TECHNIQUES FOR TEACHING READING

Karana Jaya Tarigan
Program Studi Sastra Inggris, Universitas Methodist Indonesia, Medan, Indonesia
Email: karanajaya.trg@gmail.com

ABSTRACT
This study aims to analyze the techniques of teaching reading for the S1 (under graduate degree) level. The understanding of the techniques of teaching reading are very important to advance students' motivation to learn English. The factors which relate to the techniques of teaching reading English text books are selecting interesting reading material and students' ability to use the reading strategies affeciently. An English lecturer is hoped to be a facilitator, motivator, and helper in the process of learning reading English text books. The students are hoped to have be proative in the process of learning.
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INTRODUCTION

Most of English lecturers have experienced in the teaching of reading English at the S1 (undergraduate degree) level. How do their students feel about reading English? However, most of *them* read English because they have to. At the colleges, they need to read English because their lecturers ask them to do and that is enough for *them.* They may not enjoy reading English very much. Some students usually give up *after* a few minutes. It is so slow and boring always looking up words in their dictionaries and they are so anxious to understand every word.

Their negative attitude to reading may be carried over into a language-learning situation. They need a lot of guidance in order to become aware that reading can be pleasurable and can help language acquisition. They should be encouraged to read material about subjects they are interested in. Materials at a suitable level of difficulty, on topics, which interest them.

Reading has mainly to do with helping learners sense a relationship between the spoken language they know and the letters, words, sentences and paragraphs on the printed page. The basic purpose of learning, a reader will always be to find meaning, to minimize difficulties, to maximize comprehension, to develop independent and to be efficient readers.

The author would like to consider the teaching of reading comprehension and to examine what the English lecturers are doing now to help their students develop reading skills. Students may have special problems because of their attitudes and expectations in reading and they are expected to develop their English reading comprehension skills.

The author limits on the scope of his concern: techniques for teaching reading in students of colleges learning English as non-native language. Basically, he describes constraints on readies habits, selecting reading materials for students to read , introduce reading teaching techniques such as; reading strategies, stages in teaching reading and principles for teaching reading.

Constraints on reading habits

One of major reasons for reading English is an academic purpose. Students learn and read English is to advance their knowledge. They need to read English because some of their references are written in English. Even though English has been studied since they were third year student of elementary school, but they still have some constraints in reading English.

Patrick L. Adam (1999: 36) indicates that lack of literary tradition, negative experience of reading at school, lack of supportive home environment, competition from more attractive media and lack of infrastructure are the main constraints on promoting good reading habits in Indonesia.

In author's opinion lack of vocabulary, lack of reading practice, and lack of structural mastery are other constraints of reading English texts.

Selecting Reading Materials

There are two types of texts namely, non-linier and linier texts. Non linier texts are reading materials such as; transport timetables, safety notices, map, laboratory and technical instruction, the highway code, computer games etc, and linier texts are reading texts such as books, newspaper articles, academic papers, specialist journal etc.

Knapp (1980 : 69) describes when we select passages we make an effort to have them within the comprehension range of most of the students, but at the same time we try to select passages so that each of them is a little more demanding, a little more difficult than the previous one, in an attempt to force the student to gradually extend his reading skills. All the selection in our reading texts are expected to offer useful practice, those at the beginning of the book are expected to be easier to read and comprehend

The lecturers should choose materials that have high interest for their students or materials about areas that their students are already well reffered to the syllabus.

Reading Teaching Techniques

According to Clarke (1994 : 26) there are different types of reading skills such as skimming, scanning, reading for through comprehension and critical reading. Skimming is reading a text quickly just to understand the main idea (s) of a passage, scanning is having a specific point in mind and looking for it quickly in a text. In this case the search is more focused, for example to find a particular name, date or number. To scan is to read quickly in order to locate specific isformation. Reading for through comprehension is careful reading in order to understand the total meaning of the passage. At this level of comprehension the reader is able to summarize the author's ideas. Some scholars state that this type of reading is the same as Reading for detail is reading a whole text very carefully for specific information we identify the topic and main idea *said* supporting ideas.

