

THE EFFECTIVENESS OF TEACHER'S STRATEGIES FOR TEACHING READING TO NEWS ITEM TEXT

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Abstract

Anecdotal evidence shows that some teachers are still using traditional teaching strategies. Because of the use of traditional teaching strategies, the students feel bored to learn in the class. As stated by Johnson (2008) "A simple behaviorist principle is that if we find something to be enjoyable in learning based on teacher's strategies, we are more likely to do that thing again. If we find something to be boring, frustrating, or meaningless in learning based on teacher's strategies, we are less likely to do that thing again." (p.12). Therefore, if the teacher's strategies make the students feel bored, the teacher cannot be labelled as an effective teacher. This also applies in teaching reading. In this thesis, the researcher seeks to investigate what strategies were employed a teacher at an Islamic state school. In addition, the effectiveness of the use of the strategies for teaching reading skill in news item text was also examined. In other words, the current study aims to explore how the teacher's strategies on students' reading skill in news item text were employed in effective ways. This study used a mixed-methods research design, in which data were obtained from two types of data collection methods, i.e. interview and questionnaire. The data were qualitative and quantitative. The researcher found that the teacher used several strategies for teaching reading to news item text; those are reading aloud, reading comprehension, and small-group discussion. The students reported that these strategies were effective for them to learn the reading skill in news item texts.

Keywords: Effective teaching strategies, Students' reading skill, News item text.

A. Introduction

Based on some anecdotal evidence, there are some teachers who still use traditional teaching strategies or methods, which makes learning experience uninteresting for students, creating a dull atmosphere. The use of the traditional teaching strategies for the classroom also makes learning objectives difficult to

achieve. Nowadays, the use of traditional teaching strategies such as 'lecturing' and 'translation' methods is still not uncommon. As stated by Amaliah, et al. (2014) "lecturing strategy is a very popular teaching method used by teachers since ancient times". Using these methods, the teacher certainly only focuses on explaining the materials in detail and without using any learning media.

Traditional strategy as like lecturing strategy is a popular strategy that used by some of the teacher, but, this popular strategy isn't effective teaching strategy. This is because the strategy is making students' boredom arise. Sanjaya (2006) states that traditional teaching strategies such as the lecturing method are usually often considered a boring method, and the teacher will be regarded as a boring teacher in managing class or giving method to the students. Then, it will give enough impact to the students in the class, the students aren't concentrated in class; students' physic in the class but their mental totally do not follow the process of learning; their minds are exploring anywhere, or they are sleepy, and this could be the result of teachers' styles in teaching which are not interesting. Like in the statement from the teacher.

Monotonous learning atmosphere perhaps has caused boredom, as stated by Johnson (2008) "a simple behaviorist principle is that if we find something to be enjoyable (a positive reinforcement), we are more likely to do that thing again. If we find something to be boring, frustrating, or meaningless (an aversive conditioner), we are less likely to do that thing again." (p.12). Therefore, the traditional teaching strategies or methods will also impact students' participation, in that they become less engaged in the lesson, fewer students work on the assignments given by the teacher, and finally learning objectives are not achieved. In contrast, Saphier (2008) argues that "being skillful means you can do something that can be seen; it means different levels of skill may be displayed by different individuals; and it means, above all, that you can learn how to do it and can continue to improve at it." (p.1). It means that a skillful teacher can learn and manage the class. Managing the class refers to the teacher who being strategic in teaching, and it will be giving impact in improving students' skill.

Based on the rationale above, this study is necessary to be conducted because by conducting this study, the researcher will be able to provide an explanation about how particular strategies effectively employed by the teacher can potentially give impact to students' learning in news item text.

B. Literature Review

As stated by Taylor (2002) effective teaching refers to how the teacher can manage the class with efficient and sufficient. Effective teachers had strong management skills. (p.7). Then, the term 'effectiveness' itself based on Brown (1988) refers to the best estimated in relation with an objectives or purposive.

