

**THE TEACHING OF READING COMPREHENSION FOR  
ENGINEERING STUDENTS AT UNIVERSITAS  
MUHAMMADIYAH MALANG**

**THESIS**

In Partial Fulfilment of the Requirement for Master's  
Degree in English Language Education



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2024**

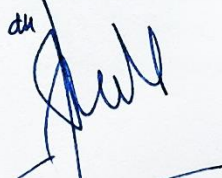
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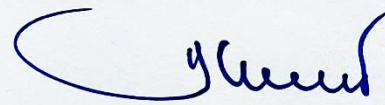
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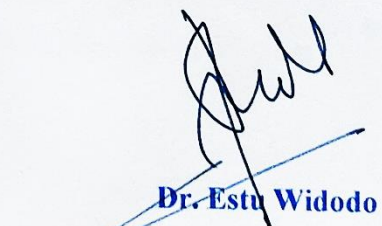
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The writing of this thesis is aimed to investigate the strategies applied by the lecturers in teaching reading comprehension, the problems in implementing the strategies, and the solutions to the problems. Moreover, it is expected to give more references and other insights for academicians, educators, and institutions to develop strategies for the students' improvement in reading skills.

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The Writer

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## LETTER OF STATEMENTS

I, the undersigned:

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Hereby, declare that:

1. The thesis entitled: **THE TEACHING OF READING COMPREHENSION FOR ENGINEERING STUDENTS AT UNIVERSITAS MUHAMMADIYAH MALANG** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned in the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON-EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, March 1<sup>st</sup>, 2024

The Writer,

  
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## ABSTRACT

Reading comprehension still be the challenges for Engineering students in understanding the text with specific terms, especially in engineering terms. In improving the students' reading comprehension, the lecturers need to develop their strategies in teaching reading comprehension. This study is aimed at investigating the strategies applied by the lecturers in teaching reading comprehension for their Engineering classes, the problems they faced in teaching reading comprehension, and the possible solutions to the problems in teaching reading comprehension. It is qualitative study with narrative research design. The study explores the lecturers' experiences in teaching reading comprehension for Engineering students related to their strategies, problems, and solutions to the problems in teaching reading comprehension. The participants of this study are the lecturers of reading comprehension at Engineering Faculty Universitas Muhammadiyah Malang. In collecting the data, this study uses interview and observation data collection techniques and the instruments to collect the data are interview guide and observation checklist and notes. Result of this study shows that the lecturers develop their teaching reading comprehension by combining more than one strategy to avoid monotony teaching and the students' boredom in the class. They use interchangeably two of five methods in their reading class. It is expected to increase the effectiveness in improving the students' comprehension. In conclusion, in improving the students' comprehension in reading a text, the lecturers are able to possibly combine their teaching strategies.

**Keywords:** combined strategies, engineering students, reading comprehension, teaching strategies

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## ABSTRAK

Pemahaman membaca masih menjadi tantangan bagi mahasiswa Teknik dalam memahami bacaan yang mempunyai istilah-istilah tertentu, terutama istilah dalam bidang Teknik. Untuk itu, dosen perlu meningkatkan strategi pengajaran membaca mereka untuk meningkatkan pemahaman mahasiswa dalam membaca suatu teks. Penelitian ini ditujukan untuk meneliti strategi yang digunakan dosen untuk mengajar membaca dengan pemahaman bagi mahasiswa Teknik, masalah yang mereka hadapi ketika mengajar membaca dengan pemahaman dan solusi yang bisa diaplikasikan untuk mengatasi permasalahan dalam mengajar membaca dengan pemahaman. Penelitian ini adalah penelitian kualitatif dengan desain penelitian naratif. Penelitian ini mengeksplorasi pengalaman para dosen dalam mengajar membaca dengan pemahaman untuk mahasiswa Teknik. Pengalaman dosen yang dieksplorasi dalam ini terkait dengan strategi yang mereka gunakan dalam mengajar membaca dengan pemahaman, permasalahan yang mereka hadapi dalam pengajaran, dan solusi yang mereka gunakan untuk mengatasi permasalahan tersebut. Partisipan penelitian ini adalah para dosen yang mengajar membaca dengan pemahaman untuk mahasiswa Fakultas Teknik Universitas Muhammadiyah Malang. Pengumpulan data untuk penelitian ini menggunakan teknik wawancara dan observasi dan instrumen yang digunakan adalah daftar pertanyaan wawancara dan daftar kegiatan yang diamati dan catatan observasi. Hasil penelitian menunjukkan bahwa dosen mengembangkan pengajaran membaca dengan pemahaman mereka dengan mengombinasikan lebih dari satu strategi untuk mencegah pengajaran yang monoton dan kebosanan siswa di kelas. Mereka menggunakan dua dari lima strategi secara bergantian di kelas. Penggunaan kombinasi strategi ini diharapkan bisa meningkatkan keefektifan dalam meningkatkan pemahaman mahasiswa. Kesimpulannya, untuk meningkatkan pemahaman mahasiswa dalam membaca teks, dosen bisa mengombinasikan strategi pengajaran mereka.

**Kata kunci:** kombinasi strategi, mahasiswa Teknik, membaca dengan pemahaman, strategi pengajaran

## **I. INTRODUCTION**

This chapter focuses on the reasons for conducting the research. Therefore, this chapter describes the background of the study, research questions, purposes of study, the scope of limitation, the significance of the study, and the definition of the key terms.

### **A. Background of Study**

Teaching reading comes its priority in the process of students' learning reading skills (Yılmaz, 2019). Teachers have their role as the motivator, informant, and conductor in the class to encourage students' motivation in obtaining their reading skills. The appropriate guidance and instructions from the teacher may stimulate students' apprehension while analyzing the text (Usman et al., 2019). The importance of building the students' reading skills is giving them the systematic experience of comprehending a text. Moreover, teaching reading is not only giving its efficacy in guiding students to find the main idea, make inferences, or summarize but also in avoiding students' misconceptions about the text context (Smith et al., 2021).

Behind its importance, teaching reading also faces problems in building the students' reading skills. The different background of knowledge and students' experience in reading is one of the issues in teaching reading. These differences may be caused by students' learning environment (Dong et al., 2018), bilingualism (Banitalebi et al., 2021), or habits in learning a lesson. The size of the class population is another difficulty in teaching reading. Teachers also have difficulty paying attention to each student with different levels of proficiency. Still, another problem faced by teachers in teaching reading lies in students' motivation. Students with low motivation will need more encouragement to reach the comprehension target in building their reading skills, but it is different from those who have high motivation. They are more actively participating in the process of learning reading skills.

Teaching reading always faces challenges in improving students' ability in having good reading. The efforts of increasing students' skills in reading lead to the

development of teaching strategies for reading comprehension. Strategies to guide students in comprehending the text have been developed and researched to find the most effective ones.

The concerns of teaching reading strategies addressed to construct the students' experience in reading, students' knowledge of the context, and students' comprehension of the text (Brevik, 2019). Scanning, skimming, making inferences, and conclusions are the strategies to give students an experience in reading. These strategies lead students to be more careful in finding answers to the questions and to get the point information in the text that they are not only copying the answer from the text. Another importance of teaching reading strategies is to give the knowledge of context to the students (İlter, 2019). Students are guided to find the meaning of words, phrases, or idioms from the clues depicted in the text. Therefore, students are able to determine the meanings of a word based on the context discussed in the text and improve their knowledge of terminology. Last but not least, appropriate teaching reading strategies are important to improve students' comprehension of the text.

Reading has been taught with strategies that can build the students' reading skills. The strategies mostly used by the teachers are cognitive (García-Sánchez & García-Martín, 2021) and metacognitive (Ali & Razali, 2019) strategies. Both strategies seem to be favorite for the teachers as it develops students' reading skills through the common methods used in learning English reading. Meanwhile, a study stated that explicit teaching strategy in teaching reading has also proven to develop students' ability in comprehending a text (Brevik, 2019). This strategy instructs the students to have a thinking process cognitively while reading a variety of texts. Furthermore, in the other study, reciprocal teaching strategy had been developed to improve students' independence in comprehending a text (Kadam & Sawant, 2020). Teachers as facilitators give the students adequate explanations and continuous guidance. In this teaching strategy, the discussion of the text comprises making predictions, asking questions, doing clarification, and writing summaries were conducted.

In applying the strategies of teaching reading comprehension, the lecturers occasionally face difficulties due to some factors such as the students' learning style and characteristics (Mitsea & Drigas, 2019; Safapour et al., 2019). Students' learning styles sometimes bring difficulties in learning. Visual and verbal learners have different styles of understanding material. The visual learner tends to learn from pictures, while the verbal learner learns from oral explanation. Meanwhile, auditory learners obtain information from other conversations and listen to others' speech. It is also different from a kinesthetic or tactile learner who likes to move and work with concrete objects (Dinh & Minh Vo, 2022).

Additionally, students' characteristics may cause difficulties in learning. The risk-taking students will take all risks to do mistakes when they learn a foreign language, English for example. They will not be afraid to have failures in pronouncing, spelling, or answering questions because they learn from their mistakes. Moreover, learners who have high anxiety will impede themselves from learning new knowledge including language. They tend to sense their difference with others viewing from culture or learning the target language. Learning language needs careful listening, therefore those who have no empathy will face difficulty in learning the target language (Getie, 2020). Motivation is also one of the psychological factors influencing second language acquisition. A study with engineering student participants shows that motivation is influenced by the content and the materials that are not contextual to their major (Pazoki & Alemi, 2020).

In solving the problems of teaching reading comprehension, the teachers proposed possible solutions. There are ways the teachers conducted to solve the problems in teaching reading. Teachers develop teaching reading strategies by combining methods, techniques, and approaches (Muflihah & Sukirno, 2021; Solikhah, 2018). They may have different combinations of methods and techniques or methods and approaches or else for different situations of students' learning activities. Furthermore, teachers are more prepared for building the students' reading skills for coping with the problem of their teaching reading strategies. A good teaching plan, students' exercises, and appropriate texts or books are readily preparations conducted by the teachers (Solikhah, 2018).

The use of teaching reading strategies was believed to enhance students' comprehension of reading. Previous studies have shown the effectiveness of cognitive and metacognitive strategies to increase students' understanding through predicting the text and relating the text to the students' schemata (Ali & Razali, 2019). Meanwhile, the other study stated that the reciprocal teaching strategy of reading enhanced students' comprehension through predicting, clarifying, questioning, and summarizing activities (Oo et al., 2021). Both strategies have been proven to improve the students' comprehension of reading. However, only a few studies have shown the problems in implementing the teaching reading strategies to improve students' comprehension of the text. Therefore, this study is proposed to find out the difficulties of teachers in applying the strategies for teaching reading comprehension, especially for higher education students.

Despite many studies conducted on the effectiveness of teaching strategies and their effects on the improvement of students' skills in reading, there has been few evidence on the strategies applied by the lecturers in teaching reading comprehension, problems the teachers face in implementing it, and the solutions they propose to cope with those problems. Therefore, this study focuses on investigating those three issues in reading classes for Engineering students.

The preliminary study was conducted at Engineering Faculty Universitas Muhammadiyah Malang which includes English for Specific Purposes (ESP) in its curriculum. Focusing on observing reading skills, there were still fewer students who mastered reading comprehension. The students generally still had low achievement in understanding questions and sentences in the paragraph even though they had exercises in their learning. They tended to do word-by-word translating instead of finding the meaning of words from the context. Moreover, students had less knowledge of English idioms and confused to determine words based on part of speech. Therefore, this study is aimed to investigate the strategies used by the lecturers of Engineering Faculty Universitas Muhammadiyah Malang in teaching Reading and the potential problems faced by the lecturers in implementing the strategies.

## **B. Research Questions**

This seems to be a common phenomenon in implementing teaching strategies that teachers' techniques, models, and appropriate instructions improve students' abilities and skills. This study aims to investigate the potential problems and solutions in implementing the teaching strategies in reading comprehension for Mechanical Engineering students of Universitas Muhammadiyah Malang. There are three formulations of problems in this study.

1. What types of strategies do the lecturers apply in teaching reading comprehension at Engineering Faculty Universitas Muhammadiyah Malang?
2. What problems do the lecturers face in teaching reading comprehension at Engineering Faculty Universitas Muhammadiyah Malang?
3. How do the lecturers solve the problems they face in teaching reading comprehension at Engineering Faculty Universitas Muhammadiyah Malang?

## **II. REVIEW OF RELATED LITERATURE**

This section reviews the literature related to the teaching of reading comprehension, the problems in teaching reading comprehension, the strategies applied in teaching reading comprehension, the problems in applying the strategies in teaching reading comprehension, and the solutions to the problems.

### **A. The Teaching of Reading Comprehension**

The development of effective reading strategies is necessary for enhancing the teaching and learning process (Okkinga et al., 2018). Reading comprehension is a skill in the receptive skill of English learning that is inseparable from other skills. The learning of reading comprehension requires a developing teaching process to improve students' reading comprehension.

The teaching of reading comprehension does need a series of teaching components including methods, techniques, and strategies to encourage the students' activeness in understanding the text. Therefore, the teaching of reading comprehension is defined as the teachers' activity in activating students' understanding through questioning, determining importance, and making

inferences (Tang et al., 2019). In this activity, the teachers lead the students to scan and skim the text to obtain the specific information presented in the text. Determining the words meaning through the context of the text and finding the literal information of the text trains the students to develop their skills in understanding the text. The other definition defined the teaching of reading comprehension as the way the teachers instruct the students to gain the information from the text by finding the main idea or summarizing it (Smith et al., 2021). These definitions are also supported by Okkinga (Okkinga et al., 2018) that defined the teaching of reading comprehension as a set of instructional principles. The teachers need to perform direct instruction of reading strategies to improve the students' comprehension.

The definition of the teaching of reading comprehension has explicitly explained that its purpose is to direct the students to enhance their skills in understanding the text. The teachers' instructions are the guidelines for the students to dig their potency in analyzing the text, getting information, and obtaining the point discussed in the text. Thus, students are able to develop their skills in reading comprehension. The teaching of reading comprehension plays an important role in students' comprehension skills. Teachers are the facilitator to force the students' activeness in critical thinking of text analysis.

## **B. The Strategy in Teaching Reading Comprehension**

In teaching reading comprehension there are strategies applied by the lecturers. It is the procedures the lecturers use in achieving the goals of learning. These goals should be reached by the students after they are given the materials by the lecturers. In the application of strategies in teaching reading comprehension, there are steps the lecturers take to achieve the learning objectives. Those steps are activating prior knowledge, predicting, connecting, review, monitoring and clarifying, inferring, summarizing, and review (Pilonieta et al., 2019). By taking these steps, the lecturers can plan their strategy in teaching reading comprehension.



## **C. Types of Strategy in Teaching Reading Comprehension**

The lecturers apply type of strategies in achieving the learning objectives of reading comprehension. Previous studies stated that explicit strategy, cognitive strategy, reciprocal strategy, and metacognitive strategy are effective in improving students' comprehension in reading. Among those strategies, metacognitive strategy is mostly applied in teaching reading comprehension.

### **1. Explicit Strategy**

The explicit strategy in teaching reading has proven to develop students' ability in improving their comprehension (Brevik, 2019). Students are guided to have a thinking process cognitively while reading a variety of texts. This strategy demands the teachers to activate the prior knowledge of students before they read a text and develop metadiscourse awareness after reading. It is aimed to make students have critical thinking in reading comprehension. The instructions given by the teachers are guiding students to find information by doing analysis or finding the location of information in the text. Teachers also instruct the students to use keywords to determine the main ideas of the text.

Explicit strategies have been proven effective by using literary and narrative texts (El Soufi & See, 2019). The teachers use both types of texts to instruct the students to understand the text in detail. In understanding the literary text, the teachers instruct the students to make mind mapping to sum up the text briefly. Therefore, students can understand the points present in the text. Moreover, the teachers can instruct the students to extract the information from the narrative text by making a timeline.

### **2. Cognitive Strategy**

The use of cognitive reading strategies among students also develops their skills in developing their vocabularies through the context of the text (Asmara, 2017). The improvement in determining main ideas was achieved when they analyzed the text through the keywords. In this activity, students were not only able to build a deduction or summarize the information but also do an inferential activity.

On the other study, the cognitive reading strategies need the teachers' capability in instructing the students to select the text and giving the instructional procedures (Marzuki et al., 2018). In the text selection, the students were asked to choose the text based on their interests to motivate them to read and discuss it with their peers. This activity encouraged students to have active participation in efficient and pleasant learning. Meanwhile, the instructions from the teachers also contributed to the way students comprehend the text. The students were guided to predict the content of the text from the title and keywords. They were also guided to find the meaning of words based on the context of the text and make a summary of the main ideas of the paragraphs. The implementation of cognitive reading strategies in teaching reading leads the students to comprehend the text in steps of understanding. It is from word analysis to main ideas summarization.

### **3. Reciprocal Strategy**

Lately, reciprocal teaching strategies have been developed to improve students' independence in comprehending a text. Teachers as facilitators give the students adequate explanations and continuous guidance. In this teaching strategy, teachers and students need to have a conversation during discussing a text. The discussion of the text comprises making predictions, asking questions, doing clarification, and writing summaries. Teachers' modeling in this strategy involved students in greater responsibility to analyze the text in all processes. Therefore, this teaching strategy guides the proficient and less proficient students to be a good and independent readers (Ahmadi & Gilakjani, 2012). Subsequently, the implementation of reciprocal teaching strategies in experiment and control groups showed a significant difference. Students who were in the experimental group mastered more reading skills than those who were not. The behaviors in learning activity achieved when the teachers gave an appropriate stimulus of explanations or guidance (Kula & Budak, 2020). In the other study, the reciprocal teaching strategy enhances students' reading skills both literal and inferential (Munawir et al., 2022). In literal skills, students are able to find the keywords of the paragraph or text. They can also find the meaning of the words from the context of the text,

and therefore, they are capable of determining the synonym and antonym of the phrase and idioms. Meanwhile, students' skills in inferential are proven by their capability in making summaries using their words. They can arrange sentences based on the subject-verb agreement. Moreover, students are able to clarify the organization of ideas in the text and the writer's purposes and tones. Moreover, a reciprocal teaching strategy improves students' cooperation, peer correction, and group working in learning. Those factors help students to achieve reading skills during group activities (Navaie, 2018).

#### **4. Metacognitive Strategy**

There is no doubt that teaching strategies implemented to teach reading comprehension skills always come with the improvement of students' capability, and of course, with its effectiveness in achieving students' skills in reading. The implementation of the metacognitive Think-Aloud strategy has proven to improve students' reading comprehension skills and attitudes (Al-Qahtani, 2020). This strategy encourages the students' implementation of metacognitive strategies with the guidance of teachers in the learning process and environment. Afterward, SCAMFER (Substitute, Combine, Adapt, Modify, Put to other uses, Eliminate, Rearrange or Reverse) strategy brings the development of students' English critical reading skills (Mahfouz, 2019). This strategy assists the students to organize and evaluate ideas to other writers' ideas. Therefore, the students enhance their critical and creative thinking in analyzing the text. Moreover, implementing four stages of reading; preview, click and clunk, get the gist, and wrap up through collaborative strategic reading improve students' comprehension skills (Alqarni, 2015). This strategy brought students to the process of brainstorming, monitoring understanding, finding the main concept, generating questions, and reviewing key ideas.

Several studies have proven that the implementation of teaching strategies in English reading has given the improvement in the students' reading ability. The use of skimming, scanning, predicting, and questioning techniques in reading strategies do assist students' reading comprehension (Banditvilai, 2020). They can

make notes during reading activities and collect the information contained in the text. The EFL students or bi-lingual or multi-lingual students, translation is preferred (Mokhtari et al., 2018). This strategy is the conventional one, but they mostly do this because they can grasp the information of the text in their native language. In the other study, the scaffolding strategy in teaching reading needs the interactions between teacher and students in giving instructions (van de Pol et al., 2019). It is the guidance for students to do steps of reading comprehension. They were asked to skim and scan the text to find the keywords or points of information in the text. Furthermore, they asked the students to find conjunctive signals to predict further information in the text. Teachers' guiding support in reading encourages students to achieve their comprehension level and apply the strategy in reading.

#### **D. The Implementation of Strategies in Teaching Reading Comprehension**

In achieving the learning objectives in the reading class, the lecturers applied strategies in teaching reading comprehension. It is also developed to avoid the monotonous teaching and learning process in the classroom. Different strategies applied different procedures of instruction. Each of these strategies is aimed at reaching the effective teaching of reading comprehension.

The implementation of explicit strategies in teaching reading comprehension has been proven effective in improving the students' understanding of reading and analyzing a text (El Soufi & See, 2019). It also enhances the students' critical thinking in finding information. The students were able to summarize and make inferences about the text. Moreover, explicit strategies also assist the lecturers in enhancing the students' strategic knowledge and overall comprehension (Pilonieta et al., 2019). Meanwhile, the cognitive strategies are also implemented by the lecturers in their reading class to enhance the students' comprehension in reading (Asmara, 2017). The lecturers guide the students to understand the text by finding the keywords to determine the main information in each paragraph or in the text. This strategy also allows students to improve their skills in decoding the information in the text (Marzuki et al., 2018).

As the development of comprehending the text using cognitive strategies, the lecturer also uses metacognitive strategies in improving the students' comprehension in reading a text. The lecturers use this strategy to instruct the students to use their skills in reading (Mitsea & Drigas, 2019). This strategy is aimed at developing the students' critical thinking in analyzing a text. They are not only finding keywords to determine the topic of the text or main idea of each paragraph but also use their reading techniques, methods, and strategies in finding accurate information (Berenji, 2021). Furthermore, reciprocal strategies are also applied by the lecturers in improving the students' comprehension by developing instructional communication in reading a text (Munawir et al., 2022; Navaie, 2018). The lecturers give guidance to the students during the analyzing the text. They also give feedback to students' participation in understanding a text.

#### **E. The Problems in the Teaching of Reading Comprehension**

Teaching reading comprehension has the developing efforts in enhancing students' skills in reading. In this effort, it demands the students to be capable of understanding the text and grasping the information in the text. Even though the strategies have been planned and implemented accordingly, there are problems in the teaching of reading comprehension.

##### **1. Inadequacy in Vocabulary or Terms Mastery**

Vocabulary mastery in reading comprehension has an important role in understanding the content of the text. The lack of vocabulary brings the students difficulties in finding the meaning of the text where they want to collect information. This difficulty causes the longer time to read a text even it is the short one (H. I. H. Ali, 2020). The hassle in opening the dictionary to find the meaning of words is the students' effort in coping with the vocabulary problem. The students who are non-native English with low proficiency of English tend to translate the text word-by-word to understand the meaning. Therefore, it makes them need longer time to read the text. Moreover, the lack of vocabulary mastery is caused by the students' learning background of English. For the students of non-English

major, it is difficult for them to understand the meaning of the terms. It is because they learnt general English at secondary school, but they have to learn technical English as their specialty when they are at university level.

The problems in vocabulary mastery are also caused by the students' environment (Alharbi, 2022). The students have insufficient exposure to English. The use of mostly native language in the major subjects and less of English in specific class is one of the causes. They only use English when they are in English for Specific Purposes (ESP) class and for other subjects the class will be back to using the native language. The use of native language in peer discussion, especially when they discuss journal articles or reports also contributes to the students lack vocabulary (Taghizadeh & Khalili, 2019).

The weak of students' vocabulary is also from the students' habit in learning English reading (Rungsinanont, 2020). They are unable to translate the specific words of the text that is related to their major. The words are mostly the terms or registers for the students' major and sometimes it is difficult to find in the dictionary. They have insufficient practice to translate the words based on the content because they have weak motivation in reading. Therefore, they are mostly misunderstanding the content of the text.

## **2. Insufficient Knowledge of Language**

In reading comprehension, the knowledge of language is also needed to understand the text. The students' recognition on grammar has obstructed the students understanding in reading (Rahmat et al., 2020). The students are mostly confused when they meet a long and complex structure of sentence (Seiradakis, 2019). They find it difficult to identify the tense. Therefore, it causes the students' difficulty to determine the meaning of the sentence. Most of non-English students are difficult to learn the English tense because of their weak motivation in memorizing the formulation of the tense. The complex arrangement of the tenses along with the time makes them confused because they thought that they have to memorize the structure of the tense and its use in the sentence. Furthermore, the students are also difficult in identifying the words position in sentence that they are

unable to determine that it belongs to noun or verbs. Therefore, it is also a problem for the students to recognize the passive or active sentence in the text. Misunderstanding in recognizing these types of sentences makes the students misunderstanding the text content.

