

**A SURVEY ON THE TECHNIQUES OF TEACHING READING
APPLIED BY ENGLISH TEACHER AT SMPN 18 MATARAM IN
ACADEMIC YEAR 2016/2017**



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RATIFICATION

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**A SURVEY ON THE TECHNIQUES OF TEACHING READING APPLIED
BY ENGLISH TEACHER AT SMPN 18 MATARAM**

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ABSTRACT

This thesis entitled “ A survey on the techniques of teaching reading applied by English teachers at SMPN 18 Mataram”. The study was aimed to find out the techniques applied by English teachers in teaching reading. The subject of this study was English teachers of SMPN 18 Mataram. The data had been collected through classroom observation and interview. The study was analyzed by descriptive qualitative method. The result of this study showed that the teachers used three phase technique and teaching learning cycle in teaching reading. The result also showed that the teachers were lack of techniques. However, they had been trying to apply the techniques as well as possible but many problems were faced in applying the techniques appropriately. Thus, it was difficult for them to achieve the literacy level of junior high school. Based on the result of this study, it is recommended for the teachers improve the way they applied the techniques in order to create an effective and efficient reading activity to facilitate students in reading.

Key Words : Teaching , Techniques, Reading.

**SURVEI TENTANG TEKNIK PEMBACAAN PENGAJARAN YANG
DITERAPKAN OLEH GURU BAHASA INGGRIS DI SMPN 18 MATARAM**

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ABSTRAK

Tesis ini berjudul "Sebuah survei teknik pengajaran bacaan yang diterapkan oleh guru bahasa Inggris di SMPN 18 Mataram". Penelitian ini bertujuan untuk mengetahui teknik yang diterapkan oleh guru bahasa Inggris dalam pengajaran membaca. Subjek penelitian ini adalah guru bahasa Inggris SMPN 18 Mataram. Data dikumpulkan melalui observasi kelas dan wawancara. Penelitian ini dianalisis dengan metode deskriptif kualitatif. Hasil penelitian ini menunjukkan bahwa guru menggunakan teknik tiga fasa dan siklus belajar mengajar dalam pengajaran membaca. Hasilnya juga menunjukkan bahwa para guru kurang teknik. Namun, mereka telah mencoba menerapkan teknik sebaik mungkin namun banyak masalah dihadapi dalam menerapkan teknik secara tepat. Dengan demikian, sulit bagi mereka untuk mencapai tingkat melek huruf di sekolah menengah pertama. Berdasarkan hasil penelitian ini, disarankan agar guru memperbaiki cara mereka menerapkan teknik dalam rangka menciptakan aktivitas membaca yang efektif dan efisien untuk memudahkan siswa dalam membaca.

Kata kunci : Mengajar, Teknik, Membaca

1. INTRODUCTION

There are many kinds of languages existing in this world and they exist in order to differentiate the culture, custom, people, country, region and ethnic group. Thus, people would be able to know each other where person is coming from. In Indonesia, English is used in academic as a medium of communication. English is recognized as a foreign language and it is one of a main subject taught in school. In English, reading is not only to read the text but also to understand the content of the text. The main goal of reading is to understand the ideas of the text; however vocabulary and grammar are also important in English. Reading will mean dealing with language message in written or printed form.

Despite its advantages, there are some general problems found in a reading focused-lesson. First, reading is essentially solitary activity. Actually, reading only involves reader and text. This means reader can read in someplace and time solitary and not always in a classroom together with their fellow students. Second, reading is perceived as a boring activity as reading is an exercise dominated by the eyes and the brain (Harmer in Mahdalena, 2007: 8). Thus reading is more suitable for analytic or visual learners, while it is considered as a boring activity by kinesthetic learners. Last, language encountered in reading is often unfamiliar to learners. This makes it difficult for students to understand the text. Those problems may lead to low students' reading achievement

In spite of resolving students' problem, the role of teachers in using varied techniques in teaching reading is also needed in order to achieve the expectation of curriculum in Indonesia. Depdiknas (2003) proposed the level of literacy in curriculum. Level in curriculum for junior high school is functional level in the students are expected to be able in read and fill a form of something. Thus, they can access knowledge and information by using their language.

