on the board, asked the meaning and suggest to use their dictionary 5. Discuss the text type.	1. Asked them to do individual task 2. Discussed the students' answer. 3. Translated the questions when there wasn't response 4. Confirmed a student's answer to others. 5. Reviewed the lesson and explained to them shortly. 6. Asked to retell the passage by using L1 for their homework
T3	1. Asked their readiness to study. 2. Asked students' background knowledge about the 'pet'. 3. Students were suggested to confirm their dictionary. 4. Discussed and explained the text types and the features. 5. Used L1 to lead them understand her questions	1. Read aloud to and by students 2. Asked them to find the new words 3. Suggested to use dictionary to find the meaning of the words. 4. Asked them to translate the text in front of the class in fairs. 5. Asked to read silently, and to find the new words in two minutes. 6. Asked to write the new words which found in the text on board.	1. Ask students to do appropriate tasks 2. Discussed the answer and clarify the answer to the class. 3. Translated the questions to get more understanding. 4. Asked questions for reviewing and explained for conclusion. 5. Asked students to find descriptive text from other sources for their homework.

1.1. Pre-Reading Stage

During this stage, there were some techniques and instructions done by the three teachers as their strategies in teaching reading comprehension. In general, the three teachers have used brainstorming, encouraging the use of dictionaries, discussing text types, and predicting.

Brainstorming

Brainstorming is one of the activities which can be done in the pre-reading stage. in general, the teachers activated their students' knowledge by asking questions of related words within text or to the title given which were called brainstorming activities. It is in line with Hood's (2005:73) argumentation that brainstorming, which associates as a PreP strategy (Mikulecky, 1990: 41), might occur around the topic title or picture. Furthermore, Crawford et al (2005: 29), Wallace (1992) and Barnet (1988) declared that brainstorming, as one of very popular tasks in pre-reading activities, can help to elicit background knowledge and to activate necessary schemata.

Encouraging the Use of Dictionaries

The use of dictionaries in teaching reading comprehension as a foreign language is very dominant. In this case, the three teachers of this study seem to ask their students to consult dictionary in teaching reading comprehension. This strategy is used when their students have problems in finding the meaning of the new or difficult words in the pre-reading stage. It is in line with Cunningham's (1989) suggestion to use a dictionary for verification and Wallace (1992: 90) who proposes to use dictionary as a pre-reading support.

Discussing Text Types

Based on the data gathered, one of the most frequent strategies which chosen by the three teachers in the pre-reading stage is the discussion on text types. Based on the data, it seems that the teachers had done a strategy of discussing text type or text structure strategy. In line with this, Barnet (1988) explains that one of the activities in pre-reading stage is text type discussions. Then, McGee (1982) found that readers who are knowledgeable about text structures have an advantage in comprehension and recall over readers who are not aware of the organization of texts. Furthermore, Anderson (1990) reported from his research on knowledge of text structure indicates that the reader's understanding of how the text are organized influences reading comprehension.

Predicting

To involve the students' prior knowledge with the text, the teachers used predicting strategy. This fact is supported by Gibbons (2002: 84) saying that writing the title is one way of to ask students to predict the kind of text and what the text is about. From the discussion above, it can be assumed that the teachers had done predicting from titles as one of the strategies to predict the content of the text that they would learn. This in line with the strategy put forward by USA National Reading Panel (2000). This Panel's report confirmed that prediction is one of the strategies to ensure the students' comprehension.

1.2. While-Reading Stage

Based on data gathered, there were some strategies used by the three EFL teachers in teaching reading comprehension in the while-reading stage. In general the three teachers have used read aloud, reread strategy, directed reading strategy, vocabulary collection and redefinition strategy, and Gist strategy.

46

Reading Aloud

Although term of read aloud is the classic strategy in teaching reading, many teachers tend to use this strategy in various levels of students. This strategy was also noted from the observations in this present study. All teachers had used this strategy, whether reading aloud to students or reading aloud by students in teaching reading comprehension. It is in line with Gibbon's (2002) ideas that reading aloud plays an important role in the development of reading competence and helps students in making meaning. Furthermore, an online publication, the National Capital Language Resource Center (2007) stated that a person who reads aloud and comprehends the meaning of the text is coordinating word recognition with comprehension in highly complex ways.

