

## ENHANCING THE EFFECTIVENESS OF THE TEACHING TECHNIQUES USED IN BRITISH ACADEMY: READING SUBJECT

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### ABSTRACT

*I investigated this study to know the significant issues related to the techniques of teaching English reading comprehension that are used in British Academy, one of English courses in Medan. This study applied qualitative research. Based on observation, British Academy has explored the ways the teachers apply to approach the non-native English learners. Two out of five English teachers' teaching schedule matched and approved of taking part in the previous research by being observed during the teaching session. The teaching entails various methods and procedures. The two teachers encountered 5-6 different students in the classes. Noted that everyone may optimize different backgrounds, experiences, knowledge of English and even the learning styles. Every learner may then require different approach in absorbing the lesson which demands the teachers to have broad knowledge of the suitable teaching techniques for every student. The study proposes the implementation and effectiveness of diverse teaching techniques for reading subject, the use of English in the class, the teacher-student relationships, the classroom management, the class' atmosphere and the students' feedback. Therefore, as weaknesses are found in the previous process of teaching, suggestion for enhancing the effectiveness is given to better the class performance and their teaching techniques. The following study results in analyzing the previous ineffectiveness, such as dead time and stating the suggestion for improvement in managing better classes.*

*Keywords: Enhance, Effectiveness, Teaching Techniques*

### INTRODUCTION

#### 1.1 The Background of the Study

As one is looking for a place to their English skills, they should first find out every detail about the related place, including how they will be taught. In British Academy, it is discovered that the teaching techniques that are used do not merely use random systems but based on CELTA (The Certificate in Teaching English to Speakers of Other Languages). It is an internationally used teaching system that is acknowledged worldwide. The implementation of these techniques may be various and flexible. Though one may claim to apply CELTA system in teaching, the implementation in real life may still possess weaknesses, such as dead time in the class room. Dead time in class room is considered a wasteful time which if it can be utilized well then may show better performance in the classroom.

### 1.2 The Problem of the Study

The problem of the study is “ how to improve the effectiveness of CELTA teaching techniques in reading subject used in British Academy?”

### 1.3 The Objective of the Study

The objective of the study is to improve and better the application of CELTA teaching system in reading subject in British Academy.

### 1.4 Th Scope of the Study

The scope of the study is the teaching techniques of English reading used by two teachers in British Academy.

### 1.5 The Significance of the Study

The significance of the study is to give information to the teachers how to minimize or even eliminate the dead time in the classroom management. Moreover, it can hopefully be a reference for other research, especially about teaching techniques for reading subject.

## REVIEW OF LITERATURE

### 2.1 Teaching Techniques

Approaches, methods, and techniques are terms that teachers need to know. Approach is a group of hypotheses that deal with the type of language learning and language teaching, for example GTM (Grammar Translation Method), direct method, reading method, ALM (Audio-lingual Method), cognitive code learning, communicative approach, etc. After approach, there comes method. Method is the depiction of a general plan of systematic presentation of language based on a chosen approach, for instance, CLL (Community Language Learning), suggestopedia, the silent way, and natural approach. The last is technique. Technique is an activity manifested in the classroom and it has to be specific and consistently in rhyme with the former terms. In other words, technique is the execution from our assumptions and plans (Anthony, 1963).

The success of a course of English as a foreign language depends on several factors. The issue of methodology in detail as one of the factors influencing the successful outcomes of the teaching operation. Another factor is teacher (Kumaravadivelu, 2005). The study examines the crucial role of the teacher in relation to the methodology employed. The reasons lie behind the important role played by the teacher in the teaching process may be that the teacher can compensate for any shortage of material of poor material (teaching materials may include; textbooks, workbooks, newspapers and magazines, posters, blackboards, whiteboards, language laboratories, overhead projectors, tape recorders, videos, real objects, etc), balance the variations of the students' levels and deal with oversized classes more than 16 students' class.

### 2.2 Reading Comprehension

Reading is useful for language acquisition. Provided that students more or less understand about what they read, the more they read, the better they get at it (Harmer, 2007). Reading is understanding the first is a narrow sense, namely the sense that regards reading it

as a process of written symbols recognition (Jaenal,2010). Reading comprehension is the level of understanding of a text. Basic skills demanded in reading comprehension are adequate knowledge of the definition of the words, ability to follow organization of passage, ability to identify the main idea, ability to answer questions answered in a passage and ability to determine the writer’s intention.

## RESEARCH METHOD

### 3.1 Research Design

This study applied qualitative research. The way that is applied throughout the previous study is through observation. This study executed techniques of teaching English reading followed by both verbal and written strategies.

### 3.2 Subjects

Subjects in this study were two teachers (1 male, 1 female) in British Academy who both taught non-native English learners (between the ages 13-15). Convenient subjects were done to recruit the subjects by following inclusion criteria and exclusion criteria.

Inclusion criteria:

- All subjects must be teachers in British Academy, Medan.
- Subjects must speak good English with broad knowledge of English.
- Subjects must have at least followed teaching training held by British Academy for at least 3 times.

