

An Analysis of Teacher’s In Teaching Reading Comprehension Using Scaffolding, Think Aloud, and Reciprocal Strategies at the Grade X Students

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Abstrak

Penelitian ini bertujuan untuk mengetahui strategi guru dalam mengajarkan reading comprehension dan bagaimana strategi tersebut diterapkan di kelas X SMAN 04 Bombana. Desain dari penelitian ini menggunakan metode deskriptif kualitatif. Subjek penelitian ini adalah guru Bahasa Inggris kelas X pada SMAN 04 Bombana. Berdasarkan hasil yang ditemukan, strategi guru dalam mengajar reading comprehension di kelas X SMAN 04 Bombana adalah scaffolding, think aloud dan reciprocal. Strategi scaffolding dilaksanakan dengan memberikan contoh membaca dengan pengucapan yang benar. Kemudian, guru menerapkan think aloud dengan memberikan arahan dan meminta siswa memikirkan pemahaman bacaan mereka. Sementara, Reciprocal dilaksanakan untuk memberikan kesempatan kepada siswa agar lebih aktif dan mandiri dalam memahami teks bacaan.

Kata Kunci: Strategi, penerapan, Guru, reading comprehension

Abstract

This study aims at finding the teacher strategies in teaching reading comprehension and how those strategies implemented in teaching reading comprehension at the tenth grader of SMAN 04 Bombana. The design of the research used descriptive qualitative method. The subject of this research was the English teacher of ten grade at SMAN 04 Bombana. Based on the findings the teacher’s strategy in teaching reading comprehension in the ten grade of SMAN 04 Bombana, are Scaffolding, Think-Aloud and Reciprocal Teaching. Scaffolding strategy was implemented by providing examples of reading with correct pronunciation. Then, the teacher implemented think-aloud by providing direction and asking students thought on their reading comprehension. While reciprocal was implemented to provide opportunities for students to be more active and independent in understanding reading text.

Key Words: Teacher, Strategy, Implementation, Reading Comprehension

A. Introduction

Reading is one of the receptive skills that need to be acquired by student of Senior High School. Student may have many purposes of reading, first, students need to read for academic purposes. There are many learning sources written in English so it is important for students to have a good reading skill. Thus, the students also need a reading skill in daily life to get up to date information from mass media such as newspaper, magazines, television, and internet. Besides reading is one important way to improve students general language skills in English, reading can enlarge students vocabulary. Furthermore, it helps the students to improve their productive skills, including speaking and writing. Through reading students can obtain many inspirations so that they will be more creative.

Reading can easily defined as the process by which students receive and interpret messages from reading and how information is processed from texts into meaning, starting with information from the text and ending with what students get. Reading forces students brain cells to work regularly, so students become sharper and smarter. And it is also related to the strategy in teaching reading because of the general plan for structured lessons, the outline of the tactics needed to implement the strategy. Strategy teachers often expect students to develop reading skills with absorption and without assistance. So, this shows that teachers need to be equipped with strategies for teaching, especially in reading.

Furthermore, Teaching strategies refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future. Furthermore, (Armstrong, 2013) explains that teaching tactics are that behavior of the teacher which he manifests in the class i.e., the developments of the teaching strategies, giving proper stimulus for timely responses, drilling the learnt responses, increasing the responses by extra activities and so on. There are many activities that can be doing especially when the process of teaching and learning in the classroom. Teaching is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given (Smith, 2015).

According to Carey (2012), teaching strategies is a shared means of purpose a length to reach. Strategies in learning can make a process of learning can be active. Teaching and learning activities are interrelated system. The system consists of components such as, teachers, students, and facilities. Every single component has its own role in teaching and learning. The teacher have been set the lesson plan, teacher has to prepare the trick in order to create efficient and effective teaching and learning activities. The trick is called teaching strategy.

