

## LECTURERS' STRATEGIES USED IN TEACHING ENGLISH READING COMPREHENSION: A CASE AT A PRIVATE COLLEGE IN ACEH

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### Abstract

**Purpose of the study:** The objective of this study is to investigate lecturers' strategies used in teaching reading comprehension course at English Education Department students of Bina Bangsa Getsempena, college Banda Aceh, Indonesia. In short, this study aimed to analyze the common strategies used by lecturers in teaching reading comprehension at a private college in Banda Aceh.

**Methodology:** The current study used a qualitative approach to nature. The observation sheet with followed by using a camera to record was used as the instrument of the study. Two lecturers who taught reading comprehension subjects at the English Education Department of the college were selected as the subjects using a purposive sampling technique. The data collected were analyzed qualitatively through four major phases; coding, data reduction, data display, and conclusion. These teachers were also interviewed to investigate their problems faced while teaching reading comprehension.

**Main Findings:** The study found that both lecturers who taught reading comprehension subjects used the same strategy. They used question & answer and cooperative learning or group discussion methods included; Cooperative Integrated Reading Composition (CIRC) and Think-Pair-Share technique. The study also reported that the students were more motivated in learning reading comprehension after being taught by using the strategies as compared with an individual strategy.

**Applications of this study:** Through these strategies, students could share their idea and problems with their classmates. The lecturers also used media like projectors and pictures to help them in the teaching-learning process. These findings recommended that lecturers who taught reading comprehension should use interactive and cooperative strategies to enable students to learn more joyful and meaningful.

**Novelty/Originality of this study:** The current findings give the positive impact of students' learning atmosphere and improve their motivation in learning reading comprehension. Using a cooperative strategy encourages students to work cooperatively and motivate them in learning as compared to the individual learning strategy used. Therefore, the benefit and novelty of this finding are to strengthen and support the theory of language learning that engaging students work cooperatively improves students' desire to learn English.

**Keywords:** *Lecturer Strategy, Reading Comprehension, Cooperative Integrated Reading Composition, Think-Pair-Share Technique, Interactive, Cooperative Strategies.*

### INTRODUCTION

One of the most important skills that should be mastered well by people around the world to face the 21st century is the skills to communicate in English for various purposes. The competence to communicate and convey what is being read from the English text is essential (Pratolo, 2019). The mastery of the English language among people around the world is essential. English is one of the most dominant languages used for various communications around the world. Additionally, studying English is essential to everyone because it is the media of promotion in the future and it needs further studies (Taguchi, et al., 2009; Chalak & Kassajan, 2010). Furthermore, English is also important to learn due to globalization demand (Wimolmas, 2013). It is a problem for people who cannot communicate in English with people who are from the country where English is their mother tongue. English subject has been taught from junior high school up to university level in Indonesia for many years. The subject is taught for three years at junior high school, three years at senior high school, and at least one year at the university level. Various methods have been used by teachers and lecturers who teach English to improve students' competence to communicate in English. However, the skill and competence to use the English language for various communication are still poor (Wimolmas, 2013; Muslem & Abbas, 2017). English is a foreign language in Indonesia in which students only learn and use English at school when the subject is taught. Outside the classroom, students use their mother tongue to communicate with each other. This might be one of the reasons why the quality of English mastery among Indonesian students is poor. The attitude toward the English language among Indonesian students who said that by mastering this language it will affect the Indonesian language status in which they are influenced by English culture, norm, way of life, etc. (Lauder, 2010). He also says Indonesia is colonized by the Dutch, that is why English is not as a second language. However, like Malaysia,

Singapore, Australia, India, Bangladesh is colonized by the British, and in these countries, English is a second language ([Lauder, 2010](#)).

Additionally, motivation is also playing a primary factor that influences in learning English ([Wimolmas, 2013](#)). Motivation is one's strive to acquire the language due to the desire and satisfaction derived from it ([Gardner, 1985](#)). He states that attitude and motivation are two main factors that influence the learning process of language. Methods, approach, technique, and strategy used by the lecturer in teaching English at university are also essential factors to achieve students' performance. The creativity of teachers or lecturers when teaching in the classroom is also primary ([Sergeeva, et al., 2019](#)). The mastery of vocabulary when comprehending the text is being read is not less important too ([Aravind & Rajasekaran, 2019](#)). The appropriate method and strategy play an essential role in the classroom. From those factors mentioned above, this study focuses on the strategy used in teaching reading comprehension at university students in Aceh.

