

THE TEACHER'S TECHNIQUES FOR TEACHING READING OF NARRATIVE TEXT AT TENTH GRADE OF SMA NEGERI 1 BANJARMASIN SCHOOL YEAR 2019/2020

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ABSTRACT

Reading is important skill in English. Through reading, the student can get new knowledge and information. Narrative text is one kind of reading English. Narrative text is text that discuss about past story, legend, fable, myth, etc.

In teaching reading, there are some techniques that used to teach. In this case, the researcher knew the techniques are used by the teacher and how those techniques were applied.

The researcher used descriptive qualitative research as approach of the research because the researcher described about the teacher's techniques for teaching reading of narrative text. The subject of the research was the English teacher of 10th grade at SMA Negeri 1 Banjarmasin. For getting the data, the researcher did observation, interview and document analysis. And to analyze the data, the researcher used Miles and Huberman theory.

The result of this research shows that the teacher technique of teaching reading (a) The techniques are used by the teacher and (b) The applying of the techniques. The observation at the class and the interview toward the teacher resulted that the technique of reading is giving comprehension.

Keywords: Techniques, teaching, reading, narrative text.

ABSTRAK

Membaca adalah keterampilan penting dalam bahasa Inggris. Melalui membaca, siswa dapat memperoleh pengetahuan dan informasi baru. Teks naratif adalah salah satu jenis bacaan bahasa Inggris. Teks naratif adalah teks yang membahas tentang cerita masa lalu, legenda, fabel, mitos, dll.

Dalam pengajaran membaca, ada beberapa teknik yang digunakan untuk mengajar. Dalam hal ini peneliti mengetahui teknik yang digunakan oleh guru dan bagaimana teknik tersebut diterapkan.

Peneliti menggunakan penelitian kualitatif deskriptif sebagai pendekatan penelitian karena peneliti mendeskripsikan tentang teknik guru dalam mengajar membaca teks naratif. Subjek penelitian ini adalah guru bahasa Inggris kelas X SMA Negeri 1 Banjarmasin. Untuk memperoleh data, peneliti melakukan observasi, wawancara dan analisis dokumen. Dan untuk menganalisis datanya, peneliti menggunakan teori Miles dan Huberman.

Hasil penelitian ini menunjukkan bahwa teknik mengajar membaca oleh guru (a) Teknik yang digunakan oleh guru dan (b) Penerapan teknik tersebut. Hasil observasi di kelas dan wawancara kepada guru menghasilkan bahwa teknik membaca adalah memberikan pemahaman.

Kata kunci: Teknik, pengajaran, membaca, teks naratif.

INTRODUCTION

English is the main subject almost all level of education in Indonesia. The government also includes English subject in education curriculum. While, English is one of the requirement for graduation, specifically for junior senior high and for senior high school. Moreover, college admission also asks the prospective students enclose the English test score that be determined (TOEFL, TOEIC, and IELTS). Instances also ask the English test score for job applicant. Therefore, Indonesia government encourage English in education, because English is communication language in the world.

In English learning itself, there are some skills which must be learned by the students. One of them is reading skill. Reading is important component in English learning. Throughout the reading, student can get the new knowledge and information. Reading is process to understand an information from the text. Reading is an active process of understanding where the student must have a strategy for make it efficient and student can get the point of context (Grabe, 1991: 377).

Text is one of component which can not be separated in teaching reading. There are some kinds of text in English reading skills, one of them is narrative text. According to Rebecca (2003), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors.

The aim of reading of text is the students comprehend the content of the text. Reading comprehension is ability to understand the English text. Comprehension is gotten from interaction the words that have been written by the writer and how the reader gets the point from the text. According to Cohen et al (2005: 51) comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks.

Reading comprehension in narrative text is related with teaching. Throughout the teaching, reading comprehension at the school can proceed well. The student can explore the knowledge through give the question about something that has not been known before to the teacher. Because teaching is process of interaction between the teacher and the students. Teaching is showing or helping learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 2000, p. 7)

Actually, teaching reading comprehension skills in the class is not easy. Because in teaching reading comprehension in narrative text, the teacher not only explains the translation but also he/she explains about the content of the text. Sometimes it makes almost the student are bored. So the teacher must be creative in explanation of narrative text in the class. The teacher must use appropriate technique in teaching. In order that, the students are interested with the topic, and the aim of teaching is reached. The term of technique is task. Task usually refers to a specialized form of technique or series of techniques closely allied with communicative curricula, and as such must minimally have communicative goals. It is focuses on the authentic use of language for meaningful communicative purpose beyond the language classroom (H. D. Brown 2007).

From the English teacher's explanation, Mr. GR, S.Pd, he teaches narrative text uses some techniques that appropriate with lesson. Here, in SMA Negeri Banjarmasin, Mr. GR builds the knowledge of the student first.

