Teaching Strategies Applied by PPL Teachers in Teaching Reading Comprehension

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Abstract

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The research desribed the strategies applied by PPL teachers in teaching reading comprehension at SMA Negeri 5, SMA Negeri 1, and SMA Negeri 8 kota Bengkulu. This was a descriptive research. The subjects of this research were six PPL teachers who were divided into three different schools. The data were collected by using observation checklist and field notes. The data from observation checklist were identified, classified, and analyzed by using table of analysis. The field notes were included into the table of analysis. The result shows that the strategies applied by PPL teachers in pre-reading were introducing a topic, activating background knowledge, predicting, sharing existing knowledge, sequencing illustration, and set a purpose reading. In while-reading phase, there were reading aloud, skimming, scanning, rereading, and taking note. In post-reading phase, the strategies used by PPL teachers were summarizing, thinking critically, comprehension question, identifying the author's purpose, examining grammatical structure, and follow-up writing exercise. In conclusion, there were sixteen strategies out of seventeen strategies applied by PPL teachers in teaching reading comprehension.

Key Words: *teaching strategies, PPL teachers, reading comprehension*

I. INTRODUCTION

Reading skill plays an important role in order to acquire cognitive process, it is because almost all of the knowledge is presented in the form of written language. Saricoban (2002) states that reading accompanies number of cognitive processes. Besides, in Indonesia reading is the most used skill especially in national examination. Therefore, learning to read has a very strategic role in teaching and learning. The ability to read cannot be obtained naturally, but through a learning process. Thus, teachers are required to be able to assist students in developing the ability to read with reading strategy.

The goal of reading itself is comprehension. A comprehension means that how the reader can relates their background knowledge and their understanding about the text. Teaching reading comprehension is useful in language class. A good teacher needs to explain the comprehension strategies and teach to students when and how the strategies should be used (Saskatchewan, 2004). Through teaching reading comprehension the teacher can help the students to comprehend text in English. Furthermore, teaching reading comprehension also can provide the students with good model of English writing. Widely, through teaching reading comprehension the teacher also can give better understanding about vocabulary, grammar, punctuation, and the way how to construct a sentence to the students.

Teaching and learning activities are interrelated system. The system consists of components such as, teachers, students, and facilities. Every single component has its own role in teaching and learning. A teacher has a role to deliver knowledge to their students especially when they are teaching in class. Before a teacher teaches in class, she/he has to set plenty of teaching materials, sources, and lesson plans. Essentially, teaching materials, sources, and lesson plans are much related to what will be taught in the class later. After all those things have been set, she/he also has to prepare the trick in order to create efficient and effective teaching and learning activities. That trick is called teaching strategy.

Implementing a teaching strategy in the classroom should be well-organized because it will avoid wrong order even for both teachers and students. In selecting a strategy, a strategy has to be suited with the background of the students, the learning objectives, and the subject matter (Barry and King, 2006, p. 183).

Many strategies are available to be used as the basic for teaching and learning in language class. In language class, there are four skills that should be taught, writing, speaking, listening, and reading. Every skill has its own characteristic and has own way in

order to deliver the knowledge that different from another skill. In other word, the strategies that are applied in one skill only suitable for that skill, it cannot be applied for other skills.

In teaching reading comprehension, a teacher is required to be active, innovative, and adaptive toward their teaching environment. In this study, the intended teacher is PPL teachers. The acronym of PPL is *Praktik Pengalaman Lapangan*. PPL teacher is the student who is on duty to implement his or her knowledge and skills that he/she got during studying in campus. The PPL teachers are chosen as an object of the study because in order to see the fresh knowledge during studying in campus can be applied to the real world.

The students highly need various strategies in teaching and learning process especially in reading because reading is the most frequency one that they should learn. Meanwhile in reality, in teaching reading comprehension English teachers did not expand their strategies. It is because the teachers are not up to date their knowledge with today needs. They only use same strategies for every meeting, so the students feel bored with the teaching and learning process and the students cannot achieve the goal of learning perfectly.

