

READING AND HOW TO TEACH IT

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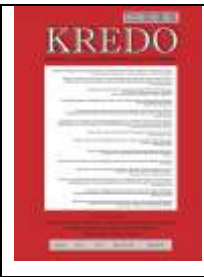
Abstract

Reading is a basic process for constructing meaning in written texts, obtaining information, and learning about the wider world. This becomes a serious problem if someone has difficulty in reading because it is a language skill that is most often used in everyday life. Reading comprehension is a skill to understand what we read. In teaching, the main result of the reading strategy is that students have the ability to understand the reading material. Reading comprehension is a challenge for students because most of them have various problems in understanding texts, especially in relation with unfamiliar words and sentences. This article aims to propose that teachers assume reading comprehension plays an important role in reading. This article employs literature study method. The authors provide several strategies or methods of teaching reading comprehension that have been investigated by several previous researchers, which the authors believe will bring about success or improvement in the teaching of reading comprehension. Teachers should be sensitive about students' characteristics in reading and choose the best strategies, build students' confidence, provide appropriate materials and exercises, and also give more time to explore what students read. Furthermore, the teacher is expected to put forward the right understanding and strategies so that students understand the text comprehensively. If students can improve their reading comprehension skills, it means that the purpose of teaching reading has been achieved

Abstrak

Kata Kunci
Keterampilan
membaca, membaca
pemahaman,
strategi mengajar

Membaca merupakan proses dasar untuk mengkonstruksi makna dalam teks tertulis, memperoleh informasi, dan belajar tentang dunia luas. Hal ini menjadi masalah serius jika seseorang mengalami kesulitan dalam membaca karena merupakan keterampilan berbahasa yang paling sering digunakan dalam kehidupan sehari-hari. Membaca pemahaman adalah keterampilan untuk memahami apa yang kita baca. Dalam pengajaran, hasil utama dari strategi membaca adalah siswa memiliki kemampuan untuk memahami bahan bacaan. Pemahaman bacaan merupakan tantangan bagi siswa karena sebagian besar dari mereka memiliki berbagai masalah dalam memahami teks, khususnya dalam kaitannya dengan kata dan kalimat yang tidak dikenal. Artikel ini bertujuan untuk mengusulkan agar para guru menganggap bahwa pemahaman bacaan memainkan peran penting dalam membaca. Artikel ini menggunakan metode studi pustaka. Penulis mengusulkan beberapa strategi atau metode pengajaran membaca pemahaman yang telah dikaji oleh beberapa peneliti sebelumnya, yang penulis yakini akan membawa keberhasilan atau peningkatan dalam pengajaran pemahan membaca. Guru harus peka untuk mempelajari apa karakteristik siswa dalam membaca dan memilih strategi terbaik di dalamnya, membangun kepercayaan diri siswa, menyediakan materi dan latihan yang sesuai, dan juga memberikan lebih banyak waktu untuk mengeksplorasi apa yang siswa baca. Selanjutnya, guru diharapkan mengedepankan pemahaman dan strategi yang tepat agar siswa memahami teks secara komprehensif. Apabila siswa dapat meningkatkan kemampuan pemahaman bacaannya berarti tujuan pengajaran membaca telah tercapai.



INTRODUCTION

This study was conducted because the authors noticed that there were problems in learning to read. Teachers and students often experience shortcomings in the learning and teaching process. The problem is that students often have difficulty understanding the content of reading texts because they translate word by word. Teachers also face problems when applying appropriate strategies to teach reading. This is in line with research by Audina et al (2020) stating that their study was triggered by the hindrance that students and teachers encountered in teaching and learning the reading skill.

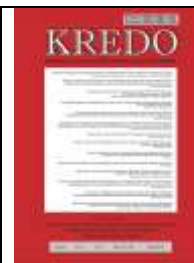
In addition, research by Solikhah (2018) also described the problems and challenges of teaching reading in the EFL class. In her research it was explained that reading teaching and reading competence failed to be achieved and students gained inadequate knowledge and skills through reading. There are several problems encountered including literacy in common word list vocabulary: Difficult vocabulary terms, academic vocabulary, grammatical complexity, inappropriate text, complexity of academic texts, reading habits and culture, lack of schema activation, lack of motivation to read, lack of preparation in teaching reading.

Reading is considered as the most important skill and one of the fundamental ways for people to gain information. Reading can transmit knowledge, interchange ideas, information, also feelings. It makes an essential sense as it constitutes the most frequent language skill used in daily life. It can be assumed that difficulty in reading will have serious problems in

society or education, in this case, when people communicate with others.

