

TEACHING READING BEYOND THE LINE AS A READING STRATEGY FOR JUNIOR HIGH SCHOOL STUDENTS

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Abstrak

Jurnal penelitian ini bermaksud untuk mendeskripsikan penrapan dari Reaching Beyond The Line (RBL) sebagai suatu strategi dalam pembelajaran reading untuk siswa sekolah menengah (SMP). Penelitian ini dilaksanakan pada siswa kelas 9 SMP negeri di Surabaya. Strategi RBL dilakukan di kelas sebanyak tiga sesi. Teknik pengumpulan data dilakukan dengan metode observasi, dokumentasi dan wawancara. Kegiatan observasi dilakukan untuk mengetahui penerapan strategi RBL yang dilakukan guru dan peserta didik selama pembelajaran. Dalam kegiatan observasi juga dilakukan kegiatan dokumentasi untuk mengetahui tahapan-tahapan apa saja yang dilakukan oleh guru dalam menerapkan strategi RBL dan juga untuk merekam tanggapan siswa saat proses pembelajaran membaca dengan strategi RBL dilakukan. Selain itu juga dilakukan kegiatan wawancara setelah pembelajaran berakhir. Peneliti melakukan wawancara dengan guru dan siswa untuk menangkap masalah atau tantangan yang telah dihadapi oleh guru dan juga respon siswa terhadap strategi RBL dalam pembelajaran yang telah diterapkan. Jenis penelitian ini adalah deskriptif dengan pendekatan kualitatif. Hasil analisis data menunjukkan bahwa guru melakukan pembelajaran menggunakan strategi RBL dilakukan dalam tiga tahapan yaitu yang pertama pengenalan dan persiapan materi, yang kedua proses memahami bacaan dengan teknik tanya jawab QAR (Question And Answer) dan yang ketiga diskusi memahami bacaan dengan lebih seksama menggunakan strategi RBL. Persepsi sebagian besar siswa terhadap strategi RBL yang telah diterapkan oleh guru adalah positif. Berdasarkan hasil analisis data, dapat diambil kesimpulan bahwa dengan penerapan strategi RBL dalam proses pembelajaran reading dapat meningkatkan kemampuan siswa untuk memahami teks lebih dalam dan siswa dapat mengambil manfaat dari pesan moral yang terdapat pada bacaan narrative yang sudah dipelajari oleh siswa. Dalam strategi pembelajaran RBL guru sebagai pembimbing bagi siswa untuk dapat memahami makna dibalik cerita yang mengandung banyak pesan moral dan siswa dapat mengasah kemampuan mereka dalam berpikir logis dan kritis dalam kehidupan sehari-hari.

Kata Kunci: Reading Beyond the Line (RBL), QAR (Question And Answer), Berpikir logis

1. INTRODUCTION

This chapter presents seven sub chapters, the background of the study, statement of the problem, objectives of the study, and specification of the Study, the significance of the study, scope and limitation as well as definition of the key term.

Reading is an important skill to achieve for student, therefore, Anderson (2011) stated that it is "the skill of skills". Students do a lot of efforts, spend much time and waste a lot of money to train their reading skill. Reading is not an easy skill to master. The students need to concentrate to comprehend the text. Reading is an important skill to master for the students and reading comprehensively is very important. Gellert (1981) stated that reading is absolute guessing process that often brings important point of view of the reader than other information which have found in the text. The student's skill to infer the text will help them to understand the text deep meaning and help them to comprehend the text.

Hence, Sincero (2013) stated that the readers' vocabulary and background knowledge

can affect the readers' comprehension. The students who have rich vocabulary will be able to comprehend the text better. Indonesian students reading ability is still weak compared to the other countries. Program for International Student Assessment (PISA) 2015 shows that Indonesian student positioned in 62 among 70 countries with the average reading score 397. In the same research, the highest score was 535 (Singapore) while the lowest one is 358 (Dominican Republic) from this result, it can be concluded that the educational practices in Indonesian school have not functioned well to develop student's reading competence.

In Indonesia, the goal of teaching reading is to comprehend the text as established in the basic competence of national curriculum 2013 (Kementerian Pendidikan dan Kebudayaan, 2013). It means that students must be able to comprehend the text deeply by using their reading skill. Alderson (2005, P.144) stated that reading has interactive relationship between a reader and the text which automatically produces reading fluency.

