

**A STUDY ON ENGLISH TEACHING TECHNIQUES ON READING SKILL  
BY TEACHER TO PROMOTE STUDENTS' PARTICIPATION  
OF THE EIGHTH GRADE STUDENTS AT SMP N 2 SAWIT  
IN 2012/2013 ACADEMIC YEAR**



**PUBLICATION ARTICLES**

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by

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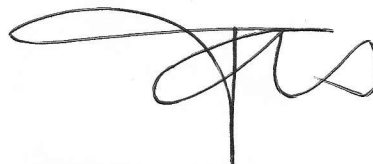
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**ABSTRACT**

*This research is aimed at describing: 1) teaching reading techniques used by English teacher in the classroom activities, 2) the teacher's roles in the classroom activities, 3) the students' role in the classroom activities, and 4) how the teaching reading techniques to promote the students' participation do. This research is descriptive research which the data are obtained from elements are related of teaching-learning process. The method of collecting data is conducted by doing observation, analyzing data, and conducting interview. There are five points have been found in this research, namely the technique of teaching reading, the process of teaching reading, teacher's role, student's role, and the problem faced by teacher. The result of this research indicates that there are two techniques which promote students' participation; reading aloud and pattern drill. Besides, there is technique which do not promote students' participation; silent reading. In the classroom activities, teacher has roles as a facilitator who facilitates the teaching-learning process, an organizer who organizes the condition of the classroom, a counselor who helps the students to solve the difficulties, and a guide who handles teaching-learning process, while in the classroom activities, the students have roles as a communicator who communicate with other students in discussing the difficulties, and a leader who responsible to their achievement.*

**Key words:** reading, technique, participation.

**INTRODUCTION**

English as an international language has a very important role in many aspects of our life. In Indonesia, English is one of the favorite foreign languages in the formal school from kindergarten to the university level. Learning English is not as easy as learning the mother tongue. When we learn a language, there are four skills that we need to communicate well. In English

there are four skills that must be mastered, namely: listening, speaking, reading and writing. When we learn our mother tongue either in English, we learn to listen first, then to speak, then to read and finally to write.

Reading is the third skill after listening and speaking. We know that in our own language reading is considered as important because it can be entertaining and educational. Besides, it can open up new worlds to enrich our life in many aspects.

Reading is an essential skill for language learners. Reading is one of the necessary language skills taught in the language classroom. Students must be able to read the texts in English for their careers, for study, or just for pleasure. Reading the text also provides opportunities for students to learn vocabulary, grammar, pronunciation, and even a good model for writing English, such as making a sentence, paragraph, or text. In addition, reading texts can introduce interesting topics and stimulate discussion.(Harmer, 2005:68) in Fauziati (2010:32)

Smith (1991:9) in Fauziati (2010:33) defines Reading “as an understanding a message conveyed by the writer through visual and non-visual information”. The ability to read is one of the keys to reach success in learning English. By reading, students will learn a new knowledge, improve better vocabulary and make students easily in mastering the other skills. If they have poor reading skill, they will find difficulties to make progress.

Teaching reading in the junior high school level is emphasized in comprehending a text, to support development vocabularies and read the text correctly. It is not as easy as teaching reading for children. Junior high school students are transition from elementary to middle school. They as young adolescence, have to adapt with their hormonal changes. One of the effects is unstable emotion. Here, the teacher needs more attractive techniques in teaching such as game, discussion, pair work, etc. to arise their interest in the reading class.

SMP N 2 Sawit is one of junior high schools in kecamatan Sawit, Boyolali. SMP N 2 Sawit is located far from the main street. Students usually

go to school on foot or by bicycle. In this school, there are three English teachers. There are nineteen classes from seventh grade until ninth grade.

Based on the observation before, in English class, teacher finds many problems in teaching reading. Because reading is the process in which we use our eyes to receive written symbols such as letter, punctuation mark and spaces to translate them into sentences that is communicative enough. The problem that is often found is the limited of vocabulary. In addition, the problem that is often found is incorrect pronunciation and intonation in reading aloud activity.

Beside the problem above, there is a problem arises from the student. It is the low motivation to follow the reading class. The condition is caused by less social interaction in the classroom. From the perspective of sociocultural theory Oakes and Lipton (1999: 210) in Moguel (2004:21) state that,

classroom social interactions...that lead students to develop new insights, deeper understanding, and greater thinking skills are those in which a teacher or a classmate presses the student through questioning and sharing of ideas to go beyond his current thinking.

Teacher has difficulty in promoting students' participation because of the students low motivation learning. It causes the teacher can't deliver the material to the maximum level. Therefore, the teachers try to apply different teaching techniques to promote students' participation.

In the classroom, teaching-learning process is occurred. Teacher delivers materials and students receive it. But actually, the teacher's role is not only as a tutor.

