



## Analysis The Strategy In Improving Students Reading Comprehension of “ Content Area Reading and Learning” English Book

Eva Wati Nainggolan<sup>1</sup>, Rebekka Basa Natalia Samosir<sup>2</sup>, Ester Riska Sianturi<sup>3</sup>, Erikson Saragih<sup>4</sup>

[evanainggolan78@gmail.com](mailto:evanainggolan78@gmail.com), [rebekkanatalia16@gmail.com](mailto:rebekkanatalia16@gmail.com),  
[sianturiesterriska@gmail.com](mailto:sianturiesterriska@gmail.com), [erikson.saragih@gmail.com](mailto:erikson.saragih@gmail.com)

English Language Study Program Faculty Of Teacher Training And Education  
Universitas Prima Indonesia

Received: 19 December 2020 Accepted: 21 May 2021

DOI: 10.24256/ideas.v9i1.1897

### Abstract

This research is intended to know whether the teaching and learning process of reading comprehension using the Content Area Reading and Learning English Book helps to develop students' understanding and people who want to master English language skills, one of which is reading, in overcoming reading comprehension problems using reading books will increase structure or strategy. This research uses qualitative methods. The writing of this scientific paper aims to find out what strategies are used in developing students' skills or abilities, as well as those who want to master the English reading skills which are the basis of English before reaching writing and speaking, and according to the application in the Content Area Reading and Learning English Book, and the results of the research strategy used in learning to read are small group teams towards clearly articulated goals.

**Keywords:** Reading, Strategy, English Book, Content Area Reading and Learning

### Introduction

One of the factors determining the success of students in use textbooks that are

determined by the quality of these textbooks. Quality textbooks can provide optimal results in the learning process for both students and teachers. In the explanation of the *Content Area Reading and Learning English Book* (diane, james, & nancy, 1989) , teachers should consider themselves as facilitators of students textbook learning. It is their job to see that students interact with text at a high level of understand- ing through a judicious use of reading and learning strategies. Unfortunately, it has been documented that teachers see themselves more as information dispensers. For students reading in a second language, their practice must be arranged to focus on the specific knowledge and skill demanded by the subject matter.

In teaching English in the classroom, teachers face various problems. This problem occurs when the teacher teaches language competence to students, one of which is when the teacher teaches speaking competence. .

Reiser and Dick (1996, p. 316) says that teachers can use different strategies of teaching to achieve teaching learning goals and objectives. The meaning that can be interpreted is that the role of the teacher is to make effective strategies according to the educational needs of students, the general purpose of which is to communicate using the language studied and this implies that it is the teacher's responsibility to make students develop reading skills in the field of English by using reading teaching strategies that are appropriate and attract students' attention.

A common phenomenon in most big cities in Indonesia is teaching English to young people. Learning is one of the skills needed and developed in language learning. One way to improve reading learning is to read several books or textbooks according to their needs. In this context students are not only required to be able to read, but students must be able to understand what they have read, and in fact there are still many students who are lacking in reading skills and encounter obstacles in reading comprehension. If the textbook used does not meet the criteria, it is feared that students' understanding will be different from the purpose of the textbook content. Therefore, as teachers, those who use textbooks need to first analyze the content of the teaching materials in the textbook.

They must master a special vocabulary of the problem to be solved. Teachers can guide practice by (1) asking students to choose words they do not know; (2) identify what is given, what is needed, and what must be done to solve the problem; (3) arranging the steps sequentially and doing them one by one the basic mastery such as mastering hearing vocabulary when pronounced and re-voiced

according to intonation; and (5) examining students' understanding of the problem-solving process.

There are 2 questions from the above research;

- What are the strategies used in developing reading skills?
- What were the successes achieved in analyzing the Content Area Reading and Learning English Book?

Derived from the questions above, this study aims: To find out the strategies used by students both teachers to develop reading skills, and can be used for those who want to develop reading skills or what benefits can be obtained from the results of this study.

### **As a significance of Study**

For the student : as a source of information to solve their problems in reading lessons

For the teacher : as a reference for improving teaching strategies in teaching reading in the Content Area Reading and Learning English Book guide

For the researcher : as additional information and knowledge about experiences in the world of education, especially in teaching speaking for a better future English teacher.

### **Method**

The method used to conduct this research is a qualitative method. Qualitative research is research using methods such as participant observation or case studies which result in a narrative, descriptive account of a setting or practice. This research is the result of textbook analysis which is analyzed by the researcher to find out what strategies are presented in the book *Content Area Reading and Learning English Book* as the research subject, and the results with the analysis that research strategy used in learning to read are small group teams towards clearly articulated goals.