Therefore it is very important to train the student reading skill in the English classroom. According to Nunan (2003), reading is a fluent process wherein building the meaning, readers should combine information from text with their own background of knowledge. While, Alyousef (2006) comprehends the topic of the story or text, but it is more about understanding the meaning inside the story or the text. Reading comprehension is the ability to understand information in the text and interpret it appropriately (Grabe&Stoller, 2011).

Nowadays teacher are insisted to teach the students with high order thinking skill (HOTS). Higher Order Thinking Skills or abbreviated as HOTS are defined as levels of thinking where the process is done more than just repeating information or facts. This is explained by Thomas & Thorne (2009) that HOTS requires 'doing something' on these facts. Furthermore, King, Goodson, & Rohani (1998) explains that HOTS involves a variety of application processes of thinking in complex situations and consists of many variables, including thinking critical, logical, reflective, metacognitive, and creative thinking. Therefore, HOTS is very important to be taught because it has become the needs in this era. Students must be ready to face the challenges to be more critical and creative. In line with the idea to build a student's critical thinking and creativity, reading skill can be useful for the students to find any information in the future. Reading is a very useful skill and the teacher tries to prepare the students with it by using many kinds of strategies which fit with their students in EFL classroom. One of the strategies which apply in EFL classroom is reading beyond the line.

Reading is one of an important skills for students and beneficial skill to collect information from the text. The reader describes the deep message by connecting the background knowledge and the information from the text that have been read. This is what we call "reading beyond the lines", (Norozi, 2007, p.2). The student will be trained to comprehend the text especially short stories by reading beyond the line. The students will learn how to read intensively beyond the line. The main purpose to read intensively beyond the lines is to find the specific information and the main ideas relates with the background knowledge (Norozi, 2007). Furthermore, reading beyond the line will also nurture the student's character to be a good one. They will learn more about life by understanding the deep message in the stories. Moreover, it will lead up the students' logical thinking and direct them to be more critical whenever they face problems in their life in the future. The teacher will use interesting stories with moral value and symbols which become a trigger to dig the conflict in the stories and hopefully build their character.

Reading beyond the line can be applied in the EFL classroom with a certain technique. Question Answer Relationship (QAR) could be a choice for helping the teacher to build students comprehension and improve the students' reading skill step by step until they can think critically and creatively. Raphael T.E. (1982) explained that QAR serves three basic comprehension strategies: locating information; showing text structures and how the information is organized; and determining when an inference or reading between the lines is required. Raphael T. E. (1982) in his handout also gave three steps to improve reading skill. The first step is "*Right There*", the students read the text and find the specific information literally from the text. Second is "*Think and Search*", the student read the text very carefully to find the explicit or implicit information from the text. For example the students have to find the main idea of the text. The last is "*the Author and You and On My Own questions*" the students use their logical thinking to analyze the text from the author point of view and relate it with their background knowledge. Reading beyond the line could be practically used with QAR in EFL classroom.

Many researchers have conducted studies about reading in different perspectives but few of them focused on reading beyond the lines. For example Noviahari (2013), studied about the university student that used global reading strategies, support reading strategies and problem-solving reading strategies for helping them to understand and comprehend the text. Then Huang and Nisbet (2014) investigate the connection between the used strategy and reading competence. The study conducted among Chinese university students that reveal the significant relationship between problem-solving strategies and reading proficiency; students with higher reading proficiency tend to apply more problem-solving strategies. Meanwhile, Prichard (2014) explored research about reading strategies employed by low and high proficiency learners. On his study, he concluded that high-proficient readers apply three strategies more frequent and varied than low-proficient readers. Only the global reading strategy gives significant differed. It means that better readers use global reading strategies more often. Those previous studies used different kinds of reading strategies to improve reading skill but few of them use reading beyond the lines as reading strategies.

The first previous study Mann and Thompson (2000) explored the relationship between implicit communication and certain variations of discourse structure, structural correlation of text coherence. Additionally, McCarthy S. Kathryn (2015) presented evaluations of his present works from literary theory, experiential studies of literature, and research from

understanding more general intellectual texts to explore the conditions in which explanations of literature are made and what can be read by the people who used to do of this particular discipline and the one who understanding the text more generally.

The next previous study related with reading beyond the line have discussed by Jufri (2015), he discussed about the three kinds of ways to comprehend the text completely using literal, inferential and critical reading. He already gave brief explanation about the step to understand the text completely. On his discussion, he defined critical reading as the same as reading beyond the line that considered as very high-level comprehension of written material requiring interpretation and evaluation. Therefore, reading beyond the line is included high order thinking skill that very useful for the students today to overcome their problems for answering the challenge as critical and creative student.