There are four skills in a language, namely listening, reading, speaking, and writing. These skills are categorized into two, i.e., receptive skills and productive skills. The receptive skills consist of reading and listening skills, where a language learners or users “receive” linguistic inputs, while productive skills comprise speaking skill and writing skill, where they “produce”, let us say, language sounds, with reference to speaking skill. Acquiring receptive skills means receiving its information from written or spoken texts, trying to decode and understand, then getting an idea from the writer or speaker, interpreting, and getting its meaning.

As a receptive skill, reading decodes content to be understood. Grallet (1983) as cited in Ismail et al (2017) mentioned that understanding composed content implies extricating the specified data from it as effectively as conceivable. In language teaching, students have reading competency expectedly. So, some teachers try to prepare methods and materials as an effort to achieve well. Unfortunately, some problems may arise just because the teachers do not pay enough attention to what reading actually is and how to teach it. They only think that the final examination is more important to carry out than comprehension itself. The students must understand the text meaning word by word, while teachers only translate them. Reading without comprehension will only focus on what students face in the timeline. Bearing this in mind, the activity and reading itself would be meaningless because there is no sense of comprehension attached.



Teaching reading is a complicated activity and process. Skills such as decoding, making predictions, and asking questions are related to each other. Good students are expected to learn the words well, apply context to understand unfamiliar vocabulary, and collaborate with them to attend to meaning or ideas which later become new knowledge.

DISCUSSION

Reading Skill

Reading is more than just capturing words, phrases and sentences written in the text, it is an activation of prior knowledge already in our mind. When we read a text, we use our knowledge of the world to understand the text

Reading is one of the language skills that needs special attention. Reading skills allow students to have a better understanding of all the material being taught. It is also said as receptive skills of written language since it needs the reader activity to pick and understand the meaning of written language. Nurdianingsih (2021) stated reading is one of the four language skills and has three basic definitions in which learning to read means: (1) learning to pronounce the words; (2) learning to identify words and get their meaning; and (3) learning to bring leaning to a text or extract message from a text. As one aspect of the four language skills, reading plays an important role in language teaching. It becomes important because in addition to teach listening, speaking, and writing. Reading is one of the most powerful tools for gathering certain information, including science and technology. Reading has a great influence on student success. It can be said that the higher students' reading

comprehension is, the more knowledge they will have. Students who have a higher literacy level will find it easier to master science and technology found in print or written media. That is why in our curriculums the English tests have given emphasis on readng comprehension, and students are surely in trouble when they are not well-trained.

Based on the opinion above, it can be concluded that reading skills are an activity that is carried out by someone to get message information conveyed by the author through written language media in order to gain higher knowledge.

Reading is an activity that can be done anytime and anywhere. There are many purposes of reading activity. Readers use their own methods to achieve their reading goals. Some read very long and carefully when reading to find out or organize information such as science stories or similar stories. Others, however, read fast or slow depending on their preferences and feelings, other goals such as reading for pleasure.

There are many purposes of reading articulated by experts. Nunan (1999), for example, as cited in Ismail et al (2017) mentioned there are seven principal aims of reading: 1) to get information for a purpose or because we are serious about a subject; 2) to get instructions on how to do certain tasks for our job or daily life (eg knowledge of tool operation); 3) to play puzzle games; 4) to keep in touch with friends through correspondence or to understand business letters; 5) to know when or where something will happen or what is available; 6) to find out what is happening or has happened (such as newspaper reports); 7) to have fun or pleasure. Besides, Grellet (1983) as cited



in Ismail et al (2017) mentioned two main purposes of reading. The first is reading for pleasure, and the second is reading for getting information. Grabe and Stoller (2019) also stated that the purposes of reading are: 1) searching for simple information; 2) skimming; 3) learning something from the content; 4) integrating information, writing, and giving critique to the content; 5) having general understanding.

Reading Sub-Skills

There are some reading sub-skills and each of them has its own peculiarities. Those are scanning, skimming, extensive reading, intensive reading, reading between the line, and deducing meaning from the context.

a. Scanning

Scanning is a very high speed-reading. When a reader scans, he has a question in mind. He does not read every word, only the words that will answer his question. Scanning is reading a text quickly and skipping unnecessary words to find specific information and it is a technique used when fast-searching for keywords, or ideas. Scanning is a technique to construct information, ideas or messages by moving quick readers' eyes in surveying the page and catching specific words or sentences to find out answers or get its main idea.

