AN ANALYSIS OF LECTURER STRATEGIES IN TEACHING READING AT THE FOURTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM IN UNIVERSITY OF MUHAMMDIYAH KOTABUMI ACADEMIC YEAR 2020/2021

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Abstract: This research about reading study that analyzes the strategies used by lecturer' in teaching reading and the reasons for using these strategies and students' perceptions of the strategies used by lecturer' at the Fourth Semester of English Education Study Program in University of Muhammdiyah Kotabumi. The aim of this study to find out what strategies used by lecturer in teaching extensive reading course and to find out the reasons for used strategy and the last to find out students perceptions toward the strategies used by lecturer. This research was appointed because some problems that students face in reading. The problems that students often are not understanding the meaning of what they read, difficulty when them finding new vocabulary and sometimes students lazy in reading. This research used with the research object of lecturer and students in the English extensive reading course. The location of this research at the University of Muhammadiyah Kotabumi and more specifically this research in the fourth semester of the English education study program. The method used in this research is descriptive qualitative. The instruments of this research are interview and questionnaires. The results of this study, the lecturer' used a task based learning (TBL) strategy. TBL is a task-based strategy which contains tasks for students to be more independent in completing their assignments can improve students' reading skills. The reason why lecturer used this strategy because this strategy can make students to always practice from the texts they read. So that in its implementation students can more easily understand the text and increase their reading ability. From the perception of students regarding the strategy used by the lecturer, the average student response to the implementation of the strategy was good

Keyword: strategy, lecturer strategy, student perception

Abstract: Penelitian ini bertujuan untuk menemukan strategi apa yang digunakan dosen dalam mengajar matakuliah extensive reading dan alasan mengapa mengunakan strategi tersebut serta perception mahasiswa terkait strategi yang digunakan oleh dosen. Penelitian ini diangkat karena melihat beberapa masalah yang mahasiswa hadapi dalam membaca. Masalah yang sering mahasiswa temukan yaitu mereka tidak mengerti arti dari apa yang mereka baca, kosakata baru dan malas siswa dalam membaca. Penelitian ini dengan objek penelitian dosen dan mahsiswa pada matakuliah extensive reading. Lokasi penelitian ini di University Muhmmadiyah Kotabumi dan lebih spesifik penelitian ini pada semester 4 program study pendidikan bahasa inggris. Metode yang digunakan dalam penelitian ini adalah descriptive qualitative. Instrument penelitian ini yaitu menggunakan

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wawancara dan angket. Adapun hasil penelitian yaitu dosen menggunakan strategi task based learning (TBL). TBL merupakan strategi yang berbasis tugas yang mana berisikan tugas untuk mahasiswa lebih mandiri dalam menyelesaikan tugas mereka sehingga dapat meningkatkan kemampuan membaca siswa. Alasan dosen mengunakan strategi ini karena dalam pengunaan strategi tersebut siswa selalu berlatih dan praktik dari teks yang mereka baca. Sehingga dalam implementasinya siswa dapat lebih mudah memahami teks dan kemampuan membaca mereka meningkat. Hasil dari perception mahasiswa terkait strategi yang digunakan dosen, rata-rata respon siswa terhadap penerapan strategy tersebut adalah positif atau respon mereka baik.

Kata kunci :strategy, reading, strategy dosen

I. INTRODUCTION

Reading is one of language skills which is very important for students in learning English as foreign language, so that The strategies in teaching reading are very important. Many students said that about the difficulties in understanding one of reading skill about what the meaning of the text, difficult find new vocabulary and they sometimes feel lazy to read.

Reading is necessary when students undertake their study, especially extensive reaing is high level from intensive reading material. They need good reading skill for acquiring knowledge and learning new information. However, in fact, most of students are usually very lazy to read. Therefore teacher needs to implement an attractive techniques or method in teaching English, especially when they are teaching about reading.

Teaching reading is not only suggesting the students to read but the teachers have to has strategies to motivate students and give the explanation to them because reading is one of step to get the success. There are many people have been succeeded because they always read and practically what they have read.

According to Harmer (2007, p. 99) reading is is useful for language acquisition provide that student more or less understand what they read, the more they read the better they get it. Based on Richard and Schmidt in Kartawijaya (2017, p.82), there are some definitions of reading: the first, Reading perceives a written text in

order to understand its contents. This can be done silently (silent reading). The understanding that results is called reading comprehension. The second, reading is saying a written text aloud (oral reading). It mean that reading is process to take information which using attention, memory, crytical analitycal ability, visualization ability, motivation and various types of knowledge which available at our mind.

Based on some definitions of reading above the researcher conclude that reading is an important activity that should be done by the students. Reading has many advantages for them as students who always get new knowladge. Reading can also opportunities for everyone to gets knowledge and obtain information, because reading is a key which can give information and knowledge. So, it mean that reading is a process of thingking and understanding. Reading is one of English skill that should be learn, so that the students must develop they ability in reading.

