An Investigation of Approaches to Teaching Reading Used by a Teacher in a Junior High School in Bandung

Gita Rahmi*

English Department
Gunadarma University
Depok, Indonesia
*gitarahmi89@gmail.com

Abstract—**This qualitative descriptive designed study reports teacher's approaches to teaching reading to seventh-graders in a junior high school in Bandung, West Java. The study is aimed at analyzing approaches used by the teacher in teaching reading. This study has been informed by theory of teaching reading, including bottom-up, top-down, interactive and new literacy approaches. The data are collected by using classroom observation, open-ended questionnaires and interview. The teaching activities are analyzed and classified based on three teaching stages proposed by Wallace. The findings reveal that the teacher uses an eclectic approach in teaching reading. The data can be discovered through various reading activities conducted by the teacher in her pre-reading, while-reading and post-reading stage. Further, the teacher's problems in teaching reading are students' lack of participation, teacher's lack of theoretical knowledge of EFL teaching, vocabulary-oriented teaching and teacher-centered teaching. Based on the findings, it is suggested that the teacher considers the roles of curriculum, syllabus and lesson plan in teaching reading. Then, teacher should recognize the students' needs and conditions so she can apply the right activities in the appropriate context. Last, government should conduct training for the teacher about EFL teaching.**

Keywords—approaches to teaching reading; teaching stages; reading

I. INTRODUCTION

Reading is an important skill that language learners should master. Reading is defined as a communication between the writers, the readers, and the text utilizing written language that will make them interact each other to lead them into reading fluency [1-3]. Reading is also said as the ability to understand information in the text and interpret it appropriately [4]. Hence, the students need to have ability to comprehend the text so they can build the meaning and understand the writer's message in the text. Additionally, Jones and Deterding inform that reading is a psycholinguistic process which is situated in a social context [5]. This means that it involves not just language but also thinking, being and acting in a particular culture. Furthermore, reading is also a part of language skills that is taught in EFL teaching in the school [6,7]. In the regulation of 2013 National Curriculum of Indonesia, teaching reading in the

junior high school aims to make students able to read and to understand meanings of various texts. Additionally, as informed by Susanti, reading takes the biggest part in national examination in Indonesia which is up to 70 percent's of the questions related to reading comprehension [8].

In Indonesia, English has been taught since the early ages. As reported by Sunggiwati and Nguyen, it is a compulsory subject for three years in grades 7-9 and three years in grade 10-12 [9]. Since students have learned English for years in the school, it is presumed that they would already have good reading ability. However, Nur found that most of the students can hardly understand English effectively [9]. This fact is supported by Nunan that states the students still do not have good reading ability although the more time has been spent to teaching reading [10]. This condition might occur because reading in a foreign language is more challenging as the students do not speak English.

In this study, there are some approaches that are used as the guidance to analyse approaches used by the teacher in teaching reading. Basically, approaches to teaching reading are different in initiating the reading process. Each approach has different ways in translating the print to the meaning [11]. Some approaches also have same teaching stages but different principles and applications; for example, interactive approaches and new literacy approaches. Both of them use pre-reading, whilst-reading and post-reading but employ different activities in each stage.

Bottom up approaches are regarded as the first and the oldest approaches in teaching reading and are said as traditional view as well [2]. Accordingly, as reported by Vacca et al., the teachers that use bottom-up approach will see reading acquisition as comprehending and integrating process of word identification series [12]. Then, as claimed by Goodman, top-down approaches believe that reading was a psycholinguistic process that appeared as the interaction between thought and language [13]. Top-down approaches highlight the significance of both schemata and readers' contribution over the text because it is assumed that the students' background knowledge is actually more significant than the text itself for comprehension Mikulecky [2,14,15].

As stated by Stanovich in Anderson [16], Vacca, et al. [12] and Stephenson and Harold [17], interactive reading approaches combine elements of both bottom-up and top-down approaches. Therefore, as stated by Wallace [18] and Alyousef [3], contemporary reading activities require three stages reading procedures: pre-reading, while-reading and post-reading stages. The teacher can apply some activities in each stage. The next approach is new literacy approaches. These approach focus not on reader-text interactions, but view reading as a social and cultural event around written language [19]. New literacy approach is also called critical approach [18] and critical social theory of literacy [20]. Teaching reading based on this approach is influenced by social activity and shaped by historical, social and political concerns [21].