In addition, Long and Zimmerman (2009) have analyzed the implementation of high order reading skill development in South African primary school curriculum which was not implemented well. The teacher was less concern to support the government curriculum to develop the student high order thinking skill using reading beyond the lines as the reading strategy. They analyzed that many teachers have lack understanding of teaching literacy, reading and writing. Some other teachers only knew one method of teaching reading literacy. In this study also discuss the important of developing reading literacy skill for the teacher and student. Reading beyond the line can be the effective strategy to achieve the goal.

Furthermore, Perez (2015) also used reading beyond the line as his major to evaluate a strong relationship between reading comprehension and metacognitive to develop human life through learning process inside and outside the class. Reading beyond the line can be track from metacognitive site in order to prepare the student thinking skill to reach their purpose in life. Reading beyond the line can be a strategy to sharpen the student critical thinking.

Few of these previous studies, however, have discussed reading beyond the line as reading strategy for junior high school. Therefore this research will investigate how teaching reading beyond the line and the problems in teaching reading beyond the line in EFL classroom. The students are not only read the story and grasp the literal meaning of the reading materials but also comprehended deep meaning and the function of the reading materials.

2. RESEARCH METHODS

The purpose of this research is to investigate the strategies of how to teach Reading Beyond the

Lines (RBL) conducted by the teacher and how the students have perceived it in the EFL classroom. This study will also investigate the problems faced by the teacher training reading beyond the lines as the reading strategy in EFL classroom. Consequently, in conducting the objectives in chapter one, the design of the research is classroom-based research. Kostoulas and Lämmerer (2015) explained that a teacher who designs the activities whose purpose to find out what works best in the classrooms and might improve the practice to make the learning process more effective for increasing student's achievement.

This study will use qualitative research to investigate reading beyond the lines is applied in the classroom, the problems which faced by the teacher and student perceived RBL in EFL classroom. There are several common approaches to qualitative research namely interpretative study, case study, content analysis, ethnography, grounded, historical, narrative and phenomenological research (Ary, Jacobs, Sorenson, & Razavieh, 2010). Therefore the researcher will conduct case study to explain the research questions in this research.

The research uses qualitative data because the result of this study is explained in narration form which explained the natural characteristic to represent the data. In qualitative research there are five criteria: the first creates natural setting as direct source of data and the researcher as the instrument, second is to describe, the third is concerning with process rather than simply with outcome or product, the fourth tends to analyze their data inductively and fifth is to meaning of essential concern (Robert, Bogdan, & Sari, 1982). They include of the clear background of the study, the relevant supporting theories, data collection, data analysis, and the conclusion.

A. Research Setting

This study will be carried out in state junior high school in Surabaya. The school is chosen because the teachers are expected to apply reading beyond the line as their reading strategies. The teacher in this school has capability to teach reading beyond the line because she is a creative teacher and skillful in reading. The students also have enough skill in reading. While the students of 9th grade are chosen because the students have already studied many kinds of texts in junior high school that needed their logical thinking to understand the text. Reading beyond the text is as one of the strategies for the ninth grade student to practice their logical thinking and their critical thinking to face the national final examination.

B. Data and Sources of Data

In order to answer the questions of this research, the researcher needs to gain the data. The data are taken from classroom observation during

on teacher's activities in the teaching activities and student's activities while learning to read using the RBL as the reading strategy. The data also come from the teacher and student's interview, which could record the problems and challenges faced by teacher and students.

The first data collected from the teacher's activities in the classroom during teaching-learning process with the help of field notes, teacher's observation checklist and interview record. During the observation, the researcher will not take a part in the process of teaching and learning, to keep the natural condition.

The second data of this study will be from the students' task. The researcher will use a task which consists of some exercises which can be used to check the students' comprehension using the strategy of reading beyond the line. Moreover, the result will be checked and cross-checked to give information dealing with the problems faced by the teacher during the lesson. The researcher could record the challenges faced by the teacher while students doing the task. The third data of this study will be on the students' activities which are written on the field notes' explanation and the result of the unstructured interview. The field note will be taken when the students are concentrating on their task.

