The Analysis of Teaching Method in Teaching Reading Ability at The Seventh Grade Students

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Abstract :

The objective of this research is to know the teaching method the teacher used by influence the students' reading ability at the seventh grade. The subject of the research was the teachers of the second year students at SMP Negeri 6 Bone – Bone. The number of the teacher consisted of two teachers of English and the researcher took one of them as the subject. This research applied descriptive qualitative method. The instrument was interview and observation. The findings of this research show that there are 8 methods namely: direct instruction, drill and practice method, question and answer, lecture method, discussion, discovery learning method, mental modeling and inquiry method.

Keywords *:* teaching method, reading ability,

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Introduction

This study is to know the teaching method the teacher uses to influence the students' reading ability at the seventh grade students' of SMP Negeri 6 Bone – Bone. Reading is a language acquisition, communication and of sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated.

The problem of teaching students to read specifically by identifying factors that affect reading ability to students is very important to determine the right strategies and method of reading students in learning. Strategies and method to read appropriate learning that can improve students' ability to understand the reading. In this case, the teacher should always consider the factors affecting students' reading ability and the teacher also uses appropriate reading ability strategies and method in the lesson.

Based on the findings and discussion at the previous chapter, the researcher found that in teaching reading, the English teacher at SMP Negeri 6 Bone – Bone often applies 6 of 8 methods such us : drill and practice, direct instruction, question and answer, mental modeling, lecture, and discussion method. Inquiry and discovery learning are seldom used by the teacher during the research process because the students background knowledge are still limited.

Based on the background above, the researcher formulates the problem statement as follow "What teaching method does the teacher use to influence students' reading ability at the seventh grade of SMP Negeri 6 Bone – Bone?" The objective of this study is to know the teaching method the teacher uses to influence the students' reading ability at the seventh grade of SMP Negeri 6 Bone – Bone.

Method

In this research, the researcher uses descriptive qualitative method. The goal of the research is to analyze teaching method in teaching reading at the seventh grade of SMP Negeri 6 Bone – Bone. This research was conducted on April 2018 at SMP Negeri 6 Bone – Bone which is located on Jl. Lapangan Subeno Desa Sidomukti Kecamatan Bone – Bone North Luwu, South Sulawesi. The subject of the research are the teachers of the seventh year students at SMP Negeri 6 Bone – Bone. The number of the teacher consisted of two teachers of English but the researcher took one of them as the subject. There are two kinds of instruments used in this research.

They are observation that is direct observation in the classroom and interview. Observation checklist aims at finding the teaching method used by the teacher. Each statement of the observation checklist offers two choices of scale namely: yes and no. Interview aimed at finding the learning process and asked the teacher about the kinds of teaching method in teaching reading ability.

Each statement of the interview offers 5 questions. It aims at finding out the factors of teaching method in teaching reading ability at the seventh grade students.

The researcher analyzed the data by using the theory of Miles and Huberman models in Sugiyono (2016:338-345), namely:

a. Data Reduction
   Data reduction refers to the process, where by the mass of qualitative data you may obtain interview transcripts, field notes, and observation is reduced and organized, for example coding, writing summaries, and discarding irrelevant data and so on.
b. Data Display
   To draw conclusions from the mass data, Miles and Huberman suggest that a good display of data, in the form of tables, charts, networks and other graphical formats is essential. This is a continual process, rather than just one to be carried out at the end of the data collection.
c. Data Verification
   The research analyzed should allow you to begin to develop conclusions regarding your study. These initial conclusions can then be verified, that is their validity examined through reference to you existing field notes or further data collection.

Results

Observation

To support the data in the interview, the researcher observed the teacher activities in the process of teaching reading. The result of the observation is as follows:

Table 1. Teacher's activity

Subject	Activities
Meeting 1	1. The teacher gave direction about the activities to be performed, 1. The teacher acted as the monitor and provided guidance for the students, 2. The teacher informed the lesson tasks, 3. The teacher presented the material in sequence and gave examples of the concepts, 4. The teacher explained things that are considered difficult or poorly understood by students, 5. The teacher provided guidance to students to do initial exercise, 6. The teacher gave the length of reading ability training should be adjusted to the students' reading ability, 7. The teacher paid attention to common mistakes that the students made for classical improvement whereas individual mistakes are corrected individually as well, 8. The teacher defined the reading habits clearly so that the students knew what to do.

