Using Easy and Effective English Learning Methods to Improve students Reading Skill for EFL Students

Neni Triana[1], Puspa Gandary[2], Gusparia[3], Fenny Anita[4]
Program Studi DIII Keperawatan[1], Program Studi Tadris Bahasa Inggris[2]
Program Studi Peternakan[3], Program Studi Ilmu Komunikasi[4]
Universitas Abdurrab[1,4], STAI Habbulwathan Duri[2], Universitas Islam Kuantan Singingi[3]
e-mail: neni.triana@univrab.ac.id, puspagundary.mpd87@gamail.com, guspariaemzet@gmail.com , fenny.anita@univrab.ac.id

Abstrak

Guru Bahasa inggris memiliki tantangan tersendiri dalam mengajar bahasa inggris di Indonesia. Dalam mengajar Bahasa inggris guru tidak bisa lepas dalam Upaya peningkatan skill Bahasa inggris, salah satunya adalah keahlian dalam membaca teks Bahasa Inggris. Dalam penelitian ini bertujuan untuk mengetahui metode apa saja yang digunakan guru Bahasa inggris di SMAN 3 Rambah Hilir dalam mengajar Bahasa Inggris. Metode penelitian ini menggunakan wawancara dengan menanyakan apa saja kesulitan yang dialami siswa dalam membaca teks Bahasa Inggris dan metode pembelajaran yang guru gunakan dalam meningkatkan kemampuan membaca siswa. Hasil wawancara dengan guru ditemukan bahwa siswa sulit dalam memahami teks Bahasa Inggris karena mereka memilik kosa kata yang terbatas,sulit melafalkan kata dalam Bahasa inggris teks yang tidak familiar bagi mereka, motivasi rendah. Guru menggunakan beberapa metode yang efektif dalam Upaya meningkatkan kemampuan membaca siswa dengan metode membaca bersama,analisis teks,Latihan membaca mandir,skimming dan scanning dan media visual. Dengan metode ini siswa lebih antusias dan dapat meningkatkan kemampuan membaca siswa.

Kata Kunci: *Metode Mengajar Membaca, Kemampuan Membaca, Teks Bahasa Inggris.*

Abstract

English teachers have their own challenges in teaching English in Indonesia. In teaching English, teachers cannot be separated from efforts to improve English skills, one of which is the skill of reading English texts. In this study aims to find out what methods are used by English teachers at SMAN 3 Rambah Hilir in teaching English. This research method uses interviews by asking what are the difficulties experienced by students in reading English texts and the learning methods that teachers use in improving students' reading skills. The results of interviews with teachers found that students are difficult in understanding English texts because they have limited vocabulary, difficult to pronounce words in English texts that are not familiar to them, low motivation. The teacher used several effective methods in an effort to improve students' reading skills with the methods of shared reading, text analysis, independent reading practice, skimming and scanning and visual media. With these methods students are more enthusiastic and can improve students' reading skills.

Keywords: *Reading Teaching Method, Reading Skill, English Text Reading.*

INTRODUCTION

Teaching English in Indonesia has its own uniqueness, because English is a foreign language where most Indonesians are more dominant in using their respective regional languages even though Indonesian is the main language used as a daily language. Teaching English, especially in areas where students use more local languages, certainly has its own challenges for teachers. As an English teacher, the teacher must rack his brain in such a way as to find the right techniques and strategies to train his students to improve their English skills. English teachers not only have to present English learning materials to students, but also have to teach them how to think and act so that they become more proficient in English both oral and written.

(Khairita et al., 2023) mentioned that currently developing an independent curriculum where one of the things that must be developed is English. English is very important for students in the future because English is an international language where students must compete internationally both in the field of education and later in the world of work. (Gunawan Tambunsaribu & Yusniaty Galingging, 2021) Language is a means of communication. Language is not only understood by the speaker but also must be understood by others as listeners. In learning language, of course, students must understand the intentions of their interlocutors because that is how the purpose of language is achieved.

(Musahrain et al., 2018) In learning English there are 4 skills that must be mastered by students, these skills are listening, writing, speaking and reading. (Diniya & Puspitasari, 2020) said that English is categorized into two parts. The first part is productive ability which consists of writing and speaking. The second is receptive ability which consists of reading and listening, both parts are used by high school English learners to learn English. Of the four skills that must be mastered in learning English, reading is one of the important skills that students must master in order to succeed in academic life because by reading students gain knowledge and information that they do not yet know.

