



Techniques Used in Teaching Reading Skill in Senior High School

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Abstrak

Guru bahasa Inggris harus menggunakan teknik pengajaran membaca terbaik yang dapat membuat peserta didiknya meningkatkan keterampilan membaca teks dalam bahasa Inggris. Karena membaca bukanlah keterampilan yang mudah untuk dikuasai, sehingga guru perlu untuk memilih teknik membaca yang tepat yang membantu siswa meningkatkan keterampilan membaca teks bahasa Inggris yang mereka baca. Penelitian ini bertujuan untuk menemukan teknik yang digunakan untuk mengajarkan keterampilan membaca di kelas sekolah menengah atas. Teknik-teknik tersebut dieksplorasi melalui artikel penelitian yang ditulis oleh peneliti sebelumnya tentang topik ini. Penelitian ini menggunakan metode analisis sistematis yang mengidentifikasi artikel-artikel yang ada secara online. Penelitian ini mengulas 20 artikel tentang teknik pengajaran reading sebagai topik penelitian yang dikumpulkan dari Google Scholar. Penelitian ini menyoroti empat teknik pengajaran yang sering disebutkan dan disarankan sebagai teknik yang efektif dalam mengajarkan keterampilan membaca: *Think-Pair-Share*, pengajaran timbal balik, pemetaan pikiran, dan *Question-Answer Relationship* (QAR). Teknik-teknik ini telah terbukti efektif dalam meningkatkan pemahaman membaca peserta didik. Teknik-teknik ini tentu saja mempunyai kekurangan. Oleh karena itu, guru perlu memperhatikan hal ini dan menyesuaikan dengan kelas mereka dalam memilih teknik yang tepat, khususnya dalam mengajarkan keterampilan membaca. Dengan mengimplementasikan teknik mengajar yang tepat, guru akan dapat menghidupkan pengajaran sekaligus mendorong siswa untuk terlibat aktif di kelas.

Kata Kunci: teknik pengajaran, keterampilan membaca, pengajaran membaca, tinjauan literatur sistematis.

Abstract

English teachers have to use the best reading teaching techniques to make their students improve their reading skills to understand an English text or the written language. Since reading is not an easy skill to master, teachers need to choose appropriate reading techniques that help the students improve their reading skills to comprehend the English text they read. This research aims to discover the techniques used to teach reading skills in senior high school classes. The techniques are explored through the research articles written by previous researchers on this topic. This study employed a systematic analysis method that identifies existing articles that are available online. The research reviewed 20 articles on the research topic, which were collected from Google Scholar. This research highlighted four teaching techniques frequently mentioned and suggested as effective in teaching reading skills. They were: *Think-Pair-Share*, reciprocal teaching, mind mapping, and *Question-Answer Relationship* (QAR). These techniques have been proven effective in improving students' reading comprehension. These techniques are, of course, not without shortcomings. Thus, teachers need to pay attention to the situation of their classes in choosing appropriate techniques, especially in teaching reading skills. Implementing the appropriate techniques brings instruction to life while encouraging students to actively engage in class.

Keywords: teaching technique, reading skill, teaching reading, systematic literature review.

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INTRODUCTION

Reading is an essential skill for human social advancement. Patel and Jain (2008) in Hidayad (2018) stated that reading is an active process of recognition and comprehension skills. It is an essential life experience that helps students achieve well as it is an essential instrument for academic achievement. Thus, in school and out of school, reading is a gateway to success.

Nowadays, proficiency in foreign languages, especially English, is very needed and important. English is the most important language in the world because English is a medium language of the nation that can connect many countries with different languages. If someone wants to know the whole world, they have to understand and be able to use English. This is why English has become an important subject that needs to be taught at school, such as in Elementary School, Junior High School, Senior High School, and university.

According to Badan Standar Nasional Pendidikan (2006), teaching English in Senior High School involves teaching four language skills: listening, speaking, reading, and writing. Those four language skills should be taught in an integrated manner. Through reading lesson, students can improve their English effectively since through reading, they can increase their vocabulary, grammar, and other language skills such as listening, speaking, and writing. Moreover, most students seem easier to follow reading lesson rather than the lessons of the other language skills. Also, reading is a process of understanding written language with some techniques which have to be mastered by students who struggle to understand written language, find their own ideas, paraphrase text, and answer questions. In conclusion, teachers have to have the best reading teaching techniques to make their students understand the text or the written language.