In scanning, we immediately read certain parts of a passage containing the necessary information without paying attention to other parts that are considered unrelated or irrelevant.

b. Skimming

Skimming is to read the entire text quickly to get an overview of the content of the text completely. Skimming is also known as a speed-reading technique to get the main idea that can be at the

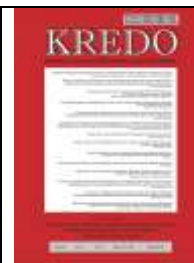
beginning, middle, or end of a reading text. The reader skims the content to find out the common sense of an entry or a book. The aim isn't to seek particular truths but to assess the content for complexity, intrigued, and a common storyline. Specifically, understanding the main idea is skimming are concerned on and it will be better if the readers select the text on non-fiction material.

Readers are able to do skimming to review textbook chapters, and decide whether to read one section more seriously than the other. For example, during exams, readers can quickly find the poin of the whole reading just by reading quickly. This is very useful when they have to finish exam questions in the form of paragraphs without having to feel pressed for time.

Skimming and scanning are reading techniques that use eye movement and keywords to move quickly through text for different purposes. Skimming is reading quickly in order to get a general sense of a reading material. Scanning is reading rapidly in order to get specific information.

c. Extensive reading

In common sense, extensive reading can be specified as reading for pleasure or determining understanding on a topic when the students are joyful a certain text. In this approach students read texts and refer to their supporting material, only to enjoy the reading and finally give good understanding of the idea. For this reason, in extensive reading the readers try to have simple, interesting, and fun texts to improve their reading skills as well. The readers select the texts on the topic that they are interested in. So, the text chosen is comparatively simple and consists of a



few unknown words. Extensive reading is just relatively for habit in reading, fun, or pleasure and makes them entertained, it does not matter whether the readers understand all of the words written in the text or not.

Specifically, the reason for this sort of reading is to get to know new information. In this method, people read art or scientific literature, without being diverted by something unused, new words, if their meaning can be caught on generally from the setting. This sort of reading suggests the dominance of an outline and acknowledgment of modern, unfamiliar information. It is critical to make and express your supposition almost what you studied or reply to questions.

d. Intensive reading

Intensive reading is known as the reading method which requires a deep understanding of a text to determine literary meaning. The readers are should give more attention to reading, specific, in detail, and carry out the certain ideas of the texts. Further, it is the in-depth reading method and tries to have a relatively short reading text, to get complete information in it. Intensive reading aims to answers the questions of reading comprehension precisely, analyze the text, sentences, and words, phrase, and collocation which is not understandable to grope the essence or idea of the text as much as possible and learn the grammar, even language used and linguistic rules.

Generally, this type of reading is used in the study of English to intensively parse the proposed short, teaching text. With this type of reading, grammatical constructions, unfamiliar words, and phrases are intensively examined.

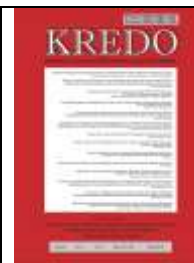
When intensive reading is done, there are several benefits are obtained, such as: readers can master the content of the text well, know the background of the writing of the text and have a longer memory related to the content of the text

Key different between extensive and intensive reading are 1). in extensive reading the reader reads numerous sources such as books, newspaper, or others to get common understanding about certain topic she is interested in, while intensive reading concerns on learning process wherein the students is lead to read the texts many times they are required to get understanding deeply about certain topic, 2). in extensive reading, when the readers find any difficult words is not necessary for them to use dictionary because understanding every single word is not important, but in intensive reading dictionary is very crucial because the readers have to understand unfamiliar words in the text, and 3). In extensive reading is important to reach and improve their speed and fluency, while in intensive reading the readers can lead their critical thinking, grammar, vocabularies, and analytic skill as well.

e. Reading between the line

Readers are supposed to find out the information across the line in the text. The ability to read between the lines requires experience with the author, a great ear for tone, and an active imagination. Literary devices like irony, understatement, and misdirection can create a hidden context within the text that the author has disguised for literary or political reasons.

Practicing reading between the line involves practicing interpretative skill because not all of the book or text writers state information directly. In



order for the readers get its message in the inferential level, they should have ability to learn the writers' written words and implicit information. In the classroom, the students should learn how to get message based on their experiences with the fact from the certain text. Simply stated, the more students are familiar with the text message (based on their experience), the easier they infer implicit fact of the text. In this case, teachers should give more chance for the students to develop interpretative skill.

f. Deducing meaning from the context

As a reader applied this technique, it is required for him/her to find out meaning by using the available clues and signals in the surrounding parts. Some steps that the reader do such as: determine the part of speech of the unknown word, analyze the immediate context to try to determine the meaning of the unknown word, analyze the wider context to try to determine the meaning of the unknown word, and guess the meaning of the unknown word.

