# The Teaching Of Reading Skill In SMPN 31 Banjarmasin

**Septiyani Rabi'ah Lestari, Noor Eka Chandra, Fatchul Mu'in**
*Universitas Lambung Mangkurat*
septiyanilestari09@gmail.com

### Abstract

This study was attempted for describing the teaching reading comprehension implementation which integrated in educational process carried out at school as well as describing the processes along with conditions which are faced by the teacher. Thus, discovering the integrated teaching reading comprehension process was the study objective desired to be accomplished. In order to discover the data, the analyst utilized the qualitative method. One English teacher of SMPN 31 Banjarmasin was chosen as the study subject. The pivotal data was acquired through several instrumentations, namely class observation, interview with the English teacher, field notes, along with documentation. The data analysis was carried out by describing the educational process on reading, the interview result, as well as documentation. Based on the analyzed data, the analyst discovered that the English teacher employed several techniques; reading aloud as well as role play which emerged during the educational process. However, the educational process which sources was taken out from When English Rings A Bell Textbook was carried out monotonously. It was also revealed the English subject was taught twice a week with 90 minutes each. The teacher involved in the study thought the material and has done technique implementation well. Unfortunately, there were only few students who practiced their English reading mastery. Therefore, it was proposed for the teacher for employing the materials from other sources as well, such as newspapers, literature, magazines, as well as the internet, which capable of fulfilling students' objective in learning reading. Additionally, utilizing different and various techniques such as jigsaw, mapping, dictation, or summarizing was highly proposed.
.

**Keywords:** *material, reading, teaching, technique*

## INTRODUCTION

### Study Background

In Indonesia, English was considered to be the first foreign language which was compulsory to be taught at schools. As an obligatory subject at school, English was taught both written and orally. Skills needed to be taught were mostly revolving around listening, speaking, reading, writing, as well as other language components, such as spelling, vocabulary, pronunciation, along with grammar.

Skills such as reading and listening are categorized as receptive capabilities which requiring the teacher to utilize various techniques which appropriate with the students' needs. In reading, the students interact with the text and then calling upon knowledge they possessed for experiencing and interpreting the new information. According to Great Britain (2004), it was indicated that it was pivotal for the students to know the reading purposes which were carried out for work or pleasure. For example, if they read for pleasure, the appropriate reading text will be holiday brochure, magazines, or letters from friends. As for the kind reading which was conducted for work or study, newspaper headlines or poetry could suitable to be employed. Therefore, it was crucial for a reader to decide, pick, or choose suitable and appropriate reading activities as well as materials. Unfortunately, many students still face difficulties within the English educational process, particularly during the meetings which correlated with reading comprehension mastery. This matter might be caused by the difficulties they faced for finding appropriate reading sources and materials, or the teacher only utilizing the same techniques all the time for carrying out the educational process.

Based on the pre-observation conducted by the analyst in the eighth grade of SMPN 31 Banjarmasin, it could be perceived that there were some complaints from students while the educational process was being carried out, especially within a reading activity. Several recurrence difficulties were

low motivation, low English vocabularies mastery, as well as low capability in identifying reading aspects. When the students attempt to read the text, they found it difficult for discovering what the text was about. They also failed to answer several questions well. As the result, they spent a long time when conducting reading.

There were several previous studies which conducted by several researches regarding techniques which could be employed during reading educational process. The first study was conducted by Prakusumasari (2015). The study was resulted in a discovery that the utilization of story mapping technique in teaching reading can aid the students' improvement in the narrative text comprehension. As for the second study was conducted by Nastati (2011) which correlated with teaching reading comprehension in term of materials, techniques, as well as media in senior high school. The result showcased that the students were more enthusiastic and more eager to learn which could be perceived by good response they gave caused by the lesson became more interesting when presented by using various media.