(pp.4-5). Effective teaching is necessary the students more intense, give the students more systematic instruction to concern successful learning with an appropriate value. An appropriate value is the term to suppose activities and the management skill of the teacher. the teacher must be considering students' learning to how the teaching and learning process is running well. Then, the appropriate value is also the way of the teacher can bring students' perspective in learning being successful by some educational activity. In this regard, Kyriacou (2009) the goal of effective teaching is about cognitive (intellectual) or affective (social, emotional, and attitudinal) aspects. (p.10).

Effective teaching has several criteria. Therefore, the criteria are must to be approved and did by the teacher to measure effective. Good and Brophy (2003) cited in Kyriacou (2009) identifies some criteria those are: Clarity of directions and explanations, using variety learning activities, establishing task, establishing and maintaining momentum and pace for the lesson, encouraging perspective and develop it, monitoring perspective and attending the needs, delivering well-structured and well-organized lesson, provide positive perspective and give constructive feedback, ensuring learning objectives, using good techniques to questioning.

In other case, Jacobsen (2009) stated that the aspects of effective teacher's strategies are so many, but the main point are: **Withitness and overlapping**; Withitness refers to teachers who know what is going on in all parts of the class at all times and communicate this awareness to their students. Meanwhile, overlapping refers to the teacher's ability to do more things at one time. **Consistent and follow-up**; Consistent refers to an activity that is carried out by the teacher repeatedly and produces positive results for students. Meanwhile, follow-up refers to teachers who can manage the class and solve problems that exist in the class both related to students, as well as lessons, as well as the conditions and conditions of the class. **Dexterity, clarity, and firmness**; Dexterity refers to teachers who can be relied on to do things quickly and well. Meanwhile, clarity refers to describing the accuracy of the teacher's communication regarding the desired behavior or good behavior. Then, firmness is the ability of teachers to interact with students so that students always doing related activities. **Maintain student dignity**; Maintain student dignity is a must for a teacher. this is because a teacher must maintain an emotional cycle, and good communication so that students feel safe and comfortable when learning. In other case, the teacher must also achieve student interest in the learning material.

Teacher's strategies in teaching reading are based on the motivation that the students' have. If the students' motivation is low, it can cause the lesson or

teacher's strategies to run down. In this case, the strategies that the teacher use must be effective, that's it to strengthen students' activeness in reading skill especially. In this term, Nutall and Alderson (1996) stated that if students' motivation in learning is low, this is a major problem for many language teachers, the motivation is really needed here. (p.3). In order, teaching reading is really considerable, that because of reading is a skill, then, the skill isn't only one skill. Many skills in English classroom. In balancing these skills, the teacher must be more strategic.

"Teacher's strategies" term refers to the way of the teacher managing and controlling the class, then, in terms of "Teaching reading" is how to make students' reading skill being improved. So, in conclusion, teacher's strategies in teaching reading is an effort to manage and control the class within having purposeful activity to improve students' reading skill. Baker and Beall (2009) cited in Grabe and Stoller (2013) argue that

"Similarly, reading is an evaluating process in that the reader must decide if the information being read is coherent and matches the purpose for reading. This evaluation also extends to the reader's motivations for reading, the reader's attitudes toward the text and topic, motivations for reading, the reader's attitudes toward the text and topic, the reader's feelings of likely success or failure with text comprehension, and the reader's expectation that the information from the text will be useful (or interesting, or enjoyable)." (p.12)

So that, the teacher's strategies in teaching reading is really needed to be enjoyable or interesting to make students achieve learning outcomes. Learning outcomes are comprehending many aspects to make successful learning. Based on this, Grabe and Stoller (2013) stated that "the notion of comprehending is both obvious and subtle. It is obvious in that any person could say that understanding a text is the purpose for reading; it is less obvious with respect to a text is the purpose for reading; it is less obvious with respect to the ways that such understanding might be carried out by the reader, as will be ways that such understanding might be carried out by the reader, ... One outcome of reading being a purposeful and comprehending process is that it is also a *learning process*." (p.12). Then, to make easier, teacher's strategies in teaching reading has typical management. As stated by Watkins (2018) that "typical global reading strategies include: Setting goals before reading and reading selectively to achieve those goals, activating prior knowledge, previewing the text, forming predictions, monitoring the accuracy of those predictions and modifying them where necessary, making summaries, connecting knowledge gained from the text to background knowledge, identifying central arguments, forming appropriate

questions about the text, using text structure to predict direction of the text, inferring meaning from context.” (p. 73).

