

**AN ANALYSIS ON THE STRATEGY OF TEACHING AND LEARNING PROCESS OF
READING SKILL AT MATHAYUM ISLAM BACHOK WITTAYA SCHOOL
THAILAND**

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Abstract

The researcher discusses about the strategy of teaching and learning Process that is done by a teacher. The strategy is the ability of a teacher to design the learning environment and the talents of its students become better, focused, and organized so that time can be used efficiently. This research aims (1) to find out how the teaching and learning process of reading skill is applied by the English teachers of Mathayum Islam Bachok Wittaya School is, and (2) to find out how the impact of the strategy that is applied by English teachers Mathayum Islam Bachok Wittaya for the students' ability in mastering reading texts is. The design used in this research is descriptive research. Thus, this research belongs to qualitative research because only describes the strategy that is used by the teachers in conducting teaching and learning process of reading skill at the school. The subjects of this research were two teachers who teach English. The instruments that was used to collect data were observation, interview, and documentation. The data gotten was analyzed by narration procedure and discussion. The result of research showed the teachers used to use various strategies that aimed to make the students not bored. Although the teachers used to use various strategies, the teachers usually used jigsaw technique in teaching and learning process. The strategy that was applied the teachers of Mathayum Islam Bachok Wittaya School in teaching and learning process of reading skill was effective. Thus, the strategy that was used by the teachers had a good impact for the students' ability in mastering reading text. It was proven that the students' average score in mastering reading skill after teaching in learning process was 80 and it was higher than the standard score. Meanwhile, the standard score of reading skill was 75 at the school.

Keywords: Strategy, Teaching and Learning, Reading Skill

INTRODUCTION

Teaching is a process of transferring knowledge and science to students. The success of transferring knowledge and science to students is influenced by many factors and one of them is method or strategy used by teachers. Since the teachers' main job is teaching thus they must be able manage class and develop the teaching learning process. The teacher must make the students learn thus the good result of teaching learning process will be reached well. To make the students learn in a better way, there is a need of materials, facilities, personnel, time, and space, etc. The scientific arrangement of all these components in proper

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order and their implementation only will cause effective learning. The proper arrangement of components to make the students learn and teachers teach is instructional system.

Next, learning and instruction are terms used commonly in classroom situations. According to Leaser (2006) learning is a term we use quite often to express varied things. Brown (2007) states learning as a change in cognitive structure of the individual. Further Diane (2000) views learning as the construction of new learning experiences by the learner which is a result of the interplay between cognition and the social context in which the learners are situated. We may not debate on this issue here, but will consider both the views for giving a simple definition for learning.

Based on the opinions, it can be concluded that learning may be regarded as a change in behavior and in the cognitive structure of an individual. In other words, when an individual learns, he shifts from an initial cognitive structure with its corresponding behavior to a different cognitive structure and its corresponding behavior.

Normally the success of teaching and learning at schools are influenced by strategy used by teachers. According to Kemmis (2006), teaching strategies refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future. Teaching strategies identify the different available learning methods to enable them to develop the right strategy to deal with the target group identified. Furthermore, Kemmis (2006) states that teaching and learning strategies can include a range of whole class, group and individual activities to accommodate different abilities, skills, learning rates and styles that allow every student to participate and to achieve success.

Zhang (2006) states that language learners met cognitive knowledge, strategy use, and the relationship between them. However, the correlation between knowledge about strategies and strategy use in ESL instruction. The discrepancy indicates that, while the students are generally aware of the usefulness of the strategies, the students are not yet conscious and confident strategy users. There seems to be a need to increase their repertoire of strategies. Next, Zhang (2006) adds that learners with high level of tolerance of ambiguity selected strategies appropriately and used them effectively, and vice versa. The other researcher, Zhou (2016) investigated that learners' strategy use by motivation, and found that motivation has high correlations with teachers' strategies.

