TEACHING READING TECHNIQUES AT *SMA WALI SONGO PROBOLINGGO*

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ABSTRACT

Alfianita, Irana. Y. 2017. **"Teaching Reading Techniques at SMA Wali Songo Probolinggo".** English Language Program, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Dr. Esti Junining, M.Pd.

Keywords: Teaching Reading Techniques.

The purpose of this research is the researcher wants to find out how the teacher treats the students by using particular techniques regarding their reading problem and what are the teacher's consideration to choose those reading in teaching reading comprehension for the eleventh year students at SMA Wali Songo Probolinggo.

In this research, the researcher used descriptive qualitative research. The researcher collected data through interviewing with the English teacher, observing teaching and learning process the class. The observation was done in two meeting. The subject of this research was the English teacher at SMA Wali Songo Probolinggo.

The result shows that the teacher's technique in teaching reading comprehension are think-aloud, translating and question answer relationship. Moreover, the teacher used think-aloud to help the students to understand the text easily. In addition, the teacher used translating to help the students to understand unfamiliar words which were delivered by the teacher. The last, the teacher used QARs to build students knowledge, to know students understanding toward the material, and to make the students become more active.

ABSTRAK

Alfianita, Irana. Y. 2017. **"Teaching Reading Techniques at SMA Wali Songo Probolinggo".** Program Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: Dr. Esti Junining, M.Pd.

Tujuan dari penelitian ini antara lain, peneliti ingin mengetahui bagaimana guru mengahadapi atau menyelesaikan permasalahan siswa dalam keterampilan membaca dengan menggunakan teknik tertentu dan alasan kenapa guru menggunakan teknik di pengajaran pemahaman membaca untuk siswa kelas XI di SMA Wali Songo Probolinggo.

Di dalam penelitian ini, peneliti menggunakan penelitian *descriptive qualitative*. Dalam melaksanakan penelitian, peneliti mengoleksi data dengan melakukan wawancara terhadap guru bahasa Inggris, mengobservasi proses belajar mengajar di dalam kelas, dan membuat catatan lapangan. Subjek penelitian ini adalah guru bahasa Inggris di SMA Wali Songo Probolinggo.

Hasil penelitian ini menunjukkan bahwa teknik mengajar guru di dalam pemahaman membaca adalah *think-aloud, translating* dan *question answer relationship*. Guru menggunakan *think-aloud* untuk membantu siswa agar lebih mudah memahami teks bacaan. Selain itu, guru juga menggunakan *translating* untuk membantu siswa dalam memahami kosakata yang sulit. Teknik terakhir adalah QARs untuk membangun pengetahuan siswa, untuk mengetahui pemahaman siswa terhadap materi, dan untuk membuat siswa menjadi lebih aktif.

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CHAPTER I

INTRODUCTION

This chapter presents background of the study, research problem, objectives of the study, significances of the study, and definition of key terms. The researcher will discuss the problem on the above as follows.

1.1 Background of the Study

Reading is one of the language skills that is important. With reading, the readers can get a lot of information. Reading is important because through reading, the students exercise their brain and improve the concentration. If people can read, they can write too. So, reading is a basic skill in anything. Eryawati (2010) states that reading is a very important skill since by reading the students get much information which is very useful for their life. Based on Hamra (2010), "reading is the bringing and the getting of meaning from the printed page". From this definition, the readers bring the backgrounds, experiences, and emotion into play. The readers will bring their feeling into act of reading and this feeling will affect in reading process. Readers who have more knowledge about vocabulary of background about text, they will understand the text easily while readers who have no knowledge about vocabulary or background about the text, they will get difficulty in understanding the text.

The students difficulties in reading a text is because of some reasons. The first, the students are not familiar with the language in which it has been written. The second, the students do not have much background knowledge

which they bring into text, and last the students are lack of vocabulary. When the readers are able to understand the expected meaning of a word, it means that they are to identify the words. Many students know the words and able to pronounce the words well but they do not know the meaning. Some problems also occur at *SMA Wali Songo Probolinggo*. First the students have less motivation, they not have be interested in reading and they lack of words and vocabulary. Therefore, the teacher's role is needed.

Reading cannot be separated from the teachers' role. A teacher has an important role to help students in reading and understanding text although students use dictionary in understanding the vocabulary and comprehend the text. Because English has many vocabulary and similarities, we cannot translate the words or sentences one by one. We should see the context and the entire sentences in understanding a text. This is in line with Mahon (n.d, cited in Mickulecky, 1990) who states that a teacher has big influence in students ability in comprehending text. Teacher is the most important elements in reading class. Teacher's attitude can influence students performance. Teacher should help students to become confident and good readers. Another teacher's role in teaching reading is teacher as a model interpreter. A teacher helps students to comprehend the text by doing interpreting. A teacher helps students comprehend the text by giving them some strategies. Based on the explanation before, we can call it teacher as a facilitator and guide. They help students in comprehending a text by giving them appropriate and interest strategies. This is in line with Brown (2001, p.43) that states "teacher role is facilitator and guider, not all knowing best power

of knowledge. Therefore, the teacher needs to use appropriate technique to help students comprehend the text. If teachers' techniques are boring and monotonous, students will have less motivation in comprehending a text and they will not be interested in reading. If they are not interested in reading, in the future they will find difficulties in writing or they cannot understand the text.

