

# Models of Teaching Reading Comprehension at Senior High School in Surabaya

oleh

**Wawan Herry Setyawan, S.Pd., M.Pd.**

## **Abstract**

It is widely acknowledged that the teaching of reading has not been satisfied yet. One of the factors is due to the deficiency in the instruction system. This can be prevented by selecting, modifying and applying effectively the models of reading.

The thesis aimed at describing models of the subjects used in teaching reading at senior high schools in Surabaya. There were 8 teachers in 8 senior high schools. This study used two kinds of research instruments: interview guide and observation.

He found two models of teaching reading in senior high school. The first model consisted of pre-reading stage, while-reading and post-reading stages. There were six teachers applying the first model of teaching reading. There are three activities in pre-reading stages such as (a) questioning, (b) vocabulary teaching, giving difficult words, giving opposite expressions of the word, (c) showing picture. In the while-reading stage there were two activities such as (a) answering questions, (b) looking for main ideas. In the post-reading stage, there were three activities such as (a) rewriting (summarizing) (b) discussing (then sharing or retelling) and (c) outlining. The second model consisted of two stages, the while-reading and post-reading stages. The activities of the while-reading stage were: (a) looking for main idea, looking for supporting sentences, (b) making critical question. The post-reading stage consisted

a) retelling the story, and b) making a summary.

It can be concluded that there were two models used by the subjects in teaching reading, the first model is suitable for students by considering the material, situation and condition of students than model 2. Therefore, pre-reading activity is needed to teach vocabulary, discussing difficult words before starting reading because the students still get difficulties in vocabulary and sentence structure. They also have to activate their content schemata. The second model is suitable for the students who are mature in learning English. Therefore, pre-reading activity is not needed in model 2. It is suggested model 1 is applied to teaching reading in SMU.

## **Abstract**

Hal ini secara luas diakui bahwa ajaran membaca belum puas. Salah satu faktor adalah karena kekurangan dalam sistem pembelajaran. Hal ini dapat dicegah dengan memilih, memodifikasi dan menerapkan secara efektif model membaca. Tesis bertujuan untuk mendeskripsikan model mata pelajaran yang digunakan dalam membaca mengajar di sekolah-sekolah menengah atas di Surabaya. Ada 8 guru di 8 sekolah menengah atas, penelitian ini menggunakan dua jenis instrumen penelitian: pedoman wawancara dan observasi.

Ia menemukan dua model mengajar membaca di sekolah menengah atas. Model pertama terdiri dari tahap membaca. Ada enam guru

menerapkan model pertama mengajar membaca. Ada tiga kegiatan dalam tahap pra-membaca seperti (a) bertanya, (b) pengajaran kosa kata, membaerikan kata-kata sulit, memberikan ungapankata yang berlawanan, (c) menunjukan gambar. Pada tahap sambil membaca ada dua kegiatan seperti (a) Menjawab pertanyaan, (b) mencari ide utama. Pada tahap pasca membaca, ada tiga kegiatan seperti (a ) penulisan ulang (meringkas) (b) membahas (kemudian berbagi atau menceritakan kembali) dan menguraikan (c) Model ke dua terdiri dari dua tahap, while reading dan tahap post-reading. Kegiatan dari while-reading adalah (a) mencari gagasan utama, (b) membuat pertanyaan kritis. Tahap post-reading terdiri: (a) menceritakan kembali cerita dan (b) membuat ringkasan. Dapat disimpulkan bahwa ada dua model yang digunakan oleh subyek dalam mengajar membaca, model pertama sangat cocok bagi siswa dengan mempertimbangkan materi, situasi dan kondisi siswa dari 2 model. Oleh karena itu, Aktifitas pre-reading di perlukan untuk mengajarkan kosakata, membahas kata-kata sulit sebelum mulai membaca karena siswa masih mengalami kesulitan dalam kosa kata dan struktur kalimat. Mereka juga harus nengaktifkan schemata konten mereka. Model ke dua adalah cocok untuk siswa yang tingkat lanjut dalam belajar bahasa inggris. Oleh karena itu, pre-reading aktivitas tidak diperlukan dalam 2 model. Disarankan model 1 diterapkan untuk mengajar membaca di SMU.