Therefore, this study is important to conduct to obtain and analyze the strategies used by lecturers in teaching reading comprehension course at English Education Department students of Bina Bangsa Getsempena college in Banda Aceh, Indonesia. This is one of the private universities in Banda Aceh. Several previous studies have been undertaken by researchers in relation to teaching English courses at public universities in Aceh. Not many studies have been undertaken yet at a private university in terms of teaching the English process. Thus, this study is essential to be undertaken.

## LITERATURE REVIEW

### Reading Comprehension

Reading can be challenging, particularly when the material is unfamiliar, technical, or complex ([McNamara, 2007](#)). Therefore, the ability of lecturers who facilitate students to learn and understand what is being read is essential. In a text, there are a lot of unfamiliar lexical and technical words that are found when reading takes place. Many activities or strategies can be used by lecturers in facilitating students to understand reading comprehension such as; posing questions before reading the text, illustrate the materials that related to students' background, use cooperative learning as well as think pair share ([McNamara, 2007](#)). Besides, the various forms of questions are used to help students respond to a variety of types of comprehension ([Day & Park, 2005](#)). A study conducted by [Walczykand Griffith-Ross \(2007\)](#) conclude with instructional implications for helping non-fluent readers to compensate freely and for challenging fluent readers to stay focused on a text's meaning. So, the instructional strategies used by lecturers are essential. [Antoni \(2010\)](#) reported the use of strategies in teaching reading comprehension is important. He found that three kinds of strategies have been employed by teachers in teaching reading; pre-reading, while reading and post-reading ([Antoni, 2010](#)). Besides, the study also found that in general, the students provided positive responses toward the strategies used by teachers in teaching the subject. The need of students in facing the 21st century particularly understanding reading texts, lecturers, teachers, educators is expected to develop and design effective instructional means for teaching reading comprehension and reading strategy employ ([Dreyer & Nel, 2003](#)).

Reading is considered the most important skill compared to other skills; such as speaking, listening, and writing ([McNamara, 2007](#)). The objective of teaching reading should be based on curriculum demand ([Derajat, 2017](#)). Besides, [Mahmud \(2009\)](#) claims that the more students have good reading skills, the better they can do in most academic areas. Teaching reading either at university or primary school level is just the same. However, the level of understanding and skill that is focused on is different. According to [Grabe and Stoller \(2014, p.27\)](#), "the most common technique used for students to learn new information is through reading". By reading, students do not only learn new words and new languages but also enhance knowledge and information. Through reading, students can also learn about foreign language culture. When students want to learn languages, they will learn about the habit and the culture of those foreign people. The process of getting information from a written text is called reading. The goal of reading is the comprehension of meaning that is conveyed in written texts. [Dean \(2013\)](#) states reading is not about seeing words, pronouncing printed words correctly, and recognizing the meaning of isolated words. It requires readers to think and feel about the text and information being read. It is not only looking and pronouncing words in the text but also comprehending all the components of a text. The statement aforementioned is in line with [Snow \(2003\)](#) who states' reading does not occur in a vacuum but it is undertaken for the purpose of reaching some goals. When reading takes place, the reader processes the text is being read with regard to the purpose. Being a good reader, the student must learn how to comprehend and understand the passage. So, the student can achieve the purpose of reading.

### The goal of Teaching Reading

The goal of teaching and learning reading is to produce and comprehend language spoken and written. Teaching reading aims at enhancing students' knowledge and critical thinking ([Meijer, et al., 1999](#)). Additionally, there are three types of practical knowledge obtains from teaching reading comprehension; subject matter knowledge, student knowledge, and knowledge of student learning and understanding. To be a success in teaching reading, a teacher of English should be creative and motivated to do it. The teacher needs to undertake something is not commonly used when teaching. He should use something more interesting to students such as telling a funny story and making anecdotes ([Gan, et al., 2004](#)). Some people think that a successful English student is a person who can read and speak English fluently. They do not know that a person who is said a successful English student is a person who masters all English skills. In the teaching

and learning process, most lecturers in Indonesia face a problem one of them is the strategy. The strategy is very essential for a lecturer in teaching English as a foreign language. The term strategy is defined as a detailed plan for achieving success in situations (Walter, 2008). Then Djamarah, et al. (2010) also defines strategy is a lecturer's plan in teaching and learning process to achieve a purpose which has planned. In other words, teaching strategies are approaches to teaching students. The lecturers have to apply the strategy to balance the method which the lecturers use and the ways of the lecturers apply the material.