In implementating the technique, teachers should know their class atmosphere and type of students. When the teacher know those things, teacher can choose the best technique in teaching reading comprehension.

According to the phenomenon above, the researcher finds the teaching techniques in reading comprehension to motivate and encourage the students in learning English, especially in *SMA Wali Songo Probolinggo* in reading the students have less motivation, they not have be interested in reading and students to find some difficult words and vocabulary. Therefore, the researcher wants to find out the teaching techniques which can be used by the teacher that are implemented by English teachers and to find out the reason why the teacher uses a particular technique at *SMA Wali Songo Probolinggo*.

1.2 Research Problem

Based on the background of the study above the problem is, "What are the teaching techniques in reading on the Eleventh Grade student of *SMA Wali Songo Probolinggo*?"

1.3 Objective of the Study

According to the problem mentioned above, the researcher want to know the teaching technique in reading on the Eleventh Grade student of *SMA Wali Songo Probolinggo.*

1.4 Significance of the Study

For the English teachers, this study aims to give usefull suggestion for the teacher in using the technique in teaching reading in English lesson. Hopefully, it can be used as a consideration in conducting the research about teacher's technique used by the teacher in teaching reading technique in English lesson in the future.

1.5 Definition of the Key terms

1. Teaching technique: Various activities include all task activities that accur between teacher and student in classroom (Brown, 2007:180)

2. Reading comprehension: A process of simultaneously extracting and constructing meaning through interaction and involvement with writen.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter displays some theories review of related literature. It discusses the definition of reading comprehension, technique in reading, three phase technique, and prevoius study.

1.1 The Definition of Reading Comprehension

Reading is an activity process to get information through written language. In other word, it can be said that reading is an interactive process that goes on between the reader and the text, resulting in comprehension. Tarigan (1986:7) states that reading is a process done by the reader to get information from the sender through words or written language. Reading is one of the methods that we use in order to communicate with other people or ourselves by communicating the meaning which is implied in written symbol. Brown (2001:264) states reading is a process related to thinking and other communication skills, such as listening, speaking and writing.

However, reading is an active process which consists of recognition and comprehension skill which is an important activity in life with which one can update students knowledge (Patel & Jain, 2008:113) it means reading is a complex process interaction between the text and reader. For this purpose, reading is created by the readers prior knowledge and experience. To be sure, reading process can help students in learning reading, so if they have already followed the

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reading process and learning, the students can comprehend the text in order to understand the information from the text accurately.

World knowledge is a foundation for the reader in construct the meaning. Prior knowledge and new knowledge give effect when the reader constructs the meaning of the text. If the reader can use both of their prior knowledge and information from the text, the reader can easily understand the text by using their expectation and prediction to construct the meaning from the text.

Besides, people who read a text always have purposes. There are some purposes reading. Tarigan (1986:9) states that the main purposes in reading is to find and get information and understand the meaning of the text. Nuttal (1996:3) who states that the purposes of reading is the reader wants to get message or meaning from the text. As mention earlier, the purposes of reading a text is to get information and message from the text. By getting the meaning and information, the reader will comprehend the text, the writer may have misunderstanding with the information or message that they get in a text.

Setyaningsih (2013, p.3) states that reading comprehension is the process of understanding and constructing meaning from piece of text. According to Olson and Diller reading comprehension is a term to understand and apply information contained in a text (cited in Setyaningsih, 2013, p.3). Fitrawati (2009, para 3) states that reading comprehension as a process of negotiating, understanding between the reader and the writer. The readers who have good reading comprehension can understand the meaning and idea from the writer. The

reader brings their background knowledge in reading to understand the writers idea. Based on Fitrawati (2009, para 6) he devides reading comprehension which can be gained from several skills there are students who have good knowledge in vocabulary, the students who have skill in identifying unfamiliar words, students who have a good eye movement habits, students who have a good proper habits of posture, holding books, etc, and students who have speed and fluency in silent reading. Grabe and Stoller (2002) mention there are three models in the process of comprehend the text. The models are bottom up, top-down models and interactive models.

