

**TECHNIQUE IN TEACHING READING
TO THE SIXTH YEAR STUDENTS OF SD N 2 TLOGORANDU**



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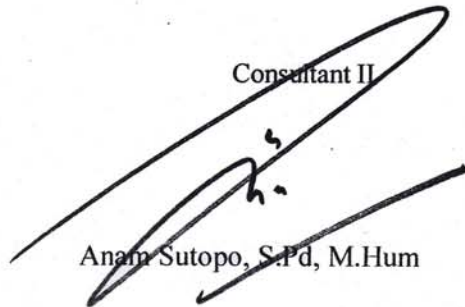
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**TECHNIQUE IN TEACHING READING TO THE SIXTH YEAR STUDENTS
OF SD N 2 TLOGORANDU.**

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SUMMARY

The research aims at observing the teaching of English especially teaching reading comprehension at SD N 2 TLOGORANDU. The research was conducted at the elementary students in 2012. This research paper is intended to describe a descriptive qualitative method on teaching reading comprehension in the second year of SD N 2 TLOGORANDU.

The subjects of the study are the sixth year students of SD N 2 TLOGORANDU. The data collected is the phenomena or facts concerning of the technique in teaching reading to the sixth year student. The data collecting method are observation, interview, documentation and questionnaire techniques. The data analysis is undertaken by describing the data collected, classifying the difficulties faced by the teacher and the students in teaching and learning reading using communicative approach, determining the strength and weakness of teaching reading and interpreting the analyzed data.

From the research finding, the objective of teaching reading comprehension in SD N 2 TLOGORANDU covers two goals: the general objective is to the student develop the mentality of the nation and the specific objective is are expected to have a good knowledge about it. while the techniques of teaching reading comprehension, are : group discussion, silent reading, reading aloud, and question and answer. This paper using three main phrase need to be followed in teaching reading comprehension, there are: pre-reading activity, while-reading activity, and post-reading activity. The writer also found the strength and weakness in this material.

Key words : descriptive qualitative, teaching reading, reading comprehension

A. Introduction

English is an international language which is taught from Elementary level to University level. That is why many books of science, technology, art and other published issues are written in English. It is the language that has been established as a foreign language, in which we must be able to master it if we want to interact and communicate with people worldwide. Hence the teaching of English language is an important aspect that should be done early on. And now, English has been taught in Indonesia starting from elementary school.

Many Elementary schools teach English not only as a local subject, but also as a compulsory subject. English has been taught starting from the first grade up to the sixth grade. The objective of teaching English in Elementary school is to prepare children to have comparative value in the globalization era and introduce English at early ages.

The aim of the teaching of English in the Elementary School is to motivate students in order that they will be ready and self-confident in learning English in higher levels. The function of the teaching of English in Elementary School is to introduce English as the first foreign language to the pupils in order that they will be able to communicate in simple English. It means the materials which cover spelling, listening, vocabulary, writing, reading, and functional skills is the basis to get simple of language skills.

There are many advantages can be obtained through reading. By reading student can extract a lot of information and knowledge from many textbooks, references and related library reading they read. Reading can also serve pleasure feeling. It is mostly gained by reading magazine, newspaper, short story, novel, etc according to what they like. By reading those material, we can feel relax and joyful since in this type of reading we just read what we want. Reading then can be said as a means of studying and thinking as well as a means of enjoying.

Teaching reading is the instantaneous recognition of various written symbols, simultaneous association of these symbols with existing knowledge and comprehension of the information and communicative ideas. This statement implies that teaching reading is the combination of word recognition, intellect, and emotion interrelated with prior knowledge to understand the message communicated. Considering the needs of mastering reading as one of the ways for mastering English, Harmer (2002: 39) states that reading is taught from elementary school to university by using many kinds of method applied by English teacher.

