

J E T L I

Journal of Language Teaching and Linguistics

<https://ejournal.unida-aceh.ac.id/index.php/jetli>

A STUDY ON THE TEACHING AND LEARNING PROCESS OF READING SKILL AT MATHAYUM ISLAM BACHOK WITTAYA SCHOOL THAILAND

^{1*} Sariakin, ² Budi Rizka

¹ Department of English Education, STKIP Bina Bangsa Getsampena, Banda Aceh, Indonesia

² Department of English Education, Faculty of Teacher Training and Education, Iskandarmuda University, Banda Aceh, Indonesia

*Corresponding author: sariakin70@gmail.com

Abstract

The aims of this study are (1) to find out how reading instruction is prepared by the English teachers of Mathayum Islam Bachok Wittaya School, (2) to find out how the reading instruction is applied by the English teachers of Mathayum Islam Bachok Wittaya School, and (3) to find out how the English teachers Mathayum Islam Bachok Wittaya School evaluate the instruction of reading. This study belongs to qualitative research because only describes the situation and condition of applying reading instruction at the school. Since the number of population of this study is only two teachers so it should be taken as sample and it is named data source. The instruments that are used to collect data are observation, interview, and documentation. The data gotten was analyzed by narration procedure and discussed. The result of study shows the teachers usually apply cooperative learning “The Students Team Achievement Divisions” (STAD) in reading instruction (teaching learning process of reading). Using various methods or techniques aim to make the students not bored. The instructional system of reading skill that the English teachers of Mathayum Islam Bachok Wittaya School apply is effective. Based on the result of study, the English teachers of Mathayum Islam Bachok Wittaya School are suggested to take the students out class in learning reading because this way makes the students relax.

Keywords: *Teaching and Learning, Reading Skill*

1. Introduction

Teaching is a process of transferring knowledge and science to students. The success of transferring knowledge and science to students is influenced by many

factors and one of them is method or strategy used by teachers. Since the teachers' main job is teaching thus they must be able manage class and develop the teaching learning process. The teacher must make the students learn so the good result of teaching learning process will be reached well. To make the students learn in a better way, there is a need of materials, facilities, personnel, time, and space, etc. The scientific arrangement of all these components in proper order and their implementation only will cause effective learning. The proper arrangement of components to make the students learn and teachers teach is instructional system.

The present unit presents the various aspects of instruction, supported by suitable illustrations and the development of the instructionally system. The unit also presents the introductory framework or perspective for the subsequent units of this course.

Normally the success of instruction at schools is influenced by environment of teaching learning process. In a natural environment an individual interacts with the components of the environment in an informal and in organized manner, leading to unanticipated or unspecified learning. However, attaining pre-specified and desired learning would depend upon the provision of a controlled environment for with which the individual to interact with. Instruction involves the provision of a controlled environment with which the individual will interact leading towards the attainment of certain pre-specified learning outcomes or instructional objectives.

Hence, instruction may be considered as a process of providing a controlled environment consisting of various components with which an individual/individuals interact and gain experience, leading to their attaining certain pre-specified learning outcomes.

Next, there are some factors that influence the result of teaching and they are: learners, the teacher, time allotment, material, the use of visual aid, methodology, teaching material and interaction between the teacher and students in the classroom. Further, According to Smith and Lastett (2011), interaction is viewed as significant as it is argued that:

- a) only through interaction can the learners decompose the target language structures and derive meaning from classroom events
- b) interaction gives learners the opportunities to incorporate target language structures to their own speech (the scaffolding principle)
- c) the meaningfulness for learners of classroom events of any kinds whether thought of as interactive or not, will depend on the extend to which communication has been jointly constructed between the teacher and the learners

Based on the statements above it can be inferred that interaction in the class includes all of the classroom events. It is clear that the active role of both the teacher and learners is absolutely needed to create a good interaction because everyone will learn something better if he experiences it by himself. The learners have to learn the knowledge about English from the teacher, be active in responding the teacher's

questions, and introducing their own ideas. Besides, the teachers must be creative in using teaching methods and techniques to support his talk in order to be interesting to be learned by the learners. Those are not easy tasks for many, teachers, because as Leaser (2006) states that language appears sometimes to be so easy to learn and at other times so hard. If the teacher fails, he cannot achieve the teaching-teaming objectives.

As a matter of fact, teacher plays a vital rule in teaching learning process. Smith (2003) mentions management is a rule behavior of teaching or learning which has purposed at organizing learning and learning activities. There are many ways to increase students' proficiency in reading such as managing classroom and encouraging student's interest to study in class.

Diane (2000) says that classroom one of the appropriate places that students can learn. Applying a proper instruction is a classroom that provide as many as possible opportunities for students to use English and to enjoy learning it.