RESEARCH METHODOLOGY

The researcher chose qualitative descriptive method as an approach of research because the researcher wanted to know the techniques were used by the teacher and also the applying those techniques in teaching reading of narrative text. The research tried to get description. In this case, the researcher used some techniques to collect the data. They were as follows: Observation, Interview and Document Analysis

FINDINGS AND DISCUSSIONS

A. Findings

1. The Techniques for Teaching Reading of Narrative Text

The researcher made direct observation in Teaching Reading at the 10th class of SMA Negeri 1 Banjarmasin Martapura 2019/2020. The researcher took four times observation, 1,5 hours of meeting each. To strengthen the observation, the researcher interviewed the English teacher of 10th grade. From the observation and interview result can be known what the techniques were used by the teacher and how the teacher to apply them.

The researcher did the observation on 27th, 28th, 31st July 2020 and on 1st August 2020. On 27th July 2020, the researcher observed the reading activity in teaching reading at 10th grade of science 1 which was started by the teacher came into the class, greeted the students, and told an interested story for motivate the students. After that, the teacher started the teaching reading of narrative text.

Here, the researcher showed the process of teaching reading. The teacher asked the students to read narrative text on their book. Then the students took general conclusion of text.

This is the teacher instruction for the students:

“Please, read the text carefully then took general conclusion of the text

The researcher saw there were some students did not understand what the teacher said.

“Apa maksudnya pak? Kada paham”, asked the students. Then the teacher translated in Indonesia.

“Maksud bapak baca teks tersebut dengan teliti kemudian ambil kesimpulan umum dari teks itu. Jelas?”

“Oke, teacher”, said the students.

Based on the phenomenon above, the researcher found that the teacher used skimming technique for teaching reading of narrative text.

Skimming is reading technique that used for getting the gist of the whole text lead. The students read quickly to get the main points, and skip over the detail.

Generally, Skimming is done to read in quick a text. In skimming, the students must move from one sentence to another sentence or from one paragraph to another paragraph quickly to find the main idea and know the theme of the text well.



The teacher asked the students to read text in fifteen minutes. The students were asked to write important sentence of the text. Then, the teacher asked the students some questions that related with the text, for knowing the students understood the content of the text.

The second observation was done on Wednesday, July 28th 2020, at the 10th grade of science 2. The teacher came into the class then told an interested story that related with the topic of narrative text. The teacher also gave the student new words of the story.

On the second observation, the process of teaching reading was started by the teacher asked the students to read a narrative text in quick time, twenty minutes, and took important sentences of the text.

This was the teacher instruction:

“Ok, students. Please read the narrative text, then took the important sentence of the text.”

“Bapak terjemahkan lah, kalo bingung kaya kelas sebelah. Jadi, teks narrative nya dibaca dalam waktu 20 menit. setelah itu, ambil kata kunci dari bacaan tersebut.”

Based on the phenomenon above, the researcher found the teacher used scanning technique for teaching reading of narrative text.

Scanning is technique to find for specific information (key words). The students get only what they need. They move quickly over the page or text, less reading and more searching (specific words, numbers, details, and answers)

Scanning is very important to improve the student comprehension skills. This technique is useful to look for some information as soon as possible. The students usually read word by word of each sentence. Through practicing this technique, the student can comprehend the written text quickly

On July 31st 2020, the researcher observed the teaching reading at the 10th grade of social 1. The teacher came into the class. He greeted the students. He told the legend and asked some questions about the legend to the students for building their knowledge.

After that, the teaching was started by the teacher divided the students to the some groups. Then, the teacher gave the narrative text to each group. Each of group got different title of text.

The students had to know the content, structured and the aim of the text (comprehension) then they were asked to conclude the text with thei group. The last was each of group had to have delegation to retell the conclusion in front of the class.

Here, the researcher found the teacher used the discussion technique for teaching reading of narrative text.

Discussion technique is a variety of forums for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students thinking, learning, problem solving, understanding, or literary appreciation. Participants present multiple points of view, respond to the ideas of others, and reflect on their own ideas in an effort to build their knowledge, understanding, or interpretation of the matter at hand.

Discussions may occur among members of a dyad, small group, or whole class and be teacher-led or student-led. They frequently involve discussion of a written text, though discussion can also focus on a problem, issue, or topic that has its basis in a “text” in the larger sense of the term (e.g., a discipline, the media, a societal norm).

A defining feature of discussion is that students have considerable agency in the construction of knowledge, understanding, or interpretation. In other words, they have considerable “interpretive authority” for evaluating the plausibility or validity of participant responses.

On August 1st 2020, the researcher observed 10th grade of social 2. Here, the researcher looked the teacher used different technique for teaching reading than before. The techniques had some steps. The teacher started the teaching by asking to the students to read a narrative text then they had to survey the text selectively for getting an idea.

“Well, the students. Today we are going to discuss about legend. Here, I want you to get the main idea, make a question about the text, read it again and answer the question. The last you had to make a conclusion from the text that you read,” the teacher said.



“Aduuhhh... what is, sir? We do not know...,” the students respond.

“Translate by yourself,” the teacher said.

“Umma bapak iniiii...,” the students respon

“Coba dulu translate sendiri. Masa bapak terus...,” the teacher said.

Here the researcher found the teacher used SQ3R technique for teaching reading of narrative text.

