



SNAP TO READ

## EFFECTIVE METHOD OF TEACHING READING (A CASE STUDY)

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### **Abstract:**

*Students usually get difficulties in learning English subject. Especially for reading section. Teaching reading is not as simple as people think. They should have any more practice and should enlarge their knowledge to deliver reading materials especially at senior high school grade. Researcher found that the English teachers used interesting method that students can learn about reading text in a good condition. Based on the explanation above, the aim of this research is to know what method used in teaching reading applied by English teachers at tenth grade, and how the method is used in teaching reading. This study is a descriptive qualitative which observe tenth grade students of SMAN 1 Tulungagung. The data collected through three methods, they were observations, interview and the researcher himself. The result of this research is the English teachers used guided reading method to deliver the materials in teaching reading. In teaching and learning process, the English teachers gave guidance, direction and information continuously from the English teachers to the students.*

**Keywords:** *method, and teaching reading.*

Students of SMAN 1 Tulungagung usually get difficulties in learning about English subject in their daily life, especially to read some texts. Not only in education section, but also they will get trouble to learn English subject in workplace later.

Most of students said that English is one of the most difficult subjects, especially in school. Students usually get trouble to remember the vocabulary which had been stated by the teacher at school. Students usually forget the material which had been given by the teacher after they come into their home because they do not ever learn again about the material which had been given by the teacher at school.

Reading section is the best habit that should be done for the students to enlarge their knowledge, information, and science. The first problem of the students is understanding the meaning of vocabulary in reading text. According to Laufer (García-Madruga et al., 2013), automatic recognition of a large vocabulary is necessary for interpreting the global meaning of the text because if the reader's cognitive effort is directed at deciphering the information at sentence level, she or he should have difficulty in connecting paragraphs. Reading is one of the best way to get more knowledge of the vocabulary using text media. According to Grabe and Stoller (García-Madruga et al., 2013)reading comprehension increases even more when readers have the knowledge of the vocabulary items in the text and they can continue reading with confidence when they know that certain meanings are correct.

Based on Patel & Jain (Asih Nurcahyani, 2016) reading consist of four types. They are intensive reading, extensive reading, aloud reading and silent reading. Each type has different function and all types are useful to improve student knowledge.

Reading needs a lot of supporting skill that can support it to become succesfully progress. According to Bernhardt et.al.(García-Madruga et al., 2013),it is widely discussed that reading comprehension requires many supporting skills such as vocabulary knowledge, background knowledge, knowledge of grammar, metacognitive awareness, syntactic knowledge, and reading strategies.

According to Elizabeth (Dwi Lestari, 2014), reading is process of looking at a written or printed symbol and translating it into an appropriate

sound. Reading in fact is the ability which enables the students directly or indirectly, to read with the purpose to get explicit message, implicit message and general information from the printed page, the thoughts, facts and information that it has going to recognize the words to make a good conclusion and read critically and creatively in order to understand figurative language the researcher set goals, evaluate the ideas written by the author and such ideas in the right situation. All of goals need a process to reach it.

Not only students should achieve all of the materials to improve the knowledge, but also the teacher should prepare all of the sections and subjects in purpose to make the students get best experience at school. According to Clotfelter et al. (Azam & Kingdon, 2015), a few studies in the US suggest that the first few years of teaching experience seem to matter to student achievement.

Method is a way to deliver the materials from the teacher to the students. The English teachers should know the way how to deliver the materials well to the students. According to Edward and Approach (Edward & Approach, 1963), method is an overall plan which have systematic step to deliver the materials consists of certain procedural of teaching.

Teaching reading is a task for the expert. English teacher should have supervised practice to deliver the reading materials. According to Edward and Approach (Edward & Approach, 1963), English teacher had to focused on reading study and already had the supervised practice to achieve knowledge and skill because teaching reading is not as simple as people think.

There were studies about method of teaching reading. The first has been done by Fatemi et.al. (Fatemi, Vahedi, & Seyyedrezaie, 2014), which focused on method of teaching reading applied by English teacher. It does not just focus on knowing the effect of top-down and bottom-up but this research focuses on knowing what is the method used by English teacher and then how is the method used by English teacher. Based on the study, the researcher stated that this research is different from it. This research focuses on method of teaching reading applied by English teacher. It does not just

focus on knowing the effect of top-down and bottom-up but this research focuses on knowing what is the method used by English teacher and then how is the method used by English teacher.