### **3. Inability in Reasoning and Background Knowledge**

Reasoning and background knowledge are one of the problems in teaching reading comprehension (Laily, 2018). Extracting meaning is still the students' difficulty because they have a little vocabulary in English. Moreover, the teachers' instruction in reading the text and activating their prior knowledge during reading the text is also needed by the students in improving their understanding (Channa et al., 2018). Students mostly find it difficult to connect their past experiences and prior knowledge with the information of the text during reading comprehension. It is needed in understanding the content of the text. Furthermore, students can use their prior and background knowledge in analyzing the text.

The weak background knowledge of the students leads them to the difficulty in making inference and drawing conclusion (Elleman & Oslund, 2019). Understanding a text requires the capability to integrate information stated in the text or between texts while using background knowledge to fill in information that is not clearly expressed. This is caused by the students' weaknesses in analyzing and evaluating the text in reading. They tend to have no critical thinking in reading. Therefore, it is difficult for them to determine the ideas or develop their background knowledge in reading a text.

### **4. Difficulty in Summarizing**

The problem in reading comprehension among the students is also caused by their reading habit with the low level of thinking (Nourdad et al., 2018). Students have no motivation in analyzing the text because of their weaknesses in vocabulary and low level in language knowledge. The weakness in vocabulary and inability to grasp the information of the text leads them to be unable to understand the content of the text. Therefore, they find it difficult in making summary to retell the content

of the text in short form. In this problem, the students need the teachers' encouragement in increasing the students' level of critical thinking for reading.

The students' inability to summarize the text is also caused by the students' difficulty in understanding the whole content of the text. A study stated that there are the influencing factors that causes students' incompetence in reading comprehension, especially for summarizing the text (Rahman & Jelane, 2021). It revealed that the students are more focused in learning their subject than studying English as English is not their mother tongue and they have more time to learn engineering courses than learning ESP. Learning ESP has less time in their class and it had been determined in their curriculum.

## **5. Inability in Determining Main Idea**

In obtaining information from the text, students should know the main points of the text before they proceed to the details of the text. It is mostly the students' problem in determining main idea of the text (Soomro et al., 2019). Unfamiliar cultural content and their inability to recognize the uncommon and incomprehensible vocabulary are their problems. Moreover, they cannot determine the appropriate keywords from the text.

The problems in skimming and scanning the text are also needed by the students in determining the main idea (Alharbi, 2022). This difficulty is also related to their inability to recognize the vocabulary of the specific word and their inability to understand the word based on the content of the text. Moreover, it is also caused by their less time in practicing to read, especially reading the English text. In fact, the students still need the references written in English for doing their works or assignments related to their major. In reading their references, the students tend to be bored because open the dictionary a lot when they find the words they don't understand.



## **F. Solutions to the Problems in Teaching Reading Comprehension**

Sometimes, there are barriers in applying the teaching strategies of reading comprehension. Therefore, there are needed solutions in solving these problems (Öztürk et al., 2020).

### **1. Encouraging the Students in Reading Comprehension**

In coping with the difficulties in applying the teaching strategies of reading comprehension, the lecturer can motivate their students by giving them a role model among them who is the cleverest of them in reading so that they can follow him/her or the lecturer can interpret the text after a students read the text aloud in front of the class (Mulatu & Regassa, 2022). For the students with low skills of reading, the lecturers still use the translation method in explaining the material to the students by using their mother tongue. It is effective for the students to understand the content of the material, but it is not effective to learn English, especially reading comprehension. It is also as stated by the other study that the lecturer does code switching in the class to make the students understand the material (Adriosh & Razi, 2019). The lecturer uses two languages between English and mother tongue to deliver the material to the students and to explain them about those material.

### **2. The Lecturer's Training for ESP**

Another solution to solve the problem in applying the teaching strategies of reading comprehension is by giving the lecturer training in teaching ESP (Iswati & Triastuti, 2021). It is related to their professionalism in teaching ESP for students in a department, such as Engineering. The lecturer needs to have knowledge of their future learners' major and clarify their needs. Moreover, the lecturers can have a good standard in their teaching. On the other hand, the ESP lecturers are also needed to prepare themselves with technology literacy (Xu et al., 2020) that they can find more materials and the way they evaluate their students. They will not only find a good and interactive material for the students but also, they can learn more terms and register to teach the students of non-English department. The lecturer's literacy of technology also can improve the lecturers' quality of teaching.

### **III. RESEARCH METHODS**

This section described the method that is used to conduct the research. It included research design, subject and the object of the research, data source, data collection, and data analysis.

#### **A. Research Design**

It is qualitative research with narrative design (Creswell, 2013). It was used because the researcher aimed to investigate the lecturers' experiences in teaching reading comprehension. The data that the researcher wanted to collect included the information of strategies applied by the lecturers, problems that occur during the implementation of strategies by the lecturers in the teaching and learning process of reading comprehension and the possible solution to the problems.

#### **B. Participants of the Study**

In collecting the data, the participants are the main source of the study. In this study, they are selected with purposive sampling technique because they know the situation in the field. Before conducting the interview process and observation to collect the data, the researcher submitted a letter of request for permission to conduct research to the Language Center UMM and it was approved by the Director of Language Center UMM. The consent statement was also proposed to the participants personally before the interview process. The participants in this study are selected based on the criteria. First, the lecturers have at least three years of experience in teaching reading comprehension for engineering students. Second, they have taught the subject with different methods and different characteristics of students. Third, the lecturers have implemented teaching strategies to achieve the learning objectives and the last is they have the certificate of Master in English Education. Therefore, based on the sampling technique and the criteria of lecturers determined to obtain the data, the participants of this study are three lecturers of reading comprehension who teach at Engineering Faculty Universitas Muhammadiyah Malang.

Research on teaching strategies of reading comprehension for Engineering students was conducted as there are few researchers conducting research in this area. Moreover, teaching English reading for non-English Departments is challenging because there are terms in reading texts. Therefore, the lecturers must have a specific strategy of teaching English reading for specific fields of study or specific subjects in Engineering. Furthermore, Engineering Faculty Universitas Muhammadiyah Malang was selected to be the area of this study due to the affordability of location and time. This faculty included Civil engineering, Electrical engineering, Industrial engineering, Informatics engineering, and Mechanical engineering.

Table 1. The Subjects' Experience in Teaching Reading Comprehension in Engineering Faculty

No.	Subject	Education	Experience in teaching English (years)	Experience in teaching reading comprehension for engineering (years)	Experience in teaching reading comprehension for engineering (department)
1	A	Master in English Education	> 6	4	Civil engineering, Informatics engineering
2	B	Master in English Education	5	4	Civil engineering, Electrical engineering, Industrial engineering, Informatics engineering
3	C	Master in English Education	4	3	Civil engineering, Informatics engineering

## **C. Data collection technique and instruments**

The data of this study are the strategies used by the lecturers in teaching reading comprehension, the problems the teacher faces, and the solution to the problems. They were gathered by conducting interviews with the subjects and observation.

### **1. Techniques**

The techniques used in this study were interviews and observation. Both procedures were needed to obtain the primary data from the subjects.

First of all, interview needs direct contact between the participant with the interviewer who asks some questions to obtain the data (Yin, 2016). It was conducted to obtain a description of the situation where the lecturers implement the types of strategies to in teaching reading comprehension in the class, the problems the teachers face, and the possible solutions to cope with the problems. The interview was also conducted with the students to verify the results of the interview from the lecturers.

Secondly, in order to verify the data that had been obtained from the interview, the observation was conducted. It was intended to obtain a comprehensive picture of a situation in the class during the teaching and learning activities. The results are in the form of documentation and field notes.

### **2. Instruments**

The instruments used in this study were the interview guide and observation checklist. These instruments were used to obtain wide and deep information from the participants about their experience in teaching reading comprehension for engineering students, especially in teaching strategies, the problems, and the solutions they applied.

The interview guide was administered by developing a set of interview questions based on the focus of the study. It used unstructured interview with fifteen main questions for the interview process. The questions were elaborated during the interview process to obtain the information required. The interviewer and

participants engaged in a semi-formal interview with a scheduled time. The interview was focused on questioning the type of strategies the lecturers use in the teaching-learning process, the problems they face in the classroom in teaching reading comprehension, and the solution they use to deal with the problems encountered.

The observation checklist was used to verify the data from the interviews with the subjects. This instrument was used to collect data from the real situation in the classroom. It was administered by developing categories of situations to be observed, which was related to the strategy of teaching reading comprehension, the problems, and the solutions the lecturers applied to cope with the problems. The checklist was prepared on a printed table consisting of situations to be verified based on the results of interviews. An additional column was added for making notes of the description of the categories.

#### **D. Procedure of collecting the data**

In collecting the data by using interviews, the steps were taken as follows.

1. Developing the interview guide by referring to the focus of the research.
2. Determining the participants of the study by selecting the authoritative sample.
3. Making arrangements with the subjects to do interviews.
4. Interviewing the participants and making a note based on the responses of the subjects.
5. Transcribing the results of interview with the subjects of study.

Moreover, the data was also collected through observation. The procedures were adapted from Yin (2016) and Ary (2010) to obtain the data of qualitative study. It was related to the strategies the lecturer used to teach reading comprehension. Procedures of conducting observations are as follows.

1. Developing the observation checklist by referring to the focus of the research.
2. Developing the procedures for recording the situation and the behavior in teaching and learning process.

3. Scheduling the time for conducting observation.
4. Observing the classroom during teaching and learning process when the lecturers were applying the strategies for teaching reading comprehension.
5. Recording classroom situation and making filed notes to describe the teaching and learning activities as the result of observation.

## **E. Data analysis**

After obtaining the data, an analysis needed to be conducted. The data analysis was intended to give the meaning of the interview through interpretation and verify it with the real situations during the observations.

In analyzing the interview data, the researcher took steps as the procedures. Procedures of analyzing the interview data are as follows:

### **1. Data reduction**

The researcher presented the result of the interview with the lecturers. The transcription was conducted to transform the recorded interview into typing or written texts. In the data reduction, the researcher focused on writing the teaching strategies, the problems, and proposed solutions that are in accordance with the purposes of the study.

### **2. Data display**

In data display, the researcher classified the result of interview and documentation into categories. The data of teaching strategies, problems, and the solution in implementing the strategies were classified in the form of a table.

### **3. Drawing conclusion**

In the last step of data analysis, the researcher drew the conclusion by verifying the data to answer the research questions. The examination of the data was conducted by reviewing the results of interview, observation, and summary to obtain the findings of the study.

In analyzing the data of observations, the researcher took steps as the procedures. First, the researcher examined the data of observations. The required information was noted, and the evidence found in the field was recorded to support a theme. It assured that the study is accurate because the information is presented on multiple sources of information about individuals and processes. Second, the data was categorized in theme and reviewed side by side with the categorized data of interviews. Finally, the data was summarized to verify the data of interviews.

Table 2. The Summary of Research Problems and the Data

Research problems	Research data	Data sources	Data collection methods	Instruments
What strategies do the lecturers apply in teaching reading comprehension at Engineering Faculty of UMM?	The strategies the lecturers applied in teaching reading comprehension	Lecturers and students	Interview	Interview guide
What problems do the lecturers face in teaching reading comprehension at Engineering Faculty of UMM?	The problems the lecturers faced in teaching reading comprehension	Lecturers and students	Interview and observation	Interview guide and observation checklist
How do the lecturers solve the problems they face in teaching reading comprehension at Engineering Faculty of UMM?	The solutions of the problems they faced in teaching reading comprehension	Lecturers	Interview	Interview guide

## **F. Trustworthiness**

In this study, valid data was obtained. This section shows the trustworthiness of the study. The researcher established trustworthiness with credibility, transferability, dependability, and confirmability.

### **1. Credibility**

A brief explanation of the data in the study was considered as it investigated the lecturers' experiences and the reading class condition. The collected data was analyzed persistently from the sources to show the phenomena inquired. The data sources for this study were the transcription of interviews, the observation checklist and field notes. Moreover, the theory of teaching strategy for reading comprehension was also adopted to analyze the phenomena in teaching reading comprehension to engineering students.

In this study, the data was categorized, read, and examined carefully. The data was constantly analyzed based on the theory adopted in this study. Therefore, the revision was also conducted accordingly. The study of the data was continuously accomplished to meet the intended in-depth insight.

### **2. Transferability**

The clarity of data presentation in this study was provided to facilitate the readers and future researchers in understanding the findings of this study. Moreover, it was aimed at fulfilling the transferability of the results of the study. The valuable transferability leads to the tendency of other people to consider, study more, and implement it subsequently.

In this study, the findings were reported in detail, systematically, and clearly. It is aimed at giving understanding to the readers about the results of this study. The presentation of this study provided the description of the participants of this study, the methods to conduct the study, and the results of data collection.



### **3. Dependability**

In providing the dependability, the stability and the consistency of the research processes of this study were audited with critical review by the experts. The research processes reviewed were the theory adopted in this study, the methods to collect the data, data interpretation, and reporting the findings. The review was conducted by checking the the details of presentation in this study and the improvement was conducted based on the experts' comments and feedback.

The experts to preserve the dependability of the study were the supervisors of the researcher. They guided the researcher on how to conduct the research properly and how to analyze the data obtained scientifically. In improving the report writing and avoiding errors, the researcher and the supervisors conducted intense discussions to minimize faults and misconceptions.

### **4. Confirmability**

Confirmability is important in a study to determine whether the data presentation by the researcher is objective. It shows a degree of neutrality to which the findings of the study are reflected by the responses of participants and are not by the researcher's bias, motivation, or interest.

In this study, confirmability was provided with the results of interviews with the participants and the validation of those responses was confirmed with the field notes of observations. The data was categorized into themes and was connected to the references referred to. The data analysis was conducted by data reduction that focuses on the teaching strategy of reading comprehension, data display that presents the data questioned including teaching strategy, problems, and the possible solutions, and concluding as the results of reviewing the data to obtain the findings of the study.

## **IV. RESULT OF THE STUDY**

This section describes the results of the study. It includes the results of interviews with the subjects and observation in the class taught by the subjects.

## **A. Research Findings**

This section presents the results of data analysis concerning about (1) the strategies the lecturers applied in teaching reading comprehension, (2) the problems the lecturers faced in teaching reading comprehension, and (3) the solutions of the problems they faced in teaching reading comprehension.

### **1. The Lecturers' Strategies in Teaching Reading Comprehension**

Teaching and learning processes have their situations. It also occurs in teaching reading comprehension for engineering students. It must be challenging for the English lecturers to teach reading comprehension for engineering. Therefore, they need to prepare strategies to achieve the learning objectives in reading comprehension.

In this study, the lecturers used four strategies for teaching reading comprehension. They used it in the class interchangeably to make the students reach their understanding in reading the text. The first strategy is explicit strategy. It is the lecturer's strategy to reach the students' comprehension by activating the prior knowledge to find the location of information in the text. Second, the lecturer used a cognitive strategy to assist students in comprehension. In this strategy, the lecturer instructed the students to analyze the word from the context of the text. It is aimed at assisting the students to develop their vocabulary and improve their text analysis through keywords. The third is the reciprocal strategy. The lecturer communicated with the students in discussing the text, while giving them explanations and guidance to understand the text through reading skills. This strategy practiced the students in predicting, questioning, clarifying, and summarizing. The last strategy is the metacognitive strategy where the lecturer levels up the students' comprehension. In this strategy, the lecturer assisted the students in critical thinking to find the information from the text and the writer's idea through their reading skills and their reading strategies.

Table 3. The Lecturers' Strategies in Teaching Reading Comprehension

Strategies	Categories	Lecturers		
		A	B	C
Explicit	Locating the information	-	-	Well, I ask them about the <b>information or clues</b> that can lead them into the correct order of the text and where they can <b>find the information</b> . -
	Using keywords to determine main ideas	-		
Cognitive	Analyzing text through keywords	Yes, of course. To find out what is the paragraph about... what the main idea is. So, <b>they are not... fully read the text as a whole, but from the keywords.</b>	For exercise, I make it like a game. I probably will ask them to play like.... I cut off a text and I scramble it and they have to guess it... arrange it in order. And they have to <b>find the keywords and the main idea of each paragraph.</b>	They have to <b>find the point</b> ... I ask them to try to find... <b>what vocabulary</b> ... what is the meaning. I asked them <b>what information you got then</b> . And they can come back to the questions and answer it.
	Predicting the text from title and keywords		-	-
	Finding meaning of words based on the context	-	-	They have to find the point... I ask them to try to find... <b>what vocabulary</b> ... <b>what is the meaning</b> . I asked them what information you got then. And they can come back to the questions and answer it.
Reciprocal	Lecturer's instruction	I ask them, of course, to understand the text again. I instruct them to find the information. <b>I lead them to re-check one by one</b> . What is	-	-

		<p>this... what is that... what you can conclude from this text. What can you get from the text... <b>until they find the information.</b></p>		
Metacognitive	Organizing ideas	-	<p>For exercise, I make it like a game. I probably will ask them to play like.... I cut off a text and I scramble it and <b>they have to guess it... arrange it in order.</b></p>	<p>Okay. I usually... for example, <b>give them a scrambled text. I ask them to arrange it in order.</b> It is to make them, at least, using <b>skimming and scanning techniques</b> in reading. After that, when the text is arranged correctly, I ask them to understand the text and ask them to answer some questions to... I want to clarify whether they understand the text or not.</p>
	Skimming and scanning	<p>They have to find a short paragraph related to their major and they have to make three questions based on the text. In answering the questions, they have to analyze using reading techniques... <b>skimming... scanning, or... guessing from the context or... they have to predict or review.</b></p>	-	
	Predicting and questioning		<p>Okay. At first, I divided the students into groups. Each group should find a different text consisting of five paragraphs, but still related to their major. <b>I ask them to make five questions based on the paragraphs in the text and find the answer.</b> I instruct them to make questions based on the content... not only asking the title or the number of paragraphs.</p>	-

Googling	Finding meanings, definitions, and descriptions	I have to read the material before I teach. At least, I underline the difficult words to me, and I try to <b>find the meaning, definitions, and what is that by Googling.</b>	I think it doesn't matter for them to use Google Translate as long as they try to understand the text and they finally know the meaning of vocabulary or terms. However, I told them that Google Translate is not always correct according to the context of their major. <b>I guide them to find the meaning of terms using Google Translate and Google search engines</b> that they know the difference. My priority is their understanding in finding the meaning of vocabulary and terms and their understanding of the text.	Of course. I read the text the night before I teach. I usually do it before sleeping and <b>try to understand it by dictionary or searching on Google.</b> It makes it easier for me to explain to my students about terms as it can be used as keywords.
	Comparing the meanings through descriptions			
	Determining the suitable keywords			

**a. Explicit Strategy**

In the teaching and learning process, Lecturer C used explicit strategy to help the students in comprehending reading a text. She instructed the students to understand the text by locating the information and using keywords to determine the main idea of the paragraph. It is as depicted in Table 4.1.

*Well, I ask them about **the information or clues**<sup>1</sup> that can lead them into the correct order of the text and where they can **find the information**<sup>2</sup>. (Lecturer C; number 1, number 2)*

At the beginning of the class, the lecturer activated the prior knowledge of reading. She also connected the knowledge of previous material to the text of that

day. She considered it important as the students can obtain information about the topic of the text they will discuss. In this initial activity, the lecturer asked some questions related to the topic of the text and used the gaming method in reviewing the previous material. It was for giving information and knowledge to the students and for brainstorming. While reading the text, the students were instructed to find out the location of the information in the text. In this activity, the lecturer asked questions that the students should answer, and the lecturer asked them the confirmation by finding the location of the information in the text.

#### **b. Cognitive Strategy**

In this study, Lecturer A, Lecturer B, and Lecturer C used cognitive strategies to aid the students in finding the appropriate keywords from the text. It was purposed to help students in determining the main idea of the paragraph. In determining the keywords, the students should know the meaning of the word based on the context as they discussed the text related to the student's major. It is also shown in Table 4.1.

In applying this strategy, Lecturer A informed the interviewer about the activity for the students in the class to understand a text. She improved the students' understanding of the text through analyzing the text using keywords and predicting the text from the title and keywords.

*Yes, of course. To find out what is the paragraph about... what the main idea is. So, **they are not... fully read the text as a whole, but from the keywords**<sup>1</sup>. (Lecturer A; number 1)*

Lecturer A divided the students into groups and instructed them to find a text related to their major. It was aimed at stimulating their interest in reading. Furthermore, the lecturer asked the students to find out the unknown words and discuss them. Mostly, the words they found in the text are the terms of engineering. Therefore, the discussion of these terms was conducted before they selected it as

the keyword to find the main idea. Selecting the suitable keywords in the text can aid the students in determining the right main idea.

On the other hand, Lecturer B, and Lecturer C also conducted the same procedure of finding the meaning of words through the context. Lecturer B asked his students through the keywords. He gave his students a scrambled text that the students should arrange in order.

*For exercise, I make it like a game. I probably will ask them to play like... I cut off a text and I scramble it and they have to guess it... arrange it in order. And they have to **find the keywords**<sup>1</sup> and the main idea of each paragraph. (Lecturer B; number 1)*

Moreover, Lecturer C also instructed her students to understand the text through the keywords in the text or the title. It was not only for finding the keywords for determining the main idea of the paragraph, but also for improving the student's vocabulary in reading. She asked the students to find the point of each paragraph and the vocabulary that they could use as clues to find information in the text.

*They have to **find the point**<sup>1</sup> ... I ask them to try to find... **what vocabulary**<sup>2</sup> ... **what is the meaning**<sup>3</sup>. I asked them **what information you got then**<sup>4</sup>. And they can come back to the questions and answer it. (Lecturer C; number 1, number 2, number 3, number 4)*

### c. Reciprocal Strategy

In improving the student's comprehension in reading, Lecturer A used reciprocal strategy. She engaged the students with the text by giving them instructional clues and encouraging the students in cooperative learning. The students were instructed to find keywords, their meanings, points in the text, and implement the reading techniques in finding the information of the text. It is as presented in Table 4.1.

*I ask them, of course, to understand the text again. I instruct them to find the information. **I lead them to re-check one by one**<sup>1</sup>. What is this... what is that... what you can conclude from this text. What can you get from the text... until they find the information. (Lecturer A; number 1)*

The lecturer motivated the students to give feedback on the text discussion while the lecturer gave explanation and guidance to make predictions, arising questions, giving clarification, and writing summary of the text. In this activity, the students were responsible for analyzing the text in several steps. It was from predicting the information in the text, questioning the proof of that information, finding the location of the fact as the proof, and summarizing the the information in a brief form. By using this strategy, Lecturer A encouraged students to be good readers and made them more cooperative in achieving their reading comprehension.

#### **d. Metacognitive Strategy**

Metacognitive strategies were mostly used by Lecturer A, Lecturer B, and Lecturer C in achieving the students' comprehension of reading. The lecturers used this strategy to increase the student's comprehension level through reading strategies. Students were asked to preview the text to understand the keywords they found. It is the initial information to understand the text and is the clue to find further information. The students should make notes while reading to make predictions and do questioning. Furthermore, students were asked to skim and scan the text to find the keywords for determining the main idea.

In applying this strategy, Lecturer A used a traditional learning model to comprehend the text. The lecturer explained to the students what they needed to do while reading and how they answered the questions. In this activity, the students were instructed to solve the problem in detail. It was about how to skim and scan the text, find the information in the text, and determine the correct answer for the questions in their exercise or task.

*They have to find a short paragraph related to their major and they have to make three questions based on the text. In answering the questions, they have to analyze using reading techniques... **skimming... scanning, or... guessing from the context<sup>1</sup> or... they have to predict or review<sup>2</sup>.** (Lecturer A; number 1, number 2)*



Meanwhile, Lecturer B and Lecturer C preferred to use a problem-based learning model to improve the students' comprehension level. They gave their students the scrambled text and the students should arrange it in the correct arrangement. In this activity, the lecturers let the students solve the problem independently. They were responsible for deciding what strategies they used in solving the problem of scrambled text. This learning model is aimed at stimulating the student's critical thinking in finding solutions to the problem.

In the activity of organizing paragraphs into text, Lecturer B divided the students into groups and asked them to work together in arranging the text in order. It was aimed to lead them in organizing ideas between paragraphs that they can use their skills and techniques in reading to arrange the scrambled paragraphs.

*Okay. At first, I divided the students into groups. Each group should find a different text consisting of five paragraphs, but still related to their major. I ask them to make five questions based on the paragraphs in the text and find the answer<sup>1</sup>. I instruct them to make questions based on the content... not only asking the title or the number of paragraphs. (Lecturer B; number 1)*

Lecturer C also used scrambled text in improving the students' comprehension. She instructed the students to arrange the scrambled text in order to activate their ability in organizing ideas. Moreover, Lecturer C also led the students to use skimming and scanning techniques in finding the point of each paragraph that they can arrange it in order.

