A STUDY ON THE METHOD OF TEACHING READING
AT THE SECOND SEMESTER OF ENGLISH DEPARTMENT
OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA
IN 2011/2012 ACADEMIC YEAR

PUBLICATION ARTICLE

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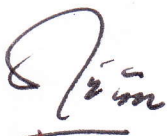
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**A STUDY ON THE METHOD OF TEACHING READING
AT THE SECOND SEMESTER OF ENGLISH DEPARTMENT
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IN 2011/2012 ACADEMIC YEAR**

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ABSTRACT

The objectives of this study are (1) to describe the methods used in teaching-learning process of Reading to the second semester of English Department at UMS, (2) to describe the strengths and weaknesses of the methods used by the lecturer, and (3) to describe the strengths and weaknesses of the methods for the students. The study was done at English Department of UMS in 2011/2012 academic year.

In this research, the data are derived from event, informant and document. There are three techniques in collecting data, namely: documentation, observation, and interview.

The study shows that (1) the method used by lecturer is active learning. The lecturer also used some methods, namely wall poster, jigsaw learning, and drilling. (2) the strengths of the methods used by the lecturer includes; the lecturer should be creative in transferring material to students, the lecturer can unearth the students' skills, and the lecturer has reference to the next teaching. The weaknesses of the methods used by the lecturer includes; the preparation of materials and the preparation of instructions. (3) the strengths of the methods for the students includes; students do not feel bored, students get experiences in teaching, students' motivation, increasing vocabulary. The weaknesses of the methods for the students are; reading class is a big class, students are uncomfortable in the big class, student and lecturer needs much time in the class. It can be concluded that, the use of active learning method on the teaching Reading at the second semester students of English Department of UMS are success.

Key words: method, teaching, reading.

A. Introduction

Teaching language skills in English Department is very important, because in English there are four language skills which should be understood by the students. They involve reading, writing, speaking and listening. Reading is one of the important skills. It is learned by all grades in education, because English is a primary lesson. Reading can be said as a primary way to access all knowledge and information around the world. So reading must be taught to all people and all ages.

In reading, the students should have a competence to comprehend and understand text. Mastering the structural system and vocabulary makes the students easier to understand the meaning and the message of the text. Teachers should develop skills in order that their students can use skills to communicate or express their thought, feeling, and opinion in English.

To enrich the students' vocabulary and ideas, the English teacher needs appropriate methods in teaching reading. The teacher usually has some methods in teaching-learning process. To improve the students' reading skill, the teacher should give attention to the elements of reading and make the lesson more exciting. Teacher should also have at their fingertips a set of exercises, tasks or activities that they can use with their classes whenever they use English. Students must master reading skill especially English reading. Students who have mastery on English reading will understand everything that they need universally.

Teaching language skills in English Department is very important. Various methods are needed in teaching English to make students enjoy the class and the teaching-learning process can run well. The second semester students of English Department are the students who just study for a short time in university, so they still have less knowledge of English compared with the upper semester students. The writer is interested in analyzing the teaching-learning process of the second semester students especially in reading. Reading in English Department is an important subject which has been developed until the fourth semester. Specific skills are needed by the

English Department students to comprehend reading compared with students of other departments who do not have basic knowledge about English.

Based on the background above, the writer decides to carry out a research entitled: *A STUDY ON THE METHOD OF TEACHING READING AT THE SECOND SEMESTER OF ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA IN 2011/2012 ACADEMIC YEAR.*

B. Underlying Theory

Smith (1991) in Fauziati, (2010:33) defines that reading is more pragmatically as an understanding at message conveyed by the writer through visual and non-visual information. Teaching reading is teaching students to expand background knowledge and experience based on the written text or other printed text. Kennedy (1981:252) states that, effective teaching reading is virtually impossible if the teacher does not know the basic skills that are necessary for recognizing words and understanding content. In (http://www.nflrc.hawaii.edu/rfl/October2002/day/day.html) Day and Bamford states that ten principles for teaching extensive reading;

> The reading material is easy, a variety of reading material on a wide range of topics must be available, learners choose what they want to read, learners read as much as possible, the purpose of reading is usually related to pleasure, information and general understanding, reading is its own reward, reading speed is usually faster rather than slower, reading is individual and silent, teachers orient and guide their students, the teacher is a role model of a reader.

