

DIRECT READING STRATEGY USED BY TEACHER IN ENGLISH LANGUAGE TEACHING

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ABSTRACT

This research to investigate strategy used by the teacher in the teaching and learning process in MTs.Nurushaleh. To identify the direct reading strategy used by the English teacher in English language teaching . This research was a descriptive study using qualitative research. This research involved one of the English teachers at MTs.NurushalehThe data were collected by using observation and interviews. The result of the study shows that 1.)before reading the teacher The teacher introduces reading by way of convey some information about the content of the reading, and then students make predictions on the reading that will be read it.2)the teacher guides students to carry out activities reading to find the meaning of the reading students read silently the discourse to check predictions he had made . 3) post reading re-testing story, to measure the ability of students to understand the content or information is in reading. Retelling a story that has been read from a narrative text (a journey that describes the presence of characters in the course of the story in the text)

Keywords: Teacher Strategy, Reading, Direct Reading Strategy,

INTRODUCTIO

English is one of the subject matter learned by students that are given in educational levels, such as elementary and up to intermediate level. In learning the English language, four skills should be thought to students. They are speaking, listening, writing, and reading. One of the productive skills, which is very important to be mastered by students, is reading skills. Reading is a process that is carried out and uses readers to get a message to be conveyed by the writer through the media of word or written language. According to Anderson in tarigan (2008 : 7) suggest an activity to solve verbal symbols, it's also interpreted as a connecting process of written words in oral language meaning which includes changes in writing or print becomes a meaning fill sound.

However, there are still many students who have not been able to understand the importance of reading skills and use perfect language. Some teachers determine the right teaching and learning activities to achieve competence basic. Many teachers have difficulty formulating material main or learning in accordance with the characteristics of the region or school development of students and regional potential and also many teachers who have not used various learning strategy (Depdiknas, 2007).

There are many strategies used by teachers in teaching English reading, and Not all students like reading, they are usually shown saturation when they found a reading text. In the real situation in MTs Nurushaleh. Very few of the students like reading text. Although from students who like it still can not determine the topic and my idea of the text. Besides, they are not interested and ignore the reading lesson (Hosiah, 2018).

In this research, researchers discuss the strategies used by teachers at MTs Nurussaleh using the Direct reading strategy. DRS (Direct Reading Strategy) is good use by teachers to be implemented in reading comprehension. Directed Reading Strategy (DRS) is a reading comprehension strategy founded by the teacher takes an active role as his or she prepares students to read the text by pre-teaching important vocabulary, eliciting prior knowledge, teaching students how to use a specific reading skill, and providing a purpose for reading (McKenna, 2019). Based on the statement, the direct reading strategy was applied and guided the students by asking questions about the text and making predictions about what the overall meaning of the text would be. Before they read, the teacher asks several questions individually about the general text to monitor their understanding. Then, the teacher asked the students to read the whole text. After reading, the teacher engages students in small discussions that focus on the purpose of reading. By implementing direct reading activities, students will be more active and can become wise/critical readers, which will also improve their understanding.

2.Literature Review

2.1. Definitions of Reading Strategy

Reading is the proces of mind to get knowledge and information by undertanding of all the aspect of reading text which relates reader experience and reader's background knowledge(Amrulloh, Bindarti & Tasnin, 2014). According to christine nuttal : Reading is regarded as one of english basic skill that needs reader's interpretation from text.

In this case, reading obviously focuses on meaning aspecially transferring meaning from writers to the reader so that reader can understand the content of the text.

2.1.Teaching Reading strategy

Teaching is explanation about thing or material that do by a teacher to someone to make them undertanding. In teaching reading, the student will help by teacher in increasing their knowledge and undertanding the material by showing some models to make them comprehend in reading activity and the teacher should understand about the models in applying the technique.(logfren, 2014)

2.3. Reading Technique

There aremanytechniques have to control over in teaching reading. According to S. Mikulecky&Jiffries (2012), there are five-technique of reading, those are

1. Previewing

This technique is done to get the general ideas about the text. According to Mikulecky and Jeffries (2012: 24), define that preview is a process of understanding information quickly, like a read newspaper, magazine, story and etc. Eventaugh can help the reader follow the idea of the author. The preview results are known the title, Author, Interpretation types or genre readings, predictions about the content of posts.

