

# TEACHER'S TECHNIQUE IN TEACHING READING at SMA MUHAMMADIYAH 1 KARANGANYAR

**Muhamad Rosyid Cahyo Nugroho; Muamaroh**

**Program Studi Pendidikna Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Surakarta**

## **Abstrak**

Penelitian yang berlangsung di SMA Muhammadiyah 1 Karanganyar ini mengkaji teknik mengajar guru dalam pembelajaran membaca. Dalam penelitian ini, peneliti menggunakan metode deskriptif kualitatif sebagai desain penelitiannya. Partisipan dalam penelitian ini adalah tiga orang guru bahasa Inggris dari kelas X, XI dan XII. Instrumen untuk mengumpulkan data menggunakan observasi dan wawancara. Hasil penelitian menemukan bahwa semua guru menggunakan teknik scanning dan skimming dalam mengajar membaca. Permasalahan yang dihadapi guru dalam melaksanakan scanning dan skimming adalah siswa kurang konsentrasi dan malas, siswa mengantuk, suasana kelas berisik dan fasilitas kelas. Solusi untuk mengatasi permasalahan tersebut adalah dengan memberikan motivasi, memberikan icebreaking, memberikan teguran kepada siswa dan membawa fasilitas sendiri.

**Kata Kunci:** Keterampilan Membaca, Scanning dan Skimming, Teknik Guru.

## **Abstract**

This research which took place at SMA Muhammadiyah 1 Karanganyar examined the teacher's teaching techniques in learning reading. In this study, researcher used descriptive qualitative method as the design of the study. The participants in this study were three English teachers from clas X, XI and XII. The instruments to collect data used observation and interview. The results of the study found that all teachers used scanning and skimming technique in teaching reading. The problems faced by teacher in implementing scanning and skimming were student lack concentration and laziness, sleepy students, noisy class atmosphere and class facilities. The solutions to solve the problem is giving motivation, giving ice breaking, giving warning to students and bring his own facilities.

**Keywords:** Reading skills, Scanning and Skimming, Teacher Techniques.

## **1. INTRODUCTION**

Richard and Rodgers (2001) stated strategy is the important thing in teaching and learning process. Strategy is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a Strategy is procedural. Within one approach, there can be many strategies. In addition, Rusman (2012) stated each teacher hoped able to create a condition of learning that challange the creativities and the activities of students, motivation of students, use multimedia, multimethod, and multiresource so that achieve the objectives of learning that is hoped.

According to Enggar (2020), the learning process is very important, and teaching methods for understanding can have an impact on students' understanding. Therefore, incorporating interesting methods into teaching reading will encourage students to be involved in the learning process activities (Ridianto, 2021). Ahmad and Aziz (2009) concerns that students generally have a poor grasp of a language and part of the problem lies with the conventional teaching Strategy employed. Nunan (2003, p. 68), reading as being composed of four elements; those are the text, the reader, fluency, and strategies. Ricard (2002) defined reading as the meaningful interpretation of written or printed verbal symbols. This definition is also supported by Linse (2005) who states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.

Teaching strategy is generalized plan for a lesson or a lesson which includes structure, desire learner behavior, in terms of the goals of instruction, and an outline of tactics necessary to implement the strategy, Antoni (2010). Brown (2004) the aim of teaching reading is to make students become effective and efficient readers. According to Setiyadi (2006), some of the strategies are created and used by using authentic material and approaches, reading aloud in the classroom, comprehension question, check the level of difficulty of the text, use pre reading activities to prepare students for reading.

Research conducted by Puspita (2022), She utilized a descriptive qualitative method to gather data from English teachers at SMPN 1 Jabon. The data was collected through interviews and questionnaires. The participant in the study was Mr. F, an English teacher at SMPN 1 Jabon, who taught 10 classes consisting of 200 students, with 4 classes from 8th grade and 6 classes from 9th grade. The reciprocal strategy implemented by teachers in SMPN 1 Jabon was found to improve students' reading comprehension, as it helped students to understand the core of the reading. While, Sitanggung (2022) conducted a research about retrospective study on english teacher's strategies to improve students' reading comprehension. To gather qualitative data, researchers used questionnaires and documents. The result of this study are the teacher can determine which students can read well by giving them reading exercises. When the majority of students are proficient, the teacher should switch to alternative, more successful teaching tactics.

