TECHNIQUES IN TEACHING READING TO THE SEVENTH GRADE OF SMP NEGERI 2 WONOGIRI

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TECHNIQUES IN TEACHING READING TO THE SEVENTH GRADE OF SMP NEGERI 2 WONOGIRI

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ABSTRACT

The objectives of the study are to identify the techniques in teaching reading and the procedures of teaching reading to the seventh grade of SMP Negeri 2 Wonogiri. This study is descriptive qualitative research. The data are taken from observation, interview, and documentation. In collecting the data, the writer employs observation and interview. The techniques for analyzing data are data reduction, data display, and conclusion drawing. The results of this study are: (1) the techniques in teaching reading to the seventh grade in SMP Negeri 2 Wonogiri are reading aloud and KWLH technique, (2) the procedures of teaching reading consists of pre-reading, while-reading and post-reading.

Keywords: Techniques, Processes, Teaching Reading
A. Introduction

Reading is one skill that must be mastered. By having this skill students are be able to obtain information from a reading text. Besides getting information, reading also increases knowledge, because by reading a lot of information will be received and reading also add our vocabulary. Grellet (1992:8) writes that the reading comprehension should not be separated from other skills. There are few cases in real life when we do not talk or write about what we have read or when we do not relate what we have read to something we might have heard.

In the teaching of reading, teachers must master a variety of techniques that can be adjusted to classroom conditions. According Fauziati (2010:17) technique encompasses the actual moment-to-moment practices and behaviors that operate in teaching a language according to a particular method. In other words, technique is classroom practices done by teacher when presenting a language program. This is the way the classroom activities are integrated into lessons and used as the basis for teaching and learning.

One of the most important aspects of teaching reading 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. Various kinds of techniques can be used to teach reading. By forming a discussion group can facilitate students in learning. Students learn to work together with other students to interpret and answer the worksheet from the teacher. Usually, one class is made up of five discussion groups and there are 6 to 5 students in it. This technique can also be called cooperative learning technique. According to Richards and Rodgers (2004:192) in Fauziati (2009:164) it is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom. Another technique that can be used to teach reading is KWLH technique. According to Donna Ogel (1986) this technique is often used by teachers to teach descriptive reading. KWLH is a model for active thinking during reading. The four stand for helping students to get information from the
The writer chooses the seventh grade students of SMP Negeri 2 Wonogiri to do the research. SMP Negeri 2 Wonogiri is the favorite school there. This school is a good alternative for children because this school is pilot project school for 2013 curriculum. Teaching English focuses on learning language skills. There are listening, reading, speaking, writing and integrated vocabulary and grammar.

The writer is interested in observing the seventh grade of SMP Negeri 2 Wonogiri because, at this level, many students can’t understand the techniques of reading. Junior High School students are transition from elementary to middle school. To understand the reading text is too difficult for students, still little known about vocabularies as is a problem. Students were too lazy to open the dictionary, whereas to understand a reading text must know the meaning of each word that is reasonably difficult. Especially, the ability to read which should understand a lot of vocabulary in order to understand and comprehend the text readings is served by the teacher. Therefore, teachers must have a good technique for teaching reading skills.

This study is a descriptive qualitative research. This method is implemented to reach the objectives of the study to identify the techniques and the procedures in teaching reading. The writer focuses the study and observes the process of teaching learning. The writer observes in the class and watched the process carefully. The writer also uses interview to get information from the teacher and document analysis. The subjects of this research are English Teachers and the seventh grade students in SMP Negeri 2 Wonogiri in teaching-learning process of reading. The writer takes 7G and 7H class of students as the subject of the research. The object of the study in this research is the implementation of English teaching learning process of reading in SMP Negeri 2 Wonogiri. In this case, the writer identifies the objective of techniques and the procedures in teaching reading. The data are
taken from observation, interview, and document. The data consist of the activity of teaching-learning process, the result of interview with the teacher. In collecting the data, the writer employs observation and interview. The technique for analyzing data is data reduction, data display, and conclusion.

B. Research Finding and Discussion

The writer focuses on the techniques in teaching reading to the seventh grade and the process of teaching reading.

1. Techniques in Teaching Reading

   Basically the teacher guides the learning process so that the students can understand and receive information from any material that students learn. Various teaching techniques can help teachers convey the essence of the material taught and guided students from not knowing to knowing. Based on observation and interview that have been conducted, the writer founded techniques used by teachers in teaching reading. The following techniques are found when doing observation and interview in SMP Negeri 2 Wonogiri.

   a. Reading Aloud

   This technique trains students to read aloud and train so that the correct pronunciation and grammar.

   Teacher : I will read every sentence, repeat after me
   This is my mother
   Students : This is my mother
   Teacher : She is a beautiful woman
   Students : She is a beautiful woman

   The teacher asks the students to repeat the teacher read aloud. When teachers read aloud each sentence students can repeat clearly and correctly pronunciation as the teacher demonstrated.

   b. KWLH Technique

   Based on observations, the writers found KWLH techniques. This technique is used by teachers to explain the descriptive text. Students are actively thinking for reading.

   1) K (What students know about the subject)
At this stage the teacher explains beforehand what material will be given students at the beginning of the lesson learned in the start. It aims to enable students to get an idea in advance what they will learn.

Teacher : Ok students please pay attention to me very carefully.
Today we will discuss how to describe person, we will have a reading exercises
How do you say hidungnya mancung?