### **Background of the Study**

All language components: vocabulary, grammar and pronunciation, and language skills: listening, speaking, reading and writing have very important roles in the 1994 English curriculum. They are relevant with the current development of the teaching of English as a foreign language in which the teaching of English is done in an integrated way. In other words, this integration becomes new paradigm in teaching English. One of the English skills that need to be highlighted is reading skill. By reading, students will be able to understand and transfer the content of the reading passage in written forms. Success in reading is very important to students, both for academic and

vocational advancement and for the students' psychological well-being (Carnine et al, 1990). Krashen, as quoted by Williamson (1989), says that reading is good for language acquisition, it promotes better spelling, better writing skill, higher reading comprehension and more advanced vocabulary.

The objective of teaching reading at SLTA is to enable the students to be able to read narrative, descriptive, and argumentative texts, dialogues, schedules, forms, table of contents, notices, directions, tickets, labels, diaries leaflets, brochures, and agenda of meeting and letters of approximately 1000 words level (Depdikbud, 1999). The reading skill is elaborated into some sub-comprehension skills, they are: (1) to find out certain information, (2) to find out general description of the text content, (3) to find out the main idea stated explicitly in the paragraph, (4) to find out main idea stated implicitly in the paragraph, (5) to find out all the detail information from the text, (6) to find out the information stated implicitly, (7) to interpret the meaning of words phrases or sentences based on context, (8) to get fun (Depdikbud, 1999).

Although some improvements have been achieved to a certain extent, it is more widely acknowledged that the stated objectives of teaching English reading have not been satisfactorily achieved. It is stated that most of the high school and university graduates are still unable to read any prepared English materials writing for them comprehensively and sufficiently (Sadtono, 1976). Negative comments on the teaching of English at high school or universities are frequently heard. The ability of S-1 students in using English is very disappointing. In addition, the graduates from many universities in Indonesia have not had good qualification to fulfill the job requirement (Surya, 2003)

It is widely believed that there are many factors which may determine the quality of English reading comprehension skill of the students. The reading materials; the total program o f reading instruction; the child's own personality, attitude, interest, motivation, and habits; and his school environment, all influence development of reading comprehension (Alexander, 1988). He also states that teaching

qualities, particularly the approach, method, and technique used in teaching process are crucial. Clear goals and objectives, well-prepared materials, and good students would not result in a good instruction without appropriate approaches, methods and techniques. Unfortunately, this factor is ignored. Carnine et al (1990) indicates that much of the failure in school can be attributed to deficiency in the instructional system. Students will not become successful readers unless they receive careful teaching. Moreover, they indicate a number of reasons why some students frequently fail. First, many of the English reading programs do not carefully control the introduction of vocabulary, either in decoding or comprehension exercises. Second, pre-skills of complex strategies are often not taught. Third, many different skill are presented, but review and practice are minimal and are usually insufficient for many students to master new information and skills at a time. Fourth, teacher is required to cover too many topics every day. Consequently, the time to provide adequate reading practice is deficient. Fifth, teachers are not trained to place students carefully in reading series according to skill level. Sixth, many teacher believe that students should be intrinsically motivated to learn to read. Consequently, the teachers are not ready to manage instruction for students who are low motivated. In the other word, the failure in English reading class is caused by the deficiency of the instruction system.

However, reading failure can be prevented by efficiently organizing instruction, carefully selecting and modifying reading materials and effectively applying the models of reading. There are three models of reading, bottom-up, top down and interactive reading (Brown, 2001: 298-299). Cook, (1990:79-86) claims that bottom-up model is suitable for teaching reading and that this is the best way of approaching discourse at any level of language development. It proceeded from the most detailed features of discourse towards the most general. He argued that bottom-up and atomistic approach may well be a very fruitful way of trying to understand what language is and how it works, it does not mean that it is the best way to teach a language, for senior high school students, he recommended, for senior high

school students to use top-down or interactive model. Interactive models of reading are often referred to as interactive parallel processing models because the processing is distributed over a range of parallel systems simultaneously. In his simplest forms, interactive models are such models incorporate both top-down and bottom-up models.

So far, the models of teaching reading in SMA have not been explored yet. Therefore, the writer tried to describe the models of teaching reading at senior high schools in Surabaya.

These are the reason why the researcher chooses the title. The researcher wants to know the models do teacher use in teaching reading at senior high schools in surabaya.

## RESEACH METHOD

This study was a descriptive qualitative. The aim was to describe the model of teaching reading employed by SMA English teachers in Surabaya. The design of this research is observation in the class. The researcher observed the process of teaching reading.

