

## LEMBAR

### HASIL PENILAIAN SEJAWAT SEBIDANG ATAU *PEER REVIEW*

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Penulis Makalah	: <b>Muhamad Azizul Chakim</b> , Hendra Sudarso
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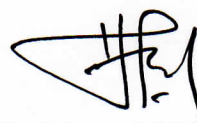
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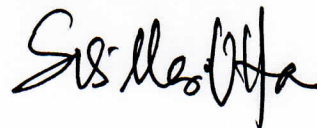
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READING STRATEGIES IN EFL READING CLASSROOM Muhamad Azizul Chakim<sup>1</sup>, Hendra Sudarso<sup>2</sup> STKIP Al Hikmah, STKIP PGRI Bangkalan Azizchakim17@gmail.com<sup>1</sup>, hendrasudarso19@gmail.com<sup>2</sup> Abstract: This literature aimed to analyze the strategy which used in EFL reading classroom. The subject of this literature was the senior teacher of SMP Al Hikmah Surabaya that have interviewed. This research used a descriptive qualitative research. In collecting the data, the researcher used interview with the transcript as data collection technique to collect the information regarding the reading strategy that her used in EFL classroom and to get information about student's difficulties in reading class. The result of this literature showed that there were so many kinds of strategies that can used in EFL reading classroom. The teacher can used the strategy depend on the situation of students in the classroom.

The problem of student's reading ability in EFL reading classroom were the students lack in vocabulary, low motivation in reading and difficulty in comprehending the reading text. Keyword: Reading Strategies, EFL, Reading Classroom Background Based on the result of the interview with pre-research that she has taught a lot of experiences in teaching reading in EFL classroom in Junior High School. Basically, teaching reading is certainly tend to make the students are able to understand or comprehend the context. The other, she tends to change how to read correctly with good pronunciation and try to understand the text using some strategies in reading.

According to Alderson (2000), he indicated that second or foreign language reading is necessary to sorting out the causes and the origins of second and foreign language reading problem. Because, there are so many teachers believe that the reason of the students who cannot read English well. It is caused by they cannot read well in their first language. Thus, the assuming of the student's reading ability is transferable process

from the first language to the second language.

Moreover, success in reading a foreign language depends crucially upon one's first language reading ability rather than upon the reader's level of English. So, the students are still need a knowledge of how to read enjoy and make it becomes habitual action in every day. The reading class The reading class was divided into two classes that special. There were class for the man and the class for the woman. In every class consist of thirty-four students. Each reading class had about forty-five minutes in every meeting. Ustadzah Rurin had taught both special classes, she ever teaches either in the boy class or the girl class.

She had taught in three of the boy classes and five of the girl classes in the different grades. She usually started the first meeting of teaching reading with introducing the topic that is going to discuss in the reading class through brainstorming activity related to the topic. Then, she provided the learners with a number of questions that related to the topic and let the learners explore their thoughts, ideas, or opinions. The teacher also conducted a short classroom discussion about related topic.

To provide the learners with a more concrete text, she gave them the sample of the text that related to the topic and then, they will recognize the organization of the sample of the text to learn and comprehend the text. After a short look on the sample, she explained the learners about the context of the text. The reading problem These students that she taught were in the three levels of English proficiency. They quiet fluent speakers of English and had enough knowledge on grammatical structure. Nevertheless, they were categorized in the intermediate and advanced level of English. Some problems may occur in teaching reading, but not quite often.

It depends on the learner's mastery level. Many of their reading did not answer the questions and it still difficult to understand the context of the text. Sometimes, their reading is redundancy, digression, and unclear connections were found in their reading. Therefore, she believed that providing them with a step by step explanation on a more detailed part of the reading, a great example, and suitable reading practices would help them make a good reading.

She would like to give the opportunity to plan their reading with a given topic. Then, she explained the context of the text. But unfortunately, they have attempted to provide thesis statement and also topic sentences, these features still did not help to construct the unity of each paragraph of reading text, it means that they still lack in vocabulary in reading class. However, besides giving the students the meaning of the words right way, she still maintain to use word class, grammar and context as the base of her explanation

when evaluating the answers of the practice questions.

Since the book is designed to be similar as TOEFL Ibt reading section, although with less level of difficulty because the passages are shorter, then not being able to answer the questions means not understanding the context because its goal is to test reading comprehension. This, **in the context of** her students seems to be based on the lack of vocabulary. Thus, she assumes that if the students know more words, not only that they will get benefit from her explanation, but they also will use vocabulary as the tool to increase their reading comprehension and reading fluency when dealing with the real text in TOEFL iBT test.

