
ENGLISH TEACHERS' TEACHING QUALITY IN MADRASAH IN JAKARTA AND BANTEN BASED ON THE DYNAMIC MODEL OF EDUCATIONAL EFFECTIVENESS

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Abstract

This paper was intended to describe English teachers' teaching quality in teaching reading comprehension and provide some reflection and suggestion on how teaching quality could be improved. The classroom factors of the dynamic model (orientation, structuring, questioning, modeling, application, assessment, time management, and making classroom as a learning environment [CLE]) were used as a reference to conceptualize teaching quality. Classroom observation instrument was used to measure teaching quality of 59 English teachers in Madrasah Tsanawiyah in the provinces of Jakarta and Banten with a focus on reading comprehension. The findings showed that among the above eight factors, teachers rarely practiced orientation, structuring, modeling, and CLE. In addition, they did not provide enough application whereas a lot of time was spent for reading aloud and translating the text. Nevertheless, they started to raise questions and conduct assessment. With respect to questioning, however, the questions were limited to product questions, which did not promote critical thinking. Finally, the assessment method used was limited to questioning.

Keywords: teacher effectiveness; teaching quality; teaching improvement; teacher professional development

Abstrak

Tulisan ini bertujuan untuk menjelaskan kualitas guru Bahasa Inggris dalam mengajar reading comprehension dan memberikan rekomendasi strategi meningkatkan kualitas mengajar. Delapan aspek yang ada dalam the Ddynamic Model (orientation, structuring, questioning, modeling, application, assessment, time management, and making classroom as a learning environment [CLE]) dijadikan sebagai pijakan untuk mendefinisikan konsep kualitas mengajar. Penelitian ini menggunakan instrumen observasi kelas untuk melihat bagaimana guru mengajar reading comprehension. Partisipan penelitian ini adalah 59 guru Bahasa Inggris di Madrasah Tsanawiyah di propinsi DKI Jakarta dan Banten. Temuan penelitian ini menunjukkan bahwa di antara delapan aspek kualitas mengajar yang dalam the Dynamic Model, kebanyakan guru jarang sekali mempraktikkan orientation, structuring, modeling, dan CLE. Selain itu, mereka tidak banyak memberikan application dan waktu yang ada banyak terpakai untuk membaca teks dan menerjemahkannya. Meski demikian, guru-guru tersebut mulai menggunakan berbagai pertanyaan untuk memandu proses pembelajaran dan melakukan asesmen. Hanya saja, pertanyaan yang diajukan masih terbatas pada pertanyaan product yang tidak menumbuhkan daya kritis, dan metode assessmen yang dilakukan terbatas pada memberikan pertanyaan kepada siswa.

Kata Kunci: efektifitas guru; kualitas pengajaran; peningkatan pengajaran; pengembangan profesional guru

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Introduction

Improving teachers' teaching quality has been widely considered to be the most influential factor in improving education as measured by student outcome (Creemers, 1994; Darling-Hammond, 1997; Fullan, 2001; Harris, 2002; Harris & Muijs, 2005; Marzano, 2007; OECD, 1995; Pilot, 2007; Van der Werf et al., 2000). Although the effects of teacher and classroom factors have been found to be relatively smaller compared to students' family and individual background, these factors play an important position in curricular tracks and further development (Doolaard, 1999). Moreover, previous research has established the bigger roles of teacher factors compared to higher level factors such as school and policies at the regional and national levels (Luyten & Snijders, 1996).

The question is what and how to improve. This paper was intended to address these two issues by firstly describing the teaching quality of (English) teachers and then providing reflection and recommendation on how to improve teaching quality. In conceptualizing teaching quality, Educational Effectiveness Research (EER) especially teacher effectiveness studies were used as a reference. In these studies, an extensive number of factors that are related to student outcome have been investigated, and therefore the findings could be used as a reference to decide what factors should be improved. In this paper, the theory developed by Creemers and Kyriakides (2008), referred to as the Dynamic Model of Educational Effectiveness, was used.