Apsari (2015) employed a qualitative approach was employed to explore teachers' techniques in teaching reading comprehension and the problems they encountered at one senior high school in Bandung Barat. The study used a case study research design and collected data through observation and a questionnaire. Two English teachers were purposefully selected to participate in the research. This research only focused on teachers' techniques in teaching

reading at senior high school, and further research should be conducted for higher levels. Moreover, Lak's (2017) his research used a quantitative comparative approach, and the raw data were analyzed using SPSS to process into inferential statistics. This study aimed to investigate the effect of teacher-centered versus learner-centered methods on the reading comprehension of Iranian EFL learners. The results indicated that both learner-centered and teacher-centered groups had positive results in improving Iranian EFL learners' reading comprehension performance. However, the study concluded that the learner-centered method was more effective in improving Iranian EFL learners' reading comprehension performance than the teacher-centered method.

Dewi (2021) investigated students' achievement in reading comprehension at the tenth grade of smkn 1 rejtangan. she employed a qualitative method with a descriptive research design. This research participants were 37 tenth-grade students. The researcher used four instruments, namely documents of students' recount text test scores, a questionnaire sheet, an interview sheet, and an observation sheet to collect data on students' achievement in reading comprehension. The main cause of poor achievement was found to be problems encountered by students themselves, such as difficulty in understanding the text, meaning, limited vocabulary, and difficulty in memorizing and pronunciation.

Prihatini (2020) did a study about students difficulties in reading comprehension at smanegeri 1 sukodadi lamongan. This research used descriptive qualitative design to investigate the difficulties of students in reading comprehension. The research focused on the tenth-grade students, totaling 362 students. This study employed interviews and document analysis as the techniques for collecting data. This study identified inadequate teaching, lack of student interest, and vocabulary difficulties as the causes of students' difficulties in reading comprehension. Vocabulary difficulties were found to be the most common factor experienced by students, as they were reluctant to look up the meanings of unfamiliar words.

Study conducted by Sarjan (2017) investigated analyze the English teacher's strategies in teaching reading comprehension to second-grade students in Junior High School 1 of Wonomulyo. In this study researcher employed a descriptive qualitative research design using direct observation, interviews, and documentation. The subject of this research was a teacher, and the participants were students of class VII D, totaling 37 students. This study revealed that the English teacher used two strategies, Scaffolding and QARs, to teach reading comprehension to students. These strategies aided students in understanding the reading text and developing the meaning of the text.

Aziz's study (2021) utilized a descriptive design to investigate the English teachers' strategies in teaching reading comprehension at SMP Lab school Palu. This research method design used descriptive qualitative, with direct questionnaires and interviews as data collection methods. The research participants were English teachers at SMP Lab school Palu, there are four teachers were analyzed as respondents in collecting the data. This study revealed that there were five strategies that English teachers mostly used in teaching reading comprehension in the classroom.

While Harefa (2018) conducted a Classroom Action Research study to investigate the impact of Multipass Strategy on students' reading comprehension skills at the third semester of English Department IKIP Gunungsitoli. The participant were 22 student. The data collection methods used in this study were both quantitative and qualitative. The findings of this study from cycle 1 up to cycle 3 showed that Multipass Strategy was effective in improving the students' reading comprehension skills, as evidenced by the results of the students' test in reading comprehension.

According to Nunan (2003, p. 68), reading as being composed of four elements; those are the text, the reader, fluency, and strategies. Another perspective on the definition of reading is that it involves deciphering written words in a way that enables the reader to articulate them verbally. Similarly, Ricard (2002) defined reading as the meaningful interpretation of written or printed verbal symbols. This definition is also supported by Linse (2005) who states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.

Teaching strategy is generalized plan for a lesson or a lesson which includes structure, desire learner behavior, in terms of the goals of instruction, and an outline of tactics necessary to implement the strategy, Antoni (2010). Moreover, according to Brown (2004) the aim of teaching reading is to make students become effective and efficient readers. In order to get the target, the teacher needs to use strategy of reading comprehension.

