READING ALOUD :

THE COMPARATIVE ANALYSIS OF TEACHERS' CREATIVITIES IN TEACHING

READING ENGLISH TEXT AT SMPN 1 TALUN AND SMP AL-HIKMAH

A THESIS

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ABSTRACT

PUPU HAPUDIN. 14101301878. *Reading Aloud : The Comparative Analysis of Teachers' Creativities in Teaching Reading English Text at SMPN 1 Talun and SMP Al-Hikmah*

The goals of this research are: (1) to find out teachers' creativities are applied in teaching reading text and students' response during pre- teaching, (2) to find out teachers' creativities are applied in teaching reading text and students' response during whilst- teaching, (3) to find out teachers' creativities are applied in teaching reading text and students' response during post- teaching.

The method of this research uses qualitative research, using descriptive qualitative research. The focus of data in this research is towards creativities' teachers in teaching reading text. The data is acquired from observation, interviewing and documentation. The technique of collecting data is observation creativities' teachers in teaching reading text at SMPN 1Talun and SMP Al-Hikmah. Besides observation, other technique is through interview. The data from interview is acquired from one teacher at SMPN 1Talun and two teachers at SMP Al-Hikmah and some students. The data from documentation is taken from institution documents like syllabus, rules of lecturer and students, etc. The data is analyzed with four steps; collecting, reducing, presenting and concluding.
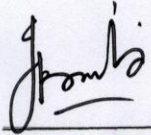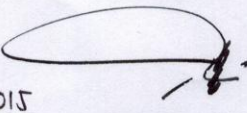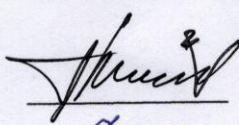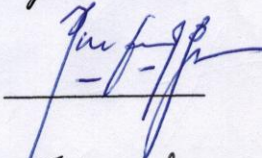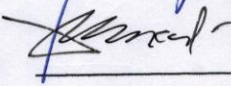
The result shows that teachers' always make the lesson plan so that teachers can manage and respond creatively at the class, and in pre- teaching teachers do apperception with some kinds of games to make students ready to study with interest activities before studying and the students' response is very enthusiastic and active at the class, teacher A uses guess game about job and workplace, teacher B uses guess game about animal, while teacher C uses guess game about fruit; in whilst- teaching teachers always use creativities get great response from students and they help students reach high achievement and students' response is so enthusiastic and active at the class, teacher A uses drill technique in whilst teaching, teacher B uses jigsaw technique and teacher C uses stirred sentences technique; in post- teaching teachers always use high creativities in post teaching because if the post- teaching is colored by some creativity, so students will be more enthusiastic in the next meeting.

Key words: Reading aloud, Teachers' creativities,and Reading English Text

RATIFICATION

This thesis entitled **"Reading Aloud : The Comparative Analysis of Teachers' Creativities in Teaching Reading English Text at SMPN 1 Talun And SMP Al-Hikmah** written by PUPU HAPUDIN, Register Number 1410130187 has been examined on June 22, 2015. It has been recognized as one of the requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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CHAPTER 1
INTRODUCTION

1.1 The Background of the Problem

Language is a means of communication. Therefore the mastering of English is something which is very essential for everybody who wants to increase his or her knowledge and technology. English is an international language, almost people from all over the world use English for their communication that is why English is very important language. People use the language to express their emotions, feelings, and ideas. No one will be able to communicate internationally without using English since almost of scientific books are written in English. For that reason in Indonesia, English is the foreign language taught at the formal schools. Furthermore, the teaching of the language starts from the kindergarten.

English as a subject matter in school covers the four basic language skill: reading, speaking, writing and listening. In every subject, students learning activities involve reading. Reading is one of the complex ways in learning English. It is kind of activity to comprehend the writer's idea or the way the writer communicates with the readers by way of the written or printed words. Reading is important for everybody in order to cope with new knowledge in the changing world of technological age.

Common people think that reading is an activity of looking at and understanding written form. On the other hands, an expert gives more complex definition of reading. In a book with the title, "*Reading English As A Foreign Language*" Bouchard, et al (1979) defines reading as a complex activitydependent upon the thinking and language skills of readers.