Based upon the previous studies and preliminary study result, the analyst then intrigued for discovering and describing the materials as well as the techniques that is being employed by the teacher in teaching reading

**The Study Problem**
"How is the process teaching reading comprehension integrated in learning at school?"

**Objective of the Study**
Based upon the problem above, the objective of this study was for describing the teaching reading comprehension process which integrated in learning, particularly on the eighth-graders of SMPN 31 Banjarmasin.

**STUDY METHODOLOGY**
**Study Design**
This study was categorized as qualitative study due to its intention on describing the teaching reading process occurred within the classroom which strengthened by other means such as interview and field notes.

**Study Subjects**
An English teacher from SMPN 31 Banjarmasin as well as all VIII classes members were chosen as study samples. This English teacher was picked under the consideration that she possesses decent capability in English teaching due to has been done it for more than three years which might make her having various teaching English strategies, particularly those revolving around reading.

**Source of Data**
The pivotal data for the study are the teaching process of reading comprehension which integrated within the educational process which carried out at the eighth grade of SMPN 31 Banjarmasin, the data sources were the teacher, the implementation of reading skills along with utilized phrases in the classroom, as well as the teachers' documents.

**Data Collection Technique and Instruments**
Three qualitative data collection techniques were applied to acquire crucial data, namely observations, interview, recording, along with field notes. The four methods were proportionally utilized in the sense that the employed methods were either separately used for one problem or equally for the other problems.

*Observation*

The observation was conducted at SMPN 31 Banjarmasin on the eighth-graders. To acquire the saturated data, the observation was carried out eight times in every three classrooms (VIIIA, VIIIB, and VIIIC) with each class comprises of 30-35 students. Hence, the observation was conducted 24 times in total by observing the process teaching by the teacher during the English learning process. According to Glaser (1992, p. 61), saturation referred to no additional data are being discovered as the analyst revealed similar instances repeatedly, the analyst became empirically confident that a category was saturated.

When the educational process was initiated, the analyst visited the classroom and then conducted observation within the class. During the observation, the analyst took a seat at the back row for making others felt comfortable, investigated the process of teaching reading, and by utilizing a recorder, the conversation or the activities which occurred during education process was recorded.

After acquiring the data, the analyst transcribed the recording to ease the analyzing process where it contained certain forms of activity between teacher and students during the learning process which then analyzed by the analyst. Here are the schedules of the conducted observation.

Table 1. Observation Schedule

| No. | Date | Class | Material |
|---|---|---|---|
| 1. | March, 19th, 2019 | VIII B | Stating Capability and Willingness |
| 2. | March, 20th, 2019 | VIII C | Stating Capability and Willingness |
| 3. | March, 21st, 2019 | VIII C | Expression of Asking for, Giving, and Refusing Permission |
| 4. | March, 21st, 2019 | VIII A | Stating Capability and Willingness |
| 5. | March, 23rd, 2019 | VIII A | Expression of Asking for, Giving, and Refusing Permission |
| 6. | March, 23rd, 2019 | VIII B | Expression of Asking for, Giving, and Refusing Permission |
| 7. | March, 26th, 2019 | VIII B | Personal Invitation and Greetings Cards |
| 8. | March, 27th, 2019 | VIII C | Personal Invitation and Greetings Cards |
| 9. | March, 28th, 2019 | VIII C | Show Pride of Something |
| 10. | March, 28th, 2019 | VIII A | Personal Invitation and Greetings Cards |
| 11. | March, 30th, 2019 | VIII A | Show Pride of Something |
| 12. | March, 30th, 2019 | VIII B | Show Pride of Something |
| 13. | April, 1st, 2019 | VIII B | Describe an animal, person or things |
| 14. | April, 2nd, 2019 | VIII C | Describe an animal, person or things |
| 15. | April, 6th , 2019 | VIII A | Describe an animal, person or things |
| 16. | April, 6th, 2019 | VIII B | Appreciate the nature |
| 17. | April, 8th, 2019 | VIII B | Explain events/ things happened |
| 18. | April, 9th, 2019 | VIII C | Explain events/ things happened |
| 19. | April, 13rd, 2019 | VIII A | Explain events/things happened |
| 20. | April, 13rd, 2019 | VIII B | Short messages/notes |
| 21. | April, 10th, 2019 | VIII C | Appreciate the nature |
| 22. | April, 10th , 2019 | VIII A | Appreciate the nature |
| 23. | April, 24th, 2019 | VIII C | Short messages/notes |
| 24. | April, 24th, 2019 | VIII A | Short messages/notes |

