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THE EFFECTS OF TEACHING TECHNIQUES TOWARDS STUDENT'S READING SKILL AT VOCATIONAL HIGH SCHOOL IN SOUTH JAKARTA

Ferdias Prihatna Sari

Universitas Bina Sarana Informatika

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Abstract

The purpose of this study was to: determine the interactional effects of teaching technique towards student's reading skill that was taught by role plays and filling information gap (both are communicative language teaching) to the students. The research method used was experimental one. Sample size of 60 students consisting of 30 for experimental class and 30 for control class taken from Vocational High School in South Jakarta, and the sampling technique used is cluster sampling. Research instruments used were the test to distinguish the effect of teaching techniques towards student's reading skill in the form of oral test (5 items for scoring), that have been tested valid and reliable with coefficient of reliability at 0.839 and 0.705. The research uses two-ways ANOVA test. The result showed there is a significant effect of teaching technique towards student's reading skill, as $F_{observed} = 95.553 > F_{table} = 2.77$ and $Sig = 0.000 < 0.05$. The results contribute most to the increasing of student's reading skill.

Keywords: *Teaching Technique, Reading Skill, Role-plays*

I. INTRODUCTION

According to Anthony (1963:66) a technique is defined as a particular trick, strata gem, or contrivance used to accomplish an immediate objective. It is the part of tripartite framework proposed by Anthony. In brief, the technique is implementation that which actually takes place in a classroom. Technique must be consistent with a method and therefore in harmony with an approach as well.

Techniques depend on the teacher, his individual artistry, and on the composition of the class. Particular problems can be tackled equally successfully by the use of different techniques. A particular technique might at one time in the progress of a course be used quite wrongly because it is out of order required by the method. Later on it might be quite correct.

Clarke (1983:111) summarized the inadequacy of the Anthony's framework by

saying that technique, by giving the impression that teaching activities can be understood as abstractions separate from the context in which they occur, and obscures the fact that classroom practice is a dynamic interaction of diverse systems.

Later on, Richards and Rodgers (1982: 154) rectify some of the limitations of the previous definition of technique. They put the term of technique into the new term namely 'procedure' which refers to the actual moment to moment classroom activity. Procedure is the third level after approach and design, which comprises the classroom techniques and practices which are consequences of particular approaches and designs.

This term of technique is recently defined as any of wide variety of exercises, activities or devices used in the language classroom for realizing lesson objectives. Technique is also referred to a task, procedure, activity in the classroom and drillings.

It is used to transform the term of manipulation (totally controlled by the teacher and required a predicted response from the students such as: choral repetition, drills, dictation and reading aloud) to become communicative (student's response are open-

ended and unpredictable such as: story-telling, gap fills, role-play, gap fills).

There are some learning and teaching techniques that can be used in Communicative Language Teaching class, for example, Role Play, Information Gap, language exchanges, simulation, discussion, game, pair work and group work. All these techniques can engage the learners in communication process.

1) Role Play Technique

According to Larsen and Freeman (2000:134) Role Play is very important in Communicative Language Teaching (CLT) because it gives students the opportunity to practice communicating in different social context and in different social roles.

The same opinion about Role Play is also stated by Harmer (2007:352) explained that Role Play can be used to encourage general oral fluency or to train students for specific situations. When students are doing Role Plays they need to know exactly what the situation is, and they need to be given enough information about the background for them to function properly. Role-playing activities is a valuable classroom technique that encourages students to participate actively in the process of learning. In other words, second language student can experience the target language in

context to learn how to interpret and exchange meanings for real communication.

Another definition of Role Play is given by Doff (2008:15) in Web Only Chapter who stated that a Role Play is a way of bringing situations from real life into the classroom. In Role Play, students need to imagine a role, content, or both and improvise a conversation. The context is usually determined, but students develop the dialogue as they proceed. Furthermore, Arnato (2003:222) stated that Role Play has high appeal for students because it allows them to be creative and to put themselves in another person's place for a while.

