

CHAPTER I

INTRODUCTION

1.1 Background

At first, humans began to recognize writing in historical times. In historical times, humans began to be able to read and write, this is evident from the discovery of writings. Historical people began to write through various media, such as palm leaves, papyrus paper, stones, animal skins and also on the walls of their homes. At first, they started writing and had not been put together, and then a collection of papers called books appeared. Many sources say about the beginning of the creation of a book. Like the theory that the book was first born in Egypt in the 2400s BC after the Egyptians were familiar with papyrus paper. The papyrus paper on which this writing was written was rolled up and the scroll formed the first form of a book. Then there are those who say books have existed since the time of the Buddha in Cambodia because at that time the Buddha wrote down his revelations on leaves. Whereas books made of paper and having the same physical appearance as books today originally came from China in the 200s BC from a bamboo base material discovered by Tsai Lunn. After that, books developed very rapidly and began to enter various countries in the world, including Indonesia. Communities in Indonesia usually begin to be taught to read at an early age, such as when children start attending kindergarten. But unfortunately, children are only taught to read not to love it. Many children can read but they don't like the reading activity. This is what causes reading interest in Indonesia to be relatively low (Vincentius Louis F., 2016).

The reseacher concludes that reading is crucial activity that people perform frequently. Writing was first practiced by humans on a variety of surfaces, including papyrus paper, stones, animal skins, and the walls of their dwellings. Reading is an activity that is done from childhood through maturity and involves interpreting, expanding the reader's imagination, and comprehending the text's contents aloud or quietly. Unfortunately, they are just taught to read, not to love it, thus reading interest in Indonesia is comparatively poor.

In language teaching, the reading skill has got more important place after 1970. It is considered an essential component of foreign language teaching programs. A few foreign language learners can go abroad and talk to native speakers but most of them can't. Therefore, foreign language learners, who cannot go abroad, are acquainted with language only by reading materials that are written in English. Although Reading is an individual activity, it requires guidance to develop basic reading skills. The foreign language learner can go on with his reading by himself without any assistance and guidance to reach a certain level of skill in reading. To reach this aim, teaching reading skills are very important.

Reading is a language acquisition, communication and of sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the readers prior knowledge, experiences, attitude, and language community which is culturally and socially situated. Reading allows one to learn things that were before unknown. Reading instruction begins at a young age.

Mikulecky (2011:5) states that reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader prior knowledge. Meanwhile, according to (Widyaningsih, Nurjannah, 2014) states that reading is one of the languages exiting skill beside speaking, writing and listening. Achievement in learning can be influenced significantly by the meaningful of the students in reading.

In today's environment, reading comprehension is essential. The development of human life quality depends on the capacity to read, including communication, the educational process, adding to one's knowledge, and pursuing a vocation. More specifically, reading plays a significant part in how well someone learns English. According to (Vin-Mbah, 2012) reading skill can be described as a cognitive ability which a person is able to use when interacting with texts. Thus, unlike comprehension, which can be viewed as

the product of reading a particular text, skills are seen as parts of the generalized reading process.

Teaching is a responsibility for every human with basic aims such as to increase knowledge, change human behavior, and change perspective toward the phenomenon. Bennion (2015, p.16) which stated that Teaching is the process of training and individual through the formation of habits, the acquisition of knowledge, the inculcation of ideals and the fixing of permanent interests. According to (Vin-Mbah, 2012) Teaching aims to help someone to change their skills, attitude, increase knowledge idea, and appreciation. This holistic purpose of teaching can be achieved through well-coordinated efforts among all elements involved in teaching learning process including teachers, students, facilities, materials, etc.

Teaching ability is the ability of a teacher in delivering subject matter such as mastery of subject matter and choosing the right method for effective and efficient learning. The teacher's teaching skills are the teacher's ability to present the subject matter. And then a teacher must prepare preparations, among others, the teacher must teach learning to be able to choose the right method and good class mastery. As for the notion of teaching ability (Y Wibowo, et all, 2020) Then, according to (Mulyasa, 2015) teaching skills are professional competence which is quite complex, as the interaction of various teacher competencies as a whole and comprehensively. Mastery the teaching skills must be intact and integrated, so that systematic training is needed in order to create creative, professional, and fun learning.

