

AN ANALYSIS OF TEACHER'S METHOD IN TEACHING READING COMPREHENSION IN MAS PONDOK PESANTREN TUNAS HARAPAN

Shelphi Sarini¹, Melda Yeni², Sri Erma Purwanti³
English Study Program University Islam Indragiri – Tembilahan Riau
Email: shelphisarini99@gmail.com¹, meldayenirez@gmail.com²,
sri88erma@gmail.com³

ABSTRACT

The importance of this research is to find out the method that teacher use in reading comprehension. This research was conducted at MAS Pondok Pesantren Tunas Harapan Tembilahan, The research used descriptive qualitative with two instruments, namely questionnaire and interview to find and analyze the data collected by the researcher during the research. The population is 1 population and 1 sample, the subject of this research was the English teacher at MAS Pondok Pesantren Tunas Harapan Tembilahan. Data were collected using questionnaires and interviews. Which consists of 13 statements and 4 questions. The results of this study indicate that, the English teacher at MAS Pondok Pesantren Tunas Harapan Tembilahan using 3 dominant methods namely, the phonic method, the language experience approach, and quantum teaching, but based on the interview the teacher said that she used read aloud, the teacher felt that the method was effective because it can help to students overcome their difficulties in reading comprehension.

Keywords: *Method, Teaching, Reading Comprehension*

INTRODUCTION

English is very important to be taught at every level of education in Indonesia. By mastering English as an international language, people can communicate well with many people from various countries. In order to be able to communicate in English well, students must learn English, which consists of productive and receptive language skills. Productive language skills include speaking and writing. Receptive language skills include listening and reading. Furthermore, reading is one of the receptive language skills that is very important to master to get important information. By being able to read, students can learn a lot of new vocabulary from the text. They are able to learn the grammatical aspects of what they read. Reading is important to guide students to think critically about the content of the text. Reading is a means of acquiring language, communicating, and sharing information and ideas. Like all languages, it is a complex interaction between a text and a reader that is shaped by culturally and socially existing knowledge, experience, attitudes, and language communities.

According to Johnson (2008), reading is the practice of using text to create meaning. Reading can help students develop the language skills necessary for success, but it is not easy to implement effective reading, especially in countries where English is treated as a foreign language. The success of implementing reading will depend on students' interests. Reading is one of the four skills in English that every student must master. Rahman (2015:18) says that reading is an individual's ability to recognize a visual form, associate the form with sound or meaning obtained in the past and past experiences, and understand and interpret its meaning.

This means that reading is an individual's ability to understand and find messages written by the author. Reading can help students develop the language skills necessary for success, but it is not easy to implement effective reading, especially in countries where English is treated as a foreign language. This means that successful implementation of reading will depend on students' interests. However, reading skills are not easy for students. There are many problems with reading skills that students face. It is difficult for students to understand the content of the text because they do not know the meaning of the words. In addition, they have difficulty comprehending the text; students read with incorrect pronunciation because they find it difficult to determine the main idea and support the details of the text.

LITERATURE REVIEW

Definition of Methods

According to MoE (1999:61) in Eka Risqi Amaliah (2018), the term "method," which is taken from Latin and means mode or method, is the general meaning of method. The method is a form of overall plan for the systematic presentation of language based on the chosen approach, which is a set of assumptions relating to the nature of language, learning, and teaching, followed by techniques that are certain to be consistent with the method.

According to Biadgelign (2010), the teaching method is a general way, manners, ways, procedures, or step by step with certain orders in teaching activities or the presentation of material during teaching and learning. In clearer terms, teaching methods refer to the construction of how teaching should be carried out in the classroom. In addition, teaching methods can be seen as a series of separate steps used

or taken by teachers to achieve predetermined learning objectives. Methods with approaches, which are more generally philosophical orientations such as teaching communicative languages, can include a variety of different procedures. Method is a general set of specifications in the classroom to achieve linguistic goals. The main focus of attention is on the roles and behaviors of teachers and students. A method is an operation that contains functions that can be performed by an object. Methods are defined in the class but are called through the object.