*Okay. I usually... for example, give them a scrambled text. I ask them to arrange it in order. It is to make them, at least, using skimming and scanning techniques<sup>1</sup> in reading. After that, when the text is arranged correctly, I ask them to understand the text and ask them to answer some questions to... I want to clarify whether they understand the text or not. (Lecturer C; number 1)*

#### **e. Googling Strategy**

The development of technology in communication and information made the lecturers develop their teaching strategies in teaching reading comprehension by using the Google search engine. Lecturer A, Lecturer B, and Lecturer C found

that some vocabulary or terms in engineering texts have no translations or synonyms, but they have descriptions. Therefore, they use Google search engines to find out the meaning or descriptions of that vocabulary or terms before they discuss the text with the students. It made it easier for them to explain and discuss the text when they understood the unfamiliar words for them in engineering. Moreover, they can explain to the students the correctness of the meaning given by Google Translate according to the context as it only presents the general meaning of words.

Lecturer A studied the text before she came to the class. She understood the unfamiliar words, especially terms in engineering by Googling in Google search engines. It helped her to guide the students in understanding the text and explain to them the terms. Understanding those words helped her to determine the appropriate instruction to teach reading comprehension for engineering students in finding and determining the appropriate keywords in the text.

*I have to read the material before I teach. At least, I underline the difficult words to me, and I try to **find the meaning, definitions, and what is that by Googling**<sup>1</sup>. (Lecturer A; number 1)*

Lecturer B instructed the students to understand the text using Google search engines instead of Google Translate. It is aimed at improving the students' motivation in reading English text and avoiding the students' dependency on Google Translate. Lecturer B also explained to the students that the translation of Google Translate is not always correct according to their major as it mostly gives the users a general meaning of words. The use of Google search engines encourages students to read more and understand more in the context of text.

*I think it doesn't matter for them to use Google Translate as long as they try to understand the text and they finally know the meaning of vocabulary or terms. However, I told them that Google Translate is not always correct according to the context of their major. **I guide them to find the meaning of terms using Google Translate and Google search engines**<sup>1</sup> that they know the difference. My priority is their understanding in finding the meaning of vocabulary and terms and their understanding of the text. (Lecturer B; number 1)*

Meanwhile, Lecturer C had the same reason as Lecturer A in using Google search engines. She used it to learn the terms before she discusses the text with the students. Understanding the terms in engineering texts made it easier for her to select the appropriate examples and instruction for the students in reading class.

*Of course. I read the text the night before I teach. I usually do it before sleeping and try to understand it by dictionary or searching on Google<sup>1</sup>. It makes it easier for me to explain to my students about terms as it can be used as keywords.*

**(Lecturer C; number 1)**

## 2. The Lecturers' Problems in Teaching Reading Comprehension

According to the subjects of this study, the lecturers of reading comprehension for engineering students, it is challenging to teach students of non-English departments as there are specific terms in the text related to their major. Therefore, in applying the strategies of teaching reading comprehension, they faced problems in achieving the students' comprehension.

In this study, the lecturers faced problems related to the students' reading comprehension. These problems were related to students' inadequacy in vocabulary and terms mastery, their insufficient knowledge of language, their inability in determining main idea, their difficulty in summarizing, and their less motivation in reading.

Table 4. The Lecturers' Problems in Teaching Reading Comprehension

Problems	Categories	Lecturers		
		A	B	C
Inadequacy in vocabulary and terms mastery	Difficulty in finding the general meaning of the words	Yes. The problem is that <b>they do not know the meaning of the words</b> in Bahasa Indonesia.	Yes. They can understand the text even though they have weak grammar because they know the words, but <b>they cannot understand the information from the text if they do not</b>	Yes. <b>The students have problems with vocabulary.</b>
	Difficulty in finding the meaning of the words based on the context			

			<b>know the meaning of the words.</b>	
Insufficient knowledge of language	Weaknesses in English grammar	They sometimes <b>confuse the content of the text because of grammar</b> . It makes them confused in determining the plot of the text.	Yes. <b>They tend to want to translate the text</b> first before they find the information.	Some of them, yes. Therefore, reviewing the previous material is important for them. <b>I ask them how to understand the phrase, the sentence</b> , and ... it is to understand the information in the text.
Inability in determining main idea	Inability in determining the keywords	Yes. Some students face that difficulty because <b>they cannot find the correct keywords</b> , but for those who can find the keywords, it is not a problem for them.	-	-
	Inability in applying reading techniques	-	Some of the students can determine the correct mind idea of the text, but some of them are not. Those who cannot determine the correct mind idea of the text said that <b>it is confusing</b> .	Yes. <b>They just guess</b> from the first or the last sentence of the paragraph.
Difficulty in summarizing	Tendency to use Bahasa Indonesia	Yes. Of course, the students <b>cannot re-state it in English</b> . They will write it Bahasa Indonesia and translate it to English. But some of them also <b>miss the point... the information</b> .	-	-

	Inaccurate in using English grammar in reading and writing	-	-	Some of them, yes. Therefore, reviewing the previous material is important for them. <b>I ask them how to understand the phrase, the sentence,</b> and it is to understand the information in the text. In making sentence, <b>they tend to miss the verb.</b>
	Missing the point information	Yes. Of course, the students cannot re-state it in English. They will write it Bahasa Indonesia and translate it to English. <b>But some of them also miss the point... the information.</b>	Yes, it is difficult because <b>they cannot find the main idea of the paragraphs.</b>	-
Less motivation in reading	Dependency on Google Translate from handphone	They tend to be difficult to give meaning to the words based on the context. They <b>tend to believe that dictionary and Google Translate is correct.</b>	Okay. I have to plan my learning model. It is because they tend to rely on their gadget. I mean... <b>they always need Google Translate</b> and when they hand on their gadget, it is difficult to get their feedback again.	Well, <b>they mostly ask permission to use Google Translate</b> and it gives them <b>disturbance in understanding the text.</b>
	Handphone notifications			

#### a. Inadequacy in Vocabulary and Terms Mastery

In teaching reading comprehension for engineering students, the students' mastery in vocabulary and terms was one of the problems faced by the lecturers to improve the students' reading comprehension. In this study, Lecturer A, Lecturer B, and Lecturer C faced the same problem in the students' mastery of vocabulary and terms. It is as presented in Table 4.2.

The problem faced by Lecturer A related to the students' mastery of vocabulary and terms was the students' difficulty in finding general meaning and the contextual meaning of words in the text. Vocabulary does give a challenge for those who learn a foreign language including English. They tended to translate the words in Bahasa Indonesia before they understand the words or terms based on the context of the text.

*Yes. The problem is that **they do not know the meaning of the words<sup>1</sup> in Bahasa Indonesia. (Lecturer A; number 1)***

The same problem also faced by Lecturer B who also tried to cope with the students' weaknesses in mastering English vocabulary and terms in engineering context. The students in his class were unable to find or understand the information of the text if they did not know the meaning of the words. In reading comprehension, students are not learning the meaning of the words through the dictionary, but they have to know the meaning of the word based on the context discussed in the text.

*Yes. They can understand the text even though they have weak grammar because they know the words, **but they cannot understand the information from the text if they do not know the meaning of the words<sup>1</sup>. (Lecturer B; number 1)***

Apparently, Lecturer C also faced the same problem as Lecturer A and Lecturer B. Her students also had the same problem in vocabulary and terms mastery. It included difficulty in finding the general meaning and the contextual meaning of the words in the text.

*Yes. The students have **problems with vocabulary<sup>1</sup>. (Lecturer C; number 1)***

In this study, most of the students had the same problems with vocabulary. It was not only in general words but also in terms. Sometimes, the general words in English can have different meanings in English for the specific major. The meaning

of those words is especially related to the subject discussed in the text. The same words can have a meaning far from the general one if it is used in a specific subject.

Moreover, the term in engineering is various. Some of the students with experience in machining or machinery may understand the meaning of terms in the text. It was different for those who did not have that experience. They found it difficult to give a meaning to the word. It was worsened by their inability to find the meaning of the word from the context.

#### **b. Insufficient Knowledge of Language**

The other problem faced by Lecturer A, Lecturer B, and Lecturer C in applying their teaching strategies of reading comprehension was the students' knowledge of the language, as depicted in Table 4.2. In this study, students had insufficient knowledge of the language which influences their capability in understanding the sentence in the text. The problem was especially in the knowledge of grammar.

Lecturer A explained that her students have difficulties in understanding the text because they have insufficient knowledge of language, especially in English. It is not only related to their vocabulary mastery, but also their weaknesses in English grammar. It sometimes made them confused on the content of the text because they did not understand the grammar.

*They sometimes **confuse the content of the text because of grammar**<sup>1</sup>. It makes them confused in determining the plot of the text. (Lecturer A; number 1)*

Lecturer B also faced the same problem in teaching reading comprehension because of the students' insufficient knowledge of language. The students mostly had no willingness to understand the content of the text through the context. They tended to translate the text to find the information in the text. Their weaknesses in grammar led them to face difficulties in understanding phrases or sentences.

*Yes. They **tend to want to translate the text**<sup>1</sup> first before they find the information. (Lecturer B; number 1)*

Furthermore, Lecturer C faced the similar problem with Lecturer B. Her students tended to face difficulties when they have to understand the text with phrases. They sometimes also faced difficulties in understanding the sentences in different forms of tenses.

*Some of them, yes. Therefore, reviewing the previous material is important for them. **I ask them how to understand the phrase, the sentence**<sup>1</sup>, and ... it is to understand the information in the text. (Lecturer C; number 1)*

The students with insufficient knowledge of language faced difficulties in finding detailed information from the text. They tend to misunderstand the information when they need to analyze the text in detail before they make a summary. Students mostly understand some words as the information. Therefore, they usually answered the questions in the reverse facts.

### **c. Inability in Determining Main Idea**

The other problems faced by Lecturer A, Lecturer B, and Lecturer C that is shown in Table 4.2 was the students' inability in determining the main idea. In this study, the students' difficulty in mastering vocabulary may lead them to have inability to determine the keywords that it caused their inability to determine the main idea of the paragraph.

Lecturer A explained that the students' inability to determine keywords was one of the reasons the students were unable to determine the main idea of paragraphs. Finding the incorrect keywords made them miss the information in the paragraph and also incorrectly determined the main idea.

*Yes. Some students face that difficulty because **they cannot find the correct keywords**<sup>1</sup>, but for those who can find the keywords, it is not a problem for them. (Lecturer A; number 1)*

Lecturer B explained that some of his students faced no difficulty in determining the main idea, but some of his students did. Those who were unable to



determine the main idea felt the text was confusing and they did not want to use the reading techniques including skimming and scanning in determining the main idea. Whereas it is useful to find the appropriate keywords before determining the main idea.

*Some of the students can determine the correct mind idea of the text, but some of them are not. Those who cannot determine the correct mind idea of the text said that **it is confusing**<sup>1</sup>. (Lecturer B; number 1)*

Furthermore, Lecturer C explained that the students' inability to determine the main idea was because they just guessed the main idea from the first and the last sentence of the paragraph. Even though it is not always correct or incorrect, the other method in determining the main idea of paragraph is by finding the keywords and the point information in the paragraph.

*Yes. **They just guess**<sup>1</sup> from the first or the last sentence of the paragraph. (Lecturer C, number 1)*

The students mostly picked the first or the last sentence of the paragraph for the main idea. In some paragraphs, it is correct but on the other paragraphs it needs reading more detail. The purpose is to find the keywords of the paragraph and get the point of the content.

#### **d. Difficulty in Summarizing**

The other problem faced by Lecturer A, Lecturer B, and Lecturer C in applying their strategies in teaching reading comprehension was the students' difficulty in summarizing the text. As presented in Table 4.2, it was caused by the students having insufficient knowledge of the language and lack of vocabulary or terms, weaknesses in English grammar, and inability in determining the main idea. Therefore, they mostly faced difficulty in presenting the point of the text.

The problem faced by Lecturer A in teaching reading comprehension was the students' difficulty in summarizing the text. It was related to their inadequacy in vocabulary and terms mastery. It led to their tendency in using Bahasa Indonesia

for presenting the information. Unfortunately, the students also tended to miss the information in the text that they cannot write a good summary.

*Yes. Of course, the students **cannot re-state it in English**<sup>1</sup>. They will write it in Bahasa Indonesia and translate it to English. But some of them also **miss the point... the information**<sup>2</sup>. (Lecturer A; number 1, number 2)*

The condition faced by Lecturer B was almost the same as Lecturer A. His students also have the same difficulty in summarizing. They mostly missed the point information in the text. Therefore, they cannot find the main idea of the paragraphs.

*Yes, it is difficult because **they cannot find the main idea of paragraphs**<sup>1</sup>. (Lecturer B; number 1)*

For Lecturer C, the students' problem in summarizing was caused by their using English grammar inaccurately in reading and writing. They were unable to differentiate between phrase and sentence. Therefore, they misunderstood the information in the text. In the presentation of information, the students often missed the verb or used the verb incorrectly.

*Some of them, yes. Therefore, reviewing the previous material is important for them. **I ask them how to understand the phrase, sentence**<sup>1</sup>, and it is to understand the information in the text. In making sentences, **they tend to miss the verb**<sup>2</sup>. (Lecturer C; number 1, number 2)*

In the summarizing activity, the students tend to "move" the first or the last sentence of the text in summarizing paragraph. It was because they thought that these sentences were the main idea. Moreover, they were confused about presenting what they have known from the text in their own words. The students tend to write the sentence in incomplete sentences as they forget to put the verb in the sentence. The verb was usually missing in the students' sentences.

#### **e. Less Motivation in Reading**

The most challenging problem for the lecturers in teaching reading comprehension was the students' motivation to read. Students mostly used

Artificial Intelligence (AI) technology to understand the text without challenging themselves to understand it through the context. The use of Google Translate in understanding the text helped the students to understand it in their mother tongue. However, the translation of this AI technology is not always true based on the context of the text. Google Translate mostly translates the word in general meaning, whereas the students of engineering need the meaning of a word in the specific context. Therefore, it led them to misunderstand the information in the text and they cannot improve their vocabulary mastery. It is as presented in Table 4.2.

In teaching reading comprehension, Lecturer A also faced the problem of students' motivation in reading. The students tended to rely on digital dictionary or Google Translate to understand the information in the text and the meaning of vocabulary or terms. It is as the translation of those software were not always correct in translating the specific purposes of English.

*They tend to be difficult to give meaning to the words based on the context. They tend to believe that dictionary and Google Translate is correct<sup>1</sup>. (Lecturer A; number 1)*

Moreover, Lecturer B also faced the same problem with the students' motivation. Lecturer B explained that the students' less motivation in reading was caused by their dependency on Google Translate from handphone and it led to their difficulty in concentration because of the handphone notifications.

*Okay. I have to plan my learning model. It is because they tend to rely on their gadget. I mean... **they always need Google Translate<sup>1</sup>** and when they hand on their gadget, it is difficult to get their feedback again. (Lecturer B; number 1)*

Lecturer C faced the same problem with the students' motivation. The students also relied on Google Translate as their digital dictionary. The students found it difficult to concentrate on the teaching and learning process when they handed on their gadgets to Google translation as they tended to read their notifications rather than concentrate on understanding the text.

*Well, they mostly ask permission to use Google Translate<sup>1</sup> and it gives them disturbance in understanding the text<sup>2</sup>. (Lecturer C; number 1, number 2)*

Moreover, reading with a smartphone faces an abundance of disturbances as the smartphone is mostly set to accept many notifications. During reading class, the students who used Google Translate on their smartphones opened their messages and did not continue to understand the content of the text. This condition made the students passive in the classroom activity and gave no feedback to the lecturers.

### 3. The Solutions of the Problems in Teaching Reading Comprehension

In achieving the learning objectives of reading comprehension, the lecturers had solutions to the problems the students faced. The lecturers of reading for engineering faculty have methods and learning models in coping with the problems. The solutions were related to the students' difficulty in understanding the text and their motivation in reading class.

Table 5. The Solutions of the Problems in Teaching Reading Comprehension

Solutions	Keywords	Lecturers		
		A	B	C
Activating students' ability to construct meaning from the context	Finding the general meaning of the words	Well, first, I ask them to <b>find the words that they are unfamiliar with and find the meaning of those words in general and in the context of their major.</b> After that, I <b>asked them the topic of the text.</b>	-	-
	Finding the meaning of the words based on the context (words as terms)		Okay. As they are in ESP class with the specific purpose of language. <b>I remind them about their major,</b> explain to them that the content of the text is based on their major or a specific course and <b>discuss some terms</b> in the text.	-

Encouraging the students' comprehension through predicting and questioning	Predicting the topic of the text through keywords	I ask them to re-read the text, <b>find the keywords, and predict the information.</b>	-	I give them the scrambled text and they have to arrange it in order. <b>I want them to analyze the paragraph and predict the order information of the text.</b>
	Questioning the ideas between paragraphs.	-	For exercise, I make it like a game. I probably will ask them to play like.... I cut off a text and I scramble it and they have to guess it... <b>arrange it in order.</b> And they have to <b>find the keywords and the main idea of each paragraph.</b>	-
Improving students' comprehension by answering questions	Answering questions	At first, they do not need to read the entire text. They can skim or scan it and <b>I ask them some questions.</b>	-	<b>I give them some questions</b> to clarify their understanding of the text. I give them guidance when they cannot answer my questions.
Developing students' comprehension by analysing paragraphs	Understanding words and terms	They have to find the conjunction signals and keywords in the paragraphs. It helps me to guide my students in <b>analyzing a text.</b> They can <b>use those words as the keywords.</b>	-	Our understanding of terms in the text assists us in <b>analyzing the paragraphs.</b>
	Determining keywords from the words or terms		-	-
Increasing students' motivation to read through	Implementing reading techniques in	I ask them to <b>use skimming and scanning techniques</b> to	I explained to them that understanding the text is	I give them this activity to motivate them to read. At least,

reading techniques	reading comprehension	find the point information of the text and <b>use notes to record the clue.</b>	usually related to <b>reading techniques; skimming and scanning.</b>	<b>they have used skimming and scanning techniques.</b> Moreover, <b>they can use their notes to determine the information.</b>
	Making notes while reading		-	

### a. Activating the Students' Ability to Construct Meaning from the Context

As presented in Table 4.3, the result of the data analysis showed that in order to solve students' problems in reading comprehension, the lecturers activated the students' ability to construct meaning from the context of the text.

In determining the topic of the text, Lecturer A asked the students to find the keywords through the title or words in the paragraph. Those were used as guidance for the students to determine the topic and theme of the text being discussed. The lecturer instructed the students to find the meaning of the words based on context of the text to avoid them misled in understanding the text.

*Well, first, I ask them to **find the words that they are unfamiliar with<sup>1</sup> and find the meaning of those words in general<sup>2</sup> and in the context of their major<sup>3</sup>.** After that, I asked them the topic of text<sup>4</sup>. (Lecturer A; number 1, number 2, number 3, number 4)*

Lecturer A guided the students to find the meaning of words or terms in the text by discussing it in the class. She explained to the students how to compare the meaning of words in general and in the context of specific courses. It was aimed to give students understanding on the words they would choose as the keywords for determining the topic of the text.

Moreover, Lecturer B also had the same solution for the students who sometimes misled in understanding the text because they make mistakes in giving the meaning of words. The students tended to translate the words in general meaning than in specific one.

*Okay. As they are in ESP class with the specific purpose of language. I remind them about their major<sup>1</sup>, explain to them that the content of the text is based on their major or a specific course and discuss some terms<sup>2</sup> in the text. (Lecturer B; number 1, number 2)*

While reading and discussing the text, Lecturer B gave guidance to the students in understanding the text through the context. Students were instructed to give the meaning of the words in general and in a specific meaning as their text is about engineering. It was aimed to assist the students in understanding the text contextually.

#### **b. Encouraging the Students' Comprehension through Predicting and Questioning**

Further solutions to students' problems in understanding the text are predicting and questioning. It leads the students to have critical thinking in reading a text with a specific field. They can use keywords and information in the text in determining further information they would find. It is as described in Table 4.3.

Lecturer A, Lecturer B, and Lecturer C had this solution to cope with the students' problems in understanding the text. However, they have different methods in this solution. Lecturer A focused more on text discussion to improve the students' ability to predict and do questioning. Meanwhile, Lecturer B and Lecturer C used scrambled text in developing the students' inquiry of predicting and questioning.

Lecturer A led the students to have more understanding of the text when they were unable to find the information. The activity was repeated from finding the keywords in the paragraph to catch the point and find the main idea. It was aimed to make the students think critically about the word that highlights the information. The lecturer did it in each paragraph while motivating them to be active in the reading class by giving feedback. In this activity, the lecturer sometimes asked the students to find a text based on their interests but still related to their major. It was aimed at stimulating the students' motivation in reading and to improve their reading comprehension.

*I ask them to re-read the text, **find the keywords, and predict the information**<sup>1</sup>. (Lecturer A; number 1)*

Meanwhile, lecturer B focused on the students to re-skim and -scan the text to find the information to determine the main idea. The students independently select the keywords, determine the main idea, and make conclusions about the text. After getting the information, the lecturer asks the students to present it directly in the class or write it as a summary.

*For exercise, I make it like a game. I probably will ask them to play like.... I cut off a text and I scramble it and they have to guess it... **arrange it in order**<sup>1</sup>. And they have to **find the keywords and the main idea of each paragraph**<sup>2</sup>. (Lecturer B; number 1, number 2)*

Furthermore, lecturer C used scrambled text to stimulate the students' motivation in reading and improve the students' reading comprehension. Finding the meaning of the word based on the context was also conducted through discussion in the classroom. Those who know the meaning of the word were responsible for sharing that information with the class. Asking questions was also the lecturer's method of stimulating the students' critical thinking and their activeness in giving feedback to the discussion.

*I give them the scrambled text and they have to arrange it in order. **I want them to analyze paragraph**<sup>1</sup> and **predict the order information of the text**<sup>2</sup>. (Lecturer C; number 1, number 2)*

### **c. Improving Students' Comprehension by Answering Questions**

In table 4.3, the students' understanding of a text can also be improved by giving them questions. Lecturer A and Lecturer C gave their students some questions during understanding the text to raise their sensitivity in finding the appropriate keywords and questioning the information in the text.

In understanding the text, Lecturer A asked her students to use reading techniques to find the information and answer the questions. The students were not asked to read the entire text but were asked to find the keywords and the point information in the text.



*At first, they do not need to read the entire text. They can skim or scan it and I ask them some questions<sup>1</sup>. (Lecturer A; number 1)*

Lecturer C also gave the students questions to understand the text. It was aimed at improving the students' comprehension of the text and clarifying the students' understanding. By answering the questions, the students can find clues and predict the next information in the text. This strategy also helped them in predicting the narrative description of the text. The lecturer also gave guidance to the students when they could not answer the questions.

*I give them some questions<sup>1</sup> to clarify their understanding of the text. I give them guidance when they cannot answer my questions. (Lecturer C; number 1)*

In guiding the students to understand the text, Lecturer A and Lecturer C gave them questions based on the text. The questions were given to the students based on the order of the paragraphs. It was aimed to lead and to clarify their understanding of the text.

#### **d. Developing Students' Comprehension by Analyzing Paragraphs**

In dealing with the students' problems in reading comprehension, the lecturer encouraged the students to analyze the paragraphs of the text. Therefore, the lecturers guided them in the terms before they could find the topic of the text, identify the information and transition signal, identify the facts, and conclude the information. It is shown in Table 4.3.

Lecturer A and lecturer C agree that a lecturer should study the text before coming to the class. It is to recognize the terms and the unknown words in that field and find the description or the definition of those words. It will make it easier for them to deliver the materials in the discussion of reading comprehension.

Lecturer A discussed the text with the students while she questioned the information in the text and the reason the students regarded it as the correct information or facts. The lecturer also led the students to that the terms they found in the text can be used as the keywords to find the information.

*They have to find the conjunction signals and keywords in the paragraphs. It helps me to guide my students in **analyzing a text**<sup>2</sup>. They can **use those words as keywords**<sup>3</sup>. (Lecturer A; number 1, number 2, number 3)*

Meanwhile, Lecturer C learned the terms before teaching to assist her in discussing them with the students in the class. The understanding of the terms can aid the students in analyzing the text. The lecturer gave the students the scrambled text to analyze. They can analyze it through the main idea of the paragraph, facts they found, and the conjunction used in the text for each paragraph.

*Our understanding of terms in the text assists us in **analyzing paragraphs**<sup>1</sup>. (Lecturer C; number 1)*

#### **e. Increasing Students' Motivation to Read through Reading Techniques**

Reading techniques is one of the solutions the lecturers have in teaching reading comprehension. In this study, the lecturers increased the students' motivation to read through reading techniques. The activities were intended to activate the students' attention to find information and facts in the text, as presented in Table 4.3.