Before the observation started, the researcher was administered to the school. The researcher went to Head Master in Senior High School for being allowed to visit and start the research at that school. He went to thereby giving a letter of disposition to Head Master. Being permitted, the researcher could get data needed to English teacher. He got data and information when the subjects taught reading. After he had finished visiting and obtaining the data of 8 teachers, he started to analyze, account, and classify the data obtained.

In accordance with the design, the researcher used observation in order to gain the more valid and reliable data, besides, to check and recheck the former data. The data obtained through observation were more accurate, because the researcher did the observation directly to the respondents. The researcher used observation in collecting the data. He observed the subjects during the process of teaching reading. The researcher provided field note and record done by the teachers and the students in the classroom during the process of teaching and learning.

**THE RESEARCH FINDING**

There were two models of teaching reading found. The first model consisted of the following stages: pre-reading, while reading and post-reading. There were 6 (six) teachers who employed this model. The second model of

teaching consisted of the following stages: while and post-reading stages. There were 2 teachers employing this model.

Data analysis models of teaching reading comprehension at senior high school Surabaya is reflected in Table 1

**Table 1. Models of teaching reading comprehension**

Model	Teachers	Stages
1	6 teachers	Pre-reading While-reading Post-reading
2	2 teachers	While-reading Post-reading

**MODEL 1**

The activities of the first models of teaching reading can be illustrated in the

following table. This table showed that this model consists of (3) three stages: pre-reading, while-reading and post-reading stages.

**Table 2. Model Teaching Reading 1**

STAGES	AVTIVITIES		AIMS /
	Teachers	Students	Result observation
Pre-reading stage	<ul style="list-style-type: none"> <li>- Questioning; The teachers gave question before giving the text.</li> <li>- Vocabulary teaching provided the Vocabulary, gave difficult words, gave opposite expressions the word</li> <li>- Poster or picture The teachers showed picture</li> </ul>	<ul style="list-style-type: none"> <li>- Answer the question based on the student's opinion and background knowledge.</li> <li>- Write the definition and compound of word</li> <li>- Observed the picture</li> </ul>	<ul style="list-style-type: none"> <li>- To give the students schemata and understand the text.</li> <li>- Students are able to recognize simple problem relate the topic</li> <li>- To look for opposite of the word.</li> <li>- To make students familiar the topic</li> <li>- Students can analyze the characteristic of picture.</li> </ul>
While-reading stage	<ul style="list-style-type: none"> <li>- Answer the Question The teachers asked students to answer the question following text.</li> </ul>	<ul style="list-style-type: none"> <li>- Answer the question based on texts</li> <li>- discussed the correct answer in the text</li> </ul>	<ul style="list-style-type: none"> <li>- Students can answer the question and understand of the content passage.</li> </ul>

	- Look for Main Idea The teachers asked to analyze the paragraph.	- Discussed with their couple to look for main idea of the text	- To analyze the text, look for topic sentence, supporting detail.
Post-reading stage	- Rewrite (Summary) Asked to make summary from the text - Discuss (share or retell) Retell in front of the class. - Make Outlining	- Write the summary of text.  - Orally retell the story from the text by own language in front of class	- Students really able to perform by their own word - Students are competence in written and orally.

**1 Pre-Reading Stage**

There were three kinds of activities done in the pre-reading stages: (1) questioning, (2) vocabulary teaching and (3) showing picture.

**a. Questioning.**

Questioning is used to elicit the schemata of students. The questions were related to the topic of text. There were 3 (three) teachers who used this questioning technique. Some teachers provided the questions in the blackboard and other teachers gave the question orally to the students. The teacher provided question orally and asked the students to share their opinion related to the question. He appreciate the students' answers. The students responded the question.

**b. Vocabulary**

Vocabulary teaching was another kinds of activity conducted in the pre reading stage. The teacher taught vocabulary in pre-reading stages. He provided the vocabulary from the text in order that the students translate the text and understand quickly when they read the text. The teacher wrote some words in the blackboard. He asked students to look for definition of the word. He gave the students opportunity to open the dictionary. For example, when teaching vocabulary, the teacher had done the following activities and the students' responded to them.

**2. The While-Reading Stage**

There were two kinds of activities done in while-Reading stage. They were answer question, and look for main idea.