Bottom up process is a term when the reader believes in information which is in the text without bringing their prior knowledge in comprehends the text. Nunnan (1991) states that the process of bottom up is focusing on decode a writen symbol. So, the difference between bottom up and top-down process is, in top-down processes the reader bring their prior knowledge in predict the writer's purpose. Meanwhile in bottom up process, the reader doesn't bring their prior knowledge in predict the writer's purpose. They just believe in the information in the text. If the reader use top down and bottom up to comprehend the text, it can be called as interactive reading. Here, the reader is adopting a top-down to predict the meaning or information in the text and then using bottom up to check or to confirm the writer's purpose in the text.

2.2 Techniques in Teaching Reading Comprehension

To make students understand and comprehend to the text, the teacher should have good techniques in teaching reading comprehension. According to Anthony (1963) in Brown (2007:14):

Techniques is specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with approach as well. Method itself means an overall plan for systematic presentation of language based upon a selecting approach. Approach means a set of assumptions deals with the nature of language, learning and teaching.

In other words, Brown (2007) states technique in various activities which occur between teacher and students in the class. Activities and all task are included in technique and they are controlled under the teacher. According to him in teaching reading, the teacher should divide in three phrase. There are pre reading phase, during and post reading. It is impossible when a teacher ask students to make summary about the text without introducing them about the type of the text and also the difficult vocabulary. So that, the teacher needs to use an appropriate technique in teaching reading comprehension.

2.3 Three Phase Techniques

There are three stages of teaching reading based on Badan Standar Nasional Pendidikan in Pemdiknas No.14 Tahun 2007 (process standard):

2.3.1 Pre Reading Activities

Pre-reading activities are interactional activities carried out before students conduct the real reading activities. In pre-reading activities, activation is concerned with the students background knowledge, objectives of reading class, learning activities of reading class, learning activities, and motivating the students. In this stage, teacher try to activate the students schemata related to the topic or explaining briefly the contents of the text.

Pre-reading is to tell students the purpose of reading and learning. Pre-reading is also to motivatethe students. Motivation in reading attracts student attention or the text. The activities of pre-reading are activities aiming at facilitating the students understanding about the reading text.

2.3.2 Whilst Reading Activities

During the activities are the activities that reader does while reading take place. Mukhroji (2011) mentions that while reading includes: (a) identify the main idea, (b) finding details the text, (c) following sequence, (d) inferring from the text, and (e) recognizing the discourse patterns. During reading activities are instructional activities that are going on while reading activities are happening. According to Mukhroji (2011), five activities todo while reading. The first, readers identify main idea of the text and identifying topic sentence through skimming. Second, readears find the details in the text and finding specific information. Third, readers follow a sequence by relating items in particular order or process. Fourth, readers infer from the text by trying to understand the text

using their shcemata and experience. Fifth, readers recognize the discourse patterns to understand the text holistically.

2.3.3. Post Reading Activities

Post reading activities are the activities conducted by a reader after reading. In post reading activities, student do post-question, feedback. The post-questionare more active in incidental comprehension and the objective, since information of both greater and lesser importance is learned. Post reading activities are instructional activities that the students and the teacher do after reading take place. Mukhroji (2011) points out that post question, feedback, and group and whole class discussion are activities that can be done in the phase of post reading activities. The activities function to check students comprehension about the text being read. The post question after reading class activity are very important since information of both greater and lesser important is learned. Besides asking question, summarizing the contents of the text is also applicable to the students. The activity of post reading can also be in the form of discussion. Thus discussion can be in group or whole-calss discussion. The discussion may depend on the class size, if the class is big, it will be better to have group discussion. If the class is small, it will be better to have whole class discussion.

2.4 SQ3R

Based on Brown (2007) another technique in reading is SQ3R or survey, quesion, read, recite and review. Survey can be done by skimming the text, here students can skim the text to find main idea. In question section, the students can ask question about the text while looking for answer the question. Next is read,

here the students read the text while looking for answer the question. After read, there is recite, in this section the students write down the important point of the text. The last is review; here the students can assess the importance of the text by doing discussion.

2.5 PQ4R

According to Hayes (1992) PQ4R is an analytical reading procedure for leading students through the study of the text systematically (cited in Suwito 2014, p.24). PQ4R strategy is a six-step system in which each letter stands for one of the steps Preview, Question, Read, Reflect, Recite, and Review.

Preview is in line with survey in SQ3R. Here the teacher can ask students to preview the text together, read aloud the title, and discuss the visual aids. The teacher can assist the students to find new vocabulary. The activities in this step can be like skimming, identifying new word, finding the meaning, discussing the text in pairs. Question step isa step making question about the text. Question can be like who, what, where, why. Read step is the students read the text to find the answer of predicted questions. The activity in this step can be like silent reading. The students answer the predicted question and prepare question. Reflect is a step when information from the article is linked together. The activity in this step can ben like teacher can ask students read again and find the main idea, make a note and ask the students to discuss a text. Recite is a step to summarize the main point and supporting detail. The activities in this step are the students should report their work in front of the class and the other students give comment or suggestion. The

last step is review; it deals with evaluating the students undestanding. Here the teacher can ask the students to re-read the txt and summarize the text.

