INVESTIGATING TEACHERS’ TEACHING METHODS USED IN READING CLASSROOM

Enni Erawati Saragih\textsuperscript{1} and Umia Ulfa Zalya\textsuperscript{2}
English Education Program
Faculty of Teacher Training and Education
Universitas Ibn Khaldun Bogor
ennierawati.saragih@uika-bogor.ac.id\textsuperscript{1}; uulfazalya@gmail.com\textsuperscript{2}

ABSTRACT
To achieve better knowledge, students are expected to be able to read some books in a week. But nowadays, reading no longer becomes student’s habit. It seems because teachers teaching method is still need to be modified in order to get students attention and interest. This research aims to find out the methods used by the teacher in teaching reading and student response on the method. The research adopted descriptive-qualitative research method and in collecting the data observation and interview were used as the instruments of the research. After doing the research, the data found that there are two kinds of method are used by the teacher while he/she teaches reading classroom, namely; direct method and language experience approach (LEA). Meanwhile, the student response toward teacher reading method shown that most of students like teachers reading method, only few students dislike about teachers teaching methods.

Keywords: Teaching Method, Student Response, Descriptive Text

INTRODUCTION
Reading is no longer becomes student’s habit and preferences. Even though they know who used to read frequently have possibility to lead to be succeeded. Of course, reading is learnt in a relatively predictable way by students who have normal or above-average language skills; it has been taught since they are childhood. They have had experiences in early childhood that fostered motivation and provides exposure to literacy in use; get information about the nature of print through opportunities to learn letters and to recognize the internal structure of spoken words, as well as explanations about the contrasting nature of spoken and written language.

Indonesian students, who learn English as foreign language faced some difficulties in learning English for instance in pronouncing the words. Because Reading is one of the language skills learned in junior high school, so it is not only about the ability to read the text but it is also about to how understand the content of the text. Reading in second language learning is one important skill because reading someone will enlarge and increase his or her knowledge

Students’ response in this research is having feeling after a learning activity whether it is rejecting or accepting the learning activity. There are three components of attitudes that are called the tripartite model. The first component is cognitive. This component can be identified by the representation of what does someone beliefs or thought toward something. The second component is affective which is defined as an emotional feeling toward something. The last component is the conative (behavior). It
refers to someone’s tendency to act in a particular manner that is congruous to his/her attitude. (Rosenberg & Holland; in Sasa 2012)

Descriptive text is a kind of text with a purpose to give information. The context of this kind of text is a description of a particular thing, animal, person, or others. The descriptive text shows, through careful observation, how a thing is done (a place, a person, an animal), highlighting the features, qualities, distinctive aspects, to furnish a clear and complete conception.

The main objective of a descriptive text is to inform: it is the case of the technical descriptions in scientific encyclopedias, handbooks, dictionaries, guides. It differs from the report which describes things animals, person, or others in general. The general structure of the descriptive text is (1) identification: identifies phenomena to be described. (2) description: describes parts, qualities, characteristics.

The previous study about the teaching strategies is conducted by Indiana Desi Susanti 2015 entitled “A Study on Teaching Strategies in Reading Comprehension at SMAN 1 Weru Academic Year 2015/2016”. The objectives of Indiana research are to describe the teaching strategies implemented by a teacher to students in English Reading Comprehension. The similarity between the studies of the researcher and the research conducted by Indiana Desi Susanti is to describe the teaching strategies. But there is the study of the differences between the researcher and the research conducted by Indiana Desi Susanti. Indriana describes the teaching strategies used by the teacher for teaching English Students in Reading Comprehension. In this Research, The researcher describes the teaching-learning process and method of the teaching-learning process on reading skills.

The problem is by the teacher of Islamic Junior High School in Bogor in teaching reading at the seven-grade teacher method used especially in the teaching reading descriptive text. Besides, it is realized that most of the students usually get difficulties to understand the text. Therefore, the writer is interested in having a study on the teaching-learning process of reading to the seven-grade student of Islamic Junior High School in Bogor.