*Interview*

After carrying out the observation, the analyst interviewed the subjects who was an English teacher that taught the three classes for confirming and acquiring additional information, as well as for reinforcing

the prior data which was attained during the observation. The interview session was recorded. This interview encompasses fifteen questions which purpose is for discovering the information regarding the English teacher's experience in teaching English, her educational background, as well as kinds of the techniques mostly utilized during the lesson.

The interview questions were based upon 2013 Curriculum on English subject. After the interview was concluded, the analyst analyzed the interview result with the aid of the implemented handbook as syllabus. Hence, from the interview result, the analyst could be sure whether the technique is appropriate or suitable with the learning goals and the students' skill mastery.

*Field Notes*
The field notes would be implemented for noting on the finding regarding students' improvement, students' respond, as well as teacher's way of teaching in each meeting. This instrument was carried out for acquiring the information which cannot be gathered through a scientific view.

*Recording*
In this study, the analyst utilized recording by using a recorder for attaining sufficient data during English classroom learning, therefore it could be replayed when needed. The recorded data were the conversations or the activities between the teacher and students when the learning process was taken place which gathered at three different times. First, to acquire information regarding to the students' needs in reading instruction. Next, the analyst recorded the interview with the teacher. Then, the analyst recorded how the process in teaching comprehension was carried out within the school.

**Data Analysis**
The analyst implemented qualitative data analysis. In analyzing the attained data, Miles and Huberman's (1984) qualitative data analysis steps which comprises of data reduction, data display, as well as conclusion drawing/verification were employed.

1. Data reduction
   Data reduction is the process of repeatedly reducing the occurring data. Hence, the obtained data were consisted of twenty-four times observation, an interview session by enquiring 15 questions toward the chosen English teacher, recording the situation as well as environment, adding field notes, along with documentation. In this phase, the attained data were selected, focused, simplified and transformed. After implementing the data reduction, it could be settled that foremost source of material in the educational process was When English Rings A Bell Textbook through the implementation of reading aloud and role-play techniques. Then, the gathered data were chunked into smaller parts.

2. Data display
   After data reduction, data display was carried out. According to Miles and Huberman (1984), displaying the data could aid us in comprehending what is occurred then conducted following steps or further analysis based upon the comprehension. This phase was carried out by showing the attained data in the form of words, sentence, table, narrative, or graphic in order to ease the conclusion taking process appropriately. This phase was mostly employed in qualitative research.

3. Conclusion and verification

While drawing a conclusion, the first conclusion was mostly still momentary and possibly be changed if strong evidences were not acquired. However, if the explained conclusion was supported and strengthened by valid and consistent proof, the conclusion could be considered credible. This phase was carried out by the analyst through: 1) collecting and gathering the pivotal data from the interview and observation session which created based upon documents such as textbook, students' work sheets, along with syllabus, 2) transcribing and reducing the gathered data, 3) displaying attained transcripts from previous steps in form of narrative.

**The Instrument Validation**

Even though this study was carried out in form of qualitative study, the analyst attempted to serve the data as real, as dependable, along with as valid as possible. In this study, triangulation place, triangulation time, along with triangulation method was utilized for attaining more accurate data to be analyzed. The observation process within this study was carried out 24 times and then conducting and interview session for confiming the previously attained data in the observation. Thus, the data was considered accurate due to the implementaion of triangulation.

**FINDINGS AND DISCUSSION**

**Study Findings**

The data was collected by employing observation, interview, recording, and field notes. As previously mentioned, this study was aimed for describing the teaching reading process. The observations were carried out 24 times within 8th-grade classes comprises of three classes, VIIIA, VIIIB, as well as VIIIC, which comprises of 30-35 students each. As for the interview, it was held once. The analyst interviewed one teacher due to the facts that she taught all 8th-grade classes. Here are some details on the findings from field notes along with the interview.

