

THE TEACHING OF READING SKILL AT MTS. HASYIM ASYARI: A QUALITATIVE STUDY

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ABSTRACT: The aim of this study was to determine the effectiveness of understanding students' reading skills on their reading ability by applying the reciprocal teaching learning model in class VIII MTs. Hasyim Asyari, the city of Batu. The sample of this research is 32 MTs students. Researchers used a qualitative approach method. The research instruments used were observation, tests, and documentation.

The research findings show that at the second meeting and the third meeting. Where at the meeting of the two abilities reading students with an average score of 60 – 100 with a presentation of 62.25% with the Enough category. While in the third meeting, there is the reading ability of students increased with an average score of 60 - 100 presentation 84.25% are in the category very good.

In addition, this research is expected to be useful for teachers to guide the ways and roles of reciprocal teaching. Second, for students, this research can improve their knowledge in learning English, especially in reading. Based on the results of the study it can be concluded that the use of the model reciprocal teaching learning can improve reading skills comprehension in class VIII students of MTs Hasyim Asyari, the city of Batu. In addition, future researchers can thoroughly investigate reciprocal teaching in teaching of reading skills.

Keywords: *Teaching of reading, Reading skills, Reciprocal teaching*

INTRODUCTION

Regarding the general definition of reading, there are various perspectives. In a second language, reading is one of the four talents that are most crucial, especially in English as a second language or foreign language. Reading is a complicated information

processing skill that requires the reader to interact with the text in order to produce meaningful discourse. (Simanullang and Sinaga 2019), Reading is the process of deriving meaning from the text. The majority of readers will associate this procedure with understanding written material. Some people require adaptations like Braille or auditing to help them decode. The goals for reading, the context, the character of the text, and the reader's techniques and knowledge all influence understanding.

(Setiawan, 2020) cited in (Cline et. al,2006:2), Reading can be viewed as an interactive activity between the reader and the text or the medium of print where the reader interacts dynamically with the text to acquire the message or meaning.

Researchers observed and studied teachers at MTs. Hasyim Asyari, particularly an English instructor at MTs. Hasyim Asyari because MTs. Hasyim Asyari has the ability to teach reading and teaching staff who are competent in their field of study so that they are qualified and become one of the finest in the city of Batu. Researchers will learn about the uniqueness of learning processes and strategies used in MTs. Hasyim Asyari, particularly in learning to read, for which this school is a candidate who frequently competes in English in the field of reading. As a result, this strategy can be used in tertiary institutions to help students discover strategies for learning to read effortlessly and precisely.

There are various studies that present comparable issues about teaching reading skills. The first, study was conducted by Nurmadia Sarjan (2017), The purpose of this study is to determine how the teacher uses two ways to teach children reading skills. As a result, the teacher can determine how well their students comprehend what they have been taught. Once the students have read the assigned text and been encouraged to

concentrate more on it and comprehend its substance, the instructor will be able to gauge their level of understanding of the task.

The second research was conducted by Gladiora and Renata (2020), this study explains how teachers perceive the approach to teaching reading comprehension, the often employed strategies, and the difficulties they face. As a result, the approach is crucial to English reading practices since it helps teachers do their jobs more quickly and efficiently. The main strategies used by pupils are speaking aloud, summarizing, expanding their vocabulary, skimming, and testing. In the end, the difficulties of utilizing the technique in the teaching and learning process were experienced by both the professors and the students.

Previous researchers used the same topic but this study used a different method. In this study the researcher did not conduct research on writing, speaking, grammar because the researcher wanted to research the teaching of reading skills in MTs. Hasyim Asyari because of his uniqueness in teaching reading by class VIII MTs teachers. Hasyim Asyari Batu, namely the teacher uses the reciprocal teaching method in teaching reading skills.

METHOD

The qualitative approach to a case study with the investigator focuses on one or more cases over time through detailed, in-depth data collection involving multiple sources of information (Creswell, 2013). In this study, the researcher focused on the teacher's perspective. Researchers conducted research based on research problems, namely planning learning reading, implementation, and evaluation of teachers in MTs. Hasyim Asyari.

The subject of this study was students of first-year students at Mts Hasyim Asy'ari. The researcher used interview and documentation as data collection techniques in this study. Observations were made to observe the process of learning to read in MTs. Hashim Asyari. The interview is shown in Appendix 1. In this study, the researcher used documentation in the form of photos for data collection about observation activities.

FINDING AND DISCUSSIONS

This research analyzed the data that have been collected through observation and documentation. The finding aims to answer the research problem of this research. The first finding of planning learning to read at MTs. Hasyim Asyari namely using lesson plan. The lesson plan used is in accordance with the K13 curriculum. At this planning phase the activities carried out are determining the focus of the research. The teacher evaluates the implementation of learning that has taken place before, records weaknesses.

- a. Identify and analyze curriculum
- b. Develop a lesson plan, learning materials, learning media, student worksheets (LKS), and assessment sheets.

Planning is carried out in three meetings, namely on 15, 16 and 17 March 2023. Planning carried out during the learning process is an increase in students' reading skills so that they can increase optimally, while the activities carried out are as follows:

- 1) Compile observation sheets, which consist of observation sheets of student learning activities and teacher/researcher teaching activities, which can be seen in the appendix.
- 2) Develop a lesson plan on the material to be taught according to Basic Competency (KD).

3) Prepare an evaluation test in the form of a reading test, the results of this reading test are used to determine the average score for improving students' reading skills.

The reading test can be seen in the attachment.

