

Strategies Used in Teaching Reading at Two Senior High Schools in Surabaya

Lydia Yanson

Abstract. *This study was intended to know the teaching strategies that were used by English teachers in teaching reading and the students' responses on those strategies at two Senior High Schools in Surabaya. It was a classroom observational research. The subjects of this study were English teachers and students of two private high schools in Surabaya. Their classroom activities were recorded by using a handy camera and a tape recorder and she also took some pictures by using a camera. Then, the teachers were interviewed to give comments about actions taken in classroom. The interviews were carried out after the observation. From the observations and interviews, the writer found out that the teachers have already used the appropriate strategies of teaching reading as suggested by the 2006 curriculum. For example: the teachers applied BKoF (Building Knowledge of Field) in pre-reading activities, MoT (Modeling of Text) in whilst-reading activities, JCoT (Joint Construction of Text) and ICoT (Independence Construction of Text) in post-reading activities. However, on a closer examination, the students responded differently on the teachers' strategies. There were positive and negative responses from the students.*

Keywords: *teaching strategies, reading comprehension*

Introduction

Reading plays an important role in learning a foreign language. Doehring (1981:1) states that reading is essential for educational and vocational success in our society and the ability to read newspapers, magazines and books adds greatly to the quality of life. Reading makes the students familiar with words, spelling, expressions, and idioms of the language they want to learn. Reading lessons should train the students to grasp the essence of what they read. For a student, reading is an evitable activity. It takes place in all subjects he has to learn. That is why a student must keep on improving his reading ability.

The aim at teaching reading in senior high schools according to the 2006 Competency Based Curriculum is: "Students can understand contextual meanings (interpersonal, ideational, textual) in various reading passages that have communicative purposes, generic structures and certain linguistics features.

Before the 2006 curriculum was applied in all education stages, the government chose several schools to be the experimental schools. In Surabaya, there are several public and private schools that became the experimental schools of the 2006 curriculum. However, the writer

focused on two private schools as the subjects of her study. The writer's reasons of choosing those schools are as follows: (1) They have the experience in implementing the whole aspects of the new curriculum, including the class management and, (2) They are considered to be the representatives of all schools in Surabaya that use the 2006 curriculum.

The general practices done by most of the senior high school teachers when they teach English is that they still use traditional techniques in teaching reading. They usually use the following steps:

1. The teacher reads the reading passage
2. The teacher asks two or three students to read the passage aloud
3. The teacher explains the difficult words or new vocabularies found in the passage
4. The teacher gives the students some questions concerning the passage

The teaching techniques mentioned above are seemingly only a teacher - centered technique. The teacher does not encourage the students to be more active in looking for the ideas of the passage, the meaning of the vocabulary items or difficult words, idiomatic expressions, structural relationship of words. Consequently, the students tend to become passive listeners who only receive what is given by the teacher.

Along with the implementations of the 2006 Curriculum, the role of teachers in the classroom is also changing. There are many strategies which are offered by the new curriculum. Those strategies are applied to help the students involve in the lesson actively. Teaching and learning process in a classroom which is based on the 2006 curriculum become more interesting and also more challenging for teachers and also for students. Therefore, the writer intends to know what strategies do the teachers use and the students' responses to those strategies. The writer hopes that the findings of this study will be very useful for the development of the English as a Foreign Language classroom which is based on the 2006 curriculum.

Based on the reasons stated in the background of this study, there are two questions raised in this study: (1) "What strategies do the teachers use in teaching reading at SMAK Petra 2 and SMAK Santa Agnes in Surabaya?" (2) "How do the students respond those strategies?"

Thus the objective of this study is to find out the strategies used in teaching reading at two senior high schools and the students' responses on those strategies.

Methods

It was an observational study. The subjects of this study were English teachers and students of four classes of two private high schools in Surabaya in the academic year of 2007-2008. The instruments of this study were handy camera, a tape recorder, a camera, and questionnaires. The handy camera and the tape recorder were used to record the classroom activities and the camera was used to take some pictures as the supporting data of teaching and learning process in the class. The

questionnaires for the teachers consisting questions related to the teacher's education background and their strategies in teaching reading. The teacher's real names were not mentioned and it was replaced by letters.

The Findings

1. Teachers' Activities

In the Pre-Reading Stage.

There were four kinds of strategies used by the teachers in pre-reading activities. These strategies were applied to activate the students' background knowledge about the topic they were going to discuss. The following table is the strategies used by the teachers in pre-reading activities:

Table 1

No	Strategies Used by the Teachers
1	Summarizing; telling the story in the text by using her own words and asking the students to give comments about the story they have heard
2	Explaining kinds of text type in general
3	Explaining about the communicative purpose of the text
4	Asking one of the students to read the text and asking them to answer some triggering questions

In pre-reading activities, the teachers applied different strategies. Based on the writer's observation, the teachers used the following strategies in pre-reading activities:

1. Summarizing; telling the story in the text by using her own words and asking the students to give comments about the story they have heard

Teacher A (the English teacher of SMAK Petra 2 who has been teaching for 11 years) summarized the story in the text and told it briefly by using her own words. This strategy was applied to introduce the topic and to activate the students' background knowledge before the students read the text. The following example is the example of the teacher's strategy when the teacher told the story by using her own words:

It's about the person who went to the library and read encyclopedia. He found the sickness term like cholera & then he found the symptoms. He found the other term of sickness, that is malaria. Because he read all the symptoms of sickness, he became worry of himself. He thinks that he must go to the doctor. He told the doctor what happen. And then the doctor gave him a prescription. He must take three meals, walk every morning, and go to bed at 11 every night. That's the prescription that the doctor gave to him.