Those sub-skills should be mastered well by students as readers. Indeed, it becomes obligatory for students because the sub-skills will be the elements to master the whole reading comprehension skill. The more sub-skills the students acquire, the more likely they will achieve a better comprehension (Suwartono, 2019).

Teachers should be aware of this prior to teaching their students reading comprehension. In fact, teachers often ignore these sub-skills during the reading learning process. The teacher only applies a few sub-skills to achieve the set target. Some targets do not cover all the skills that students are expected to

master and only think about finishing the topic in the scheduled time.

Reading Comprehension

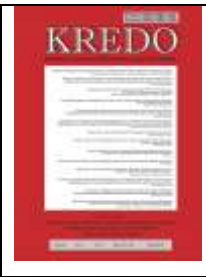
Reading comprehension is the main point in a reading activity where a reader builds an understanding of a text. He combines the logical thinking he has with the collection of letters, words, and sentences in the text. This ability is the main product of reading activities in general, which is to produce an understanding of the writing given.

There are many experts who define reading comprehension. Moore (2016) stated reading comprehension, in simple terms, means understanding what you read, however, the complexities of being able to comprehend often include intricate and detailed processes. While reading is a fundamental building block and essential in daily living. Further, reading comprehension as the essence of reading, because if we do not understand the message, we will not read. Millrood (2011) in Castle et al (2018) defined reading as a visual and cognitive process to extract leaning from writing by understanding the written text processing information and relating it to existing experience. Dougherty (2011) in Anne et al (2018) stated reading comprehension is the ability to construct meaning from a given written text. It is helpful to distinguish between two main components in reading: word decoding and language comprehension. Word reading or decoding refers to the ability to read single words out of context. Language comprehension refers to our ability to understand words, sentences, and text.

Snow et al (2002) in Gina and Ayu (2019) pointed out that reading comprehension is a simultaneous process



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of extracting and constructing meaning through interaction and engagement with written language. They classify comprehension as consisting of three components: they are reading (taking into account the competence or knowledge and experience a person brings to read) texts (including printed texts) or electronic documents) and operations (taking into account objectives), processes, and consequences associated with the act of reading. Literacy requires the reader to remember the facts stated openly in the text. For example, to remember the name of the end and the area. The exponential level of understanding then allows the reader to suggest additional relevant information based on the text and personal experience. This includes understanding what the authors mean and what has been said developing general conclusions summarizing the main ideas to include judgments predicting outcomes and much more. Ultimately, a critical level of understanding leads to a balanced assessment of the author's style and certain other aspects of the text. This involves evaluating or carrying out judgments in four main areas: central questions supporting linguistic style questions and the logic used to reach conclusions. Based on the above discussion, it can be concluded that reading comprehension is a reader's activity to understand and obtain information from the text with a simultaneous process. Three factors are involved in this process. They are text readers and activities. These three components are interrelated at various stages of the reading comprehension process. They are activities before, during, and after reading. Thus, the level

of understanding of the reader (literal inferential and critical) is well determined from the interaction between the components.

From the discussion given by experts, it can be concluded that reading comprehension is the highest level of reading activities. This activity requires the reader to interact and engage with written language so that later they can create meaning or understanding from the message conveyed by the author. Readers must also be able to remember what they have read and be able to interact with the text to be creative so that in the end they can answer reading comprehension questions related to the content of the text correctly.

Therefore, we need to know and master some aspects of reading comprehension including: (a) understanding simple meanings (vocabulary, grammar, rhetoric); (b) understanding the meaning (for example, author's intent and purpose, cultural relevance/condition, reader reaction); (c) judgment or evaluation (content, (shape); (d) flexible reading speed, adaptable to circumstances.

Would be a considerable term of reading, reading comprehension, and text reading. Further, all refer to the same thing; prototypical reading for meaning. In the simple view, reading means reading with comprehension, that is, the product of word reading and language comprehension.