C. The Instrument of Research

Dealing with the research question that required an answer in a descriptive manner, the researcher will use some instruments to collect the data. The instruments will be field notes, teacher's observation checklist, students' task, RBL chart, and interview guideline. The instruments will be described as follow:

a. Field notes

In observing the classroom will use field notes as one of the research instruments. Cresswell (2009) clarifies the use of field notes as tool in qualitative observation generally consist of two parts:

1. Descriptive information, notes the document of factual data accurately (date and time) and the settings, actions, behaviors, and conversations that observed; and,
2. Reflective information that record the thoughts, ideas, questions, and concern to conducting the observation.

The field note will use to collect the data about the learning and teaching process in the EFL classroom. The researcher will observe the problems that have been faced by the students and teachers while they conduct the process of teaching and learning reading using the strategy of reading beyond the line. The data is very important to determine in order to answer the question in this study.

b. Teacher's Observation Checklist

Observation can provide the real evidence that is not affected by subjective inference which can be seen from the test, inventories or other self-instrument (MacMillan, 1992). The observation will be about how the learning and teaching process is conducted in EFL class. The researcher will observe how the teachers teach in her class and how the students comprehend in EFL class. The checklist is used to simplify the researcher's duty to do the observation. The observation checklist is adapted from EL- Koumy (2004) that contains some items that can be used to see the things which have done by the teachers. Teacher's observation checklist will be used to get teacher's data in teaching learning process in answering question number 1(see appendix 1).

c. Students' Task

The task is an assessment which is used for examining the classroom learning process (Macmillan, 1992). The teacher will give the students some task to examine student's comprehension in reading. Moreover, the task is for assessing the use of reading beyond the line as the strategy in the EFL classroom. The score of the task will be described whether the achievement of the students is good, fair or bad.

d. Interview Guidelines

Interviewing guidelines is an important instrument to record all the participants' experience during the learning and teaching process in the EFL classroom. The researcher will get some source of data to confirm the real condition in the classroom. Cresswell (2013) suggested interview as one of the important matter to capture untold information behind the participant's experiences. The result of the interview can be used for further investigation deal with students' responses.

Appendix

2: Teacher's Interview Guide line

Questions	Answer
What kind of text did you use to teach reading beyond the line in the classroom?	
What kind of teaching media do you for teaching reading beyond the line in the classroom?	
Did you stimulate your students with their personal experience to understand the content of the text?	
Did you ask your students to make prediction to infer the text?	
Did you ask your students to conceptualize the concept of the text after reading it?	
How to make the student comprehend the text?	
Is there any difficulty to make the student understanding the text?	
Do the students have adequate background knowledge to comprehend the text?	
How to build the students concentration before reading the text?	
Does the strategy of reading beyond the text help the students comprehend the text?	

Appendix 3: Student's Interview Guide Line

Questions	Answers
Do you like to read English text? What kind of English text do you like to read? Do you have difficulty in comprehend the English text? What do you do if you cannot understand some text? Do you English teacher give you guidance to understand the text? What do you think about your teacher's reading strategy to assist you understand the text? Does your teacher's reading strategy give significance result to improve your reading skill? Do you have any evidence to justify your improvement in your reading skill? What do you know about reading beyond the lines? Is reading beyond the lines important for improving your reading skill?	

C. Data Collection Technique

In this study, the data collection technique will be from observation, interview, and the student's task. The observation and interview will be focused on students and teachers activities during the learning and teaching process in the class. The other technique that will be used to get the data is collecting students' task in order to get the score after being check and re-checked to make sure the score is valid as the evidence on this study. The observation will be conducted in the 9th-grade classes where they apply reading beyond the line as a reading strategy in the EFL classroom. The observation will be done for about 3-4 meetings until getting enough data to answer the question in this research.

The process to collect the data is shown by following figure.



Figure 1: Data Collection Procedure

For answering the first research question, the observation will focus on the activities in the EFL classroom. The researcher will be the observer of the teacher and student during the lesson. The process of observing is complete with the explanation on field notes and the teacher's observation checklist. The observer will use video recording to record all the activities which happen in the classroom, so the researcher will not skip any information. The researcher will not disturb the process of teaching and learning using the strategy reading beyond the line from the beginning to the end. The EFL classroom should be natural, the

teacher and student act normally as they supposed to be.

For the second research questions, the researcher will use the task and interview to collect the data in for answering the question. The task is consisting of some exercises which can be used to check the student's comprehension after they used RBL as the strategy to develop their understanding of reading. The students also fill the RBL chart to help them understand the text and after that, the researcher will check the answers. The answers can be the data to continue further analysis. The next data collection is the record of the interview. On the interview will use interview guideline. The interview is asking about the problems and challenges that are faced by the students and the teachers after they applied RBL. The researcher will take field notes to write all the information and video recording during the interview. The result of the interview is as the data to guarantee the validity and to capture the untold process during the reading lesson in the EFL classroom.

