



IMPROVING STUDENTS' READING SKILL USING COMMUNICATIVE LANGUAGE TEACHING

(A case study at tenth grade of SMAN 10 Depok)

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Abstract

The aims of this study are to analyze the materials and activities used in teaching reading and the result is to describe the process of improving students' reading skill using communicative language teaching (CLT) used by the teacher at tenth grade of SMAN 10 Depok. The approach used in this study is qualitative, that is by doing observation, interviewing, and giving questionnaire. Through descriptive qualitative approach, the data of observation, interview and questionnaire are analyzed in description. Based on finding of the study, the reading material in class X MIA 1 at SMAN 10 Depok using English book 2013 curriculum. The activities in the class the teacher divided the students into groups to discussing the reading material and give conclusion or suggestion for students, it can be concluded that teaching reading using communicative language teaching can improve the student English reading skill in an English class, because the class activities were communicative. As show by the score the highest score is 95 and the lowest score 65, the average of students score in class X MIA 1 at SMAN 10 Depok is 82,2. The result from questionnaire, most students enjoy in reading class using CLT because, the teacher clearly and always gives opportunity to the students to ask the question it make students easier for understanding the text reading.

Keywords : *Teaching reading, Communicative Language Teaching (CLT), Qualitative, Observation, Interview, and Questionnaire*

Abstrak

Tujuan dari pembelajaran ini adalah untuk menganalisis materi-materi dan kegiatan-kegiatan yang di gunakan dalam pengajaran reading. Dan hasilnya di menggambarkan proses dari pengembangan kemampuan membaca siswa menggunakan metode Pengajaran Bahasa Komutatif (CLT) yang di gunakan oleh guru kelas X di SMAN 10 Depok. Pendekatan yang di gunakan dalam penelitian ini adalah kualitatif, yaitu dengan melakukan observasi, wawancara, dan memberikan kuesioner. Melalui pendekatan deskriptif kualitatif, data observasi, wawancara guru dan kuesioner di analisis dalam deskriptif. Berdasarkan temuan penelitian materi reading kelas X MIA 1 di SMAN 10 Depok menggunakan buku bahasa inggris kurikulum 2013. Kegiatan di dalam kelas, guru membagi murid menjadi kelompok diskusi setelah itu guru memberikan kesimpulan dan saran. dapat di simpulkan bahwa mengajar reading menggunakan pengajaran komutatif dapat meningkatkan kemampuan membaca siswa di dalam kelas bahasa inggris.

Karena, kegiatan kelas yang komutatif. Nampak dari hasil nilai, nilai tertinggi adalah 95 dan yang terendah adalah 65 dan nilai rata-rata dari kelas X MIA 1 SMAN 10 Depok adalah 82.2. Hasil dari kuesioner, kebanyakan dari mrid merasa nyaman di kelass reading menggunakan metode Pengajaran Bahasa Komutatif (CLT) karena, guru jelas dalam penyampain materi dan selalu memberikan kesempatan pada murid-murid untuk bertanya pertanyaan. Ini membuat murid-murid merasa lebih mudah untuk memahami teks bacaan.

Kata kunci : Pengajaran Membaca, Pengajaran Bahasa Komunikatif (CLT), Kualitatif, Observasi, Wawancara, dan Kuesioner.

I. INTRODUCTION

English is one of the languages in the world that plays important role in many various fields. In other countries, English is the primary language that is used by so many people around the world who are trying to master in this language. The minimum standard that must be owned by everyone is to be able to understand, because in the future English is used in many fields. Schools in our country must prepare their students to have the ability to use English actively. Reading skill has an important role in understanding written statement accurately and efficiently. Reading gives students a lot of vocabularies and sentence patterns that make them familiar to English text. In this way students get some ideas, information about fact, and enjoyment.

In education, teaching reading requires appropriate material, but sometimes reading

materials is not up to date and make students bored. So, teachers must prepare the materials needs. Reading materials must be interesting, so it will make students more interested to read. Before doing reading activities in the class, teachers must know what the needs of their students. A teacher gives students motivation to read and telling them about the purpose of reading in their life. The teacher should be able to build a spirit of students to learn, so students more excited and confident to learn. Teaching reading gives positive effect on students because when they are reading, the students are studying other skills such as listening, Speaking, and Writing. There are many advantages associated with reading, including finding new vocabulary, how to spell the words, and understanding grammar pattern. Basically, the English teaching materials deal with grammar and vocabulary as knowledge of the rules and four skills: Speaking, Reading,

Writing, and listening. Reading is one of interesting subjects in learning a language because reading has a positive effect on students' vocabularies and knowledge. on their spelling and their writing. In my research, the writer only focuses on reading skill for students. Birch (2007) and Rumelhart (2008) state, "Reading is a interactive process that takes place between the text and the reader's processing strategies and background knowledge". It means, the processing of reading requires strategies, reading texts, and background knowledge. Choose students reading text must be related to the students' experience. The topics meaning effect students' understanding and make the topic for student easier to them understand.