This indicates that teachers need to be equipped by strategies in teaching reading comprehension in order to help the students to cope with the difficulties in learning English reading. In line with the previous explanation that reading comprehension is necessary in language teaching. Teachers are confronting some problems in the process of reading comprehension. There are many teachers taught about reading comprehension by explanation about the text, main idea, and purpose of the text.

Based on the interview with the English teacher of the ten grade at SMAN 04 Bombana, the researcher found that the students at the school had a very good enthusiasm for learning and the students had an interest in learning English so that the students had good learning achievement in learning English and the students also had good grades.

Based on the statement above, the teacher must have a strategy to make students more enthusiastic to be ready to read and be confident. By applying the right strategies in the teaching and learning process, the teacher is able to arouse students' confidence to read correctly. In teaching and learning activities, sometimes there are some factors that affect students' English reading ability in class.

Strategies in Teaching Reading Comprehension

a) Scaffolding

A key change in the delivery of instruction that would make a difference in the content literacy of all learners, especially students from diverse backgrounds, is to scaffold the strategies for text.

Sani (2013) stated that scaffolding is in the form of guidance given to students with complex, difficult, and realistic tasks to be then given sufficient assistance to complete these tasks. The main purpose of this method is to encourage students to be able to have optimal reading skills. The encouragement given aims to build students' reading skills gradually starting from the understanding stage, the critical stage, to the creative stage. Scaffolding

allows teachers help diverse learner negotiate meaning and overcome difficulties in text-related learning situation. Scaffolding is as a process where by a student is helped so solve a particular problem beyond its developmental capacity through the help of a teacher or other person with more ability.

From the definition described above it can be concluded that scaffolding is a support, support to students of teachers that enable the development of learning ability so that there is a higher level of mastery of material shown by the completion of more complicated problems.

The type of Scaffolding provided are:

- 1) Modeling is done by the teacher when giving example of how to read with the right pronunciation. The teacher reads with hand movements and gestures to make it easier for students to understand the contents of the reading. By looking at example, students will be able to do the given task.
- 2) Bridging is done by the teacher by connecting students prior knowledge with the topic or material to be discussed. The teacher conducts question and answer with the students to ask whether students have heard of experienced things related to the topic, asks whether students have studied the topic to be presented, and briefly explains the topics discussed so that there is no misunderstanding in receiving information.
- 3) Contextualizing is done by the teacher by discussing material related to student life. The material presented to students is material related to student life, for example class schedules, hobbies, seasons in Indonesian, or favorite sports. The explanation of the material is done in simple language so that students can easily understand the teacher's explanation.
- 4) Schema Building is carried out by the teacher with various activities, namely by discussing the title, assigning students to read the text over and over again, and making a chart on the blackboard. It aims to help students understand the material thoroughly, then break it down into separate parts.
- 5) Re-presenting text is carried out by the teacher together with students by changing the form of the text from paragraphs to tables or concept maps and vice versa. In class, the teacher presents the text in the form of a table, then the students present the text in the form of simple sentences.
- 6) Developing Metacognitive is carried out by the teacher by discussing and guiding students to find ways to complete tasks independently. Developing Metacognitive trains students to be able to correct mistakes and correct the mistake made.

b) Think-aloud

Think aloud is one of the transactional strategies because it is a joint process of teachers and students working together to construct understandings of text as they interact with it (McKeown, 2013). Through the interaction that think aloud promotes, a better understanding of the texts may emerge in the classroom. The ability of teachers to transfer creativity to them and control the students in completing each step of the way think aloud strategy in understanding reading texts and teachers make their thinking explicit by verbalizing their thoughts while reading orally.

There are five basic steps when using think-aloud. First, select passage to read aloud that contain points of difficulty, ambiguities, contradictions, or unknown words. Then, while orally reading thinking-aloud, have students follow silently and listen to how trouble spots are through. Third, have students work with partners to practice think-aloud by taking reading short, carefully prepared passages and sharing thoughts. Fourth, have students practice independently, using a checklist to involve all students while verifying use of the procedures. Finally, to provide for transfer, integrate practice with other lessons, and provide occasional demonstration of how, why, and when to use think aloud.