### Teaching Reading Strategy

God in the holy Qur'an state that the first verse revealed was *iqra'*, read to His Prophet Muhammad peace be upon him. Thus, reading is an essential activity that should be undertaken by all mankind in this universe. Some strategies are proposed to be used in teaching reading comprehension for students at any level of education. According to McEwan (2007) to improve students' reading comprehension achievement, teachers and lecturers need to introduce seven cognitive strategies for effective readers; activating, inferring, monitoring-clarifying, questioning, searching-selecting, summarizing, and visualizing-organizing. Activating means to recall students' cognitive that relevant prior knowledge, information, and experiences from long-term retention to extract and construct meaning from the text. Inferring is to bring together what is spoken or written, unspoken, or oral in the text and what has been understood by readers to withdraw and build from the text. Another one is a monitoring-clarifying strategy that involves the notion about how and what someone is reading during and after reading to decide if someone is comprehended the text conjoined with the competence to elucidate and to correct any error. Questioning strategy is in which you engage in a dialogue with the author of the text, peers, classmates, teachers, lecturers, educators by employing self-questioning, question generation, and question answering during the process of teaching and learning activity. Searching-selecting strategy in which various sources to choose appropriate information to answer questions, define words and terms, clarify misunderstandings, solve problems, or gather information. Summarizing strategy is the ability to restate the meaning of the text in one's own words or with different phrases from the text that similar meaning to the original information from the text. The visualizing-organizing strategy is displaying a mental image or graphic organizer to extract and construct meaning from the text. Additionally, he states that cognitive strategies are the mental processes used by skilled readers to extract and construct meaning from text and to create knowledge structures in long-term memory (McEwan, 2007). For more detail about the steps of teaching reading through these strategies (see the report by McEwan, 2007). Improving students' reading comprehension may also be taught by using four reading strategies; summarizing, questioning, clarifying, predicting (Song, 1998; Friend, 2000; Oczkus, 2003; Spörer, et al., 2009). These strategies can be employed in small groups (reciprocal teaching), pairs, or instructor-guided small groups (Doolittle, et al., 2006; Spörer, et al., 2009).

Employing a cooperative method may also encourage students to learn cooperatively in a group. With cooperative learning, students work together in groups comprises of two to four members. Yet, cooperative learning is more than just putting students in groups and giving them an activity to do but more than that. They can motivate, help, support, mutual understanding. Cooperative learning principles and techniques are tools that teachers use to encourage mutual helpfulness in the groups and the active participation of all members (Janzen, 2002). Reading English text for students who do not master English well becomes a problem. They are lack of motivation is the main factor that influences students to read and comprehend the text. Thus, explicit reading strategies may be employed to students in improving reading motivation (Pearson, & Dole, 1987; Rupley, et al., 2009; Ismail, et al., 2012).

### Present Condition of Teaching Reading

Based on the authors' observation of the students at the English Department of Bina Bangsa Getsempena College, most of them lose their interest in learning and merely attend classes for the sake of attending. They also become demoralized and may fail the course. This is proven at the end of the semester that most of them got a low score in reading comprehension. Those students with a low level of proficiency in reading do not only face difficulties in academic areas but also encounter behavioral and social context. The problems faced by the higher level of students in reading activities can solve by indicating the roles of the lecturer in the teaching-learning process. Lecturers need to apply planned teaching strategies to maintain effective teaching. Referring to the National Standards for Higher Education, *Permenristek and Dikti No. 44 of 2015 Kurikulum Kerangka Kualifikasi Nasional Indonesia (KKNI)* aimed at improving the quality of students. Students have to be active in the learning process (Derajat, 2017). For these reasons, the lecturer must be pro-active in the teaching and learning process. Here, the lecturer just to be a facilitator and the students are required to be more active in the learning process. In this curriculum, the students are required to be vigorous and lecturers should also be creative in creating a variety of strategies in the teaching process to minimize the monotonous and feel bored in the learning process.

