

**Teachers' Professionalism In Teaching Reading: Narrative Inquiry From A  
Voice Of Senior EFL Teacher At A Junior High School**

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**ABSTRACT**

The aims of this research is to open the insight of a senior EFL teacher toward the strategies that commonly use during reading teaching. Using narrative inquiry design, the result of this study would be in narrative form. The participant that chosen in this study is an EFL teacher with 25 years experiences. After collecting the data by interview, the researcher found the result that shows the mostly use strategies are Lecture and Direct Reading Activity. These two strategies come with it advantages and disadvantages. But, these two strategies consider the most effective and efficient to apply in the classroom.

**Keywords:** Teaching Reading; Narrative Inquiry; EFL Teacher

**INTRODUCTION**

In effective teaching of reading comprehension, teachers lead students in the classroom to become proficient and successful readers. Creative teachers do not use only one specific method and technique, but implement many strategies and skills to accommodate the needs and learning styles of each student in the classroom. Slavin (2000) has also noted that effective instruction is not a simple matter of one person with more knowledge transmitting knowledge to another. Therefore, successful teachers who teach reading realize that reading can be taught by using a variety of strategies. The teaching must be modified by the teachers depending on the students' needs. According to Allington (2002), he notes that creative teachers manage to get better results regardless of curriculum materials, pedagogical approaches and/or reading programs.

Research of Teacher's Strategies of Implementing Activities In Teaching Reading was previously made by Gladiora & Renata (2020) from University of Pattimura in their journal entitle "Teachers Strategies in Teaching Reading at Junior High School of

Simarau Sub-District: Problem and Solution, the study discuss the problems that teachers and students commonly face during reading learning and what strategies the teachers apply to overcome with the problems. The finding of this study is “The approaches used by teachers to solve the challenges were enhancing students' knowledge of vocabulary, inspiring pupils, and introducing different methods for teaching literacy”.

Considering to those explanations, this research is conducted to find out what strategies implemented by the teacher in teaching reading activities to students of a Junior High School in Indonesia.

## **LITERATURE REVIEW**

According to a study that conducted by Tina (2020) entitled **READING TEACHING STRATEGIES APPLIED BY ENGLISH TEACHERS IN SENIOR HIGH SCHOOL** found that teachers used several strategies during the learning process and not only learn to read in English but also to understand the reading text. The strategy used by teachers can develop students' ideas and understanding from reading texts as well and how to read properly in English with reading aloud strategies. Technically, more than one strategies combined by teachers. That was meant to make it easier for teachers to help students master reading subjects. A combination of strategies is important to apply to help students in learning reading in English class.

Based on a study that conducted by Gladiora (2020) entitled **Teachers' Strategies in Teaching Reading at A Junior High School in Sirimau Sub-District: Problems and Solutions**, found that The approaches used by teachers to solve the challenges were enhancing students' knowledge of vocabulary, inspiring pupils, and introducing different methods for teaching literacy. She also mentioned that teachers need to expand their understanding of techniques in the teaching and learning process.

Fitri (2021) also conducted a study entitled **Teachers' Strategies in Teaching Reading Comprehension** and the result showed that teachers need to be equipped by strategies in teaching reading comprehension in order to help the students to cope with the difficulties in learning English. The choice of strategies was adapted by the teachers with the materials, the syllabus and curriculum. Those strategies were effective in teaching reading comprehension because it can help students to comprehend the text and they could exchange their opinion with their friends.

Tina, Sinta, and Saragih (2021) also conducted a study named **Reading Teaching Strategies Applied by English Teachers in Senior High School** and found that there are several techniques used by teachers in teaching reading strategies, namely Scanning, Skimming, Active Reading, Speed Reading, Structure-Proposition-Evaluation, and Survey-Question-Read-ReciteReview. they also mentioned that The ability of teachers

to combine more than one strategy is required to be able to help their students to be skilled at reading well in English.