Moreover, teachers have a significant role in order to make students have good reading skills and abilities like applying teaching approaches that are suitable for students' needs and conditions. Wallace [18], Brown [22], and NCLRC [23] suggest three phases of teaching reading process in the classroom; pre-reading, while-reading, and post-reading. Teacher can apply various activities in each stage and can combine some approaches and activities in teaching reading. As quoted from Mellow [24] and Kumar [25] inform that the use of various language learning activities that have different characteristics and objectives is called eclecticism.

Since English is widely used now and reading is one of the important skills that should be mastered, teacher is expected to teach reading by applying theories proposed by experts. Conversely, based on observation and interview to some teachers, it was found that some teachers still focused on developing the students' vocabulary and preparing the students to face examination. This fact reflects the teachers' view in teaching reading. As stated by Vacca et al., the way teachers teach in the classroom reflects their belief or view on teaching reading [12]. This means that teachers' view on teaching reading is very important to find out.

Therefore, based on the explanation above, it can be said that reading is an important skill that the students need to master. The teachers have significant role to make the students achieve good reading ability. The teachers might apply various teaching activities in teaching reading as her application of approaches that she believed in. For these reasons, this research investigated approaches used by the teacher in teaching reading in a junior high school in Bandung that were reflected in the application of reading activities from some approaches; bottom-up, top-down, interactive and new literacy approaches.

II. METHOD

This research used qualitative descriptive design because of several reasons. First, it described and investigated teacher's approaches to teaching reading and the problems they experienced in the teaching process. It is in line with Gay, Mills and Airasian that state descriptive research involves collecting data in order to test hypothesis or to answer questions concerning the current status of the subject of the study [26].

Then, the problems were perceived through the observation and the participants' view. As argued by Creswell [27] and Holliday [28], a qualitative research is an investigation process of comprehension based on discrete methodological traditions of inquiry that examine people's problem, actions, belief, thought and perception in individual and social life.

This research was conducted in a school in Bandung. This school was selected as the setting because it was established as the model school under the policy of a university. Therefore, it was chosen as the setting of the research because it was also accessible. The participants were one EFL teacher that taught in grade seven and a group of students from her class. The participants were selected by using purposeful sampling. As stated by Maxwell, the participants chosen are the ones who can give the important and appropriate information that the other people cannot provide [29].

In collecting the data in qualitative research, as stated by Maxwell [29] and Silverman [30], it is better to use triangulation strategy because the data will be valid and reliable. Triangulation strategy in collecting data is a strategy that combines more than one method of collecting data for research. Therefore, in this study, the data were collected through observation, questionnaire and interview.

Observation was done to get data about the teacher's approaches in teaching reading. So, the approaches that teacher used were reflected through the activities that she applied in teaching process. Observation is the process of collecting open-ended, first-hand data through observing people and places at a research site [31,32]. In this study, the researcher had role as a nonparticipant observer because she only visited the site and recorded the data without involving or participating in the activities [32,33].

The observation was done for seven meetings and it was adjusted to the teacher's schedule in teaching reading in the class. The data were gathered by using video tape and an observational protocol. As stated by Creswell, an observational protocol is a form made to note information during an observation [32]. As quoted from Wallace [34] and Dornyei and Taguchi [35], questionnaire is a written instrument with series of questions that is used to gather information about participants' knowledge, opinion, ideas and experiences. Open-ended questions were used and teacher's teaching approaches could be reflected through her answer of questionnaire. Interview was done to get more information as clearly as possible about the teacher's approaches in teaching reading. This research used semi structured interview where researcher only used the important points or general ideas as the guide to interview the interviewee [36,37].

The data were analysed and connected to the theories about teaching approaches and teaching activities from some experts. The data were analysed by conducting three steps: writing important thing in memo during analysing the data; categorizing or coding; and contextualizing strategies [29]. Then, the data were described and teachers' approaches and problems in teaching reading were revealed.

III. RESULTS AND DISCUSSION

The data here unveil the teaching approaches that teacher used in teaching reading that are proven through the activities

applied in the classroom. The data show that the teacher tended to use an eclectic approach to teaching reading in that she applied activities from bottom-up, top-down, interactive and new literacy approaches in her teaching process. Viewed from data of observation, questionnaire and interview, the teacher used several activities in the three stages of teaching reading. The teacher always tried to emphasize the importance of mastering vocabulary to the students and improve the students' pronunciation while doing reading activity. Following the theories from Wallace, the activities applied in the class were classified into three stages below [18]:

A. Pre-Reading Stage

In general, the teacher employed review, brainstorming, preview and pre-reading questioning in pre-reading stage. This is in line with Anderson [16], Zhang in Alyousef [3] and Stephenson and Harold [17] that prioritize the importance of pre-reading activities application because it is the stage where the teacher builds students' background knowledge and it influences and facilitates students' reading comprehension.