II. RESEARCH QUESTIONS

Based on the briefly introduction above, the problem to be investigated in this research was:

What strategies do the PPL Teachers use in teaching reading comprehension at several Senior High Schools in Kota Bengkulu?

III. REVIEW OF LITERATURE
3.1.Teaching Strategy

The word 'strategy' is derived from the Greek, *strat gia*. Previously, the word 'strategy' only used in war but nowadays it is used in all areas including in educations. According to Trianto (2007, p. 85), strategy is a direction to act in order to achieve the goal that have been decided. Richards et al (2002) states that strategy is defined as a set of precedures in learning, thinking, teaching, etc that is used to achieve a certain goal. In other word, strategy is a set of game plan used to make the goal easier to be achieved.

Teaching strategy is a plan made in order to achieve the goals of teaching much easier. According to Strasser in Aggarwal (2009), it can be concluded that teaching strategy

as a plan for a lesson which includes structure, desire learner behaviour in terms of the goals of instruction, and an outline of tactics necessary to implement the strategy.

3.2. Reading

There are many experts that explain about the goal of reading. One of them is Ur (1991). She states that the goal of reading is understanding. It means that reading is understanding or comprehending an information after the reader read a text. To read a text successfully is to understand the information of the text.

Reading is a process that has a relation between the writer and the reader. This process is running in one direction where the writer delivers his/her purpose through the text. Then the reader will read the text to get the purpose of the writer. Pollard (2008) figured out, reading is the interacting of the reader with a text, doing prediction toward the text, and bringing reader's knowledge to a text.

Alderson (2000) has similar idea as Pollard. He states that the interaction between a reader and the text is the process of reading. He describes during that process the reader not only looking at the text, but the reader is also thinking about what he/she is reading, what text means, and how to connect the information in text. It is called the nature of the reading.

Another definition of reading comes from Hedgcock and Ferris (2011). They state that reading is the result of cognitive processes and reader's strategies and various types of information in a text. It means that reading involves the reader and the text.

There are so many aspects of languages that students get from reading. Harmer (2004, p. 68) says that reading texts also give the reader a chance to study language such as vocabulary, grammar, punctuation, and the way how to build sentences, paragraphs, and texts. In other word, the teacher can teach writing through reading.

3.3. Reading Comprehension

Reading is not simple like sounding out words, reading is even more complicated. Anderson in Nunan (2003, p. 68), stated that reading is a fluent process of readers in order to get the meaning by combining information from a text with their own background knowledge. He also added that the goal of reading is comprehension.

According to Linse (2005, P. 71), reading comprehension refers to reading for meaning, understanding, and amusing. Reading comprehension is very complex process which involves the information of the text and the background knowledge. In reading comprehension, the way to understand the text is much related to activate background knowledge. Activating background knowledge is a basic to build reading comprehension.

Informations that are spinning in human brain caused by background knowledge that people already known in past.

Brown (2001) has similar opinion as Linse. He states that a reader understands what she or he reads because she or he can combine the information in past into her or his knowledge, experience, culture, and emotion. For example, sometime the students or language learners have known the meaning of words in text but it is not guarantee that they can comprehend the text. It means that in reading comprehension, the readers not only have to understand every single word inside the text but the reader have to be able to comprehend what the text means.

A good reader is a person who knows how to comprehend and how to get a meaning from what she or he reads. It is also supported by a psycholinguist expert, Child (2007). He states that a good reader is more interesting to develop the broader language skills of communication and comprehension.

3.4.Teaching Reading Comprehension

Learn to read is happen only once in life. It is only happen in first language. Meanwhile, in the second language people just transfer the skill of first language into second language. According to Nunan (2003), teaching reading only has at least two aspects. Those two aspects are teaching learners who are learning to read for the very first time and teaching learners who already have reading skills in their first language.

McNamara (2009) stated that teaching reading is essential, not only to successful comprehension, but also to overcome reading problems and become a better reader and comprehender. Teaching reading comprehension is a way of teacher to help students to understand a text or a reading material in teaching and learning process.