Definition of Teaching Reading

(Olson and Land, 2007:87) in Salsabila (2021) Teaching reading is a way of transferring knowledge from teacher to student by using a certain technique of strategy and a certain material in order to master reading itself. Teaching reading helps the students read English fluently in their class with their knowledge of reading text, and the teacher should also use various techniques to make the students more understand the material (Brown, 2007:22). In this research, teaching reading means the transfer of knowledge processes from teachers to students by using particular texts in the process of learning to read. Teaching reading in a foreign language aims at teaching how the language is used for conveying the message and developing the skills to understand the content of the expressed language.

Reading Comprehension

According to Nunan (1991:6), the reading comprehension is the process of getting, understanding, and catching the content of the reading. It means that reading comprehension is the process of understanding a written text, which means extracting the required information from it as efficiently as possible. Reading for general comprehension is a skill that involves absorbing the content of the text. As the reader, we are not looking for specific points only; rather, we need to begin. Goodman (1988:12) states that reading is a receptive language process. It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by the writer and ends with meaning that the reader constructs.

According to King and Stanly (1989:39), reading has five components contained in reading texts: (1). *Finding Main Idea*. Recognize of the main idea of a paragraph is very important because it helps you not only understand the paragraph on the first

reading, but also helps you to remember the content later. The main idea of the paragraph is what the paragraph develops. An efficient reader understands not only the ideas but also relative significance as expressed by the writer. (2). *Finding the Detail Information*. Detail information requires readers to scan specific details. The details information questions are generally prepared for students and those, which appear with WH question word. There are many types of question: reason, purpose, result, time, comparison, etc, in which the answer can be found in the text. (3). *Finding the Meaning of the Vocabulary in Context*. It means that the reader could develop his or her guessing ability to the word, which is not familiar to him or her, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read. The words have nearly equivalent meaning when it has or nearly the same meaning. (4). *Identifying Reference*. In English, as in other, it would be clumsy and boring to have and repeat the same word or phrase every time you used it. Instead of repeating the same word or phrase several times, after it has been used we can usually refer to it than repeat it. For this purpose, we use reference words. Recognizing reference words is usually short and very frequently pronoun, such as it, she, he, they, this, etc. (5). *Making Inference*. Inference is a skill where the reader is also able to read between lines. There are two main attentions, draw logical inference and make accurate prediction. Prediction can be made by correctly interpreting the sings writer's given.

In addition to five general components of reading comprehension above, the researcher also adds two components of reading comprehension.

Methods in Teaching Reading

According to Rodgers (1999:127), "the teaching method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach". An approach is axiomatic; a method is procedural. Within one approach, there can be many methods.

There are some methods for teaching reading. *Firstly*, the Phonic Method. It is concerned with helping a child learn how to break words down into sound, translate sounds into letters and combine letters to form new words. Phonemes and their frequency in English words. The phonic method is one of the most popular and commonly used methods. *Secondly*, *there* is the whole-word approach. This method

teaches reading at the word level. Because it skips the decoding process, students are not sounding out words but rather learning to say the word by recognizing its written form. Context is important, and providing images can help. Familiar words may initially be presented on their own, then in short sentences or longer sentences. As their vocabulary grows, children begin to learn rules and patterns that they can use to read new words. *Thirdly*, the language experience approach, which involves learning to read nonsense words in a black-and-white activity book, is not always the most effective approach. The Language Experience Method of teaching reading is grounded in personalized learning, where the words taught are different for every child. The idea is that learning words that the child is already familiar with will be easier. *Finally*, quantum teaching is an interaction between the packets of energy that change into energy. So, quantum teaching is some of the learning interaction that occurs in the classroom and around the learning process. These interactions are all of the effective learning opportunities that can influence the students' natural skills and knowledge into an energy that can be useful for themselves and other people.

RESEARCH METHOD

The type of research used in this study is descriptive-qualitative. According to Bogdan and Taylor (2006:92), in Eka Risqi Amaliah (2018), qualitative research is a research procedure that results in descriptive data, which is written words or spoken words from people who define descriptive research as research that intends to collect information about anything that happens in that place according to the naturalistic occasion.