Five points that can be made during think-aloud are showing how, (1) to develop hypotheses by making predictions, (2) to develop images by describing pictures forming in one's head from the information being read. (3) to link new information with prior knowledge by sharing analogies, (4) and to monitor comprehension by verbalizing a confusing point, (5) to regulate comprehension by demonstrating strategies.

c) Reciprocal Teaching

Reciprocal Teaching is a strategy that asks students and teachers to share the role of teacher by allowing both to lead the discussion about a given reading. Reciprocal

Teaching involves four strategies that guide the discussion: predicting, question generating, summarizing and clarifying. Reciprocal Teaching is a great way to teach students how to determine important ideas from a reading while discussing vocabulary, developing ideas and questions, and summarizing information. It can be used across several content areas; it works particularly well with textbooks and non-fiction text.

Reciprocal Teaching is an instructional activity that utilizes four comprehension strategies (predicting, questioning, clarifying and summarizing) in the form of a dialogue between teachers and students regarding segments of a text (Choo, 2012). Students used these four comprehension strategies on a common text, in pairs or small groups. Reciprocal Teaching can be used with fiction, non-fiction, prose or poetry.

Then students take turns assuming the teacher's role/ a key to the effectiveness of this strategy is adjusting the task demand to support the students when difficult occurs. That is, when students experience difficulty, you provide assistance by lowering the demands of the task. As the process goes on, you slowly withdraw support so that students continue learning. Reciprocal Teaching is in some ways a compilation of four comprehension strategies.

1) Prediction

Ask students to predict what they think the reading may be about. Get them to think about what is going to happen by asking questions like a detective might do.

2) Question as you go

Remind students to generate questions as they listen and read. Remind them of the three levels of questions:

- a. Right-there questions (answer in the text)
- b. Between-the-lines questions (inference needed)
- c. Critical Thought question (require their opinion)

3) Clarify

As students listen and read remind them to ask themselves what words and phrases are unclear to them. These clarifications may take the form of the following questions.

- a. How do you pronounce that?
- b. What does the word mean?
- c. I think the author is saying...
- d. I'm guessing 'pie-in-the-sky' means...

4) Summarize

- a. Students summarize verbally, within pairs, and then share with their assigned small group or record their summary and read it aloud to their small group.
- b. Each small group could create a semantic map with major points of significance shared by each group member.

B. Methodology

The design of this research was descriptive qualitative. The subject of this research was the English teacher in SMAN 04 Bombana. Furthermore, The data gathered through observation and interview, then analyzed by using the following steps:

1. Data Reduction

The first step of data analysis is data reduction. It is the process of reducing the data occurring repeatedly. Reducing data is summarizing, determining something that main points, focus on what is important, look for themes and patterns and throw away unnecessary (Sugiyono, 2017). In this stage, the researcher get the data from interview with the teacher. The result interview shows how the teacher used the strategies in teaching reading comprehension. In this step, the irrelevant data is reduced and the needed data is included.

2. Data Display

After data reduction the next step in analyzing data was data display. It is process of displaying data in the form of table or essay so what it gets more understandable.

3. Drawing Conclusion

In this last step data analysis this was drawing conclusion. Here, the researcher begins to see what the data. The researcher examines all entries with the same code and then merges these categories. Then, it continues to tell the stories and to make

connection among stories. Finally, the researcher can get the result and conclusion of the research.

