A STUDY ON THE TECHNIQUES OF TEACHING READING AT NON FORMAL EDUCATION KEJAR PAKET C BATU

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English

Dibuat: 2008-07-23, dengan 3 file(s).

Keywords: TECHNIQUES OF TEACHING READING, NON FORMAL EDUCATION

The objectives of this study were 1) to know the techniques used by the teacher to teach reading at non formal education Kejar Paket C Batu, 2) to know the difficulties faced by the teachers in using the techniques, 3) and to know the teacher’s ways to cope with the difficulties.

The design of this study was descriptive research, because it described the techniques of teaching reading at non formal education Kejar Paket C Batu. The writer took two English teachers at non formal education Kejar Paket C Batu as research subject. In collecting the data, the writer used two kinds of instruments: interview and observation. Interview was conducted for two teachers to get information about the differences of techniques used by both teachers in reading class. The observation was done to support and confirm the data obtained in the interview. The observation was done four times to match the process of using techniques of teaching reading by the two teachers in running the classroom.

In this research the writer got some data that in techniques of teaching reading the teachers used three stages of reading activity. Those are pre reading activity, whilst reading activity and limited proportion of post reading activity. In pre reading activity, the teachers were explaining the purpose and introducing the text that would be discussed. Then they were instructing their students to read the text. The next stage was whilst reading activity, in which the teachers asked the students to read the text. In this stage teachers asked the students to discuss the difficult words and the important point of the text and then discussed the text together. In post reading activity, the teachers asked the students to answer the questions related to text and pointed their students to answer it in turn; written and orally.

The difficulties faced by the teachers in using the techniques, were; the students were reluctant to do reading activities, student’s vocabulary was limited, and the time allotted and the numbers of meeting were limited. To cope with the difficulties the teachers translated any difficult words found, pronounced any difficult words, and gave a relatively easy passage to be discussed.