The model consists of four levels namely context/national policy, school, teacher/classroom, and student levels. The teacher or the classroom level is emphasized. This level summarizes teacher instructions that have been found by previous teacher effectiveness studies to have positive effects on

student outcome. Eight factors are included at the teacher level of this model, which are orientation, structuring, modeling, application, questioning, creating classroom as a learning environment (CLE), time management, and assessment. These eight factors could be considered as the principles of effective or quality teaching and therefore were used as the framework in conceptualizing teaching quality in this paper.

Referring to this teacher or classroom level of the dynamic model, this paper specifically answered two research questions: 1) how was teaching quality of English teacher in teaching reading comprehension according to the classroom factors of the dynamic model? 2) how did English teachers teach reading comprehension in their classrooms?.

Theoretical Framework

This paper concerns teaching quality, which definition will be firstly clarified. In some literature, teaching quality is referred to as effective teaching. With respect to effective teaching, there are many criteria (Perrot, 1982; Needels & Gage, 1991), variables (Harris, 1998; Muijs 2006), and perspectives (Antoniou, 2009; Borich, 1996; Money, 1992), which make it difficult to define effective teaching. In this paper, the perspectives used to measure teaching quality were considered because they include not only the way to measure but also the criteria and variables of teaching quality. As far as the literature is concerned, there are at least three perspectives, namely teacher and student perception, classroom observation, and "process-product" paradigm. The latest perspective deals with teacher behaviors in the classroom that are related to student outcome, and therefore is preferred in this paper.

Muijs and Reynolds (2011) present a review of empirical evidence gathered in teacher

effectiveness studies conducted during the 1970s, 1980s, and 1990s. They found that almost 60 different teacher behaviors are associated with student outcome, which indicate that quality teaching or effective teaching is determined by a large number of small items rather than by a small number of large components. Furthermore, Creemers (1994) developed a model of effective classroom, which sums up different factors of instruction into three factors, namely curriculum, grouping procedure, and teacher behavior. Several studies have examined the validity of this model (e.g. De Jong, Westerhof, & Kruiter, 2004; Kyriakides, 2005; Kyriakides, Campbell, & Gagatsis, 2000) and has been considered as one of the most influential theoretical constructs in the field (Teddlie & Reynolds, 2000). Moreover, the model has been further developed into a dynamic model of educational effectiveness (Creemers & Kyriakides, 2008).

As can be seen in figure 1, this dynamic model has four levels: context/national policy, school, teacher/classroom, and student. Similar to other effectiveness models, its structure is multileveled. The teacher/classroom level is emphasized in this model, while the context and

school levels are expected to provide the conditions necessary for maximizing its effectiveness. As seen in figure 1, the classroom level of the dynamic model consists of eight factors. They are 1) orientation, 2) structuring, 3) modeling, 4) application, 5) questioning, 6) assessment, 7) management of time, and 8) building classroom as a learning environment (CLE).

Orientation is the provision of objectives, which is expected to help students understand the importance of their learning activities. Structuring concerns teacher explanation on series of activities of the lesson. With respect to questioning, research has found out that effective teachers raise numerous questions and engage students in class discussion (Muijs & Reynolds, 2000). Question difficulties vary with context and teachers should include both **product** and **process** questions. For the case of reading comprehension, product questions deal with questions, which answers are easily found in the text whereas process questions require students to go beyond the printed information in the texts. Next, teachers are expected to help students use strategies and/or develop their own strategies through modeling.