Previewing is very useful to helps the reader to read the short or long text. The reader only has to read the important word of the text and choose one of the sentences of the first or the last paragraph. Ignore the words that students think they do not need it.

2. Skimming

This technique used to identify the main ideas of the text quickly. For example: when the reader read newspaper, magazine or story. They may often show the difficulties to read the text. Now, used the skimming strategies to help the problem in find the main ideas of reading the passage. Therefore, a readercannot read word by word again, only use

skimming techniques. This technique is useful when you are seeking specific information rather than reading for comprehension. Skimming is done to find dates, names, and places.

3. Scanning

This section is the last technique of reading. Scanning is a technique often use when looking up a word in a dictionary or long text. Scanning is also used to find a particular piece of information. The first thing the reader must search the key words or ideas. Scanning involves moving your eyes quickly over the text looking for the specifics of a piece of information you need.

4. Intensive reading

This is the part where it is helpful to increase students' reading comprehension. Intensive reading, it is the activity that needs a guide to make the students understand the text which is the reading goal is not only understanding the text but also knowing more detail about words and produced. It means that intensive reading needs a guide that can make students interpret deeply about text.

5. Extensive reading

The term extensive reading refers to reading which students do often (but not exclusive) away from the classroom. It means that the time for reading as usual and can be done wherever the students are beside the classroom.

2.4. Type of Reading Text

From several explanations above about reading, that are reading definitions, techniques of reading and etc. Here the researcher also hastypes of reading text. According to Dinkel (2016) there are five types of reading texts those are narrative text, expository text, persuasive text, and technical text. About the text will be explained below:

2.5. Direct Reading Strategy

A strategy that is intended to develop students' ability to read critically and reflectively. The directed reading thinking activity attempts to equip readers with the ability to determine the purposes of reading, the ability to extract, comprehend, and assimilate information, the ability to make predictions to examine reading materials based on the purposes of reading, the ability to pass judgments, and finally the ability to make decisions based upon information gleaned from reading (Odwan, 2016).

Direct reading is one of strategy to show the active role of reader whether the students are asked to generate the prediction of story development based on some limited information such as the title of reading selection, or a few illustrations.

The value of directed reading thinking activity is to make predictions before reading each section (Tolibin, 2014). Requiring students to make predictions encourage use of context clues and establishes a purpose for reading. This cycle requires students to use their background knowledge to set purposes for reading and develop their questioning ability. Verifying predictions while reading extend thoughts and promotes interactive learning. The power of the directed reading thinking activity strategy increases when the teacher guides students to check their predictions after reading.

This Thinking Activity (DRTA) is carried out in several stages of learning as follows (Odwan, 2016):

1. Pre Read

This activity is carried out by students before reading, namely:

- a) the teacher introduces the reading, by way convey some information about the content of the reading,
 - b) students make predictions about the reading that will be read. If students have not been able to, the teacher must provoke students to make predictions. Attempted generated lot of predictions so that they will arise groups that disagree.
2. Reading Stage

This activity is carried out by students while reading, namely:

- a) students silently read the discourse to check predictions he has made. At this stage the teacher must be able to guide students to carry out activities reading to find the meaning of the reading, pay attention to students' reading behavior, and help students who find it difficult to understand the meaning of words by way of illustrating words, not directly mention the meaning of the word,
- b) Test predictions,
at this stage students are required to check the predictions he has made. If a student's prediction is wrong, students must be able to pinpoint the location of the error and be able to create a new picture of the content actual discourse.