Therefore, in this paper, I need to focus on reading comprehension, considering the points that have been explained before, the purpose of this paper is to explore efficient strategies need in order to increase the student's reading comprehension. Literature Review and analysis First, I will describe the reading process from lower level process, focus on word recognition process as it will help explaining her students's problem in reading. After that, **the amount of vocabulary** and the kind of vocabulary that are necessary for reading section. I will analysed through the help of vocabulary frequency and vocabulary coverage.

Second, a good plan to solve her student's problem on vocabulary will addressed by focusing on appropriate approaches and strategies that will help their reeading comprehension. **Finally, I will give a solution to the student to comprehend the context of the text. Word recognition process In general, bale to recognize a words means that we "...can read a word by fitting its general visual 'shape' into a comprehensible context..." (Ur, 2012 p.134). So, when a word can be read, three subskills, namely: autographic processing, phonological processing, and semantic and syntactic processing have been activated consecutively.**

Actually **these three subskills are processed in a rapid, accurate and in an automatic manner, that good readers don not even realize it because their attention is no longer on word recognition process (Grabe, 2009). Moreover, what good readers concentrate on is "...interpreting sentence and discourse thought-patterns" (Coady, 1993, p.8), taking the advantages of the context of the text to help them. In addition, poor readers are struggling to recognize words and therefore, cannot apply the contextual meaning to help the students solve the problem of unfamiliar words that they meet in a text (Coady, 1993).**

Implication of word recognition in teacher's strategies Based on the teacher's context, there were two processing in reading such as higher level process and also lower level

process. But, the higher level students are good in comprehending the context of the text. So, she will focused in lower level students because they still get difficulty in comprehend the context of the text. They could not comprehend the text and could not read fluently because their word recognition process was very slow.

This is te reason why the students still get difficulties to make use of the context to try to solve the unfamiliar words that they found in the text. According to Ryan (1997), he said that realting it to vocabulary, words recognition is part of word knowledge. It means that, to know a word does not only mean to know the meaning of the text, but also to know how to write it (orthographic form), and how to pronuce it (phonological information).

Based on the point of view of words recognition, decoding the words in English is still a difficult process. The reason for this is because English words are "phonologically regular and irregular" (Ryan, 1997). On the point of view of her teaching practice in Junior High School, the studentsdo not find the teacher's explanation helpful because she did not address the issue in any ways. As the importance of word recognition on reading process has now been clear, I shall turn my focus now on kind of vocabulary and the number of words that my students need to know in order to suggest a well-planned text to address the problem.

Vocabulary approaches and strategies for reading comprehension Based on the teacher's experiences that the student's meed in learning vocabulary is more for its receptive knowledge than for its productive knowledge. According to Nation (1990), he said that they have to know what does the word sound and whatdoes it look like along with its grammatical pattern and its collocation. So, to address this knowledge, the teacher has two approaches in vocabulary learning that will be effective when used in a complementary way.

When reviewing back to the earlier challenge in reading, word recognition will be the foundation to evaluate vocabulary learning approaches and strategies that will be going to explore in this section of my paper. As we know, each approach must behave its own strategies. For example, strategies such as rote memoration, keyword or mnemonics, and pair word or translation can be used. According to Nation (1990) and Schmitt (2000), they said that a simplified reading and extensive reading are the strategies for incidental learning.

The teacher belived that this strategies can make the students learn both the written form (ortographic) and spoken form (phonology). Based on the theory of reading, Nation has illustrated this stratgy clearly: "if an Indonesian learner wants to remember



the meaning of (1) parrot, then the learner may use (2) the Indonesian word parit meaning "ditch" as the keyword. The learner then (3) imagines a parrot in a ditch." In addition, Schmitt (2000) argued that this type of "memory strategies generally involve the kind of elaborative mental processing that facilitates long term retention" (p.135).

Moreover, all of words recognition's subskills which orthographic processing, phonological processing, semantic, and syntactic processing. That will be mastered by the help of incidental learning. The appropriate strategy under incidental approach to address this need will be the practice of extensive reading. Implication of vocabulary approaches and strategies in teacher's context Considering the usefulness of extensive reading and mnemonics strategy for word recognition process, it will be an appropriate strategy to be used for learning the 1,000 – 2000 high frequency words and the academic word list. To take a full advantages of those strategies, the students may keep a list of unfamiliar words that they find while reading extensively.