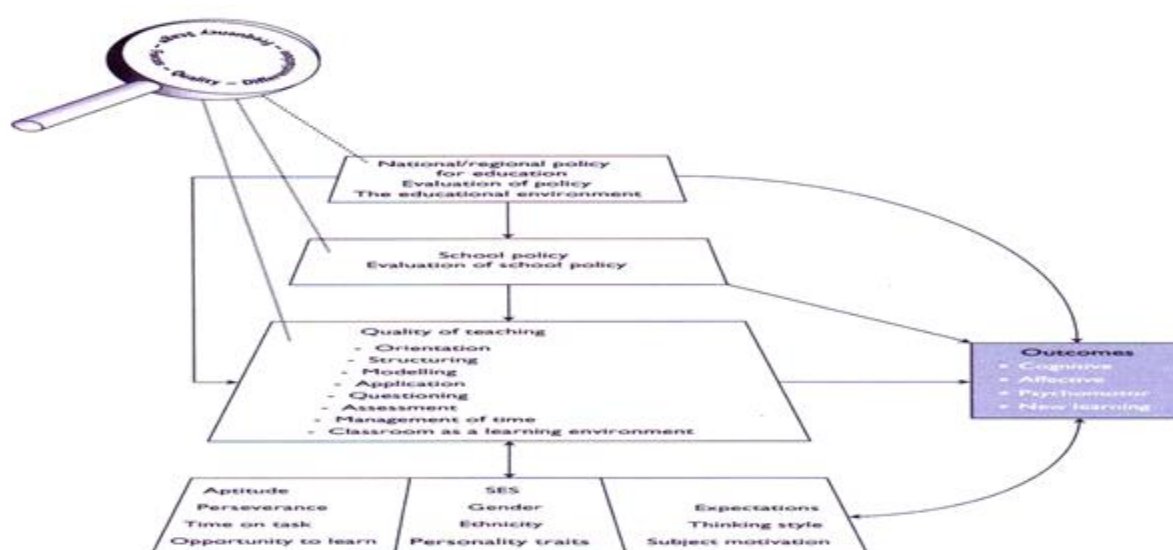


Figure 1 The Dynamic Model of Educational Effectiveness (Creemers & Kyriakides, 2008)

This activity should be completed with application, which is the provision of immediate exercise of topics taught during the lesson. Furthermore, teachers should identify their students' learning need through assessment, which should also enable them to improve their teaching. The seventh is CLE, which includes 1) teacher-student interaction, 2) student-student interaction, 3) students' treatment by teachers, 4) competition among students, and 5) classroom disorder. Finally, management of time is important to maximize students' engagement and make sure that they are on tasks throughout the lesson.

The above factors have been previously found by teacher effectiveness studies to have positive impact on student outcome. Concerning orientation and structuring for instance, several studies have shown that clear and explicit explanation of the learning goals makes learning relevant and meaningful, which increases students' motivation (e.g. Althoff, *et al.*, 2007; De Corte, 2000; Paris & Paris, 2001; Padak, 2002). In addition, when these goals are listed in a hierarchical order, Creemers (1994) concluded that it would contribute to effectiveness. Furthermore, effective teachers were found to provide sufficient practice, while they monitor the students' work and provide appropriate feedback (Bohn, Roerig, & Pressley, 2004). Creemers and Kyriakides (2008) have labeled this practice as application activities, aim at both offering students the opportunity to instantly exercise the lesson material and providing both individual students and groups with the proper feedback. With regards to feedback, it was found that effective teachers encourage especially low-SES and low-achieving students more frequently in terms of student effort (Kyriakides & Creemers, 2006).

Figure 1 also shows that there are five dimensions to measure each factor, i.e. frequency, focus, stage, quality, and

differentiation. Frequency refers to the quantity of each of the above classroom factors. Focus deals with the specificity of the activity; whether an activity is too specific or too general in relation with the goals of the activity. Stage concerns the period at which an activity takes place and quality questions whether an activity is clear and understandable for students. Finally differentiation refers to the extent to which activities associated with the above classroom factors are implemented in the same way for all groups of students. It is expected that teachers adapt specific needs of students and provide differentiated instruction according to individual student learning needs.

Previous studies especially in Cyprus have been conducted to test the validity of the dynamic model. A longitudinal study conducted in 2004 in this country supported the validity of the model at both the classroom and the school levels (Antoniou, 2009). Furthermore, Antoniou (*ibid*) did an experimental study, in which a classroom-intervention based on this model showed an increase in teaching quality and student performance. Thus, referring to its classroom level, this model has a strong theoretical background because it is based on previous studies and strong empirical evidence because it is proved to improve both teaching quality and student outcome. In summary, when teachers apply the classroom factors of the dynamic model, their teaching quality will improve, which at the end will positively influence their student outcome. Therefore, using the classroom factors of the dynamic model to understand teachers' teaching quality will be useful in providing basis to decide the focus of teaching quality improvement.