In order to set good teaching reading environment, a teacher should set principles for teaching reading. Anderson in Nunan (2003, p. 74-77) stated that there are eight principles for teaching reading. First, exploit the reader's background knowledge. Second, build a strong vocabulary base. Third, teach for comprehension. Fourth, work on increasing reading rate. Fifth, teach reading strategies. Sixth, encourage readers to transform strategies into skills. Seventh, build assessment and evaluation into your teaching. Last, strive for continuous improvement as reading teacher.

In teaching reading, teachers and students are divided into two different groups which have different roles each other. Nuttal (1996, p. 32) describes nine points of teachers' responsibility, as follow; enjoying and valuing teachers' reading, helping students to enjoy

and value reading, understanding what reading involves, finding out what the students can and cannot do, choosing suitable texts to work on, choosing or devising effective task and activities, preparing the students to undertake the tasks, making sure that everyone works well and to their full efforts, and monitoring progress. Nuttal (1996, p. 33) also describes five roles of students in reading comprehension. First, students taking an active part in learning. Second, the student should be able to monitor their own comprehension. Third, the students have to learn text talk. Fourth, the students should be aware that they have to risk of making mistakes. Last, the students are not allowed to cheat.

3.5.The Strategies in Teaching Reading Comprehension

A strategy used by one teacher might be different from other teachers. It depends on the needs of their students or the learning objectives that they want to achieve. Deciding which teaching strategy that should be applied in the class involves a thoughtful design and plan (Orlich, et al., 2010).

In teaching, teacher is faced with a group of different individual that come from different backgrounds, and the goal of teaching itself is to bring those differences together into the learning (Silver, et al., 2007). Moreover, teaching reading strategy not only helps students in comprehension but through the teaching reading strategy it also can help students to avoid obstacles in reading. In the other hands, Bergeron and Bradbury (2002) say that implementing reading strategy make the readers independent. It means that strategy is very important for readers and it also can help readers to become autonomous language readers.

Generally, the strategies in teaching reading comprehension are divided into three phases (Klingner, Vaughn, Boardman, 2007). The first phase is pre-reading, second phase is while-reading, and last is post-reading. Each phase has some activities. There are many activities introduce by some experts in each phase.

3.5.1. Pre-reading Phase

Pre-reading phase is used to dig up all information about the text. In this phase, the aim is to motivate students and to make students interested. There are some experts introduce strategies in teaching reading comprehension. First, according to Gibbons (2002), the strategies in pre-reading consist of predicting from words, predicting from title, predicting from key illustration, sequencing illustration, sharing existing knowledge and reader questions. Second, according to Brown (2001) the reading strategies in pre-reading phase contains introducing topic, encouraging skimming, scanning, predicting and activating schemata. Third, according to Hedgcock and Ferris (2011) there are getting ready to read

(activating schemata, developing schemata, establishing purpose for reading), surveying the text, making predictions and asking questions, and introducing key vocabulary. Last, according to Bergeon and Bradbury (2002) there are checking picture cues, monitoring, predicting, reviewing, and accessing.

3.5.2. While-reading Phase

In this stage, appropriate strategies can be used to help student in comprehending the text. First, according to Gibbons (2002), those strategies could be modelled reading, skimming and scanning, rereading, sharing reading, word masking, pausing and predicting, shadow reading, summarizing, jigsaw reading, and reading aloud. Second, the strategies states by Brown (2001) include take note and give a sense of purpose of reading to students. Third, according to Hedgcock and Ferris (2011) there are first reading (preparing reading), rereading, looking closely at language, and considering text structure. Last, according to Bergeon and Bradbury (2002) there are rereading, questioning, self-correcting, skipping, sliding, and stretching.

3.5.3. Post-reading Phase

In this phase, the teacher role is to evaluate students' comprehension toward the text. First, according to gibbons (2002) there are innovating the story and questioning. Second, the strategies stated by Brown (2001) are comprehension questions, vocabulary study, identifying the author's purpose, discussing the author's line of reasoning, examining grammatical structures, or steering students toward a follow up exercise. Third, according to Hedgcock and Ferris (2011) there are summarizing, thinking critically, and reading-writing connection. Last, Bergeon and Bradbury (2002) there are summarizing, synthesizing, thinking aloud, tracking, visualizing, and analyzing.