In this study, Lecturer A, Lecturer B, and Lecturer C used reading techniques to increase the student's motivation in reading class. They instructed the students to skim and scan text and find the keywords as the clue to the information or facts. Moreover, the students were instructed to make notes to emphasize and organize the information they found in the text. It also assisted students to record the location of information when they read the thorough paragraphs.

Lecturer A instructed the students to skim and scan the text before they read it in detail. It is useful to determine the topic of the text quickly. They were also instructed to make notes to record the information. They can use keywords and clues to find information about the text.

*I ask them to **use skimming and scanning techniques**<sup>1</sup> to find the point information of the text and **use notes to record the clue**<sup>2</sup>. (Lecturer A; number 1, number 2)*

Meanwhile, Lecturer B guided the students to understand the text through skimming and scanning techniques. The lecturer believed that these are the basic techniques the students should master in reading comprehension.

*I explained to them that understanding the text is usually related to **reading techniques, skimming and scanning**<sup>1</sup>. (Lecturer B; number 1)*

Moreover, Lecturer C instructed the students to use scanning and skimming techniques in a reading activity. This activity was conducted like a game. The students were asked to find the information in the text and write it down. They had to compete presenting the information as the first to get the score point.

*I give them this activity to motivate them to read. At least, **they have used skimming and scanning techniques**<sup>1</sup>. Moreover, **they can use their notes to determine the information**<sup>2</sup>. (Lecturer C; number 1, number 2)*

## **B. Discussion**

In teaching reading comprehension for engineering students, it is always challenging for the lecturers who are graduated from English Department. The situations are different because they have to teach the students based on the context of their major. They have to know the students' needs in learning English especially Reading. Therefore, choosing the right strategies is the correct step to take control of the class.

In this study, the lecturers applied more than a strategy in teaching reading comprehension for engineering students as it is stated in **number 1, number 2, and number 3** on the findings of the study, the lecturers' strategies in teaching reading comprehension. They implemented a combination of strategies in dealing with the students' problems in reading comprehension. It includes cognitive, metacognitive, explicit, reciprocal, and googling strategies. It is in accordance with the study that suggests the implementation of explicit and reciprocal strategies in teaching reading comprehension to enhance the students' critical thinking (Wang & Seepho, 2017). The use of both cognitive and metacognitive strategies also has proven to improve the students' comprehension in reading a text (ter Beek et al., 2018). Cognitive

strategies consider the readers' ability in the extraction of main ideas, the organization of relationships between the ideas in the text with previous knowledge, the development of conclusions and making inferences through understanding on the meaning of words (García-Sánchez & García-Martín, 2021). Furthermore, the students can develop their reading comprehension through finding the correct keywords to determine the main idea or finding the information in the text. It is also confirmed that cognitive and metacognitive strategies in teaching reading comprehension can assist the students in the learning process of reading comprehension. Cognitive strategy in teaching reading comprehension aids the students in relating the new words to determine the main idea of the paragraph. It is also related to knowing the terms used in the text. Meanwhile, metacognitive strategy facilitates the students to understand the text through reading techniques. They can use skimming, scanning, questioning techniques, and taking notes to understand the text (A. M. Ali & Razali, 2019). The other strategy applied by the lecturers in teaching reading comprehension is explicit strategy that they lead the students understand the text by activating their prior knowledge (Brevik, 2019). In this strategy, the lecturers assist the students to understand the text thoroughly. The lecturers give examples, explanations, and descriptions of the object discussed in the text to activate the students' prior knowledge before reading. It helps students to have visualization of the text they will discuss and analyze. Furthermore, the students are also guided to access authentic sources to initiate critical reading and develop their awareness of the information they find in the text. Moreover, reciprocal strategies also confirm to improve the student's ability to understand the text. It needs the lecturer's ability in giving explanations and guidance to the student in finding the keywords to determine main ideas, analyzing the text, and summarizing (Kula & Budak, 2020). Considering the development of technology in teaching, using the internet helps to improve the students' comprehension through googling strategy. The lecturer uses it to guide the students in finding the meaning of terms or unfamiliar vocabulary in engineering texts. Different from digital reading strategies (Pardede, 2019) that involves the readers' techniques in navigating and surfing the text, googling strategies lead the readers to find the

meaning of terms or unfamiliar words based on the context. Their search is aimed at finding the description of terms in an engineering context. The lecturers use this strategy combined with metacognitive and cognitive strategies to encourage the students to have critical thinking. It also helps the lecturers to develop more creative and effective teaching instructions using digital technology and the internet (ter Beek et al., 2018). Moreover, it is aimed at decreasing the students' dependency of using Google Translate.

However, the teaching and learning process of reading comprehension for engineering students is not always running successfully. There are problems in the class activity. It is as presented in **number 1** and **number 2** in the lecturers' problems in teaching reading comprehension. A study with engineering student participants shows that motivation is influenced by the content and the materials that are not contextual to their major (Pazoki & Alemi, 2020). Moreover, some students find it challenging to commit new words to memory. Some of them don't read or use new words regularly, therefore they hardly ever encounter new terms. Because they are not used often, the newly learned words are quickly forgotten. Although the students may have learned it, they hardly ever use it in their everyday assignments or conversations. Without recognizing it, individuals continue to use words they are comfortable with, which can hinder their ability to improve their language skills due to a limited vocabulary (Laily, 2018). The other problem faced by students in reading comprehension is that they are confused by the complex arrangement of the tenses and the time since they assumed that they needed to learn sentence construction and usage in sentences (Asmara, 2017). Additionally, the students have trouble recognizing the words position in a phrase and cannot decide if it fits in a noun or a verb. As a result, they also struggle to identify whether a sentence in the text is passive or active. Students misunderstand the content of the text because they are unable to recognize these kinds of sentence (Seiradakis, 2019). Due to their limited English vocabulary, students still struggle to understand what is stated in the text. Additionally, for the students to improve their comprehension, the teachers' guidance in reading the text and drawing on existing knowledge is necessary (Channa et al., 2018). Most students struggle when it comes to reading

comprehension because they cannot easily make the connection between the content of the text and their prior experiences and knowledge. Students can also analyze the material by drawing on their background knowledge and past knowledge. In this study, the problem is not only the students' motivation but also the students' weaknesses in vocabulary or terms, their insufficient knowledge of language, inability in reasoning and background knowledge, difficult in summarizing, and inability in determining main idea.

In dealing with this, the lecturers have solutions to cope with the problems by encouraging the students in reading comprehension. As stated in **number 1**, **number 2**, and **number 3** of the solutions of the problems in teaching reading comprehension, the lecturers proposed solutions to deal with those problems. Mulatu stated that the students need a role model in the class who can lead them to improve the students' skills in reading (Mulatu & Regassa, 2022). Teachers use the translation method to teach material to students who struggle with reading comprehension by speaking to them in their mother tongue. It works well for students to comprehend the topic, but it is ineffective for teaching English, particularly reading comprehension. According to the other study, in order to help the students comprehend the information, the lecturer uses code switching in the classroom (Adriosh & Razi, 2019). However, in this study, the lecturers gave attention to the students by giving them explanations and clues when the students understand the text. The class activity was conducted in reciprocal conditions. Therefore, the students can understand more about the text by the lecturer's guidance. Furthermore, they made the students re-skim and re-scan to understand the text. It is aimed to make the students more sensitive in finding the keywords, making notes to find information, and determining the main idea. Meanwhile, motivating the students in reading class through a game and questions can develop the students' critical thinking in finding information from the text. It was aimed at refreshing the students' reading and improving their comprehension. Moreover, it made the students active in reading class.

Completing the previous studies on teaching reading comprehension, this study provides promised results of using combined strategies to improve the

students' comprehension. The use of googling strategies with metacognitive and cognitive strategies or other combined strategies enables the students to determine the appropriate keywords to predict the text and determine the main idea of paragraphs. Finding the meaning of words or description of the terms specifically through internet assists the students to understand the text contextually. In this strategy, the lecturers allow the students to use Google Translate to know the meaning of words in the text, but the lecturers also instruct the students to find the meaning or the description of terms by searching them on the internet. It is aimed to make the students observe and recognize the the difference meanings given by Google Translate and the results of their search on the internet. In nowadays teaching, it is not popular to use printed dictionaries among the students as they used to use smartphone in finding the meaning of words. Even though it does not always have positive effects to students' learning of reading comprehension, the lecturers can control the class with the teaching strategies related to the students' learning activities affected by the use of smartphone.

## **V. CONCLUSION AND RECOMMENDATION**

The implementation of strategies in teaching reading comprehension for engineering students is necessary to improve the students' comprehension. This study explores the strategies used by the lecturers in teaching reading comprehension, the problems they faced in improving students' comprehension and the solutions they applied to cope with the students' difficulties.

### **A. Conclusion**

The findings of this study show that in improving the students' comprehension in reading, the lecturers applied multiple strategies. It is aimed to encourage the students' critical thinking in finding information from the text and their motivation to read. The use of strategies in teaching reading comprehension is also intended to deal with the student's problems in mastering their vocabulary and their accuracy in analyzing the text. Moreover, the use of strategies in the reading

class also underpinned the student's awareness in predicting and questioning the text. Therefore, they can obtain the correct information from the text.

Combining strategies in teaching reading comprehension has positive and negative effects on the improvement of students' comprehension. The positive effects are that students can develop their reading skills and comprehension through the reading techniques. The appropriate instructions of the lecturers also lead the students to improve their sensitivity in analyzing the text. Moreover, the use of multiple strategies in teaching reading comprehension assists the students in finding information in the text effectively. However, the implementation of the combined strategies also brings negative effects. It is when the lecturers use strategies related to self-capabilities and skills to use tools. It tends to decrease the students' concentration in reading as the tools are built with various functions.

The solutions proposed by the lecturers to enhance the students' comprehension vary. They are guiding the students to understand the meaning based on the context, improving their comprehension through predicting and questioning, answering questions, analyzing paragraphs, and increasing their motivation to read through reading techniques.

## **B. Recommendation**

The current study revealed that the use of strategies in teaching reading is necessary to improve the student's comprehension, especially for those who are non-English department students. On this basis, this study offers recommendations for lecturers and further researchers in teaching reading comprehension with specific purposes.

For lecturers, there must be challenges in teaching reading comprehension for non-English department students. Therefore, the lecturers need to develop their teaching and learning activities using teaching strategies. It involves the combination of those strategies and develops the methods, techniques, and teaching media to improve the student's achievement. Language educators and instructors can apply more than one strategy in encouraging the students' activeness in reading and their awareness in analyzing a text. As an example, educators and instructors



can provide the students with a scrambled text that they have to arrange in order. This activity demands the students to analyze each paragraph being organized critically. They have to find the keywords and transition signals of the paragraph and arrange them based on the narrative. This activity also guides the students to use reading techniques or skimming and scanning to analyze the text. Furthermore, educators and instructors can combine more activities in the strategies used in teaching reading comprehension. It is aimed at avoiding monotonous classroom activity and to improve the student's motivation in reading class.

For further researchers in teaching reading comprehension with specific purposes, this study provides to the contribution on the literature of teaching reading comprehension instructions. Teaching reading comprehension is related to the instruction to improve the student's activeness in finding the point of the paragraph, the techniques to read, and summarizing the information of the text. It includes improving their skills in reading whether for finding references or to obtain specific information from the text. Therefore, further research needs to investigate the gaps in this study. Firstly, this study explored the students' problems in reading comprehension that the lecturers implemented a combination of strategies to cope with these problems. To complement the study of ESP teaching and learning process, future research needs to investigate the problems faced by the lecturers in teaching English for engineering and its possible solutions. Secondly, the wide use of English in any subjects of engineering, further researchers need to investigate the implementation of teaching reading strategies in specific subjects. It is expected to find out the students' problems in understanding and solving the problems in a current subject (for example physics).

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## APPENDIX

### 1. Interview Guide:

#### *General information:*

1. The subject identity.
2. For how long the subjects teach reading comprehension for engineering students.
3. The subjects graduate from English department or non-English department.
4. The number of classes the subjects teach.

#### *Strategy of teaching reading comprehension for engineering students:*

1. In teaching reading comprehension, what do you do for brainstorming?
2. What kind of passages do you use for teaching reading?
3. How do you instruct your students to read the passages?
4. Are there any procedures they have to follow in comprehending the text?
5. How do you instruct your students to find the information from the text?
6. How do you instruct your students to determine the main idea of the paragraph?
7. What is your preparation before you teach your students in reading comprehension?

#### *Problems in teaching reading comprehension for engineering students:*

1. What barriers do you face in explaining a text about engineering?
2. Do your students face difficulties in understanding the passages?
3. Do they face difficulties in the terms or general English words?
4. What problems do you face in asking your students to analyze a text?

#### *Solutions to the problems in teaching reading comprehension for engineering students:*

1. Do you have strategies in teaching reading comprehension?
2. What do you do to deal with your students' difficulty in understanding the passage?
3. What do you do if your students face difficulties in understanding the terms in the text?
4. How do you deal with your students' difficulty in analyzing a text?

### 2. Observation checklist

No.	Activities	Yes	No
<i>Strategy of teaching reading comprehension for engineering students</i>			
1	Brainstorming.		
2	The lecturer explains the material and learning objectives		
3	The lecturer engages the students with examples.		
4	Lecturer asks some questions related to students' experience or knowledge related to the text they will discuss.		
5	The lecturer asks the students to explain the terms related to the topic.		
6	The lecturer presents the text.		

7	In the teaching and learning process, the lecturer and students discuss the text.		
8	The lecturer instructs the students to make diagrams, tables, or graphs based on the data informed by the text.		
9	The lecturer instructs the students to make a timeline based on the the information of the text.		
10	The lecturer asks the students to explain the terms in the text.		
11	The lecturer evaluates and gives feedback to the students' responses.		
12	The lecturers make reflection from the teaching learning process.		
<i>Problems in teaching reading comprehension for engineering students:</i>			
13	The lecturer faces difficulties in explaining the context of the text.		
14	The students have less motivation in Reading class.		
15	The students face difficulties in understanding the terms.		
16	The students find it difficult in finding the topic of the text and main idea of each paragraph.		
17	The students do not understand the instruction from the lecturer.		
18	The students depend on Google translate in Reading the whole text.		
19	The students face difficulties in finding the keywords in a paragraph or a text.		
20	The students cannot differentiate the terms in engineering.		
21	The students are unable to find the meaning of the word from the context of the text.		
<i>Solutions to the problems in teaching reading comprehension for engineering students:</i>			
22	The lecturer has skills in understanding the words based on the context of the text.		
23	The lecturer has good instruction in teaching reading comprehension.		
24	The lecturer is able to engage students in Reading class, activate them, and make them study reading comprehension.		
25	The lecturer can encourage the students to be interactive in Reading class.		
26	The lecturer has good techniques, methods, and approaches in teaching reading.		



### 3. The results of interview

Participant	: A
Education	: Master in English Education
Teaching class	: Engineering

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Ary Dwi Astuti	: Assalamu'alaikum warohmatullahi wabarokatuh
A	: Wa'alaikumsalam warohmatullahi wabarokatuh
Ary Dwi Astuti	: Dengan Bu A nggih, Bu?
A	: Betul, nggih.
Ary Dwi Astuti	: Pendidikan terakhir Magister Pendidikan Bahasa Inggris UMM.
A	: Iya.
Ary Dwi Astuti	: Nggih. Ee... untuk mata kuliah Reading atau Integrated, di 2023, sekarang ini, Ibu mengajar di Informatika.
A	: Informatika, betul.
Ary Dwi Astuti	: Kemudian, untuk tahun ajaran kemarin di Teknik Sipil.
A	: Teknik Sipil, iya.
Ary Dwi Astuti	: Sebelumnya, ee... selain informatika dan Teknik Sipil. Pernah mengajar mengajar Reading juga nggak, Bu?
A	: Reading, pernah.
Ary Dwi Astuti	: Di Teknik?
A	: Di... Teknik. Nggih kayaknya. Tapi saya lupa semester berapa, iya.
Ary Dwi Astuti	: O iya. Berarti... ee... kira-kira tahun berapa itu, Bu?
A	: Aduh... tahunnya itu berapa ya. Kok saya lupa ya mbak. Emm... mungkin sekitar pandemian itu lah. Itu juga. Nggih, sekitar pandemi itu saya soalnya...
Ary Dwi Astuti	: O... 20, 21 nggih?
A	: Nggih, sekitar itu saya juga pernah.
Ary Dwi Astuti	: Nah, kemudian, mulai pertanyaan saya adalah... LC, itu, untuk Readingnya kan integrated, Bu.
A	: Iya, betul.
Ary Dwi Astuti	: Nah... antara Grammar sama Reading.
A	: Betul.
Ary Dwi Astuti	: Tapi, untuk Readingnya itu sendiri, ee... apakah juga mengajarkan untuk comprehension atau pemahaman?
A	: Iya. Kalau saya secara pribadi, tetap saya berikan materi untuk full Readingnya ya. Jadi ada comprehensif-nya untuk Reading sendiri. Kemudian, nanti untuk activity-nya, itu biasanya saya gabung. Jadi saya merge antara Reading dan Grammar-nya. He eh... Jadi, tetep dua-duanya dapet. Tapi juga mereka tetep dapat per satu-satu skill-nya. Nggih, seperti itu.
Ary Dwi Astuti	: Nggih, baik. Nah... untuk activity itu sendiri, itu... di kelas atau kah penugasan?
A	: Ada di kelas, ada penugasan. Kalau di kelas ya... berarti ee... lanjutan untuk topik yang hari itu. Untuk di rumah, biasanya tu untuk emphasizing-nya saja. Jadi, biar mereka juga nggak lupa, tetep ingat. Dan, kalau ini kan, integrated itu ada dua, begitu kan nggih. Ada Reading, ada Grammar. Jadi, biar mereka juga nggak bingung kalau misalnya di kelas saya fokusnya lebih ke Grammar, berarti activity-nya untuk Reading. Kalau nanti di kelas Reading, berarti fokusnya lagi activity di rumahnya untuk Grammar.
Ary Dwi Astuti	: Nggih, baik. Jadi, untuk pengerjaan tugas tersebut, mahasiswa pasti kan menghadapi teks nggih, Bu?
A	: Iya.
Ary Dwi Astuti	: Nah... sebelum mereka membaca teks tersebut, sebelum mereka memahaminya, apa yang Ibu sampaikan?
A	: Yang saya sampaikan itu... saya meminta ee... yang pertama memang... pasti teksnya ada hubungannya dengan jurusan mereka.
Ary Dwi Astuti	: Nggih.
A	: Jadi, mereka tidak terlalu kaget, begitu. Yang kedua adalah tentang... a known vocabularynya, itu. Pasti mereka akan saya minta untuk yang tidak paham mana atau vocabulary yang baru apa... itu nanti akan kita bahas. Saya minta untuk mereka mencari

ee... meaningnya... kemudian menggabungkan kira-ki... kalau Reading itu kan, kita nggak bisa per satu-satu begitu, nggak.

Ary Dwi Astuti : Nggak.

A : Ada... satu word kemudian kita kira-kira ini meaning-nya seperti apa, ya... itu lah.

Ary Dwi Astuti : Berarti, mencari makna berdasarkan konteks.

A : Iya, betul.

Ary Dwi Astuti : Nah... untuk vocabulary itu sendiri, itu ka... itu apakah vocabulary general atau umum, atau kah terms-terms yang ada di jurusan mereka?

A : Biasanya terms yang ada di jurusan mereka, karena teksnya, pasti ada hubungannya dengan jurusannya mereka.

Ary Dwi Astuti : Nggak.

A : Seperti itu.

Ary Dwi Astuti : Baik. Nah... kalau untuk teks sendiri, yang akan dibahas itu, apakah mereka yang memilih sendiri atukah Ibu yang menentukan?

A : Mereka memilih sendiri, tapi tetap saya cek.

Ary Dwi Astuti : O... gitu.

A : Nggak, iya.

Ary Dwi Astuti : Jadi, untuk pemilihan teks tersebut ee... ada kriteria yang Ibu tentukan?

A : Ada. Ada, iya. Atau kadang-kadang, saya juga mem-provide untuk mereka. Untuk beberapa tes yang mungkin saya pakai untuk ee... kuis atau tes begitu... dari saya.

Ary Dwi Astuti : O, nggak. Baik. Kemudian, untuk teksnya itu pasti tertentu atau tidak, Bu. Misalnya kayak naratif atukah eksplanatory... atau apa gitu? Jenis teksnya ee... seperti apa?

A : Bebas.

Ary Dwi Astuti : Bebas.

A : Nggak, jenis teksnya bebas. Kecuali nanti kalau pas ada... topik naratif, baru... kalau by topik baru saya sesuaikan dengan topiknya, kalau ndak... bebas.

Ary Dwi Astuti : Nggak. Pernah dialog ndak, Bu? Teks berbentuk dialog?

A : Belum.

Ary Dwi Astuti : Belum pernah.

A : Nggak, belum pernah.

Ary Dwi Astuti : Baik. Jadi, untuk teks itu sendiri, nanti pembahasannya baik melalui presentasi... presentasi iya nggak, Bu?

A : Presentasi... diskusi... lebih tepatnya.

Ary Dwi Astuti : O... diskusi.

A : Iya, lebih tepatnya diskusi.

Ary Dwi Astuti : Diskusi. Kemudian, penugasan.

A : Iya.

Ary Dwi Astuti : Dan kadang-kadang di perkuliahan.

A : Iya. Kadang-kadang di perkuliahan.

Ary Dwi Astuti : Nah... ee... ketika memahami teks tersebut, terutama untuk penugasan ee... Ibu pernah nggak meminta mereka atau menginstruksikan mereka untuk mencari kata kunci sebelum mereka... mungkin mencari main idea atau membuat timeline mungkin atau membuat mind mapping? Kemudian, apa juga pernah ee... menginstruksikan mereka untuk memprediksi juga?

A : Iyes. Jadi pasti kalau itu. Kira-kira paragraf ini tentang apa... main idea-nya, begitu. Jadi, mereka tidak... full harus selalu membaca semua. Tapi dari keywordnya itu kan...

Ary Dwi Astuti : Iya.

A : Iya. Sudah kelihatan.

Ary Dwi Astuti : Scanning sama skimming ya, Bu?

A : Betul.

Ary Dwi Astuti : Nggak. Kemudian, mereka kalau pas Reading, kebanyakan aktif apa ndak, Bu? Atau cuma diem saja... gitu?

A : Kalau Reading... kalau diminta aktif... ya aktif sih. Hehe... Biasanya...

Ary Dwi Astuti : Perlu pancingan.

A : Iya... Jadi, Ketika... ketika memang saya menjelaskan, mereka mendengarkan. Ketika saya mengadakan interaksi, mereka juga memberikan ee... feedback.

Ary Dwi Astuti : Iya.

A : Jadi mereka... ya... dua arah lah. Inggih.

