

**TEACHERS' TECHNIQUES IN TEACHING READING
COMPREHENSION AT SMAN 1 KOTA SUNGAI PENUH IN ACADEMIC
YEAR 2017/2018**

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ABSTRACT

The objective of this research is to know what the teachers' techniques in teaching reading comprehension. This research is a mix method where in collecting the data, the researcher used questionnaire which consisted of 15 questions and interview which consisted of 12 questions. The participants of this research were 5 English teachers at SMAN 1 Kota Sungai Penuh. The finding showed that the teachers' techniques in teaching reading comprehension based on the data of questionnaire and interview consisted of three techniques which is by using the brainstorming activities, using media, and making group discussion. Whereas for making connections, questioning, summarizing technique, close procedure and semantic mapping could not be found as the technique used. In addition, the brainstorming activities can make the students think easier and encourage the students to learn or follow the learning process, after that the media can facilitate the students to learn more actively and through making discussion group can make the students enjoy the learning process.

***Key words:* Technique, Teaching, and Reading Comprehension**

INTRODUCTION

Reading is one of skill from four skills in English (speaking, listening, writing). It is also an important skill because, through reading, people can know how successful they are (Clark & Rumbold, 2006). People, especially students who learn English will find reading most for example like reading the school's subject, etc. However, there are some functions of reading for students like to get information through written forms that can contribute their knowledge or give them pleasure and satisfaction. That is why reading is important for students.

Additionally, many students read the textbook if they want to expand their knowledge because a great number of knowledge is stored in written forms. However, it is not an easy thing for the students to do, if the reading text is not in familiar languages, such as foreign language, English. Students have to know some words in English and their meanings so that the students can know and understand what they are going to read, learn, and comprehend.

In addition, reading comprehension is not only read the text and know the meaning, but the students have to understand and get the point and information from the written text. Readers or students seem to need strategies to understand message intended by researcher. As it is known that reading will be more difficult if it is in a foreign language like English in Indonesia. Structure of English text is different from Indonesia text in its vocabulary, grammar, writing, styles, and spelling, which often cause difficulties in comprehension. That is why techniques are needed much here.

The difficulty to read comprehensively has been observed by the researcher when got teaching practice (PPL). Students seem to find difficulties with grammar or vocabulary. They find these difficulties in reading lesson when they have to read or comprehend a text. They often interpret or translate word by word of the text. Their teacher also states that the students often fail in English test in mid or semester examination, because they spend much time to translate it.

The teacher seems to apply the same techniques in teaching reading process. Besides that, the situation and media also have important roles in achieving maximum achievement in acquiring information from the text. They are needed to help the students to understand text better and make the reading interesting. So the students enjoy when they read the texts. Teachers can use simple media or tools such as picture, chart, diagram, and modern media like tape recorder, television, video and etc.

REVIEW OF RELATED LITERATURE

Definition of Teaching

Teaching is a familiar activity where almost everyone will know about it. Teaching is identical to school, students, and teachers. There are a lot of definitions about teaching based on someone's background knowledge and experience. Teaching can be defined as showing or helping people to learn or to do something, give instruction, guide the study of something, provide with knowledge, and cause to know understand. In addition, teaching is guiding and facilitating learning, enabling learner to learn, setting condition to learn your understanding of how the learner will determine your philosophy of

education, your teaching style, your approach, method and classroom technique (Gonzales, Brown, & Slate, 2008).

Teaching is a process of transferring knowledge and skill to the students in the sense that another also explained that teaching is an activity professional requiring skill a high degree and prospect for decision making (Hamalik as cited in Sitohang & Sembiring, 2014). Whereas teaching in virtually is a process, namely the process of arranging, organizing the environment around the portage, so as to cultivate and propel student perform the process of learning. Then, the next stage is the process provides guidance and assistance to the portage in conducting the process of learning (Sudjana, 1991 as cited in Huda, Kartanegara & Zakaria, 2015). Based on the definition previously, it can be concluded that teaching is process that complex not only function as convey information from the teacher to the students, especially when desirable result learns all the students.

Definition of Reading

Reading is one of the most important activities in education. Reading is not just for pleasure but also for information that has been researched, organized, and documented. Reading brings us new knowledge and new information, and it is also an activity with a purpose (Woolley, 2011). A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being red.

