

The Teaching English Reading Skill to Senior Vocasional School Students in Samarinda

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Abstract

Reading is one of the abilities of English lessons, the author tried to explore the reading lessons that carried out at SMK Negeri 15 Samarinda. The thing we wanted to know is what strategies are used to teach reading skill at the school and how to implement it. This research used descriptive qualitative research. The subjects in this study were four English teachers at SMK Negeri 15 Samarinda. The instrument in this research were interviews and documentation. In the section on the results of the findings obtained, it shows that each teacher has a different strategy for teaching students in the classroom and the teacher also uses different implementations teaching technique. Basically, the teacher uses the lesson plan and syllabus and the semester program that has been agreed upon to become teaching material in the classroom.

Keywords: English teaching, reading skill, senior vocational school

A. Introduction

English is one of international languages. This language is used all over the world. As a result, Indonesian government has decided that English is foreign language in Indonesia. In addition, it is the first foreign language taught as a compulsory subject in junior high school, senior high school and university in Indonesia. In learning English language, there are four skills should be mastered by students, such as listening, speaking, reading and writing. These four skills should be involved by teacher in process of teaching and learning in a classroom.¹

Reading is one of the language skills which is very important to be learned by students. Through this activity, students can improve their own language and experience. They will get information and ideas which they need to know. Moreover, they will be able to know what they do not know before. By reading, people may get a lot of information. The more he/she reads, the more information he/she will get.²

Reading can easily be defined as the process in which a person receives and interprets a message from printed materials. Reading is the process of how information is processed

¹ Harmer, Jeremy, *The Practice of English Language Teaching, 3rd Ed*, (New York: Pearson Education Limited, 2001.)

² Laddo. 2007. *The Important Of Reading*. Retrieved on Oktober 08, 2020 from <http://www.squidoo.com/the-importance-of-reading>

from the text into meanings, starting with the information from the text, and ending with what the reader gains. Reading forces the reader's brain cells to work on a regular basis, so the reader become sharper and smarter. Even though some information can be obtained without reading, for example by listening to teacher, seminar, radio, television. By reading someone may get wider information than listening. For example, someone who reads a newspaper will get more information than someone who only watches news on television. Reader can read the text again when he/she forgets or tries to get detail information, while listener cannot. Willis states that by reading, someone can find the information he/she needs with specific information.³

Talking about reading comprehension, it is one of the pillars of the act of reading. When a person reads a text he engages in a complex array of cognitive processes. The person is simultaneously using his awareness and understanding of phonemes (individual sound "pieces" in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. This component of the act of reading is reading comprehension.

Teaching strategies 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.⁴ Teachers strategies often expect students to develop their reading skill by osmosis (absorption) and without help. In the osmosis approach, it is believed that if a teacher teaching reading comprehension to the target language all day, they will improve their reading comprehension.

The teachers need to be equipped by strategies in teaching reading comprehension in order to help the students to cope with the difficulties in learning English reading. In line with the previous explanation that reading comprehension is necessary in language teaching. Teachers are confronting some problems in the process of reading comprehension. There are many teachers taught about reading comprehension by explaining about the text, main idea, and purpose of the text.

There are several studies on reading lessons using strategies carried out elsewhere by Nurmadia Sarjan in her thesis entitled *An Analysis on the English Teachers Strategies in Teaching Reading Comprehension at the Second Grade of Junior High School 1 of Wonomulyo*. Nindy Aprilia with thesis entitled *Improving Reading Comprehension Eight Grade Students At Smpn 6 Yogyakarta Through Posse Strategy In Academic Year OF2014/2015* in this study, she found if there is a phenomenon that this research is almost the same as what was done in this researcher.

Based on the background about, the researcher tries to observe the teaching english Reading at eleventh grade of SMK Negeri 15 Samarinda focused on the teaching English in Academic year 2019/2020. The eleventh grade was devided into three classes, they are XI the minimum completeness criteria of English lesson in SMK Negeri 15 Samarinda. For this knowing the researcher is interested to do descriptive research. By doing this research, the researcher expected that this research with title "The Teaching English Reading Skill to Senior Vocasional School Students in Samarinda".

B. Theoretical Framework

Teaching reading comprehension is essential because reading is the most important activity in any language class. Besides it becomes a medium to get information, it is also a

³ Willis, Dave. *Reading for Information: Motivating Learner to Read Eefficiently*. Retrieved on Oktober 08, 2020 from <http://www.teachingenglish.org.uk/articles/reading-information-motivating-learners-read-efficiently>

⁴ Stransser, *Teacher Strategies*. (British, 1964)

mean for expanding students' background knowledge about language (Rivers, 1981).⁵ The stages of teaching reading according to Brown (2001) and Vaughn & Bos (2009) can be summarized as follows:

Before reading stage, the teacher should introduce the topic of the text that the students will read in order to activate students' background knowledge. The teacher should also introduce strategies in reading such as skimming, scanning, predicting, activating schemata, and the other strategies that can help students comprehend the text. The use of prompts such as visuals, regalia, photos etc. After reading stage, the teacher may provide follow-up activities such as discussing the content of the text, retelling the text, answering the comprehension questions, learning vocabulary found in the text, etc.