Students : Pointed
Teacher : How do you say?
(Teacher & Students : he has a pointed nose)

Here the teacher explains the background of the text which will be studied, namely descriptive text reading. First, teacher repeat the material they have learned yesterday, then the teacher invites students to describe images on the LCD.

2) W (what students want to learn)

At this stage the teachers ensure that students receive the appropriate information to the topic that has been described at the beginning.

Teacher : Ok How about this? I take in your book, I take from your book pages 135, but the book is opened later, I'll read you repeat after me
This is my mother
Students : This is my mother

After the teacher invites students repeat what has been read, the teacher asked to interpret every sentence that has been read together. After the reading, the teacher and students discuss the text together.
3) L (what students learn as they read)

Based on the observation, at this stage the teacher do it at the beginning of the learning before entering the reading text. Teachers display an image to discuss together with the students.

Teacher : Ok what about this picture?
Do you know who is she?
Students : Yes
Nyi roro kidul
Teacher : She is the queen of South Ocean
Is she beautiful?
Students : Yes
Teacher : What about her hair?
Students : Her hair is long
Teacher : Her hair is long. *Rambutnya hitam dan panjang* How do you say?
Students : She has a long and black hair

4) H (How students can learn more)

At this stage additional information teachers can use to teach students is the text book. Teachers often use materials created by teachers such as PowerPoint and worksheets.

Teacher : Ok how about this?
I take in your book,
I take from your book page 135,
But the book is opened later,
I'll read you repeat after me

2. The Procedures of Teaching Reading

Teacher divided the process of teaching-learning into three activities, namely pre-reading, while reading, and post reading.
a. Pre-Reading Activity

Pre-reading is an activity planned the students mental before they have the material. Teacher must be able to make the students interested in the process of teaching-learning. Here, teacher gives some picture then teacher asks some question related to the topic and lets the students respond.

Teacher : What do you think about this picture?
          Is he handsome?
Students  : Yes
Teacher  : what is the color of his skin?
Students  : white

b. While-Reading Activity

Here, the teacher told the students to pay attention to words that will appear in the text that has been presented at the whiteboard. Students are given 10 minutes required to read unfamiliar words silently. After students read unfamiliar words independently and silently, then the students repeat aloud. Then the teacher pointed to the students to re-read the words randomly chosen. After students understand how the correct pronunciation of words and then the teacher invites students together define unfamiliar words, the next step, the teacher asked a question related to the text as a task that must be done after the students finished the discussion. The teacher explains how to answer every question that will be faced by students. Students can be more active thinking and when students’ difficulties in the materials students are expected to ask the teacher. The next step, the teacher presents a reading text. Students are required to understand in advance of each sentence. Furthermore, the teacher read each sentence and the students repeat. Finished reading, students and teachers interpret every sentence in the text. This activity was done alternately.
c. Post-Reading Activity

Post-reading activity is the time to do assessment. After the reading, the teacher then assigns tasks relating to the material that has been studied. The task is done in groups so that students easily discuss with friends and lighter in the process. After completion of work, the results are matched together. Each group represents one of its members to read the results of their work.

Vischa: why does the writer, write the text? The writer, write the text to describe the writer’s brother.

C. Conclusion

The writer found that the techniques used by teachers in teaching reading, especially seventh grade. The techniques are reading aloud and KWLH techniques. The first technique that was found the writer are reading aloud. These techniques are very often used teachers in teaching reading. By reading aloud the students are required to be able to read properly. The correct pronunciation became the main target of this technique. Teacher so much easier to correct the wrong pronunciation and grammar directly after students read aloud. And the second technique used by teachers is KWLH technique. In this technique consists of four stages, they are: (a) K, The teacher explains beforehand what material will be students at the beginning of the lesson learned in the start. (b) W, The teachers ensure that students receive the appropriate information to the topic that has been described at the beginning. (c) L, The teacher does it at the beginning of the learning before entering the reading text. Teachers display an image to discuss together with the students. (d) H, This stages is additional information teacher can use to teach students is the text book. Teacher use materials created by teacher they are power point and worksheets. However, this technique is less appropriate when applied to the reading ability course because this technique can be classified in, K “Know” can be used to speaking skill, W “Want” can be used to reading skill,
L “Learn” can be used to writing skill, and H “How” can be used to reading skill.

According to Fauziati (2010:40) fully-developed reading activity support students as readers through pre-reading, while-reading and post reading. First, before starting the lesson, teacher explains the background of the topic. In this step, teacher presents the pictures to discuss because with the pictures students more interest to learn. The second step, teacher asks to active thinking, read the text with the correct pronunciation. The teacher read every sentence and the students repeat until done. Then, the teacher explains the content of the text in detail. The last step, the teacher gives task related the text and the students must answer it.

D. Suggestion

Based on the conclusion above the writer would like to present some suggestions to make the teaching-learning process better, the suggestions are as follows:

1. To the teacher
   a. The teacher should use some other techniques that motivate students who are less interested in the lessons using interesting techniques such as games.
   b. The teachers should be able to be more creative increase student vocabulary in a fun way and students would easily. as an example, by reading folktale with attractive pictures.
   c. The teacher adds more varied text reading to improve students' vocabulary.

2. To the students
   a. The students should have more reading texts varied to improve the ability to read and add to the vocabulary.
   b. The students should have more practice in everyday speech to be more fluent in reading.
   c. The students should have more reading texts mean that the students are trained to understand the text reading.
E. Bibliography


Virtual Reference


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