In teaching reading in the foreign language, the teacher must make sure that the learner or the student understands all concepts. The teacher has to give organized practice to help the learners assimilate both sound and structure directly through the link between language and behavior. Bell (2001) says that the main aim of good reading is not a word – for – word translation of the text but rather an understanding of the concepts presented without recourse to the native language.

Reading Comprehension

Reading cannot be separated from comprehension because reading requires comprehension of meanings which stated in the passage or text. Comprehension is the understanding of the meaning of the written and covers the conscious strategies that lead to understanding. The process of the reading deals

with language form, while comprehension, the end product, deals with language content. Reading is a process of communication from the writer to reader.

According to Liang & Dole (2006), there are several strategies for teaching reading comprehension as below.

a. Making connections

Readers make connections between books they read to their own lives. Children can make these connections with what they read to their lives. Teachers can help their students connect on a larger scale. They can connect things from books to real world happenings. By doing this, it enhances the students' understanding. Teachers can develop their instruction in around certain components that help readers find the connections and help them comprehend.

b. Questioning

Questions are the key to understanding. They take people especially students into understanding. Students need to feel that their questions are important. As teachers, it needs model by asking and answering questions. When students ask question they have a desire to learn for understanding. This leads to comprehension. There are several different ways a teacher can use questioning in their lessons. One is the teacher can share their own questions they may have when they are reading. By doing this, it shows that even adults have questions about what they read. Another strategy that may work for questioning is the use of a book of questions. When the students are reading and they have a question about something, the students can make a list of questions. When the class is discussing the reading, the class can help answer the students' questions. Teachers seem to focus on questions that quiz the students to see what they know about a topic. Teachers are starting to focus on a different type of question. This question is the question that they may not know the answer to.

c. Visualizing and inferring

Visualizing is creating pictures in our minds. When students visualize, the students create their 'own movie' in their minds. Teachers can use picture books that do not have words to help the students make their mental movies. Whereas inferring is being able to read body languages and expressions while reading the

text. To help the students find inferences in picture books is to focus on the illustrations. The pictures give clues to help gain meaning.

Inferring is the process of taking that which is stated in text and extrapolating it to one's life to create a wholly original interpretation that, in turn, becomes part of one's beliefs or knowledge. It is also using one's imagination or the use of prediction. Teachers need to have their students try to make conclusions about the reading and make reasonable predictions.

The Teacher's Role

According to Ingersoll (2001), the teacher is an important person in the classroom. He/she has a great influence over the students, in terms of motivation, confidence, attitudes to learning, beliefs about learning, and social morals. It has been said that a good teacher can produce great results from even the worst programmed and that a bad teacher will make even the best-programmed fail. But what is the teacher? Here are some differing views on the role of the teacher. The teachers who aim to develop his student's reading ability must have some knowledge of the techniques that can be used for such purposes. It is, first of all, the teacher who must create the world of reading in a particular class, it is the teachers who must stimulate interest in reading, who must project his or her enthusiasm for books, and must help students to see that reading can be of real value to them. The good teachers are not teaching in the usual sense of that deceptive little word.

Techniques in Teaching Reading Comprehension

Teaching reading how to comprehend is not easy. Teachers should have some knowledge of techniques to make students able to interpret or to understand the idea and thought of the whole text. Technique is implementation – that which actually takes place in a classroom. It is particular trick, stratagem or contrivance used to accomplish an immediate objective.

Iskandarwassid and Sunendar (2008) state that there are various techniques that can be applied in teaching reading comprehension, they are:

1. Brainstorming

Brainstorming is an activity which usually used by teachers before going to the main topic of a lesson. If the teacher is going to teach about reading, this

means the teacher will use the brainstorming before going to the reading part as the main topic in the class. Brainstorming is usually used by the teachers to encourage students and to generate the students thinking and mind about the topic which will be discussed. This is used to make the students not really confused about the topic.

According to Iskandarwassid and Sunendar (2008), brainstorming is thrown problem to students which must be answered by them so that the problem rounds into new problem. It is used to generate the flow of ideas in a class. Then, it is also intended to make the students realize their background knowledge about the topic to be read and to activate their memory and expectation since there are a lot of students in a class and this can make a various thinking or idea about something if there is no brainstorming before coming to the main topic or subject. All answer, no matter how wrong they may seem to the teacher or other students. From this explanation, it can be concluded conclude that in brainstorming the readers need to use their memory in order to memorize their previous knowledge related to the topic, so that they may have some expectations and idea that might be discussed in the text.