Based on the meeting 1, the teacher applies direct instruction method, drill and practice method where the teacher becomes the center of learning. The first activities that the teacher does in classroom is the teacher gives direction about the activities to be performed. Then the teacher acts as the monitor and provides guidance for the students. Then, the teacher explains the lesson tasks, the teacher presents the material in sequence and gives examples of the concepts. After that, the teacher explains things that are considered difficult or poorly understood by students. Then, the teacher provides guidance to students to do initial exercise. After that, the teacher gives the length of reading ability training should be adjusted to the students' reading ability. And the teacher pays attention to common mistakes that the students make for classical improvement whereas individual mistakes are corrected individually as well. Finally, the teacher defines the reading habits clearly so that the students know what to do.

Table 2. Teacher's activity

Subject	Activities
Meeting 2	1. The teacher explained about the activities to be performed. 2. The teacher provided the information in the form of facts and memories. 1. The teacher divided the class into small groups. 2. The teacher instructed each group to discuss the answers to the questions. 3. The teacher gave the style in reading such as pronunciation and intonation. 4. The teacher made the learning system classically and used the discussion method. 5. The teacher ensured that each group member took part in the discussion actively. 6. The teacher concluded the lesson and gave the follow up of the learning materials to the students.

Based on the meeting 2, the teacher applies lecture method, discussion method and question and answer where the teacher become the center of learning. The first activities that the teacher does in classroom is the teacher explains about the activities to be performed. The second, the teacher provides the information in the form of facts and memories. Then, the teacher divides the class into small groups. After that, the teacher instructs each group to discuss the answers of the questions. Then, the teacher gives the style in reading such as pronunciation and intonation. After that, the teacher makes the learning system classically and uses the discussion method. And the teacher ensures that each group member take part in the discussion actively. Finally, the teacher concludes the lesson and gives the follow up the learning materials to the students.

Table 3. Teacher's activity

Subject	Activities
Meeting 3	1. The teacher explained the learning material, 2. The teacher divided the students into small groups of 4 or 5 persons, 1. Each group selected the questions on card 1 as well as the topics they can explain on card 2, 2. Teacher gave the tasks of reading ability to students and students are expected to interpret the contents of the discourse, 3. The teacher invited the students in front of the class to present their works, 4. The teacher explained and improved the students answers and explanations and summarized the learning materials of the day.

Based on the meeting 3, the teacher applies discussion method, mental modeling and question and answer where the teacher becomes the center of learning. At first, the teacher explains the learning material. After that the teacher divides the students into small groups of 4 or 5 persons. Then, each group selects the questions on card 1 as well as the topics they can explain on card 2. After that, the teacher gives the tasks of reading ability to students and students are expected to interpret the contents of the discourse. Then, the teacher invites the students in front of the class to present their works. Finally, the teacher explains and improves the students' answers and explanations and summarizes the learning materials of the day.

Table 4. Teacher's activity

Subject	Activities
Meeting 4	1. The teacher gave the directions of the activities, 1. The teacher provided stimulus to students and conducted the questions and answers activities, 2. The teacher provided an opportunity for the learners to identify the problems presented as much as possible, 3. The teacher asked the students to formulate the problems, 4. The teacher asked the students to gather information, 5. The students made the conclusion of the topic.

Based on the meeting 4, the teacher applies discovery learning method and inquiry method where the teacher becomes the center of learning. At first, the teacher gives the directions of the activities. After that, the teacher provides stimulus to students and conducts the questions and answers activities. Then, the teacher provides an opportunity for the students to identify the problems presented as much as possible. After that, the teacher asks the students to formulate the problems. Then, the teacher asks the students to gather information. Finally, the students makes the conclusion of the topic.