After the teacher told the story in the text, the teacher asked the students to give comments about the story they have heard. The following example is the example of the teacher's strategy and the students' responses:

Teacher : *"What impression did you get from this story?"*

Students : *[No response]*

Teacher : *"After the writer read all the term of sickness, he became worry"*

When the teacher asked the students to give comments about the story they have heard, there were no responses from the students. The students were passive at that time. Unable to obtain this reply, the teacher directly evaluated it.

2. Explaining kinds of text type in general

Teacher B (the English teacher of SMAK Petra 2 who has been teaching for five months) explained about kinds of text type in general during the pre-reading activities. He wrote kinds of text type on the blackboard and then explained it briefly. This strategy was applied to give a description to the students about all kinds of text type, before they began to discuss about one of the text types specifically. The following example is the example of the teacher's strategy:

When we talk about genre, we are going to deal with five kinds of text. We have narrative, descriptive, recount, procedure, news item. When you have a text, how can you know whether it is belong to narrative, descriptive, recount, procedure, or news item? You can know it from two things: Generic Structure and the Communicative Purpose. Communicative purpose actually talks about what is the purpose of the text.

In responding the teacher's strategy, the students were only listened to the teacher's explanation carefully. The students were quite silent at that time. Unfortunately, the students did not write the information given by the teacher on their note books. The students were considered to be passive listeners because they did not do anything and they only listened to their teacher's explanation.

3. Explaining about the communicative purpose of the text

Teacher C (the English teacher of SMAK Santa Agnes who has been teaching for 12 years) explained about the communicative purpose of an Anecdote in pre-reading activities. He wrote the communicative purpose of an Anecdote on the blackboard and then explained it briefly. This strategy was applied in order to give a description to the students about the purposes for which we use this type of text in the society. The following example is the example of the teacher's strategy and the students' responses:

Teacher : *“Before we come to reading passage, we build our knowledge about the genre of anecdote. The first, what is an anecdote?”*

Students : [No response]

Teacher : *“Anecdote is a story told to share with others an account of an unusual or amusing incident. It is actually the communicative purpose of the text. So, to share with others about an account”*

When the teacher asked the students to answer his question, there were no responses from the students, so the teacher directly explained about the communicative purpose of the text. The students listened to the teacher’s explanation and wrote the information given on their note books. The students were considered to be passive listeners.

4. Asking one of the students to read the text and asking them to answer some triggering questions

Teacher D (the English teacher of SMAK Santa Agnes who has been teaching for three months) asked one of the students to read the text entitled “Can you grow your own food in a jar?” loudly. This strategy was used to introduce the text to the students. The following example is the example of the teacher’s strategy and the student’s response toward the strategy:

Teacher : *“Now, we will learn about the theory of Procedure. Okay...would you read the text “Can you grow your own food in a jar?”*

Students : [Reading the text loudly] *“Can you grow your own food in a jar? In many countries, people eat a lot of beans and seeds. Here is an example. Do you eat any of those in your country? The Chinese make bean sprouts from the mug bean. This is how you can grow your own food in a jar. First, choose a bean or seed – for example, the mug or adzuki bean or the sunflower seed. Second, put 75 grams of the beans or the seeds in a bowl. Third, cover them in water for 12 hours. Fourth, pour out all the water. Fifth, put the beans or seeds into a large jar. Sixth, put a thin piece of cloth over the top of the jar. Seventh, put the jar on its side in a warm, dark place. Eighth, pour a cup of cold water through the cloth into the seeds and the bean. Ninth, make sure that you pour all the water out. Tenth, when the bean looks like those in picture 10, they are ready to eat.*

After one of the students read the text, the teacher asked the students to answer some triggering questions. The following example is the example of the teacher’s strategy and the students’ responses:

Teacher : *“My question: What type of text that we are reading?”*

Tommy : *Procedure*
 Teacher : “*What is the purpose of the text that we are reading?*”
 Students: “*To say how you grow your own food in a jar*”

In responding the teacher’s strategy, the students answered all of the triggering questions correctly. The students were active and it means that the students’ responses were positive.

In the Whilst-Reading Stage

There were eleven kinds of strategies used by the teachers in whilst-reading activities. These strategies helped the students to comprehend the reading text. The following table is the strategies used by the teachers in whilst-reading activities:

Table 2

No	Strategies Used by the Teachers
1	Explaining the generic structure of the text
2	Explaining the communicative purpose of the text
3	Discussing about the grammar and the significance feature of the language used in the text
4	Asking one of the students to read the text
5	Reading the text loudly
6	Explaining about text types and the example of each text type
7	Game
8	Discussing about the difficult words in the text
9	Discussing another example of the topic by using an overhead projector
10	Discussing the differences between recount, procedure and narrative text
11	Asking some comprehension questions

In whilst-reading activities, there were four strategies that are similar between the four teachers. Based on the observation, the following strategies were applied by all of the teachers:

a. Explaining the generic structure of the text

All of the teachers in SMAK Petra 2 and SMAK Santa Agnes explained about the generic structure in the text. Generic structure here is how the text is structured. The teacher explained the generic structure of the text so that the students will be able to make a composition later on by using the generic structure given. Because the text they were going to discuss was a narrative text, the teacher explained about three kinds of generic structure in a Narrative text. The following example is the example of the teacher’s strategy:

When we talk about narrative, there are some generic structures. The first kind of generic structure of narrative, start with orientation, complication, resolution, reorientation. When you look at the book, there is

introduction. Orientation is the term for Introduction. The second kind of generic structure is orientation, complication, resolution, reorientation. Reorientation is the same thing as the first paragraph. Reorientation is restate the orientation “menyatakan kembali” or sometimes to put the moral message [talks about the moral message]. The third one is orientation, evaluation, complication, resolution, reorientation. The most complicated is the third one. We have evaluation. What is evaluation? Evaluation is stepping back to evaluate the difficult situation / serious situation. There is a possibility where there is a story consists of more than one complication and more than one resolution. For example: Cinderella story. The first complication probably ... let’s say when Cinderella wants to go out from the house. How is the problem solved? Because of the fairies. The second complication is when she went to the party, she left her shoes. The second resolution is the prince came to her, gave her the shoes and asked her to marry him. That is two resolution and two complication.