Based on the phenomena above, the researcher is interested in conducting research entitled: Investigating Teachers Reading Method Used in Reading Classroom. The scope of the study focuses on teaching reading method and student’s response on the method in reading. The researcher will describe the method that is used by the teacher in the English teaching-learning process especially on reading skills on the descriptive text at Islamic Junior High School in Bogor. The Research Question is what kind of method that is used by the teacher in teaching reading the descriptive text? And how are students’ responses to the method used by the teacher in teaching reading the descriptive text? The purpose of the study is the researcher has the following purpose of the study to describe the method that is used by the teacher in teaching reading particularly descriptive text.

And The Significance of study is the results of the researcher can give more experience and knowledge for writer or reader about descriptive text and can be useful for English teacher in their teaching reading. The result of the researcher can be used as the references for those who want to conduct a research in the teaching reading descriptive text, and To the teacher, they give some information and knowledge about teaching reading.
descriptive text using descriptive text and can make teacher settle the student’s problem.

LITERATURE REVIEW
Reading Skill
Reading skill is the ability to relate the textual material to one’s knowledge by comprehending the text Fauziati (2010, p. 138). The purpose of trading activity is language ides. In reading, the process of thinking is very urgent and vital, because the sentences they read. Instead, at the same time, their minds work to get the message.

Reading involves a variety of skills to construct meaning from a text. The main ones are (1) recognizing the script of a language (2) deducing the meaning and use of unfamiliar lexical items, (3) understanding explicitly stated information. (4) Understanding information when not explicitly stated. (5) Understanding conceptual meaning. (6) Understanding the communicative value (function) of sentences and utterances, (7) Understanding relation between parts of a text through grammatical cohesion devices, (9) identifying the main point/ idea or important information in a piece of discourse, (10) distinguishing the main idea from supporting details, (11) basic references skills, (12) skimming, (13) scanning to locate specifying required information (Grellet, 2010: 4-5).

Teaching Reading
Teaching is the process of transferring knowledge, making the students understand what they learn, and helping the student difficulty in the learning process. According to Brown (1994) stated in Sasa (2017, p. 12) teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. Teaching may be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with the knowledge, causing to know or understand.

To be successful in teaching, the teacher has to know the principles behind the teaching reading. According to Hammer the principles behind the teaching reading are: (1) Reading is not a passive skill, (2) Students need to be engaged with what they are reading, (3) Students should be encouraged to respond to the content of a reading text, not just to the language, (4) Prediction is a major factor in reading, (5) Match the task to the topic. In teaching reading, reading activities support students as readers through three activities, they are pre-reading, during/whilst-reading, and post-reading activities.

Teaching Reading Method
Teaching Reading Method is treated at the level of design in which the role of teacher, learners, and instructional material, are specified. Thus, the method is theoretically related to an approach and is organizationally determined by a design. Anthony (1963, p. 95) in Fauziati (2010, p. 5) “defines the method as 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”.

According to Anthony (1963) There are many methods used in teaching, they are:

a. The grammar translations method
According to Harmer in Bonilla (2016), grammar-translation is the classical method. The grammar-translation focuses on translating grammatical forms, memorizing vocabulary, learning rules, and studying conjugations. The purpose of using the grammar-translation method is to able to read literature written in the target
language. The student grammar rules and examples are told to memorize them and they are asked to apply the rules to another example. They also learn grammatical paradigms such as verb conjugation.

b. The direct method.
The direct method is sometimes called natural method and is a method of teaching a foreign language, especially modern language, through conversation, discussion, and reading in the language itself, without the use of pupil’s language, without translation, and without the study of a formal grammar (Sasa; 2017)

c. Silent Reading
Silent reading is done to acquire a lot of information. The teacher has to make them read silently as and when they can read without any difficulties. By using sustained silent reading method Hunt (1970) is that the students read silently for a given period on time (Riska, 2017, p. 17).

d. The Language Experience Approach (LEA)
The language experience approach is a whole language approach that promotes reading and writing through the use of personal experiences and oral language. It can be used in tutorial or classroom settings with homogeneous or heterogeneous groups of learners. Beginning literacy learners relate their experiences to a teacher or aide, who transcribes them.

