TEACHING METHOD ON ENGLISH READING SKILL OF THE EIGHTH GRADE CLASS AT SMP NEGERI 7 DENPASAR

Ida Ayu Putu Putri Wijayanti[1], Ni Luh Nyoman Seri Malini[2], Ni Ketut Sri Rahayuni[3]

Abstract: *Reading skill is one of the must-have skills when learning English, which is why it is often given more emphasis. With the rapid development of time, teachers are faced with the problem of choosing the right method of teaching English reading skill, which should be in accordance with their comprehensive level. As a result, the implementation of inappropriate method in teaching reading skill is regarded as a major problem, which causes students to fail in many aspects of learning English. In accordance with the urgency of finding the right method in promoting reading skill, this study was designed to identify the use of Task-Based Language Teaching (TBLT) suggested by Richards and Rodgers and types of reading task by Brown. This study used field research with two classes and one English teacher who taught the eighth graders at SMP Negeri 7 Denpasar. The sample was obtained using the purposive sampling technique, which was done by conducting a pre-survey. Data was generated from document analysis, interview and field notes as the evidence discussed in this study. The first result showed that the apperception task was preferred during the pre-reading task. As for the main reading result, the use of scaffolding, grammar analysis and translation of the instructional text were dominant. Finally, post-reading was done by assigning written task, oral task and vocabulary repetition. In addition, the average score in the final exam showed a positive outcome of 9,8-10% score accumulation.*
Keywords*: English reading skill, teaching method, eighth grade class, task-based language teaching (TBLT).*

INTRODUCTION

Reading skill is still considered a one of the fundamental skills, which has a significant impact in understanding English as a second language. By mastering this skill, it permits individuals to comprehend the context of the text. In the realm of teaching, there are multiple types of methods that can be implemented. Each method has different inputs that may affect the students' progression in processing and understanding a language. Brown (2015) varied reading skills in two categories, which is reading comprehension and word recognition. These two aspects play a significant role in developing reading skills. As one of the mandatory subjects implemented in all schools in Indonesia. Thus, when approaching a proper teaching method, a teacher should always resonate with the students' needs and capabilities.

The method in teaching English emphasizes the importance of well-organized learning programs, instruments and styles. It is primarily regarded as a media to expose students the required materials and help them breaking down possible barriers they might encounter during the lesson. This results in teachers keeping up with updated teaching methods in order to obtain desired outcomes more effectively. When it comes to teaching English reading skill, the use of certain methods of teaching can be dominantly utilized. This means that exploring "comprehensible" is considered important to the students' progress in reading skill. In Indonesia however, the use of task-based learning is deemed correspondence with the urgency of fostering reading skills. Besides, Task-based language teaching (TBLT) has turned into a preferred method in promoting and developing reading skills as stated by Richard and Rodgers (2014, p. 176) that specific types of tasks should be involved in phases.

These phases are laid out based on activities and tasks of a task-that are

sequenced according to difficulty. Yet, most of the time there could be inappropriate way of using this method as the main teaching approach. Cook & Cook (2003) feels it necessary to observe the way a task has been defined in the last 20 years has been a journey of contradictions in how the notion of task is supposed to be performed in a way where this can be effectively done. A recent study by Yunus (2018) exposed the use of task-based reading for English language students in improving student reading fluency. The study suggested that TBLT is recommended to be used as the instructional materials on Reading Comprehension as shown from the test results of pair samples. Furthermore, Tahir (2017) also studied the similar analysis yet more focused on the influence on the notion of task-based language teaching for reading skill. There was a major gap between this study and prior studies. It was found that both of these studies do not have an adequate data regarding on how the process is conducted in sequence and what tasks are preferred in teaching reading skill.

In the wake of that, this study was presented to discover the implementation of English teaching methods and the final post reading task reflected throughout several observations conducted in a classroom specifically related to the students' reading skill. This study was done in order to reveal whether the teacher had properly performed the used tasks in a scope focused on training students' reading skills. The teaching method was observed by directly analyzing the class conducted during the English lesson. On the other hands, the final post reading task usage would be shown through their scoring outcomes in their final exam at the end of the discussion. This study adopted theory of Richard and Rodgers (2017) as the main theory for the teaching method process and Brown (2004) in analyzing the final post task.