It's crucial to discover the variables that affect kids' reading abilities when trying to teach them to read in order to choose the best teaching methods and strategies. Methods and strategies for reading material that is suited for learning can help pupils understand what they are reading. In this situation, the teacher should always take into account the variables influencing the students' reading proficiency while also incorporating the proper reading proficiency strategies and teaching methods into the class.

The reason the researcher chose this title is because based on the results of observation during the internship when the teacher carried out

conventional learning in English lessons especially reading, the scores obtained by students did not reach the KKM determined by the teacher, whereas when the teacher carried out learning using any learning method, the student scores obtained increased. Therefore, with this problem I took the research title the analysis of teaching method in teaching reading at MTsN Palopo.

The mastery of teaching method in teaching reading ability is important for the seventh-grade and eighth-grade. Teaching method comprises the principles and methods used for introduction. Commonly used teaching methods many include class participation, demonstration, recitation, memorization or combinations of these. Teaching method for the seventh-grade and eighth-grade of MTsN Palopo will support their achievement in this as assumed reading ability is based on language. The researcher is therefore interested in the methods the instructor at MTsN Palopo employs to affect the reading abilities of her students.

Based on the problem above, the researcher is interested in conducting research about The Analysis of Teaching Method in Teaching Reading at MTsN Palopo.

1.2 Problem Statement

Based on the background above, the researcher formulates the problem statement as follow:

1. What are the teaching methods used by the teacher in teaching reading at MTsN Palopo?
2. How are the teaching methods applied in classroom?

1.3 Objective of the Research

1. To find out the teaching methods used by the teacher in teaching reading at MTsN Palopo.
2. To explore how the teacher apply the teaching methods in classroom.

1.4 Significance of the Research

The findings of the research hopefully give some benefits to education institutions, students, schools, English teachers, and future researchers.

1. For educational institutions, information for all students of the English Education Study Program can be the first step in carrying out research.
2. For the school as the institution where this research was conducted, this research is expected to provide input to the school to improve teacher professionalism in the learning process.
3. For the students, it can be a reference. If they want to conduct research related to teaching methods in teaching reading.
4. For English teachers hopefully, the result of this research gives information and to be a good guide for the students in developing reading.
5. The research can be useful for the next researchers and provide additional information to the existing research about teaching methods in teaching reading.

1.5 Scope of the Research

This research is limited to the use of teaching method the teacher. The reading assessment is focused on the analysis of teaching method in teaching reading at the seventh grade of MTsN Palopo.

1.6 Operational Definitions

To get the general understanding about the title of the research, the researcher gives the definition of some important terms related to the title: Analysis, teaching method and teaching reading.

1. Analysis

Analysis is the process of investigating and examining detailed assessments of students' learning interests, especially in reading skills.

2. Teaching method

Teaching method is the way the teacher chooses to explain or teach material to students.

3. Teaching reading

Teaching reading is providing opportunities for students to read, write and talk about texts. Read texts repeatedly to support fluency.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

1. Teaching Method

a. Definition of Teaching Method

A teaching method comprises the principles and methods used by teachers to enable student learning. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. For a particular teaching method to be appropriate and efficient it has taken into account the learner, the nature of the subject matter, and the type of learning it is supposed to bring about. Suggestions are there to design and selection of teaching methods must take into account not only the nature of the subject matter but also how students learn. In today school the trend is that it encourages a lot of creativity. (Caena, 2012) found that some of the consequences of this situation can include a teacher educator profession that is poorly organized, has low status or low formal recognition, has few regulations, professional standards or even minimum qualification, and no coherent approach to the selection, induction or continuing professional development of teacher educators.

