EFL TEACHERS' PERCEPTION OF THE EFFECTIVENESS OF TEACHING STRATEGIES IN READING COMPREHENSION FOR HIGH SCHOOL STUDENTS IN SURABAYA

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in Teaching English



By:

Hayati Fardasatul Jinan NIM D75217080

ENGLISH TEACHER EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHERS TRAINING

UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA

2022

PERNYATAAN KEASLIAN TULISAN

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ADVISOR APPROVAL SHEET

The thesis by Hayati Fardasatul Jinan entitled "EFL Teachers' Perception of the Effectiveness of Teaching Strategies in Reading Comprehension for High Scholl Students in Surabaya" has been examined on 15th October 2021 and approved by the board examiners.

Surabaya, 15th October 2021

Advisor I.

Fitriah. PhD NIP.197610042009122001

Advisor II,

Drs. Muhtarom. M.Ed. Gred. Dip.Tesol NIP. 196512201992031005

EXAMINER APPROVAL SHEET

The thesis by Hayati Fardasatul Jinan entitled "EFL Teachers' Perception of the Effectiveness of Teaching Strategies in Reading Comprehension for High Scholl Students in Surabaya" has been examined on 15th October 2021 and approved by the board of examiners.

dean.

6301231993031002

Examiner I.

Afida Safriani, M.A., Ph.D NIP. 197509162009122003

Examiner II,

09142009122005

Examiner III,

NIP.197610042009122001

Examiner IV.

Drs. Muhtarom, M.Ed. Gred. Dip NIP. 196512201992031005 Gred, Dip.Tesol

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NIM	: D75217080
Fakultas/Jurusan	Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris
E-mail address	- vardhaajinann95@gmai.com
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ABSTRACT

Jinan, Hayati Fardasatul (2021): EFL Teachers' Perception of the Effectiveness of Teaching Strategies in Reading Comprehension for High School Students in Surabaya. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan. Universitas Islam Negeri SUnan Ampel Surabaya. Pembimbing I: Fitriah, PhD, Pembimbing II: Drs. Muhtarom, M.Ed, Gred, Dip.Tesol.

Keywords: Teachers' Perceptions, Teaching Strategy, Reading Comprehension, EFL classroom.

Using strategies is very important in classroom practice to achieve the teaching objectives. Teachers can use various strategies to achieve teaching goals including when teaching reading comprehension. Any strategies teachers use will aid students in comprehending the content of the text. This study intended to analyse the perception of EFL teachers about the effectiveness of teaching strategies in reading comprehension and to find out various strategies that teachers use when they teach reading. To answer this issue, this study distributed survey questionnaires to 35 English teachers in several high schools in Surabaya. The questionnaire has both closed and open-ended questions. The results of the questionnaire were analyzed descriptively using SPSS22. The result showed that teaching strategies, according to EFL teachers, are effective in improving students' comprehension abilities. In addition, this study found 12 strategies performed by EFL teachers when they taught reading, and they believed that these strategies were effective in helping students' understanding on what they were reading. Teachers can assist students in improving their comprehension skills by employing effective reading strategies. For future research, the researcher may change the focus of research from teacher perceptions to student perceptions, so that it can provide information not only from the perspective of the teachers, but also from the perspective of the students.

ABSTRAK

Jinan, Hayati Fardasatul (2021): EFL Teachers' Perceptions on the Effectiveness of Teaching Strategies in Reading Comprehension for High School Students in Surabaya. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan. Universitas Islam Negeri SUnan Ampel Surabaya. Pembimbing I: Fitriah, PhD, Pembimbing II: Drs. Muhtarom, M.Ed, Gred, Dip. Tesol.

Kata kunci: Persepsi Guru Bahasa Inggris, Strategi Mengajar, Pemahaman Membaca.

Penggunaan strategi mengajar sangatlah penting dalam sebuah proses belajar mengajar, sehingga tujuan dari proses pembelajaran dapat terpenuhi. Guru dapat menggunakan berbagai strategi dalam mengajar reading comprehension agar guru dapat membantu siswa untuk meningkatkan kemampuan comprehension mereka. Penelitian ini bertujuan untuk menganalisis persepsi guru bahasa Inggris tentang keefektifan strategi mengajar dalam reading comprehension serta menemukan macam-macam strategi yang para guru gunakan dalam mengajar reading comprehension, untuk menjawab masalah ini, peneliti membagikan kuesioner survey berupa close-ended dan open-ended kuesioner kepada 35 guru bahasa Inggris di beberapa sekolah SMA di Surabaya, penelitian ini menggunakan metode kuantitatif yang kemudian datanya diolah secara deskriptif dengan menggunakan SPSS 22. Hasil dari penelitian ini adalah sebagian besar guru bahasa Inggris percaya bahwa penggunaan strategi mengajar efektif dalam meningkatkan kemampuan pemahaman siswa. Selain itu, penelitian ini juga menemukan 12 strategi mengajar yang digunakan oleh guru bahasa inggris yang diklaim bahwa strategi-strategi tersebut merupakan strategi yang efektif untuk diterapkan dalam mengajar reading comprehension. oleh karena itu, dengan menggunakan strategi mengajar yang tepat, guru dapat membantu siswa untuk meningkatkan kemampuan pemahaman mereka terhadap sebuah teks bacaan. Untuk penelitian selanjutnya, peneliti bisa mengubah fokus penelitian dari persepsi menjadi persepsi siswa, sehingga hasil penelitian terkait dengan permasalahan ini tidak hanya memaparkan pandangan guru, tetapi juga dari pandangan siswa.

TABLE OF CONTENTS

ADVISOR APPROVAL SHEET
EXAMINER APPROVAL SHEETii
MOTTOiii
DEDICATION SHEETiv
ABSTRACTv
ABSTRAKvi
ACKNOWLEDGEMENTvii
PERNYATAAN KEASLIAN TULISANix
LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASIx
LIST OF TABLESxiii
LIST OF FIGURExiv
LIST OF APPENDICESxv
LIST OF ABBREVIATIONxvi
CHAPTER I
INTRODUCTION
A. Background of Study
B. Research Questions
C. Objective of the Study
D. Significance of the Study
E. Scope and Limitation of the Study
F. Definition of Key Term
CHAPTER II9
REVIEW OF RELATED LITERATURE9
A. Review of Related Literature9
1. Teachers' Perception9
2. Reading Comprehension

3.	Effectiveness of Strategies	. 15	
4.	Teaching Reading Strategies	. 16	
B. 1	Review of Previous Studies	. 21	
CHAP	CHAPTER III		
RESEA	ARCH METHOD	. 26	
A.]	Research Design	. 26	
В. 3	Subject and Setting of the Study	. 26	
C.]	Data and Source of Data	. 27	
D. 1	Research Instrument	. 28	
E. 1	Data Collection Technique	. 29	
F. 1	Data Analysis Technique	. 30	
G . 1	Research Stages	. 31	
	Validity and Reliability of Document		
	TER IV		
	NGS AND DISCUSSIO <mark>N</mark>		
	Findings		
	Discussion		
	TER V		
CONC	LUSION AND SUGGESTIONS	. 53	
Α. (Conclusion	. 53	
В. 3	Suggestions	. 54	
REFER	RENCES	. 56	
A DDEN	ADDENDICES		

LIST OF TABLES

Table		Page
3.1	: Index of Reliability	35
4.1	: Mean and Standard Deviation	37
4.2	: Teachers' perceptions of effective strategies in teaching reading	38
4.3	: Kind of teaching reading strategies performed by the EFL Teachers	41

LIST OF FIGURE

Figure	2	Page
3.1	: Formula of Validity Test	32
3.2	: Explanation of Validity's Formula	33
3.3	: Formula of Reliability Test	34
3.4	: Explanation of Reliability's Formula	34

LIST OF APPENDICES

- 1. Appendix I : Questionnaire
- 2. Appendix II : Questionnaire Result
- 3. Appendix III: Validity and Reliability
- **4. Appendix IV** : Surat Tugas
- 5. Appendix V: Kartu Konsultasi
- 6. Appendix VI: Formulir Persetujuan Sempro
- 7. Appendix VII: Surat Validasi
- 8. Appendix VIII: Surat Izin Penelitian
- 9. Appendix IX: Formulir Persetujuan Sempro

LIST OF ABBREVIATION

1. EFL: English Foreign Language

2. ELT: English Language Teaching

3. TPT: Teachers' Perception of Teaching Strategies

4. USA: United State

5. UAE: United Arab Emirates

6. KKM: Kriteria Ketentuan Minimal (Minimum Mastery Criteria)



CHAPTER I

INTRODUCTION

This chapter contains background study that discusses why the researcher decided to undertake this research. It also discusses the research problem, research problem, research objective, and significance of the study which can explain the benefit of this research. This study also includes the study's scope and limitations, as well as definitions of key terms.

A. Background of Study

Reading is the respective skill which is necessary for students while they learn English. Ronan states that Reading skill is a significant skill that students in the English language education curriculum should have acquired. It is important for students because students can learn a lot and develop their critical thinking skills. In line with this, Harmer said that reading is useful for language acquisition. Language acquisition is the process through which humans learn to perceive and interpret language, as well as to make and employ words and sentences in order to communicate. In other words, Language acquisition is a method for a second language student to comprehend a foreign language to implement it in their communications' life. While the students do a reading, students can get knowledge about a new vocabulary, new phrase, and many more which they can use in their communication. Besides that, they also will get information from the text. By doing a

¹ Zana Chobita Aratusa. *The Use of Content-Based Summarizing Technique in Improving Students' Reading Skills of Madrasah*. P.209-220. Accessed on 10th February, 2020 at 09.09 P.M. from http://journal.uinjkt.ac.id/index.php/ijee

² Jeremy Harmer. *How to Teach English* (Cambridge: Longman Pearson, 2007), p.99

Wikipedia. *Language Acquisition*. Accessed on 12 nd November, 2020 at 10.25 A.M. https://en.wikipedia.org/wiki/Language acquisition#

reading, students not only can communicate well, but also students will be able to gain more knowledge and information that will make them think more broadly.

However, reading is not just reading and finishing. But, reading is an action in which the reader must grasp the texts' ideas. Also, the reader should understand the messages that the author wishes to express to them. It means that students must be able to comprehend and interpret the text in order to grasp the text's messages. According to Tarigan in Jaenal in Nelsa, Fadly, and Masyhur, "reading is a process that is carried and used by readers to get the messages delivered by the author through the medium of words or written language". To achieve the goal of reading, students must have comprehension skills which is part of reading skill. According to Robinett, "the end results of the second and the foreign language learning is the ability to comprehend and produce a second language in its spoken or written form". Duffy states that "If we do not understand the messages, we are not reading". In other words, comprehension is a crucial part of reading. Students with reading comprehension skills may complete the entire reading process and obtain the information given in the texts.