Students' Problems in Reading Comprehension

Reading comprehension is a challenge for students in learning English. This is because most students still have difficulty understanding. Students find it is very hard to



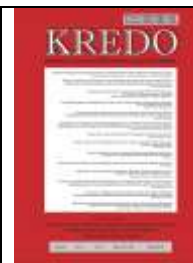
understand the contents of the reading texts they read even though they have studied English. Moreover, the Indonesian Curriculum, Curriculum 2013 based on the Regulation of the Minister of Education and Culture 2013 Basic Competencies for Middle and High Schools mandates that Indonesian high school students must understand various English texts such as recount, report, narrative, and descriptive text effectively. Specifically, students still have difficulties in determining difficult and confusing words, hard to connect ideas in stage or paragraphs, and difficulty distinguishing significant information in detail. Having a good reading comprehension ability assists students in doing a final examination.

Furthermore, comprehension ability is essential to gain students English skills and professional development as the important issues in the global context. This implies that academic success in school begins with mastering reading comprehension skills. In short, reading comprehension become the essence of academic learning.

Simply, reading comprehension is defined as understanding what the reader reads. A student's success in reading is evaluated by the ability and extent of understanding the content that is being read. The basic components of comprehension cover skills, abilities, attitudes, and background knowledge. Reading comprehension is the ability to grasp the meaning intended by the writer. To reconstruct this meaning, readers must use their prior knowledge of the language and their background experience. However, grasping the writer's meaning is not only one aspect of reading comprehension. Readers

must also be able to retell, to evaluate, and to respond to the writer's ideas. Thus, reading comprehension is defined as making sense of written language. There are some elements of reading for comprehension. They are the readers need knowledge of the world to understand new things, need to be familiar with the variety of text structures we are likely to encounter and seek meaning they do not wait passively for it to rise up from the page.

Reading comprehension looks easy, but there are at least two difficulties that students usually encounter. First, in an English text, there are many vocabularies that students do not understand, thus hindering the understanding of the text itself. It is impossible for students to get an idea but do not understand the meaning of the word. The introduction of new vocabulary must also be carried out so that they do not stutter when they encounter varied vocabulary. Second, reading comprehension requires a process. This is not an ability that we can get instantaneously. Oakhill (2014) as cited in Moore (2017) argued that to comprehend well, readers need to coordinate a range of skills. These include word reading ability, vocabulary knowledge, syntactic skills, memory, and discourse-level skills such as the ability to make inferences, knowledge about text structure, and metacognitive skills. It is in line with Widyaningrum et al (2020) that to comprehend, readers must give meaning to words as they speak, listen, write, and read. Good readers aim to read and use their experience and basic knowledge to understand the text. To acquire a good comprehension skill, students must continue to be trained actively



participate in the learning process so that later they can think critically. Critical thinking presents a prior study of what they receive and changes students' mentality. Teachers are supposed to present this mentality, students can be smarter in capturing an idea from the text.

Furthermore, the lack of students' knowledge in reading sub-skills becomes the main problem in boosting their reading comprehension skill. Since it is the prior of reading activity, poor reading comprehension affects students mentally in developing their reading comprehension. This situation makes the reading class condition unattractive and even tends to be boring and unexpected for students. Hence, the strategy and creativity of teachers are highly demanded to make students more enthusiastic and interested in reading classes and mastery of reading comprehension. Therefore, using a variety of methods or strategies in teaching reading is required. It is not appropriate if teachers continue to use only reading aloud as a learning technique in reading class but should apply others.

Besides, the difficulties of reading comprehension for the students include there is no reading habit for the students affected by their low motivation and they do not have sufficient background knowledge such as grammar and vocabularies to understand the texts well. Poor reading skill also make them difficult to comprehend the text make this reality worse.

Reading comprehension is students' cognitive process that requires teachers' strategies to convey learning process. In another hand, reading comprehension affected by some factors

such as background of knowledge, fluency, vocabulary mastery, development of their critical thinking, and active reading that should work together.

Teachers' Role

Talking about teaching reading, it is not just something simply by making students be active in their classroom and attend the lesson well, able to understand the content of the text, but it also encourages the teacher to make students enjoy and later love reading activity. It is in line with Nuttal (1982) in Abdul (2017) arguing that the main goal of teaching reading is not only to help students in improving their comprehension but also to find out the way to make students love reading and develop their great enthusiasm in the reading activity. It becomes teachers' challenge, as students face difficulties in the process. Most students find it difficult to understand the English text they have read. Whereas, reading comprehension is the most important part of teaching reading. As mentioned above it has become the goal in teaching. Thus, teachers need to be more creative in developing teaching reading strategies, moreover, students are supposed to do more practice to increase their ability in comprehending the text. Teachers play an important role in encouraging students to be active in their reading class. Teachers are supposed to have knowledge of the techniques that can be used to develop and boost students' reading interest.