Many literacy researchers have investigated English reading techniques to overcome the challenges of reading in the last decade. Reading techniques are known to be one of the fundamental influences supporting the enhancement of students' perception of reading. In addition, reading techniques are essential for helping students in reading activities (Susanti, 2020). To improve reading skills, the students have to practice reading a lot and use specific techniques. The student's ability to comprehend the text depends on their ability to use technique to understand what the writer says. It means that technique helps the students to comprehend the text they read.

Many studies have investigated the techniques used in teaching reading to senior high school students. However, more exploration is needed on how the current findings show the dynamic of teaching reading, especially the use of teaching techniques to improve students' reading ability. Moreover, studies related to systematic literature review of teaching reading techniques are conducted by Chin & Hashim (2022), Dew et al. (2021), and Rahayu et al. (2024). In their study, Chin & Hashim (2022) investigated reading techniques currently employed among primary students. Several reading techniques were mentioned in their study, including thinking-aloud technique, collaborative strategic reading, skimming and scanning, and other techniques. Moreover, a study by Dew et al. (2021) reviewed the effectiveness of reciprocal teaching in reading comprehension. Their study revealed that the versatility of reciprocal teaching made the technique adaptable to learners of varying backgrounds, ages, and levels of education. However, when implementing reciprocal teaching with larger groups of students, it is sometimes hard for the teacher to monitor all of the communication between the students, and misinformation may be present (Yawisah, 2017).

In addition, Rahayu et al. (2024) reviewed the effectiveness of incorporating mind maps into English Language Teaching (ELT) classrooms, including reading teaching. Their study uncovered that mind mapping made learning more interactive and student-centered by assisting students in connecting drafts and organizing information. However, creating a mind map is time-consuming for some teachers (Azizan et al., 2022).

Accordingly, this study aims to complement and develop previous studies on the application of teaching techniques in teaching reading skills. Unlike the studies conducted by Dew et al. (2021), and Rahayu et al. (2024), this study focuses on uncovering the various techniques used in teaching reading skills. In addition,

this study focuses on reviewing teaching reading techniques used in senior high school. It is expected that the results of this systematic literature review can offer new insight for teachers to understand the benefits and shortcomings of various teaching reading techniques. Therefore, the teachers can choose teaching reading techniques that are appropriate to their classroom conditions.

METHOD

This study was designed using the Systematic Literature Review (SLR) method to collect, identify, analyze, and synthesize a pool of articles about the techniques used in teaching and learning English. A systematic literature review is defined as a research methodology that aims to identify, evaluate, and synthesize the existing body of research in a systematic, explicit, and reproducible way (Fink, 2019).

The articles were selected from the databases of Google Scholar. The sole reason for this single database is that articles from other databases were widely registered in Google Scholar. Therefore, it gave access to articles accessible through other subscription-based databases. Besides, the research had no access to paid databases. The researchers conducted the database search from January to February 2024. The keywords of this search were: “**Teaching**”, “**Reading**”, “**Technique**”, “**Senior High School**”.

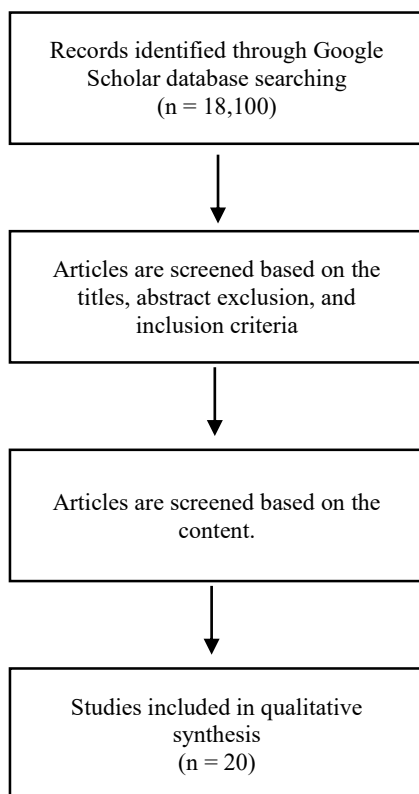


Figure 1 - Flow chart for the systematic review of techniques in teaching reading in senior high school