Socially and emotionally competent teachers set the tone of the classroom by developing supportive and encouraging relationships with their students, designing lessons that build on student strengths and abilities, establishing and implementing behavioral guidelines in ways that promote intrinsic motivation, coaching students through conflict situations, encouraging cooperation among students and acting as a role model for respectful and

appropriate communication and exhibitions of prosocial behavior. (Jennings, 2009:492)

## **RESEARCH METHOD**

In this research, the writer uses a descriptive research. Ary (1985:415) argues that descriptive research was aimed to determine the nature of the situation, as it exists at the time of the study. By using a descriptive research, the writer will describe English teaching techniques on reading skill by teacher to promote students' participation of the eighth grade students at SMP N 2 SAWIT in 2012/2013 academic year. The subjects of this research are English teacher and the eighth grade students of SMP N 2 SAWIT in 2012/2013 academic year, especially VIII D, VIII E and VIII F. The object of this study is teaching reading techniques to promote the students' participation in eighth grade students of SMP N 2 SAWIT in 2012/2013 academic year. In this research, the data are the classroom activities and teaching learning process. The data of the research include interview result, field notes, lesson plan, and syllabus. The writer employs techniques in collecting data, such as doing observation, analyzing document, and conducting interview. Analyzing data is representing the effort for classification and collecting data, the writer uses three steps namely, data reduction, data display, and verification or drawing conclusion.

## **RESEARCH RESULT AND DISCUSSION**

Based on the research finding, the writer presents the discussion that consist of,

### **1. The Technique of Teaching Reading**

The techniques used by teacher in teaching reading are silent reading, reading aloud, and pattern drill.

In the first technique, the teacher asked the students to read the text by themselves without a sound. This activity was meant to compare the

result when they was reading by themselves and reading together with the teacher. The second technique was reading aloud. The students read aloud the words and phrases that were written by the teacher on the whiteboard. The teacher read each word first, students imitated then. The last technique was pattern drill. The teacher used this technique because the capability of the students to remember the pronunciation of the words was low. The teacher read the words then the students imitated her. This activity was done repeatedly until the students pronounce the words correctly.

## 2. The Process of Teaching Reading

According to Fauziati(2010:400), the reading classroom procedure consists of three activities, there are : pre-reading, while-reading, and post-reading.

The main process of teaching reading in SMP N 2 SAWIT also consist of three activities like as the theory proposed by Fauziati. Before teacher started to practice reading, she described to the students about the importance of reading. The teacher built their motivation in this activity. While-reading activity the teacher asked the students to read aloud the words and phrases on the whiteboard in drilling. The last, the teacher conducted assessment after reading practice. She determined the standard of assessment, such as, reading aloud, pronunciation, and punctuation.

The following is a table that draws the teaching-learning process in reading class. It also shows which the techniques used by the teacher that promotes students' participation or not.

Technique for Teaching Reading	Promoting the Students' Participation		Students' activities
	Yes	No	
Silent Reading	-	√	The students read the text in silent independently while the teacher looked for unfamiliar words.
Reading Aloud	√	-	The students were asked to read words or phrases on the whiteboard loudly. Then, students have to read sentence and the text loudly one by one.
Pattern Drill	√	-	The teacher drilled some words and phrases that difficult to be said by students. This activity was done in many times.

### 3. Teacher's Role

In the reading class of VIII D, VIII E, and VIII F SMP N 2 SAWIT the English teacher has many roles. Besides as a tutor, she also acts as a facilitator who prepared all of the students need while teaching-learning process. The teacher as an organizer had to organize the class to create the situation that is comfortable for teaching-learning process. The teacher as a guide gives instruction step by step all of activities in the classroom. The last, teacher is also as a counselor because she is the destination of the students if there are difficulties.

### 4. Student's Role

Besides the role of the teacher in the teaching-learning process, the students also have roles as a communicator and a manager. As a communicator, the students make communication in discussing the difficulties with their friends. Then, as a planner, the students have to



manage their capacity to study and they have to be responsible of their own achievement.

#### 5. The Problem Faced by Teacher

In the teaching-learning process, the teacher is not free from problem. She faces two difficult problems to be solved; they are classroom management and low motivation of students in studying. The characteristic of the students who are difficult to focus to the material made the class often be noisy. Besides, the awareness of the students to study hard is not sufficient, so they have low motivation to accept the material.

### **CONCLUSION**

After describing and analyzing the data, the writer draws conclusion based on the result of the observation in process of teaching-learning reading to the eighth grade students in SMP N 2 SAWIT.

- a. Techniques for teaching reading used by teacher in the classroom activity to the eighth grade students in SMP N 2 SAWIT are silent reading, reading aloud, and pattern drill.
- b. The teacher's roles in the classroom activity are as a facilitator, organizer, guide, and counselor.
- c. The student's roles in the classroom activity are as a communicator and a planner.
- d. Teaching reading techniques that promote students' participation are reading aloud and pattern drill. Both of them encourage students to take an active role in the classroom.
- e. There are two problems faced by teacher in teaching-learning process, such as difficulties in organizing classroom and low motivation of students in studying.

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