In order to help students' comprehension, a good teacher has to implements appropriate strategies which are suitable to condition, students' need and background knowledge, and level of comprehension (Wallace in Antoni, 2011).

3.6. The Praktik Pengalaman Lapangan (PPL) Teachers

In an effort to create competent teacher candidates, Faculty of Teacher Training and Education of Bengkulu University provide a subject in order to improve the quality of the teacher candidates. This subject is kind of field practice. Based on Hornby (2000, p. 1031), practice is an activity or train regularly to improve a skill. Moreover, according to *Unit Program Pengalaman Lapangan* (2014), *Praktik Pengalaman Lapangan (PPL)* is a teaching

practice that designed to train teacher candidates with the teacher's ability. Therefore, the goal of this subject is to train the teacher candidates become a good quality teacher before they jump into real life.

IV. METHOD

4.1. Research Design

This was a descriptive qualitative study that described teaching strategies applied by PPL teachers in teaching reading comprehension. According to Gulö (2000), descriptive method is a research used to describe the present condition with takes the sample of the study.

4.2. Population and Sample

4.2.1. Population

The population in this research was all of English department students who were on duty of *Praktik Pengalaman Lapangan (PPL).* They were 75 students in academic years of 2014-2015. There were only 24 of 75 students who were put in several senior high schools in kota Bengkulu. This data was taken from "Unit Program Pengalaman Lapangan (UPPL) in academic years of 2014-2015".

4.2.2. Sample

This research used purposive sampling technique. In purposive sampling technique, "the researcher does not simply study whoever is available but rather use that judgement to select a sample that he/she believe, based on prior information, will provide the data he/she needs" (Fraenkel, Wallen, Hyun, 2012, p.100).

Based on the theory of purposive sampling technique, the researcher chose 2 PPL teachers at SMA 5, 2 PPL teachers at SMA 1, and 2 PPL teachers at SMA 8 Kota Bengkulu.

4.3. Research Instruments

In this research, the researcher used two kinds of instrument in collecting the data. They were observation checklists and field notes. Those instruments were used in order to make the research more accurate, complete, and systematic (Arikunto, 2006).

V. FINDING

After conducting the research, the researcher found that the strategies were divided into three phases. Those phases were pre-reading, while-reading, and post-reading.

5.1.1. Pre-reading phase

In pre-reading phase, the PPL teachers applied *introducing a topic*. This strategy was applied by PPL teachers very often. It happen because this strategy was simple. Besides, this strategy is very beneficial because it helps the readers to re-collect any information that they may already know in past toward the topic.

Activating background knowledge was applied by PPL teachers often. This strategy is very useful for reader. Hermann (2013) stated "activating background knowledge can help students find meaning in content learning, and linking to an experience can provide clarity and promote retention of the learning".

Predicting was rarely used by PPL teachers. It was because the students did not pay a lot of attention to the teacher's explanation. The students did not involve in teaching and learning yet. They still prepared themselves to be ready to learn. Predicting is done to make a connection between new information and what the students already know. According to Geither (2011) a reader involved in making predictions is focused on text, constantly thinking ahead and also refining, revising, and verifying the reader predictions. This strategy also helps students make connection between their prior knowledge and the text.

Sharing existing knowledge was used by PPL teachers rarely. This strategy used in order to see the various information from students. Throught the various information from students, the teacher can see how far students familiar with the topic. Basically, activating background knowledge, predicting and sharing existing knowledge are running at same time, it because the students use their existing knowledge to facilitate their understanding of new ideas encountered in text (Duke & Pearson, 2002).

Set a purpose of reading is very crucial in reading process. Factually, this strategy applied rarely by PPL teachers. Set a purpose of reading may give ease for students. Stuck (2011) stated that for maximum effectiveness, setting a single purpose of reading helps avoid confusion from the many multiple purposes.

The other strategy applied by PPL teachers in pre-reading phase but did not belong to strategy set was *describing generic structure*. This strategy was used to describe generic structure of a text. In the language class, this strategy is very useful for students to know the structure of text so the students can write the text as well.