In teaching reading, a lecturer may use many strategies. To use any instructional strategy or technique effectively, teachers/lecturers should understand the principles and assumptions upon which each specific technique is based. Harmer (2007) points a strategy is an action that the teacher takes to attain one or more of her teaching-learning objectives. The strategy can also be defined as a general direction set for the teaching process. The teacher should use good strategies in teaching reading such as direct invited the students to learn in group discussion. Slavin (1996) states in a group discussion or cooperative learning students work together to help each other in learning. Meanwhile, Norman

(2005) mentions cooperative learning is a systematic instructional strategy in a small group of students do activities of learning together to achieve a common goal. Students who learn reading in group discussions will more active than they taught individually. In that technique, the students could share ideas, problems, and anything they would with their lecturers and classmates.

Furthermore, ineffective teaching of reading comprehension the lecturer also could apply Cooperative Integrated Reading Composition (CIRC) and Think-Pair-Share strategy. Both of them are strategy offered within the Cooperative Learning methods which are believed some good ways for improving reading comprehension. CIRC is first developed by [Stevens, et al. \(1987\)](#). The CIRC strategy is mostly used to teach reading and writing ([Cruickshank, et al., 2006](#)). In CIRC strategy, lecturers may employ essential reading texts and traditional reading types by conveying students in pairs of diverse reading collections to undertake specific errands. In this case, a student read the text to each other, guesses about reading, condenses stories, writes responses to stories, and works together to find the main idea of the story they read ([Richardson & Morgan, 2003](#)). Besides, [Sa'adah, et al. \(2018\)](#) reported that there was a correlation between teachers' strategy in teaching English and students' achievement in reading.

Think-Pair-Share (TPS) is also one of the strategies presented in the Cooperative Learning Method that first introduced by [Lyman \(1987\)](#) and his team of educators in Maryland, USA. [Robertson \(2006\)](#) stated that this strategy enables the students to formulate their ideas and share these ideas with another student. This strategy not only teaches the content of material but also increases the interaction among students. Ineffective teaching of reading comprehension, lecturers must be modified learning styles in the classroom. Teaching reading comprehension by using the think-aloud strategy also improves students' reading comprehension ([Yusuf, et al., 2018](#)). Besides using the strategies that have been mentioned above creative lecturers could also use various media like (projector and picture). It was proposed by [Holakapour, et al. \(2014\)](#) the use of technology like projector has many advantages for the field of education and particularly on reading comprehension. By using those media would help the lecturers in the teaching-learning process and keep the students interested. The projector can use it to display the reading material. This is very helpful for the lecturer and students in saving time and money for copying the materials.

Two previous studies related to this study. [Sarjan and Mardiana \(2017\)](#) researched the second grade of junior high school 1 of Wanumulyo. The study reports that two strategies that the teacher used are Scaffolding and QARs (Questions-Answer-Relationship). Additionally, the teachers recognized how far their students understand what they have taught the students. The teachers also identified how far students understand the task after reading the text that has been given and the students were guided to more focus on the text and understand the content of the text. Another study was conducted by [Maulizan \(2014\)](#) at SMPN 16 Banda Aceh. The results of his study showed that the condition and strategies used by the teacher for teaching-learning reading comprehension. There has a positive response to the teaching-learning process in each classroom. All the students were active and able to answer questions correctly. They were motivated and interested in the teaching-learning process, particularly for reading comprehension. Although many previous studies gave a comprehensive portrait of teaching reading comprehension strategies used, very few researchers are interested in researching at the university level. Because the researchers thought that lecturers who teach at a higher level have an essential role in the teaching-learning process. Not all of them have applied the appropriate strategy in teaching reading comprehension. Therefore, the objective of the present study is to identify lecturers' strategies used and obstacles faced by lecturers in teaching reading comprehension to the English Department students of the private Bina Bangsa Getsempena College, Banda Aceh.

## METHODOLOGY

The objective of this study was to investigate the lecturers' strategies used in teaching reading comprehension at the English Education Department, Bina Bangsa Getsempena College, Banda Aceh. The study employed a qualitative design in nature. Two lecturers were selected as the participants of the study. They were selected as the participants using a purposive sampling technique. We just wanted to focus on the two lecturers who are as permanent lecturers at the college. The two selected lecturers graduated from the graduate program in English language education from the state university in Indonesia. Both lecturers are male. They have been teaching at the college in the past five years. They also have undertaken some training on teaching English at the university level. In collecting the data, the authors used the observation sheet and interviews as the main instruments. The focus of observation was on the strategies used by both lecturers in teaching reading comprehension; pre-activities, while-activities, and post-activities. We conducted observations separately for both lecturers. The authors observed the process of teaching and learning reading comprehension in the classroom. We sat in the back to observe the respective lecturer who was teaching. We conducted this activity four times for each lecturer in the classroom. Additionally, the authors used a digital camera to record each teaching and learning process to gain real conditions of using strategies used by lecturers. This activity was undertaken to make sure that the data needed for this study were significant.