Table 2. Field Notes for Each Meeting

| Observation Meeting | Class | Sub topic | Field Notes |
|---|---|---|---|
| 1 | VIII B | Stating Capability and Willingness | A: "can play the guitar?" <br> B: "No, I can't" <br> A: "Can you play the Angklung?" <br> B: "Yes, I can" <br> A: "Can you do it now?" <br> B: "I'm not sure but I'll try" |
| 2 | VIII C | Stating Capability and Willingness | |
| 3 | VIII C | Expression of Asking for, Giving, and Refusing Permission | A: "Excuse me!" <br> B: "Oh, hi Udin. *Come in,please*." <br> A: "Thank you. Wow. There are so many people here. It seems that the party has just begun." <br> B: "Not yet actually. We've been waiting for you." <br> A: "Really?" <br> B: "Yes, *could you put your jacket* over there on the hanger." <br> A: "Oh yes, sure. And what's this paper for?" <br> B: "*Please write down your name here.*" |

| | | | A: "Ok, but I don't bring any pen. *May I borrow yours*?"<br>B: "*Sure*, here it is."<br>A: "Thank you. By the way, happy birthday! Nothing I could say but everything for your best always."<br>B: "It's very kind of you. Thanks a lot, Ben. *Let's start the party then*." |
|---|---|---|---|
| 4 | VIII A | Stating Capability and Willingness | |
| 5 | VIII A | Expression of Asking for, Giving, and Refusing Permission | |
| 6 | VIII B | Expression of Asking for, Giving, and Refusing Permission | |
| 7 | VIII B | Personal Invitation and Greetings Cards | *Reciever – Body – Sender*<br>Dear Lina,<br>Happy birthday. I wish you all the best.<br><br>From: Siti<br>Dear Lina,<br><br>May all your dreams come true<br><br>From: Dayu<br><br>Dear Lina,<br><br>Congratulation on your birthday!<br>From: Edo |
| 8 | VIII C | Personal Invitation and Greetings Cards | |
| 9 | VIII C | Show Pride of Something | |
| 10 | VIII A | Personal Invitation and Greetings Cards | |
| 11 | VIII A | Show Pride of Something | They use English with their friends and teachers. They ask questions in English. They answer questions in English too. |
| 12 | VIII B | Show Pride of Something | |
| 13 | VIII B | Describe an animal, person or things | |
| 14 | VIII C | Describe an animal, person or things | Describe an animal, person or things (to show their differences)<br>Look! The horse and the donkey look like each other. But, the horse is bigger *than* the donkey. The donkey is smaller *than* the horse, right? |
| 15 | VIII C | Appreciate the nature | |
| 16 | VIII A | Appreciate the nature | Example :<br>He feeds the animals everyday.<br>She prepares foods and drinks for the animals every morning. |

| | | | |
|---|---|---|---|
| | | | They clean the animal's cages every morning.<br>They wash the animal's everyday<br>She takes care of sick animals regularly.<br>He regularly repairs the animalscages. |
| 17 | VIII A | Describe an animal, person or things | |
| 18 | VIII B | Appreciate the nature | |
| 19 | VIII B | Explain events/ things happened | |
| 20 | VIII C | Explain events/ things happened | This is me when I was a baby. I was three point four kilograms and fifty two centimeters long. Now I am fifty kilograms and one hundred fifty centimeters tall. I was bald. I had no hair. Now I have long hair. |
| 21 | VIII C | Short messages/notes | |
| 22 | VIII A | Short messages/notes | Short messages/ notes<br>To do in the morning:<br>Sweep the floor twice a day, in the morning before you go to school and in the afternoon. |
| 23 | VIII A | Explain events/ things happened | |
| 24 | VIII B | Short messages/notes | |