Reread for Checking Comprehension

Focus on the students' ability and improving their control of language while reading the text are other competences of a teacher in teaching reading comprehension. In the present study, the teachers asked students to check or monitor their comprehension while rereading the text in teaching reading comprehension as suggested by Anderson (1999: 47) and The National Capital Language Resource Center (2007).

Direct Reading Activity

In this strategy, the students are asked to read the text silently and the teacher should prepare one or two comprehension-level questions for their reading. In this case, the teachers used silent reading as a procedure of Direct Reading Activity (DRA). Related to this case, Crawford (2005: 42) stated that DRA is a strategy for directing the students' silent reading with comprehension-level questions by guiding them to key points in the text and providing opportunities to discuss its meaning with their classmates. In addition, Tierney (1990) recommended the purpose of DRA is to give teachers a basic format to improve students' word recognition and comprehension skills.

Discussing of Unknown words

Based on the observation data, the three teachers generated vocabulary activities in this stage by identifying unknown words from the text. In doing this strategy, the teachers tried to lead the students to identify the difficult words to understand the text. In relation to this activity, Nation (1990) in Anderson (1990) stated that the most common method of vocabulary instruction is to discuss the unfamiliar vocabulary as it naturally comes up and as part of another language activity. This method is used by students to memorize words paired with a short definition or a synonym (Gipe, 1979 as cited in Mikulecky, 1990).

Retelling the Text.

Based on data, a teacher tried to create the interactions between students' background knowledge and the text by retelling the text. She asked students to write and read their retell. She asked them to retell the text by using their own words in their first language (L1). After students write the retelling, she asked some students to read and discuss it. It is in line with Hood's (2005: 89) ideas that in doing retelling, each student listens to others retelling, and then the class discussed the similarities and differences with the different versions.

1.3. Post-Reading Stage

In this stage, the teachers had done the activities which include: questioning, clarifying and justifying comprehension, asking for specific

questions, reviewing and follow-up strategy.

Evaluating Comprehension in Particular Tasks

In the present study, the three teachers had used questioning which is given under the reading text in various tasks. It is in line with The National Capital Language Resource Center's (2007) report that suggested three kinds of activities to evaluate comprehension in the post-reading stage; evaluation of comprehension in a particular task, evaluation of overall progress in reading and in particular types of reading tasks and deciding if the strategies used were appropriate for the purpose.

Clarifying and Justifying the Students' Answer.

In this study, one of the teachers created the activity which aimed to ask the students with comprehension questions and clarified their answer to the class to make sure that they understand the text. Relevant to this case, Anderson, (1999:47) identified that Justifying comprehension, as the possible application for teaching reading comprehension, is a technique that ask students to read a passage, then ask comprehension questions, and then ask the class to justify their answer to the comprehension questions. In the one hand, T2 created clarifying when he thought the student's answer wasn't correct. Then other teacher concentrated on translating the questions of the text by or to students. They asked their students to translate the questions before answer it. In line with this, Nutall (1996: 207) proposes that translation is undoubtedly an activity that forces students to get to grips with the text in the active way required for full comprehension.

Asking Questions for Specific Information/ Scanning Strategy

It also found that the teachers used questions to seek the specific information from the text. It is in line with Brown's (2001) idea that classifies scanning the text for specific information without reading through whole text as one of the strategies in reading comprehension. It is supported by Hood (2005) and Mikulecky (1990) who formulate scanning activities, as a very important useful skill for all readers, are used to find specific information quickly without reading every word of a text.

Reviewing

In general, the teachers did the reviewing as their strategy in teaching reading especially in post-reading stage. In relation to this, Brown (2001) proposes reviewing as one of techniques for series of approaching in a reading text which is used to assess the importance of what one has just read. It is also supported by Nuttal (1996: 129) who defines review as to think about what you have learned, and organize the information in your mind.