2.6 Previous Studies

There are two studies used in this research. The first study comes from Khildah (2011) from State University of Malang. She studied teacher's techniques in teaching reading comprehension to the tenth grade students of *SMAN 8 Malang*. She found out three reading stages that used by three English teachers. In the three stages, the teachers used various techniques. In the pre-reading stage teacher A introduced the text by stating the title of the text. Teacher B activated the students background knowledge and provided a purpose of reading, Teacher C reviewed previous lesson and introduced the text by stating the title of the text. In whilst reading, the three teachers used silent reading. In the post reading stage, teacher A used questioning and cloze exercise. Teacher B used questioning and three exercises, there were finding sequence words in the text, producing four questions and writing how seed grow. Teacher C conducted group discussion and used story mapping as the techniques.

Second study comes from Hariyanti (2015) from State University of Brawijaya. She proposed a thesis entitled teaching techniques in reading comprehension at *SMA Muhammadiyah 2 Surabaya*. She found out that the teacher also used three reading stages while teaching reading comprehension. Based on the finding, the teacher took the materials from some text books that had been provided in the school and other sources. To help the students in comprehending a text, the teacher used traditional and modern media. She

suggested the teacher to apply more various techniques of teaching so that the students will be motivated to learn.

There are some differences among current study, Khildah (2011) , and Hariyanti's (2015) study. First differences, the researcher has different subject with Hariyanti (2015) and Khildah (2011). The current research conducts a research on English teacher of grade XI, while Khildah (2011) studied on three teachers and Hariyanti (2015) conducted the research on English teacher of grade XI. Second differences, the researcher conducts research at *SMA Wali Songo Probolinggo*, while Khildah (2011) conducted her study at *SMAN 8 Malang* and Hariyanti (2015) conducted the research at *SMA Muhammadiyah* 2 *Surabaya*. Besides, Hariyanti's (2015) study was focused on what kind of materials used by the teacher in teaching reading comprehension and what kind of media used by the teacher in teaching reading comprehension.

The similarity among the current study, Khildah (2011), and Hariyanti's (2015) study are three of them study on the teacher's techniques in teaching reading comprehension.

CHAPTER III

RESEARCH METHODS

This chapter presents the research design, data and data source, research procedures, research instruments, data collection, data analysis, and data triangulation.

3.1 Research Design

The design of this research is descriptive qualitative. According to Nurlaili (2014, p.31), descriptive qualitative research aims to understand social phenomena from the perspective of participants in the research. Therefore, in this study descriptive qualitative is conducted to describe about the fact and characteristics of subject. In obtaining the data, the writer uses some instruments such as observation checklist and interview guide to collect the data. The observation will be used when the writer observes the classroom to obtain some data through observing teaching and learning process in the classroom. The second instrument was used to interview the English teacher.

3.2 Data and Data Source

To obtain the data, this research will be done at *SMA Wali Songo, Probolinggo*. The school was located at *Laweyan, Sumberasih, Probolinggo*. That school has been choosen because most of the students have less motivation to read and less vocabulary in English subject. The data from the teacher is the technique which is used in teaching reading comprehension. The data was collected by interviewing the teacher and observing the class during teaching and learning

process. In short, the data of this research will be from observation checklist and interview which are relevant to answer research question.

3.3 Research Procedures

In this study, some steps are conducted to collect data in a descriptive qualitative study that proposed by Creswell (2011). Creswell (2011) mentions some basic steps in conducting descriptive qualitative study. The steps are identifying a research problem; reviewing the literature; specifying a purpose and research question; collecting qualitative data, analyzing and interpreting qualitative data, and reporting and evaluating research.

The earlier steps of this research is identified the research problem that is revealing teaching reading technique at *SMA Wali Songo Probolinggo*. Then, reviewed the literature, specified a purpose and research question that related to research question. After implementing the earlier steps, the data will be collected through observation checklist and interview guideline for the teacher. The last steps of this is analyzing the data and interpreting the data from the instruments and reporting and evaluating the research.

3.4 Research Instruments

This uses two instruments, these are observation checklist and interview with the teacher.

3.4.1 Observation Checklist

In the research, used observation checklist about the technique used by the teacher in teaching reading comprehension adopted by Nurzafira (2011). The writer will use this instrument to gain the result of teaching and learning process

during activities about students participation and teacher contribution. The range score for the checklist is 1 for the lowest and 4 for the highest score. Notes column used to give additional comments.

3.4.2 Interview

The researcher conducted interview with the English teacher at *SMA Wali Songo Probolinggo* on Monday, 8 May, 2017. The interview consisted of Eleventh questions which were about techniques used by the teacher in teaching reading comprehension adopted from Hariyanti (2015). Based on the result of this instrument, the English teacher said there were three techniques that he used to teach reading comprehension; they were think-aloud, translating and QARs (question and answer relationship).