According to Setiyadi (2006) some of the strategies are created and used by using authentic material and approaches, reading aloud in the classroom, comprehension question, check the level of difficulty of the text, use pre reading activities to prepare students for reading. In addition, teachers also may use the other strategies such as developing vocabulary of children, not to continue reading without understanding, grasping the heart of matter, using contextual clues, teach reading strategies, visualizing what is written, provide a variety of reading purpose, identify texts and tasks, and so on.

Harmer (2007) has said that a strategy is an action that the teacher takes to attain one or more of her teaching-learning goals. The strategy can also be defined as a general direction set for the teaching process. While Brown (2004) has noted that the fundamental feature of teaching strategies is to make it easier to implement a variety of teaching methods and techniques. Slavin (2000) has also noted that effective instruction is not a simple matter of one person with more knowledge transmitting knowledge to another. Meanwhile According to Allington (2002), he notes that creative teachers manage to get better results regardless of curriculum materials, pedagogical approaches and/or reading programs.

## **2. METHOD**

This study took place at SMA Muhammadiyah 1 Karanganyar in Central Java. The participant were 3 English teachers who teach English at SMA Muhammadiyah 1 Karanganyar. The instruments to collect data were observation and interview. Interviews are conducted with 3 English teachers at SMA Muhammadiyah 1 Karanganyar using a structured interview system, with the aim of collecting data on teachers' techniques in reading instruction, challenges faced by teachers when teaching reading in the classroom, and solutions employed by teachers to address problems during reading lessons. Class X teacher named Mr. BA titled bachelor with 6 years of teaching experience, Class XI teacher named Mrs. AY titled bachelor with 6 years of teaching experience and Class XII teacher named Mrs. LI titled bachelor with 11 years of teaching experience.

## **3. RESULT AND DISCUSSION**

### **3.1 TEACHING TECHNIQUE**

Based on the results of interviews, it was found that the teaching techniques used by Mr. BA, Mrs. LI, and also Mrs. AY used scanning and skimming. students read the text in their textbook and then work on the available questions.

Based on the observation, Mr. BA begins the lesson with delivering an apperception to the students. Following this, the teacher explains the learning objectives and the material that will be covered. In this case, the material is biography text. The teacher provides reading material related to biography texts and explains techniques for scanning and skimming when answering questions after reading the text. Mr BA explained about the difference between scanning and skimming, he said that scanning is scanning and skimming is skimming. Then he explained about the steps in using scanning and skimming techniques, the steps in using scanning are determining keywords, reading quickly, guessing contextually and selecting specific

information, after explaining about the steps in using scanning techniques he continued explaining the step of skimming. The steps used are Identifying keywords, restoring the sequence sentence, and answering true / false questions if available. Mr. BA uses learning media such as student handbooks and smartphones At the end of the lesson Mr BA provides an evaluation in the form of working on questions through the Quiziz website.

Mr. BA: “ For reading I use scanning and skimming”

Furthermore, Mrs. AY started the learning by doing apperception first, after completing the apperception then Mrs AY will prepare the learning media in the form of LCD to teach in class. When Mrs AY was preparing the LCD, students were asked to prepare their handbooks. Mrs AY gave reading material about exposition text. After explaining about the exposition text, Mrs AY gave the reading material about exposition text. After explaining about the exposition text, Mrs AY explained about scanning and skimming techniques. Mrs AY explained that these two techniques are almost the same, the difference between scanning and skimming is the use of scanning is to find specific information in a text while skimming is used in finding the main topic in the text. Mrs AY also told her students the steps to use scanning and skimming. The first step in using scanning is to determine the keyword to be searched first, then move your eyes quickly until you find the keyword you are looking for, and finally when you find the word you want, read the surrounding text. Then the steps in skimming are first read the table of contents to find the main idea to be found, second pay attention to the title of each chapter, third read the opening paragraph as a whole, fourth read and mark sentences that contain keywords, fifth stop when finding important information but do not read in detail, and finally read the summary if available. In the middle of the lesson, Mrs AY gave the students questions about exposition text taken from the students' handbook. At the end of the lesson Mrs AY conducted an evaluation by giving questions as homework about exposition text for students. The evaluation questions are given in PDF form so that students become flexible in doing the evaluation questions.

