TEACHING TECHNIQUES IN READING USED ON STUDENTS' CLASSROOM ACTION RESEARCH PAPERS

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Abstrak: Penelitian ini berjudul Teknik-teknik Pengajaran dalam Membaca yang Digunakan pada Skripsi Penelitian Tindakan Kelas Mahasiswa. Tujuan dari penelitian ini adalah untuk menemukan teknik-teknik pengajaran dalam membaca yang digunakan dalam skripsi penelitian tindakan kelas mahasiswa dan modifikasi-modifikasi untuk meningkatkan penggunaan teknik-teknik tersebut. Penelitian ini dilaksanakan menggunakan metode deskripsi. Peneliti menggunakan tabel observasi sebagai alat pengumpul data. Data penelitian ini diambil dari Program Studi Bahasa Inggris dan UPT Perpustakaan UNTAN. Hasil penelitian menunjukkan bahwa skripsi penelitian tindakan kelas berjumlah 62 skripsi sementara penggunaan teknik pengajaran adalah berjumlah 40 skripsi. Sebagai hasilnya WH Question digunakan 5 kali sedangkan Know Want Learn , Numbered Head Together, Think Pair Share, Directed Reading Thinking Activity dan Reciprocal Teaching Technique digunakan masing-masing 3 kali. Sebanyak 9 teknik pengajaran digunakan 2 kali. Sebanyak 23 teknik pengajaran digunakan hanya 1 kali. Sementara modifikasi teknik pengajaran yang dilakukan adalah memaksimalkan teknik pengajaran dan materi pembelajaran serta peningkatan manajemen kelas.
Kata Kunci: Teknik Pengajaran, Teknik Membaca, Skripsi

Abstract: This research entitled Teaching Techniques in Reading Used on Students' Classroom Action Research Papers. The purpose of this research is to find out teaching techniques in reading used on students' classroom action research papers and modifications to improve the techniques. This research was done in descriptive study. The researcher used observation table as the tools of collecting data. The research data are taken from English Education Study Program and UPT Perpustakaan UNTAN. The research finding showed that classroom action research papers were 62 papers while there were 40 papers used teaching techniques. As the result, WH Question was used five times while Know Want Learn, Numbered Head Together, Think Pair Share, Directed Reading Thinking Activity and Reciprocal Teaching Technique were used three times. There were 9 teaching techniques used two times and there were 23 teaching technique used just once. Meanwhile, the modifications of teaching techniques were done with emphasize the techniques and learning material and also by improving classroom management.
Keywords: Teaching Technique, Reading Technique, Research Paper

Teaching technique is any of a wide variety of exercises, activities or tasks used in language classroom for realizing lesson objective, in Brown (2001). Richards and Rodgers (2001) stated that technique is the level at which classroom procedures are described. The term of teaching technique include task, activity, procedure, behavior, exercise and even strategy. A technique is a detailed list of rules or a guideline for any (teaching) activity. It is based on the description of steps and often be linked to a method. Teaching technique is different for each English skill. English teachers have to find and use appropriate teaching technique for each English skill to help the students achieve their learning outcome.

English consist of four language skill (listening, speaking, reading and writing). As one of the language skills, reading is an important skill which its purpose is to understand the general idea and the specific information or supporting detail of the reading passage. The readers can get information they need from many kinds of reading materials. As the essential of reading is its comprehension, the students have to understand the meaning of the text and be able to find the important information from the text.

Reading comprehension is a complex task that involves processing information of the word, sentence, paragraph, and passage or book level in Schumm (2006). The use of teaching technique in the teaching learning process is crucial to support students learning to achieve the goal of study. There are some teaching techniques are use in teaching reading such as WH-Questions Technique, Numbered Head Together Technique, Think Pair Share technique, Know Want Learn Technique, etc. Moreover, the use of cooperative teaching technique will help the students to improve their ability in reading.

Teaching techniques is not only used in the classroom process, but also in the development in some scientific research. Some teachers and researchers used teaching techniques in their Classroom Action Research. Since this research is focused classroom action research which used teaching technique, this research has two main purposes. Firstly, this research is designed to find out the teaching techniques used in Classroom Action Research Papers focused in reading skill by English Education Study Program the last five years (2009-2013). Secondly, this research has purpose to find out the modifications to improve the techniques which were done by the researcher in their research papers. Due to those purposes, the writer writes the research questions as follows:

1. What techniques were used to teach reading skill in the Classroom Action Research Papers?
2. What modifications did the teachers make to improve the techniques?