D. Data Analysis

This study will use the qualitative methods, so the data collected from field notes, the result of the interview, observation checklist, and student's score will be analyzed descriptively. All the data collections which come from the process of observation and interviews during the learning and teaching process will be used to answer the research questions.

Darlington and Scott (2002) explained that qualitative data analysis can be done in many ways. Although there are many kinds of different approaches to doing the qualitative data analysis, we find similarity in some stages in the way what data to collect, from whom the data are from, how to concentrate the analysis and how to build up the research reports. The qualitative data analysis will conduct to answer the two research questions in this study. The researcher will use three techniques of data collection in order to answer the research questions.

For the first research questions, the researcher will get the data from observation using observation checklist and field notes. The researcher becomes the silent observer doing nothing to interfere with the process of learning and teaching RBL in the class. The observer will fill the field note when the students are busy doing their task and finish filling the RBL chart. When the teacher explains the instructions using the RBL strategy and students gives the responses, the observer also takes a note of it. The observer tries to capture all the real natural condition in the EFL classroom during the lesson.

During the observation process, the researcher will be asked somebody to record the activities in the classroom. The result of the video recording can be used for checking whether the

observer misses some information during the teaching and learning process. Furthermore, the teacher's observation checklist will describe all the activities that the teacher has done. All the observation terms in the checklist draft can direct us to understand step by step how the reading beyond the line applied in the classroom. The observer will recognize how the teacher implements the strategy of RBL in the classroom.

In order to find the answer of the second research questions in this research, the researcher will also apply the same technique on observation and interview. The second question is to find out the challenge and problems that have faced by the teacher and students in applying RBL in the EFL classroom. The result of the students' task consisting of exercises will be analyzed into a score which can explain the students' achievement after they got the RBL as one of their strategy to develop their reading skill. The students also have to fill the RBL chart in order to check their understanding and comprehension of the reading material which has been given by the teacher. The RBL chart becomes the instrument for the researcher to collect the data to check the influence of reading beyond the line to the students' achievement. The last data collections are unstructured interviews. The data will capture the problems and challenges that the teacher and students faced during the learning and teaching process. The interview will contain detail questions about the application of RBL strategy in the EFL classroom. The interviews will note and recorded using video recording. The data from the interview is analyzed and become important evidence and prove the application of reading beyond the line is practiced in EFL classroom today's. The data also are applied for the next step to continue on the further study.

3. RESULTS AND DISCUSSIONS

Discussion on the Teacher Strategies in teaching reading beyond the Line in EFL classroom.

Teacher's Strategies in Teaching RBL at Pre-Reading Activities

At the pre-reading activities teacher always open the class with greeting and reviewing topic on last meeting. Teacher always motivates the students to enrich their knowledge. Before beginning the new topic, teacher always links with the last and also the student's background knowledge. Paris et al. in (Hudson, 2007, pp. 107-108) present text processing strategies in an attempt to enhance comprehension which is used in pre, while, and post-reading activities. On the pre-reading activities Paris et al. also summarized the activities that teacher should be done:

1. Establishing a good physical environment
2. Setting reading purpose
3. Accessing prior knowledge
4. Asking questions based on title

5. Semantic mapping
6. Skimming for general ideas
7. Previewing the text: examining headings, pictures, title, etc.
8. Reviewing instruction
9. Identifying text structure and genre
10. Determining what is known about the topic
11. Predicting what might be read

On the finding the teacher had done almost all the steps of pre-reading activities. All the steps were very important for the students to get their background knowledge, motivation and spirit to continue the reading activities. Furthermore Tankersley (2005, P.12) stated that to activate the student's background knowledge, teacher should help the students to comprehend the content of material completely.

In order to train the students skill to read beyond the line, teacher was applied some techniques before begin the reading class. Firstly teacher explained the topic of discussion by drawing mind map for the students to understand the reading materials. Next, teacher implemented the QAR technique to drill the students to maximize their comprehension on the reading material. Teacher and the students involved with interactive discussion in the classroom during pre-reading activities. T. E. Raphael (1982; 1986) explained that QAR serves three basic comprehension strategies: locating information; showing text structures and how the information is organized; and determining when an inference or reading between the lines is required. Teacher had given the students with questions in line to build the student's critical thinking.