The first statement is that the lesson plan is an important tool for a teacher to use in order to prepare successful and structured learning. This document contains learning objectives, teaching steps, and learning outcome evaluation. Lesson implementation plans help teachers arrange learning materials into a logical and systematic sequence. Teachers can organize learning activities based on the requirements and level of knowledge of their students by using learning implementation plans. Based on the data, it is possible to conclude that the teacher can evaluate student development and identify learning success, allowing the teacher to provide an effective method to facilitating student knowledge and involvement in learning.

The second finding is in the implementation of learning to read at MTs. Hasyim Asyari namely using reciprocal teaching. At the second meeting on Thursday, March 16 2023, a test simulation was carried out with the same sub-theme, then at the third meeting, namely on March 17 2023, an internal test was carried out to find out the increase in students' reading skills that had been taught previously.

The statement above was based on the response from participant who said *"The English teacher uses an icebreaker before beginning the implementation of lessons. The goal of implementing this icebreaker is to truly assist teachers before beginning learning because icebreakers help students focus more on learning, can help students be more enthusiastic about learning, and can help students not become bored when participating in class learning, particularly when learning English."*

The statement above was based on the responses from participant who said ”*There are four main reciprocal teaching strategies, namely: Initiating, Asking, Classifying, and Concluding. The use of reciprocal teaching can help us understand texts and lesson materials better. Apart from that, using reciprocal teaching makes us more active and enjoy learning more*”

It can be concluded that students are more active and happy in learning when reciprocal teaching strategies are used in class because students can exchange opinions and easily ask the teacher when they experience difficulties.

The third finding in the evaluation at MTs. Hasyim Asyari namely using tests in the second and third meetings. The test used by the teacher is using the questions in the books provided by the MTs. Hasyim Asyari. The statement above was based on the responses from participant who said “*The test questions are taken from the teacher-provided texts and are in line with the learning theme. The evaluation's goal is to judge or judge the performance, efficacy, efficiency, and influence of an activity, which is why the teacher conducts an evaluation.*” Based on research that has been conducted on students of class VIII MTs. Hasyim Asyari researchers obtained the ability to read, based on the evaluation results obtained the following data:

The success of the learning process at meeting II and meeting III can be seen in the table below

Table 4.1: Table of Success Evaluation of Meeting II and Meeting III

Aspect	Percentage	Qualification	Percentage	Qualification
Students Learning Activity	43,63%	Fair	76,36%	Good
Ability Enhancement	62,25%	Fair	84,25%	Good

Source: Evaluation results of meeting II and meeting III

The comparison of learning success between the second meeting and the third meeting can be seen in the table above. While student learning activities at the second meeting were at 43.63% with insufficient qualifications because they had not met the specified standards, there was an improvement at the third meeting, with 76.36% having good qualifications because the standard had been met. While the increase in student reading ability at meeting three had increased and was at 84,25% in good qualifications because it had reached standard, the increase in student reading ability at meeting two, which was 62,25%, was in the sufficient qualification because it had not yet reached the predetermined standard. Therefore, it is possible to say that learning has progressed.

The application of reciprocal teaching technique in learning process at MTs. Hasyim Asyari Batu, the researcher found some several advantages. The first is that students are more motivated because they have more opportunity to offer their ideas or information. The second benefit is that the pupils are not bored because they can learn from one another. The last method is the reciprocal technique, which helps students understand the text more easily.

CONCLUSION AND SUGGESTION

Based on the findings of the researcher's three meetings, it was possible to conclude that after doing the observation, the data from the observation checklist revealed that the implementation of the reciprocal teaching strategy to support reading comprehension in teaching reading for eighth graders at MTs. Hasyim Asyari is successful. The students' task shows how adeptly they can carry out the processes of the reciprocal teaching technique, including making predictions, asking clarifying questions, and summarizing information. This indicates that when students use this method, they comprehend the information in the material that the teacher has assigned. Therefore, for this reason, the

reciprocal teaching approach can help students in enhancing their text understanding. Based on the findings and discussions, it is possible to conclude that the findings of the study show that the reading ability of class VIII MTs pupils. Hasyim Asyari Batu City.

Based on the findings and discussions, it is possible to conclude that the findings of the study show that the reading ability of class VIII MTs pupils. Hasyim Asyari Batu City. This can be observed in the scores acquired by students in the implementation of the reciprocal teaching model at the first meeting, which reached a standard of learning success, namely just 55% or as many as 15 students who scored 70 and above. The next meeting, using the reciprocal teaching style, it is clear that kids' reading skills are categorized as adequate, with practically all students scoring above 70 (85%). As a result, the reading ability of class VIII MTs students Hasyim Asyari Kota Batu has improved since the first meeting.

The conclusion above, the researcher presented three suggestions from this study. First, the researcher suggests teachers to pay attention to the timing that will be used in learning activities and then carefully consider it so that it fits the planned time with the implementation time. Additionally, this reciprocal teaching technique of learning is an alternative for learning English. Second, the students in the learning process they should be more enthusiastic in participating in learning. With students who are active in learning, it will encourage students to find new experiences in learning so that they can further improve students' abilities. The last, the researcher advises undertaking additional research to test the efficacy of utilizing the Reciprocal Teaching learning model by incorporating other elements like students' problem-solving skills and critical thinking capabilities. Researchers can investigate various subjects so that their findings can be compared to each other to raise educational standards.

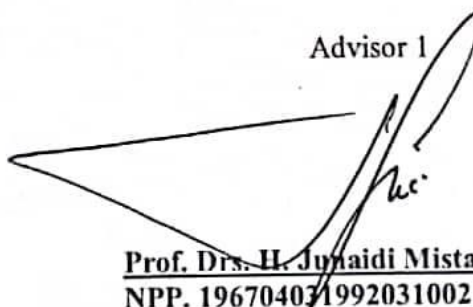
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