There are some tips that teachers suggested to make students have high motivation and interest in reading such as:



a) Creating a classroom that can attract their students to read.

In the classroom, teachers can provide them with interesting books. If the classroom is surrounded by books, students will slowly be attracted to touch the book, then open it, look at the pictures, and start reading page by page.

b) Studying in the library.

Students can read anywhere, but in the library, they will enjoy the text they read comfortably. They can read or study in the classroom while they have breaking time, under a tree, or so many other places. However, when you need to study no place will defeat the suitability of a library. A library is a comfort and quiet place for students to read and write and it allows the reader to comprehend something or get ideas. The seats and tables in the classroom are arranged in such a way in order to that students can concentrate more.

Learning for students is not only done in the classroom. Teachers can invite students to study in the library that provides students with many kinds of book. The collection of books available must be updated every month. The availability of new books that are directly related to students' daily lives will attract students' reading interest, this will also make students happy to read books without moving their lesson hours to the library. During breaks and in empty hours, they will visit the library to read books.

c) Spending time before and after lesson, gives the students the opportunity to read learning resource book.

Teachers are expected to always provide opportunities and time for students to read learning resource at the beginning and end of the lesson, for

example, about 5 to 10 minutes before starting the lesson, and when ending the teaching and learning process. Therefore, teachers should require their students to have and bring books for basic and supporting subjects.

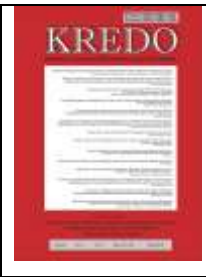
d) Giving homework.

Creating students' active reading, teachers should give students more time to read and study at home independently. Reading notebooks, main books, and other supporting books. Giving homework can be done not only by asking questions that should be answered but also giving assignments to read books. The task of reading books has also been very good for encouraging students to love reading. Give students homework to read a subject matter or other learning resource, then give them a test to do. This method is usually done by teachers, in addition, to facilitate the way students read, it will also improve students' reading interest.

A good homework must have specific objective, deals with certain topic, and appropriate with students' prior knowledge yet challenging. Teachers should not give it in every meeting, especially when the class is mostly conducted online, as it will give too much burden, and therefore be demotivating, but when considered necessary instead. The main consideration is that students must be able to get in touch with the teachers when they get stuck or struggle with it.

e) Finding the right book for students.

The low interest in reading books could be because students have not found the right book. Teachers are expected to be able to give students the right books according to their needs and interests of students. When exciting books are available for them, gradually



their interest in reading will arise. As a teacher, it is our job to help students find topics which students like. Starting from the teacher, finding out the student's hobbies, or something he likes, such as a TV series. Then look for books with similar themes and characters. This method is not easy and requires a lot of time, but it is more effective. Students' interest in something makes students curious. This certainly has a positive effect on students in improving their reading interest which later will impact on students' learning motivation as well.

f) Evaluating students learning activities.

Every student learning activity needs to be evaluated both verbally and non-verbally. Ask students how many hours and how many books are read in one day. If the time and number of books read are very small, then we as teacher must motivate students to increase their reading time. Teachers can also give awards to students who have spent hours reading books in a day. It can also motivate other students who are still lacking in reading books, then, students' interest in learning will improve until they are fond of reading reading materials every day.

g) Holding a writing competition

The good thing when the teachers ask reading and writing together is that the more students read and write, the more they master vocabularies and can interpret ideas accurately. It also supports the students' ability to communicate also helps make them a better student.

Furthermore, to make students enjoy reading, namely by holding a writing competition. A person who writes well must also be a good reader. The ideas and things from what they

read will later become material to be processed so that later they will produce good writing. So, in this way, it is very suitable to boost students' reading.

h) Giving students assignments to tell the contents of the books they have read in front of the class.

Another way to make students like reading is inviting them to tell the content of a book that has been read before. The teacher will give assignments to students by telling the books they have read, by giving them the freedom to look for topics they like so that from there it will foster student interest in reading. This method is of course also an effective way in addition to increasing students' interest in reading, it will also increase students' self-confidence to perform in front of the class.

i) Sharing with students

Spend time with students discussing interesting topics they have read. Students will be enthusiastic when their teacher discusses their interests. The teacher invites students to express opinions, ideas and suggestions related to the topic being discussed. Students will exchange information and the teacher provides reinforcement or additional information from what has been discussed. This activity trains students to give opinions and arguments. Make them open their understanding and knowledge of the topics they read.

