

THE TEACHING OF READING COMPREHENSION BASED ON 2013 CURRICULUM AT SENIOR HIGH SCHOOL

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Abstract

This study aimed at describing how the English teachers of SMA N 1 Raya applied 2013 curriculum in the teaching of reading comprehension. The study employed descriptive qualitative research. The data were collected through observation, in-depth interview, and documentation. The results showed that there were five ways used by the teachers in teaching reading comprehension. They were; asking for students' knowledge, correcting students' pronunciation, asking for the students' comprehension of text, highlighting the moral value of the text, and asking the students to translate the text. However, in reference to 2013 curriculum and the concept of teaching reading, the teaching ways presented by the teachers seemed to be misperceived. The misperception was due to the teachers' lack of knowledge and skill to realize the concept of curriculum and teaching reading into practice. To achieve one of the final purposes of 2013 curriculum in making students independent reader, the teachers are supposed to master the conceptual knowledge of curriculum and teaching reading to produce the better quality of teaching and learning process. Hence, the teachers would have skills to realize the concept into real teaching behavior to run effective teaching and learning reading in classroom.

Keywords: 2013 Curriculum, Teaching Reading Comprehension, Senior High School

INTRODUCTION

Curriculum is one of the important components in the world of education as curriculum becomes the reference for every level of education, education organizer as well as the teacher and the headmaster. Holding into this fact, the development of curriculum is considered being important as curriculum is one of the element which gives significant contribution to improve the teaching and learning quality.

2013 Curriculum offers the ideas of teaching and learning alteration which is reputed capable to renew a more effective teaching from the previous curriculum (KTSP). One of the alteration offered is the teaching and learning covers the attitude of competency, knowledge, and skill, which is then developed to the core competency and

basic competency of 2013 curriculum. Curriculum 2013 also offers the teaching and learning through the scientific approach which has the step started from observing, questioning, exploring, associating and communicating.

This scientific approach can be integrated to the three main learning model of 2013 curriculum which are discovery learning, project based learning and problem based learning. This is done due to the revolution changes in the 2013 curriculum is student-centered which practices the basic opinion that knowledge cannot be just transferred from the teacher to the students but the students themselves are the subject who have the ability to actively search, process, construct, and apply the knowledge. English as one of the compulsory subject

taught in Senior High School gets positive impact from the changes of this new curriculum. Certainly, English teachers need to be more creative and innovative in the teaching and learning process towards the 2013 curriculum. English teacher must be able to bring the change in the English teaching. It means they have to leave the old teaching style in which the learning material taught is centralized on the language structure (grammar). The English teaching should be taught or centralized on the language competency as the tool of communication to deliver the idea and knowledge which is appropriate with the demand of 2013 curriculum.

Specifically, the teaching of reading comprehension as one of the language competency in English is considered being important as through reading, the students will be easier to add and get the new information from any kind of text. The reading comprehension activity is also expected to make reading as the students' habit and make the students able to understand the text meaning and represent what they have read in their own language. In the other words, the teaching of reading comprehension must enable the students to be independent reader as the purpose of teaching reading itself.

The demand of the 2013 curriculum insists the creativity and the ability of the teachers to implement the theory of curriculum into the classroom particularly in teaching and learning process. Moreover, one of the factors to make the successful in teaching and learning depends on the teacher' pedagogic and teacher' mastery towards learning material and curriculum. As

Mulyasa (2007:5) argues that the less understanding of the teachers and education organizer towards the curriculum, the less achievement of the students' competency.

The writer was interested to conducting this study to see how the English teachers applied the theory of 2013 curriculum in the teaching and learning process of reading comprehension. This study was conducted in one of the Senior High School in Indonesia. The school has been implementing 2013 curriculum since 2013 and no similar study which has been conducted before. It was highly expected that the realization of 2013 curriculum conducted by the English teacher ran effectively particularly in the teaching process of reading comprehension.

METHOD

This research was conducted under the principle of qualitative research. The researcher has no control over the variables. The researcher only described what was happening as it was without giving any treatment that could influence the results to be analyzed (Creswell, 2007).

The Subject of the research was three English teachers who have been teaching reading comprehension in SMA N 1 Raya. In this research, classroom observation, in-depth interview, and documentation were conducted to obtain the data. The data were analyzed through the following stages that were adapted from the data analysis technique proposed by Miles and Huberman (in Sugiyono, 2013). The data analysis procedures were; (1) transcribing the recorded observation, recorded interview, and documentation, (2) identifying the data

by matching the theory of 2013 curriculum with the data, (3) classifying the identified data in accordance with the problems of study and the basic theory, (4) finding the interrelationship of the data by using Matrix of Miles and Huberman, and (5) drawing the conclusion based on the interrelationship of the data.