Based on the explanation above, the writer wants to analyze deeper about a descriptive study on teaching reading at the second year students of *SD N 2 TLOGORANDU*. The reasons why the writer chooses this school are the first, the writer knows-well about the situation and condition of this school, second, it has a good grade quality especially in Klaten areas, and third, the school has good achievements of their graduations.

Based on the background of the study, the writer formulates the research **problems** as the following.

1. What are the techniques of teaching reading at SD N 2 Tlogorandu?

2. What are the activities of teaching reading at SD N 2 Tlogorandu ?
3. What are the strengths and weaknesses of the teaching reading of English at SD N 2 Tlogorandu?

Objectives of the Study based on the problem that has been stated above, the objectives of the study are as follows:

1. To know the technique of teaching reading of English in SD N 2 Tlogorandu.
2. To know the activities of teaching reading in SD N 2 Tlogorandu.
3. To know the strengths and weaknesses of the teaching reading of English in SD N 2 Tlogorandu.

Actually the writer is not the first one who analyzes a teaching learning process of English, because there are many researchers who conducted the analysis of teaching learning process. The first is Hanifah Nur Rahmawati (2004) with her research entitled Teaching Learning Process of English at the Sixth Year of SD Negeri 1 Gumpang Kartasura: An Educational Ethnography. The result of the study is that goal of the teaching is to introduce English skill to continue to higher level. It focuses on listening, reading, speaking, and vocabulary. She concludes that most of component of teaching and learning process of English at sixth year of SD Negeri 1 Gumpang Kartasura are suitable with the goals in teaching learning process. Although, there is some weaknesses all of the components and the procedures applied on the teaching learning process can run well.

The second is Esty Khoriyah (2005) whose research is entitled Learning Strategies used by the Sixth year students in SDN 1 Gesi Sragen in Learning English. She analysis the kinds of learning strategies in mastering English for the students of Elementary school. Metacognitive strategies cover advance organizer, directed attention, self evaluation and delayed production. While cognitive strategies involve repetition, note taking, deduction, imagery and inference and social-affective strategies consist of cooperation and question for clarification.

Here, the writer wants to conduct the different research compared with the previous research. The writer's research focuses on teaching English in elementary school and what problem faced by the teacher and the students.

Research Method In this research, the writer use descriptive qualitative method. Qualitative method tends to be more subjective and explicit about the processes by which interpretation of the material occur (Brewerton, 2001: 151). By using this method, it is purposed to identify and describe an analysis of English textbook, especially the reading texts.

This study was a descriptive qualitative study. The instruments used in this study were an observation sheet, an interview guide, field notes, and a recorder. The subjects of this study were three English teachers of the sixth students of SD N 2 Tlogorandu which were taught by the teachers.

Qualitative method tends to be more subjective and explicit about the processes by which interpretation of the material occur (Brewerton, 2001:151). According to Moleong

(1995: 2), this type of the study is categorized as descriptive qualitative because it does not include any calculation or numeration

This method is implemented to reach the objectives of the study: describe the teaching techniques implemented by the teacher in teaching reading, the activities, and the strengths and weaknesses of the techniques in teaching reading. From the objectives, it can be seen that the researcher intends to observe the teaching learning process. So, the focus of the study is the process of something occur in the natural setting. The main technique to collect the data is observation where the research observe the object directly in order to get the real data from the field where the object exists. To describe the process, the researcher uses his own instrument, so that the results might be subjective. By observation, the writer entered directly to the field in this case SD N 2 Tlogorandu, the writer watched carefully the teaching-reading process and by this way, the researcher can collect the data without becoming a participant in teaching-learning process. To support achieving the objectives, the researcher also uses interview and document analysis.

1. Reading Comprehension

a. Notion of Reading

Reading is one of the language skills that the process involves readers, text, and interaction between readers and text. Reading is one activity that can be easily done by the students. Reading is a very important part in teaching language because it is one of the four basic language skills. The purpose of teaching reading is to establish a reading society and to prepare the students for further study in high education institution.