On the other hand, although reading becomes one of the four skills that students must acquire when they learn a target language, the majority of Indonesian students find some difficulties in comprehending an English reading text. This is in accordance with the finding in a study conducted by Narwo. The result shows that students' reading comprehension skills are still lacking. Orientation, complication, resolution, reorientation, and vocabulary were all areas where the students struggled.⁶ Reading entails not only associating English sounds with written words, but also

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⁴ Nelsa Desvi Edrianti, Fadly Azhar, & Masyhur. The Effect of Cooperative Learning on Reading Comprehension of Narrative Text of the Eighth Grade Students of SMPN 13 Pekanbaru. P.2. Accessed on February, 10th 2020 at 02.30 P.M.a

⁵ Duffy, G. G. Explaining Reading: A Resource of Teaching Concepts, Skills, and Strategies. (New York: The Guilford Press, 2009). P.27

⁶ Narwo, Analysis Of the Students' Problems in Comprehending Narrative Text. (Pontianak: 2013), p.4

comprehending what has been written. As a result, it is necessary for EFL teachers to use an appropriate technique in facilitating the students' comprehension, thus the students can achieve the reading comprehension goals.

According to Nickols, "a complex web of thoughts, ideas, insight, goals, and expectations is referred to as strategy which provides broad guidance for specific action in pursuit of a specific purpose. In other words, strategy is a set of complex thoughts and ideas that are applied as a way to achieve a goal that is used as a guide by someone for doing a specific action. Harmer in Muslaini, "strategy is an action that the teacher takes to attain one or more of her/his teaching-learning goals".

In this case, teachers' perceptions regarding teaching reading strategies is one of the most influential ways to make progress on the students' comprehension abilities. Teachers are expected to aid students' comprehension by employing an effective reading comprehension method. According to data from studies by Anderson & Roth in Cahyaningsih, teachers' perceptions and beliefs not only have a significant impact on their instructional technique and classroom behavior, but are also linked to their students' achievement. In other words, the teachers' perception can be a considerable influence to the students' achievement regarding their ability in comprehending the reading text.

The study of reading on EFL context had continued to be a concern of many researchers for decades. These studies keep sustaining and become very popular around 2018-2019. The implementation of reading confirms that research on the subject of reading is still an immense requirement. This is because these studies have

⁸ Muslaini. A Journal: "Strategies for Teaching Reading Comprehension". (2017), p.67

⁷ Fred Nickols. *Strategy: Definition & Meaning* (2016), p.7

⁹ Riyan Dwi Cahya Ningsih. A Thesis: "Teacher's Perception on Folklores in English Textbook in Sma 1 Bae Kudus". (2017), p.11

not revealed conclusive results and findings, so that the problem has not yet found an end point. Therefore, research on reading is still relevant and continues up to this day. Hence, Studies on reading cover different regions with particular areas worldwide for decades, such as Indonesia, Taiwan, Tehran, Bahrain, Canada, Australia, Southwest Missouri, Morocco, Turkey, USA and UAE. Research on reading started to be studied from junior high until university level and including vocational high school and POLITEKNIK. All studies took place in formal institutions covering those public schools, private university, vocational, religious schools not only in the English Education Department but also Information Technology Department.

The investigations of reading in ELT have encompassed various kinds of foci. Some studies focused on the types of teaching and learning strategies for reading in ELT context. Such as Content-Based summarizing technique¹⁰, Humberger strategy¹¹, ECOLA Technique¹², Mind Mapping (MP) and Pre-Questioning (PQ) ¹³. While the other studies declared the students' area dealing with their self-efficacy perception, critical thinking and the student's anxiety. Other studies have investigated the use of technology such as digital reading and electronic text.

In short, there have been abundant studies trying to examine the implementation of teaching reading strategies in different education levels. But from those previous studies, the researcher found just a little information that discusses the

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¹⁰ Zana Chorobita Aratusa. A Thesis: "The Use of Content-Based Summarizing Technique in Improving Students' Reading Skills of Madrasah". (2017), https://dx.doi.org/10.15408/ijee.v4i2.6153

¹¹ Ismalianing Evivuliwati. A Thesis: "The Effect of Humberger Strategy on Students' Reading Comprehension of Recount Text". (2018), https://dx.doi.org/10.15408/ijee.v5i1.9880

¹² Haerazi & Lalu Ari Irawan. A Thesis: "The Effectiveness of ECOLA Technique to Improve Reading Comprehension in Relation to Motivation and Self-Efficacy". (2020), https://doi.org./10.3991/ijet.v15i01.11495

Maslakhatin. A Thesis: "The Effect of Mind-Mapping (MP) and Pre-Questioning (PQ) on the Students' Reading Comprehension. (2015), http://journal.uinjkt.ac.id/index.php/ijee

teachers' perception on the effectiveness of teaching reading strategies, especially in improving students' reading comprehension in High School level. This study requires a further investigation to get a better understanding about the teachers' perception on the effectiveness of teaching reading strategies, so that the other teachers can teach an appropriate strategy in reading comprehension to improve students' reading comprehension based on the English teachers' perception of High School in Surabaya

In addition, the previous study had revealed the issue of teachers' perspective on how to motivate students through reading comprehension instructions at the High School Level of Pamulang regency. ¹⁴ This study leaves a space for other studies with regard to teachers' perceptions of the effectiveness of teaching reading strategies in improving students' reading comprehension in other regency. Besides that, the previous study explored the teachers' perceptions on the strategies of teaching reading to motivate the students, while this research concerns the EFL teacher's perception of the effectiveness of teaching strategies in reading comprehension to facilitate the students' reading comprehension that can increase the student's comprehension skills. In addition, other previous studies had declared the issue of English teachers' perspective on teaching a dyslexic students reading and reading strategies. ¹⁵ This study leaves a space for other studies with regard to teachers' perceptions on the effectiveness of teaching the reading strategies not only to the students who have a special need, but also to the normal students.

Accordingly, the present study aims to investigate the teacher's perception about the effectiveness of teaching strategies in facilitating the students' reading comprehension for High School students. This study also aims to discover the reading

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¹⁴ Nugroho, Anggani, Hartono, English Teachers' Perception on Strategies in Teaching Reading to Motivate the students. (Semarang: 2018), p.55

¹⁵ Johanna Groblad, English Teachers' Perceptions of Teaching Reading and Reading Strategies to Students with Dyslexia. (Language Education: 2013)

strategy that teachers apply in facilitating the students' reading comprehension. Understanding this is a crucial topic since the effectiveness of teaching reading methods can help students improve their reading comprehension. The finding of this study can also help other teachers understand how to improve students' reading comprehension by implementing the strategies identified.

B. Research Questions

The researcher has two research questions in this study, which are:

- 1. What are EFL teachers' perceptions of the effectiveness of teaching strategies in reading comprehension for High School students?
- 2. What reading strategies do EFL teachers perform in facilitating students' comprehension?

C. Objective of the Study

The goals of this study are outlined in the research questions above.:

- 1. To analyze the EFL teachers' perception of the effectiveness of teaching strategies in reading comprehension for High School students.
- 2. To find out the reading strategies performed by the teacher in facilitating the students comprehension in High School.

D. Significance of the Study

This research is likely to contribute to the following practical implications for instructors, students, and other researchers:

- 1. For the teachers, this research will assist English teachers in selecting an effective method for boosting students' reading comprehension.
- 2. For the students, Because of the application of an appropriate reading approach, this study can help students improve their reading comprehension.

3. For the researchers, hopefully, the findings of this study will be useful as a reference or source of further data for future research on teaching techniques for increasing students' reading comprehension.

E. Scope and Limitation of the Study

1. Scope of this study

The scopes of this study include the perception of EFL teachers in Surabaya about the effectiveness of teaching techniques for teaching reading comprehension and what teaching strategies they employ.

2. Limitation of the problem

The study was therefore delimited to the following:

- a. Perception of the effectiveness of reading strategies that listed in questionnaire which was used while teaching reading comprehension.
- b. The study's focus will be on EFL teachers in Surabaya's high schools.
- c. Reading comprehension techniques

F. Definition of Key Term

In this study, the researcher uses some definition of terms as stated below:

1. Teachers' Perception

Teachers' perceptions are the ways in which they define things from their own perspective. To put it another way, a teacher's perspective is their viewpoint and views based on their prior knowledge. In this study, teachers' perceptions relate to their views or opinions regarding techniques that might assist students to improve their comprehension abilities.

2. Reading Comprehension

Reading comprehension refers to a student's capacity to comprehend the author's meaning and messages in a reading material. Also, students' capacity to convert the information gleaned from the reading text they've read into a statement, allowing them to express their thoughts on the topic of the reading text. In this research, reading comprehension refers to a student's ability to comprehend the meaning of a text.

3. Effectiveness of Strategies

Effective reading strategies refer to the reading strategies that are able to have a positive impact according to the targets and objectives. In this study, Effective strategies refer to the reading strategy that teachers used in their teaching reading practices which give a positive impact in students' comprehension skills.

4. Teaching Reading Strategies

Teaching Reading strategies are the approaches or methods that teachers employ to teach reading to students in order to help them reach their reading comprehension goals. In this study, teaching reading techniques refers to the reading tactics used by EFL teachers to help students improve their reading comprehension.

CHAPTER II

REVIEW OF RELATED LITERATURE

The chapter discusses the theory about the teachers' perception which includes the explanation of the importance of teachers' perception and how the perception influences teachers' performance in their practices. The chapter also discusses the strategies in teaching reading and some research on reading.

A. Review of Related Literature

1. Teachers' Perception

Farlex states that Perception is the process by which an organism uses sensory receptors to detect and understand information from the external world. In a line with Farlex, Schacter states "perception is the organization, identification, and interpretation of sensory information in order to represent and understand the presented information, or the environment". Also, Atkinson in Wardiana assumes that "perception is a process of organizing and interpreting the system of stimulus in our environment". In a nutshell, perception is a sensory activity of an organism or people that identifies, detects, and interprets an information that comes from outside which is used as an opinion that becomes a reference for someone based on the peoples' background.

¹⁶ Farlex. *Collins English Dictionary* (2014), retrieved on March, 9th 2020 at 12.30 PM from https://www.the freedictionary.com/perception.

Daniel Scheter. *Psychology* 2nd *Edition* (New York, 2011), p.5

¹⁸ Uswah Wardiana. *Psikologi Umum 1st Edition*. (Jakarta: PT. Bina Ilmu, 2004). P.25

In addition, DeVito in Sobur, "perception is the process of awareness of the existing stimulus that might be affected by our tool of senses". Perceptions are defined by a process that allows someone to become aware of everything in their environment using their own sense tool. Based on Prawira, "perception is a process that starts by sensing the stimulus that is received by the receptor then to go through a psychological process in the brain that causes someone to be aware of the stimulus". Perception, according to Rahman, is the process of combining and organizing from a sens tool into something that helps us be aware of our environment.