Table 1. The mean score of teacher in teaching quality and in the scale

Scale	% of teachers according to the score band		Mean score of all teachers
	Band 1 - 2	Band > 2	
Orientation	78	22	1.66
Structuring	70	30	1.79
Modeling	66	44	1.78
Application	88	12	1.55
Questioning	25	75	2.22
Assessment	70	30	2.09
CLE	75	25	1.87
Teaching Quality (mean score of all scales)	66	34	1.85

Method

Participant and Focus of the Study

The study was conducted in Madrasah Tsanawiyah in the provinces of Jakarta and Banten with the focus on English (reading comprehension). 59 teachers from 57 schools voluntarily participated in the study. They represented 3 areas in DKI Jakarta (South, West, and East Jakarta) and 3 areas in Banten (Kabupaten Tangerang, Kota Tangerang, and Serang).

Instrument

Classroom observation was used as a method in collecting the data of teaching quality. The instrument was a modification from the classroom observation instrument used in the studies conducted in Cyprus (Creemes & Kyriakides, 2008). It consisted of 52 items to indicate the frequency of the classroom activities provided on a *not at all* (1) - *a great deal* (5) Likert scale. The items represented the eight classroom factors of the dynamic model except that time management and CLE was combined. Therefore seven factors were included in this study. A pilot study was previously conducted but reliability analysis could not be performed due to the small number ($N = < 10$) of teachers involved. The pilot study was intended to adjust

the instrument to the Indonesian context and the specific subject focused in this study. In this study, both factor and reliability analyses were performed. The Confirmatory Factor Analysis (CFA) and the Explanatory Factor Analysis (EFA) did not show that the factors in the classroom level of the dynamic model fit the data. Instead, the analysis suggested that one scale should be used, which was named 'teaching quality'. The reliability of this one scale was very good ($\alpha = .91$).

Data Collection and Analysis

The classroom observation was conducted by a team of independent observers (5 members), who were previously trained in using the instruments. They had a good inter-rater reliability (generalized Kappa = .72). The data was then analyzed descriptively in terms of teaching quality as one factor (representing all items) and the aforementioned seven factors. The frequency, percentage and mean score of teachers in teaching quality and its factors were analyzed, presented, and discussed.

FINDINGS AND DISCUSSION

This section is intended to answer the two research questions raised in this paper. With respect to the first question, i.e. the teaching quality of English teacher in teaching reading

comprehension according to the classroom factors of the dynamic model, the mean score of all items in all factors, as shown in table 1 indicates that in general teachers scored low. In total, the mean score of teaching quality of all teachers was 1.85 out of 5 scale. From this table, we also know that 66% of teachers in average scored below 2 and only 34% scored above 2. In a separate analysis, another descriptive analysis was performed to understand the minimum and the maximum score, from which we know that the minimum mean score was 1 whereas the maximum was 2.52.

This finding therefore reveals that teaching quality of English teachers in teaching reading comprehension in the provinces of both DKI Jakarta and Banten was still low. This means that teachers did not yet practice the principles of effective teaching as described in the classroom factors of the dynamic model. Different scores in different factors could indicate different levels of difficulty in teaching skills. Table 1 shows that many teachers (more than 60%) scored below 2 in average in all factors except questioning. Questioning and assessment might be part of daily routine of teachers and therefore might be easier teaching skills. Other factors such as orientation, structuring, modeling, application, and CLE could be considered as more difficult teaching skills as teachers scored low in all these factors.