Abbott,et al (1981) divides reading into three types. They are skimming, scanning and intensive reading.

1) Skimming

Skimming is reading to find out the main idea of the text. For example, we readto get the title of the text, to get the main idea of each paragraph etc.

2) Scanning

Scanning is reading to look out for particular items in the text, such as name,date, place etc.

3) Intensive reading or study reading

In additional aspects, he mentions extensive reading that is associated with supplementary reading books read outside the class room, such as short stories, novels, magazine and newspaper.

On the other hands, Abbott also states two kind of reading. They are reading aloud and silent reading. Reading aloud is a good pronunciation practice. However, it is meaningless because the student's do not have enough time to comprehend what they have read. No wonders they become bored and the teacher soon gets irritated. If the teacher wants to do pronunciation work, it will best to achieve oral fluency it also can be done as a change of activity or rest, but for this purpose we do not need to do reading aloud so often. It will be an ineffectiveactivity. While, silent reading is the best activity to comprehend the idea of text. It gives the students a length of time to focus and understand what they have already read (ibid : 81-83).

There are three stages in reading, (Abbott et al, 1981). They are before reading, whilst reading and after reading. Before/ pre-reading stage is the activities before the students read the text. Then, whilst reading stage is the activities during the students read the text and try to understand the text. Hence, after/ post reading stage is the activities to review the content of the text.

There are two approaches that can be applied in the process of reading.The approaches are called bottom-up and top-down. Bottom up is a process of decoding meaning from the printed page. In the process, readers recognize amultiplicity of linguistic signals (such as letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data processing mechanisms to impost some of order on these signals. While, top down is a process that brings a whole host of background information into the arena of making decisions about what something "mean". As the consequence, top down isalsocalled "strategy-base" and bottom-up is called "skill-based" (Brown: 1994).In learning English as a foreign language, we're usually use top-down orstrategy-based. We use it because the aim of reading is to understand the essence of the next not to understand each word of the text. In addition, it will be difficult to understand word by word especially for beginning Learners. It is because their vocabulary is still limited in this stage. We need a strategy to read English with lack of vocabularies. The strategy will be, useful to help the learners to catch the idea, although they do not understand all words in the text.Top-down approach can be done by skimming, scanning and semantic mapping/

clustering. It depends on tile purpose of reading. If we want to find out the main idea of each paragraph, we could use skimming. If we want to know to know the name of a person in the text, we'd better use scanning. Then, we want tomake a summary of the text, we could semantic mapping. Semantic mapping isuseful to grow ideas into meaningful clusters. It can also help the reader toprovide some order to chaos.

Bouchard, et al (1979) note four factors that affect the students' ability to learn to read English as a foreign language. Those factors are oral knowledge of English, literacy level in the native language, the native language script and the students' incentive.

1) Oral knowledge of English

Oral knowledge of English is the ability to read English as a foreign language pre supposes knowledge of linguistics structures and vocabularies. The students need the knowledge because without knowledge of the sound patterns of English, it is difficult to decode. Furthermore, without knowledge of the structural elements and vocabularies, it is impossible to comprehend.

2) Literacy, level in the native language

Students who are illiterate in the native language will have a more difficult task of reading English.

3) The native language script

Learners whose script is completely unlike the roman script may have difficulty learning English symbols. If the students' native script is right to left (e.g. Arabic) or top to bottom (e.g. Chinese), they also get difficulty. If the script is similar to English, then the students may have problems in transferring phonemes whose combination differ in their native language.

4) The students' incentive

The students' incentive is the students' desire to lean. If the students consider that reading is an important skill, they will be motivated to read foreign language. If they do not like reading, then the teacher's responsibility is to convince the students of the importance of reading. The teacher can show howreading can strengthen and reinforce the other language skills, help advance career goals or create an interest literature.

There are five principles in teaching reading. First, readingis not a passive skill. Second, the students need to be engaged with what they arereading. Third, the students

should be encouraged to respond the content of reading text. Fourth, prediction is a major factor in reading. Fifth, the teacher should match the task with the topic. The five principles, will be discussed in turn (Harmer, 1998).