The fact was the PPL teachers did not use *Sequencing Illustration* strategy in the classroom. This strategy was not using because this strategy was complicated. This strategy require a teacher to make many preparations before teaching reading in the classroom. Besides, the texts that students learned in senior high school were not much pictures.

5.1.2. While-reading phase

In while-reading phase, the PPL teachers used *reading aloud*. This strategy applied by PPL teachers very often. The PPL teachers used this strategy in order to enhance fluency, to strengthen comprehension and to build confidence (Polette, 2014). It means that when students practice reading aloud by engaging in repeated oral reading their level of fluency increase significantly. In addition, when students use technique for expressive oral reading,

their comprehension of what they are reading dramatically increase. Last, when students read with expressive skill, they will also develop more confidence in themselves as readers.

Furthermore, *skimming and scanning* were applied by PPL teachers in while-reading phase. Skimming and scanning are the strategies that should be possed by the students. It is because these strategies are very useful for students in order to get the point of the text even both general and particular information (Gibbons, 2002). Although it is very important, this strategy applied by PPL teachers rarely in the classroom.

Re-reading was applied by PPL teachers in while-reading phase. Re-reading strategy was applied by PPL teachers to check students' comprehension. Moreover, re-reading strategy gives students chance to re-visited and re-thought about particular information. Swaffar and Arens (2010) stated that re-reading is the most effective type of reading, especially of foreign language texts, because it gives students a chance to re-think the passages and see features they have not noticed. In fact, this strategy employed by PPL teachers rarely in the classroom.

The last strategy in while-reading phase applied by PPL teachers was *taking note*. This strategy applied by PPL teachers often. This strategy was applied by PPL teachers to make students could re-use what they have learnt in the classroom anytime. According to Dhann (2001) take note is an important academic task that helps students to remember what they have learnt and helps students to review materials for re-use in revision and assignment. In the contrary, on the field, almost PPL teachers used take note strategy to write down the difficult words or only for vocabulary purpose. The other strategies applied by PPL teachers but did not belong to strategy set were *silence reading, vocabulary study, group reading, and translating.*

5.1.3. Post-reading phase

In post-reading phase, the PPL teachers applied *summarizing*. This strategy used by PPL teachers often. The PPL teachers applied this strategy in order to summarize or to make conclusion about what they have learnt. According to Krum (2013) summarizing helps students learn to identify main ideas, differentiate important from unimportant ideas, and remember what they have read, both in free recall and in answering.

The PPL teachers also used *Thinking critically* strategy in post-reading phase. Eventhough this strategy is very important for teacher to see student's comprehension, this strategy applied by PPL teachers rarely. Thinking critically offers students to develop good analysis and evaluation skill (Hedgcock & Ferris, 2011). It means that the students focus more deeply on the infomation.

And the last, *comprehension question, identifying author's purpose, examining grammatical structure, and follow-up writing exercise* are very important. From whole strategies, only follow-up writing exercise that applied often by PPL teachers. Almost follow-up writing exercise done by PPL teachers was in open-ended question form. Those post-reading strategies aimed to see how far students comprehend the text that had been learnt. Besides, in post-reading strategies, students are supposed to apply what they posses (Brown, 2001).

The other strategies applied by PPL teachers but did not belong to strategy set were *group discussing and identifying generic structure of text*. These strategies were applied four times in the classroom.

VI. DISCUSSION

This study is aimed to identify teaching strategies applied by PPL teachers in teaching reading comprehension at several high schools in kota Bengkulu. Those PPL teachers were

representative of English PPL students of Bengkulu University. Knowing the information of PPL teachers' strategies in teaching reading comprehension, would be valuable information for both PPL teachers and English teachers at large.

After conducting the research, the researcher found that the strategies were divided into three phases. Those phases were pre-reading, while-reading, and post-reading.

5.1.1. Pre-reading phase

In pre-reading phase, the PPL teachers applied *introducing a topic*. This strategy was applied by PPL teachers very often. It happen because this strategy was simple. Besides, this strategy is very beneficial because it helps the readers to re-collect any information that they may already know in past toward the topic.