Interview

The interview consisted of 5 items of questions. The data analysis aimed at finding out the information on the teaching method that English teacher used in teaching reading.The first question is "*What do you think of teaching method in teaching reading ability*?". This questions aimed at finding out teacher's opinion about teaching method. The teacher opined that teaching method in teaching reading ability is very important in order to lesson the students' boredom. It means that the teacher must be creative in making various activities to motivate the student to learn. Based on that opinion, it can be concluded that teaching method is the way of teacher in making students enjoy and focus on learning process.

The second question is "*What method do you use in teaching reading ability at the seventh grade?"*. This question aimed at finding out the method that used by teacher in teaching reading at seventh grades. The teacher opined that the use of method in teaching reading ability is not always same for each material. It depends on the kind of text used. It could be direct instruction, drill and practice, question and answer, lecture, or sometimes we used combined method. For this material the teacher used direct instruction, question and answer, mental modeling method, lecture, inquiry, discussion method, discovery learning and drill and practice method where the students work in group to find the information from the text to answer the question given. Based on that opinion, it can be concluded that the teacher used different method in teaching reading ability based on the text used. There some method that the teacher used such us direct instruction, drill and practice, mental modeling, discussion method, discovery method, question and answer.

The third question is "*How do you use the teaching method in teaching reading ability at the seventh grade?"*. This question aimed at finding out how the teacher run or apply the method that they told earlier. The teacher opined that in using the method, the teacher divided student into several groups so that each group had responsibility to do activities given. Based on that opinion, it can be concluded that the teacher ran or apply the method by grouping the students to work together to finish their assignments.

The fourth question is "*How are the students' responses about this method?".* This question aimed at describing the students response toward the method that teacher apply. The teacher opined that by using that method, the students were very motivated and class was very live. Based on that opinion, it can be concluded that by using that method can make good environment in classroom and make the students enjoy in learning process.

The fifth question is *"Have you ever found any difficulties to implement this method, and how do you overcome them?".* This question aimed at finding out the teacher's difficulties that the teacher always finds in applying the method and how to solve it. The teacher opined that in implementing this method, the teacher sometimes finds difficulties, especially in motivating the students' interest. To overcome this problem, the teacher made activities more various so that the students were interested in learning. Based on this opinion, it can be concluded that the teacher had to find the way in motivating the students and made various activities in applying the method in teaching reading.

Based on the findings above, the researcher summarizes that :

a. The teacher had difference activities in each meeting.
b. There were 8 methods used by English teacher at SMP Negeri 6 Bone – Bone. They are: drill and practice, direct instruction, question and answer, discussion method, lecture, inquiry, mental modeling and discovery learning method.
c. The teacher had different ways in using or applying the methods.
d. The students gave positive response for the method that teacher applied.
e. The teacher found difficulties in applying the method, especially in motivating the students and the way to solve it is by making various activities in applying the method.

Discussion

After analyzing the data of the findings, the researcher presents the discussion of the data. This section presents the result of data analysis and relates it to the theory in chapter II. Furthermore, this section aimed at describing the teacher's method in teaching reading ability, generally based on the information that had been shown on the table in findings.

Related to the data in findings, the researcher found some methods that the teacher applied in teaching reading. The information was gathered through the teacher's answers in interview. To get a complete conclusion, the researcher analyzed each question on the interview. The analysis is as follows:

A teaching method comprises the principles and methods used for instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these. The choice of teaching method or methods to be used depends largely on the information or ability that is being taught, and it may also be influenced by the aptitude and enthusiasm of the students.

Toward teaching method, the teacher opined that teaching method in teaching reading ability is very important in order to lessen the students' boredom. It means that the teacher must be creative in making various activities to motivate the student to learn. Teaching method is the way in make students enjoy and still focus in learning process. Besides that, teaching method should make the student motivate in learning process.