Exclusion criteria

- Holding no position of teaching in British Academy, Medan; including the staffs.
- Speaking broken English with incorrect grammar.
- Never followed any training in British Academy, Medan before.

### 3.3 Data

The instruments used were reading paper, quiz paper, board explanation and laptop (video). All subjects were guided and explained about the observation and their roles in the study. The observation started from the beginning until the end of the class, in which one session ran for 1,5 hours without any interruption from the observer.

## DATA ANALYSIS

### 4.1 Enhancing the Effectiveness of Teaching Techniques

Enhancing the effectiveness of teaching techniques in British academy is analyzed as follow;

Table 4.1 Subject 1

Stage	Interaction	Procedure
Lead-in	T-Ss	<ul style="list-style-type: none"> <li>• T asks related questions about the text to Ss before starting the class, such as; <i>how they feel when they lie and whether people with notice the lie.</i></li> </ul>

<p>(Enhancing the effectiveness of teaching techniques)</p>	<p>T-Ss  Ss-T</p>	<p>(Comment: This could be a problem for some passive students as they will give very slight responses to those questions which will result in dead time and ineffectiveness. As we know, asking the students questions in the first place is time-consuming as they still have no clear idea of what is going on.)</p> <ul style="list-style-type: none"> <li>• T shows Ss related picture and then gets Ss to discuss it in groups about what they are going to talk about.</li> <li>• Ss delivers their opinions.</li> </ul>
<p>Pre-Reading</p> <p>(Enhancing the effectiveness of teaching techniques)</p>	<p>T-Ss  Ss-T T-Ss  Ss-Ss  T-Ss  T-Ss Ss-T T-Ss  T-Ss  Ss</p>	<ul style="list-style-type: none"> <li>• T shows Ss related picture and then gets Ss to discuss it in groups. CCQ is done to check Ss' understanding of what should be discussed. (Comment: it is much better if the teacher shows the picture first so they will involve in the discussion initially, then followed by the questions above. So at least, they have an idea as they have discussed in groups.)</li> <li>• Ss deliver the results of discussions.</li> <li>• T discusses together again to lead the Ss to the right understanding. (Comment: This part is good enough).</li> <li>• Ss discuss for the second time. (Comment: This is time-consuming as well. In the previous part, students have been directed to the right understanding, so this part is sort of wasting time.)</li> <li>• T plays a video related to the topic "lie" to deepen SS' understanding. (Comment: Playing video is great. However, they should speak up after watching to test their understanding about it/ realted topic.)</li> <li>• T asks related questions about the text such as; how they feel when they lie and whether people will notice the lie.</li> <li>• Ss discuss in groups and convey their result.</li> <li>• T discusses together again to lead the Ss to the right understanding.</li> <li>• T plays a video related to the topics "lie" to deepen Ss' understanding.</li> <li>• Ss are asked in turns to speak up about</li> </ul>

		their own experiences about the topic “lie”.
Reading for gist  (Enhancing the effectiveness of teaching techniques)	T-Ss  Ss-Ss T-Ss  T-Ss	<ul style="list-style-type: none"> <li>• T writes down few questions related to the text on the white board and then distributes the paper to Ss and asks them to look quickly at their texts to find the answers.</li> <li>• Ss check with their groups.</li> <li>• T writes down few questions related to the text on the white board and then distributes the paper to Ss and asks them to look quickly at their texts to find the answers individually.</li> <li>• T checks.</li> </ul>
Reading for detail  (Enhancing the effectiveness of teaching techniques)	T-Ss  Ss-Ss T-Ss T-Ss  T-Ss	<ul style="list-style-type: none"> <li>• T writes a word (from the text) on the board and asks for the definition the gets Ss to read the text again and complete the exercise on the following page of the text. (Comment: Sometimes, this will take much time as the students are clueless as well in finding suitable definitions according to themselves. It will be much better if students are asked to match the words and definitions which are made into pieces of paper.)</li> <li>• Ss check in pairs.</li> <li>• T conducts plenary feedback.</li> <li>• T pairs the students and distributes few pieces of small paper (consist of words and definitions) and asks them to match them.</li> <li>• T checks their work.</li> </ul>
Controlled Practice  (Enhancing the effectiveness of teaching techniques)	T-Ss  Ss-T T-Ss  Ss-Ss T-Ss  Ss-T T-Ss  Ss-Ss	<ul style="list-style-type: none"> <li>• T demonstrates how to do the next activity as each S is asked to deliver the main idea of the text.</li> <li>• Ss take turn in delivering opinions.</li> <li>• T makes Ss into pairs and asks each to take turn retelling the text.</li> <li>• Ss talk in pairs.</li> <li>• T demonstrates how to do the next activity as each S is asked to deliver the main idea of the text.</li> <li>• Ss take turn in delivering opinions.</li> <li>• T makes Ss into pairs and asks each to take turn retelling the text.</li> <li>• Ss talk in pairs.</li> </ul>
Free	T-Ss	<ul style="list-style-type: none"> <li>• T &amp; Ss sit in circle and play games</li> </ul>