3.5 Data Collection

In collecting the data, interview with the teacher about the technique used in teaching reading is conducted first. Then, observation in the classroom is conducted during the English lesson using observation checklist. During the observation, the researcher takes some pictures in the class during the lesson when doing the observation in the classroom. The last, all the data will be analyzed to draw conclusion based on the finding.

3.6 Data Analysis

The data will be analyzed qualitatively. According to Moleong (2010), data analysis is the process of managing the data and organizing it into a good pattern. There are three steps in analyzing data based on Miles and Huberman (1984), they were data reduction, data display, and drawing conclussion.

3.6.1 Data Reduction

Reducing the data is the first step analyzing the data which focused on selecting and simplifying the data. In this research, reduced the data taken from interview and observation by relating them with the theories from Mukhroji (2011) about the strategies, the principles, and the characteristics proposed. The theories are used as the basis to analyze the teacher's strategies in teaching reading comprehension. Finally, the result of this observation checklist was selected and if the unused, the data was omitted. And if it was used, the data were saved.

3.6.2 Data Displays

Miles and Huberman (1994) point out that data display helps us to understand what is happening and to do something for analyzing the data. It can be concluded that data displays helped the researcher to understand what is happening and to do something for analyzing data. In this step the result of the data will be displayed on the two instruments (interview guide and observation checklist) in form of description.

3. Drawing Conclussion

After analyzing the data, conclusion and verification will be administered. They aim to know the consistency and the credibility of the data. If it is consistent means that the data is valid.

3.7 Data Triangulation

In qualitative research, there is a common techniques that is usually used to know the validity of the data. In this research, data triangulation is used to

achieve the result of the data. According to Meleong(2006, p. 330) "triangulation is defined as technique of collecting data by combination of some different data sources". Denzin (n.d, cited in Meleong, 2006, p.330) also suggests that "triangulation is used to analyze data based on sources, method, invetigator and theory".

CHAPTER IV

FINDING AND DICUSSION

This chapter, the writer presents about the result of the research and the analysis of the data. The data collections are presented in the findings while the analysis of the data is presented in the discussion of this chapter.

4.1 Finding

In this study, the finding is presented in two parts: the teachers techniques in teaching reading comprehension and the teacher consideration to choose the techniques.

4.1.1 Teacher Techniques in Teaching Reading Comprehension

Based on the results of the two instruments which are interview guide, and observation checklist, the researcher found three techniques used by the teacher in teaching reading comprehension. They were think-aloud, translating and QARs (Question and Answer Relationship). The results of the instruments are presented as follows:

4.1.1.1 Think-aloud

The first technique was think-aloud. The English teacher applied think-aloud on the students for reading comprehension learning. According to the result of interview with the English teacher, he usually used this technique in the beginning of the material or in the first meeting of the class.

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The first observation is conducted in XI B class of *SMA Wali Songo Probolinggo* on Thursday 10th May, 2017; the material is about Expression Love. On that day, the teacher gave students an example of expression love about "which word show the expression of love in the dialogue?". The researcher found out that the teacher used some techniques in teaching, they were think-aloud, translating and QARs. In think-aloud, the teacher used this technique in pre-reading activities. In pre-reading activity, the English teacher read aloud the difficulties of vocabulary. Then, the English teacher asked the students to follow and listen when the teacher read the text.

4.1.1.2 Translating

The second technique was translating. According to the result of the interview with the English teacher, he usually used this technique when the students found difficulties in understanding the meaning of new vocabulary.

Furthermore, in translating, the English teacher used this technique when the students found some difficulties to know the meaning of new vocabulary. For example in pre-reading activities when the teacher gave questions related to the material will be given, such as "which word show the expression of love in the dialogue?", the teacher tried to translate to Bahasa Indonesia because when the teacher asked students in English, they just kept silent. The translating technique was also in whilst-reading activities when the teacher and the students were discussing about new vocabulary in the text and when the teacher gave feedback to the students.

4.1.1.3 QARs (Question and Answer Relationship)

The third technique was QARs (Question and Answer Relationship). The English teacher used Question Answer Relationship technique to teach reading comprehension in the class. In this technique, the English teacher gave the students one or two questions. This question was about the lesson that the English teacher and the students had already discussed. The purposed of giving these questions to the students was to know their understanding about the material given.

The QARs technique was used by the English teacher in pre-reading activities and post reading activities. In pre-reading activities, the English teacher gave one or two oral questions about the material that will be given such as "which word does show the expression of love in the dialogue?" while in post reading, the teacher gave students oral questions and pointed one of the students to answer that questions.. Those questions were about the lesson or material that had already discussed such as "what is the topic of the text?". The purposes of giving questions to the students were to know students' understanding about the material, to build students' knowledge, and to make the students active.