In Indonesia, some English teachers still use traditional or conventional method to teach reading. Conventional method usually makes students bored because the method is monotonous and the students are not or discussion active, so it makes the learners get bored. One of the ways to make the teaching reading effective is making the student active. So they enjoy learning and they can improve their reading skill.

Reading is the most important skill in learning EFL. Reading is not only a source of information and a pleasure activity but it is also a means of consolidating and extending one's knowledge of the language (Iftanti, 2010). In fact, almost all of learning resources are printed in English, so in order to meet the demand of studies or works, people should be able to access those materials. Indonesian government through BSNP (National Education Standard Foundation) has highlighted the significance of learning EFL by establishing some criteria of literacy competences for each educational level. Referring to that legal basis, senior high school students are required to accomplish informationalliteracy competence in which they have to be able to communicate with English through oral and written sources to access knowledge and information. However, without having the ability to read, people will not capable to grasp the meaning of written materials well.

Many people around the world, especially in non English- speaking countries, struggle very hard to read materials written in English to meet the demand of their work or studies. EFL learners, unexceptionally, need to read to help their language acquisition. Harmer (2007:99) points out the significance of reading in a way that it helps promoting other language skills and components. Additionally, reading activities sequence from learning to read then gradually develop to reading to learn. According to William (1998) as quoted by Cahyono & Widiati (2011: 49), reading, as one of the four language skills, can be categorized into two types: initial reading and reading comprehension. The former is an effort made by those who have not been able to read to learn reading while the latter is defined as an activity intended to understand the messages in particular texts. In Indonesia, the teaching of reading can be generally included into two kinds, the teaching of reading aloud and reading comprehension.

Classroom is a small part of school environment; the classroom is top school activities. Whether or not an education program succeeded, it is started from the classroom. The successful teaching learning process is influenced by many factors, namely environment, teachers, pupil and teaching learning process in the classroom, tools and situation of the evaluation.

Classes always consist of good students and weak students. These weak students sit in isolation as they lose confidence in their ability in learn English. Working in group, therefore, is believed to help solve the problem. Shy students who don't like speak in large class are more comportable speaking out in smaller group. Group members can complement each another strength and weakness in English each students has different background and ability in English, which they can bring to the group.

The English teachers are often faced with problem of students having good decoding skill but inadequate comprehension skill; they need to be able to successfully train students to use good technique, which provide students with the opportunity to reveal their independently-generated copying technique, thus, ensuring internalization of strategies, as well as sharing those techniques with other reader. The English teachers are also persued to be more creative. They must be creative in teaching reading text. They are center of learning process at the class, so the researcher is so interesting to researchabout **"Reading Aloud : The Comparative Analysis of Teachers' Creativities in Teaching Reading English Text".**

1.2 The Identification of The Problem

The identification of the problem in writing this research proposal is as follows:

1. The Field of The Research

    The field of the research in writing this research is reading aloud, discussing teachers' creativities in teaching reading English text.

2. The Research Questions

    The research questions in writing this research proposal are as follows:

    a. How are teachers' creativities applied in teaching reading text during pre-teaching? How is the students' response toward their creativities?

    b. How are teachers' creativities applied in teaching reading text during whilst-teaching? How is the students' response toward their creativities?

c. How are teachers' creativities applied in teaching reading text during post-teaching? How is the students' response toward their creativities?

3. Main Problem

The English teachers are often faced with problem of students having good decoding skill but inadequate comprehension skill; they need to be able to successfully train students to use good technique, which provide students with the opportunity to reveal their independently-generated copying technique, thus, ensuring internalization of strategies, as well as sharing those techniques with other reader. The English teachers are also persued to be more creative. They must be creative in teaching reading text.