1.1 The Value of a Teacher's Perception

The most important component of the educational system is teachers. Teachers are the ultimate implementers of educational concepts and theories, as well as active participants in a variety of teaching and learning activities. Teachers' perceptions have been recognized and have become an essential factor in teaching English as a second language. Smylie in his path "analysis study of 56 teachers undergoing a staff development process concluded that teacher's perceptions and beliefs are the most significant predictors of individual change". ²³

According to Barcelos, Perceptions influence what language instructors do in the classroom.²⁴ Likewise, Srangkang and Jansem in Dwi Cahyaningsih mentions that Teachers' views have an impact on what

10

¹⁹ Alex Sobur. *Psikologi Umum* (Bandung: Pustaka Setia, 2003), p.445

 $^{^{20}}$ Ibid n 445

²¹ Purwa Atmaja Prawira. *Psikologi Pendidikan: Dalam Perspektif Baru* (Jogja: Ar-Ruzz Media, 2004), p.63

Abdul Rahman. Meningkatkan Pemahaman dan Kemampuan Generalisasi Matematika Siswa Melalui Pembelajaran Berbalik (Bandung: Thesis UPI, 2004), p.89

W. Smylie. The Enhancement Function of Staff Development, Organizational, and Psychological Antecedents to Individual Teacher (1988), retrieved on March, 9th 2020 at 01.45 from https://journal.sagepub.com doi/10.3102/00028312025001001

A. M. F. Barcelos. *Researching Beliefs About SLA: A Critical Review* (Dordrecht: Kluwer Academic Publisher, 2003), p.15

they do in and out of the classroom. ²⁵ Related to this study, teachers' perception can make teachers decide what effective reading strategies can be taught in reading comprehension that can give the improvements for the students. Besides, the teachers' perceptions can have an impact on other teachers, and it can also serve as a guide for other teachers when it comes to teaching reading. For instance the researcher found on the finding of Nugroho, Anggani, & Hartono's journal, during the prereading stages, a teacher believes that the first technique in teaching reading can increase students' reading comprehension by employing questioning tactics that deal with the text's title. As a result, after the teacher teaches this strategy, most students may enhance their reading comprehension. It could be the guidance for other English teachers to choose the appropriate reading strategies that can be taught while they teach reading. ²⁶

1.2 Factors that Influence Perception

Teachers' perceptions have been noticed to come from a variety of backgrounds. Robson claims that although this cannot be proven without direct observations of their activities, instructors' teaching techniques may have been affected by how they obtained work-related knowledge in their first profession.²⁷

Furthermore, according to Richard, the main source that can influence the establishment of teacher perceptions is based on experience, whether it is personal experience, experience with education and

²⁶ Nugroho, Anggani, Hartono, English Teachers' Perception on Strategies in Teaching Reading to Motivate the students.. (Semarang: 2018), p.55

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²⁵ Ryan Dwi Cahyaningsih. *Teachers' Perceptions on Folklores in English Textbook in SMA 1 BAE Kudus*. (kudus), p. 12

²⁷ J. Robson. The Voice of Vocational Teacher on the UK: Their Perceptions of the Nature (UK, 2002), P.95-113

instruction, as well as experience with formal materials, which include topics of learning in schools and pedagogical expertise.²⁸

In conclusion, Teachers' perceptions may be influenced by personal experience, schooling and training, formal knowledge of both school themes and pedagogical information that impacts teaching and learning methods, students' aptitude, and circumstances.

2. Reading Comprehension

2.1 Reading

In accordance with Anderson, "Reading is the process of generating meaning from written texts". Reading is a complicated activity that requires the reader's conscious and unconscious brain processes to reconstruct the meaning. It also requires the reader to engage in two dynamic interactions, namely: past knowledge and information from the text being read.²⁹

According to Linse, reading is abilities that implicate deciphering and obtaining meaning from the written word of the reading material. According to this definition, reading is a skill that refers to the act of making meaning and drawing meaning from a book or reading text.³⁰ Also, Jain and Patel argue that reading is an activity which involves the ability to recognize and understand, and it is necessary activity in life that helps individuals to stay current. ³¹ Based on this definition, Reading is the act of deciphering and enhancing one's knowledge via the use of a

²⁹ Inas Ghalda. The Analysis of Teacher Perceived of the Effective Strategies in Teaching Reading (Aceh, 2019), p.8

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²⁸ Hellen Donaghue. *Instrument to Elicit Teachers, belief, and assumption* (UK: Oxford, 2003), p.344

Caroline T. Linse. *Practical English Language Teaching: Young Learner* (America: MC Graw_Hill, 2005), p.77

M.F Patel, Jain Praveen M. English Language Teaching (Methods, Tools, & Techniques. (Jaipur: Sunrise Publisher & Distributors, 2008), p.118

text. According to Bergeron and Wolff, when someone reads with the intention of obtaining meaning from the text, they are engaged in the action of reading.³² From those definitions, Reading is a goal-oriented activity that aims to gain knowledge and comprehension from a reading source.

Reading, according to Clarck & Silberstein, is an active cognitive process that involves engaging with printed content and assessing understanding in order to establish meaning. Reading entails the simultaneous comprehension of a large number of written symbols, their associations with past knowledge, and the understanding of the information and concepts presented. Moreover, Grabe claims that reading is the automatic recognition of vocabulary and syntax.³³ Reading can be concluded from the definitions that it is an active process for conveying meaning. By reading, the reader will be able to comprehend what they have read and respond to the writers' ideas. Readers will be unable to respond to the texts that they read if they do not understand or comprehend the content. So, reading comprehension is a crucial element of the process. In fact, the majority of people have stated that a right reading is a reading by people who understand what they are reading. Reading comprehension is critical for students to grasp, especially while learning target language.

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³² Bette S. Bergeron and Melody Bradbung Wolff. *Teaching Reading Strategies in the Primary Grades* (U.S.A, 2002), p.7

³³ William Grabe – Freedicka L.S., *Teaching & Searching Reading 2nd ed.* (Harlow: UK Pearson Longman, 2011),

2.2 Reading Comprehension

According to Cooper, The reader interacts with the text to generate meaning, which is referred to as comprehension.³⁴ Howart cities that reading is communicative as any other forms of language.³⁵ Therewith, Singing states that reading comprehension has also been defined as the process of thinking while decoding symbols, as well as the understanding of printed symbols, comprehension of meaning, absorption of ideas provided by the text.³⁶ These definitions show that reading comprehension is a reading activity that is quite difficult to complete. It is because the reader must define textual symbols and concepts contained in a reading text in order to grasp the reading text's aims and purposes, the reader must define textual symbols and concepts contained in the reading text.

Furthermore, reading comprehension is a challenging skill that requires the reader to actively connect with the material. Readers are an active participant in reading activities where the readers must be able to collaborate between what the they read from a reading material with what the they already know, so that this can make it easier for the readers to understand the concept of a reading material they are reading. The assertions show that comprehension is the crucial aspects of reading. According to Grabe and Stoller, "reading comprehension is an ability to understand or to gain the information from a text". ³⁷

³⁴ J.D.Cooper. *Improving Reading Comprehension*. (Boston: Houghton Mifflin Company, 1986), p.11

P. Howart. *Making Reading Communicative*. (2006), Accessed on July 22th, 2012.http://academic.cuesta.edu.Html, p.1

³⁶ Singer. *Theoretical Models and Process of Reading*. Barkeley: University of California, 1985), p.54

³⁷ W.Grabe, F.Stoller. *Teaching and researching reading (2nd ed)*. (Harlow, UK Pearson Longman,2011).

Durkin in Klingner conducted an observational study of reading comprehension and concluded that reading comprehension instructions should be broken down into three steps: mentioning, practicing, and testing. The teachers would state a skill that they wanted students to learn, then provide them with workbooks or skill sheets to practice that ability, and finally assess if the three steps are useful or not. ³⁸

3. Effectiveness of Strategies

Effective strategy is a strategy that are able to have a positive impact according to the targets and objectives. According to Fraser, the effectiveness is a measure of how well stated goals are met.³⁹ It is in line with Vlãsceanu in his book, he states that Effectiveness is an output of specific reviews/analyses that measure (the quality of) the achievement of a specific educational goal or the degree to which a higher education institution can be expected to achieve specific requirements.⁴⁰ Thus, from those two opinion, it can be known that effectiveness is a measurement where when the results or achievements match and even exceed the targets or goals that have been set. In the world of education, effectiveness can be used as a measurement in all case, including the effectiveness of teaching strategies in reading comprehension. In this case, effectiveness is measured by the results shown by students after applying certain strategies in teaching reading. This is in accordance with the findings of research conducted by H. Emerson, which states that in the sense of

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³⁸ J. K.Klingner, S.Vughan, A.Boardman. *Teaching Reading Comprehension to Students with Learning Difficulties*. (United States: Guilford Publication, 2007).

Fraser, M., 'Quality in higher education: an international perspective' in Green, D. (Ed.), 1994, What is Quality in Higher Education? (Buckingham: Open University press and Society for Research into Higher Education, 1994), pp. 101–111.

⁴⁰ Vlãsceanu, L., Grünberg, L., and Pârlea, D., *Quality Assurance and Accreditation: A Glossary of Basic Terms and Definitions* (Bucharest: UNESCO-CEPES, 2004), p, 37. Papers on Higher Education, ISBN 92-9069-178-6.

achieving a predetermined goal, effectiveness is a measurement.⁴¹ The application of a strategy is said to be effective if students get a positive impact by showing a progress in their comprehension skills. If the number of students is more than 50% who get the score more than KKM and they show a significance improvement on their comprehension skill, then the strategy applied by the teacher could be said to be an effective strategy.

4. Teaching Reading Strategies

4.1 Teaching Reading

According to Pakhare, teaching reading is the act of instructing individuals or groups on how to derive meaning from text. When learning to read, students are taught to utilize critical thinking skills and context to "guess" the word they don't comprehend. To put it another way, teaching reading is a multi-stage process that includes pre-, during, and after reading in order to drive a book's content and develop students' reading abilities so that they can read an English text efficiently and effectively.

In addition, according to Alysousef, unlike traditional materials, contemporary reading tasks entail three procedure, *pre-, while-* and *post-reading* stages. *Pre-reading* can assist students to engage the relevant schema. *While-reading* is intended to improve students ability to deal with literature by expanding their linguistic and technical knowledge. While the *post-reading* stages include exercise, cut-up sentences, and comprehension questions to improve students' comprehension abilities.⁴²

 41 Soewarno Handayaningrat S.
 Pengantar Studi Ilmu Administrasi dan Manajemen. (Jakarta: CV Haji Masagung) p
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⁴² Inas Ghalda. The Analysis of Teacher Perceived of the Effective Strategies in Teaching Reading (Aceh, 2019), p.17

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In a line with Alyousef, Mukhroji claims that there are three stages to reading class activities: *pre-, while-* and *post-reading* ⁴³

1) Pre-reading

Pre-reading stages are those that occur before students begin their reading. This stage seeks to familiarize students with the material they will be reading so that they may get a basic understanding of the content and purpose of reading. The teachers try to engage the student's schema linked to the topic at this point, or quickly explain the text's contents. Giving children fundamental text-related questions and guessing the substance of the reading text by looking at the title / image in a text are two activities that may be done at this level.

2) While-Reading Activities

Reading activity is an activity carried out by the reader when the reading process is in progress. The goal of this activity is to aid the reader grasp the substance of a text. At this point, the teacher might engage students in a variety of tasks, such as highlighting key parts, determining the text's purpose, and determining the text's structure.

