

TEACHING READING IN THE CLASSROOM. FORMING THE READING TECHNIQUES OF THE PUPILS

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Abstract. This article talks about the use of the effective way of teaching reading to young learners in EFL context. Millions of EFL learners are learning reading as part of learning English, and thousands of EFL teachers are searching for an approach to teaching reading that will work most effectively. However, there is no one best approach to teaching reading, because one that works for one learner does not work at all for another learner.

Key words: English language, reading comprehension, reading stages and methods, picture-story, education, training, knowledge, skills.

Annotatsiya. Ushbu maqolada ingliz tili chet tili sifatida o'qitiladigan yosh o'quvchilarga o'qishni o'rgatishning samarali usulidan foydalanish haqida so'z boradi. Millionlab ingliz tilini chet tili sifatida o'qiydigan o'quvchilari ingliz tilini o'rganishning bir qismi sifatida o'qishni o'rganmoqdalar va minglab ingliz tili chet tili sifatida o'qitadigan o'qituvchilari o'qishni o'rgatishning eng samarali usulini izlamoqda. Biroq, o'qishni o'rgatishning eng yaxshi usuli yo'q, chunki bitta o'quvchi uchun ishlaydigan usul boshqa o'quvchi uchun umuman ishlamaydi.

Kalit so'zlar: ingliz tili, o'qishni tushunish, o'qish bosqichlari va usullari, rasmi hikoya, ta'lim, mashg'ulotlar, bilim, ko'nikmalar.

Абстракт. В этой статье рассказывается об использовании эффективного способа обучения чтению младших школьников в контексте английского языка как иностранного. Миллионы изучающих английский язык как иностранный изучают чтение как часть изучения английского языка, а тысячи преподавателей английского языка как иностранного ищут подход к обучению чтению, который будет работать наиболее эффективно. Однако не существует единого наилучшего подхода к обучению чтению, потому что тот, который работает для одного учащегося, совершенно не работает для другого учащегося.

Ключевые слова: английский язык, понимание прочитанного, этапы и методы чтение, фоторепортаж, образование, обучение, знания, навыки.

Reading as a part of learning English. All learners are highly motivated to learn language. Millions of EFL learners are learning reading as part of learning English, and thousands of EFL teachers are searching for an approach to teaching reading that will work most effectively. The concern of this article is finding the effective way of teaching reading to young learners in EFL context. Good, effective, and suitable approaches are for helping the learners in their development. However, there is no one best approach to teaching reading, because one that works for one learner does not work at all for another learner. Good teachers have to recognize that learner learn in different ways and require different strategies. Teachers need to draw on ideas from a number of different approaches and add

ideas that come from their own experience.

There are so many problems concerning with the improving of the learner's reading comprehension. Based on the background of the study, some problems that arise can be stated as follows:

1. Does and to what extent the use of picture-stories in teaching reading improve the eighth grade learners' reading comprehension?
2. What are the problems faced by the teacher in improving the eighth grade learners' reading comprehension by using picture-stories?

The Nature of Reading Comprehension. Before defining what reading comprehension is, it is better to know the nature of reading itself. Reading is more than simply referring of the activity of pronouncing the printed material or following each line of written page. It consists of various and mixed activities. People have their own activities to apply the reading activities. They have different purpose why they read. It is also more than recognizing words within a sentence; it includes whole activity of thinking process to evaluate the information.

Teaching and learning English in school has its scope including competence to comprehend and to produce spoken and written texts through four language skills: listening, speaking, reading, and writing; competence to comprehend and to create many short functional texts and monolog also essay in the form of procedure, description, recount, narrative, and report. For this reason the teacher must have various methods in teaching genre to make the learners more interested in teaching learning process.

Teaching English is not easy because it requires motivation and creativity in order to make a good condition and achievement of English Learning and teaching goal. Learners in school still find many difficulties in reading. For example, when the learners read a text, they can not comprehend that text because the text is very long. For that reason, the learners need an interesting technique to improve their reading comprehension.