The second observation was conducted on May 17th, 2017; the material was about Expression Love. The teacher gave the students an Expression Love in dialogue. In this second observation, the researcher found that the English teacher only used QARs and translating. In QARs, the English teacher used this technique in pre-reading activities and post reading activities. In pre-reading activities the

English teacher gave one or two oral questions about the material that would be given. In post-reading, the teacher gave the students questions in the text. The teacher asked the students to answer individually. Those questions were about the lesson or material that had already discussed in the classroom. The purposes of giving questions were to know students' understanding about the material and to build students' knowledge. In addition, when he gave oral questions, feedback, and homework, the English teacher also used translating.

In short, based on the two observations conducted and the interview English teacher, the researcher found three technique used by the teacher in teaching reading comprehension, they were think-aloud, translating and QARs that used in pre-reading, whilst-reading, and post-reading.

4.1.2 Teacher's Consideration in Choosing the Technique

Based on the result of the interview guide with the English teacher at *SMA Wali Songo Probolinggo*, the writer found out that the teacher's consideration to choose particular technique in teaching reading comprehension. Those will be presented below.

Based on the result of the interview with the English teacher at *SMA Wali Songo Probolinggo*, the teacher's consideration to choose think-aloud is to help the students to understand the text easily. According to (Vacca:1999), Think-aloud asks students to say out loud what they are thinking about when reading, or simply responding to questions posed by the teachers or other students. So, this

technique can help the students to understand the text easily, by asking students to say out loud what they are thinking about when reading.

The other's teacher's consideration to choose translating is the students' limited vocabulary. Based on the result of the observation, the researcher found out there were many unfamiliar words which were unknown by the students during learning process so the teacher used translation. Based on Duff (1989), translating activity usually move from L1 and L2, it will give a clear communicative goals and read cognitive depth, show high motivation levels and students can produce impressive communicative results.

Recently, translation considered as a traditional technique, but in fact it can assist the students to understand the text. However, the English teacher needs to teach the students the way to translate in a good order by avoiding translate word by word. Since English vocabulary sometimes have more than one meaning, the English teacher should look the context to translate the words.

The last is QARs used by the teacher is to know far the students understand the content of the text. There are some benefits of using this technique, the students do not only read the passage, but they also can understand what the content from that passage is. It means, the technique can push the students to ask questions about they do not understand. Moreover, this technique helps the students became aware of one of the reading skills in finding the information that need to comprehend. As it is line with Vacca (1999) "The teacher helps students aware of likely sources of information as they respond to question".

4.2 Discussion

In this part the researcher presents the discussion of the research findings with the references to the underlying theories in order to answer the research questions. Based on the findings, the discussions are described in two parts; first teaching techniques in reading comprehension and the second teacher consideration to choose the technique.

Based on the result of two instruments which were interview guide and observation checklist, the researcher found there were three techniques used by the teacher in teaching reading comprehension. They were: think-aloud, translating and QARs (question and answer relationship). Those will be presented below.

Think-aloud is usually applied by the English teacher for the second year students at *SMA Wali Songo Probolinggo*. The teacher usually used this technique in the beginning of the new topic. According to Vacca (1999), there are five steps to use think-aloud. First, the teacher read aloud about difficulties of vocabulary, after that the teacher asked students to follow and listen when the teacher read the text. Then the teacher asked students to work in peer and read the text in turn. Next the teacher asked students to read individually then the teacher gave demonstration about when and how to think aloud. Based on the result of observation, the teacher applied all steps of this technique in teaching reading comprehension for the second year students at *SMA Wali Songo Probolinggo*.

The English teacher used translating when the students found any difficulties in knowing the meaning of new vocabulary. According to the English teacher's explanation, he said that the purpose of translating was to help the students to understand unfamiliar words delivered by the teacher by translating from L1 to L2. Based on As Duff (1989), translating activity usually move from L1 and L2 that will give a clear communicative goals and read cognitive depth, show high motivation levels and students can produce impressive communicative results. In other word, this technique can help the students' to gain their understanding.

Question Answer Relationship is usually applied by the English teacher to teach reading comprehension for the second year students at *SMA Wali Songo Probolinggo*. The teacher usually used this technique in the end of learning because the teacher wanted to know the students understanding about reading comprehension. In this technique, the teacher asked the students about information in the text that the students have already read. Based on, (Vacca:1999), "A readers draws on two broad information sources to answer question: information in the text and information inside the reader's head". In this case, the teacher asked students to find the information from the text, but the teacher did not ask them to give opinion of the text.

Based on the data the reading technique have done by the teacher at *SMA Wali Songo Probolinggo* has a three stage there are pre reading, whilst reading and post reading, it is supported by Brown (2007) that stated "there are pre reading phase, during and post reading. It is impossible when a teacher ask students to make summary about the text without introducing them about the type

of the text and also the difficult vocabulary". And also the consideration to use it

because the technique is to help the students to understand the text easily.