Practice  (Enhancing the effectiveness of teaching techniques)	T-Ss	related to the previous discussion. <ul style="list-style-type: none"> <li>• T &amp; Ss sit in circle and play games related to the previous discussion.</li> </ul>
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Table 4.2 Subject 2

Stage	Interaction	Procedure
(Enhancing the effectiveness of teaching techniques)	T-Ss	<ul style="list-style-type: none"> <li>• T asks Ss to skim the text on the book and asks them whether there is any difficult vocabulary. (Comment: This is a waste of time activity especially in a class of passive students. Not all students are willing to ask when they do not understand, some just keep silent. Dead time will occur and hence it is considered ineffective. Teacher is suggested to engage in conversation/game related to the topic such as playing hangman with difficult words found on the text book.)</li> </ul>
	Ss-T T-Ss	<ul style="list-style-type: none"> <li>• Ss ask questions.</li> <li>• T answers with simple definition by illustrating (not translating into mother tongue) followed by examples. (Comment: If one needs to explain a word, this part is good to use)</li> </ul>
(Enhancing the effectiveness of teaching techniques)	T-Ss	<ul style="list-style-type: none"> <li>• T writes down few difficult words from the text on the white board along with easier to comprehend definitions but in blanks (like hangman game); e.g.: CONVINCED: S R</li> </ul>
	T-Ss	<ul style="list-style-type: none"> <li>• T groups Ss and asks them to discuss the first question below the text. (Comment: it may be more interesting to follow if the questions are seen from the board instead of from book.)</li> </ul>
	Ss-Ss	<ul style="list-style-type: none"> <li>• Ss talk in group.</li> </ul>
	T-Ss	<ul style="list-style-type: none"> <li>• T swaps the member of the groups and asks them to discuss the second question.</li> </ul>
	Ss-Ss T-Ss T-Ss	<ul style="list-style-type: none"> <li>• Ss talk in groups.</li> <li>• T discuss the text with Ss.</li> </ul>
	T-Ss	<ul style="list-style-type: none"> <li>• T provides some questions on the boards and asks Ss to skim the</li> </ul>

techniques)	Ss-Ss T-Ss  Ss-Ss T-Ss	information on the book. <ul style="list-style-type: none"> <li>• T groups Ss and asks them to discuss the first question.</li> <li>• Ss talk in groups.</li> <li>• T swaps the member of the groups and asks them to discuss the second question.</li> <li>• Ss talk in groups.</li> <li>• T discusses the text with Ss.</li> </ul>
Reading for detail	T-Ss  T-Ss  Ss Ss-Ss	<ul style="list-style-type: none"> <li>• T asks Ss to read the text one more time. (Comment: This part is not really recommended as they have discussed in groups. This part will only waste the time. Initially, they should have read it seriously.)</li> <li>• T asks Ss to close their books then distributes quiz for Ss. (Comment: Multiple choices will be more interesting.)</li> <li>• Ss work individually.</li> <li>• Ss Check in pairs. (Comment: Teacher can check it with the students directly. Too much group/pair work is wasting time.)</li> <li>• T distributes quiz paper with multiple choices to ss and gets them to do individually.</li> <li>• T checks with Ss.</li> </ul>
(Enhancing the effectiveness of teaching techniques)	T-Ss  T-Ss	
Free Practice	T-Ss-Ss  T-Ss-Ss	<ul style="list-style-type: none"> <li>• T demonstrates the next activity. Ss ask questions related to the text Ss beside them. This continues in one line. (Comment: In free practice, teacher may conduct some games to lighten up the atmosphere.)</li> <li>• T may play games with Ss, such as; SCRABBLE to minimize the tense after studying.</li> </ul>
(Enhancing the effectiveness of teaching techniques)		

Tips to eradicate the dead time and better the effectiveness of the class performance will be exposed to the related teachers, as well as public. The target focuses on not wasting time for teaching-learning activities as well as making it more effective.

#### 4.2 Finding

Based on the data analysis above, it is found that enhancing the effectiveness of teaching techniques can be done by elaborating the activities in reaching-learning process.

#### 4.3 Discussion

The techniques found are based on CELTA techniques which may result in various techniques used by different teachers. The techniques taught in CELTA is a flexible one as teachers do not need to follow all the steps rigidly. One may modify the techniques obtained from CELTA depending on the text, classroom, student, time, etc. This study is a new idea or input for teaching techniques and may be further conducted to find out more detailed things about British Academy's teaching techniques and if possible to conduct the research with the participation of all teachers there, whenever the schedule is possible.

### CONCLUSION

#### 5.1 Conclusion

Among studies investigating the techniques of teaching English reading, it is found out that teachers in British Academy teach the students based on teaching techniques from CELTA. Teachers follow the guideline and lesson plans by CELTA and apply them throughout the teaching-learning activity. However, the CELTA teaching techniques that were conducted by teachers in British Academy still show some weaknesses. To answer this problem, inputs were made to better the effectiveness of teaching.

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