Activating background knowledge was applied by PPL teachers often. This strategy is very useful for reader. This is because when this strategy activated in the classroom, the students will be much easier in learning new information because the students will be able to recall and to elaborate the information. Contrary, if this strategy deactivated, the teaching process will be more challenging. Hermann (2013) stated "activating background knowledge can help students find meaning in content learning, and linking to an experience can provide clarity and promote retention of the learning".

Predicting was rarely used by PPL teachers. It was because the students did not pay a lot of attention to the teacher's explanation. The students did not involve in teaching and learning yet. They still prepared themselves to be ready to learn. Predicting is done to make a connection between new information and what the students already know. According to Geither (2011) a reader involved in making predictions is focused on text, constantly thinking ahead and also refining, revising, and verifying the reader predictions. This strategy also helps students make connection between their prior knowledge and the text.

Sharing existing knowledge was used by PPL teachers rarely. This strategy used in order to see the various information from students. Throught the various information from students, the teacher can see how far students familiar with the topic. This strategy is very related toward students' individual background knowledge. Basically, activating background knowledge, predicting and sharing existing knowledge are running at same time, it because the students use their existing knowledge to facilitate their understanding of new ideas encountered in text (Duke & Pearson, 2002). The PPL teachers in the classroom used this strategy to see the various information among the students. The implication of this strategy can help PPL teachers to see individual who is understandfully, partly, and who does not understand at all.

Set a purpose of reading is very crucial in reading process. Factually, this strategy applied rarely by PPL teachers. Set a purpose of reading may give ease for students. Stuck (2011) stated that for maximum effectiveness, setting a single purpose of reading helps avoid confusion from the many multiple purposes. This strategy gives impact to the students' reading strategy. If the teacher does not set a purpose of reading in the classroom, it automatically leads students to use wrong strategy in reading. By using wrong strategy in reading directly give impact to students' comprehension.

The other strategy applied by PPL teachers in pre-reading phase but did not belong to strategy set was *describing generic structure*. This strategy was used to describe generic structure of a text. In the language class, this strategy is very useful for students to know the structure of text so the students can write the text as well. In the field, the PPL teachers used this strategy suitable with the purpose of describing generic structure strategy. The PPL teachers also taught the language feature of text.

The fact was the PPL teachers did not use *Sequencing Illustration* strategy in the classroom. This strategy was not using because this strategy was complicated. This strategy

require a teacher to make many preparations before teaching reading in the classroom. Besides, the texts that students learned in senior high school were not much pictures.

5.1.2. While-reading phase

In while-reading phase, the PPL teachers used *reading aloud*. This strategy applied by PPL teachers very often. The PPL teachers used this strategy in order to enhance fluency, to strengthen comprehension and to build confidence (Polette, 2014). It means that when students practice reading aloud by engaging in repeated oral reading their level of fluency increase significantly. In addition, when students use technique for expressive oral reading, their comprehension of what they are reading dramatically increase. Last, when students read with expressive skill, they will also develop more confidence in themselves as readers. Overall, reading aloud gives many advantages for students in reading process.

Furthermore, *skimming and scanning* were applied by PPL teachers in while-reading phase. Skimming and scanning are the strategies that should be possed by the students. It is because these strategies are very useful for students in order to get the point of the text even both general and particular information (Gibbons, 2002). Although it is very important, this strategy applied by PPL teachers rarely in the classroom.

Re-reading was applied by PPL teachers in while-reading phase. Re-reading strategy was applied by PPL teachers to check students' comprehension. Moreover, re-reading strategy gives students chance to re-visited and re-thought about particular information. Swaffar and Arens (2010) stated that re-reading is the most effective type of reading, especially of foreign language texts, because it gives students a chance to re-think the passages and see features they have not noticed. In fact, this strategy employed by PPL teachers rarely in the classroom.

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The other strategies applied by PPL teachers but did not belong to strategy set were *silence reading, vocabulary study, group reading, and translating*. Those strategies were used as a variant of teaching reading strategy in order to help students much easier to comprehend a text and make them more interesting in reading.