1) Review: As the teacher started the class, she reviewed the previous lesson to remind the students of what they have learned. The example of observational data below shows how the teacher reviewed the lesson (taken from Observation 3).

Teacher: For today, let's see your friend's work. Here, there are some goals and then because in the last meeting we have learned about the generic structure of procedure text. Some of your friends have done their work. They put the goal, materials and then? (Asking students) Can you mention the generic structure of procedure text?

Data above show that the teacher began class by reviewing previous material about generic structure of procedure text. This is in line with Jensen that states a class should start with review activities [38]. The teacher showed a text in projector and reviewed the material that has been given to the students by asking some questions.

Data from observation above were in line with data from questionnaire and interview which reveal that the teacher reviewed the previous lesson to build students' comprehension. The teacher argued that reviewing the lesson would help the students comprehend the lesson. As informed by Brown, this activity is very important to evaluate what has been taught to the students [22]. Nuttall also suggests that review will make the students think of the lesson that they have learned and coordinate the knowledge on their mind [39].

2) Brainstorming: One of the activities that teacher applied in order to activate students' background knowledge in the early stage of teaching reading is brainstorming. She showed some pictures and asked the students some questions related to the pictures. The students also showed high interest in responding to the pictures that the teacher showed. The detail information about the activities can be seen below (Observation 1).

Teacher: (Showing picture about juices in the projector) What is that?

Students: Orange juice

Teacher: What is your favourite juice?

Students: Avocado juice, strawberry juice, sunkist juice, guava juice.

Data above show that the teacher used pictures to activate the students' background knowledge by asking the students about the picture is about. Teacher's decision to use pictures in this activity is in line with Wallace [18] and Hood, Solomon and Burns [40] that state pictures can be used to introduce the lesson to the students in brainstorming activity. The students could answer teacher's questions and participate by saying some food and drinks that they knew. This means that their background knowledge about the upcoming lesson was activated. As stated by Barnett [41], Wallace [18], Hood et al. [40] and Closs [42], brainstorming is one of the activities that is conducted in the early stages of teaching reading and can be used to activate the students' background knowledge.

In connection to approaches to teaching reading, brainstorming is used in top-down approaches, interactive approaches and critical approaches that highlight the importance of activating background knowledge. Top-down approach highlights the importance of background knowledge. So, the readers begin a set of predictions about the meaning of the text that they will read and then confirm their prediction in the text [4,10,11].

3) Previewing: Preview is another activity that was also conducted by the teacher to activate students' background knowledge in pre-reading stage. She showed some texts and asked the students to guess what they would learn (Observation 5).

Teacher: Pay attention and look. I'll give you a new material. This one is functional text that consists of notice, memo, invitation and announcement. Now, let's take a look, what kind of text is this? (Showing an announcement to the students and asking them to predict the text)

Student 1: Memo!

Student 2: Invitation!

Student 3: Announcement!

The data above show that the teacher presented a text to the students, asked the students to pay attention to text and asked them to make prediction about the text. What teacher did is in line with Goodman [13], Mikulecky and Jeffries [43] and Edmonson in Susanti [8]. They inform that the teacher can do previewing activity in pre-reading activity to activate students' background knowledge of text. It can be seen that the students made guess about the text and this activity is in line with Hood et al., that mention readers make prediction when they try to guess the meaning of text that they will read [40]. The prediction is made based on the readers' existing knowledge.

From the data above, it is clear that the teacher believed in top-down, interactive approach and critical approach because she focused on activating students' background knowledge and asked the students to guess the upcoming text.

4) Pre-reading questioning: Based on the observation, teacher also provided pre-reading questions to activate the

students' background knowledge of the text. She showed some pictures and text through PowerPoint and then asked the students some questions related to the text. Some students answered the questions and the others only kept silent. The activity can be seen in the following example (Observation 5).

Teacher: Ok, this is announcement. What information will you get from this announcement?

Luthfi: Meeting!

Alvaro: Day!

Baim: Announcement.

Andi: Girl basketball meeting.