The principles and techniques applied during instruction make up a teaching method. Class involvement, demonstration, recitation, memory, or a combination of these are all frequently utilized learning techniques. The selection of the teaching strategy or strategies depends mostly on the knowledge or skill being imparted; however, it may also be impacted by the students' aptitude and enthusiasm.

b. Methods of Teaching

1. Lecturing

The lecture method is convenient for the institution and cost-efficient, especially with larger classroom sizes. This is why lecturing is the standard for most college courses, when there can be several hundred students in the

classroom at once; lecturing lets professors address the most people at once, in the most general manner, while still conveying the information that they feel is most important, according to the lesson plan. While the lecture method gives the instructor or teacher chances to expose students to unpublished or not readily available material, the students play a passive role which may hinder learning.

2. Demonstration

Demonstrating which is also called the coaching style or the Lecture-cum-Demonstration method is the process of teaching through examples or experiments. The framework mixes the instructional strategies of information imparting and showing how. For example, a science teacher may teach an idea by performing an experiment for students. A demonstration may be used to prove a fact through a combination of visual evidence and associated reasoning. One of the advantages of the demonstration method involves the capability to include different formats and instruction materials to make the learning process engaging. This leads to the activation of several of the learners' senses, creating more opportunities for learning.

3. Collaborating

Collaboration allows student to actively participate in the learning process by talking with each other and listening to others' opinions. Collaboration establishes a personal connection between students and the topic of study and it helps students think in a less personally biased way. Group projects and discussions are examples of this teaching method. Teachers may employ collaboration to assess student's abilities to work as a team, leadership skills, or presentation abilities.

4. Classroom discussion

A discussion taking place in a classroom can be either facilitated by a teacher or by a student. A discussion could also follow a presentation or a demonstration. Class discussions can enhance student understanding, add context to academic content, broaden student perspectives, highlight opposing viewpoints, reinforce knowledge, build confidence, and support community in learning. The opportunities for meaningful and engaging in-class

discussion may vary widely, depending on the subject matter and format of the course.

5. Debriefing

Debriefing is a daily exercise in most professions. It might be in psychology, healthcare, politics or business. This is also accepted as an everyday necessity. Depending on the situation, debriefing can serve a variety of purposes. It takes into consideration the experiences and facilitates reflection and feedback. Debriefing may involve feedback to the students or among the students, but this is not the intent. The intent is to allow the students to "thaw" and to judge their experience and progress toward change or transformation. The intent is to help them come to terms with their experience. This process involves a cognizance of cycle that students may have to be guided to completely debrief.

6. Classroom Action Research

A method of finding out what works best in your own classroom so that you can improve student learning. Despite the fact that we have a significant deal of knowledge regarding effective teaching in general (e.g., McKeachie, 1999; Chickering and Gamson, 1987; Weimer, 1996), each teaching situation is distinct due to its content, level, student skills and learning styles, instructor abilities and teaching styles, and a variety of other aspects.

c. **How to Get Students Excited About Reading**

(Edge, 2016) states that there are five ways to encourage students to read, namely:

1. Read, sounds simple and simple. If we are going to encourage students to read, then we need to do it too. Read for pleasure, information, instructions, connecting with others and so on.
2. Fill your room with books. Students who grow up with books all around them learn to think of books as friends in their pursuit of adventure and learning.
3. Be a good reading "role model" for your students. Let them see you reading, how much you enjoy reading books and magazine, share you

reading experiences with colleagues and friends. Tell them “What you have been reading, what you recommend”

4. Invite students to socialize around reading. Set up book clubs, reading groups, literature circles. It greatly enhances their comprehension and makes literacy in the classroom so much more enjoyable.
5. Encourage your students to find new books on their own to read. While showing your students books is a good way to build their interest level, a student who finds new books on their own can benefit from an increased sense of independence. Give students a choice in what they want to read. Children are more likely to read when their interest are taken into account and they leave control of how and what to read.

d. The Significance of Teaching Reading

According to Sariyanti (2014) states that any reading component of an English language course may include a set of learning goals for:

1. The ability to read wide range of text in English. This is the long-range goal most teachers seek to develop through independent readers outside EFL/ESL classroom.
2. Building a knowledge of language which will facilities reading ability.
3. Building schematic knowledge.
4. The ability to adapt the reading style according to reading purpose (scanning).
5. Taking a critical stance to the contents of the text.

e. Lecturing

The lecture method is convenient and usually makes the most sense, especially with larger classroom sizes. Lecturing is a teaching method that involves, primarily, an oral presentation given by an instructor to a body of students. Many lectures are accompanied by some sort of visual aid, such as a slideshow, a Word document, an image, or a film. Some teachers may even use a whiteboard or a chalkboard to emphasize important points in their lecture, but a lecture doesn’t require any of these things to qualify as a lecture. As long as there is an authoritative figure (in any given context) at the front of a room, delivering a speech to a crowd of listeners, this is a lecture.