Mrs. AY: “ I think this is the same as other teachers, we definitely teach scanning, skimming, yes, it's still the same, especially if we're limited by time, because we have to rush with other tasks, if we have to explain one by one, that's a bit long, so I just use scanning and skimming. “

Based on the observation, Mrs LI started the lesson by doing apperception first then continued with the delivery of the material to be delivered. The material presented by Mrs LI in class is

about letters. When explaining about scanning and skimming Mrs LI said that the two techniques are almost the same, the difference is that scanning is used to find certain information while skimming is used to find the core in a reading. Mrs. LI also gave step how to use scanning and skimming. The first step in using skimming is to read the title first, then read the first sentence of each paragraph and read the summary if available. The steps in using scanning are Let your eyes run rapidly over several lines of print at a time and When you find the sentence that you seek, read the entire sentence completely. After that Mrs LI continued to provide material about offering help. Here Mrs LI gave examples of how to Offering help, Accepting the offer and also Refusing the offer. The material of offering help is also taken from the student handbook. after she finished explaining offering help, Mrs LI asked her students to do the offering help questions in the student handbook. At the end of the lesson Mrs LI closed by giving a review of the material about Letter and Offering help that she had conveyed at the beginning and middle of the lesson. The evaluation given by Mrs LI is that students are told to make a Letter as homework and will be checked by Mrs LI at the next meeting.

Mrs. LI: “ If reading that normally, if not fast reading, then read the whole thing. This means skimming or scanning. “

### **3.2 DIFFICULTIES**

Mr. BA said that the problems he often faces when he teaches are students who have been embedded in the mindset that English is not important, which makes them lazy in learning English, as a result this students are not motivated to learn the language. English in class.

Mr. BA: "There are students who can't speak English and they cannot be forced to learn English because their mindset is ingrained that English is not important."

Mrs. LI said that the problem when teaching in class is that students who are too noisy can disturb other students who are studying seriously and become disturbed and feel uncomfortable when learning begins.

Mrs. LI: “In class there are bound to be students who are noisy and have difficulty with the rules, for example there are students whose concentration is definitely disturbed, then the others are also disturbed.”

Mrs. AY said that there were two problems faced in class, the first was inadequate classroom facilities which made Mrs. AY has difficulty delivering material when using a projector and the second is that his students sometimes feel sleepy in class because Mrs. AY gets teaching hours during the day.

Mrs. AY: “In terms of facilities, yes, because I'm actually the type who likes to use a projector and then there are speakers, especially in English speaking and listening”

Mrs. AY: “then when it comes to students, sometimes, for students, when the children don't pay attention during the day, some even sleep in class.”

### **3.3 PROBLEM SOLVING**

To overcome the problems experienced by Mr. BA in learning English in class is about the students is providing motivation to students who are lazy in learning English with the hope that students who are given motivation can be motivated and start to be enthusiastic about participating in English learning in class.

Mr. BA: “Appreciation and motivation are important parts of learning English. If we don't make it a habit to give appreciation and motivation, children usually immediately become down.”

Mrs. LI said that there are 2 ways to overcome problems that arise in class regarding students who are too noisy in class. The first is if there are only 1 or 2 students then Mrs. LI will call them and reprimand them in the hope that they will feel deterred and not repeat making noise in class. Then the second way is if there are many students who are noisy in class then Mrs. LI will immediately reprimand them all in class, this also aims to make them feel guilty and also serve as an example to other students if their actions in class are not appropriate in class when learning begins.

Mrs. LI: “if there are children in the class who are busy, who are disruptive, who annoy the other children i usually reprimand him for not concentrating. If a class is busy, I reprimand everyone, if it's just personal, I approach, I reprimand slowly so that it doesn't make the class so noisy.”

Mrs. AY said that his way of dealing with problems that arise regarding inadequate classroom facilities is by bringing his own facilities from home so that he can overcome this problem, then to overcome the problem of sleepy students in Mrs. AY invited his students in class to do ice breaking in between class hours starting with the hope that after doing ice breaking students who were initially sleepy would no longer be sleepy and hoped that by doing ice breaking students could focus on learning in class.