CHAPTER V

CONCLUSSION AND SUGGESTION

In this chapter, the researcher draws conclusions and suggestion based on the result of analysis.

5.1 Conclusion

Based on the findings and discussions, it be can concluded that the result of interview guide and observation checklist show the same result. The result shows that in teaching reading comprehension the teacher uses three techniques, there are think-aloud, translating and QARs (Question and Answer Relationship). Moreover, the teacher uses think-aloud to help the students to understand the text easily. In addition, the teacher uses translating the teacher to help the students understand unfamiliar words delivered by the teacher. The last, QARs to build students' knowledge, to know students' understanding toward the material, and to make the students become more active. Unfortunately, the writer finds out that the three techniques used by the teacher cannot solve the students' problem, such as making the students more active because the teacher does not encourage the students to participate in the classroom, and make the students read English correctly because the teacher does not correct the students' pronunciation while reading aloud.

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5.2 Suggestion

Based on the conclusion above, the writer would offer suggestion presented to the English teacher.

For the English teacher

The English teacher should be more creative in designing and choosing the variety of technique that will be used in teaching reading comprehension, so the students can be more active. Besides, they also will have good pronunciation, and to enlarge the student's vocabulary. For example, to make the students more active, have good pronunciation while reading aloud, and to enlarge their vocabulary, the teacher can use game the students answer the picture and spelt the words with find the in the dictionary quickly. The teacher also should correct the students pronunciation to make the students can read English correctly.

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Appendix 1 : Observation check list

Give the checklist (√) to the appropriate description.
Observation Checklist on Teacher Role in reading Action

No.	Teaching component	Description	Score			
			1	2	3	4
1	Lesson plan	Designing teaching objective			√	
		Teaching step shown clearly			√	
		Scoring system shown clearly		√		
2	Material	Explaining the material theoretically correct		√		
		Relevant material with teaching and learning process		√		
		Using the media to support learning process		√		
3	Reading activity	Leading students to be active in a class			√	
		Attract students' motivation and participation		√		
		Giving feedback to students' reading activities			√	
4	Instructional process	Explaining the objective of teaching and learning activities			√	
		Introducing and explaining the material			√	
		Guiding the students to understand the material			√	

Description

4 = very good   2= enough
    3 = good 1 = less

Observation Checklist on Students' Participation in The Activities

No	Teaching component	Description	Score			
			1	2	3	4
1	Students' participation toward teaching and learning process	Paying attention to teacher's explanation and instruction		√		
		Responding to teacher's explanation and instruction		√		
2	Reading activity	Involve actively in the teaching and learning activity			√	

Description

4 = very good   2= enough
3 = good   1 = less

Note:

- At the first beginning of learning activity most of students' did not pay attention to teacher

- Students' have less motivation

- Teacher is very patience

- Teacher only use BSE

Adopted by Nurzafira (2011)

Appendix 2: Teacher Interview

Pertanyaan : Apakah Bapak mempunyai teknik khusus dalam mengajar reading?

Jawaban : Saya hanya menyuruh siswa untuk memilih kosakata yang sulit di dalam teks tersebut setelah itu di artikan.

Pertanyaan : Mengapa Bapak memilih teknik tersebut?

Jawaban : Karena untuk mempermudah siswa dalam reading khususnya dalam spelling.

Pertanyaan : Apakah teknik yang Bapak gunakan berpengaruh kepada siswa dalam pelajaran pemahaman membaca?

Jawaban : Iya berpengaruh untuk mempermudah siswa dalam membaca dan menambah kosakata baru.

Pertanyaan : Apakah ada hambatan ketika menerapkan teknik tersebut? Jika iya, apakah contoh hambatan tersebut?

Jawaban : Ada, siswa biasanya tidak mengerti spelling di dalam kalimat.

Pertanyaan : Materi apa saja yang Bapak ajarkan di semester ini?

Jawaban : Expression love, sadness, annoyance, embarrassment, announcement, poster.

Pertanyaan : Darimanakah sumber materi belajar yang bisa Bapak gunakan?

Jawaban : Saya biasanya memakai BSE.

Pertanyaan : Kriteria apa saja yang Bapak gunakan dalam mengajar?

Jawaban : Dalam kriteria penilaian reading ada beberapa kriteria contohnya termasuk spelling nya harus tepat.

Pertanyaan : Apakah Bapak sering atau pernah membuat media pembelajaran untuk mendukung pengajaran reading comprehension?

Jawaban : Kalau membuat media belum pernah, kalo untuk mendukung pengajaran membaca saya biasanya memberikan soal seperti arrange sentence kepada siswa.

