**AN ANALYSIS OF TEACHER’S STRATEGIES IN TEACHING READING DESCRIPTIVE TEXT**

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**Abstract**

The purposes of the research were to: To describe the teacher strategies in teaching reading descriptive text at SMK PGRI 3 Sidoarjo. To describe the applied strategies in teaching reading descriptive text at SMK PGRI 3 Sidoarjo. Research method, the researcher used descriptive qualitative research consisting of some data in the form of word, phrase and sentences. It is used to describing something that is known to have happened in the process of teaching activity. In conducting the research, the researcher collected data through observation. Then the research interviewed the English teacher to get more information. The subjects of this research were the English teacher at SMK PGRI 3 Sidoarjo. The result showed that teacher’s strategies in teaching reading descriptive text is use second strategies they are: scanning strategies and questioning strategies. With those strategies the students easily understand the text of reading descriptive text.

**Keywords:** teacher’s strategies, teaching reading, descriptive text

**Abstrak**

Tujuan dari penelitian ini adalah: untuk mendeskripsikan strategi-strategi apa yang digunakan guru dalam mengajar membaca teks deskripsi di SMK PGRI 1 Sidoarjo. Untuk mendeskripsikan bagaimana guru dapat menerapkan strategi-strategi dalam mengajar membaca teks deskripsi di SMK PGRI 1 Sidoarjo. Metode penelitian, peneliti menggunakan penelitian *descriptive qualitative* yang terdiri dari beberapa data dalam bentuk kata, frasa dan kalimat. Ini. digunakan untuk mendeskripsikan sesuatu apapun yang telah diketahui apa yang telah terjadi pada proses aktivitas mengajaran. Dalam melakukan penelitian, peneliti mengumpulkan data melalui observasi. Kemudian peneliti mewawancarai guru bahasa inggris untuk memperoleh informasi lebih lanjut. Subjek dari penelitian ini adalah Guru Bahasa Inggris di SMK PGRI 3 Sidoarjo. Hasil penelitian menunjukkan bahwa strategi guru yang digunakan untuk mengajar membaca teks deskripsi yaitu menggunakan dua strategi yaitu: strategi scanning, strategi questioning. Dengan strategi yang digunakan itu siswa dengan mudah dapat memahami isi teks dari setiap bacaan teks deskripsi.

**Kata Kunci:** strategi guru, mengajar membaca, teks deskripsi

**INTRODUCTION**

According to Anderson (2008:10), strategies in teaching reading are not single action but they are related to each other and must be viewed as a part of a process. There are many activities that can be done especially when the process of teaching and learning in the classroom.

His research explained about strategies in teaching reading that teacher use in teaching learning process and student’s responses to their teachers. His study show that the teachers have used teaching reading comprehension strategies in three reading stages: pre-reading, while-reading and post reading stage and student’s responses were good enough for strategy that teachers use in teaching reading.

The descriptive text contains identification and description. First is identification, identification identifies phenomenon that to be describe. Second is description, it describes parts, activities and characteristics.

Based on the statement above, the teacher has to have a strategy to make the student’s ready to read. By applying the correct strategies in teaching and learning process, the teacher are able to evoke the student’s confident to read correctly.

Finally, based on the phenomenon above, showed that strategy in teaching and learning process is very important. In addition, teacher’s strategy is the one of crucial factor which influences to the success in teaching reading. From this reason the researcher carry out a research under title “An Analysis of Teacher’s Strategies in Teaching Reading Descriptive Text at SMK PGRI 3 Sidoarjo”. Based on the background of the study above, there are two statements of the problem as follow: What are the teacher strategies in teaching reading descriptive text to the tenth grade students at SMK PGRI 3 Sidoarjo? How does the teacher apply the strategies in teaching reading descriptive text to the tenth grade students at SMK PGRI 3 Sidoarjo?

Based on the statement of problems mentioned above, purposes of the study is to describe the teacher strategies in teaching reading descriptive text to the tenth grade students at SMK PGRI 3 Sidoarjo. To describe the applied the strategies in teaching reading descriptive text to the tenth grade students at SMK PGRI 3 Sidoarjo.

**RESEARCH METHOD**

 This research used the descriptive qualitative approach. The subject research is the English teacher in the class X AK 1 at SMK PGRI 3 Sidoarjo. The researcher chooses them to be the subject of the research because the wanted to know what strategies to use when teaching reading descriptive text and how the teacher can applied the strategies in teaching reading descriptive text. The source of data all activites conducted by the teaacher. The data all activites conducted by the teacher in teaching reading descriptive text.

Instrument is the important tools to collect data. The instrument is tool that is used to collect the data of a research. In this case, this research used three instruments in collecting the data; they are observation checklist, field note, and Interview.

