

Teaching reading in junior high school

Yusma Rita Kurnia¹
Ni Luh Evit Erawati²

Program Studi S-2 Linguistik, Universitas Udayana, Indonesia^{1,2}
email: yusma_rk@yahoo.com¹
email: eviterawati22@gmail.com²

Abstract - This study aims to design the form of teaching reading at the level of Junior High School, especially in grade VII. The sample was taken at K.S. Junior High School of Denpasar. The analysis is limited to the type of reading, assignment given, and the micro and macro reading skills that need to be taught in Indonesian subjects. The data were analysed and presented qualitatively according to the Assessing Reading theory (Brown, 2004). The results of this study show that teaching reading in Junior High School begin with the type of interactive and extensive reading. Interactive reading assignments applied are trough *Editing (longer tasks)*, *Scanning*, and *Ordering Tasks*. While the extensive reading assignments are *Skimming Tasks* and *Summarizing*. Micro skills that need to be taught are mastering pieces of language with different lengths in short-term memory, reading at an efficient speed according to purpose, recognizing the word core and interpreting patterns or word order and its meaning systematically, recognizing the grammatical word class, cohesive device in discourse and its role in signifying the relationship between and among clauses. While the macro skills that need to be taught include recognizing the rhetorical form of written discourse and its significance for interpretation, the communicative function of the text, the unexplained context, summing up the relationship among events, causality, distinguishing literal and implicit meanings, developing and using reading strategies such as *scanning* and *skimming*, guessing the meaning of words from the context and interpreting the text.

Keywords: type of reading, reading assignment, micro and macro skill of reading

1. Introduction

Reading is an activity of information absorption of text that can be in print or other media. Reading is one of language skills that need attention because it supports other language skills. Reading is not an isolated process (Johnson, 2008: 7). The four language skills (listening, speaking, reading, writing) complement each other. Anderson (2012: 219) states that there is a meaningful relationship between learners, the process of reading, and the development of other language skills. Reading can be a springboard for writing by giving learners something meaningful to write based on what they have read (Harmer in Anderson, 2012: 219). The results of reading process will also be a good reference when learners are asked to talk about something he has ever read. Furthermore, learners will be easier to understand the talks when it is related to a topic that has been read before.

Johnson (2008: 3) defines reading as a practice of using text to create meaning. In reading, there are two keywords, namely "create" and "meaning". When no meaning is created, there is no reading activity. An educator must really pay attention to the text given to the learners. The text must be in accordance with the purpose of reading, the level of reading ability, and the type of reading being taught. Just after that, there will be a truly meaningful reading activity.

The teaching of reading at school, especially at junior level is no longer at the initial reading level. The purpose of reading, the form of reading type, and reading style that is taught is higher. Therefore, the educator needs to understand how he or she actually will teach that skill.

Mastering micro and macro skills in teaching reading will also influence the learners' reading process. These micro and macro skills need to be taught before actually starting the reading activity. If the educator has already understood the micro and macro skills that the learners need to know and the type of reading he is teaching as well, then the educator will be easier to determine what form of reading assignment to give.

Based on the above background, this study aims to determine the form of teaching reading at KS. Junior High School Denpasar, especially in grade VII on Indonesian subjects which include the type of reading, reading assignment, and micro and macro skills.

2. Method

This research pertaining to teaching reading at KS. Junior High School Denpasar is using qualitative approach. The qualitative data is in the form of words, actions, and documents (Lofland, 1984: 47). The purpose of qualitative approach is to obtain data in the form of facts and information about teaching reading at KS. Junior High School Denpasar grade VII specifically in Indonesian language subjects. The data used in this research are curriculum, syllabus, and lesson plan of grade VII of KS. Junior High School Denpasar on Indonesian Language subjects.

The method used in data collection is documentation and interview. While in analysing the data, qualitative descriptive method is used based on Assessing Reading theory by Brown (2004).

3. Results and Discussion

Competencies that need to be achieved in the Indonesian language subjects in Junior High School grade VII consists of 16 knowledge competencies and 16 skills competencies. Each knowledge and skill competency are next followed by various forms of reading assignment.

Brown (2004: 189-190) divides the type of reading into four, i.e. perceptive, selective, interactive, and extensive reading. Perceptive and selective reading in KS. Junior High School grade VII is not used anymore. In another way, activities of learning reading at KS. Junior High School grade VII use interactive and extensive reading. Interactive reading according to Brown (2004: 189) is a reading activity that includes identifying relevant features (lexical, symbolic, grammatical, and discourse) in medium length of text for the purpose of storing information being processed. While extensive reading is a reading activity that opens the learners' global knowledge of a text, rather than asking learners to understand the details.

