



## English Teachers' Perception on Strategies in Teaching Reading Comprehension to Motivate the Students

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### Article Info

Article History:  
Received 15 September  
2018  
Accepted 12  
December 2018  
Published 15 March  
2019

Keywords:  
Perception, Strategy,  
Reading  
Comprehension,  
Motivation

### Abstract

A teacher should have good perception of teaching and strategies to deal with some difficulties that can be aroused in the process of reading. However, the teachers' background of State Senior High School of Pemalang Regency are various. This condition make different perception when they performed in their teaching English in their classroom. The present study sought to explore English teachers' perception of learning second language. Motivation is one of the important factors which impacts greatly on language learning. One of the most important factors which receives the special focus in foreign language teaching is reading motivation. More recently, studies on reading motivation have also gained much interest. This review paper is going to consider the impact of reading motivation on reading comprehension. In this paper, the researcher explains the terms of strategies, motivation, reading comprehension, and different models of reading comprehension. The review of this study showed that teachers' strategies on teaching reading comprehension had a considerably positive effect on reading comprehension activities.

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**p-ISSN 2087-0108**  
**e-ISSN 2502-4566**

## INTRODUCTION

English is one of the international languages which are used by people all around the world to communicate with each other. It is very important since it is required as a bridge of communication. It is used in many countries all over the world. The importance of English

as the international language, requires students to master English in this globalization era. It

is one of the foreign Languages for Indonesian students that must be mastered. To master the English language, the learner must have motivation to learn the language and a good teacher to bear their motivation in learning English. Teacher is one of the important factors that affect the students' motivation in learning English. The way their English teacher teaches, it will have a great impact on students' motivation in learning English.

Reading is one of language skills noted as a part of important ability in broadening readers' perspectives, giving them a chance to see the world. The ability to read empowers the readers to take control of their own knowledge and further to decide future. Having reading skill will ease one understanding information and knowledge. This skill will also be useful mean to gain successful in academic.

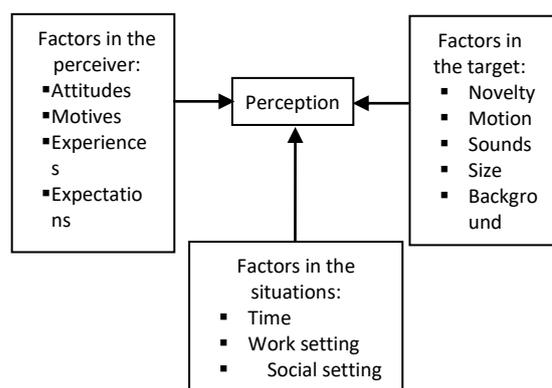
Reading skill is one of the four English language skills in addition to listening, speaking, and witting. Reading is not simply a matter of interpreting words, but also an important activity in language class and means of consolidating and extending knowledge of the language.

### Theories

According to Robbins (1993), he defined perception as a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. Additionally Wortman, Loftus, and Marshal (1988) process of interpreting the sensations and giving them order, meaning, and interpretations in the brain is called as perception.

Robbins (1993) stated that the preceiver, the target being perceived, and the context of the situation in which the perception is made are some of factors that may influence someone's perception. Among the most relevant personal characteristics affecting perception ate attitudes, motivates, interest, past experience, and expectations.

Following figure summarizes the factors influencing perception.



**Figure 1.** Factors Influencing Perception (Robbins, 1993)

Reading is one of the four basic skills which learners are required to master if they want to learn a foreign language. English reading can improve reader's perception so as to give a lot of help to improve listening, speaking and writing.

There are two kinds of reading; extensive reading and intensive reading. The following description will describe those two kinds of reading.

### Extensive Reading

One of extensive reading purposes is reading for pleasure. This purposes can be easily covered when the readers read the sources outside the classroom. This kind of purpose is close to an extensive reading. Harmer (2007) classified the extensive reading as reading which students do often (but not exclusively) away from the classroom. Students may read novels, web pages, newspapers, magazines or any other reference outside the class.