The lecture method is just one of several teaching methods, though in school it's usually considered the primary one. The lecture method is convenient for instruction and cost-efficient, especially with larger classroom sizes.

f. The Classroom's Instruction Strategy

The following are some of the classroom teaching strategies:

1. Direct Instruction

We categorize direct instruction in the teaching of ability as the lowest level in our taxonomy of instruction methods because, in this scenario, the instructor determines what is important for the students to understand and expressly explains or shows an ability, and the student tries to imitate it. The work at hand is far from straightforward, despite the fact that there is very little abstraction involved. Children need all of their focus and self-control as they attempt to imitate the alphabet's letters. Similar to this, a high school student doing an experiment may be very concentrated and determined. However, a direct education approach format places few obligations on the student in terms of deep comprehension and recombining material. Clearly, learning new material or developing procedural skills is the focus.

2. Drill and Practice

Drill and practice are one step up from direct instruction. The implication is that something has already been learned, or at the very least presented; now the emphasis is on repetition to hone the ability or provide a strong link to the information to improve remembering; even though it may appear that this method is even more rote than direct direction. Abstraction and the synthesis of new understanding are not particularly stressed in this strategy. Drill and practice would be an example of which you might use your personal experience with multiplication tables. When you had to memorize these products, there wasn't much mathematical theory being taught.

3. Lecture

Our hierarchy of instructional methods places lectures, the cornerstone of conventional college education, third. We don't want to disparage the lecture method, but the truth is that lectures, in their most basic form, only function as a one-way verbal exchange of information. It should be noted that teachers frequently follow a lecture with a discussion session of some kind. However, lectures can—and frequently are—given without any chance for students and lecturers to engage in intellectual conversation. Its strength is that it took a lot of time and included a lot of personal touches.

4. Questions and Answers

At this point, we start thinking about teaching strategies that truly call for student reflection and hence involve evaluation and the synthesis of new material, the two highest levels of Bloom's Taxonomy. For a learner to reflect, they must first receive information and then examine it in light of their personal experiences and perceptions. The question-and-answer approach presupposes that the teacher and the student, to some extent, have similar bodies of knowledge. There are enough components in the common core to enable the student and teacher to make discussion of the subject a two-way exchange, even while it does not imply that the student has the same depth of knowledge or understanding.

The question-and-answer method can be used in numerous ways. One strategy is for the student to challenge the instructor. Without knowing the questions in advance or having the chance to check them up, the teacher must have adequate subject-matter expertise to give suitable answers. Being ready to handle the unexpected is a necessary component of being a teacher: it does not just happen occasionally. A teacher cannot have all the answers. The same issues that kids' parents have been talking about at home are on their minds when they arrive at school. Even though they might not always grasp those inquiries, it is usually seen to be a good idea to ask the teacher for clarification.

5. Discussion

Discussion is positioned higher on our taxonomy of teaching techniques. Since neither the teacher nor the student has the upper hand, this level is different from the previous one. The teacher is concerned in this instance with a totally different handling of the information than is achievable with the prior techniques. Ideas are traded during discussions. With this strategy, a teacher seeks to cultivate deeper thinking as well as the ability to manipulate knowledge for purposes other than rote learning.

Discussion may not be the best word to describe what teachers want to do, according to some. While conversation refers to an exchange of ideas, discussion does tend to focus more on point-of-view arguments. In each scenario, the goal of the lesson is to engage students in a deeper exploration of the material than "just the facts."