Based on the experts' statement above thus it can be stated that teaching strategies refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future. Furthermore, teaching strategies identify the different available learning methods to enable them to develop the right strategy to deal

with the target group identified. In addition, that teaching and learning strategies can include a range of whole class, group and individual activities to accommodate different abilities, skills, learning rates and styles that allow every student to participate and to achieve success

Next, there are some factors that influence the result of teaching and they are: learners, the teacher, time allotment, material, the use of visual aid, methodology, teaching material and interaction between the teacher and students in the classroom. Further, According to Smith and Lastett (2011), interaction is viewed as significant as it is argued that:

- a) only through interaction can the learners decompose the target language structures and derive meaning from classroom events
- b) interaction gives learners the opportunities to incorporate target language structures to their own speech (the scaffolding principle)
- c) the meaningfulness for learners of classroom events of any kinds whether thought of as interactive or not, will depend on the extend to which communication has been jointly constructed between the teacher and the learners

Based on the statements above, it can be inferred that interaction in the class includes all of the classroom events. It is clear that the active role of both the teacher and learners is absolutely needed to create a good interaction because everyone will learn something better if he experiences it by himself. The learners have to learn the knowledge about English from the teacher, be active in responding the teacher's questions, and introducing their own ideas. Besides, the teachers must be creative in using teaching strategy to support their talk in order to be interesting to be learned by the learners. Those are not easy tasks for many, teachers, because as Leaser (2006) states that language appears sometimes to be so easy to learn and at other times so hard. If the teacher fails, he cannot achieve the teaching-teaming objectives.

As a matter of fact, teachers play a vital rule in teaching learning process. Smith (2003) mentions management is a rule behavior of teaching or learning which has purposed at organizing learning and learning activities. There are many ways to increase students' proficiency in reading such as strategy and encouraging student's interest to study in class.

Diana (2000) says that classroom one of the appropriate places that students can learn. Applying a proper instruction is a classroom that provide as many as possible opportunities for students to use English and to enjoy learning it.

This research is intended to analyze the strategy of teaching learning process of reading skill. The research would cover teaching learning process of reading skill that is conducted at Mathayum Islam Bachok Wittaya School Thailand

The School is chosen as the location of this research because of some factors and one of them is that students' ability in mastering reading text is good. Their average score in reading is 85 and it is above standards score was 78. When the preliminary research was conducted, it was found that one of causes that made their ability in reading skill good was that the strategy used by teacher was comfortable. Consequently, it could motivate the students in learning reading skill.

RESEARCH METHOD

This research was conducted at Mathayum Islam Bachok Wittaya School Thailand. The research method used in this research was qualitative research and in this case was a descriptive design. Next, qualitative research was used to analyze the strategy that is used by teacher in teaching and learning process of reading skill in this research. According to Webster (2001) in qualitative research, the data are usually in the form of words rather than numbers, have always been the staple of some fields in the social sciences, notably anthropology, history, and political science. It involves essences of people, objects, and situations..

Next, since the number of subject of this research was only two English teachers thus the teachers should be taken as sample and it was named *data source*. Besides, the subject of this research was all students of the eighth grade. The total students of the eighth grade was 120.

There were three instruments that were used for collecting data and they were observation, interview, and documentation. In analyzing data, the researcher classified them on the basis of characteristics of the items and the objective of research. Next, they were narrated and discussed.

RESULT AND DISCUSSION

Result

Effective teachers are always on the prowl for new and exciting teaching strategies that will keep their students motivated and engaged. Next, the teachers usually apply some various techniques or methods to make the students not bored. There were some kinds of techniques that were usually used by the teachers in teaching and learning process such as

group discussion, individual work, etc. Choosing method or technique in teaching reading skill depended on situation and condition and materials that would be taught.

However, the teachers used to use cooperative learning “jigsaw technique” in conducting teaching and learning process of reading skill. In applying the technique, the teachers grouped the students in some groups. Every group consisted of 4 till 5 students. In this technique, the students were asked to discuss the text distributed and find the information in the text. Next, the teachers used to use the students to discuss the text given and ask them to help one other in comprehending the text distributed

The teachers used to use test after teaching learning process for monitoring the result of teaching learning process. The teachers used to require the students to find information based on text given individually. To know the success of the result of teaching and learning process, the teachers usually evaluated the students’ reading ability through individual evaluation.

The strategy used by the teachers in teaching and learning process of reading skill was effective to make the students understand and comprehend the reading text. Thus, the strategy used by the teachers in teaching and learning process of reading skill had a good impact for the students to master reading skill. It was proven that the students were motivated and interested in learning reading skill because the strategy used by the teachers was comfortable so that the students were happy, relax, and enthusiastic in learning reading skill. Next, It was also proven that the students’ average score in mastering reading skill after teaching in learning process was 80 and it was higher than the standard score. Meanwhile, the standard of reading skill was 75 at the school.