There are a lot of advantages both teacher and student can get from Role Play techniques which develops fluency in language students which promote interaction in the classroom, and which increases motivation. Moreover, Woods (2005:46) stated that Role Play can also be free moreover. The advantage to such activities is that the purpose is very clear to students and the teacher can control how much support to give them.

A few people make full use of the abilities they have as far as reading is concerned. Figures from research indicate that we use only fifteen percent of our available

mental resources when we are engaged in recognizing. Symbols, recalling their meanings and then assembling those meaning into some resemblance of what the writer had in mind. We don't give our reading abilities the same consideration. Once our reading skill is properly developed, it needs only consistent and proper use to keep it in the very best condition. (Speed reading, Robert L. Zorn:1986:2).

Halimah (2000) states that, Achievement is the condition of how far is the progress made by student toward the educational objective set for them, in other word, it is an indication of success or failure.

2) Information Gap Technique

Information Gap activities provide extensive practice in asking and answering questions and giving direction, and allow students to handle information in a more realistic manner. The same idea came from Woods (2005:47) who stated that the activity depends on one person processing information which the other one does not have. The task can only be completed if the pair works together.

According to Rees (2008:76) the Information Gap is ideally suited to pair and small group work and usually relies upon pre

prepared information cards. Information Gap techniques give every student the opportunity to speak in the target language for extended period of time. Information Gap activities can also reinforce vocabulary and a variety of grammatical structure taught in class. They allow the students to use linguistic forms and functions in a communicative way. Grammar is no longer a concept they have difficulty applying to their reading.

3) The Distinction between Role Play and Information Gap

Role Play and Information Gap are two among other techniques that can be used in communicative language classroom. Each of these techniques has its strength and weakness. In Role Play classroom activity, the multiple language setting can be applied so that it can allow the students to interact and understand the perspective of others. Although the roles are determined by the teacher, the students can create interaction and use the language freely depends on their roles.

Information Gap activity, on the otherhand is mostly about asking and answering questions in order to complete the information. One student has to listen to another student and then decide on how to respond in her own words according to the

given situations. The following are the distinction between Role Play and Information Gap.

The Distinction between Role Play and Information Gap

Role Play	Information Gap
It requires active participation of the learners.	It requires extensive practice in asking and answering questions.
Students usually consider this type of learning fun.	Students sometimes consider this activity is not so interesting.
The activity can be applied in multiple settings.	The activity is applied in limited setting.
It allows students to gain insight or understand the perspective of others.	Students are suited to pair and usually rely upon pre prepared information cards.
Students can experience the target language in context to learn how to interpret and exchange meanings for real communication.	One student has to listen to her partner and then decide on how to respond in her own words in the given situations.
Students use language freely only the setting and the students' roles are determined by the teacher, and students create	Teacher provides students with appropriate forms to be used and meanings in dialogues.
	Teacher can only provide students with limited learning experience.

interaction.	
Teacher can provide students with a variety of learning	

Reading Skill

Success in reading depends upon a child's knowledge about early literacy and reading before they are able to pick up a book and read. Children learn many important things about reading before they come to school through experiences with literature. Some children even learn to read before they come to school. Most of these children have not had formal reading instruction but were immersed in literature and literature rich environments. These children learned to read because they developed early literacy skills through being read to and having access to books (Adams, 1990).

It is acknowledged that linguistically rich home environment contribute more powerfully to the early It means, reading is basic of knowledge development, because by reading the reader will get new information in current situation. They can compare of the text content and themselves, and select which one they get comprehension for themselves.

Real reading includes understanding and interpreting the messages of the text (Kirk,2001) Reading is really a complex task that involves using many strategies simultaneously. Readers must be able to use all of the necessary reading strategies to decode the text in a meaningful way.

The Michigan Department of education (Wixson, Peters, Weber, and Robert (1987) states: "Reading is the process of constructing meaning through the dynamic interaction among the reader's exiting knowledge, the information suggested by the text being read, and the context of the reading situation."

In this activity, students are supposed to be working in pairs. One student will have the information that the other partners will share their information. Each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need.