In the pre-reading activities, teacher also discussed about the language feature of the text. It is also important for the students to recognize the language features of the text. Unconsciously, students were trained to understand the basic structure of the text and they could build their own sentences grammatically right. Teaching reading in EFL classroom can be elaborate with teaching the structure of the text. Teacher can teach the structure without necessity to push the students to recognize the grammar structure entirely. They can learn the grammar unconsciously. Based on the Bottom-up approaches assume that lexical meaning is constructed by the reader from letters, words, phrases, clauses, and sentences into the phonemic unit (Hudson, 2007, p. 33). In other words, this approaches concern with psychological processing in which the readers draw the meaning of a text by looking at the individual form of words or by identifying the grammatical feature of sentences to understand the idea of the texts. For example, decoding, using capitalization to infer proper nouns, pattern recognition, etc. Students could comprehend the text completely by understanding the lexical meaning which performed on the text.

Before students able to read beyond the line which needed high thinking skill, teacher guided the students to identify the text by observing the grammatical features of the sentences in the text.

Teacher's Strategies in Teaching RBL at Whilst-Reading Activities

At whilst-reading activities teacher began the class by giving the students questions using QAR technique. Teacher gave the questions from the easiest to the hardest one based on QAR. T. E. Raphael (1982; 1986), mentioned that there was some questions that categorize by QAR; Right There (RT), Think and Search (TS), Author and You (ANY) and On My Own (OMO). Based on the observation, teacher used all type of questions to help the students understand and comprehend the story.

Paris et. al. in (Hudson, 2007, pp. 107-108) presented the processing strategies in whilst-reading activities in order to guide the students to comprehend the text:

1. Checking comprehension throughout the reading activity
2. Identifying the main idea
3. Making reference
4. Recognizing patterns in the text structure
5. Looking for discourse makers
6. Monitoring vocabulary knowledge
7. Predicting the main idea of each paragraph
8. Glossing and providing the main of words in L1 or in simple L2 definition
9. Comparing what is read with what is known
10. Evaluating the value of what is being learned
11. Rereading text or skipping ahead

Based on the observation in the classroom, the researcher found that teacher had already done the process of whilst-reading activities as Paris et. al in (Hudson, 2007, pp. 107-108) described in his book. Teacher was giving the students some questions from the easy to the hard one after they read the text. The teacher applied the QAR technique to check the student's comprehension while in the process of reading activities. Teacher gave the students some questions about main idea and reference and discussed the text structure. Teacher discussed the used of discourse makers by asking the students about time connector and conjunction which were used on the text. Most activities that were done by the teacher in whilst-reading was monitoring the student's vocabulary and guiding students to predicting the meaning of the difficult words. Teacher also trained the students to make inference of the difficult words by comprehend the main idea and students could analyze the conflict and resolution in the story.

On the whilst-reading activities teacher explained the difficult words by giving simple illustration and connected with the student's background knowledge. Teacher tried to build connector between student's knowledge and the

new material which has been studied in hence to increase the student's vocabulary. Teacher also used L1 to help the students understand the text easily. In addition, Tovani (2000) states that a strategy as a plan intentionally used by the readers to help themselves to achieve their reading purpose. The readers can apply strategies flexibly based on the demand of the reading task. It means that the strategies can be adapted by the readers depends on their need to comprehend the reading material. It was related with Tovani (2000), that teacher could use any reading strategy which helped the students understand the material easier. Teacher used L1 as one of technique to explain the difficult words to the low students so they understood the difficult words easier. The low students had low motivation to study English and had low vocabulary to read English text.

In the class research, teacher thought the narrative text which was as the compulsory topic discussion for the ninth grade students. Teacher was used the "*Sangkuring*" story to teach reading beyond the line as reading strategy. In the narrative there is moral value which can be learned by the students. To find the moral value in the text, the students had to comprehend the story thoroughly. The students had to be able to evaluate the deep meaning of the story in order to find the moral value which was implicitly stated in the story. Reading beyond the line that was used by the teacher helped the students to figure out the deep meaning and the moral value of the story.

In addition Gray's (1960) stated that on reading beyond the lines readers will use their critical evaluation. They are not only inferring the text but also evaluating it. They analyze the text in order to make a critical evaluation. For example, they will evaluate the characters from the conflict and resolution in the story. Moreover, the readers can also evaluate the author's life background in order to know the author's purpose to conduct the story. Readers have their own way to criticize the text. It depends on their critical thinking and their skill to comprehend the text. Student was not only could find the moral value from the story but they also could criticize the story itself. After reading the story "*Sangkuring*", students could find the big reason of the conflict in the story and they analyzed the reason of Dayang Sumbi keep the secret from her own son. Students used their critical thinking to evaluate the conflict in the story and every students had their own point of view depend on their critical analyzes.