News item text is a text which advises readers about occasions regarding the day. The occasions are viewed as newsworthy or significant. It implies if there is a significant occasion that should be known by numerous individuals, at that point this occasion merits news. All things considered, the news text is known as the news thing text. However, on the off chance that there are occasions those individuals do not deserve, at that point they are not certainly worth to be news. (BRITISH COURSE)

Generic Structure of News Item

Main Events / Newsworthy event(s): it recounts the event in summary form.

Elaboration / Background event(s): they elaborate what happened, to whom, in what circumstance

Resource of Information (Source): it contains comments by participants in, witnesses to and authorities' expert on the event

Purpose of News Item

News Item Text is used to inform readers about events of the day which are considered newsworthy or important.

Or

To inform the readers about newsworthy or important events of the day

To present information the readers about newsworthy or important events of the day

Language Feature of News Item

Focusing on circumstances (using a simple language in writing the text)

Using saying verbs: “...” She said, informed, told, and reported.

Sometimes at the beginning of news, the scene is mentioned: Jakarta – ...

Using Past tense in explaining news events. But if it is a fact that until now still happen or still in the form of fact, then can use simple present tense.

Short, telegraphic information about story captured in headline

Using adverbs: time, place and manner

Uses of material processes to retell the event

C. Research Methodology

This research applied a mixed methods design, employing qualitative and quantitative approaches (Creswell, 2009). Qualitative data were used to describe first research question; it was the strategies that were employed by the teacher in

teaching reading skills to the students. Meanwhile, quantitative data were used to answer second research question; it was to reveal how effective the strategies that were employed by the teacher were. By employing a mixed-methods design, as suggested by Creswell et al. (2018), the advantages were so many, one of them was that “mixed methods research is practical in the sense that the researcher is free to use all methods possible to address a research problem.” (p.54).

1. Participants / Population and Sample

This research used purposive sampling because in this research, the researcher purposefully chose the participants of this study, i.e. the teacher and his students. As stated by Creswell et al. (2018), a purposive sampling was selecting the sample who are considered relevant to the focus of this research. For the qualitative data, an English teacher from MAN X was recruited. His name was Mr. Alfa Ridwan (pseudonym). The researcher chose Mr. Alfa Ridwan because based on her own observation, he had useful strategies when teaching their students. For the quantitative part, the researcher recruited Mr. Alfa Ridwan’s students. For the qualitative data, the researcher used only one teacher. Then, for the quantitative data, the researcher used 30 students. These students have attended Mr. Alfa Ridwan’s classes when Mr. Alfa Ridwan used his teaching strategies (reading aloud, reading comprehension, and small group discussion) when teaching reading in news item text. The students sample was homogeneous, there were in the same classes and the same ages.

2. Instruments

Two types of instruments were used to collect data in this research. They were interview questions and questionnaires. The qualitative data were obtained from Mr. Alfa Ridwan by using a list of questions that had been prepared for an interview with him. The interview questions were designed in Bahasa Indonesia to make the interview easier and more understandable. Qualitative data were necessary to detailed data, in term of describing phenomena. The researcher not always know about it, so interview was a way. Based on Mackey and Gass (2005) “Interviews can allow researchers to investigate phenomena that are not directly observable.” (p.173). The quantitative data was obtained with questionnaires in Bahasa Indonesia were designed to collect data from 30 students. The questionnaires were designed in Bahasa Indonesia to avoid students’ problems in the case of hard to understand the sentences. The questionnaires contain 16 statements with several criteria (positive learning experience, engagement, enjoyment), the criteria were simplified from Jacobsen et al (2009) and the design of the questionnaires were adapted from a previous study by Farid & Lamb (2020). A questionnaire is a very effective means for collecting data from a large number of participants. As Dörnyei & Taguchi (2002) noted, questionnaires are

“very versatile, which means they can be used successfully with a variety of people in a variety of situations targeting a variety of topics” (p.6).