This part reveals the main of this research. This part describes the method that the teacher at SMP Negeri 6 Bone-Bone uses in teaching reading. In the first meeting, the teacher uses direct instruction method and drill and practice method. According to Bloom (2011:1) direct instruction method is a method that used to give an instruction in decides what is important for the students

to know and specifically explains or demonstrates an ability, and the students attempt to reply it. It means that, this method used to give the student more explanation about what they will do clearly and effectively. While the researcher states that drill and practice method is one level up from direct instruction method. Though it might seem that this method is even more rote in nature than direct instruction, the implication is that something has already been learned, or at the very least been presented, and now the emphasis is on repetition to hone the ability or provide a strong link to the information to improve remembering it. This method used to give an experiment to the students in implementing the skill that they learn in the classroom.

In learning process, the teacher gives instruction to read the text in 15 - 20 minutes. After that, the teacher invites the student to read the text in front of the class one by one. While the students reading the text, the teacher listens carefully and gives correction if the student makes mistake. This process makes the students understand more about the text and the word that they say.

In the second meeting, there are 3 methods that the teacher uses. They are lecture method, discussion method and question and answer. According to Bloom (2011:1) lecture is the mainstay of a traditional college education, the lecture, shows up third in our instructional method hierarchy. We are by no means denigrating the lecture approach, but the simple fact is that lectures in their pure form serve only to offer information from one person to another in a one-way verbal transaction. While the researcher states that lecture is a method that presented by using verbal method. This method could be boring for students cause it makes the student just listen to teacher's explanation.
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According to Bloom (2011:1) discussion method is a step higher on our taxonomy of instructional method. This method is different from the previous level in that neither the teacher nor the student holds the upper hand. In this situation the teacher is concerned with a very different treatment of information than possible using the previous methods. Discussions involve the exchange of ideas. In discussion method there is the exchange information between students and students or students and teacher. It makes the student have more reference and information about the material. Discussion can make the student active but sometimes it just for some students. Teacher could focus on controlling the student in learning process.

According to Bloom (2011:1) question and answer method that actually requires reflection on the part of the student and thus involve evaluation and the synthesis of new information. The process of this method is focus on how the student answered the question from teacher or other student. In this meeting, the teacher gives explanation first then the teacher divides students into some groups and each group discusses the material and after that each group presents their assignment. In this meeting, the students become the centre of learning process. It could be good for students because the students have opportunity to implement their ideas.

Mental modeling and discussion are the method used in third meeting. According to Bloom (2011:1) mental modeling method is a powerful method that is on a high cognitive level. Precisely for that reason, it is something that you should try to use with your students at every opportunity. But practice first. The keys to use this method are modeling thinking that your students can understand and then providing them with immediate opportunities to apply what they have learned. Having the students explain their own mental models. Models aloud will help clarify the process for them and allow you to assess their understanding. According to Bloom (2011:1) mental modeling is focus on how the teacher motivated and stimulated the students in practice. In learning process, the teacher divides student into some groups. After that they discuss in their group. After they finish it, the teacher chooses one student from each group to present their assignment in front of the class. In this meeting, the teacher focuses on how to make the students motivated and active. It is important because some students are passive in learning process.

Inquiry method and discovery learning are used in the last meeting. According to Bloom (2011:1) discovery learning method is an approach to instruction that focuses on students' personal experiences as the foundation for conceptual development. It is unlikely that children will walk into the classroom with all of the necessary experiences that relate to the concepts we want to teach, so the challenge is to provide the students with the opportunities for experiences they need in the context of discovery. While inquiry method is a method that makes teacher has a considerable amount of preparation to do and also must be prepared to teach the students how to use inquiry. A chief strength of the inquiry approach is that it can integrate the curriculum by involving many disciplines in meaningful ways. Students can read, write, calculate, engage in scientific investigations, address social concerns, and use the arts, all in the context of answering their own questions.

The researcher states that inquiry and discover learning are similar method that focus in making students find and solve problem in their daily live such as in school, environment, etc. but they have different step in implementation. Those method are rarely used in learning process because those methods have to be prepared clearly and efficiently.

Conclusion

Based on the findings and discussion at the previous chapter, the researcher found that in teaching reading, the English teacher at SMP Negeri 6 Bone – Bone often applies 6 of 8 methods such us : drill and practice, direct instruction, question and answer, mental modeling, lecture, and discussion method. Inquiry and discovery learning are seldom used by the teacher during the research process because the students background knowledge are still limited.

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