Based on the definitions above, reading is a process to get know the words and understand the meaning of printed symbols on a text.

Anderson (1998) cites: "*Reading is a complex activity... the study of reading must be interdisciplinary. If the ability involves so many aspects of language, cognition, life and learning, then no one*

academic discipline can claim to have the correct view to what is crucial in reading: linguistics certainly not, probably not even applied linguistics”.

It is explained that cognitive and educational psychologist are clearly centrally involved: sociology and sociolinguistics, information theory, the study of communication system and doubtless other disciplines all bear upon an adequate study of reading.

Research Methodology

This research used experimental method with 2x2 factorial designs, which stated as follow:

Research Design

Teaching Technique		TOTAL
Role Plays (A_1)	Filling Gap (A_2)	
A_1B_1	A_2B_1	$\sum B_1$
A_1B_2	A_2B_2	$\sum B_2$
$\sum A_1$	$\sum A_2$	$\sum \text{TOTAL}$

Target Population

The target population of this research is all varsity students of Vocational High School in South Jakarta, possesses more

than 256 students which is divided into several parallel classes, where each class consists of more or less 30 students.

Scope Population

Refer to the problem of this research; the scope population is varsity students of Vocational High School in South Jakarta in even semester of academic year 2012-2013, total 115 students who are divided into 3 parallel classes where each class consists of approximately 20-25 students.

Sample

According to Sudjana (1992:6), sample is a part of population. In this research, total sample is 60 students, who are divided into 4 classes; one experiment class consists of 30 students, and one control class consists of 30 students as well. The experiment classes are class A and B, while the control classes are class C and D, which all classes are the students of Pharmacy School. In this research, there are 4 groups with different treatment and different ability.

Variable of Research

Variables of this research are:

- Independent variable 1 or treatment variable (A) which is teaching

technique with role plays and filling information gap.

- b. Dependent variable or criterion variable (Y) which is student's English speaking skill for the purposely designed refers to the standardized one.

Source of Data

In this research, all data is gained from students. For further information, we can see the table below:

Source of Data

Variables of Research	Source of Data
Teaching technique (role plays and filling information gap)	Students
Reading skill	Students

Method of Collecting Data

The data for this research is collected through:

Method of Collecting Data

Variable of Research	Technique of Collecting Data
Teaching technique	Treatment on the field
Reading Skill	Reading text

IV. FINDINGS AND DISCUSSION

According to the result of data analysis which has been done, the resume of

data gained through the research is presented as follows:

Scoring the data for reading skill is done by using instrument with oral reading text (reading skill test) and the total items to be assessed are 5. For each item will be graded according to the student's skill from 1 to 5. Hence the maximum score will be 25, while minimum score will be 5. Respondents for experimental group are 30 students, taught by using role plays approach with different preference of language attitudes. While another 30 students (control group) are taught by using filling information gap with different preference of language attitudes. The empiric score stated that the highest score is 23, the lowest score is 13. Furthermore, mean is 18.75, median is 19, mode is 19, standard of deviation is 2.22 and variance is 4.936. The mean 18.75 indicates that the average score for the students is relatively good. The standard of deviation 2.22 indicates that the reading skill given by students whether using role plays or filling information gap is relatively the same.

V. CONCLUSIONS

Refer to the result taken from the testing of research hypotheses and analysis

of data processing, it can be concluded as follows: There is a significant effect of teaching technique towards student's speaking skill at Private University in East Jakarta. This means that student's reading skill is affected by teaching technique, which in this case role plays and filling information gap.

Therefore teaching technique is an important variable to consider in predicting the student's reading skill. Based on the test results with the correlation coefficient using the formula of ANOVA analysis values, obtained Fobserved 95.553 while score of Ftable is 2.77. Whereas the p-value (Sig) of teaching approach is 0.000 or less than 0.05. Thus it can be said that there is an affirmative and significant effect of teaching technique towards student's speaking skill, because the computation criteria are Fobserved > Ftable (95.553 > 2,77).

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