Discussions

Normally, every teacher prepares syllabus and a document of instruction. It is very important for teachers because it is a guidance for them in conducting teaching and learning process. Thus, the teachers of Mathayum Islam Bachok Wittaya School Thailand also prepare a document of instruction that consists of lesson plan, instruments that was used in teaching and learning process, and classroom design. The lesson plan that prepared by the teachers consisted of schedule, basic competence, especial competence, the strategy of instruction, instruction media, teaching and learning process, and evaluation.

Richard (2002) states that there are two reasons for planning the lesson plans; first, the teachers plan for external reasons in order to feel more confident, to learn the subject better, to enable the lesson to run more smoothly, and to anticipate problems before they occur. Second, teachers plan for external reasons in order to satisfy the expectations of the

principal or supervisor and to guide the substitute teachers in case the classrooms need ones.

Hammer (2008) states that some teachers with experience seem to have an ability to think on their own feet, which allow them to believe that they do not need to plan their lesson, however most teachers go on preparing lessons throughout their careers, even if the plans are very informal

Next, before teaching and learning process, the teachers did pre-activities, the teacher performed the activities of opening classes by greeting, reviewing previous materials, apperception, and motivation.

In main activities, the teachers applied varied approaches in presenting materials. All of them applied learner-centered language teaching or learner-centered approach in teaching reading skill.

This finding showed that teachers applied learner-centered approach in teaching English subject for their students. It was in line with the 1994 English curriculum's recommendation that the teachers suggested to use learner-centered approach and meaningful approach in teaching. Moreover, in 2006 curriculum, learner-centered approach is also still suitable to use. However, the teachers sometimes are able to apply more than one approach in conducting the teaching and learning activities based on the situation and condition of the students in the classroom. It meant it was not forbidden for the teachers to garner other approaches whenever necessary as it did not dominate the classroom intern.

In terms of language skills and language components such as structure and vocabulary, both 2004 curriculum and 2006 curriculum suggested to teach language skills and language components to be integrated. Teaching of language components plays an important role in developing language skills even sometimes they taught them separately when it was needed. Two items of data from the interview present a discussion on how the teachers taught reading skill

In the case of teaching and learning, learner-centered activities were often used in the teaching process, two of respondents often presented describing and drawing and information. It is supported by Yusuf (2005:144) that a variety of activities can be used by the English teachers in applying learner-centered approach such as games problem solving, role play, question and answer and etc. In realization of learner-centered activities, two of the teachers always ordered the students to sit in group.

Furthermore, the teachers did pre-activities that included greeting, reviewing previous material, apperception and motivation. The teacher gave instructions to start the

new teaching process. The teacher gave learner-centered activities in teaching English classes such as.

The instructed the students to take note on utterances. But, they garnered different techniques to do this. The arranged the student to work in groups, write their utterances on a piece of paper and posted it on the wall. Then, the posted works were corrected by another group. Some teachers assigned them to write on their exercise books and sometime on the blackboard. It depended on the teachers and situation of the classroom.

Next, the teachers used to motivate the students to study English especially reading skill every time in order that they could write well. The teacher used to review the previous subject to know that the students are still able to understand the previous material or not.

Further, great emphasis has been laid on the teachers to use effective teaching strategies and method for improved learning by many researchers and educationists but on the other hand, one must also understand that the amount of students' learning in a class also depends on their native ability of cognition and as well as their prior preparation. Teachers should prepare mental set through rapport with students before they start teaching. With the passage of time, the importance of instructors' teaching style is being spread and the teachers are taking initiative to improve their teaching strategies for students' improved learning by getting enrolled in such programmes which help them reflect upon their teaching practices and improving them as per requirement. The teachers who are willing for professional development in this area are able to deliver even complex and complicated content effectively, helping the students generate their interest and eagerness for more opportunities of learning in a conducive environment, making all the individuals feel that they are being taught in their own unique way being unique themselves.