D. Findings

This section presents the findings in this research. To make the findings easy to understand, the findings were categorized into two categories. First, qualitative findings were obtained from interviewing the teacher. This section would present the strategies that the teacher used on students' reading skill in news item text. The quantitative findings were obtained from 30 student participants using an online questionnaire. The qualitative data is obtained to filling the qualitative findings. Meanwhile, the quantitative data is being to be figure out the quantitative findings.

QUALITATIVE FINDINGS

This section presents the answer to the first research question that has been formulated in chapter 1. The first research question was answered qualitatively. As described in appendix 2, regarding the strategies used for teaching reading skill, the teacher used three different types of strategies. Mr Alfa Ridwan said :

“... so, I used three strategies in reading material and the first one was news items, the three strategies were reading aloud, reading comprehension, and small group discussion.”

A. Employing Teacher's Strategies in News Item Text

The strategies used for teaching reading skill in news item text by Mr. Alfa Ridwan were reading aloud, reading comprehension, and also small-group discussion. The teacher claimed that the strategies were very useful in many aspects of learning. He said, “...each strategy has its benefits, Emma. under certain conditions. So, influence also has an impact on United State of Americage.” Mr. Alfa Ridwan used three types of teaching strategies. In the term of using reading comprehension and also small-group discussion, the teacher was using the strategies relatively together in one meeting up or face to face with the students, but in other case, the strategies were employed sequentially. The strategies were used by the teacher sometimes faced some problematic cases, but, the teacher always giving problem solving. Mr Alfa Ridwan said:

“When it comes to reading aloud, there are often problems with pronunciation, for how to solve it, I usually tend to be more inclined ...”.

“... when doing reading comprehension, students have to know the vocab, sometimes to solve it ...”.

The teacher never gave up to make the students develop, the strategies that the teacher used was being calculated by the teacher in terms of condition of the class or the class need. As stated by Majid (2017) that teacher strategies are an action plan and the activities itself that must contain particular goal or set of objectives. (p.8). In this case, teacher strategies were always followed by achievements or objectives, in this case, Mr. Alfa Ridwan also has some sets of objectives to the students. He also given many aspects of effective teaching strategies, the aspects were formulated to obtain the objectives. The strategies that the teacher used are reading aloud, reading comprehension, also small-group discussion. Reading aloud is an enjoyable time when the teacher interacts with his students, then the students must read the text (news item text) loudly. (Hahn, 2002, p.6), as like the teacher do, reading aloud that done by Mr. Alfa Ridwan is an enjoyable time for the teacher interact with his students. "Reading aloud...students have more feelings of freedom..."

The second teacher's strategy was reading comprehension, based on teacher explanation, reading comprehension was a strategy that useful in the term of using students' knowledge and experience in vocabularies. "... students have to know the vocabularies that used in the text, it is called reading comprehension ..."

As stated by Grabe and Stoller (2002) that reading comprehension is a building students' understanding about the word or phrase or sentences or paragraph in a text strategy. (p.12). This was very suitable in the term of field fact and also the theory from Grabe and Stoller (2002).

Then, small-group discussion was also a strategy that the teacher used. This strategy was useful in some conditions in class, especially in discussion activities in news item text. That was stated and explained by the teacher. "... the use of small-group discussion strategy is always based on discussion activities in the material."

In other case, Serravallo (2010) also stated that the strategy was used to be a tool to filling the solution of students' independent works problems. The teacher was analyzing the strategy which was match with discussion activities of learning, then, it was a consideration to encounter the students' difficulties in learning or doing the task based handout.