2. Summarizing Technique

Summarizing can be highly effective for helping students to identify main ideas, generalize, remove redundancy, integrate ideas, and improve memory for what is the read. In this process, teachers will monitor, evaluate and organize their understanding while reading. After students write what they get in reading, they realize how far they have understood the text. If understanding is impaired, they can read the text. In addition, this technique is usually used after the students reading the whole text in the class, and they have to make a summary of the text so that it can be easier to understand what the text is discussing about.

3. Close Procedure

Close procedure is a technique in which words are deleted from a passage according to a word-count formula or various other criteria. According to Naseri, Assasi & Zoghi (2013), the purpose of close procedure are to identify students' knowledge and understanding of the reading process, to determine which cueing system readers effectively employ to construct meaning from print, to assess the

extent of students' vocabularies and knowledge of a subject, to encourage students' to monitor for meaning while reading, and to encourage students to think critically and analytically about text and content.

4. Group Work Technique and Technical Communications

According to Iskandarwassid and Sunendar (2008), group work can help students to discuss subjects that they have never talked before about English. Group work technique is the heart of a student-centered course in that they allow students to interact with each other without the interference of the teacher they give students' time and space to learn, to solve the problem, and to make their choices. Because of students' diverse knowledge of English skills, even in stratified class such as "advanced" or "high" intermediate". They can help each other when working together to solve a reading problem. If this group needs the teacher's knowledge, they will ask for it. In order each group does their work, they must know specifically what is to be done. The teacher needs to be clear and detailed in his / her objectives for the groups. If the students understand what to do, they should be able to do it alone.

5. Semantic Mapping

Semantic mapping is a technique that can be used in all disciplines to demonstrate the relationships between ideas. Semantic mapping represents the knowledge which is related to each other. It is also a visual representation of knowledge, a picture of conceptual relationship. According to Zaid (1995), semantic mapping can be applied not only to improve students' vocabulary but also to improve their reading comprehension and written expression. Semantic mapping also can help the student in the conceptualization of the ideas in the paragraph so that the students easy to read.

The Procedure of Teaching Reading Comprehension

The communicative approach to language teaching has suggested further desirable features of the process in classroom reading activities. In particular, realistic reading in class calls for the "involvement" of the students in what they are reading – a chance to respond emotionally or intellectually, as they might do in reading in the first language. Teacher should, therefore, include reading tasks that "develop a personal response to the text on the part of the student" (Morrow

and Schoker, 1987 in Konare, 1994), or, in other words, allow different students to re-spend differently – at least some of the time.

In reading comprehension, there are three stages in teaching the lesson: (1) pre-reading activities (2) While reading, and (3) Post-reading activities (Norris, 1985). Onstage 1 and 2 focus on the student's attention to the main objectives of the assignment, whereas stage 3 provides the drill necessary to achieve the objectives of the lesson.

Pre-Reading Activities

Pre-reading activities are showing the activities which done before reading. This usually done to encourage and motivate students to think and connect about what will be discussed and read. In addition, as it is known that the reading purpose is to find out the information, message or opinion and how the story is developed. Usually, readers have many questions in this or her mind about the things that they want to know, in class, before the students begin to read the text, the teacher can do activities to prepare the students to read the text.

While Reading

Two suggested procedures for conducting this stage are: Suggested procedure A teacher read sentence or phrase, the class repeats orally in chorus, book open – individuals repeat the same sentence. The teacher checks for pronunciation, rhythm, and intonation. After the entire selection has been read aloud, the class read it silently for comprehension. The silent reading may be timed. Suggested procedure B, the teacher reads each sentence aloud – the class or individuals repeat.

Post-Reading Activities

In the classroom, the teacher selects according to the aims of the lesson and exercises. Teacher may conduct the session orally or in writing, or may use a combination of oral and written procedure; the teacher asked the question orally – the class reasons the writing – individuals are called on to read answers orally. As homework, the teacher may assign written exercises to develop out of the day's classroom work. For example: write full answers to comprehension questions done orally in class. or write a paraphrase, summary, or outline of the reading selection, or use the new vocabulary in additional sentences.