3) Post-Reading Activities

Post-reading activity is an activity that readers do after they finish their reading activity. This stage is designed to assess students'/readers' comprehension of the materials they have read. The instructor can engage in a variety of activities in this part,

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Muhammad Mukhroji, The Importance of Teaching Reading Strategies to Improve Students' Reading Comprehension, *English Language Education Journal*. (Malang, 2011)

including offering understanding questions and small group discussions.

Moreover, Duffy in Muslaini states that there are two things that teachers should consider when teaching reading comprehension. Firstly, Reading comprehension is knowledge-based. It implies that teachers should be familiar with the reading text in order to explain it to students. Secondly, because reading is a complex cognitive and linguistic activity that requires deciphering alphabetic symbols, teachers must employ effective strategies.⁴⁴

4.2 Strategies in Reading Comprehension

Psychologically, Reading is seen as a two-way activity between language and thought. Teachers should use an appropriate technique when teaching reading to help students understand what they are reading. Strategy is a plan in achieving several goals which design in accordance with the theory that includes the utilization of methods, sources, and techniques. It means that the formulation of strategy was limited to plan arrangement only. Strategy was designed to achieve certain objectives. According to Cameron There are several strategies that can be taught by teachers in readings as follow:

a. Using Prior Knowledge/Previewing

Prior knowledge / previewing is a technique in which readers make broad remarks about the book's contents. Students use what they already know to assist them to grasp the content they are about to read when they preview the text. This gives them a framework to work with when they come upon novel facts.

b. Predicting

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 $^{^{44}}$ Muslaini. $\it Strategies for Teaching Reading Comprehension. (Aceh, 2017), p.70$

Predicting is a technique in which readers make an educated guess about the context of the reading material. When students make predictions about a text they are reading, they're setting expectations based on past understanding of related themes.

c. Questioning

The questioning technique is a method in which the teachers ask the students a series of questions about the context of the reading material. Another approach for helping students focus on the meaning of the material is to ask and answer a question on the text's content. Teachers can help students by demonstrating how to ask proper questions and how to discover answers in a text.

d. Making inferences

Making inferences is a way of teaching reading comprehension in which teachers ask students to draw a conclusion from a passage of the reading text they read. In order to make inferences about something that is not directly mentioned in the text, students must learn to rely on past knowledge and detect hints in the text itself.

e. Summarizing and Retelling

Using the summarizing and retelling approaches, students are expected to summarize the reading text and narrate the context of the reading text in their own words. In order to summarize, students must determine first what is significant and then express it in their own terms. Attempting to comprehend the author's purposes for composing the materials is implicit in this process.⁴⁵

In addition, There are a variety of classroom methods that may be utilized to assist students improve reading comprehension.

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⁴⁵ Sheena Cameron. *Teaching Reading Comprehension Strategies: A practical Guide*. (Australia: Pearson Education, 2009).

a. Identify the purpose in reading

When a reader is able to discern the purpose of a reading, he or she may seek for and discover the information included in the text. Make sure students understand why they are reading whenever you are introducing a reading method.

b. Skimming.

Readers who skim the text have the advantage of being able to predict the text's aim, a major topic, messages, and probable supporting ideas.

c. Scanning

Students are asked to look for names and dates, find an explanation of crucial ideas, or list a specified amount of supporting details in a scanning assignment. This technique asks students to read and look for specific information of the reading text and list it into the students' book.

d. Mind-mapping

The mind mapping approach aids the reader in bringing order to the chaos. Individually, mind-mapping can be done by reading a text and then looking for the text's major ideas, which can then be written down in the students' book in the form of a mind-map.

e. Analyze vocabulary

In analyzing some vocabulary, the reader can use several techniques as follow:

- 1) Look for prefixes that might lead to further information.
- 2) Look for suffixes that may identify the sections of speech to which they belong.

3) Look for roots that are known to the reader. 46

B. Review of Previous Studies

There are a number of studies that investigated teachers' perceptions in reading practice. This section will identify the differences of previous studies with this present research in terms of the subject of the research, the location of the study, the focus of investigation, the research design, and the finding of the research.

The number of previous studies was obtained by the researcher which related to this current study namely from Toto et al⁴⁷, Johana⁴⁸, Maingi⁴⁹, and Katherine⁵⁰. In addition, The researcher also found several previous studies which focused on the implementation of strategies in reading comprehension, namely from Cindy⁵¹, Lani⁵², and Theofilus et al.⁵³ They mostly discussed how to put teaching strategies in their teaching practices while teaching a reading comprehension, scanning and skimming strategy, mind-map strategy, and small group technique. Even though the previous studies did not have a

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⁴⁶ Sheena Cameron. *Teaching Reading Comprehension Strategies: A practical Guide*. (Australia: Pearson Education, 2009).

⁴⁷ Toto N., Dwi Anggani, L. B., Rudi H. (2019). English Teachers' Perception on Strategies in TeachingReading Comprehension to Motivate the students. *English education Journal*. Vol.9 No. 1, 2019. 56-61

⁴⁸ Johana G., (2013). English Teachers' Perception of Teaching Reading and Reading Strategies to Students with Dyslexia. *Semantic Scholar*.

⁴⁹ Maingi J. M., (2015). Language Teachers' perception and Practices in Enhancing Learners Strategy use for Reading Proficiency in Selected Secondary Schools in Kenya. *Kenya education Research Database*. http://kerd.ku.ac.ke/123456789/1071

⁵⁰ Katherine D. G., (2009). Teachers' perception of Strategy Based Reading Instruction for Reading Comprehension. *Dominican Scholar*.

⁵¹ Chindy Hanggara. (2018). The Effectiveness of Scanning and Skimming in Improving Reading Comprehension Skill of Maharani Nursing Students. *PARADIGMA* p.21 https://doi.org/10.33503/paradigma.v24i1.338

⁵² Lani Suryani. (2014).. Improving Students' Reading Skills by Using the Mind Map Technique at SMA N 1 Kretek in the Academic Year of 2013/2014. p.77

Theofilus Usu, Adi. The Effectiveness of Small Group Discussion in Teaching Reading Comprehension of Narrative Text at X Grade in SMAN 1 Wolowae. (NTT: 2014), p.18

similarity with this current study, the focus of previous studies made the researcher find that this current study gives a space in the terms of teaching strategies in reading comprehension.

Studies on reading have been done in different continents, such as Europe, Africa, and Asia. Generally, the previous study conducted in Asia, particularly in Indonesia except the study from Katherine⁵⁴ which involved the teachers in kindergarten through eighth grade in Italy. Also, the study from Maingi⁵⁵ which was conducted in Kenya to the teachers from selected school while the study from Johana⁵⁶ involved the teachers from four Swedish mainstream secondary schools in Sweden. Another study carried out in Indonesia and mostly took place in Java such as the study from Toto et al⁵⁷ which involved English teachers in several Senior High school in Pamulang Regency while Cindy⁵⁸ and Theofilus et al⁵⁹ carried out in Malang, East Java. This study involved the Nursing Students and high school students. Moreover, the study from Lani⁶⁰ conducted in Yogyakarta and obtained the data to the students in SMAN 1 Kretek. Based on those previous studies, this current study is conducted in Surabaya which obtains the data from EFL teachers in

⁵⁴ Katherine D. G., (2009). Teachers' perception of Strategy Based Reading Instruction for Reading Comprehension. *Dominican Scholar*.

Maingi J. M., (2015). Language Teachers' perception and Practices in Enhancing Learners Strategy use for Reading Proficiency in Selected Secondary Schools in Kenya. *Kenya education Research Database*. http://kerd.ku.ac.ke/123456789/1071

⁵⁶ Johana G., (2013). English Teachers' Perception of Teaching Reading and Reading Strategies to Students with Dyslexia. *Semantic Scholar*.

Students with Dyslexia. *Semantic Scholar*.

Toto N., Dwi Anggani, L. B., Rudi H. (2019). English Teachers' Perception on Strategies in TeachingReading Comprehension to Motivate the students. *English education Journal*. Vol.9 No. 1, 2019. 56-61

⁵⁸ Chindy Hanggara. (2018). The Effectiveness of Scanning and Skimming in Improving Reading Comprehension Skill of Maharani Nursing Students. *PARADIGMA* p.21 https://doi.org/10.33503/paradigma.v24i1.338

⁵⁹ Theofilus Usu, Adi. The Effectiveness of Small Group Discussion in Teaching Reading Comprehension of Narrative Text at X Grade in SMAN 1 Wolowae. (NTT: 2014), p.18

⁶⁰ Lani Suryani. (2014).. Improving Students' Reading Skills by Using the Mind Map Technique at SMA N 1 Kretek in the Academic Year of 2013/2014. p.77

20 representative High Schools from 148. It is because Surabaya needs more in-depth research related to the research topic of this current study because so far the researchers have only found little research on reading in Surabaya.

In addition, as mentioned earlier, the previous study mainly focused on the perception of strategies in reading such as the study from (Toto et al, Johana, Maingi, and Katherine). The previous study also had a similarity and similarity in highlighting the students as the subject of the study to focus on. In addition, they also focused on reading comprehension as in the study from (Toto et al and Katherine). Although there are some similarities, the four previous studies also had significant differences as in the research conducted by Toto et al⁶¹ which emphasized the teacher's perception related to strategies in teaching reading to motivate students while the study from Johana⁶² which determined the focus of research on teacher perceptions related to teaching reading strategies for the students with dyslexia. Furthermore, another study which was conducted by Maingi which emphasized the focus in the term of reading proficiency while the study from Katherine⁶³ emphasized the focus in the term of reading comprehension. Not only that, several previous studies (Cindy, Lani, and Theofilus et al.) found by the researcher also focused on the implementation of teaching strategies in reading comprehension, namely scanning and skimming strategy, mind-map strategy, and small group technique. The current research explores more deeply related to teachers' perceptions of the effectiveness of teaching strategies in reading

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⁶¹ Toto N., Dwi Anggani, L. B., Rudi H. (2019). English Teachers' Perception on Strategies in TeachingReading Comprehension to Motivate the students. *English education Journal*. Vol.9 No. 1, 2019. 56-61

⁶² Johana G., (2013). English Teachers' Perception of Teaching Reading and Reading Strategies to Students with Dyslexia. *Semantic Scholar*.

⁶³ Katherine D. G., (2009). Teachers' perception of Strategy Based Reading Instruction for Reading Comprehension. *Dominican Scholar*.

comprehension and kinds of effective strategies used by EFL Teachers in their teaching practices.