Ary Dwi Astuti : Iya.  
A : Iya. Jadi gitu.  
Ary Dwi Astuti : Feedback itu akan rame, mereka akan ee... selalu memberikan timbal balik ketika Ibu memberikan ee... pertanyaan atau games atau apa begitu, Bu?  
A : Iyah. Tapi rame... ramanya itu ya... kalau saya... kalau kelas rame itu seneng ya?  
Ary Dwi Astuti : Iya.  
A : Ndak mati gaya.  
Ary Dwi Astuti : Iya, betul.  
A : Tapi... ya alhamdulillah... so far, iya... jadi ada satu yang nimpali begitu, kemudian yang satunya lagi mungkin terinspirasi, jadi nambah... nambah... begitu.  
Ary Dwi Astuti : Nambah... nambah.  
A : Iya. He eh...  
Ary Dwi Astuti : Jadi mereka sebenarnya ee... pengen aktif, cuma kadang-kadang kalau udah nggak tahu vocab-nya baru...  
A : Betul. Iya... saya juga tidak membatasi apakah mereka harus full English atau apa... ndak. Kalau mereka tahu dalam bahasa Inggris... saya minta Bahasa Inggris, kalau tidak... ya ndak saya paksa.  
Ary Dwi Astuti : Iya.  
A : Bisa nulisnya juga ndak pa pa.  
Ary Dwi Astuti : Nah... kalau untuk saat ini, ee... keterampilan membaca apa yang ibu ajarkan?  
A : Keterampilan membaca...  
Ary Dwi Astuti : Ya... entah tekniknya atau...  
A : Yang jelas pasti ee... mencari main idea-nya jelas...  
Ary Dwi Astuti : Main idea.  
A : Nggih. Kemudian, cara mereka menjawab pertanyaan dengan menggunakan Reading Strategies-nya itu, yang... dua minggu yang lalu saya sampaikan di kelas itu.  
Ary Dwi Astuti : Iya.  
A : Jadi, mereka tidak harus... tidak harus me... membaca teks semua. Tapi, kira-kira dari pertanyaan itu dulu, mereka bisa... ok... berarti saya nanti mau pakai skimming... pakai scanning... atau predicting atau apa, Bu. Itu. Sementara sih itu, Mbak. Gak jauh jauh...  
Ary Dwi Astuti : Nggih.  
A : Iya.  
Ary Dwi Astuti : Dari instruksi tersebut, ada masalah Bu?  
A : Ti... dak ada. Sementara tidak ada. Iya. Mungkin masalahnya itu karena... karena mereka nggak tahu Bahasa Indonesia-nya apa gitu lho...  
Ary Dwi Astuti : O iya... nggak tahu artinya.  
A : Jadi artinya... Iya. Hehe... nggak tahu artinya ini apa, Miss? Jadi, kadang itu... kalau... kalau nanti sudah tahu begitu... o... iya berarti... sudah selanjutnya seperti apa, mereka sudah tahu.  
Ary Dwi Astuti : Nggih. Nah... untuk soal penugasan itu sendiri, Ibu biasanya memberikan soal subyektif ataukah obyektif?  
A : Ee... saya menggabungkan. Iya. Ada subyektifnya... ada obyektifnya. Biar mereka juga sama-sama makek nggih. Gitu nggih.  
Ary Dwi Astuti : Iya.  
A : Jadi... mau yang implisit... mau yang eksplisit... mau yang literal... mau yang ee... inferensial. Semuanya mereka makek. Nggih.  
Ary Dwi Astuti : Baik. Nah... untuk bidang... kemarin informatika nggih, Bu?  
A : Nggih.  
Ary Dwi Astuti : Kalau nggak salah.  
A : Nggih.  
Ary Dwi Astuti : Nah... kalau mahasiswa kadang-kadang itu kan menghadapi ee... masalah pada terms yang mereka hadapi, meskipun itu jurusan mereka sendiri. Nah... dari Ibu sendiri, apakah Ibu juga menghadapi masalah yang sama?  
A : Jelas. Karena saya kan... saya kan ndak ngerti ya?  
Ary Dwi Astuti : Iya.  
A : Apalagi saya ya... apalagi saya nggak tahu.  
Ary Dwi Astuti : Iya.

- A : Tapi, ketika ada sesuatu yang sulit, ya saya... pasti mencoba untuk memberikan solusinya dengan juga mendiskusikan dengan mereka. Jadi ketika itu jawabannya dari saya, saya kembalikan dulu ke mereka. Apakah term yang ini maksudnya sesuai dengan itu atau bagaimana. Karena kadang kan... satu atau dua mahasiswa tahu tapi mereka tidak sharing di kelas.
- Ary Dwi Astuti : O... iya.
- A : Yang... yang lebih banyak tidak tahu malah yang kadang heboh, kan begitu. Iya.
- Ary Dwi Astuti : Ee... untuk mahasiswa, dalam membaca, apakah Grammar sangat berpengaruh dengan pemahaman mereka?
- A : Kalau saya tidak memakai itu. Artinya... selama mereka faham, saya biarkan. Tapi untuk yang... ee... karena kalau integrated ada Grammarsnya ya. Kecuali nanti baru masuk ke terms-nya... Grammar baru saya tekankan di situ. Kalau Grammar mereka so far... tidak bermasalah dan saya tidak memperlmasalahkan.
- Ary Dwi Astuti : Nggih. Berarti, ee... untuk hal ini, Reading, meskipun mereka Grammarsnya kurang bagus...
- A : Iya.
- Ary Dwi Astuti : Tapi mereka masih bisa paham melalui kata-kata.
- A : Bisa... bisa. Iya.
- Ary Dwi Astuti : Nah... kemudian, kalau mereka diminta untuk mencari main idea atau apa tadi... mind mapping misalkan.
- A : Mind mapping. Iya.
- Ary Dwi Astuti : Apakah mereka kesulitan untuk mencari informasinya? Jadi, poinnya apa, keywordnya apa, apakah mereka merasa kesulitan?
- A : Sementara tidak.
- Ary Dwi Astuti : Tidak.
- A : Iya. Sementara tidak, karena... iya, kemarin pas dua-duanya itu juga... sepertinya aman. Iya, mereka sudah... part-nya di mana, mereka sudah tahu.
- Ary Dwi Astuti : Kemudian untuk yang selanjutnya, mm... nah... untuk merangkum atau menuliskan kembali.
- A : Iya.
- Ary Dwi Astuti : Apakah mahasiswa bisa ee... menuliskan kembali dari apa yang dia baca?
- A : Mereka bisa. Tapi... mungkin mereka masih bingung untuk yang part parafrase dan summarizing ya.
- Ary Dwi Astuti : O iya.
- A : Kayak gitu. He eh. Bedanya di mana. Itu saja yang mereka... yang mereka bingung. Tapi... untuk di Reading Strategies yang dua minggu lalu. Sudah saya berikan informasinya dan alhamdulillah mereka paham dan bisa. Untuk me-estate atau hanya mengambil poinnya saja.
- Ary Dwi Astuti : Nah... ketika mereka melakukan itu, apakah mereka hanya memindah teks saja atau mereka menuliskannya kembali dengan kata-kata mereka sendiri?
- A : Menuliskan kembali... me-estate... iya, me... me... menuliskan dengan kata-katanya sendiri. Jadi, kesimpulan dari teks itu apa, mereka bisa mengambil poin-poinnya kemudian di-bahasa-kan sendiri.
- Ary Dwi Astuti : Iya. Baik. Nah... kalau semisalkan ada mahasiswa yang mengalami kesulitan untuk menuliskan kembali atau parafrase itu tadi ee... apa yang Ibu lakukan?
- A : Saya meminta untuk ya... memahami lagi. Artinya memahami lagi ini... saya minta mereka untuk yang didapatkan apa dari situ. Saya lead mereka untuk ee... satu satu... balik lagi. Iya. Yang ini apa... ini apa... baru nanti di-conclude-kan. Sampean tadi... berhasil mendapatkan apa dari situ.
- Ary Dwi Astuti : Nggih.
- A : Baru. Kadang-kadang yang membuat mereka bingung adalah alurnya.
- Ary Dwi Astuti : O alur.
- A : Mereka ngerti... iya. Mereka ngerti intinya ini, tapi how to restate-nya itu kadang yang masih ini... ee... bingung... menuliskannya. Iya.
- Ary Dwi Astuti : Iya.
- A : Itu yang saya lead untuk... sampean tahu dari teks ini apa, silakan dituliskan lagi dengan pemahaman sampean seperti apa. Itu.

Ary Dwi Astuti : Nah... kebingungan tadi tu, disebabkan karena mereka vocab-nya yang kurang ataukah pengetahuan mereka terhadap teks tersebut yang kurang paham ataukah grammar mereka yang memang kurang bagus?

A : Sepertinya Grammar ya... hehe. Nggih. Sepertinya yang bermasalah grammarnya ini.

Ary Dwi Astuti : Nggih.

A : Karena kalau... kalau men... menyimpulkan atau menuliskan ulang itu kan berarti membuat baru, begitu nggih?

Ary Dwi Astuti : Iya.

A : Lhaa... itu yang bermasalah di Grammarnya itu.

Ary Dwi Astuti : Nggih.

A : Iya.

Ary Dwi Astuti : Baik. Nah kemudian, ee... kemarin saya lihat juga Ibu memberikan tugas mengenai Reading Strategies. Itu instruksinya seperti apa Bu?

A : Reading strategies itu ber... ee... ya yang kemarin itu saya me... minta mereka untuk menemukan paragraf begitu.

Ary Dwi Astuti : Iya.

A : Mencari paragraf, pendek saja memang... karena saya minta mereka untuk menyusun tiga pertanyaan. Jadi mereka akan membuat tiga pertanyaan dan jawabannya itu nanti, mereka harus meng-analyze apakah mereka harus memakai scanning, memakai skimming, atau bisa langsung ee... apa namanya... guessing from the context atau mereka harus predicting or reviewing, itu.

Ary Dwi Astuti : Teksnya, berdasarkan bidang ilmu mereka?

A : Iya. He eh.

Ary Dwi Astuti : Ok. Hasilnya seperti apa Bu?

A : Karena kemarin belum terkumpul ya... hehe...

Ary Dwi Astuti : Hehe... yang sudah ada...

A : Iya. Yang... yang... belum... belum terkumpul jadi saya masih belum...belum bisa me... mengecek hasilnya seperti apa sih.

Ary Dwi Astuti : Nggih.

A : Seharusnya memang minggu lalu.

Ary Dwi Astuti : Iya.

A : Tapi karena... ya namanya mahasiswa... ya begitu ya.

Ary Dwi Astuti : Banyak PR.

A : Iya, betul. Kalau saya mau keukeuh harus mbesok... maksudnya harus kemarin, tapi ternyata memang ndak ada yang ngumpul... saya juga nggak bisa ngapa-ngapain. Hehe... iya.

Ary Dwi Astuti : Iya.

A : Jadi masih belum... belum ada feedback yang saya berikan. Hehe...

Ary Dwi Astuti : Baik. Kemudian untuk yang terakhir, ee... menurut Bu A sebagai pengajar FLSP, terutama Reading, apakah Ibu perlu untuk memahami atau menguasai konteks? Maksud saya adalah bidang ilmu. Kalau Ibu mengajar di Informatika, apakah Ibu perlu juga memahami tentang Informatika, begitu Bu?

A : Jelas. Terlebih, kalau saya mengajar Reading kemudian nanti ada teksnya, teksnya itu yang selalu saya pelajari dulu. Karena kita kan umum nggih.

Ary Dwi Astuti : Iya.

A : Hehe... Jadi ya itu. Iya, jelas. Saya kalau... kalau mau ngajar Reading, persiapannya lebih ekstra daripada yang lain.

Ary Dwi Astuti : Iya.

A : Karena memang harus itu. Kwatirnya... yang saya tahu, ternyata kliru atau tidak sesuai dengan apa yang mereka tahu. Bayangan saya, ketika saya ngajar Informatika berarti ya teman-teman informatika itu mereka lebih tahu daripada saya. Itu.

Ary Dwi Astuti : Iya.

A : Iya. Jadi saya memang belajar dulu hehe... iya.

Ary Dwi Astuti : Jadi, sebelum masuk kelas, Ibu membaca dulu.

A : Betul.

Ary Dwi Astuti : Kemudian mencari arti ee... dari istilah kalau ada.. gitu.

A : Iya. He eh. Iya. Karena ya... ya jelas... jelas berbeda dengan ngajar umum ya...

Ary Dwi Astuti : Iya.

A : Teksnya... kadang dari judulnya saja ini... money misalnya...  
 Uang... uang ini... uang maksudnya... uang di ekonomi dengan uang di apa ini apakah sama atau berbeda. Ya itu. Jadi, memang harus belajar dulu.

Ary Dwi Astuti : Nggih, baik.

A : Untuk persiapan.

Ary Dwi Astuti : Nggih. Baik, Bu A. Demikian tadi, beberapa pertanyaan saya untuk wawancara ini. Semoga bisa menjadi inspirasi saya.

A : Aamiin.

Ary Dwi Astuti : Belajar saya terutama.

A : Aamiin.

Ary Dwi Astuti : Kemudian, juga banyak manfaatnya buat banyak orang.

A : Aamiin. Mudah-mudahan bisa membantu.

Ary Dwi Astuti : Aamiin. Nggih. Terima kasih banyak, Bu A atas semua bantuannya.  
 Wassalamu'alaikum warohmatullahi wabarokatuh.

A : Wa'alaikumsalam warohmatullahi wabarokatuh.

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Participant : B  
 Education : Master in English Education  
 Teaching class : Engineering

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Ary Dwi Astuti : Assalamu'alaikum, Pak B  
 B : Wa'alaikumsalam warohmatullahi wabarokatuh  
 Ary Dwi Astuti : Eee... Saya di sini sebelum apa... menanyakan mengenai interview, ingin konfirmasi dulu nggih, Pak.  
 Bapak Mohammad Kholilurrahman. Pendidikan terakhir, Magister Pendidikan Bahasa Inggris. Kemudian, Bapak sudah pernah mengampu di Teknik Industri, Sipil, Informatika, dan Elektro.

B : Ya  
 Ary Dwi Astuti : Nha... kemudian, untuk tahun 2019, 2021, dan 2022, Bapak mengajar integrated yang merupakan gabungan dari Reading sama Grammar.

B : He em, ya bener.  
 Ary Dwi Astuti : Eh... di sini saya mewawancarai Bapak untuk penelitian saya mengenai strategi pengajaran Reading, Pak.

B : Yak, Baik.  
 Ary Dwi Astuti : Nha... pada tingkat mahasiswa ini, untuk S1, meskipun kita itu FLSP yang ee.. didapat dari LC, integrated Reading sama Grammar, untuk Reading ini sebenarnya mahasiswa juga perlu comprehension, nggih?

B : Iya  
 Ary Dwi Astuti : Nha... untuk comprehension itu sendiri, mengantarkan mereka pada teks, di awal pembelajaran, Bapak menyampaikan apa?

B : Ee... pemahaman Reading ini? Untuk comprehension Reading?  
 Ary Dwi Astuti : Iya  
 B : Ee... kalau saya lebih ke fungsi, saya beri pemahaman terlebih dahulu kenapa mereka harus suka membaca. Seperti itu, jadi ee... apa ee... saya arahkan mereka dulu kenapa membaca itu penting, kemudian dalam hal perkuliahan dan juga ee... nanti membaca apalagi menggunakan teks bahasa Inggris itu juga perlu mereka pahami, seperti itu. Apalagi juga sesuai dengan ee... apa ya? Jangka panjang mereka. Mungkin pada saat ini, mereka masih semester 1... semester 2, belum terlalu banyak perlu membaca apalagi teksnya berupa bahasa Inggris yang di mana itu bukan merupakan fokus pendidikan mereka. Bidang tekniknya, seperti itu. Tetapi saya berikan bekal atau dasar terlebih dahulu ee... kenapa harus Reading. Nha... kemudian setelah itu, saya tanyakan ke mereka, selama ini permasalahan yang mereka temui ketika Reading... membaca apalagi teksnya bahasa Inggris itu apa? Kemudian, kami diskusikan ee... dengan mereka dan ee... pada akhirnya, saya mungkin... berilah mereka solusi. Solusi terkait ee... Reading ini, pemahaman untuk Reading yaitu berhubungan dengan teknik membaca, seperti itu.

Ary Dwi Astuti : Nggih. Nha... kalau untuk mahasiswa teknik sendiri, baik dari berbagai macam jurusan tersebut. Ada perbedaan nggah, Pak, teksnya itu dengan yang General English?

- B : Oke. Tentunya berbeda, Bu. Karena di sini kan, ESP, Spesific Purpose, seperti itu.
- Ary Dwi Astuti : Iya
- B : Jadi, ee... mungkin lebih ke konteksnya. Nha... kemudian juga diksi pemilihan kata ee... dalam teks teknik juga. Karena mungkin seperti Teknik Sipil, Teknik Industri... itu kan juga bahasanya lebih ke ee... apa ya? Future job mereka, gitu. Nanti kalau misalkan, General English, ya... itu bisa lebih ke umum pembahasannya. Tidak harus pada... apa ya? Konteks bahasa Inggrisnya saja, tetapi mereka juga bisa membahas tentang teknik juga bisa, kemudian... ekonomi bisa, dan yang lainnya bisa, yang penting bahasanya konteksnya bahasa Inggris. Itu yang mungkin kalau yang umum, tapi kalau misalkan yang ee... jurusan teknik, mungkin lebih saya arahkan kepada ee... lebih ke jurusan mereka, seperti itu.
- Ary Dwi Astuti : Iya, baik. Terus kemudian, tujuan ESP ini, kalau dari sisi LC sendiri itu, untuk apa, Pak? Untuk mahasiswa teknik ini?
- B : Tujuan ESP ya... ee...
- Ary Dwi Astuti : Dari sisi LC.
- B : Itu ya... nha itu saya... di sini mungkin sebagai bekal ya... atau mungkin dasar bagi mereka di mana mungkin ini merupakan fasilitas yang diberikan sama UMM untuk semua jurusan, semua fakultas yang ada di UMM harus ee... apa ya? Memiliki mata kuliah bahasa Inggris ya... mungkin tujuannya di sana, Bu. Karena juga kan kebetulan di LC ada ee... UMM juga punya tes khusus Bahasa Inggris yang namanya TAEP. Nha... itu juga mungkin sebagai ... apa ya? Jangka panjang mereka untuk jenjang karirnya lah ... seperti itu. Nanti ketika lulus, ee... mereka juga bisa dibekali dan juga paham. Tidak hanya mungkin di jurusannya itu tersendiri tetapi juga bahasa Inggris. Karena memang kan bahasa Inggris kan sekarang sudah dibutuhkan untuk persaingan global, mungkin seperti itu, Bu. Nha... apalagi di UMM juga sudah ada COE itu... Center of Excellence, dan mereka juga pasti berkecimpung sama... atau singgungan lah sama bahasa Inggris. Itu mungkin lebihnya ee... LC memfasilitasi, lebih ke memfasilitasi mahasiswanya yang ada di UMM ee... untuk mereka bisa lebih... apa ya? paham lagi mungkin di mana ketika jurusannya itu di... apa ya? Dihubungkan dengan bahasa Inggris. Kurang lebih seperti itu, Bu. Itu yang saya pahami.
- Ary Dwi Astuti : Nggih, Baik. Untuk teks sendiri, Pak. Ee... teksnya itu, yang memilih mahasiswa atau Bapak sendiri?
- B : Ee... kalau untuk itu sebenarnya fleksibel. Mereka juga bisa milih sendiri atau dari saya, tetapi di sini kebetulan LC punya buku FLSP yang di mana itu sudah jadi bahan bacaan mereka, ya sudah... akhirnya saya juga menggunakan itu sebagai ee... apa ya? Sumber belajar. Sebagai sumber belajar dan kebetulan juga di sana teksnya sudah lengkap, sudah banyak. Ya emang... gimana ya? Itu ya sudah pas lah ee... tanpa mereka harus nyari atau mungkin ee... saya sebagai pengajar juga harus cari lagi yang lain, mungkin berbeda lha... ini kan sudah ada patokannya, sehingga saya menggunakan buku FLSP, seperti itu.
- Ary Dwi Astuti : Patokannya berarti apa, Pak?
- B : Patokannya secara silabus. Silabus ee... LC itu kan, sudah dituangkan... sudah ditransfer ke buku. Jadi, pastinya... buku itu sudah sesuai silabus... itu.
- Ary Dwi Astuti : Baik. Jika mahasiswa itu harus memilih teks sendiri, itu kepentingannya untuk apa? Misalkan presentasi atau kah ee... memang Bapak menginginkan mereka memilih suatu teks berdasarkan minat mereka sendiri atau kah mereka harus memilih topik sendiri yang akan di bahas pada pertemuan berikutnya?
- B : Mmm... kalau untuk saya pribadi, teks itu bisa digunakan dalam segala bentuk model pembelajaran, Bu. Bisa di presentasi, bisa di tugas, bisa untuk diskusi, semuanya gitu, Bu. Jadi untuk saya, lebih ke fleksibel ya... gak harus pada satu sumber... ini untuk presentasi kalian ambil di teks ini... tidak. Tetapi, kalau misalkan ini diharuskan, misal... mereka harus mencari teks tersendiri, itu... saya arahkan untuk lebih ee... prefer ke lebih sukanya mereka di mana tetapi tidak keluar dari konteks teknik. Nha... mungkin seperti itu, Bu.
- Ary Dwi Astuti : Kemudian, jenis teksnya apa, Pak?
- B : Kalau jenis teks... bebas, Bu. Mungkin bisa naratif, recount, dan yang lain-lain karena dalam ESP ini, mereka tidak secara detail ya... diberi pemahaman untuk ee... mengenal jenis-jenis teks, gitu. ("O iya, yang penting pemahaman" Ary Dwi Astuti). Mungkin kalau memang ada, itu tambahan, seperti itu. Lebih ke situ... lebih ke teknik membaca, Bu. Kalau di ESP, kan gitu.
- Ary Dwi Astuti : Iya. Berarti kayak scanning, skimming, gitu... terus intensif...

- B : He eh, informatif. Mengenal bentuk pertanyaan... nha... itu... faktual informatif.
- Ary Dwi Astuti : Nha... ketika memahami itu, ee... Bapak mengarahkan atau menginstruksikan dengan kata kunci, atau kah prediksi, atau kah timeline atau seperti apa, Pak? Supaya mereka bisa paham terhadap teks tersebut, informasinya, sebelum mereka bisa membuat summAry Dwi Astuti.
- B : O... he e ee... balik lagi ke teknik, jadi... balik lagi ke teknik membaca yang kan tadi tu ada dua, scanning sama skimming. Saya... pastinya, dari dulu hehe... selama mengajar integrated, saya tekankan kepada mereka untuk tidak lepas dari acuan skimming dan scanning. Segala macam teks apa pun yang mereka temui, langkah pertama, mereka harus menentukan... mereka mau cari apa. Misalkan keywords berarti scanning, misalkan main idea berarti skimming, itu. Itu yang saya ulang-ulang terus, meskipun scanning skimming juga sudah selesai pembelajarannya. Tapi itu menjadi bekal awal hehe... gitu... bagi mahasiswa, seperti itu, Bu.
- Ary Dwi Astuti : Iya, baik. Kemudian, ee... aktif nggak mereka, ketika mereka diajak membaca... biasanya kan kalau mahasiswa teknik ee... mereka berpikir bahwa, mereka belajar hanya konsentrasi mereka sendiri sedangkan untuk belajar bahasa Inggris itu kan motivasinya agak kurang, begitu. Nah... bagaimana cara Bapak untuk engage mereka atau memotivasi mereka untuk mau membaca, yang istilahnya pun mereka itu... untuk term-term yang ada di teks itu, mereka juga kadang kesulitan.
- B : Oke. Yang pertama, tentunya saya harus ee... menentukan model pembelajarannya. Entah mungkin ke... apa ya? Project-based atau mungkin ke problem-based... mungkin kan yang umum ya. Haa... dari situ mungkin saya bisa pecah lagi mereka dalam bentuk kelompok. Kalau ke kelompok... mereka lebih ... apa ya? Lebih nyaman dan lebih engage lagi daripada mereka harus berpikir secara pribadi atau individu. Yang kedua, saya kemas pembelajarannya dengan game. Nha, itu pasti... mereka semuanya juga fun lah di situ. Begitu, Bu.
- Ary Dwi Astuti : Baik. Kalau bentuknya project, project seperti apa yang diberikan?
- B : Projectnya pasti dalam... ini berhubungan sama kelompok. Berhubungan sama kelompok. Mereka mungkin... ee... dulu, bukannya sekarang ya... Saya pernah mengajar, tapi bukan teknik ya... waktu itu. Kayaknya teknik juga, iya... teknik sama akuntansi. Ee... saya membuat... apa ya istilahnya itu... modul... bukan modul tapi. Kayak majalah gitu, Bu. Dan itu berisi teks-teks ee... umum, tetapi juga ada yang sesuai mereka. Saya bagi mereka kelompok dan setiap kelompok membuat lima macam teks, gitu. Nha... itu tambahan waktu itu saya kasih naratif, recount, dan yang lain-lain. Nha... kemudian, di akhir, pada saat UAS... mereka tiap kelompok itu mengumpulkan, saya kumpulkan jadi satu dan itu jadi... apa ya istilahnya itu... ya... seperti... buku pedoman... buku pegangan, begitu Bu. Handbook lah... jadi seperti itu, Bu.
- Ary Dwi Astuti : Kalau problem-based berarti exercise-exercise?
- B : Exercise dan itu saya masukkan ke game. Mungkin saya main seperti... apa? Ada teks, kemudian saya potong-potong, begitu teksnya. Kemudian, itu saya acak begitu. Mereka guessing, ini... penyusunnya apa. Kemudian suruh cari keywordsnya, main ideanya, lebih ke situ Bu.
- Ary Dwi Astuti : Ya... kemudian, nha... ukuran pemahaman mereka, Bapak mengukurnya dengan ee... apa namanya... tes atau exercise ya? Nah... kebanyakan dari tes sama exercise Bapak itu... ee... obyektif atau subyektif?
- B : Tentunya obyektif, Bu.
- Ary Dwi Astuti : Obyektif saja?
- B : Obyektif. Ee... saya sebenarnya memang... ada mahasiswa yang dari satu kelas itu kurang lah... katakan kurang seperti itu. Tapi saya tidak melihat dari tiap tugas, mungkin ada tiga tugas. Semua tugasnya pasti mereka hasilnya satu anak ini berbeda. Nha... itu saya lihat dari pemahaman dia. Meskipun mungkin dia tugas di scanning, ternyata nilainya anjlok. Tetapi tugas pada saat skimming nilainya tinggi. Nha... itu kan kalau subyektif saya pandang di awal waa... ini pasti nilainya jelek ini nanti kalau di tugas dua. Tidak... Jadi, tetap saya obyektif. Ini gimana, nanti apakah ada perbedaan? Nah... kalau misalkan berbeda, tetap saya lihat dulu... permasalahannya berarti di materinya. Mungkin materinya mereka belum paham atau aa... masih kurang seperti itu. Saya ulang, saya jelaskan lagi... mungkin seperti itu.