1.3 The Limitation of The Problem

In this research, the researcher limits the study with the title to **"Reading Aloud : The Comparative Analysis of Teachers' Creativities in Teaching Reading English Text at SMPN 1 Talun And SMP Al-Hikmah"** only teaching point. The teaching points are there some points. For the first, the researcher will describe teachers' creativities are applied in teaching reading text and students' response during pre-teaching. The second the researcher will describe teachers' creativities are applied in teaching reading text and students' response during whilst- teaching. The third the researcher will describe teachers' creativities are applied in teaching reading text and students' response during post- teaching. The researcher limits the area of the research in three teachers, one teacher from SMPN 1 Talun and two teachers from SMP Al-Hikmah. The researcher takes observation first to know the teachers' creativities in teaching reading English text (reading aloud).

1.4 The Aims of The Research

According to the problems that are investigated, the research of **"Reading Aloud : The Comparative Analysis of Teachers' Creativities in Teaching Reading English Text at SMPN 1 Talun And SMP Al-Hikmah"** has aims:

1. The researcher wants to describe the researcher will describe teachers' creativities are applied in teaching reading text and students' response during pre- teaching.

2. The researcher wants to describe teachers' creativities are applied in teaching reading text and students' response during whilst- teaching.

3. The researcher wants to describe teachers' creativities are applied in teaching reading text and students' response during post- teaching.

1.5 The Significance of The Research

This research has two significances; theoretically and practically. Theoretically, this research has usefulness to find out the theory about teaching and learning in reading English text (reading aloud). And, practically, through this research, the researcher can take some useful strategies to teach and guide students in teaching reading English text.

Besides that, for teachers who teach reading English text (readingaloud) can take good examples of teaching in this program. The good teaching is how to manage the class and how to deliver topics to students.

The results of this research are expected to contribute to the English Department students as the candidate of teacher, teachers and other researchers.. While findings of this research can be used by other researchers as the basic consideration to conduct the further research.

1.6 Theoretical Foundation

A. Reading Aloud

Reading aloud to children teaches vocabulary inone of the most natural ways possible. "Most ofthe questions come from them rather than theteacher. Words that are puzzling can be quicklyexplained in the context of the story."(Frank B. May, 1997)

Reading aloud to children by a teacher or a parent is a very useful technique of howto promote children's reading literacy and enthusiasm for reading books in English.Teachers or parents should read aloud to young learners at least twenty minutes everyday as it is one of the most important thing they can do (Temple 117).

According to Morrow (2000:140), reading aloud to children helps to enrich vocabulary, developslanguage and comprehension skills and thus increases the chance for success in readingin future as well as helps to learn a foreign language in a pleasurable way.Moreover, reading aloud to children helps them to learn how to calm themselves downand listen to the spoken word, cultivates aural perception, improves phonological skillsand makes a child think things through, predict them, remember and recollect.While teachers or parents are reading a book, they can motivate children

to read itlater by referring to amusing and eye catching illustrations in it as they function asa great source of visual information and play an important role in supporting the child'scomprehension.

In this way, they can combine the reading aloud with the enthusiasmand enjoyment children gain from the contact with the book. Similarly, both teachersand parents can naturally motivate children to read a book by inviting the childrento read repeated parts with them, by rereading the whole book with them or by takingturns in reading, which children like very much. In other words, applying the methodsof shared and choral-reading is very effective way of engaging children in readingbooks in English. Moreover, reading and especially rereading aloud to children providesa useful reading model and facilitates children's independent and extensive reading.After reading a book aloud to children, teachers or parents should always leave the bookavailable to the children and thus encourage them to read it on their own.

When comparing storytelling and reading aloud, teachers and especially parents canfind reading aloud less demanding as no memorization and excellent language skills arerequired. For young children, books with rhymes, repetition and rhythm are veryattractive and for parents not so difficult to read aloud. However, it is importantto choose books that are a little bit above the child's reading level in English but stillinteresting and easy to follow. According to Wright(1999), the good points about readingaloud are:

1. Teachers do not have to learn the story
2. They do not have to worry about making mistakes in English
3. If they read the story then the children will always hear exactly the same textand this will help them to predict what is to come
4. It demonstrates that books are a source of interesting ideas and so encouragesreading
5. The children can, perhaps, borrow the book afterwards
6. Pictures in the book can help the children's understanding

By contrast, story reading is not an easy task and all teachers should practise thisskill. Slattery and Willis (1996: 103) recommend several tips for teachers to practise before readingaloud to children. These are:

1. Read the story several times before you use it in class

2. Practise reading the story aloud

3. Record yourself, then play it back, and listen to it

4. Prepare the questions you are going to ask the children about the pictures and about the story

5. Think over the comments you could make about the pictures and how to rephrasephrases in the story

6. Keep all the stories you read in your reading corner and encourage children to look at them again.

Regular reading aloud to children encourages them to read more and create a positive attitude towards reading. Furthermore, sharing books with children, making the reading aloud fun and entertaining activity, and following the reading by a discussion creates friendly, stress-free teacher-pupil relationship and positive reading environment in the classroom. In addition, reading aloud enables children to practise other necessary skills such as listening, predicting, thinking about context or expressing ideas and opinions. If teachers and parents are capable of associating reading aloud in English with pleasant and warm feelings, then children's motivation for reading books in English is reinforced.

Read-aloud times are a great opportunity for teachers and children to interact. While reading a story, teachers should stop to ask questions or make comments that help children remember what happened in the story, predict what might happen next, or recall a time that something similar happened to them (Paul : 2011). An interactive read-aloud is storybook reading in which children are actively involved by asking and answering questions and making predictions rather than passively listening. Encouraging children to verbally interact with the story, peers, and their teacher is what interactive read-alouds are all about. Barrentine (1996 : 36) explains, "This approach to reading aloud provides a means of engaging students as they construct meaning and explore the reading process". Whitehurst and his colleagues developed an intervention program, called Dialogic or Interactive Reading, designed to involve children actively during shared reading and to enhance language development. The program is based on three broad principals, first to encourage the children to participate, second to provide feedback to the child, and third to adapt your reading style to the child's growing linguistic abilities (Whitehurst, Arnold, Epstein, Angell, Smith, & Fischel : 1994). During interactive readalouds, teachers pose

questions throughout the reading in order to enhance meaning constructionand to show *how* one makes sense of the text. In return, students offer spontaneous comments asthe story unfolds. Students are also engaged in the reading process, how stories work, how tomonitor one's comprehension, as well as what to think about as the story unfolds.One such study, conducted in New Zealand by Reese and Cox (1999), in which 48 fouryear-olds were randomly assigned to receive one of the three reading styles over a six-weekperiod. Reese and Cox (1999) had researched other studies conducted on different styles ofreading, focusing specifically on the potential benefits of children's interactions with an adultreader during book reading. One in particular was Whitehurst's (1994) dialogical reading study,in a dialogic style of reading; adults increase their rates of open-ended questions and elicitchildren's responding during book reading.

B. Teachers' Creativities

In teaching and learning, there is term of model of study. The model represents the way and the system of learning conducted by teachers. Model of study is said as the intact systems of learning process, from the beginning until the end (Chatib, 2011: 128). The model of study refers to approaches, methods and techniques.

1. Approach

In language teaching, term of approach is always heard Richards and Schmidt (2002: 29) states approach is the theory, philosophy principles underlying a particular set of teaching practices. Approach is the theories about the nature of language and how languages learned. Meanwhile the implication and the practice are in method and technique. Examples of different approaches are the aural-oral approach, the cognitive code approach, and the communicative approach. Examples of method are the Audio-lingual method and the Direct method. And examples of technique are drills, dialogues, and role-play.

Here, only two approaches will be discussed according to Chatib (2011: 128). There are two kinds of approaches; teacher centered approach and student centered approach. Teacher centered approach is learning approach which centered on teacher. And student centered approach is learning approach which centered on student.

a. Teacher Centered Approach

In teacher centered approach, teachers have most important roles in managing class. Chatib (2011: 128) explains teacher centered approach produces more students who "know what". It means students who are successful are students who successfully able to answer and memorize the information which comes from teacher. As Malcolm Knowles (1975) from Department of Adult and Community College Education, North Carolina State University says that in teacher-centered approach, a directing relationship is more dominant on teacher. In student-centered approach, students have reciprocal relationship where both have things to learn and things to teach. For the reason, teacher holds everything in series of action in classroom.

b. Student Centered Approach

On the contrary of teacher centered approach, in student centered approach, students have important roles. Richards and Schmidt (2002: 520) states that student centered learning is approaches to teaching in which: a). Students take part in setting goals and objectives; b). There is a concern for the student's feelings and values; c). The teacher is seen as a helper, advisor, or counselor. The goal of this approach is making students more active than teacher.