To summarize, reading is an ability of cognitive process of interaction between the graphic symbols and the language skills of a reader. Reading is also a process of communication between a writer and a reader. A writer has messages in his or her mind, such as feeling, facts, ideas, and arguments he or she wants to share. The writer puts the message into word or print. When the message enters that reader's mind, the communication happens. In comprehending the content of the text, the reader must not only use eyes, but also mind concentration to catch the writer's idea.

The aim of reading is to develop the student's skill so that they can read English texts effectively and efficiently. Readers should have a particular purpose in their mind before they interact with the text. Thus, effective reading is always purposeful. According to William (1984:87), in general the purpose of reading is classified into (a) getting general information from the text; (b) getting specific information from the text, and (c) reading for pleasure or for interest. This classification is implemented into the development of different reading skills such as skimming, scanning, reading between the line, and etc. These reading skills are needed in real life when people read different kinds of reading materials such as newspaper, manuals, brochures, notice and etc.

b. The Technique of Teaching Reading Comprehension

One of the most important aspects of teaching reading comprehension techniques is to help increase students vocabulary and to make sure that when they read new words they understand them and how to put them into the correct context. When children/students find a word they don't recognize, they will first try to sound it out. If

they have made a part of their vocabulary, they will be able to understand it once it has been spoken. Teaching the children new words as often as possible, is the first step in teaching reading comprehension techniques.

The second step in teaching reading comprehension techniques is to determine just how much the students are absorbing of the texts they are reading. It is easy to get a feel for the amount your child understands, simply get them to read a couple of paragraphs of a chosen text and then ask a few questions at the end, without allowing them to look at the text again. If they are able to recall most of what they read, then retention is not a problem. If they are not, then a simple and often very successful reading comprehension technique is to have them read out loud, this may help them to better remember what they have read.

The third step in teaching reading comprehension techniques is to have the child's reading level assessed professionally at least once a year. If teacher looking to develop a personalized plan for child's reading comprehension then this will give teacher a starting point and the expert who assess the student will be able to advise on the plan as well. Some schools offer these assessments as a normal part of their curriculum. It is in the interest of schools to ensure that children are literate and if you have any question the school will probably be happy to help, they are supportive of parents who are trying to help and provide a suitably environment for their child to learn in.

B. Findings and Discussion

1. Findings

In this research, the writer presents the research finding as the answer to the problem of the study stated in the first chapter. The dimensions found in the field that need to be presented are: (1) The technique of teaching reading comprehension to the sixth year student at SD N 2 Tlogorandu, (2) The Activities of Teaching Reading at SD N 2 Tlogorandu and (3) The strength and weaknesses of the implementation of teaching reading process.

a. The Technique of Teaching Reading Comprehension

The technique of English teaching learning on the students of SD N 2 Tlogorandu basically is focused on reading comprehension. In learning English especially in reading comprehension as early as possible and the students are expected to have a good knowledge about reading comprehension (vocabulary, pronunciation, and grammar). Secondly, many skills can be developed through the reading process. Reading texts provide good models for English writing. Reading texts also provide opportunities to study language element, such as: vocabulary, grammar, pronunciation, and the way we to construct sentences, paragraphs, and texts (Harmer 1998:68).

In the observation, the writer found that there are several types of teaching learning technique applied by the teacher, such as group discussion technique on teaching reading comprehension, silent reading, reading aloud, question and answer.

1). Group Discussion Technique

Group discussion is an effective technique of learning class in comprehending because a group discussion consist only four to five students. In implementing cooperative learning techniques, teachers should explain the process and its purpose to their students. The cooperative learning process includes the discussion and sharing of ideas with students as active participants.

Here, students should understand exactly what is expected of them during group activities and they need to have a thorough understanding of the topic at hand; otherwise, their misconceptions can inhibit learning. The teacher assigns students to groups which are formed prior to giving out assignments.