Descriptive Text
Descriptive text is a text provides information on a topic through descriptive facts, details, characteristics, and traits. Descriptive text lists important features, elaborating on each to inform the reader. This is also supported by Jackson and Stockwell (2011, p. 84), they add descriptive text is a text that explains something is likes, to give is characteristic, uses, and so on. They also said that descriptive text is often written in the present tense, and the most commonly used verbs are and have, an adjective like tall, brown and dark are used to describe characteristics of the thing being described.

METHOD
In this research, the researcher uses qualitative research. According to Bogdan and Taylor (1976) in Moleong (2010, p. 3), these statement contains purpose that describes qualitative research is research that put forwards the data collecting or the problem reality based on the things explored by respondents and data collected are words and pictures, not only number. Setting in this research was at one of Islamic Junior High School in Bogor. There are two subjects of the participants in this research the teacher and the students. The researcher chose two classes of seven for observing the data In this research, the researcher observes and interviews one teacher, then questionnaires were distributed to fifteen students’ to responses about the method that the teacher use in teaching English.

FINDINGS AND DISCUSSION
Finding
1. Kinds of Method Used
From the data, it can be shown that kind of method that were frequently used by the teacher in reading classroom in VII B (A Class) is the language experience approach and direct method. The teacher in the teaching-learning process uses developed reading support student as readers though pre-reading, while reading, and post-reading. Pre-reading activities are used to prepare students for reading activity. There activities of pre-reading the type and
content of the text, reviewing the vocabulary or grammatical structure. While reading activity is the teacher gives guessing game in the form of a picture to students at the PowerPoint, give the example of teaching with a tool (props), the teacher gives a text about descriptive text and asks students to answers based on the text which focused on the learning process. Post-reading is an activity as a closing part.

The learning method which is used by the teacher in class VII E (B Class) is the language experience approach and direct method. Because of the method of teaching the language experience approach, the teacher discusses the material together with the students by writing the words or sentences on the board without changing the language created by the students. Then, the direct method she provided to teach using tools (props) in the form of direct teaching props (students/movements), indirect (artificial objects/symbols). The teacher also more uses a question and answer with the students and makes games (guessing games) as learning media. In communicating with the students using more English than Indonesian and translating that are difficult for students to understand, then students are not required to memorize grammatical formulas, but more importantly, students can speak the language so well.

2. Student’s Responses
This section is to know the result of the students’ responses. The teacher distributed the questionnaire to 15 students who joined the class on that day. The questionnaires consisted of 15 questions in which each student was free to answer the questions and giving their reasons. It was arranged in yes/no question. It was arranged like it because it was easier and simpler to answer.

the questionnaire, the researcher took responses of 15 people in each class to find out whether students agree or disagree on the methods the teacher teaches. In A Class the averages score who quite agree about the teaching method is 65.2%, while in B class is 65.6%. Whereas, those who strongly disagree with the method that is used by the teacher is 34.8% in A-Class and is 34.4% for the B class. So, students prefer the methods that the teacher used in the teaching process because it helps the students easily understand the lessons.

Discussion
The research findings, the students are active and interested in studying a descriptive text on reading skills. It is aimed to improve their vocabulary. The method used by teacher Islamic Junior High School in Bogor to teach descriptive text is the language experience approach and direct method.

CONCLUSION
Students’ responses to the method used by the teacher in teaching English learning to read the descriptive text in class seven at Islamic Junior High School in Bogor quite agreed with the method of learning reading conduct a teacher as much as 65.5% because the students are more motivated while using the method when. The teaching is very interesting, especially reading, and students prefer to learn in a group and tool as a visual aid to the lesson, as well as not feel difficult when working on the question about the descriptive text. Then, those who strongly disagree with the reading learning method conduct by the teacher are 35.5% because the students do not want to learn methods that the teacher teaches and students feel difficulty when
understanding the content descriptive text of reading

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