

## The Lecturers' Strategies in Teaching Reading Comprehension for Management Students

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**Abstract** English is one of the subjects taught at the university level, as well for management study program at the STIE Bina Karya, where the students focus their learning not on English, but have to take English courses as a general subject. This study aimed to find out what strategies are applied by lecturers in teaching reading comprehension for management students at STIE Bina Karya. The participants of this research are two English lecturers at STIE Bina Karya. This descriptive qualitative design applied a questionnaire for collecting the data. The result of this research showed that there are some different activities were carried out by the two lecturers at the while-reading stage. The first lecturer prefers to ask students to read the text one by one to improve their pronunciation. However, sometimes she asked them to read the text silently. Meanwhile, another lecturer prefers asking the students to read silently to gain better comprehension. Moreover, both lecturers agreed that in pre-reading activities, lecturers have to first use a strategy to attract students' interest in learning English and make it easier for them to understand the material content. For measuring students' understanding, they gave questions related to the text at the post-reading stage. Beside that, students are trained to create sentences from the word chosen from text, discuss the students' answers, review the lesson and lastly explain the conclusion.

**Keywords:** Teaching Strategy, Reading Comprehension, Management Students

### INTRODUCTION

The increase of English is very rapid and continues so that people in developing countries, including Indonesia, recognize that English has an increasingly dominant influence and role in several parts of the world. Most information about science and technology in the world are delivered in English. English has very important skills because it has access to get valuable information and resources globally through various media.

Indonesian people are increasingly aware of the importance of having the ability to speak English, both oral and written skills. Therefore, the Indonesian government decided on a policy that English is the first foreign language taught in schools, starting from the elementary school level to the university level (Komaria, 1998, as cited in Alwasilah, 2013).

English is one of the subjects taught at the university level, especially for management study programs at the STIE Bina Karya. The students have to take English course as general subject. Management study program students' certainly focuses the learning not on English, so learning English is referred to as learning English for specific purposes. It is a challenge for lecturers to teach English in non-English study programs. This matter due to in terms of material which is taught must be under the objectives of the study program. The material taught does not only focus on the language itself but on how English is used in the world or in that field.

The purpose of teaching English in Indonesia has been stated in the Decree of the Minister of Education and Culture No. 96/1967 dated December 12, 1967, which is to develop students' English communicative skills which include listening, reading, writing, and speaking skills. According to Celce-Murcia (2001, p. 188), teaching reading skills to non-native speakers of English involves unique problems and challenges of all conceivable levels of instruction. Students need help in learning to read in a foreign language.

Brown (2004, p. 185) explained that teaching reading aims to make students become effective and efficient readers. To get the target, English teachers or lecturers need to use strategies to teach

reading comprehension to ESP learners. The teachers can apply many strategies model in teaching reading comprehension for learners. According to Setiyadi (2020, p. 55) some of the strategies are created and used by using authentic material and approaches, reading aloud in the classroom, comprehending questions, checking the level of difficulty of the text, use pre-reading activities to prepare students for reading. In addition, teachers also may use the other strategies such as developing the vocabulary of children, not continuing reading without understanding, grasping the heart of the matter, using contextual clues, teaching reading strategies, visualizing what is written, provide a variety of reading purpose, identify texts and tasks, and so on.

There are some previous researchers which discuss the good strategies to teach reading comprehension to students. Dwiningtiyas et al., (2020) researched teachers' strategies in teaching reading comprehension. This descriptive qualitative research aimed to figure out the strategies used by English teachers in teaching reading and how they applied the strategies. Participants of the research were two English teachers who teach in the second grade of the school. The result showed that teacher one used several strategies in teaching reading comprehension. Both teachers applied and combined the strategies divided into three stages of teaching reading comprehension. The stages were pre-reading, while-reading, and post-reading.

Before Amirian & Reza (2013) conducted the related research titled teaching reading strategies to ESP readers. Participants of this research are 60 students who were in the first year of their education studying geography at Hakim Sabzevari University, Iran. They were divided into two groups. In control group was taught by using traditional methods, while the experimental group was taught by using reading strategies. The findings of the study indicated that reading strategy training was more effective in improving the reading ability of ESP readers than traditional methods of reading instruction. Muslaini (2017) also researched to find out what strategies to teach reading comprehension at an Islamic boarding school in Pidie Jaya. The result of this research revealed five categories of strategies. They were checking attendance strategy, seating arrangement strategy, teaching-learning activity strategy, correction strategy, and assessment strategy. Through those strategies, the students raised the perception that those strategies encouraged them to be good at speaking in terms of improving their confidence to share ideas, vocabulary, pronunciation, and grammar.

By discussing more the strategies in teaching reading comprehension, this study is an attempt to find out what strategies are applied by lecturers in teaching reading comprehension for management students at the STIE Bina Karya. Yet, this research is limited to analyse the strategy instead of measuring the students' achievement in reading skill mastery. This research significance is to be a guide for ESP lecturers to improve their teaching of reading skills. Besides that, this research can also assist students in improving their reading comprehension ability.

