

**THE TECHNIQUE USED BY THE TEACHER IN TEACHING READING
COMPREHENSION TO THE 7TH GRADE STUDENTS OF MTS N
SURAKARTA II IN 2016/2017 ACADEMIC YEAR**



**Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department**

by:

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APPROVAL

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PUBLICATION ARTICLE


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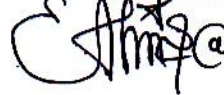
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Surakarta, ... October 2017

The Researcher



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ABSTRACT

PUTIK IZZAH MAULIDA.A320130055.THE TECHNIQUE USED BY THE TEACHER IN TEACHING READING COMPREHENSION TO THE 7TH GRADE STUDENTS OF MTS N SURAKARTA II IN 2016/2017 ACADEMIC YEAR.

RESEARCH PAPER.2017.Universitas Muhammadiyah Surakarta

This research aimed to describe the technique used by the teacher, the way technique used by the teacher and strength and weakness in teaching reading comprehension to the seventh grade students of MTs N Surakarta II in 2016/2017 Academic Years. The type of this research is descriptive qualitative research. The subjects of the research are teacher and students of class 7A1 and 7A2 MTs N Surakarta II. The methods of collecting data are observation, interviewing, and documents. The researcher make observation in the classroom, to know the techniques that used by the teacher in teaching reading comprehension. Furthermore researcher also conducted interview to teacher and students to obtain more complete information on the activities of English language teaching and learning especially reading comprehension. The results of the research are teacher using the technique of reading aloud, drilling vocab, grouping and the question and answer in teaching reading comprehension. The way teacher teaches reading comprehension with reading aloud, drilling vocab, grouping, and the question and answer. And in the technique that was used of teaching reading comprehension has several strength and weakness. Researcher concluded that English teacher at MTs N Surakarta II applying some techniques in teaching English lessons especially reading comprehension to develop the students Englishreading skills.

Keywords: Teaching Technique, Reading comprehension, strength and weakness, reading skill

Abstrak

Penelitian ini ditunjukkan untuk mendiskripsikan teknik yang digunakan guru, cara menggunakan teknik yang digunakan guru, kelebihan dan kekurangan dalam mengajar reading comprehension kepada murid kelas tujuh MTs N Surakarta II tahun ajaran 2016/2017. Jenis penelitian yang digunakan adalah penelitian deskriptif kualitatif. Subjek yang diteliti adalah guru dan siswa kelas 7A1 dan 7A2 MTs N Surakarta II. Metode pengumpulan data berupa observasi, wawancara, dan dokumen. Peneliti melakukan pengamatan didalam kelas untuk mengetahui teknik yang digunakan guru dalam mengajar reading comprehension, selain itu peneliti juga melakukan wawancara kepada guru dan siswa untuk memperoleh informasi yang lebih lengkap mengenai kegiatan belajar mengajar bahasa inggris khususnya reading comprehension. Hasil dari penelitian adalah guru menggunakan teknik reading aloud,

drilling vocab, grouping dan question and answer dalam mengajar reading comprehension. Bagaimana cara guru mengajar reading comprehension dengan teknik reading aloud, drilling vocab, grouping, dan question and answer. Dan dalam mengajar reading comprehension mempunyai beberapa kelebihan dan kekurangan. Peneliti menyimpulkan bahwa guru bahasa Inggris di MTs N Surakarta II menerapkan beberapa teknik mengajar pelajaran bahasa Inggris terutama pemahaman bacaan untuk mengembangkan keterampilan membaca bahasa Inggris siswa.

Kata kunci: teknik mengajar, reading comprehension, kelebihan dan kekurangan. Kemampuan membaca.

1. INTRODUCTION

Reading is the central of the learning process. In language teaching, reading comprehension is one of the skills that must be mastered by the students to prepare the students with good reading comprehension. Student should be able to read a text, book, newspaper, magazine and etc. in teaching reading, the teacher should provide good material, methods and learning assessments. Teacher should not only make students active, but also make students understand about what the teacher explains. The teacher should make students interested in English, instead of making them afraid. The teacher must give motivation to the students. When the students enjoy English, it can be a good way for the students to learn English. So, there is no statement from the students that English is a difficult subject, but English is easy to learn.