(Tasya et al., 2023) reading is the process to understand a written piece of language correctly, reading may be incredibly inspiring, pleasurable, and even transformative. Reading skills can help students improve their abilities in several aspects because when reading English texts, students will find vocabulary that you may not have known before. The vocabulary that students get from reading can be used in applying active skills such as speaking and writing. In addition, the more students are familiar with the vocabulary, the less unfamiliar they will feel when they hear the vocabulary used by others in conversation, or when they want to use it in other writings.

(kustanti dewi.) 2016 mentions the main purpose in reading is to find and obtain information, cover the content, understand the meaning of reading, Meaning, meaning (meaning) is closely related to the purpose, or intensive in reading.

Reading is a process carried out and used by readers to obtain messages to be conveyed by the author through the medium of written words / language.

Reading is a process that requires that groups of words that constitute a unit be seen in a glance.

(Ikip & Bali, 2020) conveyed that the purpose of English subjects in high school is for students are first for developing communication competencies in oral and written form to achieve informational literacy level. Second students have an awareness of the nature and importance of English to improve the nation's competitiveness in a global society. Third for developing learners' understanding of the interrelationship between language and culture.So it cannot be denied that reading skills are very important for students, but it cannot be denied that students also experience difficulties and reading.

(Khunaifi, 2019) states there are some factors that cause reading difficulties are caused by several things,they are physical factors Physical factors include visual or visual difficulties, auditory perception or hearing acuity difficulties, and neurological problems. Then difficulty in controlling emotions, lack of intelligence or IQ and self-concept. After that Socio-economic, reading difficulties caused by socio-economic factors include factors from home conditions that are less conducive to learning, which causes children who come from families to have difficulties in reading. Afterward less able to experience learning outcomes below their potential and the last factor relates to the following: Teachers' expectations are too high to match children's abilities, Ineffective classroom management, Teachers who criticize children too much, Curriculum that is too dense, so that it can only be achieved by children with high abilities.

In learning reading at SMAN 3 Rambah Hilir from the interview with the teacher they said that students in the class had difficulty in reading comprehension for several reasons including limited vocabularies, so they had difficulty understanding the content of the text because they could not get the information presented in the text. The teacher also said that the students also lack confidence when told to read the text because they are afraid of being wrong in pronunciation, causing them to be less enthusiastic in learning for fear of being laughed at by classmates. From this problem, the teacher said that they try to increase students' interest in learning by using interesting learning methods so that students can improve their reading comprehension skills.

METHOD

The research method used is qualitative. The research location is SMAN 3 Rambah Hilir. The data collection process was conducted by using several ways. First, conducting structured interviews conducted with two English teachers who teach English at SMAN 3 Rambah Hilir. Secondly, the author conveyed what obstacles experienced by students when learning to read English texts, thirdly the author asked what methods the teacher used in teaching reading. And finally asked how students' abilities after using the methods they used in teaching reading English texts.

Data analysis techniques used through three stages include data reduction, namely summarizing the results of interviews with teachers related to the problems experienced by teachers in teaching English, especially in teaching reading and

what methods they use in teaching in class, then the data obtained from interviews and documentation studies are presented and then conclusions are drawn.

RESULTS AND DISCUSSION

In the process of learning to read the text, the teacher said that there are several obstacles that students have including like students haave the lack of motivation in learning English because English is not a language that is used daily so that students are not imprinted in learning it. Then students have limited vocabulary so it is difficult to get information from the text that is read. After that because of lack of concentration and focus because students have quite a lot of subjects so they not only learn English but also learn other subjects which are quite time-consuming and attention-consuming. Next not familiar with the lesson material because the text presented in the textbook is not familiar to students, making it difficult for students to understand. And the end students don not fluent in reading is because students are still slow in reading because they are still confused about how to pronounce words so that students also have difficulty in understanding the contents of the text.