However, extensive reading purpose is not merely reading for pleasure; it may also benefits quality of language use, language knowledge and general academic performance. This happens as it allows learners to learn at their level and to follow their interest (Nation, 2001). As a result, when the English learners learn to read any sources outside of the class, it will give them positive effect.

### Intensive Reading

Nation (2009) described some focuses on intensive reading. They are: comprehension, sound-spelling, vocabulary, grammar and cohesion, information content, and genre. Based on that focuses, Nation explained that the students may uses some strategies On comprehension focus, the learner may predict the answer from the text. On the other hand, on the grammar focus, the learner may type the grammatical features and determine the topic of the text. For the further explanation are stated in the following table.

**Table 1.** Focuses in Intensive Reading

Focus	Items	Strategies
Comprehension	Question type	Predicting
Sound-spelling	Question form	Standardized reading
Vocabulary	Regular sound spelling correspondence	Spelling rules Free/checked vowel Guessing
Grammar and cohesion	High frequency vocabulary	Noting and learning on cards
Information content	Underlying meanings of words	Word parts Dictionary use
Genre	High frequency grammatical features	Dealing with sources of difficulty
	Topic type constituent Features that typify this type of text	Topic type Generalize to writing

The understanding of learners can be seen from how well do they answer or do exercises. To make it clear, Nation also stated some features of good intensive reading exercises. The exercises should directs to the learners' attention to features of the text, directs the learners' attention to the reading text, provides the teacher and the learners with useful information on the learners' performance on the exercise.

Harmer (2007) also argued that intensive reading refers to the detailed focus on the construction of reading texts which takes place usually in the classroom. On the other hand, Nation(2009) defined it as a means of increasing learners' knowledge of language features and their control of reading strategies in which also can improve their comprehension skill. Based on those two definitions, the intensive reading focuses on the comprehension of the text. Translation method can be applied to check whether the L2 learners understand the text or not. Intensive reading also determines what language features will get attention in the course.

Dealing with predicting the genre of the text, Harmer added that the teacher may ask students to look at many genres surround the students. The exact choice of genre and topics may be determined by the specific purposes that student are studying for (2007b). Based on the features and focuses on intensive reading above, the process of teaching and learning English in the foreign language classroom especially for the senior high students are focused more on intensive reading activity. As application of reading are more concern with vocabularies, language features, and genre.

Reading comprehension is the ability to read the text, process it and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferer with their ability to comprehend what is read.

Comprehension is recharged of meaning by anticipating message contents (Nunan, 1993). Reading (comprehending) is a result of the

interaction between the perception of graphic symbols that represent language and the readers. Language skills and knowledge of the world in this process, the reader tries to recreate the meaning intended by the writer. While, Pearson et al. (1978) in Burn and Roe (1984) state that reading comprehension involves relating textual information to pre-existing knowledge, structure, or schema.

From the definitions above, it can be said that reading comprehension is a process of recognizing and comprehending the written symbols in a text to get the ideas of both explicit and implicit messages.

Motivation is one of the most important factors that influence the success in language learning process. The term of motivation is frequently used to describe why a person does something. Johnstone (1999) considers motivation as a stimulant for achieving a specific target.

Cole and Chan (1994) define that motivation is concerned with personal energy directed towards the achievement of particular goals. Brown (1987) defines motivation as an inner drive, impulse, emotion or desire that moves one to particular action. Thus, a motivated learner is the learner who wants to achieve a goal and who is willing to invest time and effort in reaching that goal.

Radio (2002) stated that motivation is the type of movement that penetrates boundaries, stimulates interplay between internal and external elements and , thereby, initiates and perpetuates mutual impact and interaction between the individual and environment.

Brown (2004) says that there are two kinds of motivation which are influencing students in learning English: first, intrinsic motivation which aimed at bringing about certain internally rewarding consequence, namely feeling of competence and self-determination. The other one is extrinsic motivation which is carried out to anticipate of reward from outside and beyond their selves. Motivation has been defined as a process that includes specific directive and stimulating properties. A student who does not have a

feeling or inspiration to act is categorized as unmotivated on their hand the one who has inspiration to do an action is considered as the motivated one. To be motivated means to be moved to do something.