6. Mental Modeling

Mental modeling is a powerful strategy that requires a high cognitive level. You should strive to use it with your pupils whenever possible precisely because of this, but practice it first. The keys to implementing this approach include modeling understanding-level thinking for your students and giving them quick opportunity to put what they have learned to use. Ask your students to describe their mental models. Speaking the models out loud will assist them comprehend the procedure and allow you to gauge their comprehension.

7. Discovery Learning

Discovery learning is a method of teaching focusing on using students' own experiences as the basis for conceptual growth. The problem is to give your students the opportunity for experiences they need in the context of discovery because it is doubtful that kids will enter your classroom having all the knowledge, they need to understand the concepts you wish to teach. Basically, letting students use an exercise you've supplied to research the information on their own. The group of students in your class will then have something in common that you may use to further your understanding of the concept at hand. In a sense, we are creating a little bit

because, from the standpoint of instruction, the aim is to have kids discover what we want them to learn. It's obviously new to them, but it's all part of the teacher's strategy.

8. Inquiry

The teacher who employs an inquiry approach must prepare extensively and be ready to teach the pupils how to use inquiry. The ability of the inquiry approach to integrate the curriculum by meaningfully involving numerous subjects is one of its main advantages. In order to find the answers to their questions, kids can read, write, calculate, conduct scientific experiments, address social issues, and utilize the arts. Although the amount of teaching a teacher performs is drastically decreased, the intellectual challenge of planning and leading such activities is enormous and highly fulfilling.

2. Reading as a Concept

a) Definition of Reading

Reading is one of the three language skills (listening, writing, and speaking) that should be mastered by every person. Reading helps one connect with their emotions and thoughts, learn new things, and advance their scientific understanding. (Suryani, 2013) states that reading is the process of constructing meaning from written text. It is a complex ability requiring the coordination of a number of interrelated sources of information. On the other side Suci (2011) states that reading is constant process of guessing because, what one brings to the text often more important than one finds in it.

Reading ability is the potential or the capability to read, and it implies that a student has the skill and capacity to decode or make meaning out of a written material. Reading ability is thus a skill needed by individuals to perform and be successful academically. Urquhart & Weir, 1998 reading skill can be described as “a cognitive ability which a person is able to use when interacting with texts. Thus, unlike comprehension, which can be viewed as the product of reading a particular text, skills are seen as parts of the generalized reading process.

Based on the definitions provided above, the researcher concluded that reading ability is the ability to comprehend and evaluate information and ideas read through interaction between the author and the reader.

b) The Goal of Reading

There are many different reasons why students read books or other materials, and experts may offer specific reading motivations based on their area of expertise. Furthermore, Kharsen in Mickulecky and Jeffries (2004) states that regular reading for pleasure can help students increase their knowledge. By reading for pleasure the students can increase their vocabulary, reading speed, comprehension and writing. Besides, they can get more knowledge, find example of many different ways people speak or write. Reading for information means that the reader reads many kinds of the text to acquire an amount of information from them. There are some aims of reading those are:

1. Reading for details fact

The students read to get or know the invention that have been done by the writer or solve the problem of the writer.

2. Reading for main ideas

The students read the text to know “why is the topic good or interesting, then the problems on the story and make summaries of the story”.

3. Reading to classify

The students read the text to classify some information or actions of the writer in the text or paragraph.

4. Reading for inference

The students read in order to find out the conclusion from the action or ideas in the text.

5. Reading for sequence or structure

The students read to text to know “what is happening in each part of the story in every episode and solve the problems of the story”.

c) The Reading Techniques

Students learn about new language structures through reading and become used to them. They are expanding their vocabulary at the same time. The ways of reading are as follows:

1. Skimming

Skimming is reading quickly by running one's eyes over a text to get the gist of it. There are some activities in skimming. They are comparing value, finding and compare events, selecting a title, drawing inferences, deciding the question and create the title.

2. Scanning

Scanning is reading quickly through a text to find a particular piece of information. There are some activities in scanning. They find new words for old, locate grammar feature, find a specified advertisement, compare details, check dates, shopping lists, make words sets, and newspaper headlines.