RESULT AND DISCUSSION

A. Teaching Ways of Reading Presented by the Teachers

There were five ways presenting by the teachers in teaching reading comprehension based on 2013 curriculum. They were presented as follow.

1. Asking for the Students' Knowledge

In the teaching of reading comprehension, it is quite important to involve the students' prior knowledge to assist them comprehend and learn from the text. The act of asking for the students' knowledge was presented by the teachers as shown in data 1.

Data 1

Teacher : good... [walking around] have you got traffic accident? How about you?

Learners : yes sir.

Teacher : what accident?

Learners : motorbike.

Teacher : motorbike... motorcycle.. alright, others?? It is usual yeah, the usual view in our daily life. When you get the newspaper and you read the news will on.. somebody get accident...

The question of "have you got traffic accident?" was arisen to attract students' attention towards the topic discussed "traffic

accident". Related to the theory of reading comprehension, the question arisen was to find out the students' previous experience. Carrel and Eisterhold, (in An 2013) defined that exploring students' experience refers to content schemata. Content schema refers to background knowledge of the content area of the text or the topic a text talks about. Unfortunately, the activity presented by the teacher did not match to facilitate better comprehension. The question stopped at the point. In other words, the act of asking question did not have any relationship to the facilitation of reading comprehension.

2. Correcting Students' Pronunciation

The other ways of teaching presented by the teachers was by correcting students' pronunciation as shown in data 2.

Data 2

Teacher: enhancement yeah.. good.. let's read this text together

Teacher : come on... start from you!

[ask the students to read the text out loud for one paragraph and it was continued by the other students until the text was completely read, sometimes the teacher also fixed students' pronunciation if it was needed]

Learner :fourth, the streets are becoming more crowded every day. The number of veh.. ngg...

Teacher : / 'vi:əkl / Vehicle [correcting the Learner's pronunciation]

Learner : / 'vi:əkl / Vehicle running on the street is increasing.

According to *Kamus Besar Bahasa Indonesia (KBBI)*, reading aloud is reading by paying attention to intonation, dynamics, and tempo. It means, it is important to fix

students' pronunciation while they are reading the text aloud. However, reading comprehension should not be confused with reading accuracy as the purpose is to get the text meaning comprehensively. Furthermore, correcting students' pronunciation directly instead of asking them to open their dictionary broke the principle of scientific approach in which the teacher is supposed to make the students an independent learner and a problem solver (*kemdikbud*, 2013)

3. Asking for the Students' Comprehension of the Text

The teachers' behavior of asking for the students' comprehension of the text should cover all level of reading comprehension. In contrast, this way was used less effectively as the level comprehension of reading mostly achieved literal level comprehension as shown in data 3.

Data 3

Teacher : Okay, what is the title of the text?

Learner : obesity is a nightmare...

Teacher : very good... okay, thank you.

As Shown in data 3, the question (what is the title of the text) proposed by the teacher was literal reading comprehension level. Burns et all (in Sinambela 2015) pointed out that literal level demands the students as a reader to be able to retell the facts or information already presented in the text. However, the teachers' way in asking for the students' comprehension broke the principle of scientific approach as this way did not use to be more effective in involving the cognitive process to stimulate the

intellectual development, particularly the skill of high-level thinking of the students (*kemdikbud*, 2013).

4. Highlighting the Moral Value of the text

The teacher emphasized the moral value by taking it directly from the topic. This was showed in data 4.

Data 4

Teacher : I need to tell you... you are not supposed to drive if you don't have the license yet. Just take the bus. So.. from the text we read, you learn that being discipline in driving is required to avoid the accident. I suggest you... don't drive your father's vehicle if you don't get license to do it. Got it?

Learners : yes sir..

The subject' purpose in raising the statement or warming related to the topic was to build the moral value from the topic towards the students' daily life. This was relevant with the theory of 2013 curriculum in which the principle of learning based on scientific approach must construct the students' self concept and develop the students' character (*Kemdikbud*, 2013).

5. Asking the Students to translate the text

The teachers' purpose in asking the students to translate the text was to assist the students to understand the text as shown in data 5.

Data 5

Teacher :okay, the importance of breakfast. Come on... who wants to read and translate this text... give up your hand... I'll take the score.

Learner :yes mam... mam...