The data above unveil that teacher gave some pre-reading questions to the students. This activity is in line with Wallace [18] and Hood et al. [40], that state the teacher can give pre-reading questions in the early stages of teaching process. They add that pre-reading questions also help activate the students' background knowledge. The teacher showed a text about announcement and then she asked the students to answer her questions about it. Hood et al., inform that giving pre-reading questions to the students will help the students develop their knowledge of the topics and exchange their knowledge and experiences [40].

Compared to theory from new literacy or social approaches, in order to make students have critical thinking about text, the teacher is supposed to let the students give their own questions about text that they will read [18]. However, pre-reading questions that teacher did is not in line with pre-reading questions from these approaches. In this study, teacher was the one who gave questions to the students. This is different from Wallace that states the teacher needs to let the students share their personal thought and ask their own questions about the text so their critical thinking will increase [18]. This statement is supported by Degener in Emilia that states students should be actively involved in learning process instead of just passively listening to teacher's explanation or doing teacher's instruction [20].

To sum up, the activity coincides with interactive approaches. Nevertheless, teacher still did not apply theory from new literacy approaches that suggest the students critically share their own thought about text. The activities are in line with the activities from bottom-up, top-down, interactive and new literacy approaches. Then, as suggestion, teacher still needs to review and improve her application of the activities.

B. While – Reading Stage

The data and explanation about the activities that were employed by teacher in while-reading stage of teaching reading can be seen as follow.

1) Silent reading: Silent reading was one of the activities that were conducted by the teacher in while-reading stage. She delivered text to the students and asked them to read it silently. Occasionally, she also showed text through PowerPoint and asked the students to read it silently. After that, she asked them

to answer the questions orally. The detail information can be seen in the following example (Observation 1).

Teacher : Ok, try to find out the title and then try to read the text. The title of the text...?

Students : Yummy Milkshake!

Teacher : How many materials written in the text?

Jojo : Three.

Teacher : Mention it!

Jojo : Chocolate ice cream.

Ilya : Chocolate ice cream, ten coconut biscuits and milk.

Data above show that the teacher conducted silent reading by asking the students to read the text silently for a few minutes. This is in line with Rosseau that claims silent reading is a classroom reading activity where the students are asked to read in a certain time for finding out certain information [44]. Then, the data above also reveal that the teacher tried to develop students' ability to find information available in the text after reading the text silently. This activity is relevant to Sadoski that mentions silent reading is aimed at giving the students responsibility for their own reading [45]. Additionally, Closs reports that silent reading helps increase the students' vocabulary, fluency and reading skills [42].

Therefore, based on data from Observation 2, the teacher also asked the students to do silent reading as the preparation before doing reading aloud. She provided the text to the students and asked them to read it silently. This activity is in line with Anderson that explains that silent reading is done to make the students prepare themselves before facing reading aloud activity [46].

2) Reading aloud: Based on the observation, the teacher also conducted reading aloud in teaching reading process. After asking the students to read text silently, the teacher distributed worksheet to the students and asked them to read it loudly. The teacher corrected students' pronunciation during reading process. In the end of reading aloud activity, she asked the students to read the whole text loudly. It can be seen from the activity below (Observation 2).

Andi was selected to read the text.

Andi : Make a Vanilla Pudding (read 'pudding' as 'pading')

Teacher : Pading? (correcting Andi's Pronunciation)

From the excerpt, it can be seen that the form of reading aloud that the teacher conducted was student to class. This is in line with Anderson that states there are some forms of reading aloud: student to class, student to teacher, student to student and teacher or cassette to students [46]. Therefore, the data also reveal that she directly asked the students to read the text and some students straight showed their interest to read by raising their hands. This activity is similar to Anderson that suggests the teacher selects an appropriate text and asks the students to read it until they get correct fluency, intonation and pronunciation [46].

Moreover, in the data above, it is shown that the teacher and the other students listened carefully and reacted spontaneously when a reader made mistake in reading aloud. As demonstrated by Anderson in his theory about reading aloud, the teacher and the other students should listen and pay attention to some important points like the reader's fluency, pronunciation, excessive hesitations and self-corrections and intonation while a student read the text loudly [46]. The teacher corrected students' pronunciation if they made mistakes and asked other students to continue the reading. This is in line with Vacca et al. that claim the teacher may correct students' oral reading because fluent pronunciation is regarded as crucial in reading aloud [12].

In addition, viewed from the data, it is clear that in this activity, the teacher believed in bottom-up activity where she focused on improving students' pronunciation and understanding of particular vocabularies.