In teaching reading teachers must give strategies for students and the strategy is necessary to make students read better. According to Jenkins & Fleischer (2008) "Reading comprehension is a complex process of constructing meaning by constructing meaning by coordinating a number of skill s related to decoding, word reading and fluency". "And he integration of background knowledge, vocabulary, previous experiences". The method that applied varies, a teacher must be creative to choose and

develop the technique of teaching reading. Using right method in reading class is very important.

II. METHOD

The communicative language teaching (CLT) method is an integration of skill thought and learned with a communicative view. CLT means to teach a language in such a way that the learners can communicate with other people in real life situations. The learners who learn English language want to be able to communicate socially on an everyday basis with native or very able non native English language speakers. The concept of communicative competence was first introduced by Hyme in Europe in the mid 1960s and many researchers have helped developed theories number of new approaches developed.

Richards & Rodgers (2001: 172), give the principles of CLT in the classroom procedures:

1. Learners learn a language through using it to communicate
2. Authentic and meaningful communication should be the goal of class room activities
3. Fluency is an important dimension of communication

4. Communication involves the integration of different language skill
 5. Learning is a process of creative construction and involves trial and error.
- According to Richards & Rogers view above, communicative language teaching refers to communicative. Teacher can gives the opportunity to talk about their reading in the classroom with real life context. Activities will build mental and skill of students to communicative. Richards (2007:18) states, many other activity types have been used in CLT, among which are the following:
4. Transfer activities: these require learners to take information that is represented it in a different form.
 5. Reasoning gap-activities : these involve deriving some new information from given through the process of inference, practical reasoning etc. for example, working out a teacher's timetable on the basis of given class timetables.
 6. Role-plays: activities in which students are assigned roles and improvise a scene or exchange based on given in formations or clues.

1. Task-completion activities: Puzzles, glames,map-reading and other kinds of classroom tasks in which the focus was on using one's language resources to complete a task.
2. Information gathering activities: student conducted surveys, interviews and searches in which students were required to use their linguistic resources to collect information.
3. Opinion-sharing activities: activities where students compare values, opinion, such as a ranking task in which students list six qualities, in order of importance which they might consider in choosing a date or spouse.

Referring to the above points, CLT is an approach that requires practice. In teaching reading using CLT; students are encouraged to actively communicate in the classroom. In class room, they do reading activities using CLT based on Richard's sample above. Information gathering activities, opinion-sharing activities, information-transfer activities, reasoning gap- activities, and role-plays.

a.Approach of the study

This chapter deals with the research methodology adopted in order to conduct to research. Only qualitative research was used for finding answers. In qualitative approach the data are taken from observation, interview

and questionnaire. Qualitative approach is presented by using words or picture rather than numbers. Some theories and opinions from the experts are added to support the analysis. According to Merriam (2002:2), 'the qualitative, interpretative, or naturalistic research paradigm defines the methods and techniques most suitable for collecting and analyzing data' 'qualitative inquiry', which focuses on meaning in context, requires a data collecting instrument that is sensitive to underlying meaning when gathering interpreting data'. From the statements above qualitative research described a naturalistic research, field observers and participants. Detailed data collected through open ended questions that provide a direct quote. The interviewer is an integral part of the investigation.

b. Data Source

The researcher gets the data from tenth grade at SMAN 10 Depok and there are seven classes, however the writer took one class in X MIA 1 and there are 40 students in the class. Besides, the writer got the data from teacher interview and Questionnaire, which support the data and collect some of the theories about reading.

c. Data Collecting

In collecting the data, some techniques are used as follow:

1. Observation

The writer observed the teaching learning process by attending in the classroom and writing conclusion of whatever happens in teaching learning process at SMAN 10 Depok

2. Interviews

An interview is done to get some information and data which is needed in his research from an English teacher. The researcher interviewed the English teacher to get some informations about his technique in teaching reading by using CLT method

Questioner is method to collect data from the source given at the end of the research. To get the result from the source, the questionnaires were given to the students in the last day of observation.