These findings are not surprising given the fact that previous studies show similar results. The findings of a study conducted by Kaluge, Setiasih, and Tjahjono (2004) suggest that teachers were not able to establish an active, joyful and effective learning environment. Similarly, Utomo (2005) describes that Indonesian classrooms are dominated by a didactic environment, in which teachers are the centre. In addition, Utomo also recognizes that teachers normally cover only one topic in a meeting and do not yet link the lesson with

students' daily life. Sadly, more recent studies reveal the same finding. In line with the certification program, Soeharto (2012) finds out that the national average score of teachers teaching in various levels of schooling was approximately 40 – 60 (out of 100) in the teacher competence test launched by the government. Similarly, a larger study sponsored by the World Bank reveal that although certification program has attracted better candidates to enrol in teacher training institute, it has not yet improved existing teachers' teaching quality (Ree, Al-Samarrai, & S. Iskandar, 2012).

Nevertheless, it is interesting to further understand how teachers taught reading comprehension in their classrooms so that more specific recommendation concerning what teachers should do in their classroom to improve their teaching quality could be provided. This, at the same time, answers the second question raised in this paper. The classroom factors of the dynamic model was used as a reference in presenting the findings. However, as previously explained, time management and the creation of classroom as a learning environment (CLE) were combined with a focus on maximizing student opportunity to learn. The following explains the findings of the second question based on the classroom factors of the dynamic model.

Orientation

This factor deals with teachers' attempts to provide introductory activities to explain the importance of the lesson by connecting the lesson with students' daily life. In other words, orientation is aimed at explaining the objectives of the lesson. This activity is eventually expected to increase student motivation to learn by knowing the reasons why they study particular topics and/or skills. As presented in table 1, the mean score of orientation of all teachers was only 1.66, which meant that teachers did not practice

orientation. Most teachers spent their introductory activities to simply greet and call for students' attendance. They did not explicitly explain the aims of the lesson nor asked their students to discover the purposes of the lesson. In addition, the teacher did not either raise questions to connect the lesson with students' daily life. This finding, to some extent, could address the complaint of many teachers that their students are not motivated and interested in the lesson. When teachers could not facilitate students understand the importance of the lesson, it is very likely that students' motivation to learn does not appear as expected. It is therefore very important for teachers to provide orientation activities by linking the topic to students' daily life so that students learn certain topics not only because the teachers ask them to do so but also because they understand the importance of the topics for their lives. For the case of reading comprehension, one of the topics covered during the observation of this study was transportation. For orientation activities, teachers could explain some reasons why discussing transportation is important. Instead of explaining, teachers could also raise some questions that lead students to conclude that discussing transportation is an important issue for their daily life.

Structuring

Structuring concerns teachers' attempts to explain series of activities students are going to do to achieve the intended goals. Similar to orientation, the mean score of this factor is less than 2, which indicated that teacher did not really provide structuring activities for their students. Most teachers simply asked their students to open their books on certain page and briefly mentioned the topic. The series of activities that were going to be conducted during the lesson were not explained and consequently students did not really know the activities they were going to do during the lesson. It was quite

often to see students who did not have clear ideas about what to do. In addition, many teachers did not connect the lesson with previous studies. Yet, few of them managed to give clear signals when they moved to different activities. Moreover, these teachers were also quite successful to arrange the lesson from easier to more complex activities. However, the main points addressed during the lesson were not emphasized at the end of the lesson. It is possible that teachers assumed that these activities were not important. Although this structuring activity seemed to be easy, the findings of this study revealed that it is one of the difficult teaching skills. Teachers need to clearly explain not only the topic of the lesson but also the series of activities that students are going to do to obtain the intended goals. In the case of reading comprehension, teachers could explain that in the first part, together with the teachers students would create a mind map of some key terms mentioned in the text, which will be followed by reading the text and answering the questions. Teachers also need to emphasize the main points of the lesson in order to make sure that students do understand the lesson.

Modeling

Nearly one third (28%) of teachers spent some time to explain the content of the lesson. Yet, more than 50% presented only very briefly the concept or the strategies for their students to accomplish their tasks. Neither did teachers challenge students to explain or demonstrate the strategies of learning they might know. In the case of reading comprehension, the learning activities was started by reading aloud followed by translating the text. Teachers often asked their students to read the whole text by repeating what he/she previously read and asked them to translate the text. The next activity was to answer provided questions in the text, which answers were easily found in the text and consequently did not promote critical thinking. This activity

took quite some time whereas the discussion lasted only for few minutes because much time was spent for translating the text. Teachers believed that when students understood the vocabularies used in the text, they could answer the questions correctly. It is true that reading comprehension relies on understanding most vocabularies in the text. Yet, translation should not be the only way for students to understand the vocabularies used in the text. It took a lot of time and some students could be bored with the activity. Teachers could use mind mapping to identify the main vocabularies in the text, which at the same time is expected to facilitate students to know important vocabularies in the text.