**a. Question Answer (Q-A)**

There were three teachers who used QA in while-reading stage. The students read the text silently and analyzed the text. The text had provided the question under the passage. The question was from the contents of text and it has been already provided text book. The questions usually were not more than twenty items. QA could help the students understand the text deeply. The teacher asked the students to answer the question. He gave 30 minutes to answer all questions. He checked the students' answers and discussed with the whole the class. The readers knew the answers that have already appeared in contents of the text. Consequently, the readers could answer the questions and comprehend in reading passage.

**b. Looking for main Idea**

The second activity in the while-reading stages was looking for main idea and supporting detail. Three teachers used this model of teaching reading. The teacher gave explanation about main idea and supporting detail before asking the students to analyze about the text.

The teacher gave few minutes to read the text. The teacher divided the students in pairs. The students worked in pairs and discussed it together. They followed the instruction from the teacher. They underlined the main idea and supporting detail. The other findings the teacher also asked the students to make one-sentence summary by their words.

**3. The Post-Reading Stages**

There were three models of activities in post-reading stages. They were rewriting

(summering), Discussing (sharing or retelling), and making outline from text. There were two teachers who used rewriting or making summary and there were three teachers who used discussing (sharing or retelling), only one teacher who used model of outlining from the text. The teacher asked students to made essay

and teacher explained how to made outlining. The teacher also gave examples of making outline to the students and gave opportunity students to tried to do so. The teacher asked students to submit their work in the end of lesson.

**Model 2**

The second models of teaching reading found consists of following stages: (1) while-reading and (2) post-reading stages.

**The activities of the second models of teaching reading**

Stage	Activities		Aims
	Teachers	Students	
While-reading stage	<ul style="list-style-type: none"> <li>- Look for main idea</li> <li>- Look for supporting sentences</li> <li>- Critical the question</li> </ul> Teacher provided the question from text after students read.	<ul style="list-style-type: none"> <li>- Students discussed to look for main idea and supporting detail</li> <li>- Students answered orally question from teacher</li> </ul>	<ul style="list-style-type: none"> <li>- To know ability of students' prepare and understand the text</li> <li>- Teacher took score in this activity</li> </ul>
Post-reading stage	<ul style="list-style-type: none"> <li>- Retell the story</li> <li>- Summary</li> </ul>	<ul style="list-style-type: none"> <li>- Retell in front of the class in group</li> <li>- Made summary in written from passage</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce the students to know how to make heading and sentence summary</li> </ul>

**1 While-Reading stage**

The while-reading stage consists of the following activities:

- (a) Looking for main idea, finding details in a text and
- (b) Giving critical the question.

**2. Post-Reading**

In the post-reading stage, the teacher asked the students (1) to retell the story, (2) to make summary

**a. Retelling the story**

After the students finished reading the text, the teacher asked the students to divide the class in to four groups. Each group had to look

for the problem from the text given, solution and suggestion for the future.

**b. Making Summary**

Another activity of the post-reading stages is summarizing the story. The students were asked to summarize the text. The students had to put the circle to the sentence that is classified as the best summary. The teacher discussed the results with the whole class and he reviewed the materials the students had already learned. In the last activities, the teacher gave the homework to the students.

**DISCUSSION**

There are two models used in teaching reading in SMAs. The first model consists of three stages: pre-reading, while-reading and post-reading stages. In this model, the activities are beginning with teaching vocabulary, grammatical structure and other linguistic components. The second model directly assigns the students to find the message found the text. The first models can be said "bottom-up" because it start from the smartest part of the text to the content or meaning, this approach according to Cook (1990) is called an atomic approach. And the second models is called the Holistic approach.

According to Guy Cook (1990) the bottom-up approach is suitable for teaching reading to English Language Learners (EFL learners). Because they still have problems with language, vocabulary, and sentence structure.

In this study supports cook's idea the bottom-up approach, the first models found, was more suitable than the second model. The students could understand the passage given after they had learned the unfamiliar words found in the text to be read. The students who taught with the second model got difficulty in understanding the given texts because of the difficult vocabulary and sentence patterns found in the texts.

### THE CONCLUSIONS

Based on the results of the research findings and the discussions, it can be concluded as follows:

There were two models used by the teachers in teaching reading; the bottom-up and the top-down approach. The first model consisted of the pre-reading, while reading, and post reading stages. In this model, the activities are begun with teaching vocabulary, grammatical structure and other linguistic components. The second model consisted of the while reading and post-reading stages. In this model, the students are given the text. They had difficulties in understanding the text because there are some difficult vocabularies and sentence pattern.

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