101) and Barnet (1988) stated that follow-up activity is the effective strategy that can be used by students with transferring reading skill to other texts and integrating reading skill to other language skills.

Regarding to the long discussion above, in some circumstances, the EFL teachers have applied several strategies in the teaching reading practice. Some factors such as teachers' skill, teachers' understandings on the theories and teaching experiences have influenced the teachers to apply the appropriate strategies of teaching reading comprehension. In fact, as it is explored in the discussion above, the teachers have conducted those strategies into three stages; pre-reading, while-reading and post reading stages. In pre-reading stage, the activities involve brainstorming, encouraging of using dictionary, text structure

strategy, and predicting. Then in while-reading stage, the activity involves read aloud, reread strategy, direct reading activity, discussing unknown words, and retelling the text. At last, in post-reading, the activity involves evaluating comprehension, clarifying and justifying, scanning strategy, reviewing, and assignment and following-up.

To support the observation data above, the first interview showed that the teachers of this present study have known conceptually the strategies of teaching reading comprehension. From their responses, it can be said that they propose the theories of strategy based on their knowledge and experience in teaching reading. They also divided those strategies in to three stages; pre-, while and post-reading stage. Then, they also had been interviewed to confirm the reasons behind of generating those strategies (the second interview). Although they have their own reasons for each strategies used, it is compatible with the theories proposed in this present study. On the other words, the teachers' applying and reasoning of conducting the strategies are supported by the theories given from some researchers who work at the same field with this present study.

1.2. Students' Responses toward Their Teacher Strategies in Teaching Reading Comprehension.

This section discusses the data gathered from the classroom observation that is focused on the findings about students' responses toward their teacher's strategies in teaching reading comprehension. In general the students responded positively to their teachers' strategies. Their responses can be categorized into low-level association and partly formed knowledge structure as they are proposed by (Langer, 1982 as cited in Tierney, 1990). In this case, Langer suggests that

students with little knowledge will need direct instruction in concepts. So, from this interaction, it seems that although the students' responses have shown a low level association response which need direct instruction in concepts, the students have understood enough to the teachers' questions. Then, Langer also suggests that students with some or much knowledge may need some teacher guidance but probably quite capable of the reading selection. Regarding two terms above, it can be said that there two levels of students' responses; a low level association response which need direct instruction in concepts and some prior information level which may need some teachers' guidance.

On the basis of the data and the discussion above, it can be concluded that the strategies used by teachers were mostly noted in their prior knowledge and in their experience. These strategies were considered effectively supporting students' comprehension as indicate in their responses. This means that reading comprehension strategies can be learned from theories and teaching practice to enlarge teachers' knowledge and experience. This calls for any EFL teachers to apply these strategies in teaching reading comprehension.

CONCLUSIONS

For the first research problem, it has to do with the teachers' strategies in teaching reading comprehension which focused on the implementation, concepts, and the reasons in doing the strategies. First, it was focused in exploring the teachers' strategies in the classroom. Based on the results and analysis from classroom observation, it can concluded that all of the teachers have used teaching reading strategies to encourage the students in comprehend the text that formulated in the pre-, while-, and post-reading stages. In the pre-reading stage, they conducted brainstorming,

encouraging of using dictionary, discussing on text types, and predicting. Then, in the while-reading stage, they conducted reading aloud, reread to check comprehension and to improve their control of language, direct reading activity, discussing of unknown words, and retelling the text. In the post-reading stage, they created evaluating comprehension in particular tasks, clarifying and justifying the students' answers, asking questions for specific information, reviewing, and assignment and following-up activity.

Second, it was focused in exploring the teachers' concept about their strategies in teaching reading comprehension. From the interview before observation, it is found that they proposed the theories of strategy based on their own knowledge and their experiences in teaching reading. Although they have proposed some relevant and unique theories, their understanding was not comprehensive yet. It was caused the lacks of knowledge and experience. Therefore, those three teachers need to learn more theories in enlarging their knowledge.

The next one, it was focused on the teachers' reasons in conducting the strategies. Generally, their reasons are to help their students in comprehend the text selection in reading activity. Although they have intuitively their own reasons for each strategies used, it is compatible with the theories proposed in this present study. On the other words, the teachers' strategies and their reasons are supported by the theories given from some researchers who work at the same field with this present study.