Teacher : Who is “Cinderella”?
David : a girl who lives with her three sisters & her mother
Teacher : A girl, okay. Do you know anything else about Cinderella ?
Dimas : She is a diligent girl.
Teacher : She is a diligent girl.
Gita : She lives with her three sisters and always rugged by her family.
Teacher : What else?
Feri : When she lives with her family, she always sweeps in the floor.
Teacher : She always sweeps the floor when live with her family, okay.
Soni : She doesn’t drive when she drunk. Then, there is a handsome prince came to the village, and he would like to marry her.
Teacher : All right. That’s good.
Wahyu : When she was married with the princes, she looks like very happy
Teacher : Yeah, and that’s important. Do you think he fools around? What gives you that impression?

2). Silent Reading

The next activity is about silent reading. Silent reading is one of the activity where the students and teacher read the text at their independent reading level for uninterrupted period of the time. In this session the teacher asked the students to read the text which is given in their text book without a sound. They are suggested to know the substance of the text quickly.

The students background knowledge is very important to help them comprehend the text. The silent reading also can increase students’ ability to understand the text in English, because they have to analyze with their own ability.

T (Teacher) : “OK students, now open your book on page 50 and please read the text in five minutes, and if you meet the vocabulary that’s difficult to comprehend, please ask me. After that tell me what the text is about.

S (Students) : (Then They open the book and read it.)

T : (After five minutes the teacher invites one of the students to answer the content of the text). “Finish?”

Now Laras can you tell me what is the text about.”

Laras : (After look at the teacher), she answer the Teacher question, “the text tell us about **Profession**, Sir.

T : “OK” Laras, thank you. That’s great.

3). Reading Aloud

The other activity or technique in reading which is used by teacher is about reading aloud. Reading aloud required the speaker to delivered what is written on a page in such a way that the content is (at last) easily understood by the listener. In this section the students are asked to read the some text loudly. While one of the student pronunciation and grammar. Usually teacher invites students to read in order to save the time and also to teach students ability on reading.

Here the teacher asks the students to read the passage or part of passage. After the students have done it, the teacher gives some information to make the students more clear about their comprehension practice.

T : Dimas, please read the *Profession* text on page 50

D : (He read it loudly) “Mr.joko is a typist, and now he is typewriting the document. (the pronunciation of ‘typist ‘ is wrong)

T : “Not ‘typist’ but “taipist” OK, repeat it once again, please!

D : (then He repeat the sentence which is still wrong)

T : “OK, now David please read the next sentence !”

D : (He reads it loudly)

T : (The teacher still pays attention and correct the pronunciation).

4). Questions and Answer

The next technique on teaching reading which is taught in the sixth year students of SD N 2 Tlogorandu is about questions and answers which related with the text. Questions and answers meant that the teacher gave some questions or tasks to the students to be answered. The teacher wrote the questions about the previous text on the blackboard. The responds from the students are relatively good. They answer them enthusiastically because if they can be active in the class, their mark will not be bad. After answering the questions together with the teacher.

T : (The teacher writes the questions in blackboard)

“ Imagine that you has been adult. What would you do with your ability or your profession ?

“ imagine that there were no radios, televisions and also newspaper or magazine in this country. How would life be? how would you get important information ? “

“Imagine that you were sick and there were nobody home to inform the school. What would you do ? “

“Imagine that cats and dogs could speak as the human being. What would happens ? “

(the teacher asked the students to answer it) After for about fifteen minutes, the teacher asked the students for answer it.

S : (They read the questions and do what the teacher said, one by one)

All of the students who answer the questions are volunteers. The teacher evaluates the students activity in the class to make them active and get involved in every teaching learning activity.

b. The Activities in Teaching Reading

There are also three activities which is be one in technique of teaching reading comprehension in SD N 2 Tlogorandu, namely: opening, reading activity, and closing. It meant to add the stability between the teacher and students when they start to learnt or doing their activity in the class.

1). Opening

The opening session is the activity, which the teacher comes into class at the first time. In this activity the teacher opens the lesson by leading the students for greeting, praying together, and then checking the student's attendance and preparing for the lesson.