3. Post-reading stage

Its activity is to provide fundamental training to activate the ability to think. Some activities carried out by students are retesting story, retelling the story, making a picture of what the students have read

3.METHOD

1.1.Research Design

This Research use a descriptive Qualitative method because this research focuses on the teacher's strategies and how the responses by student on english learning class in MTs. Nurushaleh Kokop. That doing a description and analysis of a phenomenon, The aims of this study is to describe a natural situation without giving manipulation or special treatment to the subject of the research. Sukmadinata 2006:18 say descriptive research is research that aims to describe a situation or natural phenomenon and its done without manipulation or giving special attention to the subject of the research because all of event or activities grou natural. The process of implementation Direct Reading activity and the result of teaching descriptive text will apply direct reading activity to the seven grade student are will design into a form of word.Researchers have conducted research at MTs. Nurushaleh katol Timur Kokop grade student as a subject. The subject of this study is the seven grade student in VII class at MTs. Nurushaleh Katol Timur Kokop in academic year of 2021-2022. They Resercher will chose MTs. Nurushaleh Katol Timur in describe and investigate how the implementation of Direct Reading Activity, and how the response of student in direct reading strategy.

FINDING

This chapter presents the findings and discussion of the research. The findings of this study include an analysis of direct reading strategies used by teachers in teaching English. And student responses when teachers use direct reading strategies in the seventh grade of MTs Nurussaleh. Interview with two key pieces of information. When it was done in MTs. Nurushealeh.

The data used were not disclosed through interviews, supplemented by data from direct reading observations. This is done in a participatory manner. To strengthen the substance of the data from the results of interviews and observations. The researcher conducted a documentation observation interview technique to obtain data on the application of direct reading strategies in learning reading comprehension. English teacher's strategy in teaching reading comprehension The researcher found that their strategy that the teacher used a direct reading strategy used that strategy because students could know the meaning of the text and could understand the text.

4.1 Research finding Of the implementation of Direct Reading Strategy that used by teacher in taching narrative text

Data is taken by interview with one of english teacher in seven class at MTs. Nurusshaleh. It means that observation activities conducted by resercher, observation, interviews to some students and teacher. Tobe involved in the teaching and learning process. The result of the data were obtained descriptively describing the activities that ocured during the observation. The resercher focus on the only one class, at seventh grade of MTs. Nurusshaleh. Observation with teacher were made three time in 90 minute of each meeting. The resercher reported the observation as research finding at the school that have been targeted.

4.2. The Reserch finding of the implementation of direct reading strategy on reading comprehension narative text at the seven grade ofMTs. Nurusshaleh

Besides on observation made 20 mei 2021 at MTs. Nurusshaleh, the researcher conducted an interview with the English teacher who used paired direct reading strategies to learn more about how to apply paired direct reading strategies that use by the teacher to students in the classroom. The researcher also took some documentary evidence in the form of images. The process of conducting observations and interviews conducted by researchers of the teaching and learning process at the seventh class of MTs. Nurusshaleh can be seen in the appendix.

To get data and answer the questions of this study, researchers used observations and interviews directly with English teacher, The researcher observed three stages that the teacher did when teaching reading narrative using a direct reading strategy.

1. Prereading Stage

This activity is carried out by grade 7 students before reading the narrative text that has been given by the teacher. The teacher introduces reading, by way of convey some information about the content of the reading, then students make predictions on the reading that will be read it. and If the students in the class have not been able to provoke students to make predictions. And the teacher continues to try to produce many predictions so that other students will disagree. Before reading, the teacher gives several questions as a purpose to guide students'

understanding, such as making predictions in their own ideas, and finding unfamiliar words, after that the teacher asks students to read the text quietly, to make sure students have understood or not. After reading, the teacher made a small discussion to share and asked what the students got before and after reading the text. If students' predictions are not correct, the teacher must guide them to get the correct predictions. Students will become active readers by using this activity. As a result, by using this strategy, students will be more active in presenting their own ideas, understand more about the whole text, and they will get better grades.

2. Reading Stage

This activity is carried out by students while reading, that is, students read silently the discourse to check predictions he had made. At this stage the teacher guides students to carry out activities reading to find the meaning of the reading, and the teacher while pay attention to students' reading behavior, and help students who find it difficult to understand the meaning of the word by way of illustrating words, not directly mention the meaning of the word, after that the teacher tests the predictions, students are required to check the predictions they have made. If a student's prediction is wrong, Students must be able to pinpoint the location of the error and be able to create a new picture of the content actual discourse.