Moreover, the study of reading had been conducted using several methods, such as qualitative, quantitative and mixed-method. Experimental quantitative research method was implemented by the study from (Cindy and Theofilus). Cindy's study was conducting 16 meetings to the 70 students which were divided into two groups, namely experiment and control group, while the study from Theofilus was performing pretest – treatment – posttest to 20 students. Also, descriptive quantitative studies were implemented from (Toto and Katherine) which used questionnaires to obtain the data. Furthermore, Johana⁶⁴ and Lani⁶⁵ carried out their study using descriptive qualitative methods which were using interviews as their instrument of the study. Besides that, mixed-method was applied in the study from Maingi⁶⁶ which used an interview and survey using questionnaires to the 36 english teachers from 18 public secondary schools. This current study conducts the study using descriptive quantitative design which uses questionnaires to gain the data. This method is used because the researcher wants to get the perception of EFL teachers at the high school level in Surabaya so that the results can be used by other teachers as a guideline in choosing an appropriate strategy while teaching reading.

Hereafter, the majority finding of the previous studies have a positive result. They showed that the teachers' perception on strategies have a

⁶⁴ Johana G., (2013). English Teachers' Perception of Teaching Reading and Reading Strategies to Students with Dyslexia. *Semantic Scholar*.

⁶⁵ Lani Suryani. (2014).. Improving Students' Reading Skills by Using the Mind Map Technique at SMA N I Kretek in the Academic Year of 2013/2014. p.77

Maingi J. M., (2015). Language Teachers' perception and Practices in Enhancing Learners Strategy use for Reading Proficiency in Selected Secondary Schools in Kenya. *Kenya education Research Database*. http://kerd.ku.ac.ke/123456789/1071

significant effect on teaching reading, except the study from Johana⁶⁷ which showed that English teachers get too little in-service from their employer about dyslexia. Thus, the teachers do not have much knowledge about dyslexia that makes teachers get confused about what strategies will be used. Also, another previous study from (Cindy, Lani, and Theofilus et al.) showed that the implementation of strategies, namely: skimming and scanning, minmapping, and grouping have a considerable impact on the development of students' comprehension abilities. Those findings provide a space for the current study to delve deeper into the effectiveness of teaching strategies in reading comprehension and to learn more about the strategies they employ in their teaching practice, which are claimed to have a significant impact on the improvement of students' reading comprehension skills. As a result, this study is likely to serve as a guideline for other EFL teachers who are unsure about which method to use while teaching reading.

⁶⁷ Johana G., (2013). English Teachers' Perception of Teaching Reading and Reading Strategies to Students with Dyslexia. *Semantic Scholar*.

CHAPTER III

RESEARCH METHOD

This chapter explains the research methodology used to collect and analyze data for the study. It comprises of the research design, the setting and subject of the study, the data and the source of the data, the research instrument, the data collection technique, the data analysis, the research stages, and the document's validity and reliability.

A. Research Design

The purpose of this study is to find out the perception of EFL teachers of High School about the effectiveness of teaching strategies for reading comprehension, whether it is effective in facilitating the student's reading comprehension or not and kinds of reading strategies that teachers use while they teach reading comprehension. To explore the issue, this study used a quantitative design by distributing questionnaires to high school teachers in Surabaya. According to Creswell, "Survey design is a procedure in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the populations". 68

B. Subject and Setting of the Study

There were 35 EFL teachers as participants in this study. They were selected randomly but this study only includes the teachers who teach in High Schools in Surabaya. There are around 148 high schools where each school has at least two English teachers. In this study, the researcher only took 20 representative schools from 148 high schools in Surabaya randomly. The questionnaires were sent randomly

⁶⁸ John W Creswell. *Educational Research* (California: Sage Publication, 2012), p.376

to the schools in this study, and the teachers were asked to complete them. The researcher utilized simple random sampling to ensure that each teacher had an equal chance of being chosen from the population.⁶⁹

In addition, according to the data survey form *Badan Pusat Statistik Kementerian Pendidikan dan Kebudayaan Provinsi Jawa timur* (2019), the total number of High School Level in Surabaya is 148.⁷⁰ In addition, this study was carried out in Surabaya, East Java. This study took place at several Senior High Schools in Surabaya city, including private and state Senior High School.

C. Data and Source of Data

1. Data

The data in this study was derived from EFL Teachers' responses or feedback on a questionnaire that was distributed to them. The data was in the numeric and open-ended responses. The questionnaire is about the EFL Teachers perception of the effectiveness of teaching strategies in teaching reading comprehension and the strategies they used while teaching reading.

2. Source of Data

The data for this study was gathered through a questionnaire which is adapted from Clayton R. Wright which contains closed-ended questions

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⁶⁹ John W Creswell. *Educational Research* (California: Sage Publication, 2012), p.143

⁷⁰ Badan Pusat Statistik Provinsi Jawa Timur. *Jumlah Sekolah, Guru, dan Murid Menengah Atas di Bawah Kementerian Pendidikan dan Kebudayaan Menurut Kabupaten/Kota di Provinsi Jawa Timur, 2018-2019.* (2019). Accessed on May, 31st. 2020. At 04.45 AM, from https://jaim.bps.go.id/statictable/2019/10/09/1652/jumlah-sekolah-guru-dan-murid-sekolah-menengah-atas-sma-di-bawah-kementrian-pendidikan-dan-kebudayaan-menurut-kabupaten-kota-di-provinsi-jawa-timur-2018-2019-.html

and open-ended questions. There are points A and B in this questionnaire. Point A is close-ended questions which are divided into 3 sections, namely pre-, while, and after teaching reading. While point B consists of three open-ended questions.

The data source for the first research questions is gained through the close-ended. In this study, close-ended was given to the respondents in order to get their perceptions on the effectiveness of teaching reading strategies in reading comprehension.

The data source for the second research question is also gained through the open-ended questions. In this part, the open-ended question was meant only from the second research question because the researcher can know the kind of teaching strategies that the teachers applied in facilitating the students' reading comprehension.

D. Research Instrument

To collect the data, the researcher distributed questionnaires to 35 EFL teachers in Surabaya. The questionnaire including close and open-ended questions was chosen by the researcher as the instruments of this study. The questionnaire adapted from Clayton R. Wright which contains closed-ended questions and open-ended questions in one questionnaire. The questionnaire used to collect data was developed by the author using a questionnaire template from Clayton R. Wright. The researcher developed a questionnaire based on strategies in reading comprehension. The questionnaire was in the Indonesian form. The research did not put the names form, because the responses were anonymous.

There are two sections in this questionnaire, namely the closed-ended section and the open-ended section. The first section discusses the teacher's perception of the effectiveness of teaching strategies in reading comprehension. In this part, there are 14 items that consist of strategies for teaching reading comprehension. It was used to

identify teachers' perception on the effectiveness of these strategies in their teaching practices. The researcher developed each item in this part based on teaching strategies in reading which were quoted from several expert opinions. In the second section, there are 3 questions which the researcher developed to answer research question 2 which is about the kind of strategies teachers used in their teaching practices.

In closed-ended questions, participants were asked to choose a response based on their own perception. Responses for each item consist of Strongly Agree (SA), Agree (Agree), Disagree (D), and Strongly Disagree (SD). There were no right and wrong answers. So, participants are free to answer based on what they experienced. Participants in the open-ended section were asked to respond to three questions based on what they experienced in their teaching practices. In answering this questionnaire, participants only need about 10-15 minutes.

E. Data Collection Technique

Collecting the data can be conducted in various settings, for instance interview, observation, documentation, and survey through questionnaire. In order to obtain data for each of the research questions, the researcher used a survey through questionnaires that included both closed-ended and opened-ended questions. According to Ary (2002:22), "in survey research, questionnaires are widely used as a source of data". In line with Ary, according to Cohen, Because a questionnaire offers structured, typically numerical data, may be administered without the researcher's presence, and is often extremely straightforward to understand, a questionnaire is a widely used and helpful instrument for obtaining survey data. Therefore, in collecting data, the researcher conducted a survey to 35 EFL teachers using a questionnaire in the form of a Google form.

In addition, in selecting the school the researcher took randomly 20 high school both private and state high school from 148 high school in Surabaya. For selecting

⁷² Louis Cohen. *Research Methods in Education* (New York: Routledge, 2018), p.471

⁷¹ Donal Ary. *Introduction to Research in Education* (Australia: WadsWorth, 2002), p.22

the participants, the researcher shared the online questionnaire to all EFL teachers in 20 high school. So, the EFL teachers could fill the questionnaire and become the participants in this study by voluntary.

F. Data Analysis Technique

The researcher took the following steps in analyzing the data obtained from the questionnaire:

1. Obtaining the data

The researcher shared the questionnaire to 35 EFL instructors from various high school levels in Surabaya in order to collect data for this part. The questionnaire is about the teachers' perceptions of the effectiveness of teaching reading strategies in reading comprehension and kinds of reading strategies that are performed by teachers in facilitating the students' reading comprehension.

2. Arranging and coding the data which was taken from the questionnaire.

The second stage, the researcher entered the data into a table using Microsoft Excel to make data processing easier for the researcher. In arranging the questionnaire data, the researcher made three columns, namely the format, code & description, and questions/statements on the questionnaire. After that, the researcher made a table again using Microsoft Excel and then filled it with codes from the responses of the participants. The codes are numbers, which were then copied to SPSS 22 for analysis.

3. Processing the data

a. Close-ended questions

The researcher processed the data which had been collected in the table using SPSS 22. The data was analyzed using Descriptive Statistics. According to Cohen, "descriptive statistics do exactly what they say:

they describe and present data, no inferences or predictions: they simply report what has been found in a variety of ways". This process was done to get the mode, mean, media, minimum and maximum score, range, standard deviation, standard error, inclination, and kurtosis.

b. Open-ended questions

The researcher analyzed the data obtained in the table by writing it in a table consisting of two columns: strategies and the number of participants who use each technique, and then assessing the strategies stated by the teachers and linking them to the theory.

5. Verifying and interpreting the data.

After the data processed using SPSS 22, the researcher described it into the descriptive sentence based on the result of data processed from SPSS 22.

6. Drawing the conclusion

In this last step, the researcher made a report and conclusion of the result of the study in the form of descriptive text.

G. Research Stages

The researcher went through the following stages while conducting the study:

- 1. Firstly, the researcher makes a research application permit letter to the appropriate agencies, which is then forwarded to the schools where the researcher conducts study.
- 2. Secondly, the researcher was asking permission by contacting the English teachers from the High school in Surabaya and asked the permission of the headmaster of the school. After receiving, the researcher scheduled a meeting with the relevant teachers to perform the research.
- 3. Third, distributing the questionnaire in the form of Google form was given to each school's English teachers by the researcher. There are both close-

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⁷³ Louis Cohen. *Research Methods in Education* (New York: Routledge, 2018), p.727

- ended and open-ended questions in the questionnaire. Each question on the questionnaire form should be answered by the respondent.
- 4. Next, following the distribution of the questionnaire, the researcher processed the data using the previously mentioned process.
- 5. Lastly, the researcher compiled a report based on the data gathered in the field and processed by the researcher.

H. Validity and Reliability of Document

According to Field, Validity means to measure what is intended to be measured.⁷⁴ The validity test determines how accurate the genuine data and the data obtained by the researcher are to each other. Validity means correct. It means that when the researcher claims that the research results are related to teachers' perceptions and kind of strategies, this result correctly shows the results that teachers' perceptions of the effectiveness of teaching strategies in reading comprehension are very agreeable and the strategies used by teachers to teach reading are proven to be effective provide significant results in improving students' comprehension skills.