Improving the student's skill to read beyond the line was not an easy matter but guiding the students in every step to understand the text could help the students improving their skill. Teacher asked the students to read the text again and again in order to build their comprehension dealing with the story. Teacher also trained the students to

skipping a head while they already comprehend the text and continued to the difficult one which needed to be discussed further. Teacher strategy which applied in the class would influence the success to achieve the goal of the teaching and learning activity.

Teacher's Strategies in Teaching RBL at Post-Reading Activities

Based on the classroom observation at the post-reading activities teacher gave reinforcement and reflection after discussing the text. Teacher reviewed all the topic discussion and emphasized to the important point that had been studied on that day. On the observation of post-reading activities researcher considered on Paris et. al. in (Hudson, 2007, pp. 107-108) while presented the strategy of post-reading activities in the teaching and learning process that was held in the classroom. The text processing strategies in an attempt to enhance comprehension which is used in post-reading activities:

1. Appreciating of the text and writer
2. Revisiting pre-reading expectation
3. Reviewing notes, glosses, text markings
4. Reflecting on the text understanding
5. Consolidating and integrating information
6. Reviewing of information
7. Elaboration and evaluation
8. Determining what additional information is needed
9. Applying new information to the task at hand
10. Relating the text to own experience
11. Doing critique of the text

Researcher had found that on the post-reading activities, the teacher was not doing all the step on the process of post-reading activities that was stated by Paris et. al. in (Hudson, 2007, pp. 107-108). Teacher only focused on reviewing notes, glosses and text markings. Teacher and students reviewed about the generic structure and the social function of the narrative text and asked the students to take note for the important material. Teacher insisted the students to acquire the generic and social function due to comprehending the text thoroughly.

On post-reading activities, researcher found that teacher also reflecting on the text understanding. Teacher discussed the moral value of the narrative text and reviewed about the deep meaning which was implicit in the story then asked the students point of view to find the moral value in the story. Teacher trained the students to analyze the story so they could find the moral value in the story. Teacher related the moral value with the real life. Teacher advised the students to applied good character from the message in the story for their real life.

Problems and Challenges faced by teacher in teaching beyond the Line in EFL Classroom

The observation on the problems and challenges faced by teacher in teaching beyond the line in EFL classroom was classified into four discussions. The researcher had observed the teacher on the way she built students motivation in reading, set the reading materials for the students, gave time for thinking and discussing, and involved the students to set the nice atmosphere for reading class. The researcher tried to capture problems and challenges which appeared in the reading classroom. Reading is one of the skills which needed process of understanding and comprehending the text. Students had to focus if they wanted to understand the text and they had to realize the important of reading skill to improve their language acquisitions.

On the first discussion, the researcher captured the teacher technique to build the student's motivation in reading. The creative and innovative teacher will tried to apply many ways to train the students. Teacher should be able to motivate the students with different character and different intelligent. Teacher had to give the right portion of motivation in the heterogenic classes. Brosh (1996) also stated that an effective teacher had to had ability and direction to the target language. Before beginning the class teacher always directs the students to focus on the discussion by relating their background knowledge with the material which will be discussed. The teacher should confirm that the students were ready to accept the reading material. Furthermore, Kumaravivelu (2006, P.143) said that the teacher had to confirm that the students understood to the explanation or to what they are reading. On the whilst-reading activities teacher conduct the students to understand the meaning of the difficult vocabularies and gave the students simple sentence for the explanation. The teacher ruled as a model for imitating the pronunciation of the words. In hence with Dornyei, (2001, p.33) who explained modeling is an effective method to teach. Students were able to get the information from the reading material and motivated to continue the reading process.

The second was about the teacher's effort to set the reading material for the students. Teacher gave the students the reading materials which were easy to get and the text is comprehensible for the junior high school level. It is in line with Kumaravivelu (2006, p. 143) that said that teacher has to make sure the students understand and comprehend the input. It means that teacher must be able to measure the student's capability to absorb the material. Teacher should prepare the materials which are suitable for their classes.

The third, the researcher observed that in the whilst-reading the teacher gave time for thinking and discussing for the teacher. This session was very important for the students to maintain their

logical thinking to be active and creative. The teacher held the questions and answers session to help the students to comprehend the reading material well. It is similar with Blachowicz & Ogle (2008, p. 124) said that to check out the student comprehension, teacher uses the questioning as the process to give instruction.