With the various obstacles that students experience, teachers convey that they try to find solutions to students' problems by using several learning methods so that they can help teachers in teaching and help students to understand the text and make students more enthusiastic in learning. The methods that teachers use in improving reading comprehension include:

Reading Together

The teacher's collaborative reading method can help students understand the text because the teacher selects texts that are appropriate for their ability level and presents texts that are interesting to students. Then the teacher divides students into small groups and each group gets a different text. Students then read the text with their groups and note what points they find in the text and discuss what they do not understand. The teacher helps students to explain what they do not understand and helps students to understand the text and finally students make a summary and conclusion of the text that students read together. The teacher said that the shared reading method can facilitate students in understanding the text more easily and effectively because students do it in groups.

Text Analysis

The teacher also uses the text analysis method which is used to understand and analyze written or unwritten information in the text. The teacher presents a text that is suitable for the students' level, usually the text used is narrative text. Students are told to identify what is important in such as themes, characters in the text, places of occurrence. Students are also told to find problems or conflicts that exist and how to resolve conflicts and at the end of the activity students are told to explain the moral message contained in the text.

Independent Reading Practice

The teacher said that they use this method to improve students' ability to read, where students are given time to read texts in class or outside the classroom. The teacher provides reading texts that are interesting and suitable for students' abilities. Students are instructed to record important points or questions that arise

while reading the text. Then students discuss with classmates or teachers about the text that students have read so they can share important things and questions that arise when reading the text. After finishing the discussion, students make a conclusion from the text they read.

Skimming and scanning

Furthermore, the teacher said that they also use skimming and scamming Skimming is a fast-reading technique. Skimming is a reading technique to find out the content of a passage, and scanning is a reading technique to get specific information. The teacher said that skimming can be done during pre-reading and scanning can be done just to find an answer to something without having to read the whole passage. The teacher uses this method to improve skills quickly and effectively. The teacher asks the students to read the headings, subheadings and paragraphs in order to get an overview of the text. Students are asked to find important parts of the text such as keywords, important sentences. Then the teacher asks students to read quickly by moving their eyes quickly to find the keywords or phrases they are looking for while also finding the information they want. Teachers usually use this method in reading articles and reports.

Visual Media

Teachers use visual media, such as pictures, graphics or videos, to help students understand the text being read. With visual media the teacher presents a text but in the form of a story so that students are interested in learning. This method makes students enthusiastic because teachers use video media or short films that can help students visualize the text being read and understand the context well. The teacher also said that this method can increase motivation in learning and make learning more dance and interactive.

In the teaching process the teacher has an important role because the teacher is a guide who teaches students in acquiring knowledge. Being a teacher certainly has many challenges but teachers should try to teach students well by preparing teaching materials or teaching materials that are suitable for their students. The difficulty in teaching reading was also conveyed by (Fajr & Nurmainiati, 2019) the factor that caused students' difficulties in understanding English texts was the lack of mastery of the vocabulary. Knowledge of vocabulary turned out to be a major factor in students' difficulties in understanding texts. (Silalahi et al., 2022) explained that having difficulty learning English because of students are not interest in learning because they don't like learning English. Then because Some of them Interested in learning English but lacking basic knowledge, then they have good Motivation , good abilty, but the environment is less supportive. Then their motivation is good, but he has "forgotten" the basic concepts he learned, and their motivation to learn is high, but learning opportunities are too short.

Teachers must be creative and make every effort to improve students' English language skills, especially in reading comprehension by innovating and developing teaching methods. (Ahyar, 2019) reading comprehension is a series of words or written words and provides understanding to readers and can also have an influence on what is written so that readers feel the need to understand and explore the meaning of the text with the analysis method students feel curious to

know the contents of the text so that students try to find out by noting important points in the text and discussing them with friends and teachers.(Manurung, 2020) (Manurung, 2020) said that students can improve their ability in a foreign language with a learning to learn approach or independent learning because students are given the opportunity to identify a text and find information presented in the text but the teacher still helps them if they have difficulty in understanding the text.

CONCLUSION

English reading ability is an important aspect of English language learning. Language teachers at SMAN 3 Rambah Hilir have identified various difficulties faced by students and tried to overcome these problems with innovative learning methods. These efforts aim to increase students' interest and ability in reading English texts, as well as providing better comprehension. All of this aims to enable students to compete in an increasingly connected global world. With creative approaches and adequate educational support, it is hoped that students can overcome their difficulties in reading English and achieve success in the future.

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