After doing an observation, the authors conducted interviews with the two lecturers. The focus of the interview was related to their problems in using the strategies in teaching reading comprehension. During the interview process, we used the audio recorder to record the information given by the lecturers that related to the problems in teaching reading comprehension. Each interview took 20 minutes to conduct. Lastly, after the data obtained from observation and interview, the authors analyzed the data qualitatively through four stages; coding, data reduction, data display, and



conclusion ([Huberman & Miles, 1983](#)). The authors coded the data collected from the observation sheet and camera. Based on the coded data, we tried to reduce the data that meet the objective of the study. Irrelevant data were omitted. Then, we display the data related to the objective of the study. Finally, we conclude the data and discussed them respectively.

## RESULTS

### Observation

The objective of the study is to find out the lecturers' strategy used in teaching reading comprehension to the English Department Students of Bina Bangsa Getsempena college in Banda Aceh. Additionally, this study also aimed at investigating the lecturers' obstacles faced in teaching reading comprehension. The first result report of the observation conducted during the teaching and learning process done by two lecturers who taught reading comprehension at the college. The observation data dealt with the activities during the teaching and learning process namely; opening-activities, main activities, and closing activities. Based on the observation conducted during the teaching and learning process in the classroom for the Reading comprehension course, it can be reported below.

#### Opening Activities

Based on the observation, it can be reported that there were three points of components found in the opening activities. First, lecturers started the lesson by greeting and praying, checking attendance lists, and preparing students physically and mentally before learning the lesson. Here is the sample of activities.

*Lecturer: Good morning class!*

*Students: Good morning, Madam.*

*Lecturer: How are you today?*

*Students: Fine, Madam, what about you?*

*Lecturer: I am fine, too, thanks. Okay, let me check the attendance list, who is absent today?*

*Students: No one, Madam.*

*Lecturer: Okay, good. (Lecturer prepared students to learn). Are you ready to study?*

*Students: Yes, Madam.*

*Lecturer: Okay, good.*

After the above activities completed, then the lecturer started to associate the topic that will be learned and discussed on that day. The lecturer asked some questions related to the previous lesson. This meant to motivate students to learn the lesson. "Who still remembers what we learned last week?" One of the students said, "We learned about reading, Madam". Okay, good, the lecturer said. Finally, in the opening activities, the lecturer asked students questions that related to the topic that will be discussed on that day. Here are the activities.

*Lecturer: Today, I am going to teach you about Immunization. Do you know what it is about?*

*Students: Immunization...*

*Lecturer: Okay, before we read about immunization. Please make a purpose for immunization! What do you think about immunization before reading the text? What is the objective of immunization? Please write the objective of immunization!*

*Students: Okay, Miss!*

Those activities mentioned above happened in the opening activities in the classroom.

#### Main Activities

In the main activities, it can be reported that the lecturers conducted the following activities in the classroom. The lecturers:

1. Provided direct instruction regarding the cognitive strategy; define and explain the strategy, explain the purpose the strategy serves during reading, describe the critical attributes of the strategy, and provided concrete examples/non-examples of the strategy.
2. Masters the given the material; Lecturer's ability in providing the material that can motivate students to read. The material was suitable for the level of reading is taken by students, and the strategy used matches the material, Lecturer's ability in organizing the material with the appropriate strategy, and Lecturer's ability in associating the given material, relevantly integrated with the strategy used in the teaching-learning process.

3. Model the strategy by thinking aloud; Lecturers reflect on their behaviors, thoughts, and attitudes regarding what they have read and then speak their thoughts aloud for the students, Choose a section of relatively easy text from the discipline and think aloud as you read it, Lecturer teaches students how to conclude the text that has been read.
4. Facilitate guided practice with students; ask the students to work in pair/group, discuss the text/material with their partner, Using easy-to-read content text, read aloud and generate summary together with the whole class, ask students to read with partners and create purpose, a summary about the text together.
5. Use some media or suitable sources in the teaching and learning process; applying some creativity in using learning sources; applying some creativity in using teaching media; producing a good outcome; involving students in using teaching media.
6. Stimulate and maintain students' involvement in the teaching-learning process; Encourage students' participation through lecturers' students interact by using a good strategy, Response to students' participation in what they had been read by using the suitable strategy.