In teaching reading comprehension, the teacher needs some strategies to make the students comprehend the reading texts. Harmer said that strategy is an action that teacher takes to attain one or more of her teaching learning goals.⁶ Brown has noted that the fundamental feature of teaching strategies is to make easier to implement a variety of teaching methods and techniques.⁷ strategies refer to the structures, systems, methods, techniques, procedures, and processes the teacher using during instruction.⁸

According Brown, the followings are ten strategies which can be applied in the teaching reading comprehension in the classroom.⁹

1. Identifying the purpose in reading¹⁰
2. Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners)
3. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels).
4. Skim the text for main ideas¹¹
5. Scan the text for specific information.
6. Use semantic mapping or clustering.
7. Guess when you aren't certain.
8. Analyze vocabulary.
9. Distinguish between literal and implied meanings.
10. Capitalized on discourse markers to process relationship.

C. Research Methodology

This chapter consists of research design, research setting and subject, research instrument, data collection techniques and data technique.

⁵ River, 1981, in Nindya Aprilia, *Improving Reading Comprehension Of The Eighth Grade Students At Smpn 6 Yogyakarta Through Posse Strategy In The Academic Year OF 2014/2015*, Yogyakarta : (2015, P.15)

⁶ Harmer, J. Cited in Muslaini, *Strategies For Teaching Reading Comprehension*. Banda Aceh :*English Educational Journal*. Vol.8 No (1), 2017.

⁷ H. Dougl Brown Cited in Muslaini, *Strategies For Teaching Reading Comprehension*. Banda Aceh: *English Education Journal*. Vol.8 No (1), 2017.

⁸ Buehl, "Active Teaching Strategies and Learning Active <http://www.sample.jbpub.com>. Accessed on September 28, 2020

⁹ H.Douglas Brown, *Principles of Language Learning and Teaching Second Edition*, (San Fransisco, Addison Wesley Longman, 2000)p.306

¹⁰ H.Douglas Brown, *Principles of Language Learning and Teaching Second Edition*, (San Fransisco, Addison Wesley Longman, 2000)p.306

¹¹ H.Douglas Brown, *Principles of Language Learning and Teaching Second Edition*, (San Fransisco, Addison Wesley Longman, 2000)p.308

Since the researcher wanted to find the answer stated in chapter one which is teaching English reading at the eleventh grade of SMK Negeri 15 Samarinda, the researcher found that a research design in this descriptive research. Descriptive research describes and interprets what is. It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, facts that are evident, or trends that are developing.¹² The kind of this research is qualitative. Furthermore, this research is conducted by using the following procedure: Pre-field activities, field activities, and intensive analysis.¹³ The pre-field activities will be aimed at familiarizing and recognizing the social environment, and social context of the research site. Further clarification was expressed in the section on setting and the subject of the research.

The subject of the research is English teacher, the eleventh grade students, and school facilities which related to teaching English reading at the eleventh grade students of SMK Negeri 15 Samarinda. In qualitative research, the researcher collected and analyzed data simultaneously to draw a temporary conclusion and repeat the cycle several times, decided what data needs to be collected again to verify their temporary conclusion, therefore, the researcher has to be involved himself in the instruments used by researchers are called human instruments.¹⁴ Research instruments of this research were interview guide, and observation sheet. Interview guide was used by the researcher in the interview. It contains important questions which were used to find the important information and data for this research. Observation sheet was used when the researcher did the observations in the class to class to find the important information and data for this research.

After the data was collected, the next step is to analyze the data so it can be concluded. In accordance with the descriptive research, to analyze qualitative data is used by inductive mindset. That way of thinking is from the facts specific, concrete events then drawn at the conclusion of a general nature. Analysis of qualitative data in Bogdan and Biklen's opinion, as expressed by Lexy J. Moleong is the effort made by working with the data, organizing data, sorting them into manageable units, searching and finding what is important and what is learned, and deciding what you can tell others.

D. Finding

The finding of this research presents the descriptions of the result of data analysis from interview and documentation. This research is about the strategy and implementation of teachers in teaching English in reading of eleventh grade at SMK Negeri 15 Samarinda. The data collected was analyzed qualitatively.