There are some problems of students at SMPN 18 Mataram while learning English, the first is students bored when learn English because the technique of teacher is to traditional when they teach the students. The second problem is the teacher doesn't use the modern technique to teach the students in order to make students understand with the lesson. That's why the researcher conducted this research in order to know what technique of the teacher when the teachers teach the students and why the teacher use that technique.

In addition, the role of the teachers in using varied techniques in teaching reading is also needed by the students, because it can not only encourage to work together in a well structured procedure, but also maximize their involvement and responsibility with different roles and of course with different tasks. The researcher will attracted to analyze the techniques used by teacher in reading class, especially how the try to achieve the expectation of curriculum in Indonesia. In accordance with phenomenon, the researches is

interested in conducting research on teacher's techniques in teaching reading at junior high school in SMPN 18 Mataram.

II. REVIEW OF RELATED LITERATURE

1. Technique of Teaching Reading

There are some technique in teaching reading :

➤ **Three phase technique**

Three phase technique can be used to change the technique before which is lecturing and structure texts. Setianingsih (2013) says that Three phase technique namely pre-reading, while- reading, and post- reading:

a. Pre-reading

“ Pre-reading “ (warm-up, into, before reading) activities introduce students to a particular text, selicit or provide appropriate background knowladge

b. While-reading

“ While-reading “ (during, through reading) exercise help students develop reading strategies, improve their control of the foreign language, and decode problematic text passages

c. Post-reading

“ post-reading” (follow up) in this stage, exercise is very needed to check the students' comprehension and than led the student to a deeper analysis of the text

➤ **Skimming and Scanning**

Skimming and scanning are two specific speed-reading techniques, which enable us to cover a vast amount of material very rapidly. These techniques are similar in process but different in purpose.

➤ **Jigsaw Reading**

The jigsaw process encourages listening, engagement, and empathy by giving each member the group an essential part to play in academic activity. Group members must work together as a team to accomplish a common goal ; each person depend on all the others. No student can succeed completely unless everyone works well together as a team.

➤ **The use of SQ4R in teaching reading**

Using SQ4R technique in teaching reading can help the students make easy to understand what the text means. Khotimah (2011) states that SQ4R is reading technique that will strangthen your ability to remember what you read.

➤ **Teaching learning cycle (TLC)**

Teaching learning cycle is one of techniques in teaching reading comprehension which consist of four stages:

1. Building knowledge of field (BKOF)
2. Modeling of text (MOT)
3. Joint construction of text (JCT)
4. Independent construction of text (ICT)

III. RESEARCH METHOD

This study was a qualitative research, using the small scale research survey. According to Effendi and Tukiran(2012) research survey is a research that takes a sample of the population and using questionnaires as the main data collection tool.As a qualitative research, this research was give explanation about findings which is not obtained through statistical procedures or form of matter.

The populations of this study was three English teacher who teachers gradeseven, eight, and nineat SMPN 18 Mataram in academic year 2016/2017. This number of the population was all taken as the samples. According to Arikunto (1998) if the population is less than one hundred it is better to take all population as a subject of the research. The samples of this study are all English teachers of SMPN 18 Mataram in academic year 2016/2017 all of them were interviewed.

In this research, there were two techniques used to collect the data namely observation, interview.

1. Observation was used to get data about the techniques applied by the English teachers in teaching reading. It was done by coming into the class together with the teachers. This research was observed the teachers' activity in the classroom about the techniques they apply. They was contrasted based on three stage when they teach reading skill or comprehension.

2. Interview was done to three English teachers who teach English at the grade seven, eight, and nine year. It consists of some questions about the teachers' activities in the classroom about the techniques in teaching English reading and the reasons why they use such techniques.