Moreover, 18,100 articles were collected in the initial search stage. The articles were then filtered based on the exclusion criteria decided. The exclusion criteria were systematic literature articles, teaching reading techniques in subjects other than English, and articles that had no contribution to the topic. In addition, the articles selected were those written in English between 2019 and 2023. In the final stage of article screening, 20 articles were selected based on their content.

RESULTS AND DISCUSSIONS

Results

The search in the Google Scholar database resulted in 18,100 articles using the keywords “**Teaching**”, “**Reading**”, “**Technique**”, and “**Senior High School**”. The articles were then filtered by years, from 2019 to 2023, resulting in 17,400 articles. After that, the authors screened the articles based on the titles, abstract exclusion, and inclusion criteria. The screening focused on including rather than excluding based on the titles and abstracts. After screening the articles through the content and determining whether they reflected the techniques for teaching reading skills in senior high school, the researcher then gathered the articles. The final search resulted in 20 articles.

Furthermore, the articles were chosen because each investigated different techniques in teaching reading skills. Several genres of reading texts are discussed, including descriptive text, analytical exposition text, narrative text, recount text, and news item text. The techniques used in teaching descriptive text are mind mapping technique and scavenger hunt game. These techniques provide fun learning activities (Nia & Pratama, 2019; Oktarind, 2022). For analytical exposition text, the “power of two” technique is used. This technique provides stimulation for the students to think analytically and collaborate with others (Andini & Ratmanida, 2019). Moreover, for narrative text, there are many suggestions for techniques such as Grammar Translation Method (GTM), Story mapping, Brainstorming, Mind Mapping Technique, Semantic Mapping Technique, Cooperative Script Technique, and Think-Pair-Share. These techniques effectively teach narrative text since they motivate the students to read texts in an enjoyable way and encourage them to participate in learning and share their ideas (Kurniawan et al., 2021; Husnaini & Hatimah, 2021; Sinambela et al., 2023; Danil, 2022; Wahyuningtias et al., 2023; Safrianti, 2020; Rosalia & Candraloka, 2023). Additionally, Herringbone and Jigsaw can be used as teaching techniques to recount texts. These techniques help the students easily recognize the purpose, structure, and detailed information of recount text (Lumbantobing et al., 2020; Herman et al., 2020). Finally, reading aloud is suggested as a teaching method for news item text. Reading aloud helps the students to find the meaning better as they read the phrases rather than word by word (Maqbulin, 2022).

Furthermore, the techniques used in teaching reading skills to senior high school students are described as follows:

There are four most mentioned techniques. The first one is Think-Pair-Share. The use of the Think-Pair-Share learning model helps students understand the material quickly. Students become more active, and the class becomes conducive because discussions with other friends can attract students’ attention (Rosalia & Candraloka, 2023). The second one is Reciprocal Teaching. The reciprocal teaching technique improves students’ critical thinking to provide an opportunity for students to work independently and increase their self-efficacy (Taka, 2020). The third one is Mind Mapping. Mind mapping technique helps the students think and remember better, creatively solve problems (Sinambela et al., 2023). In addition, by using mind mapping, the students are more active and interested in the learning process, especially reading comprehension (Nia & Pratama, 2019). The fourth one is QARs (Question Answers Relationship). By implementing QARs (Question Answer Relationship), the teacher is able to know the extent to which students understand what the teacher has given them and the limits of the student’s ability to do assignments after reading the text that has been shown (Saputri et al., 2021).

Other techniques used by the teachers are as follows: one of the techniques is Semantic Mapping. The semantic mapping technique helps the students engage in higher-order thinking. It also indicates that a mind map can help students improve their reading comprehension without difficulty; using it, students can easily find the main idea or something important in the text (Sinambela et al., 2023). The following technique is “The Power of Two” technique. “The Power of Two” technique is conducted to help students comprehend the text by working in pairs to share their ideas with their partners. It also helps the students figure out their

reading problems and helps them enjoy the reading process (Andini & Ratmanida, 2019). Small group discussion is also mentioned as one of the techniques used to teach reading skills. Small group discussion is a way for the students to share their ideas or exchange their information in the learning process. Through small group discussions, the students can talk, play their part actively, and learn with each other (Safrianti, 2020).