On the one hand, they had done what they did not mention as their strategies in teaching reading comprehension in the first interview. It means that they did not know the theory but they have done it in practice since they had experience in doing the activity in the classroom. They also did partly the strategies mentioned in their concepts. It can be assumed that they did the strategies as theory suggested but they did not how to do it. Thus, this conditions have implicated to their teaching strategies in the classroom; they did not do the strategies in the well-formed of procedures or steps. So, the three teachers of the present study need to increase their ability in these two aspects, knowledge and experience, to become the skillful teachers especially in teaching reading comprehension.

For the second research problem, it has to do with the students' responses toward their teacher strategies in teaching reading comprehension. Firstly, as found in the results and analysis of the observation data, it can be analyzed by using overt response which proposed by Langer (1982). The students' responses can be classified as the low-level association responses or ill-formed knowledge which need direct instruction concept from their teachers, and also as some prior information about a concept or partly formed knowledge structure which need some teacher guidance but quite capable of the reading selection. From the analysis above, it can be inferred that in order to get more respective responses from their students and they can understand the reading selection; the teachers of the present study should tell the students about the instructions to some students before they read the text. The teachers should also give some guidance to some other students while they read the text selection.

Then, as found in the results and analysis from the questionnaire data, it can be concluded that, basically almost of the students believed that all of the teachers had created some extent strategies

in teaching reading strategies. They realized that besides it was clear enough for them, the teachers' strategies could help them to understand the reading text selection. It is the covert responses which related to the students' perception after the learning process.

BIBLIOGRAPHY

Allwright, D. (1988). *Observation in the Language Classroom*. New York. Longman.

Anderson, N. (1999). *Exploring Second Language Reading*: Issues and Strategies. Boston, MA: Heinle & Heinle.

————(2003). Reading. In David Nunan (2003) Practical English Language Teaching (1st Edition) New York: McGraw Hill.

Barnet, M.A. (1988). *Teaching Reading in a Foreign Language*. [online] retrieved at: http://www.erictdigests.org/pre-9211/reading.htm. [October, 20 2009]

Brown, H.D. (2001) *Teaching by Principles*: An Interactive Approach to Language Pedagogy. Second Edition. New York: Pearson Education Company.

Cohen, L., & Manion, L. (1994). Research Methods in Education. (4th Edition). New York: Routledge.

Crawford, A., Saul, E.W., Mathews, S. & Makinstner, J. (2005). Teaching and Learning Strategies for the Thinking Classroom. New York: The International Debate Educatiion Association.

DEPDIKNAS. (2006). *Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan* Jenjang Pendidikan Dasar dan Menengah. Jakarta: BSNP.

Dornyei. Z. (2003). *Questioner in Second Language Research*: Construction, Administration and Processing. New Jersey: Lawrence Erlbaum Associates.

Flanders, N.A. (1960). *Interaction Analysis in the Classroom*: A Manual for Observers. In D. Allwright. (1988). Observation in the Language Classroom. New York. Longman.

Fraenkel, J.R., & Wallen, N.E. (2007). How to Design and Evaluate Research in Education. (Sixth Edition). New York: McGraw Hill.

Gay, L.R. (1992). Educational Research: *Competencies for Analysis and Application*. (4th Edition) New York: Macmillan Publishing Company.

Gibbons, P. (2002). *Scaffolding Language Scaffolding Learning*: Teaching Second Language Learners in the Mainstream Classroom. USA, Portsmouth: Heinemann.

Grabe, S. and Staller F. L. (2002). *Teaching and Researching Reading*. England: Longman.

Hancock, J. (1999). The Explicit of Teaching Reading. Adeleide, South Australia: The International Reading Association.

Hillerich, R.L. (1983) *The Principle's Guide to Improving Reading Instruction*. Massachusetts: Allyn and Bacon. Inc.

BIODATA SINGKAT
Penulis adalah Dosen Universitas Pendidikan Indonesia