Brown (2004: 187-188) divides the micro and macro skills of reading into several points. Micro-reading skills include:

- Distinguish between typical grapheme and language orthography patterns.
- Mastering pieces of language with different lengths in short-term memory.
- Writing process with efficient speed according to its purpose.
- Recognizing the word core and interpreting the pattern or sequence of words and their meaning systematically.
- Recognizing grammatical word class and system.
- Recognizing different grammatical forms.
- Recognizing cohesive devices in written discourse and their role in signalling the relationship between and among clauses.

Macro reading skills include:

- Recognizing the rhetorical form of written discourse and its significance for interpretation need.
- Knowing the communicative function of the written text, in accordance with the form and purpose.
- Concluding an unexplained context using background knowledge.
- Concluding the relationship among events, summarizing cause and effect, and detecting relationships such as main ideas, support ideas, new information, known information, generalizations, and the giving of examples.
- Distinguishing between literal and implicit meanings.
- Detecting specific cultural references and interpreting them in the context of appropriate cultural schemes.
- Developing and using reading strategies such as *scanning* and *skimming*, detecting discourse markers, guessing the meaning of words from context, and using schemata to interpret text.

In case of interactive reading activity at KS. Junior High School Denpasar grade VII, the micro skills that need to be taught are:

1. Mastering pieces of language with different lengths in short-term memory.
2. The process of writing with an efficient speed in accordance with its purpose.

3. Recognizing the word core, and interpreting the pattern or sequence of words and their meaning systematically.
4. Recognizing cohesive devices in written discourse and their role in signalling the relationship between and among clauses.

While the macro skills that need to be taught in interactive reading are:

1. Recognizing the rhetorical form of written discourse and its significance for interpretation need.
2. Knowing the communicative function of written text, in accordance with the form and purpose.
3. Developing and using reading strategies such as *scanning* and *skimming*, detecting discourse markers, guessing the meaning of words from the context, and using schemata to interpret the text.

Meanwhile, the macro skills that need to be taught in extensive reading at KS. Junior High School Denpasar grade VII are:

1. Recognizing the rhetorical form of written discourse and its significance for interpretation need.
2. Knowing the communicative function of the written text, in accordance with the form and purpose.
3. Concluding an unexplained context using background knowledge.
4. Concluding the relationship among events, summarizing cause and effect, and detecting relationships such as main ideas, support ideas, new information, known information, generalizations, and the giving of examples.
5. Distinguishing between literal and implicit meanings.
6. Developing and using reading strategies such as *scanning* and *skimming*, detecting discourse markers, guessing the meaning of words from context, and using the schemata to interpret the text.

Furthermore, Brown (2004: 201—216) specifies the forms of assignment that can be applied in interactive and extensive reading. Assignments that can be done in interactive reading are:

- a. Cloze tasks
- b. Impromptu reading plus comprehension question
- c. Short answers tasks
- d. Editing (longer tasks)
- e. Scanning
- f. Ordering tasks
- g. Information transfer, reading charts, maps, graphs, diagrams

While assignment that can be used in extensive reading are:

- a. Skimming tasks
- b. Summarizing and responding
- c. Note taking and outlining

Competences which include in reading skill used at grade VII KS. Junior High School Denpasar begin with knowledge competence 3.1 that is identifying information in description text about object (school, tourism place, historical place,

and / or art scene area) that is heard and read and skill competence 4.1 that is determining the contents of description text related to object (tourism places, historical places, local art scene, etc.) that are heard and read. Based on Assessing Reading theory by Brown (2004), the teaching of reading in Junior High School grade VII is a reading activity of comprehension. Reading comprehension is the ability to build the meaning of written text. Reading with comprehension is not static competence; but varies according to the purpose of reading itself and the text involved (Lems, 2010: 170).

The competencies 3.1 and 4.1 are the combinations of interactive and extensive reading types. In the learning activities, learners are assigned to make definition and explain the contents of description text and list the general characteristics of description text that covers the structure and rules of language.

In the competencies 3.2, 4.2, and 4.6 learners will read the description text to examine the structure and the grammar and do the editing to description text done by other students therewith edit and improve the procedural text which is written in terms of content, choice of words / phrases / paragraphs and the use of punctuation / spelling. This activity is applied by giving assignments *editing* to identify the structure and grammar of the text that are still wrong. Then replace it with the correct structure and word or sentence even until the right punctuation.

In contrast to the competencies of 3.2 and 4.2, competencies of 3.3, 4.3, 4.9, 3.11, and 4.11 are done by giving reading assignments through *scanning* to identify pronouns, conjunctions (then, instantly, suddenly, temporarily), and sentences showing details of the background, characters, events, direct and indirect sentences on fiction texts. The same form of assignment is also applied to competencies 3.5, 3.6, and 4.5. Learners are asked to list imperative sentences, suggestions, prohibitions on procedural texts, listing the types and variations of the presentation of the goal pattern, materials and tools, step in proceduralal text, listing the sentences showing the goal, materials, tools, and steps, listing the imperative sentences, suggestions, solicitation, prohibition, statement sentences, compound sentences and independence sentences in traditional poetry (*pantun*, *gurindam*, poetry), and listing the pronouns, verbs, conjunctions, direct and indirect sentences, themes, characters, background, point of view, mandate, and language style on fable / legend. The four forms of the same assignment have differences in case of purpose and the text used.