Teacher :one by one please... Kezia.

Learner : do you know that breakfast is important for a whole day activities? A group of students said that breakfast is good for health and it can improve our concentration and strengthen memory.

Teacher : translate!

Learner : apakah kamu tau,, bahwa sarapan penting untuk aktivitas.... Siswa mengatakan sarapan baik untuk... untuk kesehatan dan itu dapat apa...

Teacher : meningkatkan. [helping the students translate the difficult word]

Learner : mmmm.... Meningkatkan konsentrasi dan ingatan.

Theoretically, translation is a process of getting equivalent meaning from source language into target language in which the focus is translating individual words to get meaning (Jixing, 2013). In relation with the theory of reading comprehension, Scoot (2009) argues that translation is not recommended in the teaching of reading comprehension as the purpose of reading comprehension is to get many meaning like lexical, contextual, implicit and related meaning.

The teacher confessed that the purpose of translation in her way of teaching reading comprehension was meant to increase students' vocabulary. Unfortunately, this way limited the better reading comprehension as this did not suit with the theory of reading comprehension. Most importantly, this way did not involve the potential cognitive process in stimulating the intellectual development particularly the skill

of high-level thinking of the students as expected in 2013 curriculum.

B. The Underlying Reasons of the Teachers' Way in the Teaching Reading Comprehension

After figuring out the ways of teaching reading presented by the teacher, the reason behind those ways of teaching was then investigated through in-depth interview. Based on the data analysis, the teachers' ways in the teaching of reading comprehension was caused by the misperception of the concept of teaching reading comprehension. This misperception laid on a) activating the students' schemata, b) the use of genre knowledge in teaching reading comprehension, c) the purpose of teaching reading comprehension and, d) the level comprehension of reading.

1. The Activation of Students' Schemata

The purpose of doing questioning by the teachers was only meant to attract the students' interest and introduce the topic. It means this activity did not on purpose to activate students' schemata to facilitate better reading comprehension. This was shown in data 6.

Data 6

Interviewer : before reading activity, "The Importance of Breakfast", you gave some questions to be discussed. Why you did so?

Subject : I did that to attract their curiosity of the topic. The questions such "do you think breakfast is important" and others questions would trigger their interest. More importantly, they could

exchange information. it trained them to speak and deliver their opinion.

Interviewer : Did that activity have any relevance in comprehending the text?

Subject : indirectly, they were interested to read. I think, the most important thing is to arise their will to read and their contribution in the learning activity.

Teacher to guide them, guide their reading interest

Interviewer : is that so?

Teacher : from the text genre, yeah... right, their reading interest. They would get interested to read the text. Let's say, analytical text has purpose to persuade the reader, so by knowing it, they would wonder what things that persuades the reader.. I think like that.

From the data 6, it was seen that the act of teacher questioning reflected scientific approach of 2013 curriculum. In scientific approach, the teacher is supposed to issue the problem or case to stimulate the curiosity of learning. This activity would trigger the students be independent learner and problem solver (Kemdikbud, 2013).

In data 7, the teacher confessed that the purpose of the act of questioning was meant to make the students able to differentiate text types and attract students' interest in reading. In reference to reading comprehension, this activity refers to formal schemata. Carrel and Eisterhold (in An 2013) stated that formal schemata are the organizational form and rhetorical structure of written text. They include knowledge of different text types and genres and also include the knowledge that different types of texts use text organization and languages structures. According to Klinger (2006) the understanding of genre can assist the students 1) to form expectation about what they will read 2) organize incoming information and 3) judge the relative importance of what they read.

2. The Use of Genre Knowledge in Teaching Reading Comprehension

The reason why the teachers used genre knowledge in the activity of teaching reading was presented in data 7.

Data 7

Interviewer : well, you also asked questions "what is the genre of this text?" what is the purpose of this question?

Teacher : I think the students should know that text has different genre. And the questions to provide information to students that we were talking about analytical text.

Interviewer : after that?

Teacher : from this text genre, they would wonder "what the text is about?"

Interviewer : what does it mean?.

3. The Purpose of Teaching Reading Comprehension

Data 8

Interviewer : why did you ask the students to translate the text into target language?

Teacher : how would they know the content of the text if it was not translated?

Interviewer : what do you mean?

Teacher : by translating the text, they would know what was the text

about, and also to increase their vocabulary.

Interviewer : and then?

Teacher : it would make them understand the text and could be able to answer the text questions.