In responding the teacher’s strategy, the students were only listened to the teacher carefully and wrote down the information they got. The students were quite silent at that time. In this case, the students were considered to be passive listeners.

b. Explaining the communicative purpose of the text

All of the teachers in SMAK Petra 2 and SMAK Santa Agnes explained about the communicative purpose of a Narrative text. This strategy was applied in order to give a description to the students about the purposes for which we use this type of text in the society. The following example is the example of the teacher’s strategy:

The communicative purpose is to amuse. To amuse is to make people laugh, to make people smile, to entertain, to deal with actual vicarious experience in different ways. Vicarious is other people except you. For example: The fox and the goat. Other example: Page 17. That is what we call vicarious experience.

In responding the teacher’s strategy, the students listened to the teacher carefully. The students were quite silent at that time. Unfortunately, there were only few students who wrote the information given by the teacher on their note books. The other students were just listened to the teacher’s explanation. Here, the students were considered to be passive listeners.

c. Discussing about the grammar and explaining the significance feature of the language used in the text

All of the teachers in SMAK Petra 2 and SMAK Santa Agnes asked the students to identify the grammar used in the text. This strategy was applied so that the students could make a composition later on by

using the appropriate grammar for each text type. The following example is the example of the teacher's strategy and the students' responses toward the strategies:

Teacher : *"What language did you find here? I mean the tenses"*

Students : *"simple past, simple present, past continuous"*

Teacher : *"We also pay attention to the significance feature of the language used in anecdote (exclamation or kata-kata seru) Example: How beautiful you are, how handsome you are. You can use intensifiers in writing anecdote. You must use verb to show material processes. Example: I have made some decisions. And then the use of temporal or time (when, while), relative conjunction (but, or, and), relative pronoun (this, that, whom, and so on.)"*

When the teacher asked the students to identify the grammar used in the text, the students could answer the question correctly. The students' responses were considered to be positive because they were active in answering the question given. The teacher also explained the significance feature of the language used in the text. The students listened to the teacher carefully and wrote the information they got at that time. The students were quite silent at that time. In this case, the students were considered to be passive listeners.

d. Asking one of the students to read the text

All of the teachers in SMAK Petra 2 and SMAK Santa Agnes asked one of the students to read the text entitled "Blue Tongue Lizard" loudly. The following example is the example of the teacher's strategy and the students' responses toward the strategies:

Teacher : *"Now, look at page 5! Can I have someone to read page 5?"*

Yoel, read the first paragraph, come on!"

Yoel : [Reading the first paragraph loudly] *"Blue Tongue Lizard and his wife camped near a swamp long ago. One day Blue Tongue Lizard went to get some food. While he was down at the swamp, he left his wife sitting under a shady tree. A little while later. "Taipan passed by Blue Tongue Lizard's camp. Taipan saw Blue Tongue Lizard's wife sitting under the tree. He decided he would steal her from Blue-Tongue Lizard".*

When the teacher asked one of the students to read the text, the student directly read the text loudly. The students were quite silent at that time because the students listened to their friend's reading.

There were two teachers who applied the following strategies in whilst-reading activities:

Reading the text loudly

Teacher C and D in SMAK Santa Agnes read the text loudly in whilst-reading activities. The following example is the example of the teacher's strategy:

Ted Robinson has been worried all week. Last Tuesday he received a letter from the local police. Ted wondered why he was wanted by the police, but he went to the station yesterday and now he is not worried anymore. At the station, he was told by a smiling police that his bicycle had been found. Five days ago, the policeman told him, the bicycle was picked up in a small village four hundred miles away. It is now being sent to his home by train. Ted was most surprised when he heard the news. He was amused, too, because he never expected the bicycle to be found. It was stolen twenty years ago when Ted was a boy of fifteen.

All of the students listened to the teacher's reading and the students were quite silent at that time. In this case, the students were considered to be passive listeners.

Based on the observation, the following strategies were applied by one teacher in whilst-reading activities:

a. Explaining about text types and the example of each text type

Teacher B in SMAK Petra 2 explained about text types and the example of each text type. This strategy was used to introduce text types. The following example is the example of the teacher's strategy:

When we talk about Descriptive, actually we are talking about how you visualize something. For example: When I talk about my girlfriend. You've never met my girlfriend. When I want to make a descriptive text, every line on the text makes you visualize how my girlfriend looks like. Recount is telling events in chronological order. For example: Once, I was still in Junior High. Then, a girl came to my class and she asked me for a date. Other example: My daily activities. I woke up at 5.15 early. Procedure talks about steps (how to make map, how to make hot chocolate. News Item, when you read newspaper... That is News Item. You have sources and so on.

In responding to the strategy, the students listened to the teacher carefully at that time. The students also wrote down the teacher's explanations on their note books. The students were quite silent at that time. In this case, they were considered to be passive listeners.

b. Game

Teacher A in SMAK Petra 2 had a game for the students. This strategy was used in order to make the students more active in answering the teacher's questions. The teacher divided the students into six groups. The teacher gave questions to the students, whenever the students gave the correct answer, she will put a stick on the blackboard. By doing this, the students will know whether they are active or not. The following example is the example of the teacher's strategy:

There are six rows. I will write A, B, C, D, E, F (for the name of the group). I will give questions, every time you give the correct answers, I'll put a stick on the blackboard.