3) Showing some texts and discussing the linguistic choices/features: Based on the observation, the teacher frequently showed some texts which had similar generic structures. She tried to make the students understand the content of the text and feel familiar with the text and its content by showing a number of texts in a meeting [18]. For example, based on Observation 2, the teacher showed a new text to the students after showing and discussing a text about how to make vanilla pudding. She compared the texts to the previous ones to make the students understand the generic structures. The excerpt for the activity can be seen below (Observation 2).

Teacher: Yummy milkshake or how to make a cup of coffee, it is the aim. When I said sugar or coffee, it is the material.

She wrote the explanation on the white board and emphasized that each procedure text has the same pattern or generic structures. The teacher's strategy is in line with Wallace [18] and Hood et al. [40], that claim the teacher can show some texts to the students in order to make the students able to identify the parallel discourse. They also say that the teacher can give two similar texts in different performances so the students' awareness of the text can be increased.

Therefore, besides making the students able to compare one text to another, teacher also led students to find the important points of the texts, like generic structures and imperative verbs. This activity is concurrent with Luke and Freebody as quoted from Emilia, that state teacher can compare two texts which have the same topic to compare lexico-grammatical choices in the texts [20].

4) Questioning: Questioning was also conducted in whilst-reading activity. Teacher provided some questions about text and asked the students to find the detail information about the text. This is in line with NCLRC that states while-reading stage is the process for monitoring students' comprehension [23]. The example of the activities is below (Observation).

Teacher   : Number one, how many steps to make yummy milkshake?

Students made noise and asked what the question was.

Teacher   : Ok, next, the number four. How many verbs here? How many imperative verbs?

Students   : Imperative verbs *itu apa*?

Teacher   : And the last one is write the verbs!

Based on data above, the teacher monitored the students' comprehension by giving questions to the students. The teacher asked the questions in spoken and written. The activity is in line with Wallace that suggests there are several activities that can be done to check students' progress in while-reading stage [18]. She informs that the teacher can give several tasks like completing the story, arranging jumbled texts and conducting jigsaw reading. Hood et al., add that the tasks can be like oral short questions, written short answer questions, multiple choice tasks, true false questions, matching tasks and summary closes [40]. Comparing to the data, the teacher has not varied the activities or tasks yet.

Meanwhile, in this activity, the teacher just asked the questions that were explicitly stated in the text and students were only asked to find stated main idea and details from the text. Although the students could answer the questions, this activity is still not in line with Wallace [18] and Hood et al., that suggest the questions given should be the ones that can urge the students to read the text critically and understand the text implicitly [40]. Additionally, Blachowicz and Ogle also propose that the teacher should consider the types of questions that she will ask if she wants to make the students become good readers [47].

5) Vocabulary study: Vocabulary study was also one of the activities that teacher conducted in while-reading stage and emphasized in the teaching process. She asked students to pay attention to the texts in the projector and she highlighted some imperative verbs over there. The example can be seen below (Observation 1).

Teacher: Ok, look at this one (point at the projector). Here, I write in the bold the verbs put, blend and add. And I believe you know the meaning. Ok, what is the last one? Put, blend and add. This is the verb, imperative verbs. Do you know what imperative verb? Find and write it in your book!

The data above inform that the teacher highlighted some particular words so the students could memorize it and she also asked the students to find the words and write it in their books. This activity implies that the teacher believed in bottom-up approaches [12]. The teacher with this belief assumes that recognizing words is very important before comprehending the whole text.

In the data above, the teacher focused on asking the students to master the imperative verbs and some words that are important in procedure text. This confirms the statement from Closs that mentions the teacher underlines the importance of vocabulary to the students in reading activity because she thinks that vocabulary knowledge has strong relationship with reading comprehension [42]. This opinion is in line with Vacca et al. [12], Mikulecky [15] and Gough in Hudson [19] that claim vocabulary knowledge supports reading comprehension.

6) Translating: In this study, translating was also applied by the teacher as one of her teaching activities and commonly followed vocabulary study. The teacher asked the students to translate the words, sentences and the whole text. The activity can be seen in the following example (Observation 2).

Teacher: What is pour?

Students: *Tuangkan.*

Teacher: Add?

Students: *Tambahkan.*

The teacher also often asked the students to translate the text after she showed a new text to the students and discussed it with them. The activity can be seen in an example below (Observation 5).

Teacher: Try to translate into Indonesian and later I'll show you another one.