Meanwhile, the use of three types of strategies were explained by Mr. Alfa Ridwan, many ways to doing each strategies that have been mentioned before. For reading aloud, the teacher was doing several procedures, like asking all of the students to do read in class loudly, then after being done in together, the students do it independently. In this case, the students also feel that they still afraid to do independently. "For reading aloud, students are more likely to have a direct feeling of fear of being wrong so that it affects their reading mastery ...".

Reading aloud strategy was done in several procedures as like Hahn (2002), that the reading aloud activity is reading loudly and independently. (p.6). In this term, not only the students do the reading but also the students were learning to speak in right pronouncing.

Then, the next strategy was reading comprehension. This strategy was used in together with another strategy. But, in order, the strategy was done relatively sequentially, after using reading comprehension first, the teacher usually do small-group discussion. Reading comprehension procedures was based in text, then the students reading it comprehend, after that the teacher asks the students to said what in the text. Mr. Alfa Ridwan said:

“... there are two ways, first we look at the text first, whether the text is long or not, if those who don't usually discuss / read it, then I ask what is in the reading. If it's long, we usually divide the paragraphs first because we also manage the time ...”

As stated by Zimmermann and Hutchins (2003) cited in Moreillon (2007), reading comprehension procedures were 1. Activating or building background knowledge, 2. Using sensory images, 3. Questioning, 4. Making predictions and inferences, 5. Determining main ideas, 6. Using fix-up options, 7. Synthesizing. (P.11). That related between the field fact and the theory. In other side, small-group discussion also done in the same time. The teacher sometimes asks the students to make small-group that contains 3-4 persons in each group “For small-group discussion, usually 1 group of 3-4 people.”, then back to text. Small-group discussion means that the students were using the text book and do the task in the term of discussing the text (related news items) with others.

In this way, the students need to be synchronizing the other perspectives or other thoughts to discuss the material inside. As stated by Serravallo (2010) that small-group discussion was a strategy that to easier to understanding the text within others, then, the teacher can manage the students' difficulties to understanding the means or the content itself. (p.14).

QUANTITATIVE FINDINGS

In this section, the researcher is exploring students' responses through online questionnaires via Google Form, then the result is being described. The use of IBM SPSS 25 also is the key of this quantitative findings. Students' responses are related with the aspects of the effectiveness of teacher's strategies. The aspects were positive learning experience, learning engagement, and learning enjoyment, the criteria were simplified from Jacobsen et al (2009).

A. Students' Perception on The Effectiveness of The Strategies Used by The Teacher in News Item Text

After analyzed 30 students to be the participants to answer second statement of the problem with the use of online questionnaires via Google Form. The result described in some tables. Meanwhile, students' responses reliability was analyzed based on Cronbach's alpha value.

The questionnaire was administered to 30 students in MAN X. All of the participants' responses were eligible for analysis. The internal consistency of each scale was tested by running Cronbach's alpha (Cronbach, 1951). Cronbach's alpha is "the most common measure of scale reliability" (Field, 2009, p.674). The minimum alpha value set to determine the level of validity is 0.50 as suggested by Hinton et al. (2004). "There is much debate among researchers as to where the appropriate cut-off points are for reliability. A good guide is: 0.90 and above shows excellent reliability; 0.70 to 0.90 shows high reliability; 0.50 to 0.70 shows moderate reliability; 0.50 and below shows low reliability."

The results from the reliability test as presented in table 4.1 show that most of the scales met the acceptable alpha value according to the commonly accepted standards of social science (above 0.50).

Table 4.1 The results of reliability test in aspects of effective teacher's strategies in news item text

NO	Sub-scale	Number of Items	Cronbach's Alpha Value	Hinton reliability value
1	Positive learning experience	6	0.64	0.50 to 0.70 shows moderate reliability
2	Learning Engagement	5	0.52	0.50 to 0.70 shows moderate reliability
3	Learning Enjoyment	5	0.83	0.70 to 0.90 shows high reliability

1. Students' Responses Based on Positive Learning Experience Aspect

Positive learning experience aspect was the first aspect to know that the teacher's strategies was effective. This aspect has six items to being analyzed. Each item was asking the students to response the statements that related the aspect. Meanwhile, the scale is based on Likert scale 1-4 (1: strongly disagree, 2: disagree, 3: agree, 4: strongly agree). 30 participants were answering the statements based on Likert scale, then the percentage was known.

