

**A STUDY OF TEACHING STRATEGIES IN IMPROVING ENGLISH
READING COMPREHENSION SKILL: A CASE STUDY OF SHARIA
BUSINESS MANAGEMENT STUDENTS OF IAIN KEDIRI**

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ABSTRACT

Reading is one of essential things in academic world. Most of references such as books, journal articles, online information, terms in academic study use English as the language. Understanding an English text related to their major is a must to enrich literacy of the students. This study aims to investigate teaching strategies in improving English reading comprehension skill, It is carried out based on case study of sharia business management students of IAIN Kediri in English text study class. This study used qualitative descriptive method. The data is taken from observation, interview and documentation. This study tries to describe the strategies used by lecturers to overcome problems that arise related to reading comprehension skills in English text study class on Islamic business management c in FEBI IAIN Kediri. In the teaching process there are three stages implemented which aim to improve reading comprehension skills. The first stage is reading orientation and technique, namely the introduction of reading orientation, enriching vocabulary and learning reading techniques. then the second is compiling a summary that aims to measure and sharpen students' understanding of the reading and the last is evaluation. This strategy has proven to be effective in overcoming students' reading problems. this is evidenced by the increase in reading comprehension skills. Besides that, it is also proven by test results that pass the minimum standard score.

Keywords: reading comprehension, teaching strategy

A. INTRODUCTION

One of keys in enreaching knowledge is reading. Reading is an important skill to master especially english reading skill. In Indonesia, English is foreign language, english reading is not an easy skill to master. Students needs to understand the language which is foreign language to them. Reading is important not only enreaching literacy or determining academic success, but also for completing assignemt as the instruction. Therefore, it is an obligatory for students to have good reading skills. Reading is a lifelong skill which has important role in every aspect. It is a basic life skill. which can determine one's success since it is

the first key to get a better understanding of information (Küçüköğlü, 2013). English reading skill has been introduced to the student since elementary school to university. Reading is an active process that involves a person focusing on the reading text. Reading is one of the language skills aimed at gathering information. (Rohmah & Wahyuningsih, n.d.). Most references or readings in various disciplines are presented in English, considering that English is international language used to communicate between countries and even between continents. One of them is knowledge in sharia business management. Developments in business management science are outlined in books and journal articles. even information as well as old and newest terms in the development of this dicipline are presented in English.

Reading skills do not just exist or are owned by an individual naturally, but they are obtained through the learning process. In the school environment, the ability to read needs to be taught by teachers through various approaches and methods (Hidayati et al., 2021). Considering the importance of mastering English reading skills, Islamic business management study program provides special courses that support students to master this skill. This course focuses on understanding sharia business management texts in English in the form of information relating to other subjects in this study program in print and online form, journal articles and even books. In practice, students are guided starting from enriching vocabulary, finding main ideas to making reviews of the specified reading. Based on pre observation that has been carried out not all students have proficiency in reading English, there are still many of them who have no ability at all to understand English texts.

This process is in line with the statement that reading skill as abilities required for skillful reading, such as discerning main ideas, understanding sequence, noticing specific details, making inferences, making comparisons, and making predictions in second and foreign language instruction, particularly with adults (Richards & Schmidt, 2013). Lecturers have to provide appropriate strategies to overcome problems related to reading English that are found in the teaching process. Strategy is described as direction of actions to achieve the

formulated goals that has been determined (Trianto, 2010). Strategy is also an important component to reach the goals of the course, strategy also determines the success of teaching and learning process.

In this research, the study tried to focus on one subject. The subject was English text study. The purpose of this subject is understanding Economic article especially in English, analyzing an international economic article and reviewing an international economic article. The development of the global issues in Sharia business economic or Global business economic made the subject is one of important subject to master for the second semester student of Sharia Business Management students.