Application

Application is the provision of immediate exercises intended to facilitate students achieve the goals of the lesson. The mean of all items in this factor was the lowest (1.55), which indicated that teacher did not provide enough and relevant application tasks to their students. For reading comprehension class, this could happen because teachers spent very long time on reading aloud and translating the text. As a consequence, within 40 minutes of the classroom observation, there was not much application tasks provided for students. The question and answer session took less than 20% of the whole time because much more time was spent for reading aloud and translating the text. During the translation period, it was also obvious that not all students did the tasks, especially because not every student had the vocabulary. Consequently, many students were not on tasks during the lesson. In addition, to reach the specified competencies, teachers normally ask students to answer the questions provided in the books. Unfortunately, not all books are good. Priyanto (2009), for instance, concludes that generally no clear explanations are given of the use of language as a social process with a social purpose. Instead, textbooks tend to focus particularly on form,

without explicating why and for which purposes learners should study particular aspects.

In addition, teachers did not pay attention to different ability of students in reading the text. Effective teachers are expected to be able to address different groups of students by providing different difficulty levels of texts for different groups of students. In line with this finding, 26% of teachers provided application activities according to their plans, which then could explain the low expectancy of the teachers to their students due to their limited amount of application activities. In short, the translation activities and the use of only exercises provided in the textbooks were likely to cause the absence of sufficient modeling and application activities.

Questioning

With regards to questioning, effective teachers prepare both process and product questions and provide relevant feedback. In this study, the mean score of this factor was the highest (2.22) indicating that teachers have started to use questioning to lead their classroom activities. However, the questions were limited to product questions, which for the case of reading comprehension, deal with text-based questions. In this type of question, the answers could be easily found in the text. Process questions, which concern high order thinking skills such as how students could find the answers, were not raised. Further issues in questioning included teacher reactions towards student answers. The data showed that around 50% teachers translated the questions into Bahasa Indonesia when students could not answer, which was rather in contrast with the theory of teaching reading comprehension. In addition, they also tended to raise the question to other students or to move to other questions or answered the questions themselves. Useful hints were not really provided as more than 50% provided only little clues or hints. Luckily,

almost 50% were successful to pose clear questions for his students. In this case, teachers need to balance both product and process question as well as provide constructive feedback.

Assessments

Assessment deals with teachers' attempt to identify their students' learning need, which then should enable them to improve their teaching. The above table 1 shows that assessment was the second factor, in which teachers scored above 2. This finding means that teachers have practiced assessment to check whether students have understood the lesson. However, the assessment method used was mostly limited to questioning. Other methods such as retelling or summarizing were rarely practiced by teachers. In addition, because activity was dominated by reading aloud and translation of the text, there was little space to explore the content and consequently, tasks to examine what students have understood from the day lesson did not really vary. Therefore, teachers have to learn various ways of assessing their students and carefully plan the activities.

Building Classroom as A Learning Environment (CLE) and Time Management

CLE is intended to maximize students' opportunities to learn through several activities such as the establishment of cooperation, competition, and interaction in the classroom. In this study, using mostly whole class instruction, quite a lot of teachers gave students' opportunities to participate in the lesson. Most teachers raised some questions in the lesson to encourage students' engagement during the lesson. Yet, not many students were on tasks during the lesson. This was likely due to the length of time devoted for translating the text and little time for answering the exercises. Moreover, during the translation period, some students did their work but some other students

were talking to their friends. At the same time, this meant that teachers were not successful to manage their time well in order to maximize students' learning. Some teachers also came to the class late and spent too long time to greet and call for students' attendance. There was also no explicit encouragement from teachers for the students to cooperate and compete to each other. Consequently, interaction between students and students did not really take place. Only few teachers asked their students to work in group, which could enable the establishment of cooperation and interaction among students.