The data of this study based on the following procedures with two main steps:

1. Identifying techniques that are used by the English teachers of junior high school in SMPN 18 Mataram.
2. Explaining the techniques in very detailed descriptions applied by English teachers of junior high school at SMPN 18 Mataram.

IV. DATA FINDING AND DISCUSSION

The data gathered from three teachers at SMPN 18 Mataram are analyzed using descriptive qualitative method.

1. The result from observation

Based on the observation, researcher found that there are two kinds of teaching reading technique that were commonly used in teaching reading by English teacher in SMPN 18 Mataram, most of the teachers commonly used Three Phase Technique (TPT) and Teaching Learning Cycle (TLC) in teaching reading.

Three phase technique (TPT) and teaching learning cycle (TLC) were applied by English teachers in different ways. They were contrasted based on

the three stages (opening activity, main activity, and closing activity) as we can see from the following table below ;

1.1 Table Classroom observation

Activities	Three phase Technique	Teaching Learning Cycle
Opening Activity	<ul style="list-style-type: none"> *Introducing the topic of the text *Giving guiding question *Asking students to find the difficult words of the text *presenting new vocab. Or difficult words *Finding the meaning of the difficult words on the dictionary 	<ul style="list-style-type: none"> *Introducing the topic of the text *Building knowledge of field by talking about some issues related the text *explains the function and generic structure of the text *presenting new vocab. Or difficult words. *Find the meaning of the difficult words on the dictionary
Main Activity	<ul style="list-style-type: none"> *asks student to skim the text *asks students to scan the text *asks students read the text loudly *asks students to read the text in detail *asks students to answer the questions followed the text 	<ul style="list-style-type: none"> *Modeling the text (MOT) teacher select the text *asks students to read the text loudly *joint construction of the text (teacher and students do the text together) *asks students to answer the question followed the text

Closing Activity	*asks students to respond the text *asks students to express the idea by writing or speaking	*independent construction of text *try to make a new text
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Based on the table above, the teachers' classroom activity in teaching reading during fifteen times research was conducted.

1.2 The result from interview

The data resulted from interview supported the result of the Observations, most of the teacher know all of the techniques in teaching reading, but the teachers only used two technique in teaching reading like: Three Phase Technique (TPT), and Teaching Learning Cycle (TLC).

Based on result from the interview, the researcher found the reasons why the teachers applied the techniques in teaching reading were described as follows:

1. The reason of Mrs. Sc, S.Pd English teacher who teach grade seven used three phase techniques (TPT) is because by using this technique the students are able to tell contents of text at the end of the lesson, or can draw a conclusion from the material being taught.
2. The reason Mr. Mk , S.Pd English teacher who teaches in grade eight used three phase techniques (TPT)becauseby using these techniques the teacher can teach

with structure, simple, contextual and Appropriately to the classroom. They were contrasted based on three stages (pre -Reading, while- reading, post-reading).

3. The reason Mr. Jp, S.pd English teacher who teaches in grade nine used teaching learning cycle (TLC) and three phase technique (TPT) because by using this technique is suitable for students of SMPN 18 Mataram. According to researchers the area, is including rural areas. Students in this school are lack of vocabulary and pronunciation. So students at SMPN 18 Mataram quite difficult to understand and comprehend English. The purpose of TLC and TPT technique greatly help students in learning English performance especially in learning reading.

Discussion.

Based on the data finding through classroom observations and interviews, the teachers had some consideration on applying the technique in the classroom. Most of the teachers used Bahasa Indonesia more than English in teaching English, especially reading in order to make students easier to understanding the teachers' explanation. Actually, the teachers had to use more English in order to make students get accustomed to listen the English words. Moreover, they would learn and know how to produce some English words.