A study that conducted by Gendis, Dedi, and Hilda (2020) entitled Teachers' Strategies in Teaching Reading Comprehension showed that the teacher one used several strategies in teaching reading comprehension. The strategies were brainstorming, reading aloud, and asking for specific information. While the teacher two used nine strategies. They were encouraging the use of dictionaries, reading aloud, reread for checking comprehension, evaluating comprehension in particular tasks, and asking questions for specific information.

## **METHOD**

### **Design and Sample**

This research is a narrative inquiry study. Narrative inquiry can reveal unique perspectives and deeper understanding of a situation. Often giving voice to marginalized populations whose perspective is not often sought. Narrative research was considered a way to democratize the documentation and lived experience of a wider gamut of society.

This research was conducted with the English teacher in the ninth grade of a Junior High School in Karawang. The reason for choosing the teacher is because the researcher was interested to the English teacher there having his own strategies in teaching English reading. This English teacher has more than twenty years of experience in teaching English reading. Also, according to the teacher, the students that he teaches also show their interest as far as the teacher uses her strategy in teaching reading in this school.

Teacher's Name (pseudonym)	Background of Education	Years of Teaching Experience
Richard	Bachelor's Degree in English Education at Kediri	Twenty four Years

### **Instrument and Procedure**

The instrument used in this research is Interview. The interview instrument was used in this research because it can reveal information across time, which is related to the past, present, and future. Also the data generated from the interviews were open, comprehensive, and unlimited, so that they are able to form complete and comprehensive information in revealing qualitative research (Ulfatin, 2014). In this research, the instrument was also the researcher itself. Thus, the researcher became a human instrument. While, human instrument is used for establishing the research focus, choosing the resourcement of the data, collecting the data, assessing data quality, analyzing the data, interpreting, and making conclusions on the findings (Sugiyono, 2012).

### **Data Analysis**

This interview used the open-ended question. it aims to make the participants provide in-dept answer,. the question that used in this study included: (1)what are the strategies that has been used by the teacher during his professional teaching reading? (2) what are the advantage and disadvantage for each strategies? (3)what are the strategies that mostly use?

## **RESULT AND DISCUSSION**

After collecting data using the interview method with the concept of open-ended questions, researcher finally able to find the answers to the research questions which were the main objective of this study. This study aims to find out what strategies use by a senior EFL teacher in teaching reading.

There are several strategies that the participants mentioned in the interview, including the lecture method and direct reading activity. These two methods are the most frequently used. these methods come with each advantages and disadvantages.

### **LECTURE**

In the interviews, participant considered that this lecture strategy was one of the most suitable methods to be applied in class. With a class situation that has more than 40 students, this method is considered effective. limited study hours are an obstacle that must be faced by participants. This lecture method allows the teacher to teach efficiently because he can talk directly to the 40 students in the class.

From the data that has been analyze, the researcher could conclude that the choose of lecture strategy by participant have several reasons. The participant claimed that Lecturer strategy enable teachers to convey subject matter to many students in a limited amount of time. But this strategy also has the weakness that is not very beneficial for students who sit in the back row.

## **DIRECT READING ACTIVITY**

The direct reading activity strategy is a method that usually used by some teacher in the school. This strategy is intended for students to have a clear reading purpose by linking the various knowledge students have previously had to build understanding.

DRA has the following functions: (1)Teaches word identification skills. (2) Elicits students' prior knowledge of the topic of the text. (3) Teaches specific reading skills. (3) Sets a purpose for reading. Encourages students to monitor their comprehension while they are reading.

## **CONCLUSION**

The conclusion of this research is the English teacher choose the strategy Directed Reading Activity (DRA) and lecturing strategy as his professionalism in teaching English reading. This strategy are considered to be the most effective in the classroom conditions. The teacher made the student is quicker to understand the contents of and meaning text with the way Directed Reading Activity (DRA). During the process of reading the role of the teacher to be more active.so that student easy to understand the meaning of the text because text guided completely during the process of reading.it is expected to student were able to build a critical thinking as well as student also build opinion. Thus, lecturing strategy involves teachers in planning and managing the entire teaching-learning process.

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