In addition, the Grammar Translation Method (GTM) is also mentioned. Grammar Translation Method (GTM) effectively teaches reading comprehension and motivates students. This technique successfully motivates the students to read texts enjoyably and to improve their reading in terms of enriching vocabulary, organizing ideas, and understanding the text easily (Kurniawan et al., 2021). The next technique mentioned is the Herringbone Technique. The herringbone technique helps the students find supporting details for the main idea. It was experimentally proven to develop students' ability to read recount text (Lumbantobing et al., 2020). Then, Jigsaw Technique is also used as a technique in teaching reading skills. The Jigsaw technique helped the students understand the purpose, the structure, and the linguistic elements of recounting text easily. In other words, the application of the Jigsaw teaching technique significantly affects the students' ability to read and comprehension of recount text (Herman et al., 2020).

Moreover, another technique mentioned is Metacognitive Strategies. Metacognitive strategies promoted students' reading performance as well as their ability to maximize their reading effectively. By using metacognitive strategies in their reading activity, students become skilled, excellent, and strategic readers (Muhid et al., 2020). The teachers also employ skimming & Scanning Techniques. The steps of skimming and scanning techniques helped the students to read efficiently. The techniques assist the students in making predictions on the purpose of the texts, the main topic, and possibly some supporting ideas rapidly (Mambua et al., 2020). Then, Pre-Questioning Reading is the following technique. Pre-questioning is a valuable tool for helping readers examine their values, attitudes, opinions or related experiences before interacting with the text and leading them to focus attention and provide purposeful reading. Using pre-questioning has more positive effects than teaching media (Angkarini, 2020).

Additionally, the next technique is Teaching Media. Using media in teaching learning should be made more interesting and efficient to decrease the students' difficulties, and some difficulties can be minimized by selecting the tools or aids that are possible to bring into the classroom. However, using media cannot help students comprehend the whole text (Angkarini, 2020). Then, Scaffolding is also mentioned. Scaffolding helps the students develop ideas that are read by them. In other words, this technique helps the students understand and expand ideas that can be read (Saputri et al., 2021). In addition, there is Reading aloud. Reading aloud helped the students focus on the content of the text because the words are pronounced loudly. In addition, it can be used to improve the students' pronunciation; for example, when reading aloud, the teacher gives examples of reading every single word (Maqbulin, 2022).

Furthermore, story mapping is also mentioned as a technique for teaching reading skills. Story mapping interacts with students' interest in comprehending reading text. Thus, in turn, it improves students' reading comprehension (Husnaini & Hatimah, 2021). The next technique is the Scavenger Hunt Game. The Scavenger Hunt game technique provides students with opportunities to develop and expand their guessing and searching skills. Moreover, it creates a fun learning process and enlivens the classroom atmosphere (Oktarind, 2022). Also, there is Brainstorming technique employed. Brainstorming helps activate the background of students' knowledge (Danil, 2022).

The next technique is SQ3R (Survey, Question, Read, Recite, Review). This technique may be appropriate for students because they are given a chance to be active in the teaching-learning process. SQ3R helps the teacher convey the material easily and makes it easy for the students to receive the material (Amiruddin, 2022). Another technique is KWL technique (what I Know, what I Want to learn, and what I did Learn). By applying the KWL technique, students can make predictions about what they will be reading and engage with other students in discussing the topic's content. The KWL model is created to enhance reading

comprehension in content areas (Ardiyani et al., 2022). The last technique mentioned is the Cooperative Script Technique. Cooperative script helps the students comprehend complex ideas. It also allows the students to explore themselves better by collaborating with their friends to solve problems and have the courage to express opinions (Wahyuningtias et al., 2023).