The written collected the data by observation using observation checklist, field note, and interview. The observation will held for two meetings with an English teacher. The writer notes all activities which are dealing with the teacher-students interaction to fulfill the data needed. The writer sat at the back and notes the activities and situations by putting checklist and writing the space available in the observation checklist which will made by her. In the end of the observation, the writer interviewed the teacher to know how the teacher can applied the strategies in teaching reading descriptive text.

In this research, the researcher uses a qualitative data analysis technique. Data analysis in qualitative research is a time consuming and difficult process. It is the process where by researcher systematically search and arrange their data in order to increase their understanding of the data and to enable to present the result to others. Data analysis in qualitative research is often done concurrently or simultaneously with data collection. Nevertheless, Ary et al (2010:283) states the data analysis in this research can be broken down into four stages; they are Coding, Data Reduction, Data Display, and Drawing Conclusion or Interpretation.

**FINDINGS**

Teacher strategies in teaching reading descriptive text. According to the result of observation checklis, field notes and interview conducted with an English teacher about teacher strategies, the teacher with two strategies that used by the teacher in teaching reading descriptive text. Skimming strategies and questioning strategies. All the strategies used by the teacher in teaching reading descriptive text are effective, because with those strategies the students can understand the material easily. The observation of an analysis of teacher’s strategies in teaching reading descriptive text was conducted, especially there were four observations, started from 23th July until 26th July 2018 in the ten grade of 1 AK X of SMK PGRI 3 Sidoarjo that had 35 students.

**4.1.1 Strategy used in Teaching Reading Descriptive Text**

The researcher described and observed of teaching learning activities in the class. The description of teacher’s strategies in teaching reading descriptive text is a follow.

The teacher entered the class of X AK I at 07.00 a,m and followed by researcher. The teacher prepared some tools such as English book and a board marker. The researcher sat in the back of the class to observed and took some photos during teaching and learning activities. The teacher started the lesson by greeting to the student during teaching and learning activities. After that she introduced the researcher to her students. The teacher also gave explanations when research would be conducted in their class.

Then the teacher asked the leader of class to lead the praying. After that the teacher checked the students’ attendance list one by one. The teacher began the lesson with brainstroming activity by asking the students about their knowledge. After that, she shared literature related to the descriptive text of the described the Kuta Beach. The teacher asked students about Kuta Beach. Before entering lesson descriptive text. And then she explained the information and all about the desciptive text.

The teacher shared a description text to all students. After that, the teacher instructed students to read quickly in their hearts for ten minutes. then, the teacher appointed several students to read the description text in turn. Students were instructed to look for the main idea of ​​the description text. Students can understand the contents of the reading. Students can explain the contents of the reading.

The teacher gave some questions to students about the reading he has read to find out how far students can understand it. The teacher asked students difficult things in the reading. The teacher asked the students the main idea of ​​the reading.

The time is running out. The teacher asked students to study the description text. From observations, it can be seen that this strategy is easy to understand and helps students to understand reading. Then, the teacher gave conclusions from all activities and then, guide students to pray together. The teacher ended the class.

**4.3.1 The Implementation of the Strategies he result interview**

The first interview was conducted by the researcher on Thursday, 26th July 2018. The teacher came to the class at 07.00 am. Then, researcher started the interview with first question. When researcher gave question, she was welcome with me. This teacher taught in tenth grade the name is Istiqomah, S.Pd. She has worked at SMK PGRI 3 Sidoarjo since 2003 until now. Before entering the class she always prepared for the material with reading the course book and also prepared the interesting media to complete it. The learning situation in the class is in good situation. She said the strategies that he used in teaching reading English they are Scanning strategies, skimming strategies, summarizing strategies, and questioning strategies. But she was more often use skimming strategy and questioning strategy.

 The method of application is reading the title, guessing about what and reading the outline of the reading. The teacher asked students to read quickly and be asked questions after reading. Students are given detailed questions about the text they read and then we look for the same purpose of the reading.

The first strategy, the teacher used the skimming strategy when reading learning. The teacher asked students to read a descriptive text quickly. Then, the teacher calls several students randomly to read them. Of some students were given the task of anyone reading. The goal is to train students to be able to read in accordance with the way of pronounciation and can understand the contents of the reading.

 According the teacher, this strategy utilizes in order the student easily to understand content of that text reading this strategy can help students to understand the reading text. Because after reading and know what it means students will easily understand in understanding the text. The second strategy is questioning strategy. The teacher asked the students to read the descriptive text quickly. Then the teacher gaves the question according to the text read and pointed one of the students at random.

**DISCUSSION**

This part discusses the finding of the research. The discussion is given based on the presented finding covering the teacher’s strategies in teaching reading descriptive text.