Table 4.2 Positive learning experience aspect percentage
Aspects of The Effectiveness Teacher's Strategies Items related aspects

Aspects of The Effectiveness Teacher's Strategies	Items related aspects	Percentage		
		Strongly Disagree	Disagree	Strongly Agree
Positive learning experience	1		6.7%	90%
	2		93.3%	6.7%
	3		6.7%	83.3%
	4		6.7%	93.3%
	5		6.7%	66.7%
	6		6.7%	86.7%

The result of this aspect based on each item was in scale 3, so it can be concluded that the aspect was agreed by the participants. As related with table 4.1 the reliability of this aspect was 0.64 and based on Hinton et al. (2004). That the scales were the reliability value was moderate reliability value.

As seen in the table, the items in number 1,3,4,5,6 was in scale 3. But, the item number 2 wasn't, because the item was related to negative statements. Can be seen that item number 1 was agreed by 90% participants, item number 3 was agreed by 83% participants and 10% of participants was strongly agreed about this item, item number 4 was agreed by 93.3% participants, item number 5 was agreed by 66.7% participants, and it was strongly agreed by 26.7% participants, item number 6 was agreed by 86.7% participants, and it was strongly agreed by 6.7% participants. It means that positive learning experience aspect was in moderate reliability and in the use of teacher's strategies were called effective. To strengthen the statements, the means positive learning experience 2.87, it was high because of the scale means not 2 or below.

2. Students' Responses Based on Learning Engagement Aspect

The second aspect of effective teacher's strategies was learning engagement. This aspect also has its items that still related. This aspect has five items that in relation. 30 participants also response the items that related learning engagement aspect.

Table 4.3 Learning engagement aspect percentage
Aspects of The Effectiveness Teacher's Strategies Items related aspects

Aspects of The Effectiveness Teacher's Strategies	Items related aspects	Percentage		
		Strongly Disagree	Disagree	Agree
Learning engagement	1		3.3%	86.7%
	2			63.3%
	3		6.7%	90%
	4		6.7%	83.3%
	5			83.3%

As seen in the table, the items in number 1,2,3,4,5 was in scale 3. Can be seen that item number 1 was agreed by 86.7% participants and 10% was strongly agreed about this item, item number 2 was agreed 63.3% by the participants, and no one disagree or strongly disagree about it, also the scale 4 had a big percentage it was 36.7%, item number 3 was agreed by 90% participants, item

number 4 was agreed by 83.3% participants and 10% participants was strongly agreed about this item, item number 5 was agreed by 83.3% participants, no one disagree about item number 5 and it was strongly agreed by 16.7% participants. As conclusion, this aspect based on each item was in the same scale 3, so it can be concluded that the aspect was agreed by the participants. This aspect reliability value was 0.52 based on Hinton et al. (2004). 0.50 to 0.70 was a moderate reliability (p.364). It means that learning engagement aspect in the use of teacher's strategies were called effective based on the percentage scale in each item or Cronbach's alpha value based on reliability. In other case, the means score also high, because this aspect has means score 3.12 and it was 3 and above.

3. Students' Response Based on Learning Enjoyment Aspect

As the case or other aspect before, this aspect also used Likert scale 1-4 (1: strongly disagree, 2: disagree, 3: agree, 4: strongly agree), then the participants were in 30, this aspect has five items that still in relation.