Aebersold and Field define that reading is something which people look at the text and assign to the written symbols in that text; in other words, we assume that reading activity is people's activity to read a text; there is interaction between the reader and the text when people read that text. Wallace states that reading in a first or any other language, is an awareness of the way in which we use language. It means that reading is above all to do with language.

Reading is commit to user very important to be given as a skill in English lesson and becomes the compulsory skill in English learning in the school curriculum.

Based on the interview done with the English teacher we found that the learners' comprehension on genre is low. From the result of interview, it revealed that the learners at the eighth grade had a problem in reading. The teacher said that the learners have weaknesses in reading comprehension. From the pre-observation and interview done in pre-research, we found the fact that the eighth grade learners had a problem with reading that was the learners' achievement in reading.

The problem which arises at the eighth grade learners is that the learners have low comprehension on genre. It was affected by learners' competence and classroom situation. The problem which arises at the eighth grade learners in reading comprehension was recognized when we did pre-test to the eight learners of 8 grade. From the learners' competence aspect, we found some indicators dealing with the low of the learners' comprehension on genre. First, the learners got difficulties to identify the setting of place and the setting of time in a narrative text. For example, when the teacher asked the learners, "When did the story take place?" They got difficulty to answer it. Then, the learners got difficulties to catch the main idea of each paragraph in the narrative text. For example, when the teacher asked 'What is the main idea of paragraph one?' the learners were silent. In the written test, they also could not answer the question. Last, the learners got difficulties to identify the generic structure of the narrative text. We also found the learners' problem in comprehending the text when the learners were asked to identify the orientation, conflict, and resolution in the narrative text, such as 'What is the orientation of the text?', 'What is the conflict of the story?'

From the classroom situation category, we found some indicators dealing with the low level of the learners' comprehension on genre. The indicators are:

a) the learners were noisy in the teaching and learning (TL) of English in the classroom, they made some noise by chatting with their friends, and some learners disturbed the other ones who were doing the exercise seriously and quietly;

b) the learners tended to be passive learners. We observed that the learners were silent when their teacher asked them about the difficulties and response to the materials they had learned;

c) the learners paid little attention toward their teacher's explanation during TL activity. We observed that some learners were drawing something in their own book;

d) the learners got difficulties to speak English in the classroom during TL English. They were not willing to speak English in the classroom. Moreover, they had difficulties to read English text loudly.

The other problem came from the teacher, the learners, and factors other than teacher and the learners. From the teacher's side, the teacher's way of teaching reading affected the learner's reading comprehension. The teacher gave the material based on the curriculum only, so there was no improvement when she was teaching. She just asked the learners to read a certain text in the book or the learners' exercise book (LKS), and then she asked them to do the task following the text. The monotonous process of learning made learners discouraged to learn. The other problem is that the teacher was not able to make the situation in the class interesting, so the learners were not interested in the topic.

From the learners' side, the causes came from the learners' reading type, the learners' reading habit, and also the learners' reading knowledge. First, most of the learners had almost the same reading type. They liked to read silently. They did not like to read aloud and share it to their friends. They said that they preferred to read

alone with consideration that they felt convenient and could concentrate better. The learners' reading habit was bad, because they had a little allotment of time to read English texts. In addition, the learners' reading knowledge was low, there were some causes: the limited vocabularies, difficulties in making sentences within paragraph, difficulties in finding the main idea, and difficulties in making conclusion of the text.

The learners did not have sufficient intrinsic motivation to learn English. Furthermore, they were not quite aware that English is an important subject matter. They thought that English was very difficult to understand, so they were reluctant to read English text and they were lazy to do homework. Most of the learners come from various family backgrounds. They have their own society that can influence their motivation to learn.