Discussions

The present systematic literature study aims to answer the question about the techniques used in teaching reading skill to senior high school students that have been employed the studies from 2019-2023. There are several teaching reading techniques that are frequently mentioned and suggested as effective in teaching reading skills.

The first technique is Think-Pair-Share. This technique is effective in this study, particularly in teaching narrative text. Think Pair Share is a cooperative discussion model developed by Frank Lyman. According to Kagan & Kagan (2009), Think-Pair-Share is one of the teaching techniques in cooperative learning used by the teacher in which a problem is posed, students think alone about the question for a specific amount of time, then pair up to discuss the questions with someone in the class, usually a teammate. This technique works well with the students because it allows them to formulate their ideas independently and test them out non-threateningly with their partners. Moreover, it allows students to collaborate with others, optimizes student participation in learning, and provides opportunities for all students to show their involvement in learning (Hasibuan, 2019).

Furthermore, Safrianti (2020) in her study states that the implementation of Think-Pair-Share allows the students to work together in pairs and further maximize the students' learning potential. In addition, the situation forces the students to think together actively. Similarly, Rosalia & Candraloka (2023) conclude that the use of the Think-Pair-Share learning model helps students understand the material easily. Students become more active, and the class becomes conducive because discussions with other friends can attract students' attention. However, there are some drawbacks of this technique. Zinveliu (2021) states that in big classes, the implementation of Think-Pair-Share is challenging. Teachers will not be able to assess every student's contribution, which is detrimental to the learning process. Since teachers cannot monitor every student or control who will share ideas with the entire group, teachers will have students whose needs remain unmet. They are the ones too anxious to speak up and too afraid of rejection to fully participate in the activity. Moreover, When students pair with a partner, they will inevitably waste time on small talk irrelevant to the activity itself.

As a result, it can be concluded that implementing Think-Pair-Share is beneficial for improving the student's ability to comprehend English text. This technique provides the opportunity for the students to work together with their classmates and share their ideas. This means that this technique promotes the active participation of the students during learning. Additionally, by sharing and discussing their ideas about the text given, the students can easily identify the outline of the text, especially narrative text, because they exchange information with each other.

The second technique is reciprocal teaching. The method was developed by Palincsar & Brown (1984) and was originally designed to improve comprehension for students who could decode but had difficulty comprehending text. According to Klenk (2001), reciprocal teaching is an instructional procedure in which the teacher and students take turns leading a discussion about a shared text through four comprehension techniques: prediction, question generation, summarization, and clarification.

In addition, Taka (2020) suggests that the reciprocal teaching technique improves students' critical thinking and provides an opportunity for students to work independently and increase their self-efficacy. In like manner, Safrianti (2020) in her study discloses that this technique helps students in thinking and getting the meaning of the text. Students have a chance to share their ideas with their friends and the teacher. On the

other hand, the implementation of the reciprocal teaching technique has some shortcomings. Yawisah (2017) highlights some disadvantages of reciprocal teaching, such as the possibility of providing wrong feedback to other students while discussing the material since the students are collaborating with each other and sharing the teaching of the material with the teacher. Additionally, with larger groups of students, it is sometimes hard for the teacher to monitor all of the communication between the students, and misinformation may be present.

Hence, the reciprocal teaching technique is considered one of the most effective techniques in teaching reading skills. Apart from promoting active learning, this technique also encourages students to analyze text from the clues, such as titles, pictures, or illustrations provided. Thus, this technique can improve the students' problem-solving ability. This technique also provides a more enjoyable learning condition.

The third technique is Mind Mapping. In this study, the use of this technique is effective, particularly in teaching descriptive and narrative text. Mind mapping is a structured technique that shows the (hierarchical) relationship of ideas. Buzan & Barry (2002) explain that mind mapping is a powerful graphic technique that provides a universal key to unlock the brain's potential. It is an important and useful learning technique as it helps learners learn, write down their notes, and organize them effectively and easily retrieved (Tucker et al., 2010). On top of that, Buran & Filyukov (2015) reveal that mind maps are very useful in problem-solving, brainstorming ideas, acquiring vocabulary, and taking, which, as a result, improve students' reading comprehension skills.