Researcher used interviews to determine the strategy and implementation of teachers in teaching English classes in reading eleventh grade at SMK Negeri 15 Samarinda. The interview consisted of thirteen question items and was given to four English teachers. Data analysis aims to find out information about the strategy. Below is a description of the interview respondents.

The researcher interviewed on June 08th Monday, 2020. The teachers' names are Abu Yazid, S.Pd, Dian Ikawati, S.Pd, Yeni Rahmawati, S.Pd, Irdiana Maulia, S.Pd. at eleventh grade of SMK Negeri 15 Samarinda, The researcher used interview by the questions from interview indicator.

¹² John W. Best, *Research in education* (New Jersey: Prantice –hall. Inc, 1977), p. 116

¹³ Based on Siti Jumiati Halimat ussakdiyah in Dini Irawati stated, *The Study on the Integrated English Reading Class at Adult English Program at DENAS Course Prigent-Pasurant-East Java*, (Malang: Muhammadiyah University of Malang, 1999), p.26

¹⁴ Muhammad Adnan Latief, *Tanya jawab metode penelitian pembelajaran bahasa* (Malang: Universitas Negeri Malang Press, 2012), p.77

1. Strategy of Teaching Reading

Researchers found that there are several strategies that teachers use such as reading aloud, cooperative learning, and using question words. Teachers use these strategies because students can know the meaning of the text and can understand the text. Here, some interview transcripts gained from the respondents.

- Response 1 : *Use six question words, what, who, where, when, why, how, the aim is to make it easier to ask something, be it a person or thing, an action.*
- Response 2 : *The reading ability of the most of students in this school are still low, so the teacher implement reading aloud strategy, after that the teacher implement reading comprehension. Besides, the teacher emphasizes the students to get used to read paragraph in English. The point is we (the teacher will correct the pronunciation first, after that we focus on the comprehension.*
- Response 3 : *Before starting to explain, the teacher gives a reading text and the questions about the content of the text. After that, the teacher explains and reminds the students so that they will feel easier to understand.*
- Response 4 : *The students are asked to read each paragraph first, then find the difficult words, discussed with friends and then translate those words together.*
- Response 5 : *For beginner, it's like learn alphabet, learn what is word, sentence, try to find out the meaning in dictionary, and skimming the reading material to get the info quickly.*
- Response 6 : *The teacher conducts randomly by calling the student to come to in front of the class to read the text, that way is conducted to see which students who has been good in reading and who has not, for those who has not been good enough, they need special attention, one of them is by calling the student to come to in front of the class and ask them to re-read the text.*
- Response 7 : *There are several ways, such as: a) the teacher starts from the vocabulary first, the teacher explains and the students find difficult and poorly understood vocabularies from the dictionary. b) another way for the first stage can use game, such as guessing game. The students need to guess something that relate to the text and they have to fill the blank by using suitable words.*
- Response 8 : *The teacher asks the students to read the text first and then the teacher corrects their pronunciation, after that the students are asked to re-read the text with the correct pronunciation that the teacher told. Next, the students find the difficult words and then are asked to see whether those words have similar meaning with other words or not, to see the difference then they need to be translated by using dictionary.*
- Response 9 : *If you already know the meaning of the word, adapt it to the principle of adjective order in English, that is the nature first and then the object.*
- Response 10 : *By using several ways, such as : the teacher asks the students to list the difficult words and come to in front of the class for translating together. The teacher asks the students to write individually in the book by finding 10 difficult words, and then exchange with their friends and look for the meanings together by using online dictionary or handphone. The teacher makes ten vocabularies at the whiteboard and asks the students to make sentences from those vocabularies.*

Based on the interview above which was conducted in covid-19 pandemic, the researcher saw attached documentation data that the teachers use lesson plan as teaching guidance, then from that lesson plan they will start using the strategies from the beginning of the learning activity until finish.

Based on the use of the instruments, the researcher found that the strategies used by each teacher to teach are different and the teachers use lesson plan as a guidance in teaching at the class.

2. Implementation of Teaching Reading

Researcher found that there were several implementations used by teachers, such as reviewing the topic of the reading, giving questions related to the reading, then reading aloud or reading comprehension, then the students concluded the contents of the reading with their own language. Here, some of the interview transcripts.