Pertanyaan : Untuk mengukur pemahaman siswa dalam pembelajaran mambaca, apakah Bapak menggunakan tes tulis atau tes oral?
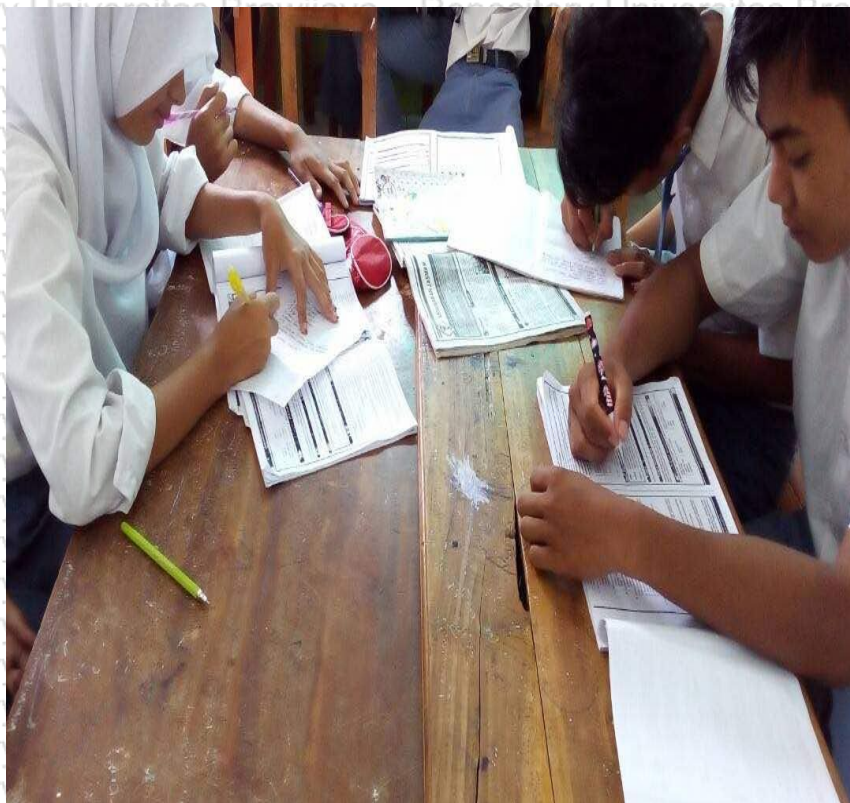
Jawaban : Tes tulis.

Petanyaan : Kesulitan apa yang biasanya Bapak hadapi dalam mengajar kelas di XI B?

Jawaban : Banyak, mulai dari siswa yang tidak bisa membaca sampai susah mengucapkan kalimat atau spellingnya kurang tepat.

Appendix 4: Documentation

KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI UNIVERSITAS BRAWIJAYA FAKULTAS ILMU BUDAYA

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6. Tanggal Mengajukan   : 8 Januari 2017

7. Tanggal Selesai Revisi : 14 Juli 2017

8. Nama Pembimbing   : Dr. Esti Junining, M.Pd

9. Keterangan Konsultasi

No.	Tanggal	Materi	Pembimbing	Paraf
1.	8 Januari 2017	Pengajuan Judul	Dr. Esti Junining, M.Pd	
2.	12 Januari 2017	Persetujuan Judul	Dr. Esti Junining, M.Pd	
3.	14 Januari 2017	Outline Bab I, II, III	Dr. Esti Junining, M.Pd	
4.	27 Januari 2017	Bab I, II, III	Dr. Esti Junining, M.Pd	
5.	14 Februari 2017	Revisi Bab I, II, III	Dr. Esti Junining, M.Pd	
6.	4 Maret 2017	Revisi Bab I, II, III	Dr. Esti Junining, M.Pd	
7.	24 Maret 2017	Revisi Bab I, II, III	Dr. Esti Junining, M.Pd	
8.	18 April 2017	ACC Sempro	Dr. Esti Junining, M.Pd	
9.	2 Mei 2017	Seminar Proposal	Dr. Esti Junining, M.Pd	

10.	17 Mei 2017	Konsultasi Bab VI dan V	Dr. Esti Junining, M.Pd	
11.	30 Mei 2017	ACC Semhas	Dr. Esti Junining, M.Pd	
12.	9 Juni 2017	Seminar Hasil	Dr. Esti Junining, M.Pd	
13.	13 Juni 2017	Revisi Bab VI dan V	Dr. Esti Junining, M.Pd	
14.	29 Juni 2017	Revisi Bab VI dan V	Dr. Esti Junining, M.Pd	
15.	5 Juli 2017	ACC Ujian Skripsi	Dr. Esti Junining, M.Pd	
16.	11 Juli 2017	Ujian Skripsi	Dr. Esti Junining, M.Pd	
17.	14 Juli 2017	Revisi Bab I, III, dan IV	Dr. Esti Junining, M.Pd	
18.	17 Juli 2017	ACC Penjilidan	Dr. Esti Junining, M.Pd	

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