5.1.3. Post-reading phase

In post-reading phase, the PPL teachers applied *summarizing*. This strategy used by PPL teachers often. The PPL teachers applied this strategy in order to summarize or to make conclusion about what they have learnt. According to Krum (2013) summarizing helps students learn to identify main ideas, differentiate important from unimportant ideas, and remember what they have read, both in free recall and in answering.

The PPL teachers also used *Thinking critically* strategy in post-reading phase. Eventhough this strategy is very important for teacher to see student's comprehension, this strategy applied by PPL teachers rarely. In this strategy, it will show how the readers understand something by using their own language. Thinking critically offers students to develop good analysis and evaluation skill (Hedgcock & Ferris, 2011). It means that the students focus more deeply on the infomation.

And the last, *comprehension question, identifying author's purpose, examining grammatical structure, and follow-up writing exercise* are very important. From whole strategies, only follow-up writing exercise that applied often by PPL teachers. Almost follow-up writing exercise done by PPL teachers was in open-ended question form. Those post-

reading strategies aimed to see how far students comprehend the text that had been learnt. Besides, in post-reading strategies, students are supposed to apply what they posses (Brown, 2001).

The other strategies applied by PPL teachers but did not belong to strategy set were group discussing and identifying generic structure of text. These strategies were applied four times in the classroom. These strategies were applied to know how far student comprehend a text.

This research are different from the research were conducted by Valentika (2012) and Antoni (2011). First, the research was conducted by Valentika (2012) entitled English's Teacher Strategy in Teaching Reading Comprehension at "RSBI" SMPN 1 Kota Bengkulu. The result of her study showed that there were some strategies in pre-reading phase, namely; introducing a topic, activating schemata, discuss about text types. In while-reading phase, there were encouraging skimming, scanning, read-aloud, translating, visualizing, and re-read check for comprehension. In post reading, there were comprehension questions, vocabulary study, and follow-up writing exercise.

Second, the research was conducted by Antoni (2011) entitled EFL Teachers' Strategies in Teaching Reading Comprehension in Junior High School in Riau. The result showed that there were brainstorming, encouraging the use of dictionary, discussing text type, and predicting in pre-reading phase. In while-phase, there were read-aloud, re-reading, direct reading, discussing of unknown words, re-telling. In post-reading, there were evaluating comprehension in particular task, clarifying and justifying the students' answer, asking question for specific information, and reviewing.

Similarly, some of those strategies from both researches were also found in this research such as introducing a topic, skimming, scanning, read-aloud, translating, comprehension questions, and follow-up writing exercise. In contrast, this research found

other strategies in teaching reading comprehension applied by PPL teachers. Those strategies were activating background knowledge, sharing existing knowledge, set a purpose of reading, and describing generic structure in pre-reading phase. Meanwhile in while-reading phase, there were take note, silence reading, vocabulary study, and group reading. In post-reading phase, there were summarizing, thinking critically, identifying author's purpose, examining grammatical structure, group discussing and identifying generic structure.

VII. CONCLUSION

The strategies consisted of sixteen strategies out of seventeen strategies. Besides, there were seven strategies beyond the set strategies that applied by PPL teachers. Those strategies were employed into three phases according to their functions, namely; pre-reading phase, while-reading phase, and post-reading phase.

In pre-reading phase, the PPL teachers during their teaching applied six strategies of seven strategies. Those six strategies were introducing a topic, activating background knowledge, predicting, sharing existing knowledge, and set a purpose of reading. Beside, there was one strategy that did not set but it was applied by PPL teachers. This strategy was describing generic structure. The other strategy was not applied at all by PPL teachers was sequencing illustration.

In while-reading Phase, the PPL teachers during their teaching applied all strategies that were set by the researcher. those strategies were reading aloud, skimming, scanning, re-reading, and taking note. The other, there were four strategies that did not set but those were used by PPL teachers. Those strategies were silence reading, vocabulary study, group reading, and translating.

In post-reading phase, during teaching in the classroom, the PPL teachers applied all strategies that were set by researcher. There were seven strategies in this phase. The strategies were summarizing, thinking critically, comprehension question, identifying author's purpose,

exammining grammatical structure, and follow-up writing exercise. Beside, there was one strategy that did not set but it was applied by PPL teachers. This strategy was describing generic structure.

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