C. Finding and Discussion

The classroom observation was conducted on October 2021. The researcher observed how teacher carried out teaching strategies in the classroom. Strategies applied by teacher in teaching English, especially in reading comprehension was a Cooperative-Learning Teaching Strategy in the form of group discussions. In its application, there were three strategies that teacher's used in teaching, namely Scaffolding, Think-aloud and Reciprocal Teaching.

a. Scaffolding

Activity	Indicators	Description
Scaffolding	The teacher does modeling by providing examples of reading with the correct pronunciation.	<i>Before starting the lesson, the teacher did modeling by providing examples and initial explanations about how to read with the right and correct pronunciation.</i>
	The teacher connects students' prior knowledge with the topic or material to be discussed by conducting questions and answers with students to ask whether students have heard of the topic.	<i>The teacher asked questions related to the topic, whether the students have heard of the topic what would be discussed.</i>
	The teacher discusses material related to student life and the explanation of the material is done simple language so that students can easily understand the teacher's explanation.	<i>The teacher related the material to the students experience and understanding of the explanation of the material.</i>
	The teacher assigns students to read the text over and over again which aims to help students understand the material thoroughly.	<i>The teacher asked that the text be read over and over again so that understand the text.</i>
	The teacher develops students' metacognition by discussing.	<i>The teacher asked students to discuss with their respective group friends to better train their way of thinking.</i>

From the data above, the researcher found that the scaffolding strategy implemented by the teacher in teaching reading comprehension was in the form of modeling, bridging, contextualizing, schema building, re-presenting text ,and developing metacognitive. First modeling, it was done by the teacher when giving examples of how to read with the right pronunciation. Ten Bridging, it was done by the teacher by connecting prior knowledge students with the topic or material to be discussed. Third Contextualizing, it was done by the teacher by discussing material related to students life. Fourth Schema building, it was carried out by the teacher with various activities, namely by discussing the title, have students read the text over and over again, and make a chart on the board. And the last Developing metacognitive, it was done by the teacher through discussion and guide students to find ways to complete tasks independently.

The strategy of Scaffolding was used by English teacher to adjusts the level teacher support to suit a student's cognitive. That way, when in the classroom the teacher can adjust the level of guidance to the understanding of each student. Student who have difficulty in understanding reading on subjects would got more guidance. However, as students master the material, the teacher would reduce the level of support and students become independent in learning and in essence scaffolding was a series of directions or guidance gave by a teacher to guide students in

reading comprehension. Sani (2013) stated that scaffolding is in the form of guidance given to students with complex, difficult, and realistic tasks to be then given sufficient assistance to complete these tasks.

Scaffolding conducted by providing example of reading with correct pronunciation and then connecting students' knowledge with the material to be discussed by conducting questions and answers with students then guiding students to read repeatedly so that students can understand the reading material and also developed students' metacognition.

b. Think-Aloud

Activity	Indicators	Description
Think-Aloud	The teacher explains to students what good readers do when reading.	<i>The teacher gave a little explanation of how to read well.</i>
	The teacher gives an example to students how to think-aloud in understanding reading.	<i>The teacher explained then gave on example of how to understand the reading.</i>
	Then the teacher asks students to think-aloud individually.	<i>After the teacher gave an example of how to do the think-aloud technique, the teacher was asked students to do the technique individually so that they know and could understand the reading technique.</i>
	The teacher directs students to have discussions with their classmates before conducting a thorough discussion with other students.	<i>Before doing a thorough assessment the teacher first asked students to discuss with their group friends.</i>
	Then the teacher asks the results of students' thoughts or discussions about the understanding of the topic.	<i>The teacher asked the students for the results of their discussion about their understanding of the topic.</i>

From the data above, the researcher found that the strategy implemented by the teacher in teaching reading comprehension was Think-Aloud because the teacher gave a little explanation of how to read well, the teacher explained then gave on example of how to understand the reading. After the teacher gave an example of how to do the think-aloud technique, the teacher was asked students to do the technique individually so that they knew and could understand the reading technique.