In the main activities, lecturers used various strategies in teaching reading comprehension. For example, QAR (Question-Answer Relationship) and Monitoring-Clarifying. In fact, from the first day to the third day of observations, the reading materials provided were related which is about narrative and descriptive text. Therefore, the researcher will explain the teaching and learning process that occurred on the third day. Before the lesson started by the lecturer on that day, the lecturer explained what should be considered before reading the narrative and descriptive text. Then, the lecturer warms up before starting to the topic of discussion by conducting question and answer strategies with students. Here are the activities.

*Lecturer: Okay, what is the difference between narrative and descriptive texts?*

*Students: It is all about explaining, Miss...*

*Student 1: Me, Miss!*

*Lecturer: Okay, stand up...*

*Student 1: Narrative text used past tenses, Miss, whereas descriptive text, it uses the present tense, Miss.*

*Lecturer: Yeah, wright, the narrative usually discusses time in the past, like accidents or activities. Descriptive usually explain activity in the progress.*

Then the lecturer opened questions and answer sessions with the students regarding the material being displayed.

*Lecturer: Okay, we will learn about the stage in reading.*

*Students: Okay, Miss!*

*Lecturer: The first slide is about Preparing before to read, what should we do?*

*Student A: Check the purposes.*

*Lecturer: Yaaa... check our purposes, next what else?*

*Students: Find the main idea.*

*Lecturer: Yaaa... what else?*

*Student C: Make the prediction.*

*Lecturer: Ok, next!*

*Student D: Check the connecting each paragraph.*

*Lecturer: Ok all, can you repeat what should we do before we read a text?*

*Students: Check the purposes, Miss...find the main idea, make the prediction and check the connecting each paragraph.*

### **Closing Activities**

Lastly, it is about closing activities. Based on the observation, it can be reported that the lecturers conducted two activities in this stage; summary and reflection allow students to ask their difficulties and feedback, motivation, and moral value with a good strategy so the students could get value from class delivering. Additionally, the last five minutes before leaving the class, the lecturer never forgot to give a summary of the lessons that were taught that day. Students are also permitted to ask questions and provide feedback on what is not yet understood regarding the day's lessons. Furthermore, the course is applied with a strategy following the material provided at the meeting so it makes the students easy to understand. In contrast to lecturers who teach in reading I, lecturers who teach in reading III complete more exercises with students in the class. Sometimes the time provided is also not enough to discuss all the exercises that

exist. So, the lecturer told the students to continue discussing the exercise with their group mates outside the class. At the end before leaving the class, the lecturer did not forget to ask about the difficulties encountered by the students. If there are students who do not dare to convey their difficulties to the lecturer in front of the class, the lecturer asks students to send messages via mobile phones. Before closing the class, the lecturer also motivated and greeted the students.

## Interviews

### *Obstacles Faced by Lecturers in Teaching Reading Comprehension*

Analysis of the finding found in the interview part is related to the obstacles faced by lecturers in teaching reading comprehension to the English department students of the college. However, before presenting the data about the obstacles, the authors asked firstly about their strategies used in teaching reading comprehension to ensure that the data found in the observation part are synchronized. One lecturer said “Strategies that I often apply in teaching Reading are Monitoring Clarifying and QAR (Question-Answer Relationship). Even though both strategies are considered as old strategies, but these strategies can provide opportunities for students to ask questions that they do not understand. Besides, I also used the peer mentoring strategy in teaching reading outside the classroom. In this case, students learn through this strategy outside the classroom with their peers. It helps students to improve their reading” (lecturer 1). Another lecturer also prefers using cooperative strategy in teaching reading such as TPS (Think -Pair Share), CIRC (Cooperative Integrated Reading Composition), etc. “I also apply Question Answer Strategy (QARs) in the teaching-learning process” (lecturer 2). So, both lecturers used varied strategies in the teaching and learning process of reading comprehension. So, it is confirmed the strategies used.

Referring to the problem encountered by lecturers in teaching reading comprehension by using those strategies mentioned, it can be reported below. According to the lecturer who taught reading comprehension, there were no crucial problems faced by her in teaching the course. However, she had difficulty in handling students in making a group. It took time to arrange students in the group. They like to do it slowly while waiting for the instruction from the lecturer. The problems that mostly faced by students in reading are related to the following. First, when students are asked to read the text loudly, they had difficulty saying words correctly. They also did not know punctuation when reading the text such as no difference between period and comma when reading the text. It was also found that students did not know how to read the words or sentences in the text with the correct intonation. Last but not least, the problem faced by students in reading comprehension was they had a lack of vocabulary to understand the meaning of the words when they read the text (lecturer 1).