### **Results**

This chapter contains the findings and discussion of research undertaken by analyzing *Content Area Reading and Learning English Book* (diane, james, & nancy, 1989) . This chapter describes the strategies used by teachers and teacher

problems in implementing these strategies. From the results of the analysis, the research team found the explanation (Olson & Gee, 1991) in this book that here is a growing awareness that content reading strategies should begin in the early years of children's education because children need to develop proficiency with simple expository texts so that they will be able to confront successfully information in content textbooks in the later grades.

Primary grade teachers have identified six strategies they find helpful for young children as they learn to read content material: previewing vocabulary/concepts; using manipulatives (maps, pictures); retelling what they read; summarizing what they read; visualizing what they read; and brainstorming notions related to a topic, this suggests that some use of content reading strategies does occur at the primary level. The problems inherent in many of these texts make it important for teachers to have a systematic way of analyzing and evaluating text characteristics that might influence student understanding.

Content reading programs are based on the notion that all students are required to learn from a variety of texts throughout their schooling. In order to learn successfully with these texts, students must be exposed to a variety of reading and learning strategies that will help them meet the demands of coping with the new vocabulary, concepts, and text organization they will encounter. Reading is taught functionally as the skills and processes needed to learn from text are integrated with the learning of content (Readence, Bean, & Baldwin, 1995)

After arranging the book coalition, that the teacher can form small groups to attract students' attention in learning in *the Content Area Reading and Learning English Book page 101*, there are important points to achieve the research objectives, namely;

### **Cooperative Reading-Learning Strategies**

The first thing to do is activities must have students working in pairs or small-group teams toward clearly articulated goals. These goals may be determined through teacher decision, students decision, or a combination of the two.

After that students need to sit at desks or group table settings with free access to resource materials so that they can work together with less noise, atmosphere, and confusion. Work arrangements and procedures should be devised to increase

student efficiency and reduce problems. For example, rules that determine the number of people who may leave their seats or in a particular resource area at a certain time impose limits on the number of class movements while instilling a sense of responsibility in students. In activities requiring communication between groups, a sensible strategy is to have each group select representatives who can visit the other groups to send or receive the information needed. In this way, the classroom environment for cooperative learning is open and supportive, rather than closed and barrier (Hudgins et al., 1983); at the same time. it is structured with clear guidelines for student behavior (Ruddell, 1993).

After the existence of the procedure, of course there are steps or actions taken to achieve the results or success, from the results of the analysis of the book which is the object of this research describing the success achieved by teachers, students, and schools Successful schools do the eyes of same thing. The successful school understands that superior outcomes do not result from the intense work of one teacher working with one superior student, quality of school success, arises from a commitment by all parties to help one another. They start with common goals, share information, accept their individual responsibilities, and feel the reward of mutual respect. In that kind of An attitude of cooperative effort among parents, teachers, and administrators becomes workable when these adults keep students as the focus of their efforts. For some teachers and administrators, this means a deliberate effort to draw parents into the work of education and to establish an unmistakable policy that parents too are responsible for their children's learning. context, content reading will thrive- as will all sorts of other learning

### **Discussion**

The researcher was focused on analyze the content of the reading materials from the English textbook. In doing the research, the writer has read, identify, and classify the reading materials. The researcher found that the text in text is quite good, based on the vocabulary that used in the text, organization of the paragraph, although thee are some text could be more supported by some ideas or evidence to make the students understanding better in reading comprehension. Beside that, the reading materials in this text have been adapted with the basic of competence in 2013 Curriculum. The basic of competence has been mentioned and described by the researcher on the previous of this discussion.

### **Conclusion**

Based on the results, the researcher concludes that reading skills can be applied

Eva Wati Nainggolan<sup>1</sup>, Rebekka Basa Natalia Samosir<sup>2</sup>, Ester Riska Sianturi<sup>3</sup>, Erikson Saragih<sup>4</sup>

**Analysis The Strategy In Improving Students Reading Comprehension of "Content Area Reading and Learning" English Book**

with activities that are connected to teachers and students, where teachers can form small groups in student activities that attract more student interest and learning using cooperative reading-learning strategies. After implementing these strategies students become more active and encourage them to learn which increases their reading comprehension skills. Based on the research findings, students' reading comprehension can improve the strategy. The results showed that this was an effective strategy in increasing students' reading comprehension significantly, and after being able to apply this strategy students would be smarter in reading by reading learning textbooks.