The teacher should be a real model and motivator for the students. Students will be more motivated to read if they know that the teacher also enjoys doing the same thing. In short, the teacher must create the reading world in a particular classroom, stimulate interest in reading, project his or her enthusiasm for the



book, and help the students to see the reading as a real value for students.

Strategies for Teaching Reading Comprehension

Successful readers are those who can understand and interact with the content of the text entirely, and finally have goals of reading. They read to understand the general meaning of a passage of the text. This situation is often done in academic and other settings where full comprehension is needed. This becomes teachers' aim in teaching reading comprehension.

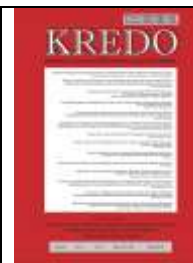
There are some strategies in teaching reading comprehension teachers that can be applied. Regarding that mastery of reading, sub-skills is critical for students, teachers are supposed to train students in their reading sub-skills.

Some experts have found several reading sub-skills to help students gain better reading comprehension. Five sub-reading skills that often appear in reading comprehension are; the main idea, supporting details, inference/conclusion, references, and vocabulary. Giving more attention to the main idea is an important strategy in reading comprehension. The main idea of a paragraph is the author's message about the topic. It is often expressed directly or it can be implied. Students must find the main idea of a text to identify information in the main idea that will utter the whole paragraph or text. Another reading sub-skill that can help students read carefully is finding factual information. This activity requires students to find out the supporting detailed content of the text. Explanations and examples are supporting detail that usually supports the main idea. The main idea is a sentence completely written that

includes both the topic and the idea that is needed by the author to express. Students should be able to have good comprehension skills. It assists them to understand what the author stated explicitly and implicitly. By having this skill students will be able to analyze a reading passage that helps them to draw the inference.

Furthermore, having understanding of pronouns, adverbs, which refers to lexical words mentioned in the text, support students in finding reference. It is usually written explicitly in the same words or phrases that can be found in paragraphs. For example: he, she, it, they, him, and many others. Vocabulary is also included in five sub-skills that students should afford. Students' effort in finding the meaning of vocabulary in the reading passage shows students' awareness of the usage of vocabulary. Understanding lexical meaning means that students guess the unknown meaning of the word by matching it with the words around it or the words that appear around it.

Duffy (2007) as cited in Muslaini (2017) also mentioned several strategies for teaching reading comprehension in the classroom. The first is knowledge-based reading instruction. Therefore, teachers need to have knowledge related to the subject so that they can explain the topic to their students. A good and professional teacher must prepare it well. Second, reading is a complex cognitive and linguistic process. It involves deciphering alphabetic symbols, drawing on experience and language, and using effective strategies to create meaning. Teachers need to realize that reading is a multidimensional process. Third, students are different, meaning that each



student is different both in ability and behavior.

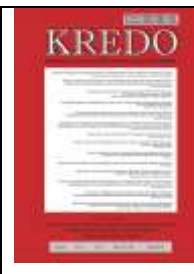
Students have various abilities, especially in understanding the meaning of a text. Therefore, teachers need to analyze students' abilities to help them handle classroom situations on their own. The main strategy is the teacher as an informed decision-maker which includes many instructional decisions in each lesson. Instructional decisions that are included positively will be able to influence students' reading achievement. Teachers need to know about the process of effective reading instruction, the diversity of the communities they serve, and the expectations of teaching reading as demonstrated in the program.

Besides, Brown (2001) as cited in Sobri (2017) stated that an effective set of procedures is also needed to approach a reading text. It is labeled as the SQ3R technique, a process consisting of the following five steps: Survey, scanning the text for an overview of the main ideas; Question, the reader asks questions about what he wants to obtain from the text; Read, read the text through useful sections in detail, taking care to understand all the relevant points; recite, re-elaborate the salient points of the text through spoken or written language, readers to keep an initial section of the text in their mind and answer the questions made. Review, assess the significance of what you have just read and incorporate it into long-term associations. Teachers can ask students to review the text by rereading the passage, expanding their notes, or discussing the material with their friends.