Reading comprehension is a vigorous process of constructing meaning from a piece of text and understanding it effusively and comprehensively (Nakamoto, Lindsey, & Manis, 2008). With regard to the teaching of reading comprehension, a dynamic, vibrant, and vigorous process of teaching reading comprehension by involving reading materials for constructing meanings from the text assists ESL teachers to enhance ESL students' academic performance (Anderson, 2003). Reading comprehension can be learned easily through positive communication between the educator and the learner.

Obvious strategy instruction is a useful method of teaching learners at all levels and competencies. In fact, this way of instruction provides learners with the observation of the teacher as a model and helps them apply different learning strategies. This instructional approach is consistent with the principles of Vygotsky's theory of social constructivism (Rogoff, 1990) Social interaction can enhance learners' cognitive development when they engage in interpersonal talks and discussions (Ben-Ari & Kedem-Friedrich, 2000)

In this case, the writer wants to observe the technique used by the teacher in teaching reading comprehension to the 7th grade students of MTs N Surakarta II. The reason why the writer want to observe the technique used by the teacher in teaching reading comprehension to the 7th grade students of MTs N Surakarta II is because MTs N Surakarta II have many English teacher with many technique in teaching English and this school have two school program. The two-school program in MTs N Surakarta II are the excellent program school which is consist of the student who has high score and full day schedule, And the regular program school who has on overage score.

The writer chooses reading comprehension subject as the object of the research in observing the technique used by the teacher in teaching learning process. Based on Nakamoto, Reading comprehension is a vigorous process of constructing meaning from a piece of text and understanding it effusively and comprehensively. In this sense, reading is the first way to understanding the meaning of word comprehensively. The importance in teaching reading is the first important skill to understand in studying English language. As a result, a good reading comprehension is a process that involves memory, thinking abstractly, visualization, and understanding vocabulary as well as knowing how to properly decode (Ness, 2010). Based on the interview to the English teacher of 7th grade students in MTs N Surakarta II, the student often

read the short text. So, the writer wants to observing the teaching and learning activities entitled the technique used by the teacher in teaching reading comprehension to the 7th grade student of MTs N Surakarta II in 2016/2017 academic years. This research has purpose to observing the technique used by the teacher in teaching reading comprehension.

2. RESEARCH METHOD

According to the aim of the study, the type of this research is descriptive qualitative method. The method to get information concerns phenomena occurred. Descriptive researches attempt to describe and explain the event, objects, resources, institution, groups and various fields. By this means, it becomes possible to understand them well, make categorizations and determine relations (Kaptan, 1998). The researcher wants to observe and describe the technique used by the teacher in 7th grades students of MTs N 2 Surakata to the 2016/2017 academic year.

The Subject in this research is Mrs. Roy as English teacher and the Students of 7 A1 and 7 A2 Class. The object of this research is the technique used by the teacher in teaching reading comprehension to the 7th grade student of MTs N Surakarta II in 2016/2017academic year. The location is in jl.transito Suronalan, Pajang, Laweyan, Surakarta. The researcher gets the data from some sources, such as events, informants, and documents. The researcher chooses observation, interview, and documentation as the method of collecting data in her study. There are several techniques for analyzing data in this study they are data reduction, data discussion, and conclusion and verification.

3. FINDING AND DISCUSSION

The writer presents research findings, as follows: (1) the technique used by the teacher in teaching reading comprehension, (2) the way technique used by the teacher in teaching reading comprehension, (3) the strength and weakness of the technique used by the teacher in teaching reading comprehension.

3.1. Technique used of technique used by the teacher in teaching reading comprehension

The technique is important in teaching learning process. The teacher in MTs N Surakarta II used techniques in teaching learning process, especially in teaching reading comprehension. Based on observation, the researcher found techniques used by the teacher in 7 A1 and 7A2 at MTs N Surakarta II, there are Drilling Vocabulary, Reading aloud, Grouping and Question and Answer.

To compare with previous findings, it can be acquired that the result of the research are different from the findings from Narko's (2012) which showed that the technique of teaching reading is Prior Knowledge Background, teach for comprehension, Cultivate Vocabulary, and Evaluate Progress. The findings are different with this research. While in this research, the researcher found that the technique used by the teacher in teaching reading comprehension to the 7th grade students of MTs N Surakarta II are reading aloud, Drilling Vocabulary, Grouping and Question and Answer.