- Ary Dwi Astuti : Baik. Kalau Bapak sendiri, misalkan ada teks tentang teknik. Entah apa pun itu tekniknya baik informatika, sipil, maupun industri. Ee... Bapak bisa menerangkan masalah istilah yang ada di teks tersebut ndak? Contohnya kalau ee... sipil, ada material mekanik. Kemudian, ada ferrous, non-ferrous, kemudian ada smart material itu... Bapak menerangkan istilah-istilah seperti itu ndak?
- B : Pernah. Tapi jarang.
- Ary Dwi Astuti : Jarang, kenapa jarang, Pak?
- B : Ee... karena kan di integrated ini saya lebih banyak ke penjelasan Grammar. Yaa... pada waktu... tetapi pada waktu di FLSP dua, nha... FLSP dua itu kan sudah beda. Grammar sama Reading sendiri. Nha... mungkin itu ee... saya jelaskan. Nha... ini dah ada teks, mana nih yang sulit? Dari situ, itu baru saya... tapi untuk FLSP satu ini jarang, karena apa ya? Saya lebih pengen mereka eksplor sendiri dulu.
- Ary Dwi Astuti : Iya
- B : Lha itu. Jadi saya usahakan, gimana caranya saya tidak teacher-centered, teacher-centered, begitu. Meskipun ini sulit, saya... misalkan mereka nanya, saya nggak langsung menjawabnya, gitu. Nha... ini coba, ini siapa yang tau? Kalau nggak gitu cari di kamus, sudah. Pokoknya saya ajarinnya di sana, begitu.
- Ary Dwi Astuti : Kalau mahasiswa sendiri, mereka tau nggak? Bisa nggak menjelaskan masalah istilah-istilah tersebut, yang pernah Bapak alami?
- B : Me... tahu artinya atau gimana? Menjelaskan atau...
- Ary Dwi Astuti : Setidaknya tau maksudnya. Apa itu smart material? Apa itu ferrous atau non-ferrous?
- B : Aaa.... kalau untuk semester satu, kebanyakan mereka tidak paham. Aa... apa... o.. tau mungkin seperti ini, misalkan ya smart material atau material-material seperti itu saya jelaskan, saya kasih contoh, mereka baru ngeh. Nha... tapi kalau untuk mereka menjelaskan ini apa? Meskipun sudah tahu bahasa Indonesianya, kadang bingung juga, gitu. Saya tanyakan, lho... belum diajari? Di mata kuliah umumnya? Belum, Pak. Belum sampai situ, katanya gitu.
- Ary Dwi Astuti : Berarti, kalau mereka itu untuk memahami itu, Bapak pernah memperhatikan nggak? Kalau mereka selalu menggunakan Google Translate?
- B : Pasti, Bu. Hehe... Mereka pasti gunakan Google Translate. Tanpa saya tawarkan pun kadang mereka nawarkan sendiri. Pak, translate ya... pakai Google ya... gitu. Mesti itu, begitu. Tapi ada juga yang memang, ya sudah mungkin paham. Bahasa Inggrisnya bagus lah... nha... itu ada.
- Ary Dwi Astuti : Nha... ketika mereka menggunakan Google Translate tersebut, menurut Bapak, masalah nggak?
- B : Menurut saya nggak masalah. Ee... Selama mereka berusaha dan mereka tahu, akhirnya dari yang istilah yang nggak tahu bahasa Inggrisnya, mereka tahu seperti itu. Meskipun, yang kita bisa bilang Google Translate tidak semuanya kadang benar translatenya. Haaa... Di situ saya gak masalah, karena tetap saya kasih guidance. O... ternyata ini, nha... setelah saya tahu. O... dari Google Translate itu ya... Sebenarnya seperti ini. Yang bener itu gini, seperti itu. Yang saya utamakan adalah usaha mereka dulu. Cari entah mau di Google Translate, di Google lah di mana pun sampai mereka tahu akhirnya, saya nggak masalah, Bu, untuk itu. Saya memang dari dulu, tidak hanya di teknik, semua jurusan pun ee... itu, saya terapkan itu. Kadang-kadang kenapa ya... itu, balik lagi. Mereka bukan murni jurusan Bahasa Inggris, seperti itu.
- Ary Dwi Astuti : Kemudian, kalau ee... dari Bapak sendiri, berarti mereka kebanyakan permasalahan ada di terms, vocab, sama grammar?
- B : Iyak. Beda lagi sama Speaking.
- Ary Dwi Astuti : Kalau Grammar nggak paham itu, membaca pasti paham nggak, Pak?
- B : Membaca?
- Ary Dwi Astuti : Grammar nggak paham, itu mereka pasti bisa paham teks atau tidak?
- B : Mmm...
- Ary Dwi Astuti : Misal kalau grammar mereka itu lemah, berarti pemahaman mereka lemah.
- B : Untuk ngartikan teks atau gimana?
- Ary Dwi Astuti : Ee... untuk memahami teks. Apakah...
- B : Untuk memahami teks. Ee... Mereka sih kalau sejauh ini, kalau memahami teks itu langsung pada intinya, gitu Bu. Misalnya dalam paragraf ini... misalnya... sebenarnya... intinya bicara apa, udah gitu aja, Bu. Saya lebih ke sana. O, tentang ini, gitu.

Ary Dwi Astuti : Berarti tidak bergantung pada grammarnya ya?  
 B : Tidak bergantung pada grammar, iya. Karena, ya... kalau ini, saya lebih ke... apa ya? Lebih ke yang penting mereka paham maksudnya. Nha... maksud teks bacaan itu apa. Udah seperti itu. Tidak saya whaa... ini grammarnya kalau gini ni artinya gini. Nggak, Bu, gitu. Nha... itu kalau saya bahas grammar, saya berilah contoh di teks Reading. Nha... ini grammar ini kan? To be-nya seperti ini, coba lihat di teks itu. Sama kan? To be-nya berarti harus begini, mungkin begitu. Sama seperti kemarin itu hehe...

Ary Dwi Astuti : Iya  
 B : Hehe... simple sentence, saya... seperti gimana yang simple sentence, di teks itu?  
 Ary Dwi Astuti : Nha... kemudian, kalau... apa namanya? Tadi Bapak bilang kan, mereka kadang-kadang kalau sedang membaca, terus scanning skimming, paling tidak kan ada keywords, main idea yang harus ditemukan.  
 B : He em  
 Ary Dwi Astuti : Nah, yang Bapak alami, mahasiswa itu selalu salah nggak dalam menentukan... apa... main idea tersebut?  
 B : Ya kadang salah, tapi kadang benar dan sejauh ini, kebanyakan mereka mostly lah... benar. Paham lah, begitu.  
 Ary Dwi Astuti : Mostly benar?  
 B : Cuma... yang lebih banyak salahnya mereka bingung. Kalau cari main idea... itu scanning atau skimming. Hehe... itu.

Ary Dwi Astuti : Iya  
 B : Mostly salahnya di situ, tapi kalau sudah cari... sudah tahu... o... pakai skimming... main idea-nya apa? Itu... kebanyakan benar. Mereka benar semua itu... Cuma cara tentukan tekniknya apa... itu yang mereka salah.

Ary Dwi Astuti : Dan apakah mereka masih selalu melakukan seperti ini... cari main idea, pasti mereka akan memilih kalimat pertama atau kalimat terakhir dari suatu paragraf?  
 B : He em... he em. Iya.  
 Ary Dwi Astuti : Gitu?  
 B : Iya.  
 Ary Dwi Astuti : Nah.. padahal, main idea seperti itu atau tidak?  
 B : Aa... kalau dari teori memang beberapa yang seperti itu. Karena kalau memang benar ada yang di awal ya... di akhir ternyata nggak ada, ternyata di tengah atau misalkan kita harus membaca keseluruhan, karena gitu. Semuanya saya sampaikan.

Ary Dwi Astuti : Iya.  
 B : Semuanya saya sampaikan. Tetapi, di teori, di presentasi ee... untuk lebih memudahkan, tipsnya... kalian pertama cari dulu di awal atau akhir, nha... seperti itu, Bu.

Ary Dwi Astuti : Iya  
 B : Saya kasih pemahaman gitu itu, Bu.  
 Ary Dwi Astuti : Kalau ee... membaca itu, mereka kadang-kadang nggak bisa mencari main idea, itu kadang-kadang karena memang mereka nggak paham bahasa Inggris itu sendiri atau memang karena ee... apa ya? prior knowledge mereka yang ndak bisa masuk ke dalam teks tersebut?  
 B : Mmm... sepertinya dua-duanya... hehe...

Ary Dwi Astuti : O...  
 B : Sepertinya dua-duanya. Ini nggak paham teksnya... terus kadang orangnya juga ya... kurang lah pemahaman Bahasa Inggrisnya, gitu. Tapi juga ada yang salah satu dari itu... ada lah... mungkin saya buka... ya, mereka paham ternyata teksnya sulit. Itu bisa kan kadang gitu.

Ary Dwi Astuti : Teksnya sulit, karena terms-nya banyak.  
 B : Terms-nya banyak. Nha... yang sudah disampaikan sama... oleh saya, ternyata beda, sudah nyampe teks ternyata beda. Nah... gitu, kadang gitu. Itu kadang yang sulit.

Ary Dwi Astuti : Ee... pernah nggak, Bapak menginstruksikan mereka untuk merangkum atau memparafrase?  
 B : Ngrangkum pernah, kalau parafrase... jarang, Bu, untuk itu. Karena itu kan harus... apa ya? ada practice atau... apa ya? materi lain mungkin, seperti itu. Untuk parafrase, sepertinya mereka akan lebih sulit lagi jika harus masuk ke sana. Berbeda mungkin sama jurusan bahasa Inggris, akan lebih mudah. Ngrangkum aja... kadang ya sulit juga, kalau bagi

- kelompok baru mereka lebih mudah, gitu. Kalau parafrase, jarang saya. Mungkin hampir nggak pernah juga sepertinya... untuk parafrase.
- Ary Dwi Astuti : Umumnya, mereka mengalami kesulitan untuk merangkum, itu karena apa, Pak?  
 B : Karena... mm... vocab-nya. Karena vocab. Kedua, mereka harus menentukan main ideanya dulu juga. Itu kalau individu, ya Bu ya.
- Ary Dwi Astuti : Ya  
 B : Mungkin seperti itu. Ketiga, yang paling parah mungkin ya nggak tahu, ini bacaannya tentang apa.
- Ary Dwi Astuti : O... Isi bacaannya.  
 B : Isi bacaan, konteksnya bahasa apa. Itu mungkin, seperti itu.  
 Ary Dwi Astuti : Iya. Terus, kalau mereka punya kesulitan ketiganya itu ee... Bapak mengatasi permasalahan mahasiswa itu seperti apa?  
 B : Mmm... balik lagi mungkin saya arahkan ke skimming sama scanning. Karena itu yang jadi dasar awal gitu lah, Bu. Itu lagi, di sana. Jadi, pertama saya minta mereka untuk gak harus baca semuanya. Terlebih dahulu dari atas sampai bawah, kamu coba ambil per paragraf. Satu paragraf, cari dulu main idea-nya, isinya apa? Kalau sudah ada tiga, dapat tiga paragraf, sudah dapat tiga main idea, lalu kamu simpulkan. Begitu, lebih ke situ sih.
- Ary Dwi Astuti : Mereka pernah minta tips nggak, Pak, bagaimana ee... caranya menguasai banyak vocab?  
 B : Ee... pernah, pernah sih. Ada. Tapi, itu di Speaking.  
 Ary Dwi Astuti : O... di Speaking.  
 B : Di integrated, jarang mereka tanya seperti itu, Bu.  
 Ary Dwi Astuti : Cuma bagaimana cara memahami aja ya? Tekniknya, lebih pada teknik membaca. Kalau di Speaking, mereka ee... ingin menguasai vocab itu, Bapak menyarankan untuk apa?  
 B : Ya, jelas tentang practice, harus practice, Bu. Nha... baru kalau memang seperti itu, saya pastinya di setiap pembelajaran Speaking, saya sisipkan vocab-vocab dulu, gitu. Malah, sampai saat ini, yang sering saya terapkan ee... ketika saya ... apa ya? apa istilahnya? CK dengan mereka, seperti itu. Tiap orang harus nyebutkan terlebih dahulu tentang vocab baru. Entah mungkin... apa ya? perasaan mereka sekarang, misalkan vocab tentang... misalkan mention one word about UMM, misalkan. Dan semua orang harus berbeda, tiap mahasiswa harus berbeda. Satu kata, cuma harus berbeda. The next, mungkin setelah... sampai setelah UTS itu, saya minta dua kata, tiga kata, phrase, gitu-gitu. Itu yang saya terapkan di awal.
- Ary Dwi Astuti : Baik. Berarti kalau misalkan, Speaking bisa diberlakukan seperti itu, misalkan setiap pertemuan menambah vocab, berarti Reading juga bisa ee... menggunakan cara yang sama, melalui practice-practice?  
 B : Bisa. Cuma karena saya tidak melakukan itu di Reading terlalu banyak, mahasiswanya.
- Ary Dwi Astuti : Iya.  
 B : Dan, akhirnya, makan waktu.  
 Ary Dwi Astuti : Iya.  
 B : Gitu... kalau di Speaking kan paling cuma 20, 30.  
 Ary Dwi Astuti : Iya. Karena kelasnya di-split.  
 B : Iya, itu. Kalau Reading, sebenarnya saya ingin sekali, melakukan itu tiap mahasiswa nambah-nambah vocab. Cuma... ya itu, makan waktu. Harus 45 atau 50 orang nyebutkan satu-satu, apalagi mereka masih mikir... nah itu. Akhirnya, saya tidak terapkan itu, di kelas Reading. Di integrated, kelas integrated.
- Ary Dwi Astuti : Berarti, sarannya untuk mereka adalah... kalau Reading ee... banyak-banyak practice di luar.  
 B : Iya.  
 Ary Dwi Astuti : Gitu. Supaya menambah...  
 B : Practice dan... kadang saya juga minta, kerjakan soal-soal yang di buku FLSP, gitu. Tugas pun saya kadang nambah di situ. Mereka biar paham dan mengenal lebih banyak lah teks tentang teknik sipil, misalkan seperti apa.
- Ary Dwi Astuti : Iya. Terutama terms ya, Pak?  
 B : Iya. Termsnya.  
 Ary Dwi Astuti : Terutama terms sangat berpengaruh sekali. Ee... beda pengartian yang dari kamus, terutama kalau kamus general, terus kemudian ke bidang itu sendiri.  
 B : He em. He em, benar.

- Ary Dwi Astuti : Jadi, kalau menurut Bapak, ee... mengajar Reading di teknik itu, kita perlu menguasai konteks atau tidak?
- B : Perlu, tapi tidak di awal. Mungkin.
- Ary Dwi Astuti : Perlu, tapi tidak di awal. Baik.
- B : Konteks mungkin ya... nomor ke sekian, setelah mereka paham... mungkin caranya memahami gimana, gitu aja dulu.
- Ary Dwi Astuti : Baik, nah... kemudian, berarti kita untuk term-term sendiri juga harus setidaknya tahu ya Pak ya?
- B : He em. Kalau terms juga penting, lebih penting dari... lebih memahami konteks mungkin... kalau term. Karena kenapa? Untuk vocab. Ya... buat tambahan ke mereka.
- Ary Dwi Astuti : Na... kemudian dari pengalaman Bapak tadi tu, kan setidaknya sudah lebih dari 3 tahun mengajar di teknik, ketika Bapak dipindah lagi ke jurusan lain, penyesuaiannya berat nggak? Untuk mengajar Reading?
- B : Mm... tidak, kalau untuk mengajar Reading-nya. Mengajar Reading-nya ya? Nggak, semua jurusan, saya ee... yang penting sesuai silabus, gitu. Cuma ketika mengajar harus sesuai konteks jurusannya, nha... itu harus saya menyesuaikan. Nha... itu balik lagi. Saya acuannya adalah buku FLSP, seperti itu. Dan mereka juga saya arahkan ke situ untuk lebih memudahkan. Jadi gak kemana-mana lah istilahnya, gitu.  
Kalau mengajar Reading-nya, sama. Semuanya memang sama.
- Ary Dwi Astuti : Berarti, meskipun ee... FLSP diajarkan di semester 1 dan 2, dan itu adalah dasar, berarti untuk Reading sendiri, fokusnya adalah bagaimana cara mereka bisa memahami teks tersebut dan juga Grammar.
- B : He em. Grammar. He em.  
Kalau selingan, mungkin. Tambahan mungkin, di situ antara Reading dan Grammar ee... mereka lebih banyak kurangnya atau lebih nggak pahamnya di Grammar, sebenarnya... gitu. Kalau Reading kan... apa ya? Istilahnya, materinya tu sudah pakem, sudah saklek. Misal kita ngajar scanning skimming atau ngajar ee... informatif e faktual informatif questions, misalkan seperti itu. Itu kan sudah ada... ini seperti ini... bentuknya seperti ini. Tapi kan kalau Grammar, ketika kita ngajar simple sentence, hubungannya nanti sama tenses, hubungannya sama part of speech. Nha... itu yang memberatkan di UMM. Lho... ini Pak, kok bisa seperti ini? Nha... balik lagi, kemarin kan sudah. Kemarin gitu ya, yang saya jelaskan di situ. Lebih ke Grammar, aslinya. Challenge... challenging-nya.
- Ary Dwi Astuti : Challenging-nya di Grammar.
- B : Challenging-nya di Grammar ketika mengajar integrated, itu.
- Ary Dwi Astuti : Berarti, emang Grammar sama vocab ya, mereka yang berat itu.
- B : Iya. He eh, seperti itu.
- Ary Dwi Astuti : Baik. Terima kasih, Bapak B.
- B : Sama-sama, Ibu
- Ary Dwi Astuti : Semoga bisa menjadi mm... apa ya? ee... inspirasi buat semuanya.
- B : Semoga membantu lah.
- Ary Dwi Astuti : Kemudian, pengetahuan banyak buat orang juga, terutama saya.
- B : Amiin... iya, aamiin. Sama-sama sukses.
- Ary Dwi Astuti : Nggih, aamiin. Assalamu'alaikum warohmatullahi wabarokatuh.
- B : Wa'alaikumsalam warohmatullahi wabarokatuh.

Participant : C  
Education : Master in English Education  
Teaching class : Engineering

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- Ary Dwi Astuti : Assalamu'alaikum dengan Ibu C?
- C : Nggih, betul.
- Ary Dwi Astuti : Pendidikan terakhir Ibu C, apa nggih Bu?
- C : S2.
- Ary Dwi Astuti : S2...
- C : Pendidikan Bahasa Inggris.

- Ary Dwi Astuti : Pendidikan Bahasa Inggris. Kemudian, ee... dari track record yang saya terima dari... apa? data LC juga, Ibu pernah mengampu Reading integrated di Teknik lebih dari tiga tahun nggih?
- C : Nggih.
- Ary Dwi Astuti : Nah... kemudian, ada beberapa pertanyaan untuk interview ini Bu.
- C : Nggih.
- Ary Dwi Astuti : LC sebenarnya kan silabusnya mengajarkan Reading itu... integrated, yaitu Reading sama Grammar.
- C : Betul.
- Ary Dwi Astuti : Nah... namun dalam Reading tersebut ee... otomatis untuk anak tingkat kuliah, pasti ada yang namanya Reading comprehension juga.
- C : Betul.
- Ary Dwi Astuti : Nah... untuk awal mula waktu memulai kuliah, intinya brainstorming-nya anak-anak itu, ee... Ibu menyampaikan apa untuk brainstorming?
- C : Ok. Biasanya sih kalo mau memulai kelas memang betul dikasih brainstorming, biasanya saya kasih game atau nggak sebelumnya juga saya review materi sebelumnya, Bu, karena menurut saya itu penting. Dan review, karena mereka nanti akan ber... ada kaitannya dengan materi yang saya akan ajarkan pada hari ini, gitu. Kemudian, biasanya saya kasih game, kadang ada questionnaire langsung saja sih, seperti itu untuk brainstorming-nya.
- Ary Dwi Astuti : Iya, baik. Kemudian, sebelum mereka membaca teks itu. Ibu selalu memberikan teks, setiap kali pertemuan?
- C : Ee... tergantung, Bu.
- Ary Dwi Astuti : Tergantung.
- C : Jadi tidak selalu... untuk integrated-nya ini saya tidak selalu memberikan teks Reading. Tapi karena... saya melihat dari kompetensi mahasiswanya biasanya. Jadi di awal pertemuan, saya lihat ee... mereka, karena kita itu kan juga berkaitan dengan Grammar. Jadi saya... biasanya saya fokuskan ke Grammar dulu, baru nanti saya ajak untuk menganalisa kalimat di teksnya, seperti itu. Biasanya kayak gitu. Jadi, untuk pertemuan pertama kedua seperti ini, kemarin anak-anak sudah saya kenalkan seperti phrase, word, sama sentence, kemudian baru kita akan terapkan di Reading-nya, begitu. Nanti kan kalau Reading kan sudah berupa teks... ee... berupa sentence. Jadi, kalau umpamanya langsung saya kasih teks Reading, agak sedikit kesusahan karena mereka basic-nya belum ada, begitu. Kalau saya sih seperti itu. Jadi, tidak selalu setiap pertemuan saya kasih Reading. Baru nanti ketika mereka sudah firm, sudah paham, baru saya akan berikan teks Reading, seperti itu.
- Ary Dwi Astuti : Baik. Ketika akan memberikan teks tersebut, pengantar apa yang Ibu berikan sebelum membahas suatu teks? Supaya ee... mahasiswa mencapai pemahamannya.
- C : Ok. Biasanya kalau se... saya kasih gini, scrambled teks. Jadi memang saya nggak... nggak langsung saya kasih teksnya dan saya juga tidak meminta mereka untuk memahami secara penuh. Jadi, nanti saya juga akan praktekan, nggih. Itu... saya potong-potong teksnya, habisnya itu saya scrambled, mereka suruh susun dulu. Setidaknya mereka sudah melakukan tekniknya scanning dan skimming. Setelah itu, baru... setelah tersusun, sudah benar. Baru saya minta mereka untuk memahami teksnya seperti apa... dan mulai memberikan pertanyaan-pertanyaan untuk ee... apa? Klarifikasi bahwa mereka sudah paham atau belum mengenai teks tersebut, seperti itu.
- Ary Dwi Astuti : Setelah mereka berhasil ee... menyusun teks tersebut, apa yang Ibu instruksikan selanjutnya?
- C : Nggih, saya akan... biasanya meminta mereka untuk menunjukkan informasi yang bisa menuntun mereka untuk menyusun teks tersebut dengan benar. Selanjutnya, saya juga ee... ask... meminta mereka untuk menunjukkan... menemukan informasi tersebut di dalam teks.
- Ary Dwi Astuti : Apakah teks tersebut itu dipilih oleh mahasiswa sendiri atau dari Ibu?
- C : Saya yang mempertimbangkan hehe... saya yang memilih sesuai dengan... saya lihat presentasi kemarin. Biasanya seperti itu sih.
- Ary Dwi Astuti : Biasanya teks tersebut berupa naratif atukah explanatory atau... seperti apa Bu? Jenis teksnya?
- C : O... ok. Kalau jenis teksnya... itu nanti tergantung dengan tema yang saya ingin angkat. Kalau umpamanya... nanti berkenaan dengan ini juga, Bu... tenses-nya. Karena integrated

- lah. Kalau umpamanya ada past tense, maka nanti akan saya tarik naratif. Kan ada... once upon a time, itu kan menggunakan past tense.
- Ary Dwi Astuti : Ya...
- C : Nah... kalau umpamanya argumentatif, maka dia simple present tense, seperti itu sih, Bu. Saya lihat ee... pengambilannya itu terli... dilihat sama korelasi Grammar yang akan digunakan.
- Ary Dwi Astuti : Nggih, baik. Dalam pembahasan teks tersebut ee... biasanya lbunya, Ibu membahas dengan cara presentasi anak-anak atukah dibahas bersama atukah bentuknya perkuliahan?
- C : Mm... maksudnya bentuk perkuliahan itu yang seperti apa?
- Ary Dwi Astuti : Jadi teks tersebut, Ibu memaparkan... habis itu Ibu menerjemahkan...
- C : O...
- Ary Dwi Astuti : Kemudian, iya... terus membahas melalui pertanyaan.
- C : O... saya sih lebih ke... ngasih teks juga. Kemudian, diskusi dengan cara anak-anak yang mencoba untuk memahami terlebih dahulu sih.
- Ary Dwi Astuti : Berarti timbal balik.
- C : Iya, betul. Pokoknya intinya, saya minta mereka untuk berusaha dulu untuk menemukan dulu nggih... vocab-nya apa... maksudnya apa... baru nanti kita akan bahas, mencoba dijawab, seperti itu.
- Ary Dwi Astuti : Nggih, baik. Kemudian, kalau dalam instruksi itu, Ibu lebih banyak ee... meminta anak untuk memilih kata kunci, memprediksi, atau membuat timeline atau mind mapping atau bagaimana, Bu?
- C : Ee... maksudnya bagaimana? Reading-nya?
- Ary Dwi Astuti : Iya.
- C : Me...
- Ary Dwi Astuti : Bentuk e... apa? Bentuk pemahaman anak-anak itu... Ibu kan perlu pengukuran...
- C : Nggih.
- Ary Dwi Astuti : Nah... nanti pengukuran itu, anak-anak harus menjawab soal...
- C : He eh...
- Ary Dwi Astuti : Atukah Ibu hanya bertanya ee... untuk mencari kata kunci atau apa... atau memberikan tugas supaya mereka bisa membuat timeline atukah mind mapping, gitu.
- C : O... gitu. Biasanya saya ngasih... pertama saya suruh analisa dulu, biasanya Bu. Analisa... kan karena ini integrated, jadi... umpamanya suruh cari word... cari yang termasuk noun... kayak gitu pokoknya. Terus ini yang termasuk simple sentence apa... baru nanti kalau umpamanya masalah konten, saya akan kasih pertanyaan.
- Ary Dwi Astuti : O iya.
- C : Konten untuk pertanyaan essay gitu, karena mereka pemahaman konten dari bacaan tersebut.
- Ary Dwi Astuti : Bentuknya essay saja...
- C : Ya, essay.
- Ary Dwi Astuti : Atukah multiple choice juga?
- C : Essay saja.
- Ary Dwi Astuti : Essay saja.  
Kalau mereka nggak aktif, Bu. Apa yang Ibu lakukan?
- C : Biasanya langsung tunjuk gini... kamu tahu itu... hehe...
- Ary Dwi Astuti : Hehe...
- C : Biasanya langsung tunjuk aja, biar ada cul... ada shocking gitu.
- Ary Dwi Astuti : Iya, langsung kaget... gitu ya, Bu...
- C : Ada ya Bu ya... karena ee... mungkin karena saya akan utarakan dulu pertanyaannya apa. Kemudian kan biasanya anak-anak kan diem aja tu nggih... nggak ada yang rise hand atau hanya... pasif saja. Itu baru... yang penting adalah saya sudah memberikan pertanyaan dan jeda waktu untuk berpikir... baru saya menunjuk.
- Ary Dwi Astuti : O...
- C : Kira-kira siapa yang mau... mau ee... yang harus menjawab, gitu. Karena kalau nggak gitu kadang nggak ada yang itu...
- Ary Dwi Astuti : Iya. Jadi interaksinya harus dipancing terus gitu ya, Bu?
- C : Iya. Kebanyakan sih... hehe...