Table 4.4 Learning enjoyment aspect percentage
Aspects of The Effectiveness Teacher's Strategies Items related aspects

Aspects of The Effectiveness Teacher's Strategies	Items related aspects	Percentage		
		Strongly Disagree	Disagree	Strongly agree
Learning enjoyment	1		6.7%	93.3%
	2		6.7%	86.7%
	3		6.7%	93.3%
	4		6.7%	83.3%
	5		10%	36.7%

As seen in the table, the items in number 1,2,3,4 was in scale 3. But the item number 5 was strongly agreed or in scale 4 by the participants. Can be seen that item number 1 was agreed by 93.3% participants, item number 2 was agreed by 86.7% participants also the scale 4 was 6.7%, item number 3 was agreed by 93.3% participants, item number 4 was agreed by 83.3% participants and 10% participants was strongly agreed about this item, item number 5 was agreed by 36.7% participants, but, in order the item was strongly agreed by 53.3% participants. As conclusion, this aspect based on each item most scale 3, so it can be concluded that the aspect was agreed by the participants. This aspect reliability value was 0.83 and based on Hinton et al. (2004). 0.70 to 0.90 was a high reliability (p.364). It means that learning enjoyment aspect in the use of teacher's strategies were called effective based on the percentage scale in each

item or Cronbach's alpha value based on reliability. The other case, the means score of this aspect was so high, because of the means score was 3.06, the scale was 3 and above.

E. Discussion

After being found out the findings, the strategies were used by the teacher was varies. Three types of strategies that the teacher used on students' reading skill in news item text. Teacher was using the strategies based on the condition and based on the necessary of the class, as stated by Majid (2017) that teacher strategies are an action plan and the activities itself that must contain particular goal or set of objectives. (p.8). The use of strategies was to made the class more manageable and under controlled. The strategies that the teacher used was reading aloud, reading comprehension, and also small-group discussion. As stated by Stronge (2007) "the instruction and management processes are keys to effectiveness" (p.22), it can be concluded that the teacher who can manage and instruct the students was an effective teacher. Within the strategies that used by the teacher, as conclusion, the strategies was a management process in class, and an instruction to the students to be joined in purposed of learning. In other word, the teacher's strategies were a key of the effectiveness. If the teacher's strategies were not useful or making the students more confused in class, it can't be called an effective teaching strategies. In this term, teacher's strategies that the teacher used was categorized as effective based on the theory, to strengthen the argument this statement also added by the theory from Saphier et al. (2008) that a skillful teacher or an effective teacher was knowing the achievement that must be the students obtained, and can helped the students to attain it. (p.2).

Meanwhile, in this case, based on the qualitative findings the teacher (Mr. Alfa Ridwan) was done in all of the category in skillful teacher or effective teacher. Then, the calculation of each item on the aspects of the effectiveness teacher's strategies were high, the Cronbach's alpha value was identified the reliability value of each aspect, positive learning experience (0.64) was a moderate reliability value, learning engagement (0.52) was a moderate reliability value, learning enjoyment (0.83) was a high reliability value. (see table 4.1). As stated by Hinton et al. (2004). "There is much debate among researchers as to where the appropriate cut-off points are for reliability. A good guide is: 0.90 and above shows excellent reliability; 0.70 to 0.90 shows high reliability; 0.50 to 0.70 shows moderate reliability; 0.50 and below shows low reliability." (p.364)

To see the effectiveness of the strategies using the quantitative data, it referred to three aspects, it was positive learning experience, learning engagement, and learning enjoyment. Based on the positive learning experience aspect, the means score showed 2.87, it sees high. The scale used to measure the

effectiveness, it applied theory from Arctic Intelligence (2019) that the means score 3-4 was a highly effective scale value. The other case, the learning engagement aspect had the means score 3.12, it was a highly effective scale value based on the theory used. Meanwhile, the means value of the learning enjoyment was 3.06. Based on the theory, the means score was also highly effective scale value, because it was not in the scale 1-2.

In other case, the percentage of the items related aspects were agreed by the participant. See the scale 3 of each item on the aspects, positive learning experience (1: 90%, 2: 6.7%, 3: 83.3%, 4: 93.3%, 5: 66.7%, 6: 86.7%). Scale 3 was the statement to agree with the items in the aspect, and it was agreed by the participants (in percent), but the item number 2 was a negative statement, and it was disagreed with 93.3% participants.