Using of Media in Teaching Reading Comprehension

Media is a channel of communication. It carries information between a source and a receiver. Example of media includes slide, diagrams, OHP, picture, etc, media serve a variety of roles in education. In addition, according to Djamarah (2010), media is a tool what can be used as a channel message in order to achieve the goal of teaching. Then, education with media not only can make students easy to understand, comprehend, to plan but also it can motivate students to study than using abstract word.

Modern media such as slides, OHP is useful for students comprehension, it offers many advantages of the teacher of reading. Besides that (Sagala, 2003 in Iskandar and Sunendar, 2009) divide instructional media into four things according to its function:

1. Media to tell about experience or “vicarious”, that is served material to students in which they never get it. These media are film or television.
2. Media to explain the meaning of structure or principle of symptom.
3. Dramatization media, that to dramatize the history of figure or nation.

Automatisation media like “teaching machine” its presents a problem and gives feedback to the students.

RESEARCH METHODOLOGY

Research Design

This research is a mixed method research. The quantitative design is with a survey approach and use questionnaire. Whereas for the qualitative research is with case study approach by using interview.

Research Site and Access

The site of this research was at SMAN 1 Sungai Penuh. The researcher chose this site because this school has English as one of the subject taught to the students. Then, this school is also one of famous schools in Sungai Penuh.

Sampling Procedure and Participants

In this research, the researcher used purposive sampling in selecting the participants. The participants of this research are all the English teachers at SMAN 1 Sungai Penuh that consists of 5 teachers (4 female teachers and 1 male teacher).

Research Instrument

The research instruments in this research are first, is questionnaire sheet and second was interview protocol. In questionnaire sheet, the researcher provided 15 items which adapted from Horwitz, Horwitz, and Cope (1986). Then, in the second instrument, the researcher adapted the 18 questions of the interview protocol from Wang (2009).

Data Collecting Methods

In collecting the data, the researcher uses questionnaire and interview. The researcher chose this way because the researcher wished that the data which collected was enough used to answer the research questions of this research. In this research, the researcher used the questionnaire first that consists of 15 items to the students in about 15 minutes (1 minute for 1 question). After that, for the interview part, the researcher used an interview protocol which consists of 18 items in about 10 – 35 minutes for each participant. In this part, the researcher recorded the interview process by using a recorder.

Data Analysis

In analyzing the data, there were some steps that the researcher did. For this research, first the researcher used questionnaire and interview protocol to get the expected data from the participants who have already been in criteria, while for the questionnaire, the researcher used the data secretly. Then, for the interview, the researcher also kept and saved the data from the participants by recording the conversation (what both discussing) during the interview process to get the information from each participant.

After recording the voice as the data interview, the researcher transcribed all the data that the researcher got along the process. Then, after transcribing all the conversation happened, the researcher classified the data from the participants' answer into some themes which have been decided previously. Then, the data from this interview was correlated with the data which gotten by the researcher

from the questionnaire part. In addition, this was useful to help the researcher to do the analysis data.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the finding of this research, it can be concluded that the conclusions of this research is the teachers' techniques in teaching reading comprehension based on the data of questionnaire and interview consisted of three techniques. They are by using the brainstorming activities (include data from questionnaire, pp. 41), using media, and making group discussion. In addition, the brainstorming activities can make the students think easier and encourage the students to learn or follow the learning process motivated, after that the media can facilitate the students to learn more actively and through making discussion group can make the students enjoy the learning process.

Suggestions

Based on the finding in this research, the suggestions to be conveyed through this research area are as follows.

- (1) For teachersto increase their teaching reading comprehension techniques, so that the students will not bored in learning reading comprehension in the class.
- (2) For another researcher, perhaps this research can be reference to conduct the same researchbut with the same topic but the different limitation such as the participants, research design, and research instrument.

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APPENDIX A

QUESTIONNAIRE

“TEACHERS’ TECHNIQUES IN TEACHING READING COMPREHENSION AT SMAN 1 KOTA SUNGAI PENUH IN ACADEMIC YEAR 2017/2018”

Name: _____ **Student ID:** _____

Today’s date: _____

Directions: These are a number of statements which people use to describe themselves when they were reading and do reading tasks.