The finding is in line with the theory, because according to Wallace (1996; 54-54) in Damayanti, there are two techniques for teaching reading namely silent reading and reading aloud. Fauziati stated that to help language learners develop the top- down (text- based processing

skills) and activities to develop the top down (knowledge based processing skills). (1) Classroom Practices to Develop Text- Based Processing Skills: Recognizing Word Meaning, Recognizing Phrases, Recognizing Sentence Structure, and Comprehension. (2) Classroom Practices to Develop Knowledge – Based Processing Skill: Advance Organizers, Previewing, Skimming and Scanning, and Prediction.

According to Richards and Rodgers (1993: 3-4) in Fauziati, one of the principle of GTM is Vocabulary selection based solely on the reading text used, and words are thought through bilingual word list, dictionary study, and memorization. In a typical Grammar- Translation text, the grammar rules are presented and illustrated, a list of vocabulary items are presented with their translation equivalents, and translation exercises are prescribed.

The technique used by the teacher in teaching reading comprehension to the 7th grade students of MTs N Surakarta II are Reading aloud, Drilling Vocab, Grouping and Question and Answer. The researcher concluded the techniques used in teaching reading comprehension to the 7th grade students of MTs N Surakarta II are in line with Wallace and Richards and Rodgers Theory.

3.2. The techniques used by the teacher in teaching reading comprehension.

All of the techniques used by the teachers have their own way. There are several techniques and its way. The way of all the technique used by the teacher in MTs N Surakarta II is to improve the students reading skills.

Based on the researcher observation at MTs N Surakarta II there are some techniques used by the teacher and its way. 1) The way Reading aloud is The teacher asked the students to read aloud the text and then correcting the students pronunciation and intonations. 2) The way of

drilling vocab is Teacher gives many new vocabularies which are taken from hand book. Then teacher write down those vocabularies in the white board, and the student should answer the question. 3) The way Grouping and Question and answer is The Teacher asked the students to comprehend the text and gives exercise in a group. Each group should discuss and answer the question correctly. After that, the student write down their answer in the white boar, and teacher corrected it together with the students.

Compared with the previous findings conducted by Anita Wahyuni, Anik Nunuk Wulyani, and Maria Hidayati works (2012) the findings of this research are different 1) The *Question and Answer* technique was used by the teacher in many times. During the observation, this technique was usually used by the teacher when she asked something and taught how to answer the question. 2) *In-pair or Group Discussion* technique was dominantly used by the English teacher. this technique, the teacher divided the students into groups or pairs. Every group/pair was given a project to be solved.

The finding is relevant with the theory because according to Wallace (1996: 54-56) in Damayanti, these are two techniques for teaching reading comprehension, namely: (1) Silent Reading is particularly important in society that calls for making one's way through much reading material. Silent reading depends to a great extent on the development of good set of physical habits. Eye focus, effective eye-hand coordination smooth left-to right eye movements are basic perceptual and motor skills not must be well developed. Make sure that material they are reading is not too difficult for them, because these habits are sometimes the result of frustration with too hard reading material. (2) In reading aloud, the students listen to their friend with their book closed as he/she read the

selection aloud, go through it a second time with book open and the students following the reading aloud focusing on how they pronounce the word, teacher and learner might profit from sharing knowledge of particular topics and discussing of particular genres in the actual course of reading. According to Richards and Rodgers (1993) there is one of techniques for teaching reading comprehension, that is vocabulary activity. Students are given lists of target language vocabulary and their native language equivalents and are asked to memorize them. Some vocabulary activities are synonym/ antonym and fill in the blank. Students are given one set of words and are asked to find antonyms in the reading passage. A similar exercise could be done by asking students to find synonyms for particular set of words. One student might be asked to define a set of words based on their understanding of them as they occur in the reading passage. Another type of exercise is asking students to work with the vocabulary items or with items of a particular grammar type, such as prepositions or verbs with different tenses. In order to show that the students understand the meaning and use of a new vocabulary item, they make up sentences in which they use the new words. The writer concluded that the finding is agreed with Wallace and Richards and Rodgers's theory.

Based on the explanation above there are the way the technique used by the teacher in teaching reading comprehension.

3.3. The strength and weakness of the technique used by the teacher in teaching reading comprehension.

The techniques used in teaching reading usually have their strength and weakness, because strength and weakness are based on how the teacher applied it. There are some strength and weaknesses in MTs N Surakarta II;

A. The strength of the technique used by the teacher in teaching reading comprehension to the 7th grade students of MTs N Surakarta II.