It is clearly states that in this research, the writer will find out all the techniques were used in classroom action research papers which are focused in reading skills. The data of this research are analyzed in descriptive study by categorizing into three categories; they are modus of teaching techniques, themes of teaching techniques and modifications of the techniques. In the modus of teaching techniques, the writer categories teaching techniques based on the frequency of teaching techniques used in the research papers. While themes of teaching techniques were categorized into the frequency of genre used in the research papers and the last is analyzing the modifications of the teaching

techniques made by the teacher in the process of implementation of the technique. So, this research has practical significance as follows:

1. The findings of this research hopefully are useful to the readers who are interested in improving their teaching practice ability.
2. It gives readers solution to solve their problems in the classroom especially in reading skill.
3. It gives an experience and understanding about the process of teaching by using certain techniques.

The finding of this research supports the teaching techniques and the modifications to solve technical problems in teaching learning process. The study focuses on teaching technique used by the students of English study program on their research papers. As a descriptive study, the analysis is the research emphasized in-depth (Zòltan, 2007). The research itself will focuses on students' Classroom Action Research Paper of English Education Study Program of Teacher Training and Education Faculty of Tanjungpura University by the year 2009-2013.

METHOD

In this research the writer uses descriptive study. Descriptive study is carried out with the main purpose of describing some processes and phenomena in the sense of happen, what has happened or what is happening. It conducted in descriptive research form in order to answer the research problems. This study are designed to classify the techniques used in reading on classroom action research papers, to find out techniques have been used in reading in classroom action research for each themes and modifications made by the teachers when applied the techniques in their research papers. Gay (2006) stated that descriptive research determined and describes the way things are. It involves collecting data to answer the question about people the condition of a certain phenomenon.

In this research, the researcher deals with the population and sample. The population and sample are important in this research as the subjects that being observed. The population and sample was research papers of English Education Study Program of FKIP UNTAN. The population of this research was all classroom action research papers at English Education Study Program of FKIP UNTAN. While, the researcher chose the Classroom Action Research papers of reading which used teaching techniques as sample of the research data.

The researcher employed observation of document technique to collect data for her research. The researcher needs the data of the research title, teaching technique, the theme and the changes or modification. In order to find and collect all those data, the researcher used the observation checklist table in her research to classify the research papers. By using this observation table, the researcher filled up the information and checklist the category based on the information from the classroom action research papers. The table of the research papers observation could be seen as follows:

Table 1.
Observation Checklist table

No.	Research title	Teaching technique	Theme	The changes
1.				
2.				

In analyzing the modification of the technique used in the research papers, the researcher filled up the table of reflection cycle analysis. In this term, the researcher analyzed the implementation of the technique for each cycle. It worked with all the modifications and improvements that used in the research papers to gain successful cycle. This table could be seen as follows:

Table 2.
Reflection Cycle Analysis table

Number of cycle	Reflecting
Cycle 1	Explanation
Cycle 2	Explanation

The procedures of data collecting in this research is by listing all the research paper based on Classroom Action Research within the period 2009-2013. Firstly, the researcher classifies the Classroom Action Research papers based on certain categories; level of study, language skills and the theme. Secondly, the researcher found out the teaching techniques used on the paper and reviewed the characteristics of the techniques and the implementation of the techniques in lesson plans. Lastly, the researcher analyzed the data to answer the research problems and made the resume of the teaching techniques briefly.

In collecting the data, the writer collected all the research paper titles which have been examined from English Department FKIP UNTAN and Ruang Baca FKIP UNTAN. Then, the writer categorized the titles and collected all Classroom Action Research papers' type which used teaching techniques. Finally, the writer classified only Classroom Action research papers used teaching techniques which focused on reading skills. After all those processes, all the data that the writer needed was collected.

In analyzing the data, the researcher used qualitative data analysis by using words description and explanation. This technique used to analyze how the techniques have been modified by the teacher to gain successive cycle in their Classroom Action Research papers. Finally, the result of the research found kinds of teaching techniques have been used in Classroom Action Research papers, the resume of the techniques, applied lesson plans and modifications made by the teacher.