The fourth, teacher tried to involve the students to set the nice atmosphere for reading class. Teacher had to handle the class with discipline and provide good supervision for the teaching and learning process. In order to create nice atmosphere at the reading class, teacher involved the students to cooperate and follow the regulation in the class. Teacher became a model for appropriate behavior to be active and critical at the classroom. Students needed a good model for build their good character in the classroom. Teacher also builds interactive communication and good relationship with the students to create nice atmosphere for studying in the classroom. It is parallel to Dornyei (2001, p. 26) who told that increasing the personal relationship among the students and get their respect is easier than to give them command. It means teacher had to build good relationship with the students before they gave them the specific instruction. It would be difficult for the teacher to guide the students if there was not good interaction between teacher and students. Good communication and relation in the classroom would create good environment too.

The Students' perception toward reading beyond the line in EFL Classroom

1. The student's preference in reading

Based on the finding, the researcher found that most of the students like to read, but they had difficulty to comprehend the English text. They needed the teacher guidance in the reading process in the classroom.

2. The reading material which the students like to read

Based on the interviewed script of the 5 students which had been collected, it was found that most students like to read simple story in narrative. The students could learn something after they found the moral value in the story. In the moral value in the narrative could be applied in their real life and could build students' good character in the future.

3. The student's difficulty to comprehend and understanding the English text

From the answer in the interview script, the researcher could find the student's level of English comprehension. In hence the researcher would know whether they were in high, medium or low level of English comprehension. Teacher tried to assist all the students to overcome the problems and guiding them to comprehend the text.

4. The teacher participation to help the students

Based on the interviewed script on the finding, students stated that teacher gave all her effort to cover their problem on understanding or comprehending the English text. Teacher used the RBL strategy to help the students. Teacher used the QAR technique to guide the students with questions which lead them comprehend the text and develop their vocabulary.

5. The student's opinion on RBL

Based on the finding after the researcher interviewed the students, it could be concluded that the students was not familiar with the name of the strategy but they already used experience using the teacher strategy using RBL. The students stated that the RBL strategy was effective to help them to comprehend the text.

6. The advantages of RBL

Based on the interviewed script on the finding, the researcher found that the students could improve their vocabulary and they could increase their achievement in the English test and examination. They also trained to think critically and used their logical thinking when facing the problems. Student also could learn to be a good person, after they found the moral value in the story which they had read.

7. The student's knowledge about RBL

Most students did not know about the strategy of reading beyond the line but the students were enjoying the learning process using the RBL strategy. They enjoy with the teacher strategy to deliberate the reading material and they also enthusiast to follow the discussion while in learning process.

8. The student's statement dealing with the advantages of RBL

Based on the interview script, the students knew about the strategy which was applied by the teacher after explained by the teacher. RBL as reading strategy was accepted by the students. They could get the advantages and benefit after following the reading class using the RBL as the teaching strategy.

5. CONCLUSION

Based on the results of the research that has been done, the implementation of Reading Beyond the Line (RBL) in the EFL reading classroom was done in three stages; the pre-reading activities, whilst-reading activities and the post-reading activities. RBL can help students to comprehend the text thoroughly. The students trained to use their logical thinking while understanding the text. Teacher guided the students understanding the text in several steps by using question and answer technique. Students can get advantages by understanding the moral message from the story and can apply in their real life.

Furthermore, based on students' perception of peer editing, the majority of the students

confirmed that RBL strategy is very important and helpful to improve their reading skill. The RBL strategy also helped them to understand the text deeply and very useful to conquer the difficult text which needs high order thinking skill.

6. SUGGESTION

Further research is expected to investigate more about the implementation of reading beyond the line strategy for senior high school students who will face more complicated text which needs high thinking skill.

In the implementation the RBL strategy in the classroom, teacher should give the students with more interesting text which in line with the condition of the young generation today. So the students will be motivated to read and comprehend the text deeply.

Teachers hold the important rule to increase the student's motivation in reading so teacher must be active and creative to explore any source of information to find the right reading strategy for their students in EFL classroom with higher proficiency to know more about the aspects of writing that the students focused on.

In the case of peer partner selection, teachers should group the students into equal level proficiency to make each student receive valuable suggestions on their paper. In the case of writing, the teacher should provide interesting themes for students to make them write more paragraphs.

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