RESEARCH METHOD

The research was conducted through qualitative case studies to show the phenomenon based on the occurrence experienced by groups of different people. Creswell (2013) stated that qualitative research explored a problem that contained information about the central phenomenon). To collect information from the research, this study conducted several observations providing document analyses and interviews to answer the questions related to the use of the teaching method in teaching students' reading abilities. The interview session was held in as a preliminary action to have a confirmation or clarification related to teaching method and the final post task which were being analyzed and verified through the result discussion. In addition, to obtain comprehensive research data, this study selected a specific literature study approach for the document analysis regarding the process of teaching based on Task-Based Language Teaching TBLT method proposed by Richard and Rodgers (2017) by focusing on the process of teaching English reading skill. At the and of the discussion, the final post reading task was provided to reveal the outcome of the utilized teaching method to the average students' reading skill.

RESULTS AND DISCUSSION

This section provides the results of this study, which were gained from eight times of direct observations. In this case, it was found that their current English lesson encompassed five chapters to be completed for the semester. The observation was conducted during the fourth and fifth chapter where this study obtained the data from the fourth and the fifth chapter. The fourth chapter presented a recount text with a topic discussion of saving the environment. As for the fifth chapter discussed a topic regarding how to embrace yourself. Most of the data were thoroughly analyzed

and interrelated from the document analysis captured during the reading session. Some of the data was described in relation to the interview result to verify whether the interview result was valid. The used theories were presented within the analysis to determine which teaching method and the final post reading task was dominantly preferred by the teacher. This section was divided into two main discussions. The first discussion showed the teaching method used during the reading session. The second one revealed the method and results showing the the final post reading task used on students' final exam.

The Implementation of Teaching Method in SMP Negeri 7 Denpasar

In this section, an analysis on teaching method implementation was provided thoroughly into descriptions form. Based on the data observation, the findings revealed that during reading lessons, the use of Task-Based Language Teaching (TLBT) was primarily applied. Richards and Rodgers (2014, p.177) claims that TLBT in teaching reading skill focuses on the use of "task" as a core unit of teaching as a whole. In order to break down the learning sequence accordingly, this study was composed sequentially based on three sequences: pre-reading task, while-reading task and post-reading task. These phases were considered as a consequence of the learning stage. Each of these stages is thoroughly described as follows:

Pre-reading Task

The pre-task stage was regarded as the first fundamental step in the teaching and learning activities. The pre-task was performed after confirming the attendance list of students. The teacher gave the students some instructions in the pre-task activity that were aimed at stimulating the attention of the students about the subject and the task of the day. The exercises involved brainstorming, performing or demonstrating the model of similar tasks with a different subject. This approach was called the apperception. Below is the detailed overview on how the teacher performed the apperception at the beginning of the lesson.

Tabel 1. Summary of the used apperceptions

Types of Apperceptions Task	Detail
Prior Knowledge-Based Task	The approach was related to students' interests, holiday summary and experiences
Open-Ended Questions	The approach was extracted from a direct question related to the topic discussion and material review.
Self-Reflection-Based Task	The approach was derived by practising what they have learnt in their surroundings.

Table 1 showed that prior to the main reading lesson, the use of apperception was done in advance. The mentioned tasks were done by connecting the topic to the students' prior knowledge and experiences was preferred. In this case, the teacher asked several questions spanning around things they were most likely familiar with. These presented questions were found relevant to what they are currently studying. Additionally, taking into account students' mutual interests was also used as the source to extract the questions. This allowed the class to have active responses from both the teacher and the students.

Main reading Task

This phase was conducted after the teacher started to introduce the topic of the day. As stated by Jacobs in Richards & Rodgers (2014) during main reading task, students to integrate the knowledge and information that they acquired. This stage is focused on engaging students in probing the text beyond its literal meaning. In the wake of that, comprehension should be instilled by focusing on the context. Mayor in Richards and Rodgers (2014) claims that context is defined as the conditions in which something exists or occurs within the text. During this process, various approaches were used to encourage learners to understand reading, such as such as scaffolding, instructional text translation and grammar analysis.

Tabel 2. Main reading activity approach

Approach	Task
Scaffolding	- Guided reading
	- Read in turns
	- Collaborative text discussion
Grammar Analysis	- Focus on form (FonF)
Instructional Text Translation	-Contextual-based text translation

Table 2 showed that during this stage, scaffolding, instructional text translation, and grammar analysis were found to be predominant in teaching English reading skill. Through the activity of guided reading was done by giving additional assistance when the reading aloud was conducted. In addition, the use of Focus on form (FonF) was instilled by having a discussion and analysis related to the verb two. Lastly, the text was translated contextually for the drawbacks of meaning-focused instruction. This was done by tasking each student to convey the meaning in a sentence first and later on being discussed collaboratively.