FINDINGS AND DISCUSSION
Findings

As the purpose of this research were to find out teaching techniques used in Classroom Action Research papers and their modifications used in the application of the techniques. In this part the writer answered research question number one: "What were the techniques used in Classroom Action Research Papers on reading skill?"

Based on the writer observation, in period 2009-2013, Classroom Action Research is being the most favorite research method by English Education Study Program. There were totally 152 research papers used teaching techniques as their ideas in order to solve the classroom problems or improve students' reading skill. Those numbers also consist of four English language skills (reading, writing, speaking and listening). There are 62 research papers focused on reading skill. There are 35 research papers focused on writing skill. There are 40 research papers focused on speaking skill. There are just 9 research papers focused on listening skill. From all research papers which focused on reading skill, it was found that some common problems found in reading skill such as: identifying meanings, main idea and supporting details of the texts, identify references and vocabulary and make a conclusion from the text. Generally, the problems of this skill were lack of ability of the student in comprehending reading text.

Since, the researcher focuses on Classroom Action Research papers focused on Reading skill (62), while among of all the titles of reading, there are 40 teaching techniques used on this skill. Based on the frequency of the teaching technique used in the research papers, the researcher classified the techniques used in research papers into three categories. They are high, medium, and low frequency teaching technique group.

a. High frequency teaching techniques

High frequency group is the teaching techniques which were used for three times or more. In high frequency group, there were 6 teaching techniques as seen in the table below:

Table 3

High frequency group

No	Teaching technique	Frequency
1.	WH-Question (guided questions)	5 times
2.	K-W-L (know-want-learn)	3 times
3.	Numbered Heads Together (NHT) Technique	3 times
4.	Think Pair Share Technique	3 times
5.	Directed reading-thinking activity (DR-TA) strategy	3 times
6.	Reciprocal Teaching Strategy	3 times

In high frequency group, there were six teaching techniques used three times to solve classroom problem. Each technique has the same and different theme. Number Head Together has been used to solve classroom problem which focus on two kinds of text (narrative and recount). Know Want Learn has been used for analytical exposition, news item and descriptive text. WH-Question has been used in narrative and descriptive text. Think Pair Share technique has been used in news item, narrative and descriptive text. DRTA (Directed Reading Thinking Activity) has been used only in narrative text. Lastly, Reciprocal Teaching strategy has been used in narrative and hortatory exposition.

b. Medium frequency teaching techniques

As the second classification based on the frequency, there were 9 teaching technique used two times in order to solve classroom problem. There were also conducted in different kind of text. Here are 9 teaching techniques have been used two times on reading skill as follows:

Table 4:
Medium frequency group

No.	Teaching Technique	Frequency
1.	Cooperative Reading Technique	2 times
2.	PQ4R	2 times
3.	3-2-1 Strategy	2 times
4.	Three Phases Technique	2 times
5.	Team-Pair-Solo Technique	2 times
6.	Group Work Technique	2 times
7.	Story Mapping Strategy	2 times
8.	QAR	2 times
9.	Guided Reading Strategy	2 times

In this group a teaching technique has been used for two times in classroom action research papers. Cooperative reading technique is used twice in narrative text and analytical exposition text of eleventh grade students. There are four teaching technique used in improving students' reading comprehension of descriptive text. They are PQ4R Technique, group work technique, story mapping strategy, QAR Technique and guided reading strategy. 3-2-1 strategy is used by the teacher on report text and recount text. While three phase technique is used on descriptive text. Lastly, team pair solo technique is used by the teacher on functional text and narrative text.

c. Low frequency teaching techniques

As the last classification, low frequency group is teaching techniques used just one time in Classroom Action Research papers. There were totally 24 teaching techniques used once in Classroom Action Research papers. Here are all of those techniques in low frequency group as follows:

Table 5:
Low frequency group

No.	Teaching Technique	Frequency
1.	Cooperative Learning Technique	once
2.	Realia	once
3.	Mediated Instruction of Text (MIT) Strategy	once
4.	Question Answering Technique	once
5.	Choral Reading Technique	once
6.	SQ5R Technique	once
7.	Students Teams Achievement Division Technique	once
8.	Picture Series	once
9.	Collaborative Strategic	once
10.	Semantic Mapping	once
11.	Using Leader Theater Method	once
12.	Picture Walk and Write Before You Read Technique	once
13.	Scaffolder Reading Experience	once
14.	Tree diagram technique	once
15.	Heading into Questions	once