3. Post Reading Stage

Its activity is to provide fundamental training. This stage is carried out by students to activate their thinking skills. Some activities carried out by students are re-testing story, retelling a story that has been read from a narrative text (a journey that describes the presence of characters in the course of the story in the text). According to (Bariska, 2013), test reading ability is intended to measure the ability of students to understand the content or information is in reading.

After the teacher explain about the learning topic, after that teacher instruct the students to read the paper that has been distributed. The teacher asks students to raise their hands if there is a vocabulary that is difficult to read. And ask students to help each other or correct the reading. The teacher pays attention to the pronunciation of the words so that students can get them correctly. Some student reading a paper and follow the teacher's intructions well, but some students seemed are not serious and not interested in it. There were students who ask the unfamiliar word on a text and wanted to know the meaning, But the teacher asked them to find the meaning in a pocket dictionary as a reason that she was forgotten about it. After all of the unfamiliar words have finished translating, the teacher checked their comprehension in a short question related to the text. The students allowed to answer the question with their own word, but still in English.

And finally, the teacher gives an exercise by asking questions about the contents of the narrative text to check whether the students read the text or not.

The student could answer correctly even in wrong words, and the teacher helped them to correct it into the good one. And, most of them could explain their answer briefly means that they have understood about the text . after completing learning, the teacher ask the student to make home work to reread the narrative text and next week's meeting to practice in front of the class.

4. Discussion

The discussion in this chapter discusses two problem statements mentioned in the first chapter. The researcher discusses how the implementation of direct reading strategy in English reading teaching and how student responses in the use of direct reading strategy in post-teaching narrative text read on the students of class VII MTs. Nurusshaleh. From the observation data the learning process runs well. Before the teacher applies the direct reading strategy, the classroom atmosphere is flat, but after the teacher applies the direct reading strategy the active classes and students are enthusiastic. From the result of observation and interviews, the researcher collected data to answer the second statement of the problem that is about student's responses in the implementation of direct reading strategy in English teaching and reading. From the interviews with the teacher, it was found that the direct reading strategy can make reading and understanding of vocabulary for students more than ever. From the result of interviews with students, it was noted that students are very interested in using the direct reading strategy to understand the vocabulary of short stories in teaching reading narrative text by using the direct reading strategy can make students more able to understand reading narrative text. As there is in the second chapter in addition. A direct reading strategy technique that is used to remember text content, so students can more easily remember the vocabulary and understand the purpose of a text they have read, easy to understand matters relating to the text content is easier to resume what has been in the text of the student (Al Odwan, Talal Abd Al Hameed, 2012). From the explanation, the researcher can say that the material and strategy are effective and appropriate. Students are better than ever in reading narrative text. Narrative text material is in great demand by students, especially in reading using the direct reading strategy, therefore students are easier to understand the material with reference to observation, interviews, the direct reading strategy is an appropriate medium and that can be used in reading teaching in seven grade junior high school students. Direct reading is very appropriate reading skills that a teacher can use in teaching reading.

1.1. Conclusion

According to the findings of the research in answering the statement of his research problem, there are several conclusions presented as follows. The first conclusion is about using the Direct reading strategy that can facilitate students in reading narrative texts. Based on these observations, it is stated that the use of Direct Reading Strategy can make the reading class more active and enthusiastic. The students want to know more about the Direct Reading Strategy that usually revises their reading and better understanding. The students are satisfied with this medium because they can increase their reading comprehension and vocabulary, therefore they can remember their mistakes and they do not repeat their mistakes in the future. In addition, the results of interviews with teachers show that the Direct Reading Strategy in teaching reading narrative text. It can be seen from the atmosphere in class. In practice, the direct reading strategy can change the classroom atmosphere more actively and enthusiastically. Mrs. said that direct reading strategy succeeds in making the learning process more enjoyable.

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