Meanwhile, the learning engagement aspect's items was also in almost in the scale 3 (1: 86.7%, 2: 63.3%, 3: 90%, 4: 83.3%, 5: 83.3%), as conclusion, this aspect was agreed with the participants that see the statements or the items that related the aspect. Then, the aspect of learning enjoyment was also the same with the other aspects, the big percentage scale was also almost in the scale 3 (1: 93.3%, 2: 86.7%, 3: 93.3%, 4: 83.3%, 5: 36.7%), the item number 5 was strongly agreed with 53.3% participants.

F. Conclusion

This study was aiming to provide an explanation about how particular strategies employed effectively by the teacher can potentially giving impact to students' learning in news item text. Based on the findings and discussions in chapter 4, the researcher can conclude that the teacher's strategies on students' reading skill in news item text were varied. The three types of teacher's strategies are reading aloud, reading comprehension, and small-group discussion. Each strategy employed by the teacher made the students obtain the achievement because of the teacher was employing the strategies appropriately. Reading aloud was the strategy that the teacher used, reading aloud was an enjoyable time for the teacher and the students to make interaction, then, the teacher asks the students to read loudly. (Hahn, 2002, p.6). Based on field fact, Mr. Alfa Ridwan was used reading aloud strategy matches with the theory from Hahn (2002). Reading comprehension was the strategy that used to build students' knowledge about the vocabularies. (Grabe and Stoller, 2002, p.12). Small-group discussion was the strategy to make students easier to learning and do the task. (Serravallo, 2010, p.14). Based on qualitative findings above, the teacher was used reading comprehension also small-group discussion relatively together in one time. The use of reading comprehension was to explore the content of the text also adding

the students' new vocabularies, then small-group discussion was based on the condition of the classroom and the activities based students' handout.

Then, the ways to do the effective reading aloud strategy based on teacher statements and expert explanation were: Preparing the text or handout. Based on the research, the teacher suits the TLP (teaching and learning process) with news item text; Based on the field fact and the expert explanations, the teacher giving example how to read the text; Based on expert and teacher, the next step is asking the students to do it by themselves; Then the teacher also asking the students to read together with loud.

Meanwhile the effective reading comprehension strategy was done if: Students have already known about all of the vocabularies; Students using the text book to find out the vocabularies that they haven't already know; Students asking to the teacher about the vocabularies or search in another sources;

The teacher asking the students to make their prediction about the vocabularies, also giving them questions relate; Students is knowing the main idea of the text; Teacher giving options about the main idea or content to the students; Students making conclusions about the text, and teacher giving result statement related students thought.

In other case, the effective small-group discussion strategy was done after the teacher: Students have already known about all of the vocabularies; Students using the text book to find out the vocabularies that they haven't already know; Students asking to the teacher about the vocabularies or search in another sources; The teacher asking the students to make their prediction about the vocabularies, also giving them questions relate; Students is knowing the main idea of the text; Teacher giving options about the main idea or content to the students; Students making conclusions about the text, and teacher giving result statement related students thought.

The strategies were calculated by a tool to know that the teacher's strategies on students' reading skill in news item text was effective. Then the effectiveness aspect was in three criteria, that is positive learning experience, learning engagement, learning enjoyment. The aspect was divided into some items, aspect of positive learning experience in six items, aspect of learning engagement was five items, and aspect of learning enjoyment in five items. Then, to know it was effective the use of online questionnaires instrument was shared in the Google Form that to know students' responses. Then the result was many aspects that the scale more on scale 3 or even in the scale 4. Cronbach's alpha value also used to know the reliability the value of each aspect, and the result was positive learning experience in 0.64 was in moderate reliability, then learning engagement in 0.52 was in moderate reliability, also learning enjoyment in 0.83 was in high reliability. In other hand, as based the theory from Arctic Intelligence

(2019), the means of each aspect was high, the means of positive learning experience was 2.87 was categorized as high because the scale was in 3-4, learning engagement was 3.12 was categorized as highly effective scale value too, because of the scale was 3-4, meanwhile, the learning enjoyment was 3.06 was categorized as highly effective scale value also because of the scale was in scale 3-4 not in scale 1-2.

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