The strategy of Think-Aloud was used by English teacher to assist students in monitoring their thinking flow when reading so that teachers are able to direct/focus the flow of thinking that should be so that students' reading comprehension was maximized and also can teach students how to reread sentences, read to clarify and or search for meaning contextually in accordance with the text they read. McKeown (2013) said that Think aloud is one of the transactional strategies because it is a joint process of teachers and students working together to construct understandings of text as they interact with it. The ability of teachers to transfer creativity them and control the students in completing each step of the way think aloud strategy in understanding reading texts and teachers make their thinking explicit by verbalizing their thought while reading orally.

Moreover, think-Aloud provided explanation to students what good readers need to do when reading provided examples of how to read with think aloud strategies and provided direction and asked students' thoughts on their reading comprehension.

c. Reciprocal Teaching

Activity	Indicators	Description
Reciprocal Teaching	The teacher provides opportunities for students to make questions related to the material discussed.	<i>The teacher provided opportunities for students who did not understand or there were something else that needs</i>

Activity	Indicators	Description
	Students can ask the teacher about what concepts they feel are still difficult or cannot be solved with the group. Then the teacher can also clarify the concept by asking questions to students.	<i>to be asked regarding the material discussed. The teacher provided opportunities for all groups to ask question about concepts that were still difficult and have not been solved. After several groups asked, the teacher clarified the concept by providing feedback.</i>
	The teacher asks students to identify and integrate the information contained in the material.	<i>The teacher asked students to collect information on the material and then combine it.</i>
	The teacher advises students to make hypotheses or estimates about what concepts will be discussed next.	<i>For at the end of the lesson the teacher advised students to make estimated about what concepts or topics are good for next discussion.</i>

From the data above, the researcher found that the strategy implemented by the teacher in teaching reading comprehension was reciprocal teaching because the teacher provided opportunities for students or discussion groups to ask concepts that they felt were still difficult and had not been solved, after which the teacher clarified the concepts by providing feedback. So that students easily understand the meaning of the contents of the reading.

The strategy of Reciprocal Teaching was used by English teacher to developed reading comprehension skills by gradually empowering students to take on the role of teacher. Reciprocal teaching made students active participants in learning. It also helped students transition from guided readers to independent readers and reinforces strategies for understanding the meaning of a text. Choo (2012) said that Reciprocal Teaching is an instructional activity that utilizes four comprehension strategies (predicting, questioning, clarifying and summarizing) in the form of a dialogue between teachers and students regarding segments of a text.

Furthermpre, reciprocal provided opportunities for students to be more active and independent in understanding reading from discourse texts and evaluated students' understanding of the extent of their understanding of the reading texts given, then interacted with teacher and conducted reciprocity between teacher and students regarding reading comprehension.

D. Conclusion

Based on the finding and discussion, the researcher concluded that the strategies used by the English teacher in teaching reading comprehension at the ten grade of SMAN 04 Bombana namely; the first strategy was scaffolding developed readable ideas. In applying the strategy the teacher provided example with corrected pronunciation and then connecting students' knowledge with the material to be discussed by conducting questions and answers with students then guiding students to read repeatedly so that students understood the reading material and also developed students' metacognition; the ten strategy was Think-Aloud. It make students remember the information contained in texts or discourse. In applying the strategy the teacher provided explanation to students about what good readers need to do when reading, how to read with think aloud strategies and provided direction and asked students' thoughts on their reading comprehension;the last strategy was Reciprocal, it make students discussed and also determined important ideas from a reading. In applying the strategy, the teacher provided opportunities for students to be more active and independent in understanding reading from discourse texts and evaluate students' understanding the extent of their understanding of the reading texts given, then interacted with teacher and conducted reciprocity regarding reading comprehension.

Those strategies were effective in teaching reading because it helped students to understand the text. In short, these strategies made a good contribution to teacher. Students who have difficulty in reading were easier in mastering reading comprehension. By using these strategies, the teacher was easier in providing the material to students. Those strategies helped the teacher because the students were more active.

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