When we interview another lecturer, who taught reading comprehension if they had a problem in teaching, she said that she had difficulties in teaching such as; students were unable to figure out inferences, main ideas, and implication. When we asked further why this happen, she said that “I think it happened because the students are lack interest in reading and they do not have previous knowledge about the text. They do not understand the contents of the text. So, they are difficult to figure out the inferences, main ideas, and implication”. Another problem was the lack of motivation from students in reading. When we asked why this happen, “she said that reading is filled with long text, so students feel bored and less interest in reading”(lecturer 2).

## DISCUSSION

The authors found that there were two strategies used; questions and answer and cooperative integrated reading composition by the two lecturers who teach reading comprehension at the English Department Students of Bina Bangsa Getsempena College, Banda Aceh. The lecturers used these strategies to enable students to learn and understand the texts is being read. The lecturers put students in the cooperative form to enable students to work together to get easy to understand the text. This current finding is in line with the study conducted by [Sarjan and Mardiana \(2017\)](#). They reported that two strategies were employed by teachers in teaching reading comprehension namely; question and answer and scaffolding. Engaging students to work in a group when doing activities in the classroom is primary ([Stevens, et al., 1987](#); [Cruickshank, et al., 2006](#); [Derajat, 2017](#)). By doing so, students can enhance their knowledge and motivate their learning process. The finding also showed that in teaching reading comprehension in the classroom, lecturers asked students to sit in a group. The steps are as follow:

1. Form a group of four heterogeneous members.
2. The lecturer conveys the competencies to be achieved.
3. The lecturer provides a topic to be discussed.
4. Students work to read to each other and find the main ideas.
5. Students present group results.
6. Lecturers make conclusions together with the students.
7. Closing.

[Richardson and Morgan \(2003\)](#) stated that in CIRC strategy students may read the text each other to predict the reading text and summarize as well as write responses to stories to gain the main idea of the story. As a result, they can understand and identify the main idea of the text being read ([Mustafa, et.al., 2015](#)).

Another model of cooperative learning that mostly employed by lecturers in teaching reading comprehension in the classroom is a Think-Pair-Share (TPS) strategy. This present finding is also in line with the previous study conducted by [Shih and Reynolds \(2015\)](#) who reported that the use of TPS seems to be more effective in increasing reading comprehension. This finding also reported that TPS can motivate students in learning reading comprehension in the classroom. The TPS strategy that is joint with reading strategy tutoring appears to be a reasonable substitute for teaching reading to university students for EFL classrooms. The present study also reported that by using TPS strategy in teaching reading comprehension can make students think critically and discuss the problem with their pair and share the ideas afterward. This strategy also enables lecturers to discuss and share ideas not only to a certain person but also to the whole class. Additionally, [Sapsuha and Bugis \(2013\)](#) reported that the use of TPS strategy or technique in teaching reading improved the students' reading and it can be concluded that the user of the strategy is effective to be implemented in improving the students' reading, and students' interested to learning reading through Think Pair Share strategy.

This present finding indicates that lecturers who teach reading comprehension at the Bina BangsaGetsempeña College should use various strategies in teaching reading comprehension to help the students to cope with the difficulties in learning English reading.

The lecturers faced various obstacles as they revealed from classroom observation and the interview in terms of using strategies in teaching. From the result of observation and interview revealed that the lecturers' obstacles in teaching reading comprehension are mostly similar. From the findings, first obstacles faced by the first lecturer in Basic Reading Class were the students cannot achieve mastery of the basics included (1) difficult to pronoun the word, (2) do not know the punctuation, (3) wrong intonation while reading a text, and (4) lack figure out the meaning of the word. The current findings are in line with [Farahsani \(2018\)](#) and [Muliawati& Ismail \(2017\)](#) who reported that most problems faced in reading comprehension is lack of vocabulary. To cope with some of the problems in teaching reading processes like pronunciation, punctuation, and intonation the lecturers must be selected in preparing the materials. The lecturer must choose a text in which many words are repeated. So, the students will be familiar with these words. It was line with [Baradja's \(1999\)](#) statement the problems in teaching reading comprehension are as follows; the students lack mastery of the basic, habit of slow reading, and an inability of the students to figure out the meaning of the word. It took time for students to understand the text due to the lack of vocabulary so that they spend too much time figuring out the new words that will not be able to comprehend the whole text. [Nunan\(1991\)](#) said that vocabulary is a tool of language to communicate smoothly. The learners can comprehend the passage easily by mastering a lot of lexical items.