## **Reading Comprehension**

There are four skills in English, they are speaking, listening, writing and reading. There are many definitions of reading comprehension accepted by some writers. Grabe and Stoller (2002) deliver that reading for general comprehension refers to the ability to understand the information in a text and interpret it appropriately and correctly. Then, Klingner, Vaughn, and Boardman (2007, p. 2) explained that reading comprehension is constructing meaning process by coordinating some complex processes including word reading, word, and world knowledge, and fluency. It refers to the ability in interpreting the words and understanding the meaning and the relationships between ideas conveyed in a text. Based on the above definition, reading comprehension can be defined as the ability to find the stated or unstated writer's idea in the text. The importance of reading comprehension is understanding all information delivered by the writer. It also refers to the ability to connect between the words in a text and to understand the ideas and the relationships between ideas conveyed in a text. The teachers, instructors, or lecturers should use many strategies in teaching reading such as applying various methods, media, and games to keep the students interested.

## Teaching Strategy

One of the main tasks of a lecturer is to teach or deliver subject material to students both inside and outside the classroom. The teachers do not only teach the subject material, but also choose the right strategy, so that a better learning atmosphere is created. A teaching strategy is a generalized plan for a lesson or a lesson that includes structure, desired learner behavior, terms of the goals of instruction, and an outline of tactics necessary to implement the strategy. Antoni (2010) said that one of the successes of teachers in teaching is by looking at the development of their students, whether they are getting better or not, and understanding the subject material or not. If there is no change for the better or worse in students, both in terms of knowledge and personality, there may be errors in conveying the material. It should be evaluated and improved for the better. In other words, teaching strategy is a way how to teach learners in the classroom. An instructors have to apply teaching strategies in order to improve students' ability and raise their activeness in learning process (Poon, 2013).

There are some methods can be suggested, namely giving question before presenting material, doing brainstorming to force students share their idea about the lesson, using Power Point slide, online resources or group report (Abulhul, 2021). According to Vacca & Vacca (1999) cited in Nurdianingsih (2021) wrote that, there are some strategies in teaching reading comprehension, namely: scaffolding, think aloud, reciprocal teaching, SQ3R (surveying, questioning, reading, reciting, and reviewing), and question-answer relationship (QAR).

## METHOD

The researcher focused on certain phenomena in the college environment so the researcher used qualitative research to conduct this study. In this case, the issue was the activity of learning to teach English. The qualitative aimed to offer descriptions, interpretations and clarifications of naturalistic social contexts. (Burns, 2006, p. 22). It draws on the data collected by the researchers to make sense of human behaviour within the research context. As a result, this study focused on providing descriptions of phenomena that occur naturally.

Mishra and Alok (2017, p. 3) explained that qualitative research is connected with qualitative phenomenon, such as relating to quality or variety. Such type of research is typically descriptive. Two English lecturers at STIE Bina Karya as the participants of this research. In collecting the data, the researcher used a questionnaire as the instrument. The data was presented in a table, then the researcher interpreted it.

## Findings

**Tabel 1. Result of Lecturers' Questionnaire**

	Pre Reading	While Reading	Post Reading
<b>Lecturer 1</b>	<ol style="list-style-type: none"><li>1. Greeting, praying, ice breaking or brainstorming about past lesson</li><li>2. Ask the students to find out difficult words in text and discuss the meaning</li></ol>	<ol style="list-style-type: none"><li>1. Asked students to read aloud one by one</li><li>2. Ask students to find out the new words and write them on the whiteboard or their book.</li><li>3. Ask students to discuss the topic of the text in a group</li><li>4. Ask students to make a conclusion of the text</li></ol>	<ol style="list-style-type: none"><li>1. Ask students to answer questions related to the text in a group.</li><li>2. Ask them to present their understanding about the text.</li><li>3. Discuss the students answer</li><li>4. Review the lesson and explain the conclusion.</li></ol>

<b>Lecturer 2</b>	<ol style="list-style-type: none"> <li>1. Reviewing previous material and do brainstorm by offering questions to class ques</li> <li>2. Displaying pictures through ppt slides</li> </ol>	<ol style="list-style-type: none"> <li>1. Asked students to read quietly and asked the main point</li> <li>2. Ask students to find out the new words and write them on the whiteboard or their book?</li> <li>3. Ask students to look for the meaning of the new words from dictionary.</li> <li>4. Ask students comprehend the text individually</li> <li>5. Ask students to retell the text by using their own words in front of the class</li> <li>6. Ask students to make a conclusion of the text</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask students to answer questions related to the text individually</li> <li>2. Make a sentence from the word chosen in the text previously.</li> <li>3. Discuss the students answer</li> <li>4. Review the lesson and explain the conclusion</li> </ol>
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Source: processed

From the table above, it showed us:

#### 1. Pre-Reading Stage

During this stage, both lecturers applied some strategies for teaching reading comprehension. In general, both of them used brainstorming and reviewing the previous material. Lecturer 1 also reminded new vocabulary learned the previous week in the form of a quiz. In addition, she conducted brainstorming in the form of asking questions related to last week's topic. Besides that, another lecturer usually shows several pictures related to the material to be taught at that time. Both lecturers used this strategy to attract their interest in learning English and make it easier for them to understand the material content, especially related to reading text.