In responding the strategy, the students listened to the teacher carefully and the students were quite silent at that time. The students were considered to be passive listeners.

c. Discussing about the difficult words in the text

Teacher C in SMAK Santa Agnes discussed about the difficult words in the text. This strategy was used in order to make the students comprehend the text more and also to increase their vocabulary acquisitions. The following example is the example of the teacher's strategy and the students' responses toward the strategies:

Teacher : *"Is there any question about the difficult words? What is the meaning of worried?"*

Students : *"kuatir"*

Teacher : *"What is the meaning of wonder?"*

Students : [No response]

Teacher : *"Ingin tahu"*
"What is pick up?"

Students : *"mobil"*

Teacher : *"dijempur"*
"I am amused. Saya terhibur. I am amusing. What is the meaning?"

Students : *"menghibur"*

Teacher : *"menghibur"*

When the teacher asked the students to answer his questions about the difficult words in the text, the students were active in answering the questions. As a matter of fact, there were correct and incorrect answers from the students. When the students replied incorrectly, the teacher positively evaluated it by giving the correct answers. The students' responses were considered to be positive because they were active in answering the question given.

d. Discussing another example of the topic by using an overhead projector

To broaden the students' knowledge, teacher A in SMAK Petra 2 discussed about another example of recount text entitled "The Spanish Armada" by using an overhead projector and explained about how to

tell a story in chronological order. The following example is the example of the teacher's strategy:

In paragraph 1 (in May 1588). It is showing time. "At first" is also showing time (the sequence of time). "One", "at last" also the sequence of time. It means that this text tells a story chronologically. When you tell stories, tell it chronologically (first like this and then after that, at the end, bla bla bla).

In responding to the strategy, the students listened to the teacher carefully and wrote down the information they got. The students were quite silent at that time. The students were considered to be passive listeners.

- e. Discussing the differences between recount, procedure and narrative
Teacher A in SMAK Petra 2 asked three students to write on the blackboard about the differences between the generic structure of recount, procedure and narrative text. This strategy was applied in order to evaluate the students' understanding about the generic structure of the text. The following example is the example of the teacher's strategy:

What is the difference between recount, procedure and narrative? Who will be volunteers? I have three notes. Please write down what genre or text type of each paper. Genre is text type like narrative, procedure, anecdote, etc.

In responding to the strategy, three students wrote the differences between recount, procedure and narrative on the blackboard. The students could mention the differences between those genres correctly. The students' responses were considered to be positive because they were active in answering the question given.

- f. Asking some comprehension questions
Teacher C in SMAK Santa Agnes asked some comprehension questions orally. This strategy was applied in order to evaluate the students' understanding about the text. The following example is the example of the teacher's strategy and the students' responses toward the strategies:

Teacher : *"Okay, now Activity II questions. What is the most suitable title for the text? Ernest!"*

Ernest : *"The lost bicycle"*

Teacher : *"What tenses does he use for telling the story?"*

Students : *"Simple past tense"*

Teacher : *"In what part of the generic structure does the writer tell the funny 'thing'?"*

Students : *"From the coda"*

Teacher : *"Do you think that 'the thing' is really funny?"*

Students: *"No"*

In responding to the strategy, the students answered all of the questions correctly. The students' responses were considered to be positive because they could answer all of the questions correctly.

In the Post-Reading Stage

There were four kinds of strategies used by the teachers in post-reading activities. These are the teacher's strategies to end up the reading lesson Based on the writer's observation, the teachers used the following strategies:

Table 3

No	Strategies Used
1	Giving an exercise and asking the students to do it individually (written questions)
2	Questioning the students (oral questions)
3	Asking the students to make a composition (making an anecdote)
4	Asking the students to present about "How to make something" by using the generic structure of the text they have already discussed and reviewing the theory of the text which has been discussed

The teachers applied different strategies in post-reading activities. The strategies that were used by the teachers are:

- a. Giving an exercise and asking the students to do it individually
Teacher A in SMAK Petra 2 gave exercises in worksheets to the students which consist of comprehension questions about the text. The teacher asked the students to do the exercise individually. This strategy was applied in order to evaluate the students' understanding about the text. The following example is the example of the teacher's strategy:

I want to ask you to do this exercise, write the answer by using a pencil. One student, one paper. Please read the article first. Now, you choose which one is the best answer by crossing at the letter. Submit your work, pass it on your friend in front of you. Do it by yourself, don't ask your friend.

In responding to the strategy, the students do the written exercise individually. After they have finished doing the exercise, they submitted their work to the teacher. The students' responses were considered to be positive because they were active in doing the written exercise given.

- b. Questioning the students (oral questions)
Teacher B in SMAK Petra 2 asked the students to answer some comprehension questions about the text entitled "Blue-Tongue Lizard" orally. This strategy was applied in order to evaluate the students' understanding about the text. The following example is the

example of the teacher's strategy and the students' responses toward the strategies:

Teacher : *"What is the orientation? Who?"*

Students : *"blue-tongue lizard, taipan"*

Teacher : *"Where?"*

Students : *"swamp"*

Teacher : *"When?"*

Students : *"a long ago"*

Teacher : *"What is the complication?"*

Students : *"paragraph 3"*

In responding to the strategy, the students answered all of the questions correctly. They could answer all of the questions correctly at that time. In this case, the students' responses were considered to be positive.

- c. Asking the students to make a composition (making an anecdote)

Teacher C in SMAK Santa Agnes asked the students to form a group of four and make an anecdote in their groups. This strategy was applied in order to evaluate the students' understanding about the text. The following example is the example of the teacher's strategy:

In group of four, make an anecdote, but not too long.

In responding the teacher's strategy, the students made drafts about anecdotes in their groups. It means that the students' responses were positive. The students' work would be submitted to the teacher in the next meeting.