SQ3R is survey, question, read, recite and review. S is for survey. In this first step, a quick overview of the entire text structure is made. The purpose is to know the length of the text, the headings (headings), sub-headings, terms, keywords, key phrases, and other things that are considered important in the paper, so as to obtain a general picture of the contents Contained in a book or text. In conducting the survey, it is advisable to prepare pencils, paper, and tool makers such as highlighter (yellow, green and so on) to mark certain parts. Important sections will be used as material for questions that need to be marked to facilitate the process of preparing a list of questions to be undertaken in the second step.

Q is for question. The second step is to compile clear, concise, and relevant questions with parts of the text that have been marked in the first step. The number of questions depends on the length of the text, and the ability to understand the text being studied. If the text being studied contains things that were previously known, it may only need to make some questions. Conversely, if the background of knowledge is not related to the content of the text, it is necessary to compile as many questions as possible.

R is for read. The third step is to read actively in order to find answers to the questions that have been compiled. In this case, active reading also means reading that is focused on paragraphs that are thought to contain answers that are thought to be relevant to the questions that have been prepared in the second step.

R is for recite. The fourth step is to mention or retell the answers to the questions that have been compiled. Wherever possible attempted without opening an answer note as written in step three. If a question is left unanswered, keep trying to continue to answer the next question. And so on, until all questions, including the unanswered, can be solved well.

R is for review. In the last step a review of all questions and answers is to be obtained a brief conclusion, but can illustrate all the answers to the questions that have been asked.



On August 1st 2020, the researcher also interviewed the English teacher. As the result of interview, the researcher got the techniques that used by the teacher for teaching reading of narrative text.

2. The Application of The Techniques

a. The Skimming Technique

- Read the title
- Read the subtitle or introduction
- Read the first sentences of each paragraph
- Notice any picture, charts, or graphics.
- Read the summary or last paragraph if there is one.

b. The Scanning Technique

- Search for key words
- Move quickly over the page
- Less reading and more searching

c. SQ3R Technique

- Survey: (before class) Read the following

This survey should take no more than 10-25 minutes, even on the longest chapter. The purpose of surveying the chapter is to get a general idea of what it is going to be about, what kind of information the author gives, how many sub-topics the information is broken down into, and how much time you will have to spend reading it

- Chapter Title
- Introduction
- Objectives
- Vocabulary
- Summary
- Review questions
- Boldface headings
- Graphics and their accompanying captions

- **Question:** (before class) Turn each boldfaced heading into a question by using one of the following words: who, what, where, when, why, or how. The reason for creating a question out of each heading is to set a purpose for reading the material in more detail. When you are reading to find the answer to a specific question, you are reading actively.
- **Read:** (after class)
Actively read the section of the text accompanying the heading for an answer to the question you asked yourself in step 2. The answer will usually be made up of the main idea(s) of the paragraph(s) and the supporting details. Read the section to find the answer. The purpose of reading is to find the answer to your question.
- **Recite:** (after class)
Recite the answer to each question to yourself. Put the answer into your own words, or rephrase the author's words. Be sure that you can recall the answer, not just recognize the information as correct. Write the questions in your notebook along with a few key words or phrases that summarize the answer. The purpose for doing this is to help you think about and understand what you have read. When you rewrite or rephrase what you read, your comprehension and retention will improve.
- **Review:** (before next class)
To review, cover the answers and ask yourself the questions. If you can't answer the question, look at your notes and test yourself again. Once you are sure you know and understand the question and answer, check it off. The purpose for reviewing is to help you prepare for the eventual test. Remember that very few people read textbooks for pleasure; they are read to acquire information and to remember and apply it in a testing situation. Reviewing helps you remember the information.

d. Discussion Technique

Before, the teacher starts the teaching, he divide the student into some groups. Then, the teacher determines the topic. The students discuss the topic with their groups. If there is a problem the students ask to the teacher to solve it. After it, the leader of the groups notices the result of discussion.

B. Discussion

Based on the observation of research, the researcher found that the teaching reading of narrative text ran in some techniques, Skimming, scanning, Discussion and SQR.

The process of teaching by using skimming technique is greeting, telling story, asking the students to read narrative text then took general conclusion of the text. The process of teaching by using scanning technique is telling story, asking the students to read narrative text in quick time (20 minutes) and took important sentence of the text. In discussion technique, the teacher greeted the students, told story, divided the students to be some groups, and asked the students to read narrative text for knowing the content, structured, and the aim of the text. It's different with the SQ3R technique, the teacher asked the students to read narrative text and to survey the text selectively for getting main idea.

The researcher found that the technique was used by the teacher can help the teaching reading ran well.

CONCLUSION

Based on the result of analysis, it can be concluded that:

1. The teacher uses skimming, scanning, discussion and SQ3R techniques for teaching reading of narrative text.
2. The process of teaching by using skimming technique is greeting, telling story, asking the students to read narrative text then took general conclusion of the text. The process of teaching by using scanning technique is telling story, asking the students to read narrative text in quick time (20 minutes) and took important sentence of the text. In discussion technique, the teacher greeted the students, told story, divided the students to be some groups, and asked the students to read narrative text for knowing the content, structured, and the aim of the text. It's different with the SQ3R technique, the teacher asked the students to read narrative text and to survey the text selectively for getting main idea.

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