Table 3. The Interview Result

| Question: | Answer: |
|---|---|
| 1. What is your educational background? | S1 Pendidikan Bahasa Inggris |
| 2. How long have you been teaching English? | 21 years (1998-2019) |
| 3. Have you ever taught English at the other school? | Yes. SMPN 2 Tangkisung |
| 4. Have you ever participated in training or seminar about teaching English? | Ada |
| 5. How does the teaching-language skills process run? | Intragrated (more than one skill) |
| 6. What kind of material do you use in teaching grammar? | Mostly textbook and LKS Intan Parawira. |
| 7. Do you always use the textbook as the material in teaching reading? | Mostly. |
| 8. What are your considerations in choosing the material for teaching reading? | Based on student's need, and easy example. |
| 9. Do you use any other option source of material in teaching reading? | Yes, based on the textbook and made material by teacher. |

| | |
|---|---|
| 10. What kind of source of material do you use in teaching reading? | Pernah menggunakan soal reading yang dibuat sendiri atau dari internet. |
| 11. How is the students' response about material (not based on textbook) ? | Respon siswa mudah memahami dengan contoh yang sederhana. |
| 12. What techniques do you use in teaching reading? | Lebih banyak menggunakan ceramah (menjelaskan) lebih dahulu, kemudian memberi contoh yang berkaitan dengan reading yang sedang diajarkan, dan melakukan tanya dan jawab. Kemudian menyarankan siswa untuk membaca nyaring dan memberikan contoh cara menggunakan ekspresi yang tepat dengan topik. |
| 13. Which techniques do you mostly use in teaching reading? | Menuliskan contoh-contoh teks di papan tulis. Kemudian siswa diminta untuk membaca nyaring contoh-contoh yang sudah ada di papan tulis atau contoh yang sudah di teks bacaan yang ada di buku. Agar siswa langsung bisa memahami arti dari kata atau kalimat baru tersebut dan membantu siswa mengartikan kalimat yang mungkin masih asing. |
| 14. Does the use of different techniques? Mention! | Sejauh ini, saya menggunakan reading aloud, dan role-play sebagai teknik untuk mengajar reading |
| 15. What kind of evaluation do you use after teaching reading? | Siswa diberikan soal latihan dalam bentuk ; <br>-Membuat kalimat <br>-Fill in the blank (melengkapi) <br>-Menulis teks pendek <br>-Membaca nyaring bacaan teks <br>-Membaca nyaring contoh di papan tulis <br>-Membaca bacaan teks dengan teknik role-play yang dibuat berkelompok agar siswa saling teamwork |

### Techniques in Teaching Reading Skill at SMPN 31 Banjarmasin
#### Teaching Reading: Identifying the Reading Purpose

Based upon the observation, interview, as well as documentation, analyst revealed some techniques that were implemented by teacher in teaching reading. Before the teacher enquired her students to conduct reading, she would tell the EFL students their reading purpose first. For example, if the main topic was regarding stating capability and willingness, expression of asking for, giving, and refusing permission, personal invitation, greetings cards, as well as showing pride of something, the teacher would tell her EFL students that the reading purpose and goal for the meeting was read and attaining information from a short dialog.

#### Teaching Reading: Role Play

The analyst discovered that the subject who was an English teacher at SMPN 31 Banjarmasin employed this technique consistently, particularly during while activity. Based upon the 2013 curriculum English lesson syllabus for eighth graders, one of the basic competences was aimed to made students successfully acquiring and implementing the social function of stating and asking ability as well as willingness in accordance with the context. Here were several examples of this technique implementation. For example:

Example:
A: *"can play the guitar?"*
B: *"No, I can't"*
A: *"Can you play the Angklung?"*
B: *"Yes, I can"*
A: *"Can you do it now?"*
B: *"I'm not sure but I'll try"*

Within the example above, it could be perceived that the subject, that was the teacher, had a purpose of aiding her EFL students in comprehending the English mastery well through guided practice in form of role play. For example, when she enquired the students for performing the dialog, she hoped that students could utilize *can* and *will* appropriately