Further, the characteristics of student centered approach towards students are a). Emphasize the active role of students in learning; b). Try to give learners more control over what and how they learn and; c). Encourage learners to take more responsibility for their own learning. This may be contrasted with more traditional teacher centered approach approaches, in which control rests with the teacher.

Jones (2007: 2) mentions activities in a student centered class, at different times, students may be working alone, in pairs, or in groups:

b.1a Working alone, preparing ideas or making notes before a discussion, doing a listening task, doing a short written assignment, or doing grammar or vocabulary exercises.

b.1b Working together in pairs or groups, comparing and discussing their answers, or reading and reacting to one another's written work and suggesting improvements.

It's clear that almost activities in student centered class is working together. Students don't ignore each other, but look at each other and communicate with each other. They value each other's contribution; they cooperate, learn from each other, and help each other. Teacher can help or advice them but only after they have tried to solve the problem among themselves.

The teacher's role is more than facilitator than instructor; the students are active participants in the learning process. The teacher and the textbook help to guide the students, manage their activities, and direct their learning. Being a teacher means helping people to learn and, in a student centered class, the teacher is a member of the class as a participant in the learning process.

2. Method

Richards and Schmidt (2002: 330) define term of method in language teaching as a way of teaching a language which is based on systematic principles and procedures, i.e. which is an application of views on how a language is best taught andlearned and a particular theory of language and of language learning. Further, method can be defined as a way in achieving something (Senjaya 2008, cited in Chatib, 2011: 131). So, if approach is only plan and theory, method is a way to realize the plan. The discussion of method and strategy is almost same, emphasizing on the ways to do teaching activities based on plan and theory.

In this point, not all method described, it is only particular methods for language teaching and some methods generally used for adult learners. The methods are as follow.

a. Language Teaching Method

In the book of "*Techniques and principles in language teaching*", Diane Larsen-Freeman (2003) mentions some language teaching methods. The methods are first published at the time, and have grown in other methods. One of the oldest method id Grammar translation method that grows since Latin and Greek era. The methods are as follows.

a.1 Grammar Translation Method (GTM)

GTM is a language teaching method that focuses on understanding whole of text. The focus of students is to memorize vocabularies of the text, to know the grammatical study and to translate into target language. GTM

can be defined as a language teaching method through language analysis in detail and applied the studies for translation of texts and sentences from mother tongue into target language on the contrary.

This method is always applied and conducted by teachers in reading section. Larsen-Freeman (2003: 15) states that a fundamental purpose of learning a foreign language is to be able to read literature written in it. Literary language is superior to spoken language. Besides the purpose, the successful point of this method is students can translate into another language. Some techniques in GTM are like translation of a literary passage, reading comprehension questions, antonyms/synonyms, memorization, using words in sentences, and filling in the blanks.

a.2 Direct Method

Direct method is revision from GTM. Since GTM was not very effective in preparing students to use Target Language (TL) communicatively, Direct Method became popular. Teachers who use the Direct Method intend that students learn how to communicate in the TL. In order to do this successfully, students should learn to think in TL.

The process of the Direct Method can be described as follow. Teachers ask students to read aloud. Then teachers give students questions in language which they are studying. In learning process, the reality such as maps or the real things can be used. Teacher can draw or demonstrate. Some techniques in Direct Method are like reading aloud and question-answer exercises. The question and answer exercises can be getting students to self-correct, conversation practice, fill in the blanks, dictation, map-drawing, and paragraph-writing.

a.3 Audio-Lingual Method (ALM)

ALM is a method developed from Direct Method. Different from Direct Method, ALM is more emphasized on the use of grammatical sentence patterns. This method is claimed as the most of effective and efficient method in foreign language learning. The goal of teachers who use is students to be able to use the TL communicatively. In order to do this, they believe students need to over learn the TL, to learn to use it automatically without stopping to think. Their students achieve this by forming new habits in the TL and overcoming the old habits of their native language.