The second research has been done by (Aniṣtaningtias, 2017) which focused on the students' difficulties in reading comprehension. This research is limited on finding difficulties in reading comprehension. Based on the previous studies above, the researcher stated that this research is different from it. This research focused on method of teaching reading applied by English teacher. It does not only focus on difficulties in reading comprehension but also what the method applied by English teacher.

The third research has been done by (Wall, 2014) which focused on using guided reading optimally and learn another strategies if guided reading is not working. This research limited on applies guided reading optimally and learn another strategies if guided reading is not working. Based on the previous study above, the researcher stated that this research is different from it. This research focuses on method of teaching reading applied by English teacher. It does not only focus on apply guided reading but also another method which has the teachers do in teaching reading.

The fourth research has been done by Lyons and Thompson (Lyons & Thompson, 2012), entitled "Guided Reading in Inclusive Middle Years Classrooms". This research focuses to use Guided Reading in Inclusive Middle Years Classrooms in teaching reading.

Based on the previous study above, the researcher stated that this research is different from them. This research focuses on method of teaching reading applied by English teacher. It does not only focus on apply guided reading but also how to use the method at tenth grade in teaching reading.

In addition, the aim of this research is to know what method used in teaching reading applied by English teachers at tenth grade, and how the method is used in teaching reading.

## **METHOD**

### **Respondents**

In this research, the researcher collect the data in two classes at tenth grade in SMAN 1 Tulungagung. They are students from X3 class and X7 class. From second semester, there were 34 students from X3 and 34 students from X7.

### **Instruments**

In this study, the researcher used research instruments consists of observation sheet, interviews and the researcher himself. The research instruments used to collect the data from 2 classes and 2 English teachers.

### **Procedures**

The data collected through three methods, they were observations, interview and the researcher himself. For the observation sheet consisted of several sentences which appear the English teachers' activity. Then, the researcher used guided interviews to collect data. Not only just having observation using observation sheet, the researcher also took documentation to strenght the data. There were eight activities in observation sheet and eight questions for interviews. After having observation, the researcher asked the English teachers to answer the interviews' questions.

### **Data Analysis**

The researcher organized and prepare the data for analysis, read the data, start coding, use the coding process to generate description, advance how the description and the last step interpret the data using documentation as to strenght the data.

## **FINDINGS AND DISCUSSION**

From observation sheet and interview with the English teachers, the researcher knew that the English teacher prepare everything needed before teaching in the classroom well. Bilingual language had been chosen to delivered the material to understand, to have same perception

especially in teaching reading at tenth grade in SMAN 1 Tulungagung. The English teachers don't use English fully because the students needed more comprehend about the material, so the students can achieve the materials well. The linkage between the English teachers and the students were good. Whenever there are good correlation between the teachers and the students, it still has any space as the teachers and the students.

The researcher observed two English teachers at tenth grade in SMAN 1 Tulungagung. The first English teacher prepared all of the elements needed to have good teaching process. Start from preparing the lesson plan, materials, and media that she needed in teaching process. She teaches reading at X-3 class. At that time, she delivered descriptive text at the first and second meetings and narrative text at the third and fourth meetings.

The second English teachers prepares all of the elements needed to have good teaching process too. She teaches reading at X-7 class. She delivered the same materials with the first English teachers. It's about the descriptive text and narrative text.

The researcher used observation sheet and interview sheet to help him note every item that he needs to complete the thesis. The English teachers prepared the items well and the students can achieve all of the materials that the teachers deliver well. The English teachers used guided reading for teaching reading. Guided reading is one of the method which usually the teachers applied in teaching reading. Readings' guide method concerned to give guidance to the students continuously.

According to Schulman et.al (Wall, 2014), guided reading is a strategy to teach students reading behavior independently using small group instruction design. Based from the theory, the researcher knows that small group is the media instructional design apply by teacher when use guided reading. The teachers give instruction continuously and effectively because the students have to work in small group and try to solve the task together while the teachers helps them and give them guidance.

The general steps of guided reading that the teachers should use to

have good learning process. According to Fountas et.al (Lyons & Thompson, 2012) the general steps of guided reading are the teacher start to introduces the text and engages students in pre-reading activities and then students read silently, during this time, the teacher may ask individual to read orally in a quiet voice or whisper read. After that the teacher engages students in after reading strategies and discussions. And the last, guided reading lessons typically take 15 to 20 min, depending on the number of students within the group.