- d. Asking the students to present about "How to make something" by using the generic structure of the text they have already discussed and reviewing the theory of the text which has been discussed.

Teacher D in SMAK Santa Agnes asked one of the students to present about "How to make something" by using the generic structure of a Procedure text. This strategy was applied in order to make the students able to construct a Procedure text independently. The following example is the example of the teacher's strategy and the students' responses toward the strategies:

Teacher : *"Now, our topic is about procedure, so you have to make a presentation about how to make something. Now the time is yours"*

Student : *"Good afternoon Miss Diana. Now, I want to present "How to make canapé tuna". The ingredients are: 6 slice of whole wheat unsweetened bread, 100 gr. of red tomato, 100 gr. of tuna, 100 gr. of Japanese cucumber, slice across. 1 black olive fruit, lettuce. How to make: First, cut the bread into fish form. Roasted it. Second, take the bread, stack lettuce, cucumber, tuna and tomato covered with bread. Third, for the eyes of fish, decorate it with olive fruit. Now, the tuna is ready to serve"*

In responding the strategy, the students made presentations about “How to make something”. The students’ responses were considered to be positive because they were active and they could make good presentations.

The teacher also reviewed the theory of the text they have already discussed. The following example is the example of the teacher’s strategy:

Attention! That’s all about your presentation. Now you are understand how to make something using the structure of procedure. Next, you will have a test about how to make something. You have to answer the following questions: The first is how to make bla bla bla. The second is the material needed or ingredients. The last one is about the steps or the method using first, second, meanwhile (the language features), using imperative and indirect speech.

The students listened to the teacher’s explanation carefully and they were quite silent at that time. Unfortunately, the students did not write the information given by the teacher on their note books. The students were considered to be passive listeners.

Based on the result of the interviews, the writer found out that there are several reasons why the teachers use their strategies in teaching reading. The first reason is that the teacher wants to make the students more active, to get involved and encourage them to talk more. By doing this, the teacher believes that the students will be more active. In this 2006 curriculum, the teacher has to give the students more chances than the usual one. The second reason is that the teacher wants to use suitable strategy for 2006 curriculum

According to the result of the interviews, there are several differences between teaching reading based on the 1994 curriculum and teaching reading based on the 2006 curriculum. The 1994 curriculum deals with thematic reading. It talks about questions, the main idea of the text and vocabulary. The most important in teaching reading based on 1994 curriculum is that the students can catch the meaning of the text. The students have to listen to the teacher’s explanation first and then the students have to finish their jobs. In 2006 curriculum, teachers teach about the genre. We are dealing with Genre Based Approach, so we are dealing with different kind of texts. They tell about the characteristic of the text type. For example: the generic structure, the grammar used in the text, beside the vocabulary and also the function of the text, the communicative purpose of the text. So, here students studied more. The material should be suitable for genre. If the teacher teaches reading, he teaches the material that is related to the genre first. In teaching reading based on 2006 curriculum, the students must master the questions of reading for meaning, reading for ideas and reading for details. For instance, the

students have to find about the narrative story by themselves and then they perform a presentation about it in front of the class, so the students must be active.

2. Students' Responses to the Teachers' Strategies

This section is devoted to discuss about the findings. The following table presents the strategies used by the teachers in pre-reading; whilst-reading and post-reading activities and also the students' responses toward those strategies:

Table 4

No	Strategies Used by the Teachers	Students' Responses
<i>Pre-Reading Activities</i>		
1	Summarizing; telling the story in the text by using her own words. Asking the students to give comments about the story they have heard	The students listened to the teacher carefully. There were no responses from the students. They did not give any comments about the story they have heard
2	Explaining kinds of text type in general	The students listened to the teacher's explanation
3	Explaining about the communicative purpose of the text	The students listened to the teacher's explanation
4	Asking one of the students to read the text. Asking the students to answer some triggering questions	One of the students read the text loudly. The students could answer the questions very well
<i>Whilst-Reading Activities</i>		
1	Explaining the generic structure of the text	The students listened to the teacher's explanation
2	Explaining the communicative purpose of the text	The students listened to the teacher's explanation
3	Discussing about the grammar and the significance feature of the language used in the text	The students could answer the questions about the grammar used in the text very well
4	Asking one of the students to read the text	One of the students read the text loudly

No	Strategies Used by the Teachers	Students' Responses
5	Reading the text loudly	The students listened to the teacher's reading
6	Explaining about text types and the example of each text type	The students listened to the teacher's explanation
7	Game	The students were more active in answering the teacher's questions
8	Discussing about the difficult words in the text	The students could answer the questions about the difficult words very well
9	Discussing another example of the topic by using an overhead projector	The students listened to the teacher's explanation
10	Discussing the differences between recount, procedure and narrative text	The students could identify the differences between recount, procedure and narrative text very well
11	Asking some comprehension questions	The students could answer the questions very well
<i>Post-Reading Activities</i>		
1	Giving an exercise and asking the students to do it individually (written questions)	The students could do the exercise very well
2	Questioning the students (oral questions)	The students could answer the questions very well
3	Asking the students to make a composition (making an anecdote)	The students could make an anecdote very well
4	Asking the students to present about "How to make something" by using the generic structure of the text they have already discussed. Reviewing the theory of the text which has been discussed	The students could make good presentations about "How to make something". The students listened to the teacher's explanation

There were many strategies used by the teachers in teaching reading. The students also respond differently on each strategy used by the teachers. From the findings, the writer can conclude that there were some strategies that were responded negatively by the students. Negative response here means the students were passive or they could not answer the teacher's questions correctly. For instance, in pre-reading activities, the teacher summarized; told the story by using her own words and asked the students to give comments about the story. There were no responses from the students at that time. Another example is when the teacher discussed the difficult words in whilst-reading activities, sometimes the students responded negatively, such as they could not answer the question correctly or there were no response at all.