According to the result of the observation checklist, field note, and interview which was conducted in SMK PGRI 3 Sidoarjo especially in tenth grade with English teacher about his strategies in teaching reading descriptive text. It can be known that several strategies. Below is the discussions:

From the results of the research above the teacher uses two strategies in teaching reading descriptive text. The teacher uses skimming and quetioning strategies. This is proven when the teacher teaches reading descriptive texts to students and fulfills everything in the observation data.

The teacher distributes a sheet of paper containing reading text to all students. After that, the teacher instructed students to read quickly in their hearts for ten minutes. Then, the teacher appoints several students to read the description text alternately. Students are instructed to look for the main idea of ​​the description text. Students can understand the contents of the reading. Students can explain the contents of the reading.

In the middle teaching process after the students knew how to read the text teacher asked the students one by one what is the meaning of this word. This question was about the lesson that they had learn. It was done by the teacher to know students understand or not understand about the material. And it was done in final learning with the teacher point one of student to answer that question.

The researcher analysis that this situation above used questioning strategies. The teacher using this strategy because the students must understand the reading text and the students guided to more focus on the text. This strategy was used by the teacher to see if students really understand it with text they read. If the student could answer the questions they had been understood in understanding the text, and if they could not answer the question then the students not understand with those text. And also the teacher told the students to answer the question related to the text after that the students wrote the answer in their book.

The teacher using this strategy to could help students in developing the meaning contained in the text reading so that students more easily understand the contents of reading. The teacher make their thinking explicit by verbalizing their thoughts while reading orally. And also the teacher want to if the students could know the meaning of the text and can understand of the text.

From the description above, the researcher had analysis that happened in the classroom during learning process. The teacher translated some words were difficult to knew the student or word that was not known by the students one by one before start reading the text and the reason that the students were more easy knowing the context of reading descriptive text it can facilitate the learning process.

In the next meeting the researcher interviewed the teacher. The method of application is reading the title, guessing about what and reading the outline of the reading. The teacher asks students to read quickly and be asked questions after reading. Students are given detailed questions about the text they read and then we look for the same purpose of the reading.

The first strategy, the teacher uses the skimming strategy when reading learning. The teacher asks students to read a descriptive text quickly. Then, the teacher calls several students randomly to read them. Of some students were given the task of anyone reading and there are translating. The goal is to train students to be able to read in accordance with the way of pronounciation and can understand the contents of the reading.

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The second strategy is questioning strategy. The teacher asks the students to read the descriptive text quickly. Then the teacher gives the question according to the text read and pointed one of the students at random with this strategy students can better understand the contents of the reading.

In subsequent learning, She said, that he would develop his strategy for the learning of their students. He also said, he would make more new innovations to improve student motivation and achievement especially in reading learning.

From the answers to the interview above, it shows that the teacher always prepares lessons before the teacher applies them to students. In the learning process, this strategy is more effective for learning English, especially in teaching reading descrptive texts.

The teaching strategies used by teacher while teaching reading descriptive text are skimming strategy and questioning strategy. The teaching implement the strategies by following several steps. According to Santoso (2009: 30) the steps taken in the skimming strategy are: Read the title. Read carefully the introductory paragraph. Then read in the next paragraph just read the main sentence which is located at the beginning and end or the sentence. If there are graphic images or words that are bold and italic understand what information is contained in the paragraph. Read carefully the final paragraph that is the conclusion of the text.

According to Jones (2012) the steps taken in the quetioning strategy are: Questions whose answers are directly written in the text being read. Questions that require them to think and search. Questions that ask students to connect what they have read with their previous knowledge (the initial knowledge they already have). So in principle, they must first understand the contents of the text or reading, then then relate them to their initial knowledge. Questions based on students' initial knowledge and their experiences.

**CONCLUSION**

The strategies used by the teacher in teaching reading text descriptions in SMK PGRI 3 Sidoarjo are two strategies, skimming strategies and questioning strategies. The teachers use this strategy to make students understand the reading texts and students who are guided to focus more on the text and also the teacher can help students in developing the meaning contained in the reading of the text so that students more easily understand the content of the reading.

How the teacher can apply the strategies in teaching reading descriptive text at SMK PGRI 3 Sidoarjo. The strategy is used by the teacher skimming strategy, reading at high speed to find the main idea from reading. The last strategy was used by this teacher the questioning strategy where when the student finished reading the description text and the teacher asked several students about the contents of the reading. And also the teacher asks students if there are difficult words in the reading. This strategy is used so that students can understand reading and understand its contents from the description text. Based on this research, this strategy is effective in teaching reading text descriptions because it can help students to understand the text. In short, these strategies make a good contribution to the teacher. Students who have difficulty reading will find it easier to master reading comprehension. By using

this strategy makes it easier for teachers to provide material to students. This strategy can help teachers because students are more active. And students can exchange opinions with their friends.

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