One of teachers guidance is helping the students to find out the difficult word and explain it to them but still give the opportunity the students to active asking if it is not clear enough. The way how to apply readings' guide method are the teachers should give guidance continuously while the process of learning at teaching reading. Even though the English teachers used the same method with the students but the concentration from the students are not same.

From the observation used observation sheet and the interview with the English teachers, the researcher found that teaching reading at tenth grade using readings' guide method is useful to students in SMAN 1 Tulungagung. Guided reading is the method which used by English teachers at tenth grade. Focusing readings' guide is to give guidance to the students while learning process. The way how the English teachers applied readings' guide is telling the meaning of some difficult sentences even the students did not ask and continously during the learning process.

Guided reading is effective to cover descriptive text material and narrative materials because the teachers and the students need to know the meaning of the sentences and the purpose of the sentences and it's suitable to the students in SMAN 1 Tulungagung. This case needs the activeness of the teachers and the students to solve the problem in class seems like find the meaning and the purpose of the sentences.

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The researcher knew from observation that the students can achieve well the materials because the teachers give guidance to the students while teaching reading. At this time the students and the teachers need active continuously. Because the English teachers should know the items that students need to solve the task which delivered by the teachers. Even though, the students had different concentration. The English teachers should know what the students need to give more guidance with the students which had less concentration.

The focuse of readings' guide method are helping the students continuously in teaching reading. The first English teachers taught reading at X-3 class using readings' guide to solve the problem from the students, but it's different with the second English teachers. Because the second English teachers taught at the X-7 class not only taught the class by herself but also with the Native.

This is one of some items that the researcher found in observation using observation sheet and interview section. After having observation in X-3 class, the situation and condition at X-7 is different because of the Native. It is normal to the tenth grade students in SMAN 1 Tulungagung to br taught by Native.

This is the way from school to have correlation between the government to have same perception to conduct the method happened using the Native media. Another school should follow the steps and the method and also the media which had been applied by English teachers in SMAN 1 Tulungagung. Because the English teachers delivered the materials well

with the help of Native.

The situation and condition of this class of X7 was conditional because they are taught by Native. After having observation and interview, the researcher got the answer of the research problem which already stated in the second chapter. The answer of what is method used in Teaching Reading Applied by English Teacher at tenth grade in SMAN 1 Tulungagung in the Academic Year 2017/2018 is guided reading.

And the answer of how is the method used in teaching reading applied by English teacher at tenth grade in SMAN 1 Tulungagung in the academic year 2017/2018 is started introduced the material using picture from the students worksheet. After that the English teachers read together with the students while continuously gave guidance to them. The English teachers used small group while used guided reading method. The English teachers let the students find the problem and try to find the answer. This sections needs more active the students to ask and the English teachers to guide them. Finally the English teachers give conclusion through the materials. That's the way how to use readings' guide.

The English teacher at X3 class needed more attention to the students because the students was very crowded and more active, so the English teacher need more power to give them guidance in reading. The English teacher at X7 class needed more attention too because the students was not as active as students at X3. Although the English teacher at X7 have native, she had to give more guidance too.

## **CONCLUSION AND SUGGESTION**

This research is about what is the method applied by English teacher in teaching reading at tenth grade and how the method applies by English teacher in teaching reading at tenth grade in SMAN 1 Tulungagung 2017/2018. After conducting research started 30th March until 27th April, the researcher can give description about the result of the research. The researcher agreed the method is a way to deliver the materials from the teacher to the students.

The English teachers should know the way how to deliver the materials well to the students. The method is an overall plan which have systematic step to deliver the materials consists of certain procedural of teaching. Teaching reading is a task for the expert. The English teacher should have supervised practice to deliver the reading materials. The English teacher had to focus on reading study and already had the supervised practice to achieve knowledge and skill because Teaching reading it's not as simple as people think.

Based on the data, situation and condition in field, the researcher can give answer to the research problem of this research. From the observation and interview with the English teachers, the first research problem is answered. It is readings' guide method.

The second research question is answered, that is started introduced the material using picture from the students worksheet. After that, the English teachers read together with the students while continuously gave guidance to them. The English teachers used small group while used guided reading method. The English teachers let the students find the problem and try to find the answer. This sections needs more active the students to ask and the English teachers to guide them. Finally, the English teachers give conclusion through the materials. That is the way how to use readings' guide.

Based on the explanation above, the researcher would like to offer a suggestion. The next researchers can observe different department, such as social science and scientific science.

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