Ary Dwi Astuti : Itu karena apa, Bu? Apakah mereka memang vocabulary kurang atau PD kurang ketika mengungkapkan jawabannya?

C : Dua-duanya hehe...

Ary Dwi Astuti : Dua-duanya. Vocab dan ...

C : He eh. Kadang karena dia itu vocab-nya kurang, maka dia nggak PD untuk bertanya dalam Bahasa Inggris. Biasanya kayak gitu.

Ary Dwi Astuti : Iya.

C : Tapi ada juga memang... nggak semuanya seperti itu. Ada memang anak-anak yang sudah... karena PD... dia PD, meskipun vocab-nya kurang juga ada. Maksudnya... Bu saya campur ya... O ya...sure, it's okay.

Ary Dwi Astuti : Switch code.

C : Ya... Jadi, mereka menggunakan Bahasa Indonesia dan Bahasa Inggris. Saya tidak... memang di kelas ini, karena basic-nya memang bukan ee... English Department, jadi saya tidak... apa ya, Bu? Saya mencoba untuk mengajak mereka berbahasa Inggris, tapi saya tidak me... nekat terlalu keras. Takutnya malah mereka nanti mbleot, pertama.

Ary Dwi Astuti : Iya.

C : Kedua adalah mereka tidak memahami apa yang saya jelaskan. Dan... ini kan juga nanti ada kaitannya dengan UTS dan UAS, kan Bu, seperti itu. Jadi mungkin kalau kalian bingung, nggak papa. Di-mix pakai Bahasa Indonesia. Atau kalau memang bener... udah tahu idenya tapi nggak tau Bahasa Inggrisnya, nggak papa pakai Bahasa Indonesia nanti dibantu pakai Bahasa Inggris yang benar bagaimana, gitu aja sih Bu. Kayak... jadi, saya pengennya itu kelasnya itu ya udah... jalannya enak aja gitu.

Ary Dwi Astuti : Iya. Selalu...

C : Nggih, Temen-te... anak-anak itu nyaman juga... saya juga nyaman, gitu aja sih Bu.

Ary Dwi Astuti : Kalau tugas ee... sebagai alat ukur pemahaman mereka, pertanyaan Ibu, itu... ya tetep subyektif, kayak... ya subyektif... essay maksudnya?

C : He eh.

Ary Dwi Astuti : Obyektif, nggak? Untuk...

C : Subyektif.

Ary Dwi Astuti : Saat ini nggak?

C : Masih belum.

Ary Dwi Astuti : Masih belum.

C : Masih essay saja.

Ary Dwi Astuti : UTS... rencananya?

C : UTS kan sudah ada nanti dibuat oleh tim.

Ary Dwi Astuti : O... nggih.

C : He em.

Ary Dwi Astuti : Ibu tidak termasuk tim?

C : Saya termasuk tim sih, Bu. Tapi, ee... untuk UTS-nya itu essay. Jadi, teks... essay, soalnya lima. Eh... bocor.

Ary Dwi Astuti : Nggak papa. Kan isinya nggak ada.

C : Iya. Lima... terus kemudian ada writing... ada writing...

Ary Dwi Astuti : ...

C : He eh. Nah... writing itu adalah ee... bentuk output dari pembelajaran Grammar juga.

Ary Dwi Astuti : Writing itu nanti ee... berdasarkan topik atukah mereka membaca dulu baru mereka menulis?

C : Berdasarkan topik. Jadi nanti beda. He eh. Antara Reading teks sama writing-nya itu berbeda. Kalau... contohnya ini kan saya memang berikan anak... saya juga menjadi tim pembuat soal di jurusan Informatika. Itu... teksnya berkenaan dengan Informatika. Baru untuk writingnya... itu nanti berkenaan dengan Grammar, struktur kalimat, dan apa... tema di Speaking-nya.

Ary Dwi Astuti : Tema di Speaking. Bu, kalau Ibu sedang menerangkan teks mengenai... ini jurusan... Sipil atukah...

C : Informatika

Ary Dwi Astuti : Kalau di jurusan Informatika, Ibu meng... ketika menerangkan teks tentang jurusan Informatika, adakah kesulitan pada terms?

C : Sometimes ya.

Ary Dwi Astuti : Sometimes.

- C : Iya. Pasti... ee... pasti sih, Bu. Pasti menemukan terms yang memang nggak familiar dengan kita. Karena kan ini berkenaan dengan teknologi, kemudian dengan sistem informasi dan sebagainya. Itu pasti, saya menemukan... apa namanya? Terms-terms yang sulit sehingga saya harus mencari hehe... belajar dulu lagi...
- Ary Dwi Astuti : Nggih. Tapi kalau mahasiswa sendiri, sebagai dia mahasiswa Informatika ee... banyak taunya atau banyak ndak taunya tentang terms tersebut?
- C : Hehe... Ini kalau sekarang ini nggih, Bu, masih awal kan itungannya... masih belum tau kayaknya. Masih banyak yang bingung... terus yang... kan sulit nggih.
- Ary Dwi Astuti : Iya.
- C : Jadi... tapi kalau yang umum-umum aja bisa. Maksudnya, terms di Informatika yang umum... kayak internet, sosial media, dan lain sebagainya itu... alhamdulillah mereka sudah paham. Cuma kayak yang men-detail masih belum... belum begitu paham lah... dan juga kan masih awal dan saya juga masih fokusnya di Reading dan... eh sorry di Grammar-nya. Jadi, masih belum... kalau dibilang menyeluruh mengamati mahasiswa mengenai terms di Reading, saya belum begitu bisa memastikan bahwa mereka itu 100% nggak tahu atau 100% tahu.
- Ary Dwi Astuti : Iya. Kalau Ibu sendiri misalkan nggak tahu terms itu, ee... Ibu mempelajarinya sebelum kelas atukah ketika kelas?
- C : Kadang-kadang sebelum kelas, kalau dibaca dulu. Kadang-kadang kalau sudah mepet hehe... ini pertanyaan... ee... saya jawab jujur saja nggih, Bu?
- Ary Dwi Astuti : Nggih, ndak papa.
- C : Hehe... Ini kadang ya... pada waktu begini baru ke inget, o iya... tiba-tiba muncul terms ini, kan kita kadang kalau baca tu scanning aja nggih Bu, nggih...
- Ary Dwi Astuti : Iya.
- C : Jadi oh... ini baru ee... kira-kira saya lempar dulu biasanya. Temen-temen ada yang tahu nggak? Gitu. Baru kalau memang itu... coba ayo kita cari bersama, seperti itu hehe... Tak suruh mereka yang cari biasanya, Bu. Untuk cari... terus saya juga cari dulu. O... bener. Kita nanti kan kalau Reading kan disesuaikan dengan ee... kalimat yang mengikuti nggih? Apakah sesuai dengan maksudnya atau tidak, gitu. Hehe...
- Ary Dwi Astuti : Kalau dari Grammar, sepertinya mahasiswa itu berat apa nggak?
- C : Kalau... jadi kalau umpamanya fokus area saya tu Grammar. Karena ini masih kita belajar mengenai kata, frasa, dan kalimat... mereka sih, sudah ee... sebagian besar, sebagian tu sudah ngerti. Cuman, kalau umpamanya diterapkan untuk membuat atau menyebutkan contoh lain masih agak anu kayaknya. Tapi... makanya saya setiap hari tu mesti review... review... saya drilling untuk mengingat kembali... mengingat kembali... gitu saja sih.
- Ary Dwi Astuti : Nah... ketika mereka menulis, katakanlah ketika kita mengoreksi kalimat mereka, apa yang selalu hilang?
- C : O ya... pasti di verb-nya, Bu. Tenses-nya...
- Ary Dwi Astuti : Verb-nya selalu hilang.
- C : He eh. Bukan verb-nya yang hilang ya kayak... kesesuaian verb-nya itu ndak bener. Entah kurang "s", ternyata terus apa... begitu. Kemudian acak aja, Bu. Maksudnya ee... umpamanya kan... I go, gitu ya... biasanya I going. Nah... itu kan salah. Nah... seperti itu. Jadi kayak, salah di situnya... kemudian kadang udah langsung penggunaan gerund... kayak gitu-gitu. Mereka kayak ngasal saja yang penting kan menurut mereka artinya sama, tapi untuk struktur bahasanya salah. Itu aja sih.
- Ary Dwi Astuti : Terus ketika mereka membaca itu, kalau Ibu memperhatikan, mereka selalu tergantung dengan Google Translate nggak?
- C : Iyes. Hehe...
- Ary Dwi Astuti : Selalu.
- C : Hehe... Kalau umpamanya hanya per kata nggih bisa, tapi kayak... kayak nggak PD gitu kalau nggak lihat dulu.
- Ary Dwi Astuti : Lihat semua teks, gitu.  
Tapi pencarian informasi mereka selalu tepat atukah kadang-kadang meleset?
- C : Ada yang meleset itu ya ada... cuman nanti ayo di... pasti saya lihat, sesuai nggak dengan apa yang di ituin. Nanti dicari di Google, dengan kata itu... sesuai nggak, kayak itu.
- Ary Dwi Astuti : Nah... ketidaktelitian mereka tersebut, itu disebabkan karena memang mereka tidak teliti atukah mereka kesulitan bahasa atukah pengetahuan mereka terhadap apa yang dibahas di dalam teks?



- C : Eh... sepertinya sih mereka kurang paham masihan... hehe... karena vocab-nya itu nggak terlalu... apa namanya? Belum terlalu bagus, sehingga mereka ngasal... nyari yang... yang dia menurut mereka sulit, dicari sehingga pemahamannya itu kurang pas kadang.
- Ary Dwi Astuti : O iya. Berarti bahasa ya.
- C : Nggih.
- Ary Dwi Astuti : Terus, kalau mereka kurang paham, yang Ibu lakukan apa?
- C : Ya, saya menerangkan kembali mestinya. Jadi, umpamanya apa ya? Menurut kamu ini apa? Ok. Mungkin ada yang lain dulu membenarkan... saya pasti akan lempar dulu Bu. Jadi, saya mencoba untuk membuat yang lain juga berpikir, baru kalau gitu... ok, kalau sudah ada yang benar, baru nanti di... ada yang benar sedikit atau sudah bisa nanti saya yang menambahkan, gitu saja Bu. Saya nggak... apa namanya? Nggak totally saya langsung mengartikan, tapi saya lempar lempar dulu... coba coba coba... baru kalau sudah, baru ok... yang benar adalah seperti ini... seperti ini... seperti ini...  
Saya pokoknya gini, saya nggak mau jadi dictionAry Dwi Astuti kalian, saya ngomong gitu hehehe....
- Ary Dwi Astuti : Iya. Harus berpikir dulu lah sebelum...
- C : Iya. Betul sekali. Tapi kadang itu, kita kan sudah merancang... merancang kelas ya, Bu. Sometimes itu pasti... ada yang nggak sesuai dengan...
- Ary Dwi Astuti : Harapan.
- C : He eh. Soalnya itu kadang, kita udah wah... sepertinya ini sudah bagus nih... gitu ya? Tapi ketika diterapkan di kelas itu kadang agak meleset itu ya... pernah, dan seringkali... jadi, gimana caranya kadang itu conditional aja. Maksud saya, men-switch caranya biar mereka lebih aktif, gitu. Caranya ya gitu Bu... biasanya diskusi, game. Hehe...
- Ary Dwi Astuti : Pernah memberikan tugas mereka untuk merangkum?
- C : Belum pernah.
- Ary Dwi Astuti : Parafrase?
- C : Belum pernah.
- Ary Dwi Astuti : Berarti nanti...
- C : O... kalau yang dulu-dulu pernah, tapi kalau yang di semester ini saya masih belum memberikan.
- Ary Dwi Astuti : Baik. Kalau yang dulu, ketika merangkum, permasalahan mahasiswa itu apa?
- C : Mereka itu hanya mengambil part-part saja, Bu. Jadi...
- Ary Dwi Astuti : Bukan kata-kata sendiri?
- C : Bukan. Jadi ngambil main idea-nya... diambil satu-satu. Jadi umpamanya ada lima paragraf... ya sudah... paragraf saya ambil... ambil... ambil... kayak gitu aja.
- Ary Dwi Astuti : Berarti sebenarnya mereka belum bisa merangkum? Belum bisa mencari informasi?
- C : Belum. Kalau maunya dibilang mereka itu... entah ya Bu ya... atau mereka itu terlalu banyak tugas yang mata kuliah lain atau seperti apa, sehingga mengerjakan tugas dari saya itu asal-asalan saja, atau gimana... saya kurang begitu paham, nggih. Tapi ee... kalau di... melihat dari hasilnya... mereka hanya... kadang juga ada Bu yang... ada ya... sedikit tapi... itu yang menggunakan kata-kata sendiri, tapi dia hasil dari Google Translate.
- Ary Dwi Astuti : O iya... iya.
- C : Kelihatan kan?  
Jadi mereka paham nih dengan yang dia katakan, tapi di-Bahasa Indonesia-in dulu, habis itu diketik, baru di...
- Ary Dwi Astuti : Google Translate.
- C : Itu ada. Ada juga yang hanya ngambil di setiap di main idea-nya saja, yang menurut mereka penting itu yang diambil. Itu ada. Itu ada. Itu yang dulu-dulu sih, Bu. Untuk yang sekarang ini, saya belum ada mengambil hal tersebut karena... menurut saya, lebih baik saya ajak langsung analisa di kelas daripada saya beri tugas seperti itu. Karena ya itu... hasilnya menurut saya kurang memuaskan. Hehe...
- Ary Dwi Astuti : Kalau terjadi seperti itu, berarti dikatakan kan pemahaman mereka kurang berhasil, bukan belum... tapi kurang berhasil. Nah... supaya berhasil, solusi Ibu apa?
- C : Biasanya kan sudah tahu seperti itu, saya itu... saya drilling vocab sih Bu sebenarnya, biasanya. Nggak hanya drilling vocab, tapi pasti... itu-nya... saya switch itu, Bu. Jadi analisa teks langsung, dengan cara menanyai satu per satu... bukan per satu satu sih. Cuman... karena banyak nggih kalau per satu satu... nggak cukup waktunya. Jadi saya random check aja... ini apa?... ini apa?... gitu, Bu.

Kalau dibuat tugas di rumah itu kayaknya... kayak kurang efektif, menurut saya nggih.

Ary Dwi Astuti : Iya.

C : Jadi kayak... halah mereka itu... ya udah... Kan sekarang difoto udah tau artinya lho, Bu.

Ary Dwi Astuti : Iya, betul.

C : Nah...

Ary Dwi Astuti : Cara kerja Google Translate.

C : Nggih.

Difoto... udah jadi. Naah... itu yang membuat saya agak sedikit ragu, sehingga saya ajak di sini... masuk di kelas, analisa, artinya apa, temukan main idea-nya. Jadi, itu aja sih.

Ary Dwi Astuti : Baik. Kemudian, pertanyaan terakhir, sebagai seorang pengampu Reading untuk jurusan non-Bahasa Inggris, apakah Ibu perlu ee... memahami atau menguasai konteks?

C : Saya?

Ary Dwi Astuti : Iya.

C : Oh.. iya. Tentunya saya...

Ary Dwi Astuti : Tentu ya?

Karena terms tadi ya?

C : Nggih, betul. Jadi kalau umpamanya saya sebagai pengajar tidak memahami maksud dari teksnya sendiri akan membuat mahasiswa juga bingung.

Ary Dwi Astuti : Iya.

C : Ini... apa maksudnya, gitu. Karena basic mereka bukan Bahasa Inggris, kemudian ditambah term-nya lagi. Kalau... saya sebagai pengajar tidak memahami itu juga mengganggu juga mereka untuk memahami teks. Itu sih, Bu. Sangat perlu sekali, Bu.

Ary Dwi Astuti : Sangat perlu sekali.

C : Nggih.

Ary Dwi Astuti : Baik, Bu C. Terima kasih banyak, sudah menjawab pertanyaan saya. Semoga menjadi pelajaran dan inspirasi juga buat saya.

C : Nggih. Saya juga sedang belajar ini, Bu.

#### 4. The results of observation

Participant : A  
 Date and place : 18 Oktober 2023, Zoom meeting  
 Department : Informatics

No.	Activities	x/v	Explanation
<b>Strategy of teaching reading comprehension for engineering students</b>			
1	Brainstorming.	√	- The lecturer greets the students. - The lecturer discusses the previous meeting. - The lecturer asks the students about reading strategies for engaging the students' knowledge.
2	The lecturer explains the material and learning objectives.	√	- The lecturer explains the reading strategies including scanning and skimming.
3	The lecturer engages the students with examples (prior knowledge).	√	- The lecturer gives an example of finding keywords in the text by skimming.
4	Lecturer asks some questions related to students' experience or knowledge related to the text they will discuss.	√	- The lecturer asks the students what they know about artificial intelligence.

5	The lecturer asks the students to explain the terms related to the topic.	√	- The lecturer asks the meaning of the term and asks them for examples.
6	The lecturer presents the text.	√	- The lecturer asks the students to open the handbook and discuss the text.
7	In the teaching and learning process, the lecturer and students discuss the text.	√	- The lecturer asks the students the topic of the text by skimming. - The students are instructed to preview the title and keywords in the text.
8	The lecturer instructs the students to make diagrams, tables, or graphs based on the data informed by the text.	×	- The lecturer asks the students to make notes of the information they obtained from the text.
9	The lecturer instructs the students to make a timeline based on the the information of the text.	×	
10	The lecturer asks the students to explain the terms in the text.	√	- The lecturer offers the opportunity for those who can explain the terms in the text. - The lecturer points out the students to explain the terms. - The lecturer discusses together with the students. - The lecturer asks the students to find the meaning of the terms from any sources.
11	The lecturer evaluates and gives feedback to the students' responses.	√	- The lecturer explains more about the terms the students do not know.
12	The lecturers make reflection from the teaching learning process.	×	- The lecturer divides the students into group. - The lecturer gives them exercise for activity. - The lecturer instructs them to use reading strategies in reading a text.
<b><i>Problems in teaching reading comprehension for engineering students:</i></b>			
13	The lecturer faces difficulties in explaining the context of the text.	√	- The lecturer sometimes faces difficulties in explaining the term in the text and the word based on the context.
14	The students have less motivation in Reading class.	√	- Most of the students turned off their camera. - The students mostly do not answer when the lecturer calls them or asks them questions. - The students tell the lecturer that they have assignments from their major subject.
15	The students face difficulties in understanding the terms.	√	- They do not know the meaning, definition, and description of some terms.

16	The students find it difficult to find the topic of the text and main idea of each paragraph.	×	- The students guess the topic and main idea of the paragraph based on the keywords they know the meaning of. Therefore, sometimes they determine it incorrectly.
17	The students do not understand the instruction from the lecturer.	√	- Some students do not pay attention to the lecturer's instruction. - Some students are busy with their assignments. - Some students do not know what the lecturer instructs because the lecturer conveys it in English. Therefore, the lecturer repeats it in Bahasa Indonesia.
18	The students depend on Google translate in Reading the whole text.	×	
19	The students face difficulties in finding the keywords in a paragraph or a text.	√	- The students cannot highlight the important words.
20	The students cannot differentiate the terms in engineering.	√	- For the basic terms in engineering, the students face no difficulties. However, they face difficulties when they find the terms in advanced informatics.
21	The students are unable to find the meaning of the word from the context of the text.	√	- The students depend on Google Translate.
<b><i>Solutions to the problems in teaching reading comprehension for engineering students:</i></b>			
22	The lecturer has skills in understanding the words based on the context of the text.	√	- The lecturer reads the text before class to understand the words or terms based on the context of the text.
23	The lecturer has good instruction in teaching reading comprehension.	√	- The lecturer instructs and explains with English and Bahasa Indonesia. - The lecturer will repeat the instruction and explain it again when the students do not understand.
24	The lecturer is able to engage students in Reading class, activate them, and make them study reading comprehension.	√	- The lecturer can get the students' attention through questioning, asking for examples, and ice breaking.
25	The lecturer can encourage the students to be interactive in Reading class.	×	- The students give less feedback.
26	The lecturer has good techniques, methods, and approaches in teaching reading.	√	- The lecturer plans the teaching and learning process before the class. - The lecturer prepares the material, teaching media, and exercises to explain and drill the students to understand the material.