This research is intended to analyze the rule of teaching writing or teaching learning process of writing. The research would cover reading instruction or teaching learning process of reading skill that is conducted at Mathayum Islam Bachok Wittaya School Thailand

The School is chosen as the location of this study because of some factors and of them is that students' ability in mastering reading text is good. Their average score in reading is 78 and it is above standards score was 75. When the preliminary study was conducted, it was found that one of causes that made their ability good in reading skill was good was that the method or technique used by teacher was comfortable. Consequently, it could motivate the students in learning reading. Finally, the researchers formulated the aims of the study as follows: (1) to find out how the English teachers of Mathayum Islam Bachok Wittaya School prepare the teaching and learning process of reading skill, (2) to find out how the English teachers of Mathayum Islam Bachok Wittaya School Banda Aceh conduct teaching and learning process of reading skill, and (3) to find out how the teachers of Mathayum Islam Bachok Wittaya School evaluate the result of teaching and learning process of reading skill

2. Literature Review

2.1. Instruction and Learning

Learning and instruction are terms used commonly in classroom situations. According to Leaser (2006) learning is a term we use quite often to express varied things. Brown (2007:322) states learning as a change in cognitive structure of the individual. Further Diane (2000) views learning as the construction of new learning experiences by the learner which is a result of the interplay between cognition and the social context in which the learners are situated. We may not debate on this issue here, but will consider both the views for giving a simple definition for learning.

Based on the opinions, it can be concluded that learning may be regarded as a change in behavior and in the cognitive structure of an individual. In other words, when an individual learns, he shifts from an initial cognitive structure with its corresponding behavior to a different cognitive structure and its corresponding behavior.

Since the result of learning process is influenced by learning environment, so it is better for us to discuss it. As we know, environment consists of living and non-living things. For an individual, or everything other is part of the environment such as air, water, food, light, wind, plants, animals, outlier human beings, and many more. Take the example of a child. He interacts with various sounds existing in the environment, and tries to imitate and utter similar sounds. He learns many things through the interaction. While he learns many new things from his elders; his elders also learn by interacting with the child. Hence, when an individual interacts with another individual in his environment and learns, for the second individual, the first one is part of the environment.

At schools, the students learn by interacting with teachers, classmates, equipments, chemicals and other such components that are designed purposively to cause students' learning. This type of learning generally happen in a formal way and, therefore, nearly experts called it as formal learning.

Further Kemmis (2006) states that the instruction may be considered as a process of providing a controlled environment consisting of various components with which an individual or individuals interact and gain experience, leading to their attaining certain pre-specified learning outcomes.

2.2. Non-Learner-Centered Instruction and Learner-Centered Instruction

How to distinguish the characteristics of the learner-centered approach from those of the teacher-centered approaches can be apparently scrutinized in table 1 below.

Table 1 Non-Learner-Centered Versus Learner-Centered Instruction

Non-Learner-Centered	Learner-Centered
Relationships are hierarchical, blaming, controlling.	Relationship is never blaming, democratic.
Curriculum is fragmented, non experiential, limited and exclusive of multiple perspectives.	Curriculum is thematic, experiential, challenging, comprehensive, and inclusive of multiple perspectives.
Instructions focuses on a narrow range of learning styles; builds from perceptions of student deficits, and is authoritarian	Instruction focuses on a broad range of learning styles; builds from perceptions of student strengths, interest and experiences; and is participatory and Facilitative
Grouping is tracked by perceptions of	Grouping is not tracked by

ability; promotes individual competition and a sense of alienation.	perceptions of ability; promotes corporation, shared responsibility, and a sense of belonging.
Evaluation focuses on a limited range of intelligences, utilizes only standardized tests, and assumes only one correct answer.	Evaluation focuses on multiple intelligences, utilizes authentic assessment, and foster self reflection

Adopted from Kemmis (2006)

Table 1 above clearly highlights how the learner-centered approach is different from conventional one. Never blaming students is among the most prominent characteristic of the learner-centered; it promotes participation of learners in democratic learning climates. Its curriculum is also thematic for lower grades and inclusive as oppose to exclusive in conventional one. Instruction also uses varied methods and its design is made on the basis of the framework resulted from the analyses of students' needs and characteristics. Learning also incorporates real worlds of students.

In learning, cooperation among students, shared responsibility and sense of belonging are emphasized. The characteristics of learner-centered approach are considerably different from those of the conventional approach that promotes individual competition, which may lead to alienation and isolation of some students in learning.

2.3. A Brief Description of Reading

There are many different definitions about reading. Nunan (2007) defines reading as the meaningful interpretation of printed or written verbal symbol. It means that reading is a result of the interaction between the perception of graphic symbols that represent language and reader's language skills, cognitive process of interacting with print and monitoring comprehension to establish meaning.

According to Harris and Sipay (2007:286), reading is one of the basic communication skills, but it is a very complex process. Reading is interacting with language that has been coded into print. Most people read without giving much thought to how they do it. It is a one's concept of what reading is, however, should be a major-concern to the person whose primary task is to teach reading.