Critical reading demands that readers make judgments about what they read. This kind of reading requires posing and answering questions such as Does my own experience support that of the author? Do I share the author's point of view? Am I convinced by the author's arguments and evidence?.

A good reader does not stop and look at every word, but read several words at a time, in chunks. A good reader varies his or her reading strategies according to why he or she is reading. It is necessary to have a reason for reading to focus what we need or want to understand.

STAGES IN TEACHING READING

There are three stages in teaching reading namely; pre-reading, while reading and post reading, In pre-reading, the lecturers may provide two different reading materials then they have class discussion referring to the reading material topics for a few minutes before reading the

texts. The lecturer asks some questions related to the texts and the participants discuss them. Participants are divided into two groups, each is further divided in to three sub-groups and the

lecturer prepares some questions to be answered and discuss them in sub-groups. Then, in while example, group A reads "the article which has been chosen by the lecturer" and group B reads "the other

article." Participants match their answers for the questions, which have been prepared by the lecturer with the information in the two articles.

For, post-reading, participants work in pairs to retell each other as much information as possible based on article they read and discuss. Participants recall all the steps done and categorize them based on reading. Participants review the model to assess its applicability in their specific contents and propose work. Participants discuss the techniques to come up with possible models for application that are suitable to their own contexts.

As Stanton in His book entitled "*Communication*" (1990 : 186), Stanton proposed that the best method of reading is as follows : **SQ3R** method, and the writer explained in more detail below:

The first S Stands for "**SURVEY**"
This means that if students are reading the whole document that the student will need to survey the whole thing using the method suggested for skimming. This is an essential first stage is reading.

Second Stage refers to **QUESTION**
In order to read actively and purposely, the student need to think continously about what you are reading.

The third stage of reading , **READ**
This stage refers to as the students now start to read, the sudents we be looking to confirmthe main ideas of each section. Find the main ideas at a lows level than the students found in their survey.

The fourth stage of reading, **RECALL**
This time, knowing that the students are going to have to recall what they are reading will probably help to concentrate and read more affectively.

Finally, the fifth stage of reading, **REVIEW**
In this stage it is the chanel that the students haven't missed any thing essential, that they have found the answers to the questions they have been looking.

PRINCIPLES FOR TEACHING READING

The followings are William's (1984:76) top ten principles: he describes ten principles for teaching reading:
1. In the absence of interesting texts, very little is possible.
2. The primary activity of a reading lesson should be learners reading texts.
3. Growth in language ability is an essential part of the development of reading ability.
4. Classroom procedure should reflect the purposeful, task based, interactive nature of real reading.
5. Teachers must learn to be quite: all too often, teachers interfere with and so impede their learners' reading development by being too dominant and by taking too much.
6. Exercise- types should, as far as possible, approximate to cognitive reality.
7. A learner will not become a proficient reader simply by attending a recording course or working through a reading textbook.
8. A reader contributes meaning to a text.
9. Progress in reading requires learners to use their ears, as well as their eyes.
10. Using a text does not necessarily equal teaching reading.

The above quotation reveals that texts *should be interesting.* It should be interesting for the learner and interesting also to the lecturer. The students are not bored to read the text if it is interesting. It will increase motivation of the students to develop their reading speed and fluency. *Reading should be the main activity.* Text is expected to be either as vehicle for information or as Linguistic Object. Learners learn to read by reading — not listening to the lecturers, not reading comprehensions questions, not discussing the content of the text. *Language ability is an essential part of the development of reading ability.* Learners should advance simultaneously their vocabularies and their recognition knowledge of commonly occurring sentence pattern and rhetorical patterning in the text. *Classroom procedure should be purposeful, like real reading.* There should be reason for reading such as reference, occupational purposes, pleasure or academic purposes. *Teachers must be quite sometimes.* In this principle, lecturers are invited to be a helper, a motivator, facilitator, or guider to the students. *Reading courses are no substitute for extensive reading.* There should be graded readers. A system of graded readers is, of course, one of the most effective ways of promoting extensive reading. *A reader contributes meaning to a text.* A reader should be encouraged to actualize, prior knowledge, experience etc.