Anthony (1963) in Fauziati (2009:15) states that method is an overall plan for orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. NCLRC states in website (http://www.nclrc.org/essentials/reading/goalsread.html), there are methods for teaching reading; integrating reading strategies, using authentic materials and approaches, reading aloud in the classroom. Active learning is a collection of learning strategies which is make students active in class. Active learning make students to find out something which is they do not know. Students answer questions, need any information to solve problems, or investigate ways to do the job,

(Silberman, 2001:5-6). According to Bonwell and Eison there are activities of active learning in (http://en.wikipedia.org/wiki/Active_learning); a class discussion, a think-pair-share, a learning cell, a short written exercise, a collaborative learning group, a student debate, a reaction to a video, a class game.

Wall poster is a method which is using posters in teaching-learning process. Wall poster is a method when the lecturer asks students to make some groups then the lecturer gives little explanation about a material. Every group searches references to piece out their material, then they discuss the references and put the discussion result into posters, which they present in the next meeting. Evelyn Saenz in (http://www.squidoo.com/Teaching-Posters), states that posters are colorful and inspiring works of art that draw student's attention to the subject being taught. Posters can be used to highlight vocabulary being taught, visually organize student's work or be turned into learning games that help to teach and reinforce skills being taught in the classroom. According to Saskatoon Public School Division (http://olc.spsd.sk.ca/de/PD/coop/page4.html), the Jigsaw method is a cooperative learning technique in which students work in small groups. Jigsaw can be used in a variety of ways for a variety of goals, but it is primarily used for the acquisition and presentation of new material, review, or informed debate. Drilling is a method when lecturer gives quiz, lecturer gives many questions for students then they answer the questions.

C. Research Method

In (http://www.aect.org/edtech/ed1/41/41-01.html), the handbook of research for educational communications and technology states descriptive research does not fit neatly into the definition of either quantitative or qualitative research methodologies, but instead it can utilize elements of both, often within the same study. Object of the Study is the method of teaching reading II. Subject of the Study are lecturer of reading II and the second semester students of English Department. Data is information in words derived from the observation and interview notes which

are collected in the field, document and records. Data Source have been taken from the teaching-learning process of reading at the second semester of English Department of Muhammadiyah University of Surakarta. There are three sources of data; event, informant and respondent, and document. Techniques of Collecting Data are; documentation, observation, and interview. Technique for analyzing data the method of teaching Reading at the second semester of English Department of UMS are as follows; the writer presents the detail description of the methods used in teaching-learning process of reading at the second semester of English Department of UMS, the writer presents the detail description of the strength and weakness of the methods, the writer presents conclusion and then gives some suggestions based on data analysis.

D. Research Finding and Discussion

1. Research Finding

In this research, the data are taken from observational and interview. The main point of this chapter is to describe the method used in teaching Reading at the second semester of English Department of Muhammadiyah University of Surakarta in 2011/2012 academic year.

a. The Methods Used in Teaching Reading at the Second Semester of English Department of UMS

Active learning is a collection of learning strategies which makes the students active in the class. The lecturer gives a little explanation then students are developing material by their selves or their groups. In this method the lecturer becomes the facilitator. The teaching and learning activities are as follows; class discussion, collaborative learning group, student debate, and short written exercise. The lecturer also uses some methods in teaching, they are; wall poster, jigsaw learning, drilling.

b. The Strengths and Weakness of the Methods Used by the Lecturer

The Strengths of the methods used by the lecturer are; the lecturer should be creative in transferring material to students, the lecturer can unearth the students' skills, the lecturer has reference to the next teaching. The Weaknesses are; the preparation of materials and the preparation of instructions.

c. **The Strengths and Weakness of the Methods for the Students**

The Strengths of the methods for students are; students do not feel bored, students get experiences in teaching, students' motivation, increasing vocabulary. The weaknesses are; reading class is a big class, lecturer feels difficult to control students in the big class, lecturer needs much time in the class.