From the definitions above, it can be said that motivation is the energy which supports students in achieving their goals in learning language. It involves the biological, emotional, social and cognitive forces that active behavior.

## METHOD

In order to get information of the teachers' perception of teaching reading comprehension to the students the writer try to choose the school as his subject to investigate the english teachers in that school. There are eleven of State Senior High Schools in Pematang. Administratively, they are divided into three coordinative areas. They are Southern Area as the first coordinative area consists of four State Senior High Schools. Western Area as second coordinative area, it consist of three State Senior High Schools, and the last, Eastern Area as third coordinative area, there are four State Senior High Schools in it.

To compile this study, the writer choose the third coordinative area as the sample of the study as it consist of four State Senior High Schools. They are State Senior High School 1 Petarukan, State Senior High School 1 Comal, State Senior High School 1 Bodeh, and State Senior High School 1 Ulujami.

In investigating the English teachers' perception of teaching reading comprehension to the students the writer applied questionnaires. Dornyei and Taguchi (2010) argued that questionnaires can yield 3 types of data about the respondent; factual, behavioral, and attitudinal questions. Moreover, there are several general features of questionnaire.

According to Borg and Gall (2003), "questionnaire are documents that ask the same questions off all individuals in the sample. Based on Sugiono (2009), there are two kinds of question in the questionnaires, they are : (1) opened question and (2) closed question.

Opened question is a question which is hoped the respondent write their answers in the forms of essay about something. While closed question is questionnaire which is the answers are provided by researcher.

There were certain techniques to analyze the questionnaire items. The writer used Likert scale to make the analysis the data. The writer grading score for the answer of the questionnaire. Sugiono (2009) stated that “Likert scale was used to measure the attitude, opinion and the perception of person or group about the social pheomena”.

Cresswell (1994) noted for basic types of data collection procedures in qualitative research. They are searching, collecting, classifying, and analyzing. In searching the data, the writer compiles the name of State Senior High Schools in Pematang regency especially here the schools in Eastern area as the sample of this study. After compiling the name of the schools, the writer collected the data by giving the questionnaires to the English teachers.

After compiling the teachers’ responses, the writer classified them based on each questions and the teachers’ background in order to answer the four questions of this study. Teachers’ responses of the essay questions were retyped into three parts; their reasons of the perceptions, difficulties, and strategies. All teachers’ responses were classified into the perceptions, difficulties, strategies and also classified into each variable of each teachers’ backgrounds. On the last step, the writer analyzed their responses from each variables of teachers’ background.

After collecting the data, the writer analyzed the data in some steps as follows:

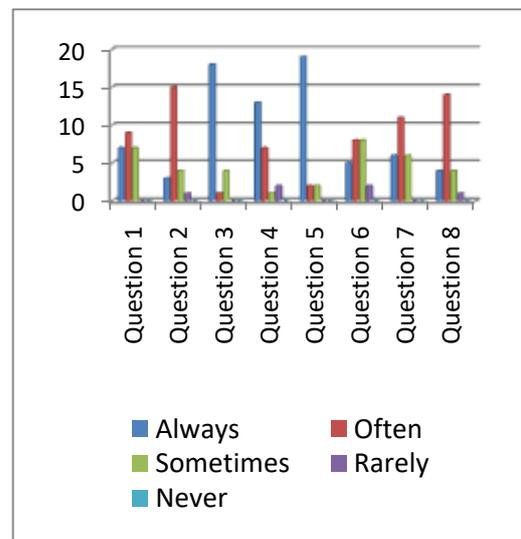
- 1) Identified the teachers’ responses.
- 2) Classified the responses into the teachers’ perceptions, the difficulties and the strategies. Additionally, the responses were classified based on the teachers’ background. In classifying the responses, the writer broke down each point of five-Likert type response into numbering data.
- 3) Analyzed the perceptions, the difficulties, and the strategies from each teachers’

background. In analyzing the data, the writer used the charts to break down each respond.

- 4) Interpreted the teachers’ responses from theories used in this study.

**Finding Reseach**

Regarded to the third research questions about the State Senior High School teachers’ perceptions on teaching reading strategies, the writer figured out their responses using Likert five-scale of frequency below.