This study tries to investigate teaching strategies in improving student's English reading skill. This is based on the case study of sharia business management students of IAIN Kediri in English text study class. The object of the study is students of sharia business management (MBS) class. Every student has various abilities in English reading skill. Based on the data, 5 students could easily review an article, 17 students could read online information in form of short passage but they have difficulties in reading journal article and books. The remaining number of students still find it difficult to read information in short text form and certainly have great difficulty reading journal articles and books. Some of the problems found were they were not used to reading texts in English, lack of knowledge of English vocabulary, lack of interest in reading especially English texts and ignorance of the large amount of literacy regarding sharia business management in English. This is of course a problem that needs to be resolved. Lectures need to overcome this problem by providing the right strategy.

B. METHODOLOGY

This study used qualitative descriptive based on case study in sharia business management c of FEBI IAIN Kediri. This study investigated teaching strategy in improving students English reading skill. This approach design is considered appropriate for researching this on the basis of looking at the problems found in the field. Cohen and Manion explains that phenomenon by studying an

example of the case deeply by doing observation of the characteristics of the unit of individual, group, class, school or community (Cohen, L., & Manion, 1994). This statement was in line with the process of the research. The case of improvement of students skill

There are 42 students of sharia business management c (MBS C) class especially for English text study Class and one English lecturer for this class. The lecturer and students are participated in this research. Data were collected by conducting observation, interview and documentation. Interview would be given to lecturer and students to investigate the strategy in improving student's reading skill of MBS C.

In this research, Triangulation is used as analysis method. Triangulation uses multiple Methods or data sources in qualitative research to develop a comprehensive understanding of phenomena (Patton, 1999). Triangulation examined evidence from many sources. The function of the technique is to build a coherent justification (Creswell & Creswell, 2018) Triangulation also has been viewed as a qualitative research to test validity through the convergence of information from different sources.

C. FINDING

In the beginning of the course lecture tried to know the ability of the students in reading comprehension. Lecturer did a pre-test to the class by using google form test. The pretest provided in the form of short text which had two types of questions multiple choices and essay. Multiple choice covered questions about main idea, supporting details and referring words exercise. Then, for essay, students tried to answer comprehensive questions. The purpose of the test is to measure the ability of the students in reading comprehension. The result of the test was 55 % of students or around 29 students still have lack knowledge in understanding text. The students' problems that have been found are first, they couldn't understand English text. Second, they were difficult to understand the meaning of the words and last, they were having problems in understanding the reading text.

The results of the problems identification are in line with the result of the interviews and observation to the lecturer and students. The researcher got three points that had to be underlined. First, Students faced problem in vocabularies. Students were unfamiliar with the vocabularies in the article. Second, Students were difficult to find main idea and supporting details from the text. Third, after reading the article, students found difficulties in arranging their understanding into summary. In this case, lecturer tried to solve the problems by arranging a systematic teaching strategy from identifying problems, implementing some steps to do in teaching process and last is evaluate the result.

D. DISCUSSION AND RESULT

Teaching strategy to improve student's reding comprehension skill

Mastering reading is important thing to enrich student's knowledge. Most of updated issues and text are provided in national and international article. Understanding the context and review the substance of the article is a crucial thing. The goal of this lesson is students are able to understand, analyze and review international article especially in English. Some problems that have been found would be the basis to determine suitable strategy for the teaching process.

There are three stages that prepared. There are three stages that would be implemented in teaching strategy. First stage is introduction, the first stage aims to prepare readers to understand the contents of the reading text through initial knowledge and predictions so that readers can understand the reading text. In this stage the students introduced to some topics covers enriching vocabularies, finding main idea and supporting details. This activity focuses on the technique in understanding reading and analyze the content of the reading text especially economic article. Students were not only learning about the technique but they also practiced to analyze the reading text based on the technique that they have been learned.

The second stage is summarizing and review. Lecturer prepared global business economic article. The article distributed to students and they were asked to read and analyzed the important parts of the text. The analysis started from

finding main idea, supporting details, making summary. Last part was evaluation. In the evaluation, lecturer would evaluate student’s works and gave feedbacks to them. These three stages were implemented in the teaching process in the class to improve students reading comprehension skill.