2. **Discussion**

Based on the research finding above, the writer eventually gives explanation in detail. The writer tries to discuss the differences of previous finding and the writer's finding. Here, the writer also uses some theories to discuss the finding which is used in analyzing the data above. And the writer tries to compare all of them, previous finding and the theory.

From the result of this research, the writer has completed the research about teaching-learning process on reading skill in different point of view. The previous research was done by Susi (UMS, 2008). The research findings are the method used by English teacher in teaching reading at SDN 01 Tekaran Wonogiri is Natural Approach (NA). She also describes about the strength and weakness of these method. The strength is the focus of communication; topic which is interesting for the students, the students can express their idea and opinion, and the instructor will strive at all times. The weaknesses are the students do not focus to speak they're ready, activities in the classroom focus at all times on topic, it was difficult to begin the activities. This research is

different from the previous observation. The differences are the students, academic year, and degree of the school.

In the other side, the writer finds that this research is relevant with the previous study done by the second research paper is Yunetty (UMS, 2011). The research findings show that the methods applied by the teacher in teaching reading descriptive text at SMPN 2 Bendosaari Sukoharjo are Audio Lingual Method (ALM) and Grammar Translation Method (GTM). The teaching procedures in teaching-learning are Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Join Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). She also analyzes the problems faced by the teacher in teaching reading descriptive text and the ways used by the teacher to overcome the problems. The problems which are faced by teacher are classroom management, low motivation of the students in learning English, different capability of the students in receiving material, and limited time. The teacher's ways to overcome the problems are; the teacher walks around the class and points the students who do not pay attention and gives question, gives advice, motivation and uses attractive media, the teacher gives a chance to the students to ask about the material that they do not understand yet, and the teacher gives advice, and the teacher manages time again to reach the material based on curriculum. Here, the writer's research in different from the last research because the result of observation and interview. The lecturer of Reading II uses active learning method especially in information searching technique and wall poster. In the class, students are asked by the lecturer to search information then make poster of the material, there are questions and answers which are appropriate with material.

The activities of active learning above are little activities which are suitable with the underlying theory. In the underlying theory, there is explanation about eight activities of active learning. In this class, writer finds only four activities

which are the same with the theory, there are; class discussion, collaborative learning group, student debate, and short written exercise. The writer concludes that is a success of active learning method in reading class at English Department of UMS. Even though, there are four activities but these activities are half of totality of the activities. The lecturer and students apply these activities very well.

E. **Conclusion and Suggestion**

1. **Conclusion**

   a. **The Methods Used in Teaching Reading at the Second Semester of English Department of UMS**

      There are some methods used in teaching Reading at the second semester of English Department of UMS, namely; active learning, wall poster, Jigsaw learning, and drilling.

   b. **The Strengths and Weakness of the Methods Used by the Lecturer**

      There are strengths of the methods used by the lecturer; the lecturer should be creative in transferring material to students, the lecturer can unearth the students' skills, and the lecturer has reference to the next teaching. The weaknesses of the methods used by the lecturer are; the preparation of materials and the preparation of instructions.

   c. **The Strengths and Weakness of the Methods for the Students**

      The strengths of the methods for the students include; students do not feel bored, students get experiences in teaching, students have motivation, and students can increase their vocabulary. The weaknesses of the methods for the students are; reading class is a big class, students are uncomfortable in the big class, and students and lecturer needs much time in the class.

2. **Suggestion**

   a. For the lecturer

      The lecturer should be able to make the students learn actively.

b. For the students

Students should not be afraid of making mistakes.

c. For the other prospective researchers

Other prospective researchers may use the findings to enlarge and deepen further research.

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