From the findings, the writer can also conclude that there were some strategies that were responded positively by the students. Positive response here means that the students were active in answering the teacher's question or doing the reading tasks. For example: In whilst-reading activities, the teacher discussed about the grammar and the significance feature of the language used in the text. The students could identify the grammar used in the text at that time. The students could also answer the comprehension questions given by the teacher. When the teacher asked the students to do an exercise individually, they could do it very well. The teacher also had a game for the students (The teacher divided the students into six groups, the teacher gave questions to the students, whenever the students gave the correct answer, she will put a stick on the blackboard. By doing this, the students will know whether they are active or not). The students were active in answering the teacher's question at that time because they were motivated to win the game and to learn more. A good example of positive response from the students was when the teacher asked them to make an anecdote in group of four. The students could make anecdotes very well. Another example of students' positive response was when the teacher asked them to make a presentation of "How to make something", they could make a good presentation by using the theory they have got (the generic structure of Procedure). There were many positive responses from the students during the teaching and learning activities. When the responses are positive, then the teacher knows that the students comprehend the text very well.

The Discussion

The writer would like to discuss about the strategies used by teachers and the students' responses toward those strategies.

From the writer's observation, it can be concluded that the teachers have already applied the new approaches suggested by the 2006 Competency Based Curriculum. They have applied the four steps or stages of Genre Based Approach which is stated by Feez (1998:27-31) as follows:

a. Building Knowledge of Field

In 2006 Curriculum, it is suggested that the teachers use BKoF (Building Knowledge of Field) in pre-reading activities. There were two teachers who had already used the BKoF strategies. The teachers had already talked or discussed the topic to be learned before reading the text. For example: there was a teacher who summarized the story in the text and asked the students to give comments about the story they have heard. There were an interactive activity between the teacher and the students. Unfortunately, the students were passive and they did not give any comments about the story they have heard. There was also a teacher who asked some triggering questions and the students could answer the questions correctly.

As a matter of fact, there were two teachers who did not use BKoF strategies in pre-reading activities, but directly used the MoT (Modeling of Text) strategies which are actually suggested to be used in whilst-reading activities. There was a teacher who explained kinds of text type. There was another teacher who explained about the communicative purpose of the text. As a result, there were no interactive activities between the teacher and the students. The students only listened to the teacher's explanation. The last teacher directly asked one of the students to read the text. This teacher also did not apply the appropriate strategies according to the curriculum. The appropriate way of teaching is that the teacher should act as the first model to read the text before the students begin to read it by imitating the correct pronunciation.

b. Modeling of Text

It is suggested that in the 2006 Curriculum, the teachers used MoT (Modeling of Text) strategies in whilst-reading activities. Based on the observation data, all of the teachers had already applied the MoT strategies in whilst-reading activities. All of the teachers introduced a model of the genre to the class. For example: the teacher read the text loudly and the teacher discussed about another example of a Recount text by using an overhead projector.

All of the teachers discussed the purposes for which we use this type of text in the society. For example: The teacher explained about the communicative purpose or the social function of an Anecdote. The teachers also investigated the language features and the grammar used in the text. For example: the teacher asked the students to investigate the grammar used in an Anecdote. With the class, the teachers identify how the text is structured. For example: The teacher asked the students to identify the generic structure of an Anecdote. The last step is the teachers discussed the function of each stage. For example: The teacher discussed about the functions of abstract, orientation, crisis, reaction and coda in an Anecdote.

c. Joint Construction of Text

According to the 2006 Curriculum, it is suggested that the teachers used JCoT (Joint Construction of Text) and ICoT (Independence Construction of Text) strategies in post-reading activities. Based on the observation, there were two teachers who had already applied the JCoT strategies in post-reading activities. The teacher gave reading tasks for the students. For example: the teacher asked some comprehension questions orally. The other teacher asked the students prepare a story and make a draft (in group of four).

d. Independence Construction of Text

Based on the observation, there were two teachers who applied the ICoT strategies in post-reading activities. The teachers asked the students to work independently with the text. For example: the teacher asked the students to do the exercises on the worksheets individually. There was also a teacher who asked one of the students to present about “How to make something” by using the generic structure of a procedure. Students’ performances are used for achievement assessment. For example: The students’ presentation about “How to make something” will be used for the achievement assessment.

There are several similarities and differences among the teachers’ teaching strategies of the two schools observed. The similarities and differences are as follows:

Similarities	Differences
<p>All of the teachers in SMAK Petra 2 and SMAK Santa Agnes Surabaya applied the MoT (Modeling of Text) strategies in whilst-reading activities</p>	<ol style="list-style-type: none"> 1. BCoF (Building Knowledge of Field) - Teacher A in SMAK Petra 2 summarized the story in the text and asked the students to give comments about the story they have heard - Teacher C in SMAK Santa Agnes asked some triggering questions 2. JCoT (Joint Construction of Text) - Teacher B in SMAK Petra 2 gave reading tasks for the students - Teacher C teacher asked the students prepare a story and make a draft (in group of four) 3. ICoT (Independence Construction of Text) - Teacher A asked the students to do the exercises on the worksheets individually - Teacher D asked the students to present about “How to make something” by using the generic structure of a procedure

Conclusion

From the results and finding discussed in the previous chapter, the writer concludes that:

1. In pre-reading activities, the teacher built the students' knowledge first by summarizing and telling the story in the text by using her own words. There are interactive activities between teacher and students. For instance, the teachers asked the students to give comments about the story they have heard and asked some triggering questions orally.
2. In whilst-reading activities, some teachers introduced a model of the genre to the class by reading paragraph one to three loudly; reading the whole text loudly and discussing about another example of the text by using an overhead projector. Secondly, the teachers discussed the purposes for which we use this type of text in the society by explaining about the communicative purpose or the social function of the text. Thirdly, the teachers investigated the language features and the grammar used in the text by asking the students to identify the grammar used in the text. With the class, the teachers also identified how the text is structured by identifying the generic structure of the text. The last one, the teachers discussed the function of each stage. For instance, the teacher discussed about the functions of abstract, orientation, crisis, reaction and coda in an Anecdote
3. In post-reading activities, the teachers gave reading tasks to the students. For example: In Joint Construction of Text stage, there was a teacher who asked the students to prepare a story and make a draft in group of four. In Independent Construction of Text stage, the teachers asked the students to do the exercises on the worksheets individually and asked one of the students to present about "How to make something" by using the generic structure of a procedure.
4. The students responded differently on the teachers' strategies. There were positive and negative responses from the students. The responses were considered to be negative when the students were passive or they could not answer the teacher's questions correctly. For instance, when the teacher discussed the difficult words in whilst-reading activities, sometimes the students could not answer the question correctly or there were no response at all. The responses were considered to be positive when the students were active in answering the teacher's question or doing the reading tasks. For example: the students could answer the comprehension questions from their teachers orally, they could do the exercises given by their teachers and they could also make a good presentation. It means that they could comprehend the text very well.

From the summary, we can see that there are improvements in the implementation of the 2006 curriculum. It is quite different from the 1994 curriculum that deals with Thematic Reading. The 1994 curriculum is a teacher-centered learning. The 2006 curriculum applies the English discourses in terms of genres. Teachers tell about the characteristics of

texts. They also asked the students to analyze the generic structure, the communicative purpose or social function, the grammar or the language features in the text. There are some teachers who also asked the students to find sources outside the class and make presentations by using the theories they have got. In this case, the students will be more active and independent in constructing the skills that they have got in reading lesson. It means that the 2006 curriculum emphasizes on students-centered learning.

Suggestions

This study is limited in scope and also in presenting evidences about the strategies. Above all, the writer would like to suggest some points which may be useful for other teachers who read this thesis, especially for the teachers from Teacher Training of Widya Mandala Catholic University.

1. Teachers are expected to apply all of the teaching strategies suggested by the 2006 curriculum, such as BKoF (Building Knowledge of Field), MoT (Modeling of Text), JCoT (Joint Construction of Text) and ICoT (Independence Construction of Text). For example: teachers could use the strategies which have been discussed in the previous chapter of this thesis. Teachers may apply the strategies in this study that were responded positively by the students.
2. English Department students of Widya Mandala Catholic University could try to practice the teaching reading strategies suggested by the 2006 Curriculum during their Teaching Practice (PPL).

Recommendation of Further Research

For further research, the writer recommends other researchers to make a deeper and more detailed observation of the application of Brown's strategies in teaching reading. Some points that may be considered to carry on further research are as follows:

1. Researchers can conduct experimental studies related to this topic to confirm the findings of this study
2. Researchers can try to use more classes with different ability levels
3. Subjects may be varied, so that broader results and comparison can be obtained

The writer hopes that through some recommended points above other researchers will be able to get broader insights that later can be used to give feedback to the subjects under study.

Bibliography

Alderson, J. Charles and A.H. Urquhart. 1984. *Reading Foreign Language*. New York:Longman, Inc.

- Allen, J.P.B and S.P Corder. 1974. *Techniques in Applied Linguistics*. London: Oxford University Press
- Anderson, Jonathan. *The Development of a Reading Laboratory for Second Language Learners*. RELC Journal 3. June-December 1972, no.1 and 2
- Badrawi, Nazly. 1992. The Reading Dilemma: Meeting Individual Needs. *English Teaching Forum*, 30 (3), July, 16-19
- Billows, F. L. 1961. *The Techniques of Language Teaching*. London Group Ltd.
- Blake, Kathryn A. 1989. *College Reading Skill*. New Jersey:Prentice Hall, Inc.
- Brown, Douglas H. 1980. *Principles of Language Learning and Teaching*. Englewood Cliffs:Prentice Hall, Inc.
- Browning, Jeremy. June 2003. *Why Teachers Should Use Timed Reading in ESL Classes*. Retrieved March 17, 2006 from <http://iteslj.org/Articles/Browning-TimedReading.html>
- Bumpass, Faye L. June 1975. "Learning to Read in a Foreign Language". The Art of TESOL:Selected Articles from the English Teaching Forum part two. New York:Newburry House Publishers
- Carell, Patricia L.et.al. 1988. *Interactive Approaches to Second Language Reading*. New York:Cambridge University Press
- Departemen Pendidikan Nasional, Direktorat Jenderal Pendidikan Dasar dan Menengah.2004. *Sistematika Kurikulum Bahasa Inggris 2004 dan Pengembangan Silabus*. Jakarta:Departemen Pendidikan Nasional
- Depdikbud. 2003. *Kurikulum Berbasis Kompetensi:Standar Kompetensi Mata Pelajaran Bahasa Inggris.SMA dan Madrasah Aliyah*. Jakarta: Departemen Pendidikan Nasional
- Derewianka, Beverly. 1990. *Exploring How Texts Work*. Australia:Primary English Teaching Association
- Dobson, Julia. March-May 1973. Making the Most of Reading. *English Teaching Forum*, vol.XI, no.2
- Doehring, Donald. D,et al. 1981. *Reading Disabilities*, New York: Academic Press, Inc.
- Downing, John and Checkson Leong. 1982. *Psychology of Reading*. New York: Macmillan Publishing Co., inc.