16.	Jigsaw II Technique	once
17.	PLAN Reading Strategy	once
18.	Index Card Match Collaborated with Group Discussion	once
19.	Herring Bone Technique	once
20.	SQ3R Technique	once
21.	Schema Activation Strategy	once
22.	RIDER Strategy	Once
23.	Request Strategy	Once

In low frequency group, the techniques were used in the research papers in the same and different types of text. There were 4 teaching techniques used by the teachers on descriptive text. They are Teams Achievement Division Technique, Semantic Mapping, Question Answering Technique and Jigsaw II Technique. While, there are 2 teaching teaching techniques used by the teachers in analytical exposisition text (Cooperative Learning Technique and Schema Activation Strategy). There are 2 teaching techniques used in hortatory explaination text (Collaborative Strategic and Tree Diagram Technique). There are 2 teaching techniques used in recount text (Heading into Questions and Index Card Match Collaborated with Group Discussion). Lastly, there is only one teaching technique in the Classroom Action Research each used on procedural text (Realia) and report text (Herring Bone Technique).

As the second purpose of this research, this part will explain the idea as the question number 2: "What modifications did the writers make to improve the techniques?" To find the data of teachers' modifications, the writer chose to analyze reflection stage of the cycle to find out the appropriate changes of each cycle. In refection stage, the teachers make a reflection from the observation stage when the research held. In reflection stage, the teacher explained the problems occur in the classroom and mentioned some treatments or modifications to heal the problems. In this case, reflection stage obtained crucial informations to solve problem for the next cycle.

As mentioned in the last part, there are 6 teaching techniques used 3 times or more. They are WH-Question Technique (5 times), Number Head Together Technique (3 times), Know Want Learn Technique (3 times), Think Pair Share Techniques (3 times), Directed Reading Thinking Activity Techniques (3 times) and Reciprocal Teaching Techniques (3 times). All of them are used in classroom action research papers in period 2009-2013. As the most favorite teaching techniques, the writer analyzed all the cycles of those techniques one by one to find out what were the modifications of each technique. It was found that some teachers changed the orders of the teaching in the classroom. It is deals with the classroom management improvement. They also made some modifications of the techniques in the process.

As an example, in number head together technique, the teacher modified the technique from the first cycle to the second cycle and from the second cycle to the third cycle. In the first cycle, the teacher divided the students into several groups, then the students have to answer the questions based on their given numbers. In the second cycle the teacher changed the questions to name tag. In

this activity, the students would arrange the paragraphs in front of the class as their given numbers. In the third cycle, the teacher give the students opportunity to read the text loudly. The students did the activity by read the text paragraph per paragraphs based on their numbers.

However, most of teachers did not make any important changes for the techniques. They intended to control or manage the class to make teaching learning process more useful and efficient. For example the teachers changed the students' seats or changed their group members in order to make the students more active and paid attentions to the teachers' explanations. Some problems occured in the classroom that was some students were not care and pay attention with the lessons and they often have a chat with their friends in the classroom.

As a conclusion, most of teachers who used classroom action research in their research papers tended to repeat the actions to make the teachnique success than to modified the technique. They also gave more attention to the students' behavior in doing their classroom activities. They improved the classroom management to gain the students' focus and attention and well participated in the classroom activity. They have done the research without change the technique but emphasize it to gain the successful cycle.

Discussion

As data collected and analyzed, the writer divided the research papers in period 2009-2013 into several categories. They are based on the skill preference in the research papers (reading, speaking, listening and writing). Reading skill as the focus of this research is the most favorite skill used in English Education and Study Program.

In the last 5 years there are 356 research papers titles done in this study program. Among them there are 143 research papers used Classroom Action Research and the others using Descriptive study, Pre-experimental study, case study, etc. In Classroom Action Research, mostly students did the research in reading skill. There are 62 theses focus in reading skill. They did the research in various themes like narrative, descriptive, recount, hortatory exposition, and spoof.