Next, Hubbard (2007) states that there are some basic aspects of reading with which most authorities are in agreement:

- Reading is interacting with language that has been coded into print.
- The product of interacting with the printed language should be comprehension.
- Reading ability is closely related to oral language ability
- Reading is an active and ongoing process that is affected directly by an individual interaction with his environment.

If the teacher of reading accepts the idea that a major aspect of the reading process is comprehension, then there are 2 facets of reading instruction that must be put into proper perspective, they are Decoding print into sound, and Decoding a graphic representative of language into meaning.

For many years, three basic definitions of reading have driven literacy programs in the United States. The first definition says that learning to read means learning to pronounce words. The second definition says that learning to read means learning to identify words and get their meaning.

Meanwhile, the third definition says that learning to read means learning to ring meaning to a text in order to get meaning from it. However, Curtis stated that reading is an active process (not a product, like history) in which readers shift between sources of information (what they know and what the text says), elaborate meaning and strategies, check their interpretation (revising when appropriate), and use the social context to focus their response. In other word, comprehension itself means understanding a text which we read. Chall stated that comprehension is considered by many learning theories to be the first level of understanding for the learner.

In summary, reading comprehension is understanding a text that is read, or the process of "constructing meaning" from a text. Comprehension is a "constructing process" because it involves all the elements of reading process working together as a text is read to create a representation of the text in the readers' mind.

3. Research Method

This study is conducted at Mathayum Islam Bachok Wittaya School Thailand. The research method used in this study is qualitative research and in this case is a descriptive design. According to Wesbter (2001) in qualitative study, the data are usually in the form of words rather than numbers, have always been the staple of some fields in the social sciences, notably anthropology, history, and political science. It involves essences of people, objects, and situations.

Next, since the number of subject of this study was only two English teachers thus the teacher should be taken as sample and it is named data source. Besides, the subject of this study was all students of basic and intermediated class. The total students of the eighth grade students were 120.

In collecting data, there are three instruments that are used and they are observation, interview, and documentation. In analyzing data of interview, the researchers will classify them on the basis of characteristics of the items and the objective of study. Next, they will be narrated and discussed.

4. Results and Discussion

In applying the instruction of reading skill, the teachers usually use cooperative learning "The Students Team Achievement Divisions" (STAD), and group them to be some groups. Every group consists of 4 till 5 students. In this strategy, they asked to discussed the text given and find the information in the text. Next, the

teacher usually asks the students to discuss the text given and ask them to help one other in comprehending the text given..

To make the students not bored, the teachers sometimes apply some various techniques or methods. There are some kinds of techniques such as group discussion, individual work, etc. Next, choosing method or technique in teaching reading skill depends on situation and condition and materials that will be taught

The teacher always gives test after teaching learning process for monitoring the result of teaching learning process. The teacher always requires the students to find information based on text given individually. To know the success of the result of teaching and learning process, the teacher usually evaluates the students' reading ability through individual evaluation.

5. Conclusions

In the teachers' preparation or lesson planning, all the teachers develop some activities which are referred to learner-centered approach principles. Most of the English teachers do not develop the instructional activities based on their lesson plans because they prepare the lesson plans only to be beneficial for fulfilling in the regulating system requirement in case inspectors and school principles step down to look at the lesson plan. The teacher usually applies cooperative learning "The Students Team Achievement Divisions" (STAD), or the other technique in reading instruction (teaching learning process of reading skill). Using various methods or techniques aim to make the students not bored. After teaching and learning process, the teacher conducted an evaluation to know the success of teaching and learning process and the students' ability or achievement in mastering the subject that had been discussed. In evaluating, the teachers used to evaluate by giving a written test individually.

References

- [1] Smith, C. & Lastett, R. *Effective Classroom Management*. (on line) <http://www.Microsoftreaderbook.com>. Accessed on February 1, 2011.
- [2] Diana, Leaser. (2006). *Techniques and Principal in Language Teaching*. New York. Longman Group Limited.
- [3] Hombay. (2009). *Instructional Models in Class Design*. New York: Longman Group Limited.
- [4] Kemmis. (2006). *Individualized Instruction in English Teacher*. Boston: Allyn & Bacon.
- [5] Larsen, D. (2000). *Technique and Principle in Language Learning Teaching*, New York: Oxford University Press.
- [6] Leaser. (2006). *Instruction and Instructional System*. California. Good Year Company.
- [7] Nunan, D. (2007). *Second Language Teaching and Learning*. Massachutes: Heinlein Publisher.

- [8] Smith. (2003). *The Effective Teaching Language Arts*. Toronto, London, Sydney: Charles E. Merrill Publishing Company.
- [9] Webster. (2001). *Research Methodology*. Massachusetts: Heinlein Publisher. wits publishing.