It can be identified from data above that the teacher started translating activity from translating particular words to translating the full text. In excerpt above, the teacher focused on imperative verbs that are necessary in procedure text. This strategy is in line with Corder and Prince in Kuzborska that assert that translation can make up for student's limitation in English and good to increase students' vocabulary knowledge [48]. Further, the data also reveal that after the students finished translating one text, they moved to another text. It can be said that what the teacher did in the class is in line with Kuzborska that claims translation can be the way to help the students comprehend the text [48]. However, Kuzborska also states that it was appropriate for advanced students [48]. Meanwhile, in this study, the students were still in the first grade of junior high school.

To sum up, from the data above, it can be said the activity that she did in the class reflects her belief in bottom-up approaches because she focused on developing students' understanding of words before moving to sentences and a whole text.

C. Post-Reading Stage

The activities that teacher applied in post-reading stage were follow-up activities and retelling activity for checking students' comprehension.

1) Follow-up activity: Follow-up activity was one of the activities that teacher conducted to check students' comprehension in post-reading stage. This is in line with Barnett that states exercises in post-reading are used to check comprehension and follow-up activity is one of the activities that can be applied [41]. In this study, the teacher asked the students to do the assignments like writing a text or changing a text into a dialog. As explained by Wallace [18] and Hood et al., the teacher can conduct follow-up activities like giving students writing tasks, making role-play or developing listening activity [40].

Therefore, the activities were done individually and also in group. One of the activities can be seen from the data taken from Observation 4. The teacher divided the students to be some groups. Then, she showed incomplete text to the students and asked them to complete the text by filling in the blanks. Each group had different text.

As a matter of fact, the teacher explained the instruction in English and it was hard for the students to understand. Therefore, the students' work was not checked intensively by the teacher and just put on the wall. This condition also occurred again in Observation 7. Actually, the students were interested in the activity, but the teacher just stuck the text on the white board and asked the students to change it into dialog. In the end of meeting, the students' works were also put on the wall and there was no any follow-up activity after that.

From the explanation above, it can be said that follow-up activity that was conducted by the teacher is relevant to top-down, interactive and critical approaches where reading activity is integrated with other skills. It was assumed that the teacher attempted to apply critical approaches in the class where she asked the students to develop their idea after reading activity. However, it was not applied successfully.

2) Retelling activity: Retelling activity was also one of the activities that teacher applied in teaching reading. She asked the students to retell the vocabulary, generic structures and also the titles of texts learned on that day. Here are the data about retelling activity (Observation 3).

Teacher : Can you mention imperative verbs? Don't see your book. Close your book. Because I want to know how many imperative verbs you learned today.

Alvaro : Pour, blend, add, put, mix, cool.

Some students : Freeze, remove, cut, dish, combine.

Data above show that the teacher asked the students to retell the vocabularies that they have learned. This is concurrent with Hood et al., that point out that retelling is one of the activities in reading [40]. However, the teacher just asked the students to retell the vocabularies learned on that day. This is not in line with Hood et al., that suggest the teacher ask a student to retell the text and the other students to listen to the student's retelling [40]. After that, the class can discuss the similarities and differences of the original version with the retelling version. So, it can be said that retelling activity that the teacher applied in this study just focused on retelling vocabularies. This fact also implies that the activity that was applied by the teacher reflected her belief in bottom-up approaches in which the teacher focused on checking students' vocabulary before checking their comprehension.

As a conclusion, there were some activities applied by the teacher in teaching reading. The activities were in line with teaching reading activities from bottom-up, top-down, interactive and new literacy approaches. As a result, it can be concluded that the teacher used eclectic approach in teaching reading which means that she conducted various activities from different approaches in her teaching reading process [24].

IV. CONCLUSION

Based on the findings, there are some conclusions that can be drawn from this research. With regard to research questions, the data are concluded as follow.

First, the data reveal that the teacher tended to use eclectic approach to teaching reading in that she conducted the activities adopted from bottom-up, top-down, interactive and new literacy approaches in her teaching process. Based on the observation, teacher applied various activities like review, brainstorming, reading aloud, silent reading, follow-up activities and retelling activities in her pre-reading stages, whilst-reading stages and post-reading stages. These activities are in line with the approaches mentioned above.

Further, there were some problems that the teacher faced in teaching reading. First of all was the students' lack of participation during reading activity. There was also a tendency that male students were more active than female students. Then, her teaching process was also teacher-controlled teaching. Further, she employed a lot of activities during teaching reading in a meeting and did not focus on certain activities that can be used to develop students' ability. Moreover, the teacher also highly emphasized the importance of vocabulary during the class so it seemed that her teaching process was vocabulary-oriented. Furthermore, full English use in teaching process was also the problem in this study. Since the teacher mainly talked in English, the students admitted that it was hard for them to understand the lesson when the teacher used full English in the class.