Based on Nation (1990), he said that this way, the students can carry the cards wherever they go and rearrange it to help their retention. The teacher during teaching practice in the class, she used the help of the word class, grammar, and context, may still be difficult for the students. Moreover, the passages that students read silently in the class and the teacher's pronunciation when explaining, should also be counted as one of the reading exposure and it can help their automatization of word recognition.

Perspective in comprehending the context of the text According to Bruce et al. (1983:3) explained in their comprehensive study that there are three perspectives on reading. The first perspective is reading as a communicative act, which it forces us to focus on the active role of the reader and leads us to an emphasis on the audience in choosing tasks for beginning readers. The second perspective is reading in the context of a taxonomy of communicative acts, which the writer explores the differences between reading and participating in a conversation and discuss the theoretical and practical implications of these differences.

The third perspective is reading as a decomposable process, whose product must still fulfil an overall communicative function. So, we consider various sub processes of reading discovering and manipulating ideas and generating text at different structural levels. Moreover, these three perspectives on reading allow us to begin to formulate answer to some of the questions posed above.

In terms of teaching reading, the teacher leads us to search for tasks, although the students are less complex than reading a story from start till finish. They still maintain the primary function of language to communicate to an audience. So, they concluded

that reading comprehensions was more productive when it was carried out in note-form prior to the production of text than when it was carried out at the same times as a producing the text. Therefore, the perspective must be followed with the reading comprehensions when the students reading. Implication of perspective on reading According to Bruce et al.

(1983:4) they said that another implication follows directly from viewing reading as a process composed of sub processes. Hence, teaching people to separate the various task components allows them to learn how to use the most effective generation strategies for each sub processes, how to edit with respect to each sub processes, and how to ignore other constraints while working on a sub process. So, the writer or the students who write a lot of these techniques in the course of their experiences, but they are not usually taught to students explicitly and also learned in painful trial and error fashion.

So, the perspective on reading has been elaborated to describe what goes on at each stage of the process and to integrate cognitive with social factors more centrally. In evaluating the perspective in reading comprehensions in reading, the students get a chance to generate their ideas and try to organize it in reading. So, the perspective on reading is very important and have a correlation with the result of reading. The Solution of the problem So far, the important points from the previous sections and the pedagogical implications that have been discussed is to compare between reading comprehension and perspective on reading.

Therefore, the teacher tries to solve the problems of teaching reading. The teacher tries to combine the strategies to solve the problem whether in reading comprehensions or perspective of the students. The first is the teacher introduces or provides learners with adequate vocabularies related to the topic before assigning them to write their own text. The students can know and memorize the vocabularies first and try to organize in reading that related to the topic. The second is the teacher will set learners free to select the topic of their interests.

So, the students can choose the topic based on they want and suitable with them. The students choose the topic that related with their background knowledge. The third is the teacher will help the learners to make a spider web based on their prior knowledge to explore their thoughts and ideas before reading. The students arrange their ideas into spider web or mind mapping, so they can generate their ideas in reading. Then, the finally is the teacher will help the learners to understand the organization of the text.

The teacher will control the student's reading based on their prior knowledge. Therefore,

the solution of this problem that make the students still difficult to organize the ideas in reading. So, the teacher will try to give some vocabularies to be mastered. After the students mastered the vocabularies, the students will be guided by the teacher to make a spider web or mind mapping to explore their thoughts and ideas before reading. After that, the students will try to understand the organization of the text directly. So, the students can write the text based on their thoughts or ideas.

**Conclusion** Throughout the paper, the problem of reading comprehensions in reading has been analysed from several different perspectives (reading as a communicative act, reading in the context of a taxonomy of communicative acts, and reading as a decomposable process) and the solution part has completed this paper with a lesson plan for a teaching purpose. At the end, the hope is that students could reflect all the lesson and practices to write something and organize the text in reading. The teacher gives a suggestion that usually in teaching reading is designed in such a way it comes after reading activity. It is to help learners to acquire more vocabularies on related topic before they write their prior knowledge or their own text.

Then, about dealing with feedback, make a prior agreement with the learners that the teacher will not correct their work, but he or she will show them some parts of their reading that need some revisions. Try to be consistent. Actually, when the students generate their ideas, the teacher provides the learners with opportunity to plan their reading with a given topic. The teacher assign the learners to a drafting process in their reading. The students will be asked by the teacher to revise the student's draft that have already made by the students. And finally, the students publish their works on a gallery walk. References: Anderson, J. R., 2000, Cognitive psychology and its implications.

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