#### 2. While-Reading Stage

Based on data, both lecturers applied some strategies in teaching reading comprehension in the while-reading stage. Both ask students to read aloud, direct reading strategy, list the vocabulary, and use Gist strategy. Lecturer 1 prefers to ask students to read the text one by one in order to improve their pronunciation. However, sometimes she asked them to read the text silently. Meanwhile, lecturer 2 prefers asks the students to read silently. These activities were done in order to the students understand the points of their reading better. In mastering vocabulary, these two lecturers always asked the students to take note of new and unfamiliar words. Lecturer 1 prefers asking students to discuss important points of reading in groups. Unlike the case with lecturer 2, she prefers asking her students to comprehend the main points of the reading text individually. Lecturer 1 usually asks students to present the results of their discussions in front of the class in groups. On the other hand, lecturer 2 asks them to present their discussion result in front of the class individually.

#### 3. Post-Reading Stage

In this stage, the lecturers had done the activities which include: questioning, clarifying and justifying comprehension, asking for specific questions, reviewing and follow-up strategy. Both of them asked students to answer questions related to the text to measure the students' understanding.

Beside that lecture 2 asked students create sentences from the word chosen in the text. Before closing their class, these two lecturers always discuss the students answer, review the lesson and explain the conclusion.

## **RESEARCH RESULTS AND DISCUSSION**

This study analysed the strategies of English lecturers in teaching English for specific purposes in Reading comprehension to management students at the STIE Bina Karya. A qualitative descriptive research design was applied in conducting this research. The researcher collected the data from two English lecturers at this institution. The researcher divided reading comprehension learning activities into 3 stages, namely pre-reading, while-reading and post-reading. The activities carried out by the two lecturers in pre-reading and post-reading were almost the same.

Based on the questionnaire answer, both of them agreed that every people used their different strategies for teaching reading comprehension. This reading strategies were required in order to the students interested during teaching and learning process.

Data from the instrument questionnaire results showed that many different activities were carried out by the two lecturers at the while-reading stage. The first lecturer prefers to ask students to read the text one by one to improve their pronunciation. However, sometimes she asked them to read the text silently. The same activity was also done at SMP Institut Indonesia in teaching reading comprehension. Research conducted by Widianti, et al. (2014) wrote that the teacher explained the material and gave new vocabulary based on the topic first, then the teacher gave a score when the students were able to read in good pronunciation. The teacher gave an example about how to read in good pronunciation, intonation, and stress to make the students read English text briefly. Dwiningtiyas, at all. (2020) also mentioned that the first strategy used by teachers of SMP Negeri 09 Bengkulu in teaching reading comprehension was reading aloud. This strategy was aimed to exercise the students pronouncing English text.

In contrast, the second lecturer prefers asking the students to read silently to gain better comprehension. The first lecturer prefers asking students to discuss and present the results of their discussions in front of the class in groups. Unlike the case with Lecturer 2 prefers asking her students to comprehend the main points of the reading text and present them individually.

However, the two lecturers agreed that in pre-reading activities, lecturers must have a strategy to attract students' interest in learning English and make it easier for them to understand the material content, especially related to reading text. For example, the lecturers applied brainstorming. Brainstorming is a group discussion to produce ideas or solve problems. Wallace (2001) said that brainstorming is one of very popular kind of pre-reading activity. Tran's research (2014) improved this activity, associating with a key word, has a positive impact on EFL Vietnamese learners in reading comprehension.

Additionally, to measure students' understanding, they gave questions related to the text at the post-reading stage. Students are also trained to be able to create sentences from the word chosen in the text. Before closing their class, these two lecturers always discuss the students' answers, review the lesson and explain the conclusion.

All of these strategies were aim to assist students in learning reading comprehension. The combination of these strategies is more effective than using only one. This was done to provide an enjoyable atmosphere of teaching and learning process, and attract the students' attention and enthusiasm in participating in the teaching and learning process, especially teaching reading. The combination of strategies is very effective for improving the quality of reading comprehension.

## **CONCLUSION**

Based on the research result and discussion above, the researcher concluded that these both lecturers used some strategies in the pre-reading stage, while reading stage and post-reading stage. Both lecturers used various strategies, such brainstorming about past lesson, brainstorming by

offering questions to class ques, reading aloud, reading silently, answering question, and presenting conclusion individually or in a group. These strategies were used to make the students master the subjects. Not only the meaning of the words but also how to pronounce words, create sentences, and memorize economic terms based on the text provided. The combination of strategies was very important to be applied to help students in learning comprehension.

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