The phase was schedule was arranged into three phases according to the English conversation time tables of class X MIA 1, The first schedule on February 17th 2019. In this phase, the writer introduce himself to the students. The second phase was schedule on 18th February 2019. In this phase, the writer will begin conduct observation in the class, and

record the first session of improving reading skill using communicative language teaching. The third phase on February 20th 2019, in this phase the writer continue to record the students' reading skill using communicative Language teaching, interview teacher and give the questionnaires to students. Finally, the writer collect the result the questionnaires and interviewed the teacher.

d. Method of Data Analysis

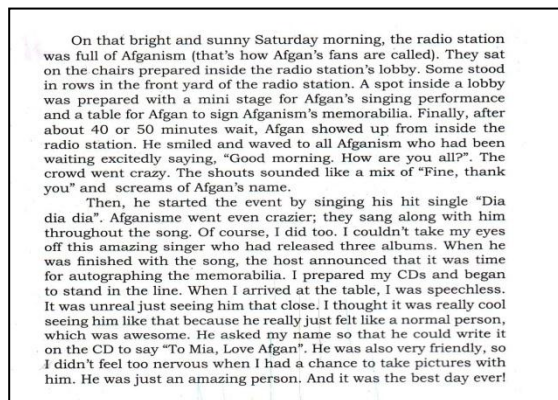
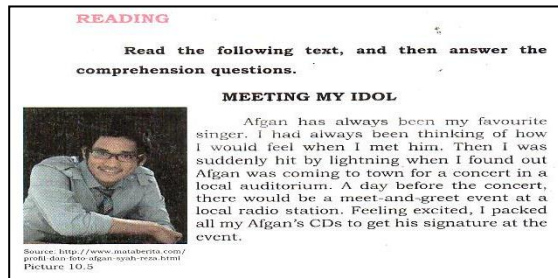
In this study, the writer conducted descriptive qualitative research which describes the process of teaching reading by using CLT method in tenth grade at SMAN 10 Depok. The data that have been collected from observation, interviews, and give questionnaire are analyzed in discussion, not in numbers.

III. DISCUSSION

a. The materials of teaching Reading Using Communicative Language Teaching (CLT)

The writer observed the English teacher at SMAN 10 Depok especially in the tenth grade students, the writer got some information about the some extract of reading materials used at SMAN 10 Depok, Teaching materials about Meeting My Idol (See the appendix). The teacher used the book by

Diknas for Senior high school year X, (Standarisi 2013).



Besides the text reading above, the students were given opportunity to reading one by one and they can discuss the reading material in the group, because this reading text talks about the famous singer. So, it makes the lesson more interesting

b. The Activities in Teaching Reading Using Communicative Language Teaching (CLT)

Based on the observation at the tenth grade students in SMAN 10 Depok, Teaching English were conducted on Tuesday, Wednesday, and Friday. There are 40 students in the class. Through the observation, the

writer noticed that English teacher used some stages in reading activity : there are stage 1 is warming up activity, is to start reading lesson which is to break the ice; stage 2 while reading, the time the students to reading activities related reading comprehension; and stage 3 post reading, after reading to make the work active.

c. The Results of Teaching Reading Text Using CLT at tenth grade of SMAN 10 Depok

The writer analyzed that teaching reading using communicative language teaching affects so much to the development of students' reading skill. This can be showed in the score gained from the test given to the students. The highest score is 95 and the lowest score is 65, the average of students score in class X MIA 1 at SMAN 10 Depok is 81,2-, so communicative language teaching method is successful to increase the students' achievement.

During the observation, interviewed, and questionnaire, the study found that the student enjoy interacting in dialog with their friends, because teacher gave an opportunity to improve their skill in speaking. It can be seen that teaching reading using CLT is not difficult because it is enjoyable for the students.

However, the writer found some problems faced students in teaching reading using Communicative Language Teaching. Some of the problems are the students are lack vocabulary and pronunciation, when they read the text, they seem difficult to understand the meaning of the text and sometimes students use native language to communicate.

IV.CONCLUSION

Based on the description of the data analysis in the previous chapter, the result of the study can be concluded in this chapter. The reading material at tenth grade of SMAN 10 Depok From curriculum 2013 book. This material adjusts with their real life condition and make the students are curious and interesting with reading material and they got opportunity to share their experience and opinion into the group After observation, interview, and questionnaire at tenth grade of SMAN 10 Depok. English class using Communicative Language Teaching is the best method. Because, the students can improve their reading ability and make the students more active and can increase the other skills such as: speaking skill, writing skill and get a new vocabularies fom the text. Into the group they can share in their opinion and ideas in English. In interview section the teacher give

some conclusions in English class, first the teacher can explain the material clearly and make the students interesting with the reading materials. The teacher and students enjoy in reading class using Communicative Language Teaching. The teacher always gives assignments give opportunity to the students to ask questions to the students with communicative or interactive and give the English score to the students.

Based of gave questionnaire to the students, its can shown on the result of the students score, the highest score is 95 and the lowest 65 with average is 81,2. And this way make students enjoy with their reading class. As a result, in practicing reading using Communicative Language Teaching (CLT), lack of vocabularies and pronunciation are problems by some students in reading activity. There are few students who have difficult to understand the meaning of the text, but directly Communicative Language Teaching (CLT) motivates and encourages students to be more active to read in their reading class. And most of them are happy in reading class because, they could practice their English well.

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