T : “Good morning students ! “

S : “Good morning Sir “

T : “ How are you today? “

S : “ Fine and you Sir ? “

T : I am good, OK, “ Who is absent today ? “

S : “ There is No body absent Sir “

T : That's good”, OK before we start our lesson, lets start to take a pray Together..”

S : “ Yes Sir”

2). Reading Activity

The second step is the explanation that takes twenty five minutes for reading comprehension as we know there are three kinds of reading activity, such as pre-reading activity, while-reading activity and post-reading activity.

Pre-reading is an activity planned the students mental before they have the material (warming up). Here, teacher must be able to make the students interested in the teaching. The teacher asks some question to the students. Related to the topic and lets the students respond. But here, the teacher usually gives students-reading activity when the topic isn't familiar for the students.

Example :

Teacher : Have you ever gone with Transportation?

Student : Yes, we have Sir.

Teacher : Can you mention what kind of transportations which is used?

Student : Bicycle, Car, Bus, Motorcycle, Sir.

Teacher : OK.

While-reading is the activity to understand the texts which is focused on the learning. This activity is used to develop the six reading skill. While-reading activity takes for thirty minutes. Here the teacher asks to the students to open the Text book and try to read every sentences in the passage. The teacher asks the students open the guide book namely Creative English Workbook for Elementary School book or sometimes the teacher gives some reading texts taken from supplementary reading. Then the teacher read the text loudly with correct pronunciation. The students doing silent read and listen carefully to the teacher until he is finished reading. Then he gives opportunity to her students to read loudly with correct pronunciation. The teacher always does this because besides she wants to know their student ability in pronunciation, he also directs the students to comprehend the reading text by reading and listening for several items.

Teacher : Feri read the first paragraph.

Feri : (Read the reading material).

Teacher : Yes, next please (selanjutnya)

Hendika : (Reads the text).

Teacher : Ok Dika, What is the title of the reading?

Hendika : "**At the Zoo**" Sir.

Teacher : OK, that's great"

Post-reading is the activity to doing the exercise. After explaining the material, the teacher orders the students to do the exercise for ten minutes. He asks them to answer some questions that consist of retell the text, appreciate the text and answer the question which related with the text.

Here, the teacher tries to emphasize the reading text by giving his students homework. The teacher asks his students to retell the reading text that has been

discussed, by using their own words as simple as possible. The task is in individual task.

Teacher : In English, try to mention the kinds of animal there. You, David mention it!

David : Yes, Mam. Ehmmm lion, snakes, birds.

Teacher : Any thing else. Answers it..

Anita : giraffe, elephant Sir..!

Teacher : "OK, Students".

3). Closing

The closing session is the teacher closes the meeting in the end of the lesson. First he asks the students whether they have difficulties or not and leads them to pray together.

c. The Strengths and Weakness of Teaching Reading

1). Strengths

In this research, the writer find some strength which is showed by the teacher and the students on the observation report in SD N 2 Tlogorandu. The students can share their opinion one another that they can solve their problems in discussion and be active in any occasions, besides that they can solve problem together. The students have many opportunities in classroom activity. They can also develop speaking, writing, and listening skills while they are accomplishing the reading task, they can develop language elements too, such as grammar, vocabulary, pronunciation and spelling.

The other side to the teacher, she can provide the needs of the students in learning English. It motivated them to learn it continuously.

Beside the teacher is capable in mastering the teaching method, she is also capable enough in managing the class situations. The teacher's action does not make the students bored. She uses her hand or finger and she doesn't only stand up in front of the class but she moves forward and backward when she explain the lesson. Her jokes are used to increase the student's interest in attending the lesson. The teacher also tells the story to motivate the students learning. She wants the students to enjoy the lesson. Sometimes, the teacher gives some advices to the students to have a good attitude in the classroom and real life communication by this way, the student can learn it easily.