Regarding the results of the research, the teacher should consider the roles of curriculum, syllabus and lesson plan in teaching reading. These will help the teacher prepare and teach well in the class and improve the students' ability in reading. Further, it is highly recommended that the teacher can apply the appropriate activities in teaching reading and adjust it to the students' needs and condition. She should also understand the theoretical knowledge of teaching like knowledge about teaching approaches, strategies and techniques. Then, the teacher should not always teach in English but sometimes she should use students' first language because not all students understand English. Moreover, the teacher is suggested to be able to compose well-designed materials and exercise that can lead the students to become critical readers. Furthermore, since the teacher has known a lot of activities to teach reading, it is very recommended that she gets training for English teacher. It is expected that the training can make the teacher know how to apply the appropriate activities in a suitable situation.

REFERENCES

[1] J.E. Alexander, Teaching Reading. 3rd ed. Boston: Scott, Foresman and Company, 1988.

[2] H. Nagao, Using Top-Down Skills to Increase Reading Comprehension. ERIC, 2002.

[3] H.S. Alyousef, "Teaching Reading Comprehension to ESL/EFL Learners." Journal of Language and Learning, vol. 5, no. 1, pp. 63-73, 2006.

[4] W. Grabe and F.L. Stoller, Teaching and researching reading. London: Pearson Education, 2002.

[5] S.A. Jones and D. Deterding, Phonics and Beginning Reading: A Practical Guide for Teachers in Southeast Asia. Singapore: McGrawHill, 2007.

[6] Depdiknas, Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Dasar dan Menengah. Jakarta: BSNP, 2006.

[7] Kemendikbud Kurikulum 2013, Kompetensi dasar Sekolah Menengah Pertama (SMP)/ Madrasah Tsanwiyah (MTs). Jakarta: Kemendikbud, 2013.

[8] D.R. Susanti, "An investigation of the teaching reading: a case study at three level classes: acceleration, international and regular class at an international standard state senior high school in Sumedang regency," Master Thesis, Indonesia University of Education, 2009.

[9] D. Sunggingwati and H.T.M. Nguyen, "Teachers' questioning in reading lessons: a case study in Indonesia," Electronic Journal of Foreign Language Teaching, vol. 10, no. 1, pp. 80-95, 2013.

[10] D. Nunan, Second Language Teaching & Learning. Boston: Heinle & Heinle Publishers, 1999.

[11] P.D. Pearson and M.L. Kamil, "Basic Process and Instructional Practice in Teaching Reading." Reading Education Report, no. 7, pp. 1-26, 1978.

[12] J.A.L. Vacca, R.T. Vacca, M.K. Gove, L.C. Burkey, L.A. Lenhart, and C.A. McKeon. "Reading and learning to read, 6/e." 2006," [Online]. Retrieved from: http://www.ablongman.com/samplechapter/0205431542.pdf [Accessed on: February 21, 2014].

[13] K.S. Goodman, "Reading: a Psycholinguistic Guessing Game," in Theoretical Models and Process of Reading, edited by Harry Singer and Robert B. Ruddell. Newark, DE: International Reading Association, 1976.

[14] J.C. Alderson, Assessing reading. Cambridge: Cambridge University Press, 2000.

[15] B.S. Mikulecky, "Teaching Reading in a Second Language," 2008. ," [Online]. Retrieved from: http://www.longmanhomeusa.com/content/FINAL-LO%20RES-Mikulecky-Reading%20Monograph%20.pdf [Accessed on: March 24, 2014].

[16] N.J. Anderson, Exploring second language reading. Brigham Young University: Heinle & Heinle Publishers, 1999.

[17] L. Stephenson and B. Harold, "Elements in the Teaching of Reading," Teachers, Learners and Curriculum, vol. 4, pp. 14-21, 2009.

[18] C. Wallace, Reading. Oxford: Oxford University Press, 1992.

[19] T. Hudson, Teaching Second Language Reading. New York: Oxford University Press, 2007.

[20] E. Emilia, "A critical genre-based approach to teaching academic writing in a tertiary EFL context in Indonesia." PhD thesis, The University of Melbourne, 2005.

[21] J. Soler and R. Openshaw, "'To be or not to be?' The politics of teaching phonics in England and New Zealand," Journals of Early Childhood Literacy, vol. 7, no. 3, pp. 333-352, 2007.