The researcher used the bivariate pearson correlation technique in SPSS 22 to test the validity of the research instrument in this study. This study used internal validity which means a type of validity that occurs when there is a significant association between the sections of a questionnaire's items. Each question item's ordinal score is connected with the item's total ordinal score when it is checked for validity. The item is legitimate if the correlation coefficient is positive; otherwise, it is invalid and will be removed from the questionnaire or replaced with a declaration of improvement. The method for calculating the correlation value is as follows:

⁷⁴ Andy Field, *Discovering Statistic Using SPSS* (London: SAGE publications Ltd, 2009), p.11

$$\mathbf{r}_{xy} = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{1 (\sum X^2) - (\sum X)^2 | n(\sum Y^2) - (\sum Y)^2}}$$
Formula of Validity Test

Remarks:

r = correlation coefficient

n = sample total

 $\sum X = items total score$

 $\sum Y =$ answer item score total

 $\sum X2 = \text{total score items score}$

 $\sum Y2$ = the sum of the total squares of answer scores

 $\sum XY = \text{total multiplication core of an item's answer with total score}$

Figure 3.2 Explanation Validity's Formula

To assess whether the instrument is valid, count r should equal or exceed r table at a significant level of 5% (five percent). In the other situation, the instrument is considered to be invalid if the count r I less than r table at a significant level of 5% (five percent). As can be seen below:

- a. If *total* (r pearson) $\geq r_{\text{table}}$ than item is valid.
- b. If r_{total} (r pearson) $\leq r_{\text{table}}$ than item is invalid.

Reliability is a test to know whether the instruments can be interpreted consistently across different situations.⁷⁵ It means that a reliability test is an important test to make sure that this instrument can be used in another time and condition. Cronbach's alpha technique was utilized in this research, and it was calculated in the SPSS 22 to determine whether the instrument is reliable or not. Below is the formula of the Alpha Cronbach's:

figure 3.3 Formula of Reliability Test

$$r_{11} = \left[\frac{k}{k-1}\right] \left[1 - \frac{\Sigma \sigma b^2}{\sigma^2 t}\right]$$

Remarks:

r11 = Reliability Instrument

k = amount of item questions

 $\Sigma \sigma b 2 = \text{sum of variant item question}$

 $\sigma 2t = Variant Total$

figure 3.4
Explanation of Reliability's Formula

A reliability score of less than 0.60 is considered poor, while a score of 0.70nis considered fair, and a score of more than 0.80 is considered excellent. To determine whether the statement items are reliable, use r alpha and r table. The statement items

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 $^{^{75}}$ Andy Field, $\it Discovering\ Statistic\ Using\ SPSS$ (London: SAGE publications Ltd, 2009), p.11

are reliable if r alpha is bigger than r table (0.334). The criteria index reliability:

Table 3.1
Index of Reliability

inaex of Reliability				
Cronbanch's Alpha	Criteria			
0,00 - 0,20	Less Reliable			
0,21 – 0,40	Rather Reliable			
0,41 – 0,60	Quite Reliable			
0,61 - 0,80	Reliable			
0,81 – 1,00	Very Reliable			

 $^{^{76}}$ Sekaran, - Bougie, Research Method for Business: A Skill Building Approach 5^{th} ed. (New York: John Wiley@Sons, 2013).

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the main results. The findings are organized according to the two research questions, namely: the perceptions of EFL teachers of the effectiveness of teaching strategies in reading comprehension and the kind of reading strategies that the teachers apply when teaching reading. The discussion will focus on the main findings that relate them with the theory and previous research. The next parts go into the specifics of the research findings and discussion.

A. Findings

The questionnaire data analysis was used to answer two research questions about EFL teachers' perceptions on the effectiveness of teaching strategies in reading and the kind of strategies the teachers use when teaching reading. The participants completed the questionnaire online via Google form. The questionnaire consisted of close-ended and open-ended questions. Statistical Packages for the Social Science (SPSS) 22 were used to analyze the research data. To avoid misunderstanding, the questions of the questionnaire used Indonesian language and results were translated into English.

1. Teachers' Perceptions of effective strategies in teaching reading comprehension.

Every teacher has different strategies when teaching reading. There is no "wrong" and "right" answer which strategy is the best among the others. This is because they may have different perceptions regarding the effective strategies used for teaching reading in their classroom practice. In describing teachers' perceptions of effective strategies in teaching reading, there are 14 statements

utilized in this research (Table 4.1). The results of all 14 statements obtained high mean scores. This indicates that teachers agree that strategies listed in the questionnaire are effective for teaching reading. The majority of EFL teachers (approximately 90%) also agree that the implementation of teaching strategies have a beneficial impact on the growth of students' comprehension abilities.

The standard deviations of 14 statements show a high rating with a range of 0,471 to 0,646. It is proven that each teacher gives relatively the same answer. These results indicate that the differences in perceptions of EFL teachers on the effectiveness of reading strategies were not widely discrepant.

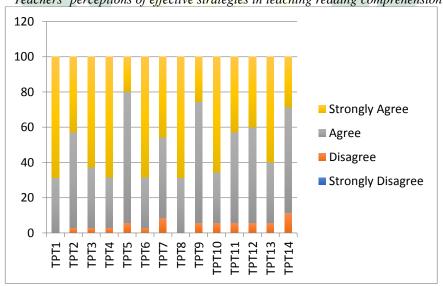
Table 4.1
Teachers' perceptions of effective strategies in teaching reading comprehension

Item	Questions	Mean	Std. Deviatio n	N	Rank
TPT 1	Identify key words related to the text	3.69	.471	35	High
TPT 2	Predict event of a text from the title and/or some images	3.40	.553	35	High
TPT 3	Find information about the theme, time, and location of a text	3.60	.553	35	High
TPT 4	Give some questions to the students related to the text	3.66	.539	35	High
TPT 5	Take notes while they read	3.14	.494	35	High
TPT 6	Highlight important points	3.66	.539	35	High
TPT 7	Make prediction for what will happen in a text	3.37	.646	35	High
TPT 8	Identify text elements such as setting, characters, and point of view	3.69	.471	35	High

TPT 9	Generate challenging questions from the text	3.20	.531	35	High
TPT10	Identify the purpose of the text	3.60	.604	35	High
TPT 11	Preview the content of the text	3.37	.598	35	High
TPT 12	Write another possible conclusion of the text	3.34	.591	35	High
TPT 13	Ask students to share their opinion of the text	3.54	.611	35	High
TPT 14	Create a story map/mind- mapping	3.17	.618	35	High

Table 4.2

Teachers' perceptions of effective strategies in teaching reading comprehension



No.	Questions	Percentages			
Item		SD	D	A	SA
TPT 1	Identify key words related to the text	0,0	0,0	31,4	68,6

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Predict event of a text from the title and/or some images	0,0	2,9	54,3	42,9
Find information about the theme, time, and location of a text	0,0	2,9	34,3	62,9
Give some questions to the students related to the text	0,0	2,9	28,6	68,6
Take notes while they read	0,0	5,7	74,3	20,0
Highlight important points	0,0	2,9	28,6	68,6
Make prediction for what will happen in a text	0,0	8,6	45,7	45,7
Identify text elements such as setting, characters, and point of view	0,0	0,0	31,4	68,6
Generate challenging questions from the text	0,0	5,7	68,6	25,7
Identify the purpose of the text	0,0	5,7	28,6	65,7
Preview the content of the text	0,0	5,7	51,4	42,9
Write another possible conclusion of the text	0,0	5,7	54,3	40,0
Ask students to share their opinion of the text	0,0	5,7	34,3	60,0
Create a story map/mind- mapping	0,0	11,4	60,0	28,6
	Find information about the theme, time, and location of a text Give some questions to the students related to the text Take notes while they read Highlight important points Make prediction for what will happen in a text Identify text elements such as setting, characters, and point of view Generate challenging questions from the text Identify the purpose of the text Preview the content of the text Write another possible conclusion of the text Ask students to share their opinion of the text Create a story map/mind-	Find information about the theme, time, and location of a text Give some questions to the students related to the text Take notes while they read Highlight important points Make prediction for what will happen in a text Identify text elements such as setting, characters, and point of view Generate challenging questions from the text Identify the purpose of the text Preview the content of the text Write another possible conclusion of the text Ask students to share their opinion of the text Create a story map/mind- Create a story map/mind- 0,0	Find information about the theme, time, and location of a text Give some questions to the students related to the text Take notes while they read Take notes while they read O,0 Equation 5,7 Highlight important points O,0 Ask prediction for what will happen in a text Identify text elements such as setting, characters, and point of view Generate challenging questions from the text Identify the purpose of the text Preview the content of the text Write another possible conclusion of the text Ask students to share their opinion of the text Create a story map/mind- Create a story map/mind- O,0 2,9 Ask students to share their opinion of the text	Find information about the theme, time, and location of a text Give some questions to the students related to the text Take notes while they read Highlight important points Make prediction for what will happen in a text Identify text elements such as setting, characters, and point of view Generate challenging questions from the text Identify the purpose of the text Preview the content of the text Write another possible conclusion of the text Ask students to share their opinion of the text Create a story map/mind- Create a story map/mind- O,0 2,9 28,6 45,7 74,3 Highlight important points 0,0 8,6 45,7 68,6 45,7 68,6 0,0 5,7 51,4 Create a story map/mind- 0,0 11,4 60,0

Table 4.1 reveals that statements 1 and 8 (TPT 1, TPT 8) attained the highest score (M = 3.69). Around 68.6% of teachers strongly agree and 31,4% agree that TPT 1 and TPT 8 are the most effective strategies used in teaching reading (see Table 4.2). This indicates that most of the high school teachers in

Surabaya believe that identifying keywords related to the text and text elements such as setting, characters, and point of view are effective strategies to improve students' reading comprehension skills.

In addition, statements 4 and 6 (TPT4, TPT6) ranks the second highest position after TPT1 and TPT8. It can be seen from the mean score which reached M=3.66. Besides that, the percentage results of these two statements reached 28.6% of teachers agree and 68.6% strongly agree. The results indicate that these statements (TPT4, TPT6) are less effective than statements 1 & 8 (TPT1, TPT8). Perhaps, the teachers still believe these strategies (highlighting important points, giving some questions related to the text) may be useful to certain students in understanding a text.

However, statement 5 (TPT 5) and 14 (TPT14) obtained the lowest mean score with 3.14 and 3.17 respectively. Less than 30% of teachers strongly disagree with these statements. This indicated that EFL teachers believe that taking notes while reading and creating a story-map is less effective to be implemented in teaching reading. Teachers may think that students need time to understand the content of the text and they may be unable to take notes of what they understand from the text directly. That is why statement 5 obtained the lowest score. Similarly, creating a story-map/mind-mapping rank second lowest position. This result indicated that not all teachers apply the strategy in their classroom practice or they may think the strategy is less influential in improving students' comprehension of the reading.