In learning competence of 3.4 and 4.4, reading assignment is done by giving *ordering tasks*. Students are asked to sort the parts of fantasy story into a whole story.

Furthermore, in competencies 3.7, 4.7, 3.8, 4.8, and 4.9, learning reading are done by giving reading assignments through *skimming* and *summarizing*. Students detail the contents of the text of observation report (definition / classification part, description, affirmation), the main ideas found in the text of the observation report, summarize the text of the observation report, and summarize the general characteristics, communication goals, varieties/types of traditional poetry, words / phrases used in traditional poetry (*pantun*, *gurindam*, lyric). Assignments using *ssummarising* are also applied in competencies 3.10, 4.10, 3.13, and 4.13. Activities done in these competences are concluding the principle the development of *pantun*, *gurindam*, and poetry (lyric) and concluding the contents of personal letters and formal letters.

Competencies 3.12 and 4.12 also apply assignments through *editing* in interactive reading. In this case, learners are asked to correct the choice of words,

narrative phrases, dialogue, and the presence of the background in order to make the story more interesting.

The last four competencies, 3.15, 4.15, 3.16, and 4.16, each apply reading assignments through *skimming* and *scanning*. In reading *skimming* activities of competencies 3.15 and 4.15, learners are directed to read out the outline of the sub-section contents of a book and determine the main idea of the book. While in reading *scanning* activities of competencies 3.16 and 4.16, learners are directed to record the contents of the text that are going to be responded, the use of language in the book, and the systematic of the book.

4. Conclusion

Teaching reading at KS. Junior High School Denpasar grade VII on Indonesian subject covers interactive and extensive reading type. Assignments applied in interactive reading are *Editing (longer tasks)*, *Scanning*, and *Ordering Tasks*. While assignments applied in extensive reading are *Skimming Tasks* and *Summarizing*.

Micro skills taught at KS. Junior High School Denpasar grade VII on Indonesian subjects include Mastering pieces of language with different lengths in short-term memory, reading with efficient speed in accordance with the purpose, recognizing the core of words and interpreting the pattern or sequence of words and their meaning systematically, recognizing grammatical word classes, cohesive device in discourse and their role in signalling the relationship between and among clauses. While the macro skills taught are recognizing the rhetorical form of written discourse and its significance for interpretation need, the communicative function of the text, the unexplained context, summing up the relationship among events, causality, distinguishing literal and implicit meaning, developing and using reading strategies such as *scanning* and *skimming*, guessing the meaning of words from the context and interpreting the text.

References

- Anderson, N. J. (2012). *Reading Instruction in book The Cambridge Guide to Pedagogy and Practice in Language Teaching*. New York: Cambridge University Press.
- Brown, D. H. (2004). *Language Assessment: Principles and Classroom Practice*. United States of America: Pearson Education.
- de Abreu, S. E. A. (2012). Teaching of Reading, Calculus and Religious Doctrine in the Scholl of Primary Education of the Province of Golas in the 19th Century. *Revosta Brasilerra de Historia da Educacao*. 2012;8(3[18]): 13-48.
- Eng, L.S. (2017). Text-Selection for Teaching Reading to ESL Tertiary Students: A Study on Genre and Content Preferences. *International Journal of Instruction*. 2017;10(1):71-84.
- Fahriany, F. (2015). Schema Theory in Reading Class. *Indonesian Journal of English Education*. 2015;1(1):17-28. DOI [10.15408/ijee.v1i1.1192](https://doi.org/10.15408/ijee.v1i1.1192)
- Johnson, A. P. (2008). *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students*. United States of America: Rowman & Littlefield Education.
- Lems, K., Leah, D. M, dan Tenena, M. S. (2010). *Teaching Reading to English Language Learners: Insight from Linguistics*. New York: The Guilford Press.
- Lofland, J dan Lofland, L.H. (1984). *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*. Belmont, California: Wadsworth Publishing Company.
- Merawati, J. (2017). Learners' models enhance the development of learners' reading and thinking strategies. *Journal of Applied Studies in Language*, 1(1), 1-5. DOI:10.31940/jasl.v1i1.654.

- Nurahman, D. (2011). Promoting Literature to Build College Students' Socio-Political Awareness in the EFL Reading Class. *Journal of English as a Foreign Language*. 2011;1(1):1-8.
- Wijaya, I M.P. (2015). Teaching Writing in English as A Foreign Language. *Lingual*. 2015;5(2):72-78.