We need to introduce reading according to the classification of Genres with reference to primary function and reader purpose. Junaidi (1999:169) describes there are classifications of genres namely*; instructional,, informative* and *persuasive.* Instructional, transactional genres intended to

enable readers to do something, to take action to negotiate the real world. For example: job descriptions, advertisements for job, application form, laboratory and technical instruction, etc. these readings stimulate the instruction to the reader. Informative, transactional genres intended to or with the potential to enable pupils to study and learn across the curriculum. There are two kinds of these genres. Genres for study purposes such as texts books across the curriculum, reference books, biographies, specialists journals, etc., and genres for evaluation are required to gain control of through their study and writing in the content areas of the curriculum. Such as; well presented project reports, coherent laboratory reports, etc. persuasive, genres directed at

specific audiences, intended to persuade readers to by, to adopt a particular socio- political viewpoint, for examples; transcripts of television news, leaflets or notices, government and political party propaganda.

Directed Activities related to text

Davies F and Green T (1984 : 69) introduced reading directed activities related to text.
Reconstruction activities (using text modified by the teacher)
Pupil Task; pupils complete text, or diagram reconstructing meaning.

Text Completion

- Word completion (selected words deleted from text)

- Phrase completion (selected phrases / clauses deleted from text)

- Sentence completion (selected sentence deleted from text)

Sequencing

- Scrambled segments of text arranged in logical / time sequence (text cut into segments representing steps/ event etc)

- Segments of text classified (texts cut into segments representing certain categories of information)

Prediction
- Pupils predict next events/ steps or step after reading segments of text (text segments presented a section at a time)
- Pupils write next part or end of text (text presented a section at a time)

Table Completion
- Pupils fill in cells of table using row and column headings and text as sources of information (teacher provides row and column headings)
- Pupils devise row and column headings using texts and calls of matrix as sources of information (teacher fills in cells)

Diagram Completion
- Label completion using text and diagram as sources of information (selected labels deleted from diagrams)
- Diagram completion-using text and partly complete diagram as sources of information (teacher constructs original diagram: flow diagram, branching tree, network etc.)

Analysis Activities (using straight text)

Pupils Task: pupils locate and categorize text information by marking and labeling. Use market text as bases for summary (diagrammatic or note form)

Text Marking

Locating and underlining parts of text representing certain meaning of information targets.

Labeling
Pupils label parts of text using labels provided by lecturer.

Segmenting
Pupils break text into meaning or information units and label/ annotate segments of text.

Table construction

Pupils produce column and row headings for tables and fill n cells using text(s) as sources of information.

Diagram Construction

Pupils construct and complete diagram appropriate for particular text, for example, Flow Diagram for text describing a process, branching Tree for a process, Branching Tree for a text describing a hierarchical classification, network, etc.

Pupils- Generated Questions
Pupils read text and generate questions they still need answer to.

Finally, pupils produce headings and summarize in information.

CONCLUSION

Firstly, The teaching of English as a foreign language in students of college is utmost importance. There are many important factors in teaching English as a foreign language. Technique for teaching reading **is** one important factor. Creating technique for teaching reading in students of college has always been a difficult task for lecturers. Actually, there are several techniques in teaching reading to increase the learner's motivation to pay attention to the items being taught. Firstly, lecturers should select material that brings its own motivation. The lecturers choose materials about areas that their students are already backgrounded on.

Secondly, lecturers should motivate students by explaining reading strategies, such as skimming, scanning and reading for a detail. Thirdly, students must understand stages in reading namely, pre-reading, while reading and post reading.

Thirdly, to get maximum benefit from their reading students need to be involved in both **extensive** and **intensive** reading. Where as with the former a lecturer encourages students to choose for themselves what they read and to do so far pleasure and the latter is often, lecturer chosen and directed and designed to enable, students to develop specific receptive skills.

Finally, lecturers should pay attention principles for teaching reading among others:
a. Texts should be interesting.
b. Reading should be the activity
c. Language ability is an essential part of the development of reading ability.
d. Classroom procedure should be purposeful like real reading.
e. Reading courses are no substitute for extensive reading.
f. A reader contributes meeting to a text.

Teaching reading English is learner centered and it requires a little intervention from the lecturer.

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