From the result of this research, there are 38 teaching techniques used in Reading skill of Classroom Action Research papers. There are 6 techniques have been used 3 times or more, they are *WH-Question/Guided Questions Technique (5 times), Know-Want-Learn Technique (3 times), Numbered Heads Together Technique (3 times), Think Pair Share Technique (3 times), Directed Reading-Thinking Activity Strategy (3 times), and Reciprocal Teaching Strategy(3 times).* All of those techniques are categorized into High *Frequency Group.*

There are 9 techniques used 2 times and categorized into medium frequency group. They are *Cooperative Reading Technique, PQ4R Technique, 3-2-1 Strategy, Three Phases Technique, Team-Pair-Solo Technique, Group Work Technique, Story Mapping Strategy, QAR Technique and Guided Reading Strategy.*

Lastly, there are 23 techniques only used once and categorized into low frequency group. They are *Cooperative Learning Technique, Realia Technique ,*

Mediated Instruction of Text (MIT) Strategy, Question Answering Technique, Choral Reading Technique, SQ5R Technique, Students Teams Achievement Division Technique, Picture Series, Collaborative Strategic, Semantic Mapping technique, Using Leader Theater Method, Picture Walk and Write Before You Read Technique, Scaffolder Reading Experience, Tree Diagram Technique, Heading into Questions, Jigsaw II Technique, PLAN Reading Strategy, Index Card Match Collaborated with Group Discussion Technique, Herring Bone Technique, SQ3R Technique, Schema Activation Strategy, RIDER Strategy and Request Strategy.

The writer also found that most researchers chose narrative text as the theme of their research papers. There are 29 research papers used narrative text. There are 8 research papers used descriptive text. There are 6 research papers used recount text. There are 3 research papers used hortatory exposition. There are 4 research papers used analytical exposition text. There are 3 research papers used report text. There are 2 research papers used news items text. Lastly, there is only one research papers used each for functional text, procedural text, and narrative poem.

In Classroom Action Research papers, most of the researchers did the research with the purpose to solve their classroom problems. In addition, some researchers did the research in order to improve students' reading skill. As in reading skill there are some problems faced by the researchers in the classroom those are;

1. the students had difficulties to identify main idea, the factual or detail information in the orientation, complication and the resolution on the narrative text.
2. It was also difficult for the students to locate the references, making inference and the vocabularies found in the narrative text.
3. The students have difficulty in understanding the text, and they could not find main ideas of a paragraph and make summary of an entire text.
4. The students have difficulty in determining general stucture of narrative text, getting the information from the text like the setting and the characteristics of the character, and gaining the moral value or lesson.
5. The students have difficulty in understanding the text, and the students can not find the purpose of the text.

From the result of cycle analysis, it was found that the teacher tended to emphasize the teaching material and the techniques. Some teachers modified but they did not change the teaching techniques. In classroom action research the teachers used to repeat the treatment with some improvement based on the reflection stage to solve the problems. The teachers pay attention to the classroom management to gain the students' focus and attention to the classroom activity. Some teachers improved the class management by re-arranged students' seat to improve students' concentration and attention and pay attention and control the students' reading activity.

CONCLUSION AND SUGGESTION
Conclusion
According to the findings and the discussions of this research, there are some conclusions can be drawn as follows.
1. Classroom action research is the most favourite research method used in the last 5 years.
2. Reading skill is the most favourite skill to improve in CAR theses.
3. Narrative text is the most used theme in reading skill of the research.
4. WH-Question (guided questions) was used 5 times in Classroom Action Research for the last 5 years.
5. K-W-L (know-want-learn), Numbered Heads Together (NHT) Technique, Think Pair Share Technique, Directed reading-thinking activity (DR-TA) strategy, and Reciprocal Teaching Strategy were used for 3 times in Classroom Action research.
6. In cycle analysis the teachers used to re-arranged students' seat and emphasize teaching material to the students. Some of them also modify the techniques to improve students' skill.

Suggestion
According to the findings and discussion from this research, there are some suggestions that can be drawn as follows:
1. Due to the importance of Classroom Action Research, this kind of research has to be conducted by English teachers to improve their teaching learning process to get better quality of education.
2. Since some improvement is important in using teaching techniques, there should be many modifications from English teachers to the teaching techniques that they used in order to give the best impacts from the techniques to the teaching learning process and in order to achieve the goals of teaching learning.
3. As reading skill become the most favourite skill in Classroom Action Research, there should be more other skills are carried out in the Classroom Action Research study in the future research due to the importance of the others skill such as Speaking, Listening and Writing.

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