Conclusion

This study has measured English teachers' teaching quality in teaching reading comprehension according to the classroom factors of the dynamic model. The findings showed that teaching quality of teachers in the two provinces of DKI Jakarta and Banten was low. In other words, teachers did not yet use the principles of effective teaching in their classroom activities. Out of eight classroom factors of the dynamic model, only in two factors i.e. questioning and assessment teachers scored above 2 (out of 5 scales). This finding, however, is not surprising given the fact that previous studies (e.g. Kaluge, Setiasih, and Tjahjono, 2004; Ree, Al-Samarrai, & S. Iskandar, 2012; Soeharto, 2012; Utomo, 2015) also show the low quality of teachers in Indonesia not only in terms of their teaching skills but also in their subject matter knowledge.

Nevertheless, the findings of this study could provide specific information on what aspects teachers should improve in order to enhance their teaching skills, which will influence their students' learning outcome. Referring to the classroom factors of the dynamic model, the findings of this study imply that improvement of teaching quality in all aspects is necessary. Although this study focused

on English reading comprehension, it does not mean that the suggestions offered in this section could not be used for other subjects.

Concerning orientation, teachers need to connect the lesson to students' daily life and explicitly explain the connection in order to help students to be aware of the importance of the lesson. Then teachers need to explain the activities that students are going to do during the lesson so that they can monitor their activities. Teachers also have to arrange the activities in such a way to make the lesson proceeds from easy to more difficult ones. It is also useful for teachers to signal and review the aims when moving to the next activity.

In terms of modeling, teachers need to broaden their knowledge on different learning strategies to reach the stated competencies in the standards and to promote students' self-regulated learning. The use of translation as a strategy for students to be able to answer questions could be due to the assumption of teachers that students should know the meaning of all vocabularies. It is true that students should know the vocabularies in order to understand a text. However, teachers should find diverse strategies to help their students understand the words other than looking at dictionaries, which normally takes a long time and is quite boring. Teachers could instead find key words in the text and relate those words to students' lives. It will be easier and useful when teachers can visualize or bring real objects representing both key words and students' lives. In principle, at the modeling stage, effective teachers provide learning strategies or encourage students to develop their own strategies to reach the competencies that teachers should explain in the beginning of the lesson.

Next, in order to fully understand the strategies and to reach the objectives of the lesson, immediate exercises or application activities should be designed to allow students to

have sufficient opportunities to learn. Responding to different ability of students, teachers can provide easier texts to student with low ability and more difficult texts to student with higher ability. In this way, it is expected that students with higher ability will not easily get bored when dealing with easy texts and the low ability students will not have much difficulties when dealing with difficult texts.

Concerning questioning, although teachers were found to have raised questions to lead the discussion in the classroom, the questions were limited to product questions. In addition to the tendency to be textbook-oriented, this was possible because critical thinking has not been generally promoted in Indonesian education and therefore teachers themselves were not familiar with high order thinking skills. Another possible reason was the lack of teacher understanding on the current competencies as stated in the standards that should be taught in reading comprehension, which also include high order thinking skills. Teachers are expected to develop and vary questions in accordance with both types (process and product) and difficulty levels of questions. The same case happens in assessment, in which questioning was the primary technique used. Effective teachers use various techniques to gather the data on student understanding on the lesson such as portfolio, extended written work, summary and so on.

Furthermore, teachers are expected to manage the classroom in such away to make sure that all students are on tasks throughout the lesson. Moreover, the findings in this study reported that only little time was spent for real student learning and that not all students were on tasks. Student grouping or cooperative learning may be useful. Teachers can group their students based on certain criteria such as student ability and provide each group with different difficulty level of texts. However, it should be noted that although different difficulty levels of

texts are used, teacher should bear in mind the all student should be facilitated to reach the same minimum targets stated in the standards by raising for instance the same patterns of comprehension questions or tasks.

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