Reading has saveral types. Patel and Jain (2008, p.116-125) state that types of reading are:

a. Intensive Reading

The first type intensive reading. Intensive reading is related to further in language learning by the teacher. Intensive reading will provide a basic for explaining difficulties or structure and for extending knowledge of vocabulary . Intensive reading material will be the basis for classroom activity.The aim of this intensive reading is to read shorted text. This type of reading is done to find out to get specific information from the text .

b. Extensive Reading

Extensive Reading can be defined as: Students reading a book which has many pages, enjoyable books. With extensive reading can develop students to be active in reading and get vocabulary and through extensive reading the good reading habit can be developed. They may read a novel, web pages, news paper, magazines, or other references material. Because this reading

about (short story, novels, magazines and news paper articles) is usually a private matter.

Extensive reading is where the reading material or text is used quite a lot and interesting topics. An extensive reading approach can icrease students' reading to be interest, because extensive reading contains fun and enjoy for students in learn reading.

c. Reading aloud

The third type of reading is reading aloud. This reading usually used to check of practice pronunciation of the students. The purpose of reading aloud for students is an important strategy for developing reading skill. Reading aloud by the teacher can help the students in the improvement of their reading ability. Reading aloud can make the students to develop their skill of reading.

d. Silent Reading

The last type is silent reading, this type is a really important skill in teaching of reading. This reading should be employed to increase reading ability between learners.

Silent reading is done to acquire a lot of information. Silent reading enables the students to read completely silently without making sounds and moving they lips.It helps them to read with speed.

Ideally, the teacher or lecturer has important role in the classroom especially in their teaching. In the classroom, teaching reading is a way transfering knowledge from teacher or lecturer to students by using a certain technique of strategy and certain material in order to master reading itself. Teaching is a complex process and it doesn't only give the information from the teacher to the students. Reading is one of skills to make the students understanding in teaching and learning process.

The aim of teaching reading is to develop students that can read English text effectively and efficiently. In teaching reading the lecturer or teacher can use strategy and create the material of teaching reading be relevant with their students. The material, strategy and method must be

graded depending on the levels of the language learners.

In the teaching and learning process the teacher have a lot of methods or strategies that can be used by teachers or lecturers in the learning process that is conceptual and structured to motivate students. Learning activities will involve students to learn. Riyanto (2009, p. 132) says that teaching strategy is how the manner of teacher in teaching to optimize, function and intraction between students with the learning process in activity to achive the objectives of teaching

Meanwhile, according to Slameto in Riyanto (2009, p.132) teaching strategy is included of questions and answer activity: who and what the tools in the learning process, How this activity concerns learning methods and techniques and When and where learning activities are carried out and how long they are carried out. According to Sanjaya (2006, p.126) teaching strategy is a plan that teacher to choose in teaching that contains a series of

activities desgined to achieve certain education goals.

According to Greves in Klingner, et al. (2007, p. 103-104) the following activities prior to reading:

a. Set a purpose for reading
b. Motivate the student to read
c. Pre teach key vocabulary and concepts
d. Link students' background knowledge and experinces with the reading
e. Related the reading to students' lives (making connections)
f. Relate the reading to students' knowledge of the text features.

According to Klinger, et al. (2007, p. 108) teachers can assist students in using comprehension strategies by doing the following:

a. Encourage students to monitor their understanding whilethey read and make notes of difficult words, concepts, or ideas

b. Ask students questions during reading to guide and focus their reading

c. Focus students on aspects of the text that require inferences

d. Ask students to summarize the main idea of passage as they read

e. Remind students to consider prediction made prior to reading and confirm, disconfirm, or extend them

f. Give students opportunities to respond, and elaborate on, what they have read

g. Allow students to formulate questions about what they have read and them to answer those question

h. Ask students to summarize the key ideas about their reading.

According to Harmer (2011, p. 99), there are some componenets in teaching reading :

1. Reason for reading

2. Reading levels

3. Reading skill

4. Encouragin students to read extensively

Task-based learning is one of the methods in language teaching whose main subject is to give assignments and exercises to students. These tasks are aimed at achieving better abilities. In this teaching method, students are required to be independent with the tasks given. task-based learning is a language teaching method that focuses on task training. Nunan in Wulandari et al (2017, p. 90) says that the goal of task-based learning is to provide a context that is as natural as possible for language learning. In learning to do task, report the results of their work, and learn the language that arises from what has been read.

According to Walgito in Muhammad et al (2017, p. 84-85), "perception is the process preceded by the individual thought sense. In addtion Sarwono in Muhammad et al (2017, p. 85), perception is some responses or think someone that make conclusion from what they see and hear. So

that their can make some arguments or perception. According to Slameto (2010, p. 103) a teacher can predict the good perception of students for the next lesson because, the teacher already know in advance the perception that students have from previous lesson.

Based on initial made by researcher at the fourth semester English Education study program academic year 2020/2021 with a one lecturer and a total 40 students, the learning extensive reading course, which the researcher find out some problem at students fourth semester, there are many students who still have difficulty in reading. There are some problems students feel difficulty with reading, because first they lack of vocabulary so that they feel really hard in understand the meaning of text in reading. Second, students lack of understanding in grammar mastery. The last, their reading interest is very low. Therefore they have difficult reading an English book. It means the students lack of motivation in reading.