Furthermore, Mohaidat (2018) concludes in his study that using mind maps helped the students understand the texts, analyze them, and understand the main and sub-ideas. Similarly, Sinambela et al. (2023) and Nia & Pratama (2019), in their studies, reveal that the mind mapping technique helps students think and remember better and creatively solve problems. Conversely, Azizan et al. (2022) state that despite its benefit in facilitating the students' learning in reading comprehension, creating a mind map may be time-consuming.

Based on these considerations, the mind mapping technique is a technique that can be suggested for teachers in teaching reading skills. The mind mapping technique stimulates students' ability to easily retrieve information and ideas by translating texts into visual forms. These visual forms then help the students to comprehend the text more easily. Additionally, the mind mapping technique provides students with the opportunity to be creative in making these maps. Thus, this technique promotes an encouraging and fun way to learn.

The last technique is QARs (Question Answers Relationship). Question-answer Relationship (QARs) is the type of questions teachers use after students have read. The type of question asked to guide comprehension should be based on the information readers need to answer the question. According to Christ (2002) in Nurhayati et al. (2019), QAR technique is a questioning technique that emphasizes a relationship between the question, the text, and the background knowledge of readers. It can be concluded that question-answer relationship technique is a teaching technique that assists students related to their prior knowledge to the information provided in the text.

Moreover, implementing the Question-Answer Relationship (QAR) technique can help students comprehend the text while answering the questions. The students were able to categorize the questions as well to avoid spending too much time while finding the answer (Baqi, 2019). Additionally, Saputri et al. (2021) concluded that QARs increased students' vocabulary. On the other hand, Readence (2006) in Baqi (2019) voiced two concerns about using QAR. Firstly, QAR was intended to explain rather than make it easy to determine the correct responses. Therefore, it is not recommended to let students know that the answer to the question is "forthcoming from discrete categories like texts and readers". Secondly, determining the nature of the question-answer relationship continues logically, answering the question instead of preceding it.

As a result, it can be concluded that the QAR technique, despite its shortcomings, is effective in improving the students' reading skills. By answering some questions prior to reading, this technique raises students' curiosity so that they are motivated to read and understand the text given. Additionally,

comprehending the text becomes easier for the students because they get the information from answering the questions prior to reading. This technique also creates an active classroom situation where the students are encouraged to actively participate in teaching and learning activities.

Therefore, from the discussions, it could be concluded that the implementation of teaching reading techniques such as Think-Pair-Share, reciprocal teaching, mind mapping, and Question-Answer Relationship (QAR) is proven effective in improving students' skills in comprehending the text. The main thing these techniques have in common is that they encourage active participation from students and create a more enjoyable learning atmosphere. As stated by Rahayu et al. (2024), the use of mind mapping in teaching reading made learning more interactive for the students. Furthermore, in line with the results, Dew et al. (2021) concluded that reciprocal teaching created a supportive learning environment since this technique provided collaborative interaction among the students.

These techniques are, of course, not without shortcomings. Thus, teachers need to consider the situation of their classes in choosing the appropriate technique, especially in teaching reading skills. Apart from having good preparation beforehand, teachers must also consider class size, whether small or big, and the number of students. Teachers must also adapt the techniques used to the level of difficulty of the material and learning objectives.

CONCLUSIONS

This study reviews previous studies related to teaching techniques used in teaching reading skills in senior high school. The finding indicates that four teaching reading techniques are frequently mentioned and suggested as effective in teaching reading skills. They are Think-Pair-Share, reciprocal teaching, mind mapping, and Question-Answer Relationship (QAR). These techniques have been proven effective in improving students' comprehension of the text. These techniques are, of course, not without shortcomings, such as the challenge of implementing these techniques in large classes, especially in monitoring each student; the possibility of providing wrong feedback to other students while discussing the material; and the inaccuracy in applying techniques according to the level of difficulty of the material and learning objectives. Thus, teachers need to consider the situation of their classes in choosing the appropriate technique, especially in teaching reading skills. Therefore, it is suggested that teachers take the initiative to discover more references about collaborative learning methods that are appropriate to their class conditions. However, this study is limited in terms of references as Google Scholar is the only database that was searched. Therefore, studies involving more databases such as Elsevier, Web of Science, and others are suggested.

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