Other instance was when the topic was regarding expressing asking for, giving, and refusing Permission. For example:

*A: "Excuse me!"*
*B: "Oh, hi Udin. Come in, please."*
*A: "Thank you. Wow. There are so many people here. It seems that the party has just begun."*
*B: "Not yet actually. We've been waiting for you."*
*A: "Really?"*
*B: "Yes, could you put your jacket over there on the hanger."*
*A: "Oh yes, sure. And what's this paper for?"*
*B: "Please write down your name here."*
*A: "Ok, but I don't bring any pens. May I borrow yours?"*
*B: "Sure, here it is."*
*A: "Thank you. By the way, happy birthday! Nothing I could say but everything for your best always."*
*B: "It's very kind of you. Thanks a lot, Ben. Let's start the party then."*

### Teaching Reading: Summarizing and Reading Aloud

For making the explanation regarding these techniques easier, we could use the instance when the teacher utilized the whiteboard for summarizing the material they had learned. The teacher then provided several examples and enquired them to read all examples aloud. The purpose was so that they could memorize the summary easily, especially through reading along with the aid of written summary on the whiteboard which positioned as the center of the classroom.

### Implementation of Teaching Reading Techniques

Based upon the observation, analyst settled that the teacher utilized same materials as well as techniques for the same topics which occurring in all three classes. Things regarding these revelations would be elaborated further in the discussion session.

### Discussion of Findings

### Teaching Reading in Pre-Activity

In pre-activity, the analyst discovered that several materials and tehcniques consistently repeatedly implemented where the teacher greeted students as well as checked the presence list. Before beginning the lesson, the teacher attempted to attract students' through some enquiries by asking several questions which then used as bridging the opening with the main topic. The teacher was also attempted encouraging her students by showcasing pictures correlated with the lesson of the day. After teacher succeeded, the lesson would then be started.

According to Alyousef (2005, p.144), we could perceive reading as an interactive process occurred between a reader and a text which leads to reading fluency or automaticity. Consequently, good materials which appropriate with the lesson topic and context would aid reading comprehension process. In this study, the text book *"When English Rings A Bell"* was the foremost source of lesson material. However, in interview session, the teacher mentioned that she also utilized the materials from other sources, such as internet as well as other books as long as it appropriate with students reading mastery level as well as relevant since reading comprehension itself could be considered as extracting

as well constructing meaning process which simultaneously carried out through the interaction and involvement with the written language (Snow, 2002, p. 11). Here is an example of utilized reading material during the study.

> *Sub topic:* **appreciate the nature**
> *Read sentences carefully*
> *Example:*
> *He feeds the animals every day.*
> *She prepares foods and drinks for the animals every morning.*
> *They clean the animal's cages every morning.*
> *They wash the animal's everyday*
> *She takes care of sick animals regularly.*
> *He regularly repairs the animals' cages.*

From the instrumentation, the analyst successfully revealed techniques which mostly utilized within teaching reading process in the pre-activity, which was reading aloud. The teacher also attempted to attract students' attention by enquiring several questions which correlated to the lesson topic which then utilized as a bridge between pre- and while-activity. This discovery was relevant with Farris, Fuhler, and Walther's (2004) theory that reading aloud could aid students in improving their comprehension mastery, increase vocabulary bank, as well as upgrading knowledge base. Additionally, it could also be perceived that same materials as well as same techniques were implemented with all classes which possessed same topics, either within VIIIA, VIIIB or VIIIC. Lasly, occasionally role-play technique was also employed during pre-activity as long as the topic was suitable where the teacher asked the students for dramatizing a situation which had occurred to them in pairs.