From the explanation above, it seems that the students face difficulties in reading. In this case the lecturer is role in applying effective strategy is needed in teaching reading. Teaching reading does not only suggest students to read a book, novel or another but the lecturers must have a strategy to motivate students and provide to teaching instruction for the students, because teaching strategy has good effect for reading skill.

Strategies that have been used by lecturer in teaching and learning is really supporting to have been successful in the learning. In teaching learning process specifically on teaching reading, the lecturer must have a good strategy in supporting teaching and learning activities

Furthermore, the researcher interested in conducting research on topic about lecturer's strategy used in teaching reading at the fourth semester of the English education. The researcher is interested in conducting a research entitled title "An Analysis of Lecturer Strategies in Teaching

Reading at the Fourth Semester of English Education Study Program in University of MuhammadiyahKotabumi Academic Years 2020/2021".

II. METHOD

This research, the researcher used descriptive qualitative method, because it describes the lecturer's strategies in teaching reading and why chose this strategy and the students perception toward the lecturer strategy in teaching extensive reading. , the researcher taken at University of Muhmmadiyah Kotabumi- Lampung. This research place is located on Hasan Kepala Ratu street Sindang Sari. In more specific explanation, this research taken the fourth semester of English Education Study Program in University of Muhammdiyah Kotabumi. The subject of this research was the lecturer and students in extensive reading class, which consist of 1 lecturer and consist of 40 students.

Research instruments are important things that must be considered in carrying out a study. In this study, the research used the researcher self, interview and questionnaire. The researcher used open interview that consist of 11 question and used closed-ended questionnaire that consist of 15 questions. This research, the researcher data of collected by using two technique of qualitative data collection interview and questionnaire. interviewed lecturer about the strategies that used in teaching process and the reason why chose this srtateg. The purpose of questionnaire is to get information about the their perception of the strategy using by lecturer and analyzed the data . In data analysis technique, the researcher use models Miles and Hurberman. Data reduction, Data display and Conclusion drawing

III.   FINDING AND DISCUSSION

Research Result

In this research, the data were collected on 25 December 2021. In collecting the data, the researcher used interview especially open interview and

used closed-ended questionaire. The first, researcher interviewed one lecturer who is teaching reading at fourth semester. The function of this interview was to find out the lecturer strategy in teaching reading and the reasons why the lecturer chosed this strategy. The second, the researcher gave questionare for fourth semester students of English study program. This questionnaire consist of 15 questions. The purpose of questionnaire to is find out the students' perception toward strategy used by lecturer.

Based on interview with lecturer who teaching extensive reading course, the lecturer used task based learning strategy in teaching reading. On the used of task-based learning strategies or methods, where students in each lesson must have a task that they have to do on their own. In extensive reading course, where the students are required to read more and understand the content of the text. Therefore students should be given assigments so that they must practice so that students can be fluent in reading.

The reason why the lecturer chose TBL: The first because extensive reading course is that was a higher level from the previous of intensive reading course. So that the level of difficulty the students will be increase. The second reason, students find it difficult to read and sometimes feel lazy to read. Therefore, by using task-based learning method where students are required to practice and always have an assignment in teaching and learning process in classroom.

The third reason, reason by using task-based learning because the students in the beginning at the meeting of extensive reading course the students were not interested in reading and the student's abilities were still moderated. With the use of task based learning strategie, students were required to have a task and should practice in reading text. Therefor, the students have to practice, thus their abilities will be increased. The aim of giving task dan practice is that students motivated in

reading and with practice students' ability will be increase.

Based on data about students perception about strategy used by lecturer in teaching extensive reading. It can be concluded that, most students choose alternative answer B (good) and chose alternative answer A (very good). Some students choose alternative answer C (bad) and none of the 40 students alternative answer D (very bad). Therefore, it can be seen that the frequency of the alternative answer chosen by students is B (good). This shows that the strategies used by the lecturer are good and effective, this can also be supported by the final task of students score after participating in extensive reading lesson. The results of interview with lecturer, she said that students abilities increased after participating in the learning process by the used this strategy.

From the explanation above,the researcher can concluded that overall, students' perception of the strategies used by lecturer in teaching reading are positive

with category "good" and "very good. Students' perception of the lecturer strategies used by lecturer in teaching extensive reading is "good", in summary that the used of strategy using by lecturer is good and effective category.

IV.   CONCLUSION

This researcher can be concluded that the lecturer used is Task-Based learning strategy in teaching extensive reading. The reasons lecturer using this strategy were effective in teaching reading because help the students to comprehend the text and improve students' reading ability. In short, this strategies gave good contribution for lecturer, students who have difficulty in reading will be   easier in mastering extensive reading. With used this strategy the lecturer more easily gave the material for students. Those strategies helped the lecturer to made the students more active and this strategies help the students to should practice in reading so they really support the students' reading improvement.

Students perception where thestudents perception on strategy that used by lecturer in teaching reading is gave positive or good perception.

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