Mrs. AY: "For facilities I usually bring them myself from home or if office space is available then I take them from the office"

Mrs. AY: "When in class, maybe during the day, because I relate it to the afternoon, yes, many people are not focused, now I alternate with motivational sessions or stories from some of my own experiences, my friends' experiences, to motivate them to actually change the topic for a while, sometimes too small ice breaking such as concentration tests and so on"

#### **4. CLOSING**

The conclusion that can be drawn from this research is that the three teachers who were participants in this research used the same teaching techniques in class, scanning and skimming. There are several problem faced by every teacher such as student lack of concentration and laziness, sleepy student, noisy class atmosphere and class facilities. The problem solving that teachers do is giving motivation, giving ice breaking, giving warning to student and bring his own facilities.

#### **REFERENCES**

- Ahmad, F. d. (2009). Students' Perception of the Teachers' Teaching Literature Communication and Understanding through the eyes of the audience. *European Journal of Social Sciences*.
- Allington, R. (2002). What I' ve Learned about Effective Reading Instruction. *Phi Delta Kappan*.
- Antoni, N. (2010). Exploring EFL teachers'' strategies in teaching reading comprehension. *Jurnal Penelitian Pendidikan*.
- Apsari. (2015). Teachers' Techniques and Problems in Teaching Reading. *Jurnal Ilmiah UPT P2M STKIP Siliwangi*.
- Aziz, A. C. (2017). The Experimental Research of Using Question-Answer Relationship (QAR) Strategy in Teaching Reading Comprehension for Indonesian Students in Junior High School.
- Brown, H. D. (2004). Language Assessment: Principles and Classroom Practices. *New York: Longman*.
- Chairun Azis, W. K. (2021). AN ANALYSIS ON THE ENGLISH TEACHERS' STRATEGIES IN TEACHING READING COMPREHENSION AT SMP LABSCHOOL PALU. 74-81.
- Dewi, V. C. (2021). An Analysis of Students' Achievement in Reading Comprehension at the Tenth Grade of SMKN 1 Rejotangan. *Linguistics and Literature*, 48-55.
- Enggar, Y. W. (2020). AN ANALYSIS OF ENGLISH TEACHERS' STRATEGIES IN TEACHING READING COMPREHENSION.
- Harmer, J. (2007). The Practice of English Language Teaching. *Harlow: Longman*.

- Lak M, S. H. (2017). Centeredness Method vs. Learner-Centeredness Method on Reading Comprehension among Iranian EFL Learners. *Journal of Advances in English Language Teaching*, 1-10.
- Linse, C. T. (2005). *Practical English Language Teaching*. New York: *Grow-Hill Companies*.
- Nunan, D. (2003). *Language Teaching Methodology*. London: *Prentice Hall International*.
- Prihatini, S. O. (2020). AN ANALYSIS OF STUDENTS' DIFFICULTIES IN READING COMPREHENSION AT SMA NEGERI 1 SUKODADI LAMONGAN.
- Puspita L, N. E. (2022). Teacher' s Perspective in Teaching Reading Comprehension Using Reciprocal Strategy. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 29.
- Richard, J. C. (2001). *Approaches and Methods in Language Teaching*. New York: *Cambridge University Press*.
- Richard, J. C. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge University.
- Ridianto, D. &. (2021). The Effect Of Three Minute Pause Strategy On Students' Reading Comprehension. *Jurnal Edukasi*.
- Rusman. (2012). *Model-model Pembelajaran*. Jakarta: *PT RajaGrafindo Persada*.
- Sarjan, N. (2017). AN ANALYSIS ON THE ENGLISH TEACHERS STRATEGIES IN TEACHING READING COMPREHENSION SMP 1 OF WONOMULYO.
- Setyadi, B. (2006). *Teaching English as foreign language*. Graha Ilmu: Yogyakarta.
- Sitanggang. (2022). A Retrospective Study on English Teachers' Strategies to Improve Students' Reading Comprehension.
- Slavin, R. E. (2000). *Educational psychology: Theory and practice (6th ed.)*. Boston: *Allyn & Bacon*.
- Sozanolo Harefa, H. (2018). IMPLEMENTING MULTIPASS STRATEGY TO IMPROVE STUDENTS' SKILL IN READING COMPREHENSION.