### Teaching Reading in While-Activity

In while-activity, the analyst revealed that several materials and techniques were consistently employed and utilized by the teacher. Based upon the implemented instrumentations, it was known that within the while-activity, teacher elaborated the material through the usage of simple English, encourage her EFL students to be active by giving some enquiries and displaying some pictures correlated with the given material. It was proven to be successful since the students became more active during the educational process. Then, teacher showcased a reading text in the form dialog or simple and short text which had link with the displayed picture. Furthermore, the students were also acquired several feedbacks regarding their mistakes after an exercise had taken place. Additionally, the teacher also employed techniques such as writing example on the board then enquired the students for praticing expression consistently through reading aloud techniques. Here were the examples of lesson material regarding *"Greeting Cards"*.

> **Reciever – Body – Sender**
> *Dear Lina,*
> *Happy birthday. I wish you all the best.*
> *From: Siti*
>
> *Dear Lina,*
> *May all your dreams come true.*
> *From: Dayu*
> *Dear Lina,*

*Congratulation on your birthday!*
*From: Edo*

### *Teaching Reading in Post-Activity*

In post-activity, it was revealed that the same evaluation was consistently implemented. The teacher reviewed the lesson as well as provide evaluation and feedback toward her EFL students by enquiring several questions correlated with the topic they had learned. Based upon the observation, it was settled that the teacher utilized evaluation by given individual written test. Additionally, the teacher had been interviewed for confirming the attained result during the observation. From there, it could be also confirmed that the utilization of correcting the student's mistakes was carried out for making the students felt more appreciated and noticed resulting in the appearance of students' eagerness as well as enthusiasm in learning English for the next meeting.

## CONCLUSIONS AND SUGGESTIONS

### Conclusion

From the study findings, several points can be concluded regarding teaching reading of the second-year students at SMPN 31 Banjarmasin. In teaching reading comprehension, the teacher employed several techniques; reading purpose identification, role play, as well as reading aloud and summarizing. It could be perceived in the study result that those techniques aid the students well in improving their reading comprehending mastery, such as identifying the texts' generic structure.

It was also revealed that the teacher implemented same techniques as well as materials within the classes which had same topics. From the finding, it could also be settled that the majority of students faced similar difficulties, such as spending a long time for reading the text which could be occurred due to the lacking of reading interest, several techniques were inefficiently implemented, and the employed book was considered ineffective and inefficient material since it did not possess capability for fulfilling all reading purposes in learning English which is for aiding the students to achieve mastery in applying their knowledge and skill for communication.

### Suggestions

From the findings, the teacher suggests some important points as follow:

1. The teacher should employ the material which possess several characteristics that can aid the students in upgrading their reading capability mastery. Those characteristics ought to be interesting as well as relevant to their needs.

2. The teacher should attempt implementing different and various techniques in teaching reading as well as organizing students' activities within class that was capable of making them responsible and could depend on each other to succeed.

3. The teacher should utilize different techniques as well as materials in teaching reading with the same topic in different classes. By doing so, the teacher would be capable of identifying the appropriate techniques, along with materials for each class since the class possess different capability level.

## REFERENCES

Alyousef, H. (2005). Teaching Reading Comprehension to ESL/EFL Learners. *The Reading Matrix, 6*(2), 143-154.

Farris, P. J., Fuhler, C. J., & Walther, M. P. (2004). *Teaching Reading: A Balanced Approach for Today's Classrooms.* New York: McGraw-Hill.

Glaser, B. (1992). *Emergence vs Forcing. Basics of Grounded Theory Analysis.* Sociology Press: Mill Valley CA.

Great Britain. (2004). *Reading for Purpose and Pleasure: An Evaluation of the Teaching of Reading in Primary Schools.* London: OFSTED.

Miles, M. B. & Huberman, M. A. (1984). *Qualitative Data Analysis.* London: Sage Publication.

Prakusumasari, K. (2015). *The Use of Story-Mapping Technique in Teaching Reading Skill at the Second Year of SMP Muhammadiyah 6 Surakarta in 2014/2015 Academic Year* (Skripsi Thesis). Universitas Muhammadiyah Surakarta.

Snow, C. E. (2002). *Reading for Understanding: Toward A Research and Development Program in Reading Comprehension.* CA: RAND.