Participant : A  
 Date and place : 20 Oktober 2023, Gazebo Perpustakaan Utama Universitas Muhammadiyah Malang (UMM)  
 Department : Informatics

No.	Activities	x/√	Explanation
<b>Strategy of teaching reading comprehension for engineering students</b>			
1	Brainstorming.	√	<ul style="list-style-type: none"> <li>- The lecturer greets the students.</li> <li>- The lecturer discusses the previous meeting.</li> <li>- The lecturer asks the students about reading strategies for engaging the students' knowledge.</li> </ul>
2	The lecturer explains the material and learning objectives.	√	<ul style="list-style-type: none"> <li>- The lecturer explains how to use reading strategies in reading a text.</li> <li>- The lecturer explains intensive and extensive reading strategies.</li> <li>- The lecturer explains how to make mind mapping from the information in the text.</li> </ul>
3	The lecturer engages the students with examples (prior knowledge).	√	<ul style="list-style-type: none"> <li>- The lecturer gives an example of intensive and extensive reading strategies.</li> <li>- The lecturer shows types of mind mapping.</li> </ul>
4	Lecturer asks some questions related to students' experience or knowledge related to the text they will discuss.	√	<ul style="list-style-type: none"> <li>- The lecturer asks the students what they know about e-sport.</li> </ul>
5	The lecturer asks the students to explain the terms related to the topic.	√	<ul style="list-style-type: none"> <li>- The lecturer asks the meaning of the term and asks them for examples.</li> </ul>
6	The lecturer presents the text.	√	<ul style="list-style-type: none"> <li>- The lecturer asks the students to open the handbook and discuss the text.</li> </ul>
7	In the teaching and learning process, the lecturer and students discuss the text.	√	<ul style="list-style-type: none"> <li>- The lecturer asks the students the topic of the text.</li> <li>- The students are instructed to preview the title and keywords in the text.</li> <li>- The lecturer instructs the students to find the point information from each paragraph.</li> <li>- The lecturer instructs the students to write the information of the text into mind mapping.</li> <li>- The lecturer asks some students to explain the mind mapping they make in front of the class.</li> </ul>
8	The lecturer instructs the students to make diagrams, tables, or graphs based on the data informed by the text.	×	<ul style="list-style-type: none"> <li>- The lecturer asks the students to make mind mapping.</li> </ul>
9	The lecturer instructs the students to make a timeline based on the the information of the text.	×	<ul style="list-style-type: none"> <li>- The lecturer asks the students to make mind mapping.</li> </ul>

10	The lecturer asks the students to explain the terms in the text.	√	<ul style="list-style-type: none"> <li>- The lecturer offers the opportunity for those who can explain the terms in the text.</li> <li>- The lecturer points out the students to explain the terms.</li> <li>- The lecturer discusses together with the students.</li> <li>- The lecturer asks the students to find the meaning of the terms from any sources.</li> </ul>
11	The lecturer evaluates and gives feedback to the students' responses.	√	<ul style="list-style-type: none"> <li>- The lecturer explains more about the terms the students do not know.</li> </ul>
12	The lecturers make reflection from the teaching learning process.	×	<ul style="list-style-type: none"> <li>- The lecturer divides the students into group.</li> <li>- The lecturer gives them exercise for activity.</li> <li>- The lecturer instructs them to make mind mapping based on the information in the text.</li> </ul>
<b><i>Problems in teaching reading comprehension for engineering students:</i></b>			
13	The lecturer faces difficulties in explaining the context of the text.	√	<ul style="list-style-type: none"> <li>- The lecturer sometimes faces difficulties in explaining the term in the text and the word based on the context.</li> </ul>
14	The students have less motivation in Reading class.	√	<ul style="list-style-type: none"> <li>- Most of the students are busy with their smartphones and chatting with their friends.</li> </ul>
15	The students face difficulties in understanding the terms.	√	<ul style="list-style-type: none"> <li>- They do not know the meaning, definition, and description of some terms.</li> </ul>
16	The students find it difficult to find the topic of the text and main idea of each paragraph.	×	
17	The students do not understand the instruction from the lecturer.	√	<ul style="list-style-type: none"> <li>- Some students do not pay attention to the lecturer's instruction.</li> <li>- Some students are busy with their smartphones and chatting.</li> <li>- Some students do not know what the lecturer instructs because the lecturer conveys it in English. Therefore, the lecturer repeats it in Bahasa Indonesia.</li> </ul>
18	The students depend on Google translate in Reading the whole text.	√	<ul style="list-style-type: none"> <li>- The student's inability in finding the meaning of the terms based on the context leads them to rely on Google Translate to understand the text and the point information in the text.</li> </ul>
19	The students face difficulties in finding the keywords in a paragraph or a text.	√	<ul style="list-style-type: none"> <li>- The students cannot highlight the important words.</li> </ul>
20	The students cannot differentiate the terms in engineering.	√	<ul style="list-style-type: none"> <li>- For the basic terms in engineering, the students face no difficulties. However, they face difficulties when they find the terms in advanced informatics.</li> </ul>
21	The students are unable to find the meaning of the word from the context of the text.	√	<ul style="list-style-type: none"> <li>- The students depend on Google Translate.</li> </ul>
<b><i>Solutions to the problems in teaching reading comprehension for engineering students:</i></b>			
22	The lecturer has skills in understanding the words based on the context of the text.	√	<ul style="list-style-type: none"> <li>- The lecturer reads the text before class to understand the words or terms based on the context of the text.</li> </ul>

23	The lecturer has good instruction in teaching reading comprehension.	√	<ul style="list-style-type: none"> <li>- The lecturer instructs and explains with English and Bahasa Indonesia.</li> <li>- The lecturer will repeat the instruction and explain it again when the students do not understand.</li> </ul>
24	The lecturer is able to engage students in Reading class, activate them, and make them study reading comprehension.	√	<ul style="list-style-type: none"> <li>- The lecturer can get the students' attention through questioning, asking for examples, and ice breaking.</li> </ul>
25	The lecturer can encourage the students to be interactive in Reading class.	×	<ul style="list-style-type: none"> <li>- The students give less feedback.</li> <li>- The students will give comments to their friends' mistakes in answering question or making mind mapping.</li> </ul>
26	The lecturer has good techniques, methods, and approaches in teaching reading.	√	<ul style="list-style-type: none"> <li>- The lecturer plans the teaching and learning process before the class.</li> <li>- The lecturer prepares the material, teaching media, and exercises to explain and drill the students to understand the material.</li> </ul>

Participant : B  
Date and place : 16 Oktober 2023, GKB III, R. 527  
Department : Civil Engineering

No.	Activities	×/√	Explanation
<b>Strategy of teaching reading comprehension for engineering students</b>			
1	Brainstorming.	√	<ul style="list-style-type: none"> <li>- The lecturer greets the students.</li> <li>- The lecturer discusses the previous meeting.</li> </ul>
2	The lecturer explains the material and learning objectives.	√	<ul style="list-style-type: none"> <li>- The lecturer explains the materials they will learn.</li> <li>- The lecturer explains how to find keywords.</li> <li>- The lecturer explains how to skim and scan the text.</li> </ul>
3	The lecturer engages the students with examples (prior knowledge).	√	<ul style="list-style-type: none"> <li>- The lecturer gives an example of civil engineering jobs.</li> <li>- The lecturer asks the students to mention the jobs of civil engineers.</li> </ul>
4	Lecturer asks some questions related to students' experience or knowledge related to the text they will discuss.	√	<ul style="list-style-type: none"> <li>- The lecturer asks the students what they know about civil engineering.</li> </ul>
5	The lecturer asks the students to explain the terms related to the topic.	√	<ul style="list-style-type: none"> <li>- The lecturer asks the meaning of the term and asks them for examples.</li> </ul>
6	The lecturer presents the text.	√	<ul style="list-style-type: none"> <li>- The lecturer asks the students to open the handbook and discuss the text.</li> </ul>

7	In the teaching and learning process, the lecturer and students discuss the text.	√	<ul style="list-style-type: none"> <li>- The lecturer asks the students the topic of the text.</li> <li>- The students are instructed to preview the title and keywords in the text.</li> <li>- The lecturer instructs the students to find the point information from each paragraph.</li> </ul>
8	The lecturer instructs the students to make diagrams, tables, or graphs based on the data informed by the text.	×	
9	The lecturer instructs the students to make a timeline based on the the information of the text.	×	
10	The lecturer asks the students to explain the terms in the text.	√	<ul style="list-style-type: none"> <li>- The lecturer offers the opportunity for those who can explain the terms in the text.</li> <li>- The lecturer points out the students to explain the terms.</li> <li>- The lecturer discusses together with the students.</li> <li>- The lecturer asks the students to find the meaning of the terms from any sources.</li> </ul>
11	The lecturer evaluates and gives feedback to the students' responses.	√	<ul style="list-style-type: none"> <li>- The lecturer explains more about the terms the students do not know.</li> <li>- The lecturer appreciates the students who can give examples or explains the topic of text or terms by giving them complement.</li> </ul>
12	The lecturers make reflection from the teaching learning process.	×	<ul style="list-style-type: none"> <li>- The lecturer gives them exercise for activity.</li> </ul>
<b>Problems in teaching reading comprehension for engineering students:</b>			
13	The lecturer faces difficulties in explaining the context of the text.	×	
14	The students have less motivation in Reading class.	×/√	<ul style="list-style-type: none"> <li>- Some the students are busy with their smartphones and some of them are not.</li> </ul>
15	The students face difficulties in understanding the terms.	√	<ul style="list-style-type: none"> <li>- They do not know the meaning, definition, description of some terms and English language.</li> </ul>
16	The students find it difficult to find the topic of the text and main idea of each paragraph.	×	
17	The students do not understand the instruction from the lecturer.	√	<ul style="list-style-type: none"> <li>- Some students do not pay attention to the lecturer's instruction.</li> <li>- Some students do not know what the lecturer instructs because the lecturer conveys it in English. Therefore, the lecturer repeats it in Bahasa Indonesia.</li> </ul>
18	The students depend on Google translate in Reading the whole text.	√	<ul style="list-style-type: none"> <li>- The student's inability in finding the meaning of the terms based on the context leads them to rely on Google Translate to understand the text and the point information in the text.</li> </ul>
19	The students face difficulties in finding the keywords in a paragraph or a text.	√	<ul style="list-style-type: none"> <li>- The students cannot highlight the important words.</li> </ul>



20	The students cannot differentiate the terms in engineering.	√	- For the basic terms in engineering, the students face no difficulties. However, they face difficulties when they find the terms in advanced civil engineering.
21	The students are unable to find the meaning of the word from the context of the text.	√	- The students depend on Google Translate.
<b><i>Solutions to the problems in teaching reading comprehension for engineering students:</i></b>			
22	The lecturer has skills in understanding the words based on the context of the text.	×/√	- Sometimes
23	The lecturer has good instruction in teaching reading comprehension.	√	- The lecturer instructs and explains with English and Bahasa Indonesia. - The lecturer will repeat the instruction and explain it again when the students do not understand.
24	The lecturer is able to engage students in Reading class, activate them, and make them study reading comprehension.	√	- The lecturer can get the students' attention through questioning, asking for examples, and ice breaking.
25	The lecturer can encourage the students to be interactive in Reading class.	√	- The lecturer is very interactive (asks the students some questions and gives examples).
26	The lecturer has good techniques, methods, and approaches in teaching reading.	√	- The lecturer plans the teaching and learning process before the class. - The lecturer prepares the material using bottom up strategies.

Participant : B  
Date and place : 31 Oktober 2023, GKB III, R. 523  
Department : Civil Engineering

No.	Activities	×/√	Explanation
<b><i>Strategy of teaching reading comprehension for engineering students</i></b>			
1	Brainstorming.	√	- The lecturer greets the students. - The lecturer discusses the previous meeting.
2	The lecturer explains the material and learning objectives.	√	- The lecturer explains the materials and learning objectives.
3	The lecturer engages the students with examples (prior knowledge).	√	- The lecturer asks the students questions about construction and bridge.
4	Lecturer asks some questions related to students' experience or knowledge related to the text they will discuss.	√	- The lecturer asks about the students' experience in reading. - The lecturer asks the students to read aloud the "Bridge" text.
5	The lecturer asks the students to explain the terms related to the topic.	√	- The lecturer asks the meaning of the term and asks them for examples.

6	The lecturer presents the text.	√	- The lecturer asks the students to explain the text after they are explained about skimming and scanning.
7	In the teaching and learning process, the lecturer and students discuss the text.	√	- The lecturer asks the students the topic of the text. - The students are instructed to preview the title and keywords in the text. - The lecturer instructs the students to find the point information from each paragraph.
8	The lecturer instructs the students to make diagrams, tables, or graphs based on the data informed by the text.	×	
9	The lecturer instructs the students to make a timeline based on the the information of the text.	×	
10	The lecturer asks the students to explain the terms in the text.	√	- The lecturer offers the opportunity for those who can explain the terms in the text. - The lecturer points out the students to explain the terms. - The lecturer discusses together with the students. - The lecturer asks the students to find the meaning of the terms from any sources.
11	The lecturer evaluates and gives feedback to the students' responses.	√	- The lecturer explains more about the terms the students do not know even though it is not in detail. - The lecturer divides the students into groups and asks the students to find and locate the information in the text.
12	The lecturers make reflection from the teaching learning process.	×	- The lecturer gives them exercise for activity.
<b><i>Problems in teaching reading comprehension for engineering students:</i></b>			
13	The lecturer faces difficulties in explaining the context of the text.	×	
14	The students have less motivation in Reading class.	×	
15	The students face difficulties in understanding the terms.	√	- The students cannot explain the terms in the text (Bridge).
16	The students find it difficult to find the topic of the text and main idea of each paragraph.	√	- The students have difficulty in finding keywords in the text. - The students tend to use the first and the last sentence to determine the main idea of the paragraph.
17	The students do not understand the instruction from the lecturer.	√	- Some students do not know what the lecturer instructs because the lecturer conveys it in English. Therefore, the lecturer repeats it in Bahasa Indonesia.
18	The students depend on Google translate in Reading the whole text.	√	- The student's inability to find the meaning of the terms based on the context leads them to rely on Google Translate to understand the text and the point information in the text.

19	The students face difficulties in finding the keywords in a paragraph or a text.	√	- The students cannot highlight the important words.
20	The students cannot differentiate the terms in engineering.	√	- For the basic terms in engineering, the students face no difficulties. However, they face difficulties when they find the terms in advanced civil engineering.
21	The students are unable to find the meaning of the word from the context of the text.	√	- The students depend on Google Translate.
<b><i>Solutions to the problems in teaching reading comprehension for engineering students:</i></b>			
22	The lecturer has skills in understanding the words based on the context of the text.	√	- The lecturer reads the text before class to understand the words or terms based on the context of the text.
23	The lecturer has good instruction in teaching reading comprehension.	√	- The lecturer instructs and explains with English and Bahasa Indonesia. - The lecturer will repeat the instruction and explain it again when the students do not understand.
24	The lecturer is able to engage students in Reading class, activate them, and make them study reading comprehension.	√	- The lecturer can get the students' attention through questioning, asking for examples, and ice breaking.
25	The lecturer can encourage the students to be interactive in Reading class.	×	- The students give less feedback. - The students will give comments to their friends' mistakes in answering question or making mind mapping.
26	The lecturer has good techniques, methods, and approaches in teaching reading.	√	- The lecturer plans the teaching and learning process before the class. - The lecturer prepares the material, teaching media, and exercises to explain and drill the students to understand the material.

Participant : C  
Date and place : 19 Oktober 2023, Arboretum "Ficus"  
Department : Informatics

No.	Activities	x/√	Explanation
<b><i>Strategy of teaching reading comprehension for engineering students</i></b>			
1	Brainstorming.	√	- The lecturer greets the students to start the class. - The lecturer gives motivation to the students and communicates with them before class.

2	The lecturer explains the material and learning objectives.	✓	<ul style="list-style-type: none"> <li>- The lecturer asks the students about the previous meeting (scanning and skimming the text).</li> <li>- The lecturer divides the students into groups and explains the learning games they will do to observe their understanding of reading a text.</li> </ul>
3	The lecturer engages the students with examples (prior knowledge).	✓	<ul style="list-style-type: none"> <li>- The lecturer gives an example of intensive and extensive reading strategies.</li> <li>- The lecturer asks questions to the students related to the topic of the text through game.</li> </ul>
4	Lecturer asks some questions related to students' experience or knowledge related to the text they will discuss.	✓	<ul style="list-style-type: none"> <li>- The lecturer asks the students what they know about e-sport.</li> </ul>
5	The lecturer asks the students to explain the terms related to the topic.	✓	<ul style="list-style-type: none"> <li>- The lecturer asks the meaning of the term and asks them for examples.</li> </ul>
6	The lecturer presents the text.	✓	<ul style="list-style-type: none"> <li>- The lecturer asks the students to open the handbook and discuss the text.</li> </ul>
7	In the teaching and learning process, the lecturer and students discuss the text.	✓	<ul style="list-style-type: none"> <li>- The lecturer asks the students the topic of the text.</li> <li>- The students are instructed to preview the title and keywords in the text.</li> <li>- The lecturer instructs the students to find the point information from each paragraph.</li> </ul>
8	The lecturer instructs the students to make diagrams, tables, or graphs based on the data informed by the text.	×	
9	The lecturer instructs the students to make a timeline based on the the information of the text.	×	
10	The lecturer asks the students to explain the terms in the text.	✓	<ul style="list-style-type: none"> <li>- The lecturer offers the opportunity for those who can explain the terms in the text.</li> <li>- The lecturer points out the students to explain the terms.</li> <li>- The lecturer discusses together with the students.</li> <li>- The lecturer asks the students to find the meaning of the terms from any sources.</li> </ul>
11	The lecturer evaluates and gives feedback to the students' responses.	✓	<ul style="list-style-type: none"> <li>- The lecturer explains more about the terms the students do not know.</li> </ul>
12	The lecturers make reflection from the teaching learning process.	×	

<b>Problems in teaching reading comprehension for engineering students:</b>			
13	The lecturer faces difficulties in explaining the context of the text.	√	- The lecturer sometimes faces difficulties in explaining the term in the text and the word based on the context.
14	The students have less motivation in Reading class.	√	- Most of the students do not know the meaning of the words and they are sometimes misunderstood on the content of the text because they are weak in grammar.
15	The students face difficulties in understanding the terms.	√	- They do not know the meaning, definition, and description of some terms.
16	The students find it difficult to find the topic of the text and main idea of each paragraph.	√	- The students face difficulties in determining keywords.
17	The students do not understand the instruction from the lecturer.	√	- Some students do not know what the lecturer instructs because the lecturer conveys it in English. Therefore, the lecturer repeats it in Bahasa Indonesia.
18	The students depend on Google translate in Reading the whole text.	√	- The student's inability to find the meaning of the terms based on the context leads them to rely on Google Translate to understand the text and the point information in the text.
19	The students face difficulties in finding the keywords in a paragraph or a text.	√	- The students cannot highlight the important words.
20	The students cannot differentiate the terms in engineering.	√	- For the basic terms in engineering, the students face no difficulties. However, they face difficulties when they find the terms in advanced informatics.
21	The students are unable to find the meaning of the word from the context of the text.	√	- The students depend on Google Translate.
<b>Solutions to the problems in teaching reading comprehension for engineering students:</b>			
22	The lecturer has skills in understanding the words based on the context of the text.	√	- The lecturer sometimes faces difficulties in explaining the terms in informatics. - The lecturer reads the text before class to understand the words or terms based on the context of the text.
23	The lecturer has good instruction in teaching reading comprehension.	√	- The lecturer instructs and explains with English and Bahasa Indonesia. - The lecturer will repeat the instruction and explain it again when the students do not understand.
24	The lecturer is able to engage students in Reading class, activate them, and make them study reading comprehension.	√	- The lecturer can get the students' attention through questioning, asking for examples, and ice breaking.
25	The lecturer can encourage the students to be interactive in Reading class.	√	- The lecturer gives tips to the students in understanding a text.

26	The lecturer has good techniques, methods, and approaches in teaching reading.	√	<ul style="list-style-type: none"> <li>- The lecturer plans the teaching and learning process before the class.</li> <li>- The lecturer prepares the material, teaching media, and exercises to explain and drill the students to understand the material.</li> </ul>
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Participant : C  
Date and place : 26 Oktober 2023, Arboretum "Ficus"  
Department : Informatics

No.	Activities	x/√	Explanation
<b><i>Strategy of teaching reading comprehension for engineering students</i></b>			
1	Brainstorming.	√	<ul style="list-style-type: none"> <li>- The lecturer greets the students to start the class.</li> <li>- The lecturer gives motivation to the students and communicates with them before class.</li> </ul>
2	The lecturer explains the material and learning objectives.	√	<ul style="list-style-type: none"> <li>- The lecturer asks the students about the previous meeting (scanning and skimming the text).</li> <li>- The lecturer divides the students into groups and gives the students a scrambled text.</li> </ul>
3	The lecturer engages the students with examples (prior knowledge).	√	<ul style="list-style-type: none"> <li>- The lecturer gives an example of intensive and extensive reading strategies.</li> <li>- The lecturer asks questions to the students related to the topic of the text through game.</li> </ul>
4	Lecturer asks some questions related to students' experience or knowledge related to the text they will discuss.	√	<ul style="list-style-type: none"> <li>- The lecturer asks the students what they know about technology.</li> </ul>
5	The lecturer asks the students to explain the terms related to the topic.	√	<ul style="list-style-type: none"> <li>- The lecturer asks the meaning of the term and asks them for examples.</li> </ul>
6	The lecturer presents the text.	√	<ul style="list-style-type: none"> <li>- The lecturer asks the students to pay attention to the scrambled text.</li> </ul>
7	In the teaching and learning process, the lecturer and students discuss the text.	√	<ul style="list-style-type: none"> <li>- The lecturer asks the students to arrange the text in order.</li> <li>- The students are instructed to preview the title and find keywords and transition signal in the text.</li> <li>- The lecturer instructs the students to determine the main idea of the paragraph so that they can arrange the text correctly.</li> </ul>
8	The lecturer instructs the students to make diagrams,	x	

	tables, or graphs based on the data informed by the text.		
9	The lecturer instructs the students to make a timeline based on the the information of the text.	×	
10	The lecturer asks the students to explain the terms in the text.	✓	<ul style="list-style-type: none"> <li>- The lecturer offers the opportunity for those who can explain the terms in the text.</li> <li>- The lecturer points out the students to explain the terms.</li> <li>- The lecturer discusses together with the students.</li> <li>- The lecturer asks the students to find the meaning of the terms from any sources.</li> </ul>
11	The lecturer evaluates and gives feedback to the students' responses.	✓	<ul style="list-style-type: none"> <li>- The lecturer explains more about the terms the students do not know.</li> </ul>
12	The lecturers make reflection from the teaching learning process.	×	
<b><i>Problems in teaching reading comprehension for engineering students:</i></b>			
13	The lecturer faces difficulties in explaining the context of the text.	✓	<ul style="list-style-type: none"> <li>- The lecturer sometimes faces difficulties in explaining the term in the text and the word based on the context.</li> </ul>
14	The students have less motivation in Reading class.	✓	<ul style="list-style-type: none"> <li>- Most of the students do not know the meaning of the words and they are sometimes misunderstood on the content of the text because they are weak in grammar.</li> </ul>
15	The students face difficulties in understanding the terms.	✓	<ul style="list-style-type: none"> <li>- They do not know the meaning, definition, and description of some terms.</li> </ul>
16	The students find it difficult to find the topic of the text and main idea of each paragraph.	✓	<ul style="list-style-type: none"> <li>- The students face difficulties in determining keywords.</li> </ul>
17	The students do not understand the instruction from the lecturer.	✓	<ul style="list-style-type: none"> <li>- Some students do not know what the lecturer instructs because the lecturer conveys it in English. Therefore, the lecturer repeats it in Bahasa Indonesia.</li> </ul>
18	The students depend on Google translate in Reading the whole text.	✓	<ul style="list-style-type: none"> <li>- The student's inability to find the meaning of the terms based on the context leads them to rely on Google Translate to understand the text and the point information in the text.</li> </ul>
19	The students face difficulties in finding the keywords in a paragraph or a text.	✓	<ul style="list-style-type: none"> <li>- The students cannot highlight the important words.</li> </ul>
20	The students cannot differentiate the terms in engineering.	✓	<ul style="list-style-type: none"> <li>- For the basic terms in engineering, the students face no difficulties. However, they face difficulties when they find the terms in advanced informatics.</li> </ul>
21	The students are unable to find the meaning of the word from the context of the text.	✓	<ul style="list-style-type: none"> <li>- The students depend on Google Translate.</li> </ul>

<b><i>Solutions to the problems in teaching reading comprehension for engineering students:</i></b>			
22	The lecturer has skills in understanding the words based on the context of the text.	√	<ul style="list-style-type: none"> <li>- The lecturer sometimes faces difficulties in explaining the terms in informatics.</li> <li>- The lecturer reads the text before class to understand the words or terms based on the context of the text.</li> </ul>
23	The lecturer has good instruction in teaching reading comprehension.	√	<ul style="list-style-type: none"> <li>- The lecturer instructs and explains with English and Bahasa Indonesia.</li> <li>- The lecturer will repeat the instruction and explain it again when the students do not understand.</li> </ul>
24	The lecturer is able to engage students in Reading class, activate them, and make them study reading comprehension.	√	<ul style="list-style-type: none"> <li>- The lecturer can get the students' attention through questioning, asking for examples, and ice breaking.</li> </ul>
25	The lecturer can encourage the students to be interactive in Reading class.	√	<ul style="list-style-type: none"> <li>- The lecturer gives tips to the students in understanding a text.</li> </ul>
26	The lecturer has good techniques, methods, and approaches in teaching reading.	√	<ul style="list-style-type: none"> <li>- The lecturer plans the teaching and learning process before the class.</li> <li>- The lecturer prepares the material, teaching media, and exercises to explain and drill the students to understand the material.</li> </ul>