The next cause was from factors other than of the teacher and the learners. It came from the material and the atmosphere of the class. The material was very limited, so the teacher could not develop the material because the material depends on the curriculum and the learners could not improve their reading skill. The material used was not interesting, the text contains unfamiliar words, that it made the learners feel burdened and it was hard to learn. Besides, the bad classroom atmosphere was a negative contribution to the learners' learning.

Related to such problems, we intends to overcome the problems and to improve learners' reading comprehension using picture- stories. Based on the pre-research we found that the learners' motivation in reading was low because when the learners found the text in LKS they did not understand the content of the text. Therefore, picture-stories is appropriate solution to improve the learners' ability in comprehending the text.

Symonds states that picture-story is made of a comprehensive study of imaginative processes in children. He adds that among the many methods employed was the collection of stories which were written in response to pictures. According to Wright picture can contribute to interest and motivation, a sense of a context of the language, and a specific reference points or stimulus. Symonds states that in making up stories in response to pictures an individual tends to apperceive his own past experiences and that these apperceptions contain themes which are personality tends of the story teller. Wright states that stories are motivating, rich in language experience, and inexpensive. He adds that stories should be a central part of the work of all primary teachers whether they are teaching the mother tongue or a foreign language. From the definition above, it can be concluded that teaching reading using picture-stories is very imaginative to make the learners to build their imagination, interest and motivation.

As the phase of teenage is a transitional period, it means that teenagers are growing to be adults, they want to be given freedom, to take responsibility, but they have to be controlled. They want to know about new things. The combination of picture and story makes them more imaginative when they are studying with text. In this action research, we has some targets to achieve by using a story

combined with pictures in teaching reading. In accordance with what has been mentioned above, the first target deals with the academic achievement, that is the improvement of the learners' reading comprehension. The second one is to improve learners' interest and motivation by using interesting materials.

Reading Stages and methods. Considering the function of the picture-stories especially in education and the curriculum of junior high school that emphasizes reading in teaching English, we are interested in conducting an action research in teaching reading by using picture-stories. In this study, we focused on narrative texts that are taught in the eighth grade of school in the second semester.

The following are some definitions of reading proposed by some experts:

Wallace says that reading as interpreting means reacting to a written text as a piece of communication; in other words, we assume some communicative intent on the writer's part which the reader has some purposes in attempting to understand. Aebersold and Field say that reading is what happens when people look at the text and assign meaning to the written symbols in that text, further, the text and the reader are the two physical entities necessary for the commitment to user reading process to begin. Thus, there is an interaction between the text and the reader that constitute actual reading. Meanwhile, Heilman and Blair state that there are some basic aspects of reading with which most authorities are in agreement as follows:

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

Grellet defines reading as an active skill that constantly involves guessing, predicting, checking, and asking oneself questions. Based on the definitions above, it can be concluded that reading is a means of communication which is an active, communicative and interactive process that goes on between the reader and the text, resulting in comprehension. The idea that there are three main types of reading activity, those which accompany it, and those which follow it, is now a common discourse about reading.

They divide the reading activity as follows:

a. Pre-reading activities

Some pre-reading activities simply consist of questions to which the reader is required to find the answer from the text. Traditionally this commitment to user type of question followed the text and was designed to test comprehension, but in more recent materials questions often precede the text and function as scanning tasks—that is the learner reads the text quickly in order to find specific information related to the questions.

b. While-reading activities

Generally the aim of while-reading activities is to encourage learners to be flexible, active, and reflective readers. Many while-reading tasks, with the aim of

encouraging active and reflective reading, attempt to promote the kind of dialogue between reader and writer.

c. Post-reading activities

Traditionally the major, often only, kind of post reading activity consisted of questions which followed a text.

The different ways for reading are supposed to make the reader easier to get information in the text. Reading is not only to know about the information but it needs understanding and comprehension to get some points from the text.

In this case, reading and understanding relate to each other. Reading itself contains the activity to understand the text and information in the written text. In order to understand or to get points from text, we need comprehension for it. Therefore, reading cannot be separated from comprehension.

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