- Response 1 : *Before starting, the teacher usually asks the students to find vocabularies in dictionary, then the students are asked to translate them, so here the teacher focuses on finding vocabularies in the text.*
- Response 2 : *The teacher gives explanation about the learning objective and indicator.*
- Response 3 : *Before starting the learning, the students are asked to observe the topic in the text, and then the students are given some questions that are related to the text.*
- Response 4 : *The teacher asks the students to think about some things which are related to the topic of the text.*
- Response 5 : *The teacher focuses on the reading comprehension.*
- Response 6 : *By using reading aloud, the teacher also uses reading comprehension. It is aimed to understand the text. Besides by reading, the teacher also gives some questions for comprehension about the text.*
- Response 7 : *The teacher asks the students to read aloud or using reading comprehension.*
- Response 8 : *The teacher explains the material by explaining simply or also by using picture.*
- Response 9 : *The students are asked to come to in front of the class for presenting their reading text result, or they are given some questions that are related to reading.*
- Response 10 : *The teacher gives some questions about the reading text by answering yes/no questions, or WH questions which are they understand in the English reading text.*
- Response 11 : *The students conclude the content of the text by their own language and then the students' comprehensions about the text are tested.*
- Response 12 : *The students are asked to discuss, write, do a project and confirm the understanding of the students.*

Based on the results of interviews conducted on June 7, 2020, at which time the researcher conducted research during the covid-19 pandemic and the data is supported by the documentation attached, that is, before teaching the teacher prepares the lesson plans first. The teacher also asks one of the students to lead the prayer before starting the lesson. Then the teacher checks the attendance of the students first, after that gives ice breaking. The teacher asks the students if they are ready or not to learn, besides, the teacher gives motivation or stimulation, so students are asked to read some texts such as invitations or other texts.

The teacher also directed the students if they find difficult vocabulary, students are also asked to study in groups to work on assignments according to the teacher, then the students and the teacher will conclude the learning. The teacher gives the opportunity to students to express the difficulties experienced.

The findings shows that teachers use lesson plan to be a guidance for teaching at the class. There are several things that need to noted, such as in pre-teaching process, then the teachers will start by greeting, praying, checking attendance list. In whilst-teaching the students are given some motivation or stimulus to pay attention on the topic of material, and in the post-teaching the students and the teachers conclude the learning, give the opportunity to the students to express the difficulties they faced, give homework, confirm lesson activity plan for the next meeting.

Based on the interview result which was conducted by the researcher in covid-19 pandemic, the data is supported by review the documentation in the form of lesson plan. The teachers start the learning process with the guide of their lesson plan from the beginning of the learning activity until finish. All the teachers teach based on their lesson plan.

E. Discussions

Based on the results of interviews and documentation on June 8, 2020 and the researcher conducted research during the COVID-19 pandemic, the researcher only used data collection on the Annual Program, Semester Program, Syllabus, English reading lesson plans in XI grade, and this is strengthened by interviews from four English teachers. The interview was conducted in the teacher's room and via cellphone.

Based on the results, the researcher describes the strategies used by the English teachers at SMKN 15 Samarinda which were recorded in the interview, the teachers uses various strategies to teach reading, especially by using the existing lesson plan. The results of the interview show the continuity between the strategies applied by the classroom teachers and the planning as well as the semester programs in line. This was applied by teachers A and B as a strategy in teaching. being the teacher C and D using strategies in line with the lesson plan

Every teacher is very different in handling the class and the teacher can make students actively involved in the teaching and learning process for reading lessons. English teachers can manage the teaching and learning process very well. The teacher can handle students who have problems in reading lessons by using a variety of strategies from one material to another. This makes students interested in learning, especially in the teaching and learning process. These various strategies create an attractive atmosphere for the teaching and learning process. According to McNamara learning strategies are a way for teachers to provide experiential information to their students. Teachers use strategies to teach, enrich and provide experiences to students related to the material used.¹⁵ According to Wina general pattern of teacher-student actions in the embodiment of teaching and learning activities. The nature of the general pattern means, the sequence and sequence in question appears to be used and / or entrusted by teacher-students in various learning events.¹⁶ So the strategy refers to the abstract series of teacher-student actions in teaching-learning events.

¹⁵ McNamara, *Reading comprehension strategies: Theories, interventions, and technologies*. Lawrence Erlbaum Associates Publishers, 2007

¹⁶ Wina Sanjaya, *Streategi Pembelajaran Berorientasi Stadar Proses Pendidikan*. Jakarta: Kencana Prenada Media Group, 2007

According to Kemp learning strategy is an activity Learning that must be done by teachers and students for purposes learning can be achieved effectively and efficiently.¹⁷

F. Conclusion

Based on the research that has been done, it can be concluded that each teacher has their own strategy in teaching reading to students, here the teacher uses 5W 1H, and also reading aloud, the teachers also provide reading material and questions before the lesson begins. The teacher used these strategies to make sure the students are able to understand the reading text and students are guided to focus more on the text and also the teacher can help students develop the meaning contained in the reading text so that students can more easily understand the content of the reading.

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¹⁷ Kemp, Jerrold, 1995, *Instruction Design:A Plan for Unit and Course Development*, Belmon: Feron, 1995

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