Most of activities in this method are presented through dialogs. The dialogs are learned through imitation and repeat. Drills (such as repetition, backward build-up, chain, substitution, transformation, and question-and-answer) are conducted based upon the patterns present in dialog. Students' successful responses are positively reinforced. Grammar is induced from the examples given; explicit grammar rules are not provided. Cultural information is contextualized in the dialogs or presented by the teacher. Students' reading and written work is based upon the oral work they did earlier. The techniques of the method are like dialog memorization, backward build-up (expansion) drill, repetition drill, chain drill, question-and-answer drill, use of minimal pairs, etc.

3. Techniques of Teaching

As explained above that method and technique are almost same, method is a way to do teaching activity, and technique is a part of method. Richards and Schmidt (2002: 30) states that technique is different methods make use of different kinds of classroom activity. For example, in discussion method, there are some technique used by teacher in different classes. The use of discussion method in class of students with high ability may be different from the class of students with low ability. Here, the professionalism of teacher is done for arranging the technique that suitable to every class.

In this point, no special techniques will be described. The use of technique is according to the condition of students and topics in classroom. In addition Brown (2001:14) also defines that techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well. So, technique always relates to method, because technique is the implementation of method.

C. Steps of Teaching

As explained above, teaching is not a short activity. Teaching needs preparation. And the preparation of teacher should be arranged before he teaches. In the process of teaching, it is not a short process too. There are some steps that should be passed by teachers from they come to class until leave the class. In this passage, there will be explained about the preparation before teaching and when they are in process of teaching.

1. **Preparation of Lesson Plan**

In teaching, a teacher may have planning to arrange the situation in the classroom. A teacher may have looked the topic which wants to be delivered to students. The topics may have been looked from syllabus or course book. A teacher may have had the description of work when teaching, so before teaching, a series of events in the classroom must be available. The all preparations of the teacher can be made in a arranged paper named lesson plan. Based on Ministry of Education (2009: 3), lesson plan is the elaboration of syllabus which illustrate the teaching and learning activities to achieve the goals of the basic competency. Of course besides model of teaching, lesson plan can be a written documentation of teacher, such as in one semester they teach.

In lesson plan, there are some points written. The points describe all kinds related to the process of teaching and learning in the class. Teachers should write the topics and materials they will teach, the method they will practice, the media and tools they will use, and the plans of activities they will do in teaching their students. One discussion here is to know the steps of activity that can be done by teachers in their classroom; such as opening activity, core activity, and closing activity.

2. **Opening Activity**

Opening activity is meant activity that conducted by teacher and students at the first sight. In this activity, the learning materials have not been delivered. The activities are out of main materials like pre-opening, apperception, brainstorming, etc. The function of those activities are for preparation before going to core activity. This can be as introduction of students to the previous topic. In opening activity, teachers can do:

a. Pre- Opening

a.1 Greeting

Greeting is says for opening a meeting. In study, a teacher has to say greeting as a formal expression of good wishes. It is common for every English class, teacher always say "Good morning" and "How are you"before starting the activity. Teacher can also ask some students about their health or news.

a.2 Praying

Praying is a common activity that always done after greeting. This activity can be lead by teacher or one of students, then altogether.

a.3 Checking attendance list

Other activity that always done by teacher is to checkattendance list of student. The usual checking is done by mentioning name of students one by one. It can be shortened by asking students who are not present, so it can't waste much time. This activity can be also done before closing activity if teacher wants to make fast in the beginning of study.

b. Apperception

The Johan Friedrich Herbart'stheory is known as apperception theory or Herbartism theory. The basic philosophy of this theory is that human is learner creatures. The basic characteristics of human is instructing theirselves, then doing reaction towards instruction from their surroundings, if they are given stimulus. To give students stimulus, teachers have to know the situation of students. The best condition for teacher to give students stimulus is when they are in alpha zone. Alpha zone is a condition where human being is experiencingof balance between consciousness and not. Alpha zone is the best condition to do apperception activity, because the condition of human beings is being relax but wary. At the time, students are ready to study.