FINDINGS AND DISCUSSION

The result of the questionnaire and interview is based on an analysis of the teacher's method in teaching reading comprehension at grade XI MAS Pondok Pesantren Tunas Harapan Tembilahan. The statements in the descriptive analysis. In this research, the researcher provided 13 questionnaires and 4 interviews to obtain the results of the research.

Table 1. Phonic method

No	Phonic method	Yes	No
1	I teach students reading step by step from letters, words, and sentences.	✓	
2	I teach reading in letter memorization	✓	
3	I teach students how to sound letters and mix sound together to form words	✓	
4	A change from not knowing to knowing about letters, words, and sentences	✓	

Based on Table Statement 1, "I teach students to read step by step from letters, words, and sentences." If the teacher chooses "yes," it means in this gradual learning, the teacher tries to direct and organize learning according to its objectives for the success of the learning process. Step-by-step is given for maximum mastery of the material. Learning gradually is the teacher's approaches to starting learning, where at first students are directed to read letters, words, and sentences and practice gradually from there. It was hoped that through gradual learning, the provision of material could be perfectly absorbed by students.

Based on table statement 2 "I teach reading in letter memorization" the teacher chooses "yes," which means the teacher provides teaching in the correct pronunciation of letters by exemplifying the correct way of reading and having it practiced again by students. For example, the word "tongue" is read as "tang."

Based on the table statement 3, "I teach students how to sound letters and mix sounds together to form words," and the teacher choosing "yes," it means the teacher teaches how letters and sounds are broken down to become sounds in a certain order and form a word or sentence, for example. The sound can be different from the names of these letters, as in English when the sound of the letter c [si] does not match the pronunciation of the word [cat].

Based on Table Statement 4, "A change from not knowing to knowing about letters, words, and sentences": the teacher chose "yes.". It means, In learning English, the teacher introduces letters, then the letters are combined into a word, and the words are combined into a sentence. The teacher teaches how to pronounce it.

Table 2. The Whole-Word Approach

No	The Whole-Word Approach	Yes	No
1	I teach students to introduce English words through pictures		✓
2	Students better understand learning when I teach picture media than writing		✓
3	I teach reading through the decoding process (messages conveyed through symbols)		✓

Based on the table statements 1 "I teach students to introduce English words through pictures." If the teacher chooses "no," it means that in reading learning, the teacher does not use image media to introduce words but provides readings or texts where the vocabulary in the text makes students familiar with words. The teacher also said that the picture medium was not suitable to be applied to learning at the high school level.

Based on table statement 2, "Students better understand learning when I teach picture media than writing," the teacher chooses "no," which means students learn not only to understand by using picture media, but here students can also understand through text books, teacher explanations, or group learning and discussion.

Based on table statement 3: "I teach reading through the decoding process (messages conveyed through symbols)," the teacher chooses "no," which means the teacher does not teach the learning process based on symbols or the decoding process, where students do not have to try to capture the meaning of the message conveyed through the symbols.

Table 3. The Language Experience Approach

No	The Language Experience Approach	Yes	No
1	I teach based on personalization (different words each students.	✓	
2	In learning I'm provide a different text for each students.	✓	
3	Learn familiar words to make reading easier	✓	

Based on table statement 1, "I teach based on personalization (different words for each student)," the teacher chooses "yes." This means that every teaching and learning process is carried out by the teacher using the same textbook, but each material given by the teacher to students has a different word.

Based on Table 2, Statement 2 is, "In learning, I'm providing a different text for each student." In this statement, the teacher agrees that in every learning process, the teacher gives the same material but a different text for each student based on the student's ability.

Based on table statement 3, "Learn familiar words to make reading easier," the teacher chooses "yes." This means that every learning process is carried out, the teacher always repeats the material learned and repeats the words contained in a previous text to remember vocabulary, making it easier for students to read, and the teacher also chooses a text in which the vocabulary contained in it is often heard in everyday life.

Table 4. Quantum Teaching

No	Quantum Teaching	Yes	No
1	I teach reading by way of presentation, discussion and in group	✓	
2	Students prefer to learn through discussion	✓	
3	There is interaction in the class when reading a text	✓	

Based on table statement 1, "I teach reading by way of presentation, discussion, and in groups." In this statement, the teacher agrees. The teacher stated that this statement was used in the classroom; the teacher often gives students assignments by discussing and presenting in class.