Next, for teaching English learners especially teaching reading skill, there are three principles of instruction: (1) increase comprehension: make meaning clearer through visuals, demonstration, and other means. (2) increase students-to-student interaction, and (3) engage students using English to accomplish academic tasks.

Furthermore, relating to the strategy in teaching and learning process of reading skill, the teachers of Mathayum Islam Bachok Wittaya School usually apply some various techniques to make the students not bored in teaching and learning process. There are some kinds of strategies that are used by the teachers in teaching and learning process such as using cooperative learning, individual work, etc. Next, choosing strategy in teaching reading skill depends on situation, condition, and materials that will be taught. Normally, when

teachers want their students successful in teaching and learning process thus the teachers must understand the condition of the students and they must understand the materials that they will teach to their students. When the teachers understand the condition of environment of teaching and learning process thus the teachers can choose a comfortable strategy that will be used in teaching and learning process.

Next, although the teachers usually applied some various strategies in teaching and learning process, the teachers applied role play, problem solving and the like all of the teachers gave these activities by using cooperative learning and in this case the teachers often use jigsaw technique. The teachers use this technique in teaching and learning process because the students can learn more effectively when they work together rather than apart, and it is also known to improve self-confidence in students. The jigsaw technique is especially effective because each student is responsible for one another's learning, and students find out really quick that each group member has something equally important to contribute to the group in order to make the task a successful one. Furthermore, the students are exposed to and use many skills throughout this strategy: Communication, problem-solving skills, cognition, and critical thinking -- all of which are essential for a successful academic career.

In addition, it is normal to know the success of teaching and learning process, every teacher must conduct a evaluation. There are some kinds of evaluations that can be used in evaluating the success of teaching and learning process such as group work evaluation, individual evaluation, pair work evaluation, and written test. Then, to know how the teachers of Mathayum Islam Bachok Wittaya School evaluate the result of teaching and learning process of writing skill, the writer interviewed the both English Teacher of Mathayum Islam Bachok Wittaya School. Based on the result interview, it was found that after teaching and learning process, the teacher conducted an evaluation to know the success of teaching and learning process and the students' ability or achievement in mastering the subject that had been discussed. In evaluating, the teachers used to evaluate by giving a written test individually.

To know the success of the result of teaching and learning process, the teacher usually evaluate the students' reading ability through individual evaluation. The teacher always requires the students to find information based on text given individually. The result of reading test always get good result because the average score of the test is 85 and it is greater than the standards score at the school and the standard score is 78. Therefore, the strategy used by teacher is very effective to make the students understand the content of

reading text. Thus the strategy applied by the teachers has a good impact for the students' ability in mastering reading text.

In addition, the result of this research is the same as Zhang's research (2006) that stated that learners with high level of tolerance of ambiguity selected strategies appropriately and used them effectively, and vice versa. The result of this research is also the same as Zhou's research (2016) that stated that learners' strategy use by motivation, and found that motivation has high correlations with teachers' strategies.

Finally, theory of strategy of teaching and learning process by Colin and Robert (2011) and Hombay (1999) is still useful to overcome the strategy of teaching and learning process especially in reading instruction.

CONCLUSION

Before conducting teaching and learning, the teachers of Mathayum Islam Bachok Wittaya School Thailand prepare a document of instruction that consists of lesson plan, instruments that is used in teaching and learning process, and classroom design. The lesson plan consists of schedule, basic competence, especial competence, the strategy of instruction, instruction media, teaching and learning process, and evaluation.

The teachers of Mathayum Islam Bachok Wittaya School Thailand usually apply some various strategies to make the students not bored. There are some kinds of strategies that are used by teachers in teaching and learning process such as using cooperative learning, individual work, etc. Next, choosing strategy in teaching reading skill depends on situation, condition, and materials that will be taught.

Besides using some various strategies in teaching and learning process, the teachers of Mathayum Islam Bachok Wittaya School Thailand usually applies cooperative learning "Jigsaw" technique in teaching learning process of reading skill.. After teaching and learning process, the teachers conduct an evaluation to know the success of teaching and learning process and the students' ability in mastering the subject that had been discussed. In evaluating, the teachers usually evaluate by giving a written test individually.

The strategy used by teachers is very effective to make the students understand the content of reading text. Thus, the strategy applied by the teachers has a good impact for the students' ability in mastering reading text.

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