Post- reading Task

In this section, the analysis was specifically done after the main reading lesson was conducted. The post-task exercises were laid out as the last process to ensure that the text was already understood by the students and that they could use their own words to construct a description. This part of reading is considered important since it was carried out to maximize the understanding regarding the material. In this case, the use of spoken interaction, written assignments and vocabulary repetition were mostly found as follows.

Tabel 3. Main reading activity approach

Types of Tasks	Detail Activity

	Spoken task	- Finding out the title of the text - Reading aloud the selected task in turns - Stating out point of view - Stating the task answer out loud	
Table	Written task	- Completing worksheets	3
	Vocabulary repetition	-Emphasizing on keywords	

showed that spoken task was done by done by finding out the title of the text, reading aloud the selected task in turns, delivering point of view and stating the task answer out loud. As for the written task was mainly conducted by completing worksheet provided in the textbook. Lastly the data showed the emphasis of vocabulary repetition by focusing on related keywords. These tasks align with the use TBLT by connecting possible prior knowledge related to the topics, enrich and broaden the knowledge of the vocabulary that is owned, find the main ideas in parts of the text, and title from the contents of the text.

The Result of The Final Post Reading Task at SMP Negeri 7 Denpasar

Consequently, the following analysis is regarding the final post reading task method which was obtained from Google Form. The used data encompassed all class of the eighth-grade students which were 10 class. There were 50 questions provided for the final post reading task. The summary of the result is presented as follows.

Table 4. The final post task occurrences

Types of the final post reading task	Items	Frequency
Multiple-choice (for form-focused criteria)	Pronoun reference questions	2
	Past simple questions	2
	Antonym or synonym questions	2
	Contextualized multiple-choice vocabulary/grammar	10
Cloze task	Multiple-choice cloze vocabulary /grammar	4
Ordering task	Sentences arrangement	2
Scanning	5 W 1 H Questions	27
Skimming	Title choice question	1

According to table 4, the use of scanning in their post reading task is found to be the most dominant, followed by multiple choice (for form-focused criteria) as the second most dominant task. The use of 5W 1 H itself is predominantly selected, where

30 occurrences are found. On another note, the other task of scanning which is negative factual and factual information questions are marked only 1 occurrence each. As for the second most dominant post reading task, multiple choice for context is preferred. There are 12 occurrences found for this task. Apart from the use of multiple choice for contextual purpose, the rest multiple choice models seem to be the least post reading task selected in the same criteria. The result also disclose that the use of ordering and skimming task seems to be the least preferred ones. The task selection for ordering task marked only 2 occurrences, followed by skimming task which is only 1 occurrence
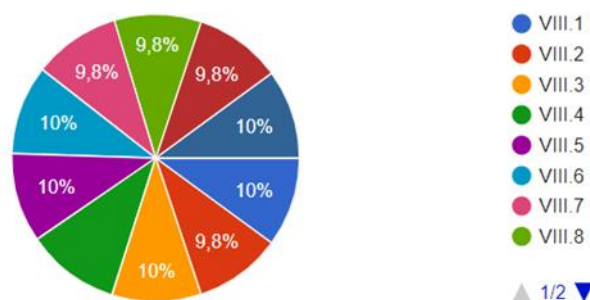

Chart 1. The average score of the task

This chart 1. displays the average percentage of the correct answers in each class of the eighth grade. The bar uncovers the amount of task being completed. From the graph we can see that the average score of each class received 9,8-10% score accumulation. There is only a slight gap in each class task completion score. This suggests that the used teaching method served equal reading performance in the eighth-grade class. Therefore, it can be assumed that the average task completion in each class of the eighth grade receives fairly equal distribution.

CONCLUSION

The first analysis revealed that the TBLT method was primarily implemented in teaching students English reading skills. The data has shown a positive outcome to the students' average skill in reading, resulting in the learners becoming more engaged during the reading activities. The method was thoroughly described in three systematic stages which is pre-reading, main reading, and post-reading tasks. In brief, findings showed that during the pre-reading task, the apperception task was done by interrelating the material to the students 'prior knowledge, posing open-ended questions, and a self-reflection-based task. As for the main reading task, the use of scaffolding, grammar analysis, and instructional text translation were dominantly instilled. During the post-reading task, the use of spoken tasks, written tasks, and vocabulary repetition were mainly fostered. The second analysis disclosed the result of the final post-reading task which was derived from the teacher's Google Form as the selected instrument for their final exam. The findings showed that selected reading task were mostly in the form of scanning task, followed by multiple-choice questions with specific questions related to the contextual purposes. The result also uncovered that ordering and skimming tasks were the least selected ones. In sum, the TBLT method in teaching English reading skill was successfully instilled,

resulting in a positive outcome reflected in the average score in each class of the eighth grade.

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