[22] H.D. Brown, Teaching by Principles: An Interactive Approach to Language Pedagogy. 2nd ed. New York: Longman, 2001.

[23] NCLRC, "The Essentials of Language Teaching," NCLRC, 2003. [Online]. Retrieved from: http://www.nclrc.org/essentials/reading/ Accessed on: November 3, 2013].

[24] J.D. Mellow, "Toward Principled Eclecticism in Language Teaching: the Two-Dimensional Model and the Centring Principle," TESL-EJ: Teaching English as a Second Language or Foreign Language, vol. 5, no. 4, 2002.

[25] C.P. Kumar, "The Eclectic Method-Theory and its Application to the Learning of English," International Journal of Scientific and Research Publications, vol. 3, no. 6, pp. 1-4 (2013).

[26] L.R. Gay, G.E. Mills and P.W. Airasian, Educational research: Competencies for analysis and applications. 9th ed. New Jersey: Pearson Education, 2008.

[27] J.W. Creswell, Qualitative Inquiry and Research Design: Choosing Among Five Traditions. California: SAGE Publication, Inc., 1998.

[28] A. Holliday, Doing and writing qualitative research. London: Sage Publications, 2002.

[29] J.A. Maxwell, Qualitative Research Design: An Interactive Approach. California: Sage Publications, 1996.

[30] D. Silverman, Doing Qualitative Research: A Practical Handbook. 2nd ed. London: Sage Publications, 2005.

[31] J.W. Creswell, Research Design. Qualitative, Quantitative, and Mixed Method Approaches. 3rd ed. Los Angeles: SAGE, 2009.

[32] J.W. Creswell, Educational research. Planning, Conducting, and Evaluating Quantitative and Qualitative Research. 4th ed. Boston: Pearson, 2012.

[33] J. Fraenkel, N. Wallen, and H. Hyun, How to Design and Evaluate Research in Education. New York: The McGraw Hill company, 2012.

[34] M.J. Wallace, Action Research for Language Teachers. Cambridge: Cambridge University Press, 2001.

[35] Z. Dörnyei and T. Taguchi, Questionnaires in Second Language Research: Construction, Administration, and Processing. 2nd ed. New York: Routledge, 2010.

[36] D. Nunan, Research Methods in Language Learning. Cambridge: Cambridge University Press, 1992.

[37] E. Emilia, "Data Collection Techniques," (Paper presented at SEAMEON Regional Centre for QITEP (The Training on Research Methodology for Foreign Language Teachers, Jakarta. July, 2011).

[38] L. Jensen, "Planning lessons." In Teaching English as a Second or Foreign Language (3rd ed), edited by M. Celce-Murcia, pp. 403-409. Boston: Heinle & Heinle. Thompson Learning, 2001.

[39] C.E. Nuttall, Teaching Reading Skills in a Foreign Language. Oxford: Heinemann, 1996.

[40] Hood, Susan, N.Solomon, and A. Burns, Focus on Reading. New Edition. Sydney: National Center for English Language Teaching and Research, 1996.

[41] M.A. Barnett, "Teaching Reading in a Foreign Language. ERIC Digest," ERIC, 1988.

[42] E.K. Closs, "Teaching Reading Comprehension to Struggling and At-risk Readers: Strategies That Work," 2006. [Online]. Retrieved from: http://www.readinglady.com/mosaic/tools/TeachingReadingComprehension_toStrugglingReaders-MastersThesisbyEllen.pdf [Accessed on: May 11, 2014].

[43] B.S. Mikulecky and L. Jeffries, More Reading Power. 2nd ed. New York: Addison-Wesley Longman, 2005.

[44] A.S. Rosseau, "Effects of silent reading on intermediate students' reading growth," Master Thesis, Northern Michigan University, 2012.

[45] M. Sadoski, Mark. Conceptual Foundation of Teaching Reading. New York: The Guilford Press, 2004.

[46] D. Anderson, "What is reading? What is the best way to teach reading?" 2005. [Online]. Retrieved from: http://www.admc.hct.ac.ae/hd1/documents/Reading%20Literacy-1.pdf .

[47] C. Blachowicz and D. Ogle, Reading comprehension: Strategies for independent learners. New York: The Guilford Press, 2008.

[48] I. Kuzborska, "Links Between Teachers' Beliefs and Practices and Research on Reading," Reading in a Foreign Language, vol. 23, no.1 pp. 102-128, 2011.