Overall, the EFL teacher's perception of the effectiveness of reading strategies in improving students' reading comprehension showed a very high level of agreement. As stated previously, approximately 90% of teachers agree that the listed strategies in the questionnaire are effective for comprehending the reading texts. This is known from the results of the questionnaire which

showed more than 60.0% on the Strongly Agree (SA) and Agree (A) scales. However, some teachers have different opinions on the listed strategies as shown in open-ended questions in the questionnaire. Some teachers stated that the 14 strategies were not always effective in teaching reading comprehension. They have their own strategies to make students understand the reading, such as: giving reading materials in the form of pictures, providing virtual pictures, and asking students to write diaries.

2. Kind of reading strategies performed by the EFL Teachers.

There are a lot of strategies for teaching reading and teachers can use different strategies for their classroom practice. Teachers may use strategies to match with the abilities of their students. In describing effective strategies in reading comprehension, this study asks teachers to describe the strategies they use in teaching reading. The study revealed that teachers pointed out 12 different strategies (see Table 4.3).

Table 4.3
Kind of reading strategies performed by the EFL Teachers

No	Strategies	Number of participants
1	Skimming	8
2	Giving some questions related to the text	8
3	Analyzing vocabulary	5
4	Identifying the component of the text	3
5	Discussing the content of the text	2
6	Previewing	2
7	Highlighting the main point	2

8	Taking notes	1
9	Predicting and guessing	1
4	Making conclusions	1
11	Relating text with the students' daily life	1
12	Re-telling	1

Table 4.3 shows that skimming and giving some questions related to the text are the common strategies used by teachers. There are eight participants mentioning these strategies when they are taught reading. They believed that skimming could improve students' reading comprehension skills. In addition, teachers also believed that asking questions relating to the text has a significant effect on increasing students' reading comprehension skills. Probably, when the teachers employ the strategy, students are able to comprehend reading content more quickly.

In addition, five teachers mentioned analyzing vocabulary as their strategy in teaching reading. They may believe by identifying the words or vocabulary, students could guess the content of the text. Besides that, there are 2 teachers who use a different strategy from the strategies mentioned previously, namely: discussing the content of the text, previewing, and highlighting the main point. By discussing the reading text, these two teachers believed that students could have a deep understanding of the content of the text. Students can discuss the substance of the reading material they are reading by exchanging thoughts with one another. So, students are able to comprehend reading content more quickly. Also, two other teachers believed that previewing could be beneficial in students' reading comprehension skills. Students can preview the reading material using their prior knowledge and

experience. As a result, students will be able to comprehend the reading content rapidly. In addition, two other teachers also use the highlighting a main point strategy in their teaching practices. They may believe that by emphasizing (highlighting) the primary point, students are able to guess the text's content.

Nevertheless, the last five strategies are strategies which are only used by 1 teacher in their teaching practice, namely: making conclusions, taking notes, predicting and guessing, relating text with the students' daily life, and retelling. EFL teachers who implemented the strategies may think that those strategies have a little impact on students' reading comprehension skills. The students may have difficulty in making conclusions from a reading text. In addition, teachers may think that students need more time when they have to take a note while they read a reading text. Furthermore, one of EFL teachers considers that not all students can predict or guess the content of the text. This is due to the fact that not all titles and images can provide a comprehensive perspective of the text's substance. That is why not all teachers apply this strategy. Also, the teacher may think that not all reading texts can be linked to students' daily life. Not all students have a history that they can relate to their daily life. Re-telling the reading text that they have read is also a strategy that is only applied by 1 teacher of 35 EFL teachers in this study. This represents that this teacher may think not all the students have a skill in re-telling the story. Also, the students need a much time to understand what they read before they re-tell the reading text.

Overall, 12 kinds of reading strategies is an effective strategy for teaching reading comprehension which is applied by 35 high school teachers in Surabaya. These strategies are beneficial for comprehending a reading text. Most of these strategies are strategies that have been listed in the questionnaire of which approximately 90% of EFL teachers use and believe that these strategies have a significant impact on progress of students' reading

comprehension abilities, such as: skimming, questioning, identifying component of the text, previewing, highlighting the main point, taking notes, and predicting.

B. Discussion

After presenting the findings from EFL teachers' perceptions on the effectiveness of teaching strategies in reading comprehension and the kind of teaching strategies performed by the teachers, this section presents a discussion of the main findings. The findings are then linked to the relevant theories in chapter 2. This part is divided into two: EFL teachers' Perceptions on Teaching Strategies in Reading Comprehension and kind of teaching reading strategies performed by EFL Teachers.

1. Teachers' Perceptions of effective strategies in teaching reading.

Based on EFL teachers' responses from the survey questionnaires, approximately 90% of EFL teachers in this study agreed that performing strategies are effective and it can help students increase their comprehension skills. This finding is consistent with the findings of Nugroho, Anggani, and Hartono's study, the study found that reading comprehension activities improved significantly as a result of teachers' strategies for teaching reading comprehension. Also, it is in accordance with the study from Maingi Josephine. The finding revealed that the teachers were aware of the significance and necessity of reading strategies. Teachers believe that in order to increase students' reading comprehension skills, they must employ effective strategies when teaching reading. From the explanations, it shows that the implementation of strategies in teaching reading comprehension have an

Nugroho, Anggani, Hartono, English Teachers' Perception on Strategies in Teaching Reading to Motivate the students.. (Semarang: 2018), p.55 (Abstract)

Maingi Josephine. Language Teachers' Perceptions and Practices in Enhancing Learners' Strategy Use for Reading Proficiency in Selected Secondary School in Kenya. (Kenya: 2007), p.xii (Abstract)

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important effect on improving students' comprehension skills. In order to achieve the goal of reading comprehension, students must be able to understand every meaning of the reading material they are reading. This is shown from the results of previous studies which stated that the strategy was very effectively applied when teaching and learning so that it was able to have a positive impact on increasing students' understanding abilities. Hence, the implementation of appropriate teaching strategies can provide effectiveness in improving students' reading skills. In this case, the teacher measures the level of effectiveness of a strategy applied based on the results shown by students after the teacher applies the strategy. Most of EFL teachers in this study said that they measure the effectiveness of the study applied by them according to the result shown after the teacher applied the strategy in their teaching reading practices. If the number of students is more than 50% who get the score more than KKM, then the strategy applied by the teacher could be said to be an effective strategy. It is in accordance with H. Emerson, he said that in the sense of achieving a predetermined goal, effectiveness is a measurement.⁷⁹

In addition, the result of this study also indicates that teachers agree that strategies listed in the questionnaire are effective for teaching reading comprehension. Most of the EFL teachers strongly believe that identifying keywords related to the text (TPT1) is a strategy that is very influential on improving students' reading comprehension skills. When the students understand the keywords of the text, they may quickly comprehend the context of the reading material. However, in another study, Ryan, Sugiyandi, and Rasidi found the opposite of the results of this study. The study found that the keyword strategy was an influential strategy in increasing students' vocabulary

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⁷⁹ Soewarno Handayaningrat S. *Pengantar Studi Ilmu Administrasi dan Manajemen*. (Jakarta: CV Haji Masagung) p.16

mastery skills. 80 Whereas, this technique not only can improve the vocabulary skill, but also students' other skills such as reading comprehension ability. "It can be known that students are able to have a deep understanding after they identify and understand the keywords. In addition, identifying the text elements (TPT8) which is part of the skimming technique is also a strategy that most EFL teachers agree with. It is in line with the research from Chindy which found that scanning and skimming techniques of teaching reading comprehension is more effective than conventional techniques for improving students' reading comprehension skills.⁸¹ Furthermore, according to Qismullah etc., using skimming strategies with students when teaching reading might alter their comprehension abilities. The test results revealed that there has been a 20point improvement, with the best score reaching 4,7.82 According to the findings of the two prior researches, the implementation of skimming methods when teaching reading can increase students' comprehension abilities. Students are able to get a fairly good understanding in a fairly short time because they use the skimming and scanning reading method, so that readers are able to find keywords and can conclude the implied messages contained in a reading text quickly and well. Therefore, skimming reading technique is one of the most widely used reading techniques by teachers in teaching reading comprehension.

Hereinafter, this study found that questioning (TPT4) and highlighting the important point (TPT6) which is part of annotating strategy are strategies that help students to improve their reading comprehension skills. Many teachers also strongly believe in it, but not as much as in TPT1 and TPT8. Same with Ana and Yeni's research, it found that questioning strategy can improve the

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⁸⁰ Ryan Kurniwan, Sugiyadi, Rasidi. *Strategi Keyword Method untuk Meningkatkan Penguasaan Kosakata*. (Magelang) p.19

Chindy Hanggara. The Effectiveness of Scanning and Skimming in Improving Reading Comprehension Skill of Maharani Nursing Students. (Malang: 2018), p.21

⁸² Qismullah Yusuf, Etc, *Skimming and Scanning Techniques to Assist EFL Students Understanding English Reading Text.* (Jambi, IRJE : 2017), p.43

students' reading comprehension⁸³Heniarti, Zainuddin, and Delvi found that annotations have a big impact on students' reading comprehension because they can find the important information since they are accustomed to mark/highlight important points.⁸⁴ Thus, applying a questioning strategy in which the EFL teachers give some related questions with the reading material to students in order to help students to get a better understanding of the content of the reading material is an effective strategy to improve students' comprehension skills. In addition, asking students to highlight or mark certain important points in a reading material can help students improve their comprehension skills. Because, by highlighting or marking important points, students can easily find and remember important things from a reading material, making it easier for them to understand the reading text. In contrast with those findings of the previous studies, the questioning technique did not function effectively to the students, according to Ike Irawati's research, since their motivation interfered with their reading performance.⁸⁵ This might be due to students' lack of enthusiasm to improve reading comprehension as a result of their failure to respond to pertinent questions posed by the teacher. They may believe they don't comprehend what they're reading, which has a negative influence on students' comprehension abilities.

Moreover, the mind-mapping strategy (TPT14) is a strategy which many teachers do not agree to apply in their teaching practice. In this case, maybe some of the EFL teachers in this study when implementing these strategies did not have a significant impact on the progress of students' comprehension skills.

Ana Rizqy, Yeni Mardiyana. The Use of Questioning Strategy to Improve Students Reading Comprehension. (Jember: 2016), p.81

Heniarti Sri, Zainuddin Amir, Delvi Wahyuni. The Effect of Applying Annotating Strategy on Comprehension of Grade XI Students at SMAN 8 Padang in Reading Monologue Text. (Padang: 2014), p.114

⁸⁵ Ike Irawati. Use of Questioning Strategy to Facilitate Students Reading Comprehension in Taiwa. (Taiwan, JEFL: 2019), Vol.9 No.2.