2). Weakness

The weaknesses from the students are in classroom activities, the student's responsibility in comprehending reading text, practicing the dialog, and also writing are a little bit passive. Because they are afraid of making a mistake. Few students seem afraid of consulting to the teacher, when they face their problems. Most of

them are lazy to ask the teacher. It seems when they find the difficulties in reading comprehension, writing, speaking or telling a story, grammar and doing homework.

For the teacher, it is difficult to get the most appropriate material for the students. The main topic of the material should be related to one another; it means that every topic of an English skill must have a correlation with the other skills. Therefore, the teacher must be creative and attractive to achieve the purpose of English teaching learning.

2. Discussion

Based on the research finding above, the writer discusses the finding on dimension of the technique of teaching reading comprehension, and strengths and weaknesses of the teaching reading comprehension.

In the observation, the writer found that there are several types of teaching learning process apply by the teacher, such as group discussion technique on teaching reading comprehension, silent reading, reading aloud, and question and answer,

The first is **group discussion**. A group discussion is an effective technique of teaching class in comprehending reading because a group discussion consist only four to five students. According to Roe et al. (1995:332) in implementing cooperative learning techniques, teachers should explain the process and its purpose to their students. The cooperative learning process includes the discussion and sharing of ideas with students as active participants. Here, students should understand exactly what is expected of them during group activities and they need to have a thorough understanding of the topic at hand; otherwise, their misconceptions can inhibit learning. The teacher assigns students to groups which are formed prior to giving out assignments. Observations can help teachers know when and how to adjust group membership and group activities.

The second is **silent reading**. It is the activity where the student and teacher read the text at their independent reading level uninterrupted period of time. in this session, the teacher asked the students to read the text given without a sound. Third is **reading aloud**. It is require the speaker deliver what is written listener. In this session, the students are asked to read the same text loudly. While one of the students read loudly, the teacher also corrects the students pronunciation and grammar. The last is **question and answer**. It meant the teacher gives some question or task to students which related with the text and they must answer it.

In this research, there are also some weaknesses that the writer found. The weaknesses from students are in the classroom activities, when they irresponsible in comprehending reading text, practicing the dialog, and also writing are a little bit passive. Because they are afraid of making a mistake and most of students also seem afraid of consulting to the teacher, when they face their problems.

For the teacher, it is difficult to get the most appropriate material for students. The main topic of the material should be related to one another; it means that every topic of an English skill must have a correlation the other skills. Therefore, the teacher must be creative and attractive to achieve the purpose of English teaching learning.

C. Conclusion

After describing and analyzing the data, the writer can draw a conclusion based on the result of the observation of teaching learning process especially in reading comprehension to the sixth students of SD N 2 Tlogorandu.

The technique of teaching reading comprehension are : group discussion, silent reading, reading a loud, and answer and question. Group discussion technique or group learning is an instructional strategy which organizes students into small groups so that they can work to gather to maximize their own and each other's learning. Discussion technique is structured and focused to make sure that learning is taking place. The teacher chooses the groups to reflect a diversity of viewpoint, abilities, gender and other characteristic. Discussion technique create the classroom community which involves students in a kind of interdependence whereby responsible for different aspect of content and teaching in other members of group.

Group discussion consist only four to five students. In implementing cooperative learning techniques, teachers should explain the process and its purpose to their students. The cooperative learning process includes the discussion and sharing of ideas with students as active participants.

Silent reading is where the teacher asks to students to read the text without a sound. Reading a loud is the writer delivers what is written on a page that the content is easily understood and the students are asked to read the some text loudly. Question and answer is the teacher gives some question and the students must answer it.

The process of teaching reading comprehension consists of pre reading actively, while-reading actively, and post-reading activity. Pre-reading activity means before the lesson is beginning, the teacher asks to students about the text with related which the text. While-reading activity is the teacher explain about the text with detail. Post-reading activity is the teacher give some question to students and they must answer it.

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