**Figure 2.** The State Senior High School Teachers’ Perception on the Strategies of Teaching Reading Comprehension

From the overall responses on the five-point scale above, individual statements were ranging from always, often, sometimes, and rarely. It indicated the teachers’ frequency of using some strategies stated in the questionnaires. Look at the table below.

**Table 2.** The State Senior High School Teachers' Perception on the Strategies of Teaching Reading Comprehension

Question Number	Statements
1.	During the pre-reading stage, I ask questions based on the title of the text.
2.	I ask students to find the main idea of each paragraph before reading the whole text.
3.	I explain the goal of reading before discussing the topic.
4.	I ask students to identify the generic structures and language features while reading a text.
5.	I ask students to use dictionary in looking for difficult words on the text and write them down on their note books.
6.	I give lots of questions and translate them into Bahasa Indonesia to help my students to answer the questions.
7.	I help to increase the students' understanding of meaning of the text through summary writing and check their grammar.
8.	I use lots of visuals such as pictures and video to increase students' interest in a text and aid their understanding.

The use of questioning students deal with the title of the text during the pre-reading stage was used the first strategy in teaching reading (Question Number 1). 26,08% of English teachers always did the strategy and 43,47% of English teachers of State Senior High School in Eastern Pematang regency often used this strategy. It showed that during pre-reading, questioning students deal with the topic were used to give them prior knowledge.

Second, question number 3 connected to explaining the goal of reading before

discussing the topic. Mostly, the English teachers of State Senior High School in Eastern Pematang always explained the reason of reading the text. This strategy was helpful for teachers in developing students' enthusiasm of certain topic written in the text. 19 teachers responded always used the strategy. For question number 4, the 13 teachers or 56,52% responded always used this question. From this description, it can be stated that asking students to identify the generic structure and language features while reading a text became one of the English teachers' strategy.

In addition, the used of dictionary became a significant strategy along teaching reading process. This was figured with the english teachers' responses of Question Number 5. 19 teachers always asked their students to find out the difficult meaning of the words. This strategy became very popular among teachers as English were not their mother tongue. So, dictionary became a useful aid to find difficult words found in the text. Besides that, the teachers also help them to give them question in English and directly translated into Indonesian (Question Number 6).

However, only some of the teachers used summary writing and applied visual aids for teaching reading. (Question number 7 and 8)

## CONCLUSION

After conducting this study and analyzing the teachers' responses on their perceptions, the writer can draw some conclusions as follows. The conclusions are develop on the basis of research questions and its findings.

First, the English teachers of State Senior High School in Eastern Pematang regency perceived that there were some concepts in teaching reading comprehension. They perceived that teaching reading was not only interpreting the meaning of written words, read aloud the sentences correctly, but also connecting background knowledge to the text, and also applying scanning and skimming in order to gain the students understanding of the text.

Second, the teachers applied some effective strategies to tackle their difficulties. Dealing with prior knowledge, they tried to construct the students' prior knowledge before reading a text through sequence of questions dealing with the topic, asking their students to identify the main idea of each paragraph, the features and structure of the text. In order to gain the students mastery of English vocabulary, they asked their students to look up certain meaning of difficult word in the dictionary and they directly translated questions into Indonesian. Regarding the students' interest and motivation, they applied some audio-visual aid to make their class more fun and interesting. It also enlarged students' understanding of certain text.

In order to reach the goal of effective teaching reading comprehension to the students with high motivation and low motivations in State Senior High School, some implications for the English teachers are suggested. Firstly, the teachers should present their best performance in front of their students. He or she should be the tutor, the controller and also the assistant for their students. On the other word, that as a teacher he or she should be ready in every condition which the students wanted.

Secondly, with regard to the teachers' different perceptions on students' grammar difficulties in understanding a text, the accuracy in grammar is important in identifying the genre of the text. Based on that, the writer suggests that the teacher should not neglect students' grammatical competence in understanding a text.

The last suggestion is that the English teacher should improve their capacity and knowledge, as his perception in the process of teaching is the product of presentation of their knowledge coupled with belief and expectation. So that, their perceptions may influence their expectations on the teaching and learning process.

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