Petunjuk: Ini adalah sejumlah pernyataan yang orang-orang gunakan untuk menggambarkan diri mereka ketika membaca dan menjawab soal bacaan.

Choose : 5 (Strongly Agree), 4(Agree), 3 (Neutral), 2 (Disagree), and 1 (Strongly Disagree).

Pilih: Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (D), and Strongly Disagree (SD)

	Statements	S A	A	N	D	S D
1	I ask the students about the general view of the reading topic before going to the main section. <i>Saya bertanya pada siswa tentang pandangan umum topik bacaan sebelum saya memasuki sesi utama.</i>					
2	I ask the students which relate to their background knowledge about the topic of the reading. <i>Saya bertanya kepada siswa yang berhubungan dengan pengetahuan dasar mereka tentang topik bacaan.</i>					
3	I ask the students whether they ever involve the activities which relate to the topic of the reading. <i>Saya bertanya kepada siswa apakah mereka pernah terlibat kegiatan yang berhubungan dengan topik bacaan.</i>					
4	I ask the students to make predictions about what will happen next in the text they are reading. <i>Saya meminta siswa untuk membuat prediksi tentang apa yang terjadi selanjutnya pada teks yang sedang mereka baca.</i>					
5	I ask the students to identify the main ideas of what they have read. <i>Saya meminta siswa untuk mengenali ide pokok apa yang telah mereka baca.</i>					
6	I explain or support their understanding of what they have read.					

	<i>Saya menjelaskan atau mendukung pemahaman mereka tentang apa yang telah mereka baca.</i>					
7	I ask the students to compare what they have read with experiences they have had. <i>Saya meminta siswa untuk membandingkan apa yang telah mereka baca dengan pengalaman yang mereka punya.</i>					
8	I ask the students to make generalization and draw inferences based on what they have read. <i>Saya meminta siswa untuk menyamaratakan dan menggambarkan simpulan berdasarkan apa yang telah mereka baca.</i>					
9	I ask the students to compare what they have read with other things they have read. <i>Saya meminta siswa untuk membandingkan apa yang telah mereka baca dengan hal lain yang telah mereka baca.</i>					
10	I ask the students to do a group project about what they have read. <i>Saya meminta siswa untuk melakukan sebuah proyek kelompok tentang apa yang telah mereka baca.</i>					
11	I ask the students to use the technology to find the information about the text they have read in a group. <i>Saya meminta siswa untuk menggunakan teknologi untuk menemukan informasi tentang apa yang telah mereka baca dalam sebuah kelompok.</i>					
12	I ask the students to go to the library to find some information of text they have read in a group. <i>Saya meminta siswa untuk pergi ke perpustakaan untuk menemukan beberapa informasi teks yang telah mereka baca dalam sebuah kelompok.</i>					
13	I ask the students to make the simple map of the reading text. <i>Saya meminta siswa untuk membuat peta sederhana dari teks bacaan</i>					
14	I ask the students to make a table of the vocabulary they do not understand. <i>Saya meminta siswa untuk membuat tabel kosa kata yang mereka tidak paham.</i>					
15	I ask the students to make some points of each paragraph by using table or picture. <i>Saya meminta siswa untuk membuat beberapa point setiap paragraf dengan menggunakan tabel atau gambar.</i>					

Source: Iskandarwassid and Sunendar (2008)

APPENDIX B
INTERVIEW PROTOCOL
“TEACHERS’ TECHNIQUES IN TEACHING READING
COMPREHENSION AT SMAN 1 KOTA SUNGAI PENUH IN ACADEMIC
YEAR 2017/2018”

1. Greeting
2. Could you tell me how do you teach reading to the students?
3. How many teaching techniques do you use for teaching reading at school?
4. Do you usually use pre-reading activities, while reading activities or post reading activities to make the students comprehend about the text?
 - a. If yes, how are the activities like?
5. Do you like using media in teaching reading to the students?
 - a. Why?
6. What is the most technique you used in teaching reading?
7. Have you developed teaching reading materials?
 - a. If yes, what are the steps?
 - b. If not, what are the problems?
8. How are the steps in applying the technique?
9. Does this technique make the students involve to more active intensively in reading skill?
10. Do you find any difficulties or problems in applying this technique?
11. How is students’ response toward this technique?
12. What do you think about the advantages of using this technique?
13. What do you think about the disadvantages of using this technique?