1) Drilling Vocab

By drilling vocab the student is able to know the new vocabulary every day. Based on the researcher observation and interview, the researcher finds the strength of drilling vocabulary. The students who do not know the meaning of word or odd with the new vocabulary, they can understand because the teacher gave them new vocabulary and they should remember or write on their book every day, and the next day teacher ask about it. This is relevant with Richards and Rodgers (1993) there is one of techniques for teaching reading comprehension that is vocabulary activity; students are given lists of target language vocabulary and their native language equivalents and are asked to memorize them. Some vocabulary activities are synonym/ antonym and fill in the blank. Students are given one set of words and are asked to find anonyms in the reading passage. A similar exercise could be done by asking students to find synonyms for particular set of words. One student might be asked to define a set of words based on their understanding of them as they occur in the reading passage. Another type of exercise is asking students to work with the vocabulary items or with items of a particular grammar type, such as prepositions or verbs with different tenses. In order to show that the students understand the meaning and use of a new vocabulary item, they make up sentences in which they use the new words.

2) Reading Aloud

By reading aloud the students is able to read aloud with good pronunciation and good intonation. Based on the researcher observation, this is shown when the student reading aloud. The teacher

always observes attentively and corrected the wrong intonation or pronunciation of each student. And also the other student who didn't reading aloud can know the correct intonation and pronunciation. This is relevant with Wallace (1996: 54-56) Reading aloud is students to listen with their book closed as he/she read the selection aloud. Go through it a second time with book open and the student following the reading aloud focusing on how they pronounce the word, teacher and learner might profit from sharing knowledge of particular topics and discussing of particular genres in the actual course of reading.

3) Grouping

By grouping they were able to communicate the text with their friend in group and make some discussion.

4) Question and Answer

By Question and answer the students are able to comprehend and known the text or the stories, and they can answer the question about the text correctly.

B. The weaknesses of the technique used by the teacher in teaching reading comprehension to the 7th grade students of MTs N Surakarta II.

1) Drilling Vocab, sometimes by drilling vocab not all of the students remember or know the meaning of new word. This is shown while the teacher ask the students to answer the meaning of word or the new vocabulary, but not all of the students answer it and only waiting for their friends to answer it.

2) Reading aloud, sometimes by reading aloud not the entire student listening or observing attentively their friends. This is shown when their friend reading aloud, some students chatting and joking with their friend.

3) Grouping and question and answer, the students usually have a lot of chitchat in the group and have a long time to finish their work. This is also shown when the teacher let them to discussing and actually they are only joking with their friends, but occasionally work on it.

The previous findings did not present about the strength and weakness in teaching-learning process especially in teaching reading comprehension. While, in this study the researcher presents some the strength and weakness of the technique used by the teacher in teaching reading comprehension to the 7th grade students of MTs N Surakarta II.

Based on the explanation above there are the strength and weakness of the technique used by the teacher in teaching reading comprehension to the 7th grade students of MTs N Surakarta II are relevant with Wallace and Ricards and Rodgers's theory.

4. CONCLUSION

The writer draws a conclusion about types of classroom technique used by the teacher in teaching reading comprehension to the 7th grade students of MTs N Surakarta II in 2016/2017 Academic Years. Based on her observation, there were some types of technique used by the teacher in teaching reading comprehension to the 7th grade students of MTs N Surakarta II were reading aloud, drilling vocabulary, Grouping, and Question and Answer.

There are many techniques that are used by the teacher in teaching reading comprehension and its ways. 1) The way Reading aloud is the teacher asked the students to read aloud the text and then correcting the students pronunciation and intonations. 2) The way of drilling vocab is Teacher gives many new vocabularies which are taken from hand book. Then teacher write

down those vocabularies in the white board, and the student should answer the question. 3) The way Grouping and Question and answer is The Teacher asked the students to comprehend the text and gives exercise in a group. Each group should discussing and answering the question correctly. After that, the student write down their answer in the white boar, and teacher corrected it together with the students.

The result of the researcher observation, the 7th grade English teacher of MTs N Surakarta II are used some technique and the way of the technique have their strength and weaknesses. Some technique that used by the teacher makes the students more interested and understand when the teaching learning process and especially in teaching reading comprehension. So, the student will be more interesting and understanding the mastery.

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