Based on Table Statement 2, "Students prefer to learn through discussion." If the teacher chooses "yes," it means the discussion method is a learning method used by the teacher to solve a problem by deliberation or collaboration. Discussion can also be used as an implementation of problem-solving-based learning strategies. Teachers can make delivering material with the discussion method more fun and inspire students to learn, so every lesson in class students prefer the discussion method and are more active.

Based on table statement 3, "There is interaction in the class when reading a text," the teacher chooses "yes." This means the teacher agrees with this last statement because every lesson by providing material for a text there is always interaction with classmates and reciprocity to the teacher. The material provided can make the class more lively and the atmosphere is not boring.

Researcher : *Didalam pengajaran bahasa inggris, khususnya membaca. apakah ada metode khusus yg anda gunakan?.*

Teacher : *Ya ada, metode yang saya gunakan adalah metode red aloud, dengan metode tersebut saya mengajarkan membaca secara bertahap*

- Researcher* : Apakah metode tersebut efektif untuk digunakan dalam mengajar?"
- Teacher* : Sejauh ini metode read aloud ini efektif dan berjalan lancar selama pembelajaran.
- Researcher* : Apa yang membuat anda percaya bahwa metode tersebut efektif untuk digunakan?.
- Teacher* : Ya karena selama pembelajaran dilaksanakan siswa dapat mudah memahami pembelajaran baik itu penglafalan maupun isi teks dan bagi saya metode read aloud ini efektif bagi siswa saya.
- Researcher* : Apakah metode tersebut bisa membuat siswa lebih aktif dalam membaca?" "ya siswa lebih aktif , karena meraka lebih banyak bertanya kepada saya, bagaimana cara penglafan kata, arti sebuah kata, dan begitu sebaliknya saya bertanya juga kepada siswa, sehingga terjadilah interaksi siswa dan guru.
- Teacher* : Ya siswa lebih aktif , karena meraka lebih banyak bertanya kepada saya.
- Researcher* : Contohnya seperti apa?
- Teacher* : Seperti meraka lebih banyak bertanya kepada saya, bagaimana cara penglafan kata, art sebuah kata, dan begitu sebaliknya saya bertanya juga kepada siswa, sehingga terjadilah interaksi siswa dan guru.

According to Ruhaena (2008: 194), the phonics method is a way of teaching reading and writing by teaching the sounds of the letters and then using sound synthesis to read words and a reading learning technique that emphasizes sound (pronunciation). According to Stauffer (1970:39), the Language Experience Approach (LEA) is introduced as a method for teaching language. The method uses student experience and knowledge as reading material. LEA is an effective instructional method for teaching languages because it combines and integrates four skill components in language learning. According to DePorter (2011:44), quantum teaching is a fun learning method where the interaction between teachers and students is well entwined. The method of quantum teaching helps in creating a learning environment that effectively utilises the elements that exist in students. According to Setiawan (2020:76), the word "read aloud" comes from English, which means to read aloud. Reading aloud is a simple activity that involves reading aloud reading material. By using this method, the teacher can solve problems for students such as difficulty in pronunciation, difficulty understanding the content of the text, and difficulty understanding the main idea and supporting details of the text. The read-aloud method is very helpful for teachers to overcome these problems. Based on the results of interviews, the teacher also said that she taught at the beginning in a gradual way, by introducing letters, words, sentences, and the correct

way of pronunciation. Then the read-aloud method is very influential on students in class because students are more active and interact with each other often.

CONCLUSION

Based on the results of the questionnaire and interview with research subjects, who consisted of 13 statements and 4 interviews, the questionnaire and interview were processed based on 4 indicators from the 13 statements. The researcher found that teachers only use one method in teaching reading comprehension, and this method is always used by teachers in teaching reading comprehension in the class XI MAS Pondok Pesantren Tunas Harapan Tembilahan, namely the reading aloud method. Based on the statements provided by the researcher, it shows that the English teacher at MAS Pondok Pesantren Tunas Harapan Tembilahan is dominant in three methods, namely the phonic method, the language experience approach, and quantum teaching.

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