Other obstacles faced by another lecturer in the intermediate reading class were: (1) figuring out inferences, main ideas and implication, and (2) less of motivation in the teaching reading process. For the first problem mentioned above the lecturer was difficult to explain the text due to most students did not understand the text appropriately. They could not identify the main idea, could not make correct inferences, and could not understand accurate inference. [Baradja \(1999\)](#) also stated that in reading comprehension, students were concerned with two factors; decode the text as what the writer says and familiarize with the schema content that involved background knowledge. It would provide students with accurate inferences, determining implications of what has been read, and identifying accurately main ideas of the text if the students' mastery of these factors. It revealed that from observation where some students' unwillingness may arise from a lack of motivation in teaching the reading process. To cope with these problems, the lecturers must learn their students' needs, have analyzed the teaching method accordingly. As mentioned above, lecturers need to provide the texts that shield a range of types and reading topics to increase students' motivation in reading. Lastly, the wide range of text types will attract the students and encourage further reading for desire ([Nuttal, 1996](#)).

## CONCLUSION

The current study concludes two lecturers who teach reading comprehension at the English Department students Bina Bangsa Getsempeña College Banda Aceh uses only two strategies in the reading subject; question and answer and cooperative learning. It seems that lecturers still need to use varied strategies in the teaching and learning reading comprehension to enable students to enhance their knowledge and information from the reading text they read. Without using appropriate strategies, the purpose of learning reading comprehension cannot be easily reached. Based on the conclusion, the researchers suggest to the lecturers who teach reading comprehension at the college to use various strategies, such as Scaffolding, Schemata, Activating, Inferring, Monitoring-Clarifying, Searching-Selecting, Summarizing, Visualizing-Organizing, Think-aloud, Reciprocal Teaching, and SQ3R. These suggested strategies are believed can improve students' reading comprehension among students who are learning reading comprehension subjects at the university level. The authors also suggest further research is needed to be conducted. The lecturers should be creative in teaching the materials to the students using appropriate media, strategy to make students motivated and increased their achievement especially in reading comprehension in higher education levels.



Additionally, the study may also be concluded that the two lecturers who taught reading comprehension at the college faced similar problems; The results found that both lecturers who taught the subject have similar problems in teaching; inadequate of word pronouncing, lack of knowledge on punctuation, inappropriate intonation, lack of vocabulary mastery. These findings were in line with the previous studies (besides, the lecturers also found it difficult to figure out inference, main idea, lack of knowledge in explaining the lesson to students. As a result, students did not master well the reading comprehension. These findings recommended that lecturers who taught reading comprehension should equip themselves with various types of strategies to solve the problem in teaching reading comprehension and also use interactive and cooperative strategies to enable students to learn more enjoyable and meaningful at university students.

### LIMITATION AND STUDY FORWARD

The current study is limited to the strategies used by lecturers in teaching reading comprehension that only focused on cooperative learning strategy and ask and answer strategy. Additionally, this study also involved limited participants so that the general conclusion cannot be generalized to the finding of the study. Therefore, a further study that covers many other strategies is should be conducted. The strategy like schemata; relate thing to students' background knowledge, teachers' scaffolding, and group work discussion is important to be conducted to provide new facts about the teaching and learning strategy used for reading comprehension or speaking subject (Carrell, 1984). Explicit instruction can also be used to enhance students' reading comprehension (Pearson, & Dole, 1987).

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### AUTHORS CONTRIBUTION

Asnawi Muslem and Bustami Usman proposed and designed the study. We also designed the instrument of the study to be used to collect the data. Rizka Marlisa Aini contributed to conducting the study in the field to collect the data. She also inputs the data and coded the data. We were all involved in the activity of collecting, analyzing, and reporting the research finding. We also worked together to write this manuscript to send it to this journal. Asnawi Muslem is responsible for the corresponding author, Bustami Usman reads the manuscript and proofreads it, and Rizka Marlisa Aini is responsible for checking all things that are related to this paper.

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