- Dubin, Fraida, David E. Eskey. 1986. *Teaching Second Language Reading for Academic Purposes*. United States of America: Addison-Wesley Publishing Company
- Dupuis, Mary M. and Askov, Eunice M. 1982. "Content Area Reading" in *An Individual Approach*. New Jersey: Prentice Hall, Inc.
- Feez, Suzan. 1998. *Text-Based Syllabus Design*. Australia: Macquarie University
- Finocchiaro, Mary. 1964. *Reading in English as a Second Language from Theory to Practice*. New York: Regent Publishing Comprehension, Inc. Publisher
- Flesh, Rudolph and Wardaugh, Ronald. 1969. *Reading: A Linguistic Perspective*. Harcourt. Brace and World, Inc
- Frisby, A. W. 1995. *Teaching English: Note and Comments on Teaching English Overseas*. London: London ELBS
- Goodman, Kenneth S. 1967. "Reading: A Psycholinguistic Guessing Game" in *Journal of the Reading Specialist*
- Greenwood, John in Gerry Abbot, et.al. 1981. *The Teaching of English as an International Language, A Practical Guide*, Collin, Glasgow
- Harris, Albert J. and Sipay, Edward R. 1980. *How to Increase Reading Ability*. New York: Longman Inc.
- Janzen, Joy. 1996. "Teaching Strategic Reading" in *TESOL Journal* vol.6.no.1
- Kessler, Carolyn (ed.) 1992. *Cooperative Language Learning: A Teacher's Resource Book*. Englewood Cliffs: Prentice-Hall
- Knuth, R. A. and Jones, B. F. 1991. *What Does Research Say About Reading?* Retrieved March 17, 2006 from http://www.ncrel.org/sdrs/areas/stw_esys/str_read.htm
- Langan, John. 1994. *Reading and Study Skills Form 5th edition*. United States of America: Mc Graw-Hill, Inc.
- Larsen-Freeman, Diane. 1986. *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press
- Leedy, Paul D. 1956. *Improve Your Reading: A Guide to Greater Speed Understanding and Enjoyment*. New York: Mc Graw-Hill
- Macken, Mary. 1990. *Book 4: The Theory and Practice of Genre-Based Writing*. Australia: Literacy and Education Research Network

- Mickulecky and Jeffries, Beatrice S. and Linda. 1964. *Reading Power: Reading Faster, Thinking Skills, Reading for Pleasure, Comprehension Skills*. Massachusetts: Addison Wesley Pub.Co.
- Mitchell, DC. 1982. *The Process of Reading*. New York: John Willy and Sons.p.22
- Murcia, Marianne Celce. 1991. *Teaching English as a Second or Foreign Language second edition*. Los Angeles: Heinle and Heinle Publishers
- Nunan, David. 1992. *Research Methods in Language Learning*. New York: Cambridge University Press
- Nuttal, Christine. 1983. *Teaching Reading Skills in a Foreign Language*. London Heineman Educational Books, Ltd.
- Paulston, Christina and Bruder, Mary Newton. 1976. *Teaching English as a Second Language: Techniques and Procedures*. Cambridge. Massachusetts: Winthrop Publisher, Inc
- Rumelhart, D.E. 1977. *Toward an Interactive Model of Reading*. In S. Dornic (Ed.), *Attention and Performance VI* (pp. 575-603). Hillsdale, NJ: Lawrence Erlbaum
- Searfoss, Lyndon W. and Readence, John E. 1985. *Helping Children Learn to Read*. New Jersey: Prentice-Hall, Inc.
- Shepherd, David L. 1973. *Comprehension High School Reading Methods*. United States of America: Charles Merrill Publishing
- Silberstein, Sandra. October 1987. Let's Take Another Look at Reading: Twenty- Five Years of Reading Instruction. *English Teaching Forum* vol.XXV number 4
- Smith, Frank. 1982. *Understanding Reading a Psycholinguistics Analysis of Reading and Learning to Read*. New York: Rinehart and Winstons
- Smith, Nila B and Robinson, H.Alan. 1980. *Reading Instruction for today's Children*. Englewood Cliffs. Prentice-Hall Inc.
- Snow, Catherine, Susan Burns, and Peg Griffin. 1998. *Preventing Reading Difficulties in Young Children: Executive Summary*. Retrieved March 17, 2006 from <http://www.readingrockets.org/teaching>
- Stern, H. H. 1985. *Fundamental Concepts of Language Teaching*, Oxford University Press

- Stoller, Fredericka L. January 1994. Making the Most of a Newsmagazine Passage for Reading-Skills Development. *English Teaching Forum* vol.32. No.1
- Sudarwati, Th. M. and Grace, Eudia. 2005. *Look Ahead 2 An English Course*. Jakarta: Erlangga
- Vacca, Richard T. 1981. *Content Area Reading*. Boston: Little,Brown and Company. Webster, Noah. 1983. Webster's New Twentieth Century Dictionary Unabridged Second Edition. Prentice-Hall. New York
- Wainright, Gordon Ray. 1977. *How to Read for Speed and Comprehension*. USA, published by arrangement with W.H. Allen and Co.Ltd.
- Ward, James. April 1984. Techniques for Teaching Reading. *English Teaching Forum* vol.XVIII, no.2
- Wardaugh, Ronald. 1969. *Reading: Linguistic Perspective*, Haircourt, Brace and World, Inc.
- Widdowson, Henry. 1979. *The Process and Purpose of Reading in Explorations in Applied Linguistics*. New York: Oxford University
- Wiriyaichitra, Arunee. July 1982. A Scientific Reading Program. *English Teaching Forum* vol.XX. No.3
- Woods, D. 1989. *Studying ESL Teachers' Decision – Making: Rationale, Methodological Issues and Initial Results*. Carleton Papers in Applied Language Studies
- Yun, Mei Yue. 1989. Teaching Efficient EFL Reading. *English Teaching Forum* vol.XXVIII. No.2