## References

- Jonaria, E., & Ardi, P. (2020). Pre-service English Teachers' Use of Reinforcement Strategy in Microteaching. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 8(1), 147 - 162.  
doi:<https://doi.org/10.24256/ideas.v8i1.1146>
- diane, l., james, f., & nancy, f. (1989). *content area reading and learning*. london: lawrence erlbaum associates.
- Nisya Anizar(1), B. N. (2019). TEACHERS' STRATEGIES IN TEACHING SPEAKING AT SMP. *Jurnal Edulingua | Vol 6. No.2. Desember 2019* , 6, 5.
- Depdiknas. (2006). Standar Isi. Jakarta: Badan Standar Nasional Pendidikan. Flint. (2009). *The teaching Process*. Oxford: Oxford University Press
- Fromkin, Victoria, Robert Rodman, and Nina Hyams. (2007). *An introduction to Language*. Eight Edition. Thomson Wadsworth. Boston, USA. Michael Rosenberg.
- Houtveen, A. A. M., & van de Grift, W. J. C. M. (2007). Effects of cognitive strategy instruction and instruction time on reading comprehension. *School Effectiveness and School Improvement*, 18 (2), 173-190.
- Ismail. (2017). The Contribution of English Gossip Magazine on Students' Enthusiasm in Speaking Ability. *Edumaspul*. ISSN: 2548-8201 Vol. 1 (1), 1-14.
- Ismail. (2017). Is it Application of Extended Writing Truly Push Writing Student Ability? *Edumaspul*. Vol. 1, (1), 15-24
- Jabu, Baso. (2008). *English Language Testing*. Makassar: UNM Publisher
- Karakas. (2006). The effect of PreReading Activities on ELT Trainee Teacher's Comprehension of Short Stories. Retrieved on December 7th, 2010 from

- <http://eku.comu.edu.tr/makaleler/3.html>
- Lau, K.L. (2006). Implementing strategy instruction Chinese language classes; A school-based Chinese reading strategy instruction program. *Educational Research*, 48 (2), 195- 209.
- Li, J., & Qin, X. (2006). Language learning styles and learning strategies of tertiary-level English learners in China. *Regional Language Centre Journal*, 37 (1), 67-90.
- Melillo, J. (2009). *Expository Teaching*. United States of America: Cambridge University Press.
- Pressley, M. (2006). *Reading instruction that works: the case for balanced teaching*. New York: Guildford Press
- Sahrul, 2014. *Applying Cognitive Reading Strategy to Develop Students Reading Comprehension*. Makassar: UNM
- Shang, H. F. (2007, May). Reading strategy training for the development of EFL reading comprehension. *Proceedings of the 24th International Conference on English Teaching and Learning in the Republic of China (ROC-TEFL)* 424-442, National Chengchi University, Taipei, Taiwan
- Wernke, Stephan, Uta Wagener, Andrea Anschutz, Barbara Moschener. (2011). *Assessing Cognitive and Metacognitive Learning Strategies in School Children: Construct Validity and Arising Question*. *The International Journal of Research and Review*. Time Taylor International. Volume 6 Issue 2. References
- Anmarkrud, O., & Braten, I. (2009). Motivation for reading comprehension. *Learning and Individual Differences*, 19(2), 252–256.
- Asmidaryani, Firman, Gistituati, N. (2018).
- Anmarkrud, O., & Braten, I. (2009). Motivation for reading comprehension. *Learning and Individual Differences*, 19(2), 252–256.
- Asmidaryani, Firman, Gistituati, N. (2018). The effectiveness of layanan informasi using contextual teaching and learning (CTL) approach to degree of students pornography trends. *Proceeding International Conferences on Educational, Social Sciences and Technology*, 133-144.
- Becker, M., McElvany, N., & Kortenbruck, M. (2010). Intrinsic and extrinsic reading motivation as predictors of reading literacy: A longitudinal study. *Journal of Educational Psychology*, 102(4), 773–785.
- Brown, F. (2000). The effect of an inquiry-oriented environmental science on preservice elementary teachers' attitudes about science. *Journal of Elementary Science Education*, 12(2), 1-6.
- Cavallo, A. M. L., Miller, R. B., & Saunders, G. (2002). Motivation and affect toward learning science among elementary school teachers: Implications for classroom teaching. *Journal of Elementary Science*