Strategies for teaching reading comprehension by using short stories can also be an option for teachers. Several

studies related to teaching reading comprehension with short stories have been carried out and have yielded significant results. The study conducted by Abdul (2017) indicated that teaching reading comprehension with short stories gave a good enhancement in learning outcomes, positive relationships, learning motivation, student self-confidence, individual responsibility, and activeness in the learning process. A similar study was conducted by Muhammad (2018) in teaching reading comprehension online with short stories. The results showed that short stories were able to help students enrich vocabulary, encourage students to think critically, increase student motivation in learning and help students practice their language skills. Khofshoh & Arifin (2021) also stated in their study that teaching reading using short story book can make students feel happy in learning reading comprehension. Students are easier to absorb the material and understand learning reading material.

Another strategy that can also be applied in teaching reading comprehension is the FIVES strategy. Melati (2018) explains that FIVES stands for Fact, Inferences, Vocabulary, Experience and Summary. FIVES is categorized into reading comprehension strategies because it provides the teachers with insights into how students achieve reading comprehension outcomes through teaching them useful reading skills, allowing sufficient time to support practice with each, and providing a cross-genre strategy model of text for authentic purposes. FIVES is a strategy that significantly integrates research-based methodologies involving reading, writing, speaking, listening, sight, and visual representation of



various literacy disciplines related to issues and copies of literature authentication. This strategy can be applied universally to develop high-level skills with process and content literacy.

Effective in reading comprehension is not only reading skills accuracy but also fluency reading ability. Generally, at minor levels, problems appear when students have difficulty moving to the next level in reading that allows them to comprehend what they read with. It means that when students succeed in low-level reading, they will be confused to understand what they read at the next level. To solve this problem, the teacher should give more practice and provide the materials with students' daily life text if necessary.

Teachers can also provide students with strategies for reading comprehension. Reading comprehension strategies help readers understand the material they are reading. Advanced readers use several strategies as they read to make the most of the text. The reading strategies most often used by students are activating background knowledge, predicting, imagining, monitoring and clarifying, asking, concluding and summarizing.

Again, without comprehension, students get no meaning from what they read. It is significant for the teacher to carry out reading comprehension strategies to help students understand the text better and lead them to become active readers by giving more practice as well.

CONCLUSION

Reading is fundamentally a process of building meaning from messages conveyed through written texts. By the process, the reader integrates or

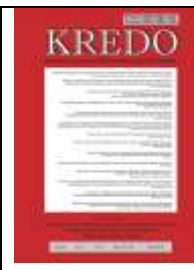
collaborates information, messages in writing with the knowledge or experience that the reader has. So, reading skills are highly needed for students to improve their knowledge because most of the text is written in English. If the students do not know reading skills, they cannot be expected to be successful readers.

In comprehending written texts, students have problems as understanding new words and also taking time to learn, it needs teachers to encourage students to enjoy and later love reading activities.

In the final school examination, the students do not just remember phrases they read. They must have the text provided and integrate the sense of the words and sentences into a meaningful and exactly comprehend text. In this case, good comprehension is vital if reading is to have a writers' idea, engage with and learn from a text. The goal of reading is to comprehend and have meaning from written text to help students develop the experiences, knowledge, skills, they will be competent and enthusiastic readers. Finally, succeed reader could understand an author's message well.

Teachers have a crucial role to carry out students maintaining better competency in learning, literacy, and reading. Motivate students to read more, give complex cognitive strategies in stages, and thus they become good readers. Besides, give more chance for students to build up their confidence to explore what they read, provide suitable text, and also give meaningful exercises.

Comprehension appears when the students are given what skills and strategies those are appropriate for the text to fulfill the reading process and get comprehension and retention. Teachers



actually assign literary texts for reading without considering the fundamental criteria and requirements for successful teaching reading. As stated that several strategies to carry out the process of reading works in order to apply the process for teaching reading appropriately. Most teachers come to class with their desirable texts and ask their students to read and answer some questions about the text without give students stage to comprehend the text. The process actually only struggling on the certain text without learning meaning in it. The teacher only gives students text, find difficult words, answer the questions following, and finish the learning process. As result, students only know how to read and understand certain

words but they do not understand literary texts and it has never been questioned along the learning process. Actually, the teachers ignore the most useful techniques and strategies used in treating literary texts, thus leaving appropriate task and students' improvisation.

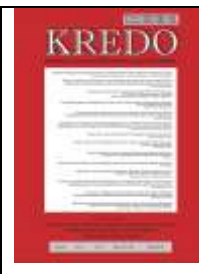
Regarding the importance of reading comprehension stated earlier, we propose that teachers should give more attention to it. Providing more time for students to have exercise, prepare materials and strategies, and try to reduce students' problems in teaching is a better way to gain students comprehension in reading skills. When reading comprehension is attained, it means the teacher creates an opportunity for all students to reach success in life.

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