Thus, the analyses of the techniques applied by teachers in teaching reading were described as follows:

A. Opening Activity

Teachers who applied three phase technique mainly designed pre reading activity as the opening activity in order to arise students' interest in reading the text. In pre reading, the teachers commonly introduced the topic of the text and gave some guiding questions before students read the text. The teachers argued that it was important to make students have descriptions and predictions about the text that they are going to read. For example: "today we are going to read the procedure text, this text talks about how to make a pencil box.

The teachers also prepared some guiding questions in both English and Bahasa Indonesia in which the answers could be found in the text. For example: "Do you know how to make a pencil box? Andapakah kamu tahu bagaimana cara membuat sebuah kotak pensil? The teachers help students to answer the question by explaining the content of the text, that was also important to guide students towards the main point of the text and very helpful to build students' reason to read and make them want to read the text because there was something that they wanted to find out from the text.

On the other side, the teachers who applied teaching learning cycle filled the opening activity by some stages of the techniques such as: building students' knowledge of field, introducing the topic of the text, explaining the type, function, and the generic structure of the text, and also presenting some new vocabulary. Thus, the teachers built students' knowledge by talking about some issues related to the text that they were going to read. That was aimed to

activate students' background knowledge which would help the students to understand the text.

Moreover, the teacher did text deconstruction by explaining about the type, function, and generic structure of the text. For example: "procedure text consists of three generic structure, they are: goal, materials, and steps". It was intended to familiarize the students about the characteristics of the text and also help them to make their own text in the next stage, (Independent construction of text). The teachers claimed that if the students find the meaning of the difficult words by themselves they will remember the meaning of the words.

B. Main Activity.

In this activity, the teachers who applied three phase technique and teaching learning cycle generally asked students to read the text loudly and answer questions that followed the text (i.e. guiding questions on the text).

The teacher who applied three phase technique usually began the lesson by asking students to skim the text first and continued to read the text in detail whether loudly or silently, the teachers argued that skimming is very important to give students comprehend the text, but in fact, skimming is difficult to apply related to the students level at SMPN 18 Mataram.

Teachers also argued that reading aloud was very helpful in order to check students' ability in pronouncing the words on the text and they thought that reading aloud could build students' confidence to read. The teachers who

applied teaching learning cycle also asked students to read the text loudly, rearrange jumbled paragraphs, and answer some questions afterwards.

The teachers asked some questions in order to elicit students' personal response, feelings or opinions that encouraged the students to imagine themselves were in a situation related to the text, for example ; 'what would you do if you were in that situation?' using question to elicit students' personal response. Most of students were involved in answering teachers' questions. They were enthusiastic because they talk about themselves that made students more interested in reading the text.

C. Closing Activity.

In this activity, the teachers who applied TPT usually asked the students to do writing or speaking as the post activity. Teachers asked the students to write similar type of a text as the reading text. The teachers also asked students to submit their writing or to read their work in front of the class, which was considered as the speaking activity.

Conversely, the teachers who applied TLC asked the students to do join construction of text in which the students and teacher create the new text together, and then continued to ask the students to do independent construction of text in which the students had to write their own text based on their knowledge from building knowledge of field and text deconstruction

The teachers in learning objectives should make students to be able to understand the information in the text and finally they could be able to create

a new text that is similar to the type of the text that had been read. Therefore, the teachers should apply various techniques which emphasize on facilitating students to understand the text.

V.CONCLUSION

Based on data collection and the data analysis obtained from the classroom observations and interview by using descriptive method in chapter four, it was found that techniques applied by English teachers of SMPN 18 Mataram in teaching reading, the researchers could take some conclusions as follows:

1. Based on interview and observation there two technique used by English teachers in SMPN 18 Mataram in teaching reading such as: three phase techniques (TPT) and Teaching Learning Cycle (TLC) .
2. Found reasons why the teachers applied the techniques in teaching reading
3. The teachers had tread to use two kinds of techniques in teaching reading and had facilitated students to comprehend the text. Meanwhile, there were some ways of the technique that need to be improved.

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