3. Extensive Reading

Extensive Reading is reading longer text, usually for one's own pleasure. They produce summaries, note the difficulties, and keep notes and wall charts. It helps improve vocabulary and grammatical structures meant for second language learners. This way of learning enables those who want a good grip on the target language and benefits language learners to improve fluency with the help of a considerable amount of reading.

4. Intensive Reading

Intensive Reading is reading shorter text to extract specific information.

At the same time, Intensive Reading takes up more time than skimming and scanning. The applicant during the exam should know when to use Intensive Reading and when to use Skimming and Scanning. For this, proper practice is needed for the test. Activities like matching nouns and verbs, splitting sentences, and combining sentences can be found in intensive reading, make summaries, recorder paragraph, fill the gaps, complete tables and graphs, take side read and choose, select a summary, compare version, identify facts, focus on form and style.

d) The Importance of Reading**1. Reducing stress levels**

The first benefit you will get is reducing anxiety. In various studies, reading can reduce stress levels within. Meaning, we will no longer feel uncomfortable with the situation.

2. Develop the ability of the brain

Many studies have proven that brain development can be accelerated by reading activities. This activity will also encourage the brain to be more active in thinking of creative ideas to analyze things.

3. Increase knowledge

It cannot be denied that from reading alone, we can understand that this activity can increase knowledge. Indeed, one source of knowledge is to analyze reading material.

4. Become a more creative person

Reading activity is one of the right ways to develop creativity. Intelligence thinking is also influenced by this activity. That's why you are strongly advised to read regularly.

5. Improve memory ability

This activity can improve brain function. By reading, the brain cells will be more active. This makes it much easier for us to remember things.

2.2 Previous Study

In this study, the author references to earlier research that is important to the current investigation. The following are some significant research findings that are utilized as study material for researchers.

Y Wibowo, et al, (2020) did the research on an Analysis of English Teachers' Strategies in Teaching Reading Comprehension concluded, at one of Senior High School in Bengkulu, Indonesia. This research is a mixed method research design. The subjects in this research are two English teachers who teach English at class X, XI, and XII. The data were collected using an observation checklist. The result of the research showed that the teachers used some strategies in teaching reading with the highest percentage were Question Generating (27%), Encouraging the Use of Dictionaries (25%) and Question Answering (23%). This indicated that the teachers only used a few strategies in teaching reading comprehension. For the next researchers, they could conduct research about the teachers' strategies used by English teachers in a wider area. So, the result will be more advantageous and be applied in a larger area. Center, 2005:7 concluded in reading, people need to be able to identify the words used to convey meaning, and they must be able to construct meaning once they have identified the individual words in print.

Dedi Sofyan and Hilda Puspita (2020) concluded, this research aimed to figure out the strategies used by English teachers in teaching reading and how they applied the strategies. This research was designed as descriptive qualitative research. Participants of the research were two English teachers who teach in second grade of the school. Each English teacher had eight meetings that observed by the researcher. The instruments of the research were strategies checklist and interview. The instruments were used to figure out the strategies used and how the English teachers applied the strategies in teaching reading comprehension. The result of the data was analyzed and broken down into three stages; they were Data Reduction, Data Display, and Drawing Conclusion or Interpretation. The result showed that the teacher one used several strategies in teaching reading comprehension. The strategies were brainstorming, reading aloud, and asking for specific information. They

were encouraging the use of dictionaries, reading aloud, reread for checking comprehension, evaluating comprehension in particular tasks, and asking questions for specific information. Both teachers applied and combined the strategies divided into three stages of teaching reading comprehension. The stages were pre-reading stage, while reading stage, and post reading stage. The strategies applied were very effective in teaching reading comprehension in that school. It was proven by the students' motivation, students' attention, and teachers' ease in teaching and learning process.

The previous researchers above are similar to this research in terms of focusing on teaching reading. The difference between this research from the previous studies is in the teaching method, this research only focuses on the teaching method with direct instruction, drill and practice, lecture, questions and answers, discussions, mental modeling, discovery learning, and inquiry.