Table 1.
Teaching Reading Strategy

STAGES	ACTIVITIES
1	Reading orientation and technique
2	Summarizing
3	Evaluation

1) Reading orientation and technique

This stage starts from introducing the types of the article to the students. In English text study class students are expected to be able to understand, analysis and review global economic business or sharia economic business article. Students need to familiar with the words or vocabularies that they will read or use in the text. This thing would make students easily to understand the text. Introducing students to vocabularies that often shows up in the global economic text by using business economic vocabularies from news article, journal article or books. Due to the development of issues, lecturers also instruct students to enrich their knowledge of global business economics issues to make it easier for them to read journal articles. One of the techniques taught when students encounter unfamiliar words is that they have to read the entire text and find words related to those words. students are allowed to make notes containing the meaning of difficult words from the articles they read After getting used to the vocabulary given, students will learn to read and find the main ideas as well as supporting the details from the text.

Finding main idea and supporting details from the text are important thing in reading comprehension before analyzing and reviewing. This stage

is effective to do in this class because students could focus in their reading activity. They are familiar with the vocabularies and if they found the unusual vocabularies, they would read a whole text and find other words which is related with the unfamiliar words. The explanation above is in line with the result of interview from students, *“I understand reading more easily because I already know some of the words I find in the article”* Students 1. *“It is easier for me to understand the text when I have mapped out the main ideas and supporting details in a passage”* students 2.

2) Summarizing

Summarizing gave a lot of benefits to the readers. Summary is a shortened passage, which retains the essential information from the original text. It is brief restatement in your own words from the contents of a passage. In the teaching process, students were introduced to use paraphrase in summarizing article. They arrange the summary by using their own words. students were given instruction to read the whole article and finding main idea in the text. Then they started to arrange the summary with their own words.

After arranging summary students did reflection and check their summary. The reflection covers some questions. The questions are about completeness of the important parts of the original text that have been included, suitability of the contents of the summary and the original text and reduction of unnecessary repetition if any. Making summary is effective to do after reading the text. Students can be involved in measuring their understanding of the text they read, they can also determine the extent to which they can convey the contents of the article correctly in their summary. *“It is easy to find out whether we understand the reading or not by compiling a summary”* Student 12. *“I can measure my understanding of what I read by matching it with the summary I made”* Students 14.

3) Evaluation

The purpose of evaluation is to monitor the result in teaching and learning process. The form of evaluation is test. The test is held at the end of the process stage. students will be given an article and asked to explain it back in summary form. There are several things to consider in analyzing test results. This test turned out to be carried out well by students. This is indicated by the value obtained from the test results. the scores obtained from the tests varied, but all students were able to do the tests well and pass the minimum standard scores. few errors that appear include repetition and imperfect arrangement of language.

The implementation of three stages above is effective to improve students MBS C reading comprehension skill. Besides applying three stages to improve the students' reading comprehension skill, it is important to carry out those stages through fun teaching and learning activity. Moreover, learning orientation, brief explanation and practices are important to help the students to improve reading comprehension skill.

E. CONCLUSION

In the beginning of the course, some students found difficulties in understanding reading text. There are three stages that implemented to solve the problems covers reading orientation and learning reading techniques, summarizing and last is evaluation. This strategy is effective to improve students reading comprehension skill. Before implementing the strategy around 29 students have difficulties in understanding the text. After the strategy is implemented. Students are able to solve their reading comprehension problems. Arranging summary by using paraphrase technique is effective choice to measure students reading understanding.

Besides implementing the strategy. Giving intense practice is also important to familiarize students with understanding and identifying a text. The teacher should periodically monitor the results of student work and provide feedback

according to student work in order to build proper understanding. Discussion of current issues is also important during pre-reading. it aims to familiarize students with vocabulary related to reading especially about the global business economy.

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