This may be because students find some difficulties when they have to find important points which are then written in the form of a mind-map. Besides that, maybe some of these teachers also think that this strategy is quite timeconsuming, so that this strategy is less effective to be applied in teaching reading comprehension In contrast, this strategy is one of the strategies in which students are asked to find important points and then write them down in a mapping framework that can make it easier for students to get a deep understanding of the text quickly. This is also in accordance with the finding of a study conducted by Lani, "the use of the mind map technique could improve the students' reading skills". 86 According to the findings of the two prior researches, mind-mapping technique is good to be applied for teaching reading comprehension. Students can identify and find important ideas from a reading text using this technique. They can organize these important points into a visual pattern that is branched according to each point's sub-heading. This really makes it easier for students to grasp the content of the reading material. Because they can make inferences linked to reading the content they read by looking at the mind-map framework, so that they can grasp the reading material well and quickly.

2. Kind of reading strategies performed by the EFL Teachers.

To improve students' reading comprehension, most EFL teachers employ certain strategies while teaching reading. Based on the survey results, many teachers use skimming in their teaching practices. Most of teachers generally ask the students to identify component of the text and predict the main topic which are part of skimming strategy as stated on sheena's book, "Skimming gives readers the advantage of being able to predict the purpose of the text, the

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⁸⁶ Lani Suryani. Improving Students' Reading Skills by Using the Mind Map Technique at SMA N 1 Kretek in the Academic Year of 2013/2014. (DIY: 2014), p.77

main topic, message, and possible supporting ideas from a reading text."87 It is in line with Sintya's research which showed that skimming is a good approach for students reading tasks since it helps them to pay attention, save time, locate the main idea, and predict the text's substance. 88 It helps students to get a faster understanding while they read a reading text. Also, most teachers use a question-and-answer strategy in their teaching practices. By giving some related questions, students can quickly comprehend the content of the reading material since this method allows them to find answers to the teachers' questions about the text they have read. In contrast, research conducted by Mabruka found that the strategy questioning / Questions-Answer Relationship (QAR) only has a moderate impact on students' reading comprehension, ⁸⁹ from that previous, it indicates that may be several students consider that this strategy is a difficult strategy because they have to find answers to questions that sometimes are implied answers that require more understanding to get the answer. They may think that They find it difficult to find the answers given by the teacher even though the questions are related to the readings they previously read. So, they tend to feel that it is not easy for them to understand the content of the reading because they cannot answer the questions given by their teacher. Whereas by applying this strategy, students can highlight the important points to get the answer. So, they can understand the text well.

In addition, several teachers ask students to analyse the vocabularies to understand the text. By analysing vocabulary, students are able to interpret the reading text based on the vocabulary they are analysing. So the students can easily grasp the meaning of the text. This finding is in accordance with Tri's

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⁸⁷ Sheena Cameron. *Teaching Reading Comprehension Strategies: A practical Guide*. (Australia: Pearson Education, 2009).

⁸⁸ Sintya Nirwana Gulo. The Benefits of Skimming Technique in Reading Comprehension to the Second Semester Students of Sanata Dharma University. (Yogyakarta: 2018), p.26

Mabruka Zakirah A. The Effectiveness of Question-Answer Relationship (QAR) Strategy on Students' Reading Comprehension of Explanation Text. (Jakarta: 2020), p.46

research which found that the students who have a large extent of vocabulary will easily interpret the text so that they are able to understand the text well. Helga also discovered in his research that vocabulary has a significant correlation to reading comprehension. Based on those explanation, it implies that students or readers with a vocabulary mastery skill can fully comprehend the reading material because they can analyze the vocabulary of the reading text they are reading. According to sheena, there are 3 ways in analyzing the vocabulary which can the reader use while they analyze the vocabulary of reading text they read, namely:

- 1) Look for prefixes that might lead to further information.
- 2) Look for suffixes that may identify the sections of speech to which they belong.
- 3) Look for roots that are known to the reader.

Furthermore, in this study, 5 EFL teachers employed the approach "identify the component of reading text", which is part of the skimming strategy, according to Sheena, "Skimming gives readers the advantage of being able to predict the purpose of the text, the main topic, message, and possible supporting ideas from a reading text." Students may be able to grasp the reading material after identifying the intrinsic and extrinsic parts of the reading material, such as themes, storylines, messages, and others, using this approach. This is also in line with the findings of Sherly's research, which found that using skimming methods to teach reading to high school students is successful. She discovered that the experimental group's test results were greater than the

Sheena Cameron. *Teaching Reading Comprehension Strategies: A practical Guide*. (Australia: Pearson Education, 2009).

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⁹⁰ Tri Daryanti. The Contribution of Vocabulary Mastery Toward Reading Comprehension. (Yogyakarta: 2015), p.55

control group's test results. ⁹² Several EFL teachers like to use discussion in their teaching practice. This strategy helps students to exchange ideas so that they can solve their problems in understanding the content of the text. This is consistent with Theofilus and Adi's study: small-group discussion can assist the students in resolving their issues with comprehension reading. ⁹³ Because, when forming a small-group discussion, several students in one group will have a discussion and exchange ideas about what they understand each other, so that it makes it easier for students to understand the entire content of a reading material.

This current study found that only one teacher uses note taking strategy in their teaching practices. This indicates that may be some of teachers in this study think that this study gives less impact on the improvement of students' comprehension skill. Also, may be some teachers did not apply this strategy because not all students can increase their comprehension skill after apllying this strategy. This finding contrasts with the finding of Franoush and Heidar's research which found that note-taking provides a development in students' comprehension skills. Same as before, re-telling and relating with the student's daily life are the strategies which not many teachers use. The teachers did not like to use these strategies. This may be because not many teachers think that those strategy can give a great impact on the students' comprehension skill. Also, may be because not many teachers think that this strategy can be used in teaching reading comprehension. Because, there are a number of EFL teachers use this strategy to increase students' speaking skill. This finding is in contrast with the Maria, Mariel, and Kenia's research which found that real-life

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Sherly Marlina Sari. Teaching Reading Comprehension by Using Skimming and Scanning Techniques to the Tenth Grade Students of SMAN Gelumbang. (Malang: 2017), p.120-121.

Theofilus Usu, Adi. The Effectiveness of Small Group Discussion in Teaching Reading Comprehension of Narrative Text at X Grade in SMAN 1 Wolowae. (NTT: 2014), p.18

Farnoush B, Heidar S. The Effectiveness of Note-Taking on Reading Comprehension of Iranian EFL Learners. (Iran: 2017), p.315

based passage gives a good contribution in the development of students' comprehension skill⁹⁵ Erlidawati on her research found that re-telling techniques helps students to understand the main topic and motivates students to understand the content of the text.⁹⁶ In addition, not many teachers like to use making a conclusion strategy in their teaching practice. It indicates that making a conclusion is not enough to help students understand the text. It is in line with research from Nining, Bambang, and Arono which found that the students in their study have some difficulties in making a conclusion from the text.⁹⁷ It may be because several students face some difficulties while they make a conclusion from the text.

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⁹⁵ Maria Z, Mariel O, Kenia E. Effectiveness of Real-Life Based Passages on the Development of Reading Comprehension in Tenth Grade Students at the "National Institute of Palacaguina Rodolfo Castillo" during the First Semester. (Managua: 2017), p.20

 $^{^{96}}$ Erlidawati. Learning Reading Comprehension Through Retelling Technique. (Lhokseumawe: 2015), p.73

Nining W, Bambang S, Arono. Students Difficulties in Making Inference In Reading Narrative Passages at the Social Eleventh Grade SMAN 1 Curup. (Malang: 2016), p.91

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and the suggestions of the research. The overview of the findings from the two research questions is presented in the conclusion, namely: the perceptions of EFL teachers on the effectiveness of strategies in teaching reading and the kind of reading strategies that the teachers apply when teaching reading. The chapter also presents several suggestions for EFL teachers and future research who may conduct the similar study.

A. Conclusion

To identify the EFL teachers' perception of the effectiveness of teaching strategies in reading comprehension and the kind of strategies performed by EFL teachers, this research administered the questionnaire to 35 EFL High School teachers in Surabaya. The findings of the research pointed several points:

1. Teachers' Perceptions of effective strategies in teaching reading comprehension.

The efficacy of employing instructional techniques in teaching reading comprehension is highly regarded by the teachers. They think that by employing the appropriate teaching techniques, they may achieve positive results in terms of enhancing students' understanding abilities. After the EFL teachers use the appropriate teaching techniques, the students may exhibit substantial results. so that their perception of this issue is very high. Furthermore, students can improve their comprehension skills by using an effective method, according to the EFL teachers. Most of them believed that identifying keywords related to the text and identifying text elements is the most influential strategy on the growth of students' comprehension skills. They think that by using these strategies, students are able to understand the text well. Besides that, several EFL teachers also agreed that

questioning and highlighting the important points can help students to comprehend the content of the text quickly. Moreover, mind-mapping is a strategy that is claimed by several teachers to be a strategy that does not have a significant impact on the development of students' comprehension skills.

2. Kind of reading strategies performed by the EFL Teachers.

Regarding to the kind of strategies performed by the teachers, this study identified 12 strategies used by EFL teachers in their teaching practices, namely: skimming, giving some questions related to the text, analyzing vocabulary, identifying the component of the text, discussing the content of the text, previewing, highlighting the main point, taking notes, predicting and guessing, making conclusions, relating text with the students' daily life, and re-telling. The result indicated that most teachers use skimming and questioning strategies because it is considered that the strategies help students to comprehend the reading material well. On the other hand, few teachers utilize the strategies of taking notes, predicting and guessing, drawing conclusions, connecting text to students' daily lives, and re-telling. It is conceivable that these methods do not make much of an improvement in students' reading comprehension abilities. In this case, the efficacy of the approach is determined by the students' outcomes after implementing it in the classroom.

B. Suggestions

Understanding the finding of this study benefits teachers and future researchers. Particularly, the study can offer some suggestions to other teachers when teaching reading and wish to increase students' comprehension skills. The study will also benefit future researchers who would like to conduct the research on strategy in teaching reading.

1. EFL teachers

The findings suggest that when teaching reading, teachers should utilize an appropriate teaching strategy, especially for teaching reading

comprehension. If students use an appropriate strategy, they will be able to understand the reading material quickly so that they can improve their comprehension skills. The strategies listed in this study are several strategies that other teachers can apply based on the perceptions of high school EFL teachers in Surabaya. The most widely used strategies are the "identify keywords" strategy and the "identify text elements strategy which is part of the skimming strategy. Other teachers may be able to apply this strategy in teaching practice. Understanding those two strategies are the most trusted strategies which are able to have a very significant impact on the progress of students' reading comprehension. Other teachers can also use other strategies that are considered effective to improve students' comprehension skills.

2. Future researchers

According to the data, EFL teachers believe that using an appropriate teaching strategy to improve students' comprehension skills are successful. There are some teachers who use their own strategies in teaching reading. Future researchers could do further research related to certain strategies used by teachers and strategies that are not listed in this study. In addition, they can change the focus of research from teacher perceptions to student perceptions, so that it can provide views not only from the teacher's perspective but also from the student's perspective. Future researchers can also conduct similar research by exploring more broadly related to the research subject, namely with English teachers for junior high school levels, university lecturers, or even tutors for IELTS and TOEFL. Besides that, future researchers can also conduct research with different methods and techniques. Also, they can add or use different instruments, such as document analysis, observation, and interviews.

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