As shown in data 8 above, the teacher claimed that by doing translation would increase the students' vocabulary and automatically the students would be easier to understand the text. However, the act of asking the students to translate the text into target language is not recommended in the teaching of reading comprehension as reading comprehension demands the reader to construct many meaning (lexical, contextual, and implicit meaning) not just equivalent meaning as what the subject did in translation (Moore, 2005).

Therefore, it was concluded that the teacher did not teach reading comprehension but used text as a media to teach vocabulary. Furthermore, this way did not involve the potential cognitive process in stimulating the intellectual development particularly the skill of high-level thinking of the students as expected in 2013 curriculum (*kemdikbud*, 2013).

4. The Level Comprehension of Reading

Data 9.

Interviewer : okay. After reading text, you asked the students to answer the text questions. Why you did so?

Teacher :the questions provided in the text have purpose to know students' comprehension of text. The question such "what is the text about?"... certainly

the indicator is the students are able to find text theme. So if they were able to answer such question, I just need to guide them to find detail information in the text. They were able to answer the text questions means they comprehend the text.

Interviewer :how would you know that they answer the questions correctly?

Teacher : of course by having discussion with them. they could exchange information with their friend. I only placed myself as facilitator... just to guide them to answer the text questions.

In data 9 the teachers seemed ignored the level of comprehension. They stated that question was only used as an assessment to find out students' comprehension. It was then concluded that the teachers' way of asking for the students' comprehension is less effective as this way was lack of facilitation to the better reading comprehension. Most importantly, the teachers' act of asking for students' comprehension does not suit with the theory of scientific approach of 2013 curriculum as this way broke the principle of scientific approach and did not use to be more effective in involving the cognitive process to stimulate the intellectual development, particularly the skill of high-level thinking of the students (*kemdikbud*, 2013).

There are a few researches similar to this study that has been conducted before. Sibarani (2009) conducted a research dealt with the misbehaviors of teachers in teaching English. His Study aimed at describing the

teachers' misbehaviors in teaching English to the junior high school. As a result, he found that the misbehaviors of English teachers lay on two processes. The first was in the process of making lesson plan and the second was in the teaching and learning process. He further found that the misbehaviors of teaching English were caused by two factors which were, (1) the lack of linguistic knowledge such as the linguistic concept of language skills and text structure and (2) the lack of pedagogic mastery of the teachers towards language skill such as sentence structure and vocabulary.

Furthermore, Scott (2009) in her study about knowledge for teaching reading comprehension investigate what teachers know and do in the course of teaching reading comprehension. She revealed that reading comprehension instruction in U.S. classrooms and the resources available to teachers focus extensively on the use of comprehension strategies with little or no attention to constructing meaning of the content in the text. It seems that if there were better coherence between the research literature and the influences on teachers' teaching, the terrain of reading comprehension instruction would look different. The finding of Sibarani (2009) and Scoot (2009) also support the finding of present study. In the present study, the teachers' way in the teaching reading comprehension did not facilitate the students to be independent reader as the final purpose of teaching reading. This was due to the lack of knowledge of the concept of teaching reading comprehension.

For those facts presented above, it was definitely concord with the study of

classroom teaching by Dunkin and Biddle (in Stripling 2013). Dunkin and Biddle clearly pictures that the success of any teaching depends on three variables, they are: (1) presage variable, (2) context variable, and (3) process variable. How the third variable happens in the classroom depends on the interaction between the presage and context variable. In this study presage variable which is the teachers' knowledge, teaching skill and intelligence significantly affected the process variable which was the teaching and learning process in the classroom. The relationship between presage and process variables determines the quality of product variables in the final result. This study proves that the lack of teachers' knowledge towards the concept of teaching reading and curriculum produced the poor quality of teaching.

CONCLUSION

Teachers play an integral part in the process of teaching and learning. Moreover, the most significant role of the teacher is to teach knowledge to students. The teaching of reading comprehension should create independent reader as the final purpose. In addition, teaching reading helps students develop their language skill. In reference to the goals of 2013 curriculum, reading as one of the language competency functions as the tool of communication to deliver the idea and knowledge.

The poor teaching quality presented by the teacher indicates the lack knowledge and skill of reading teaching concept and curriculum. It is then expected that the teachers should master the concept of knowledge of teaching reading comprehension to produce the better quality

of teaching and learning process. Most importantly, the teachers should also have skills to realize the concept into real teaching behavior. The result of this study is supposed to be considered as an effort of improvement of teaching reading quality. Moreover, it is necessary to be replicated by applying different research approach for the purpose of further verification.

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