Chatib (2011: 92) defines Apperception is a special stimulus in the beginning of study in order to get attention from students. This activity is used by teachers in the beginning of study before core activity. The goal is to make students ready to study with interesting activities out of topic. Some activities are often used in apperception as follows.

b.1 Ice Breaking

Ice breaking always becomes the main option for teachers to conduct apperception. Sometimes in the beginning of lesson, students have not been ready to study. It will become something hateful for students, if a teacher directly gives them material. A teacher should give students treatments before study.

Ice breaking can be an accurate strategy to return students back to alpha zone (Chatib, 2011: 99). As the function, I tcan not only return

students‟ concentration in the beginning of study. It also can return students back when they are getting bored and sleepy in the process of studying. This activity only runs a little time, not long. So teachers must be creative to choose ice breaking in the class. In choosing ice breaking, teachers should notice on those characteristics.

1.) Ice breaking is done in a short time; shorter, it is better.

2.) Ice breaking is followed by all students; not some students.

3.) Teachers must be able to explain the teaching point, or the ice-breaking key in a short time.

4.) If the goal has reached; the students are getting happy, teachers can continue to the learning topics.

b.2 Fun story

Before starting studying, a teacher can use strategy to tell fun story. Fun story can be stories, pictures, or puzzles. Dr. Ellen Weber; CEO of Multiple Intelligences Teaching Approaches (MITA), International Brain, in New York, USA, as cited in Chatib (2011: 99) says that fun story can stimulate immunity, and connect human mind and body in positive ways. Fun story can also increase relaxation that has role to add oxygen to brain, air changing, and a fuel to think deeply. So fun story becomes something interesting to make students more comfortable in study. This strategy can be challenge for teachers to always look for and make suitable fun story.

b.3 Games

The favorite strategy in the beginning of study, teachers also use games to interest students. According to Wright, Betteridge, and Buckby (2006: 2), games can function for helping and encouraging many learners to sustain their interest and work. And it can help the teacher to create contexts in which the language is useful and meaningful. So teachers can use games for many function, especially as warmer before studying.

Same as ice breaking points, teachers must be selective to use games before studying. The games should be done in a short time, involve all students, and has the goal for students. Usually, teachers use simple games in

opening activity like variation of standing in lines, working in pair, or in group. Games also can be used in the core activity or closing activity.

c. Brainstorming

Brainstorming actually is a teaching method conducted by teachers in class. Teacher gives a problem to students. Then students answer, give opinion, or command until the problem can be grown into new problem. This technique can be meant as a way to get idea from a group of people in a short time (Roestiyah, 2011: 73).

In the opening activity, teacher usually gives opening questions about main topic to stimulate students. A teacher should not blame students if the answers are wrong, because the aim of this strategy is in order students to think creatively. This activity gives lesson to students to be brave in speaking and answering questions. The mistakes will be corrected in the core activity. Teacher usually asks directly to students. It is better for teacher to write students" answer on board, because the students will feel more appreciated and proud looking at their answers there on the board.

d. Motivation

Motivation is an energy change within the person characterized by affective arousal and anticipatory goal reaction (Mc. Donald, in Hamalik, 2008: 158). In other definition, Jeremy Harmer states that motivation is some kinds of internal drive which pushes someone to do things in order to achieve something. From those definitions, we know that with motivation, desire of human will be aroused to get their goal. It is also happened in students" self; the desire to always advance their achievement.

Teacher can give motivation to students before learning begins. The function of motivation here is to recognize students how important the topic will be discussed. Even the content of motivation can be modify in accordance with teachers" will. If it is possible, teacher can use some ways to motivate students such as giving them actual information or news, stories, etc. before studying. When learning process runs, teacher can give them praise, scores, sarcasm, reward, etc. as kinds of motivation to students.

3. Core Activity

After opening activity is ended, teacher can go to the next activity. The activity is core activity; as the main activity where the topic delivered by teacher. Ministry of National education (2009: 50) divides core activity into three steps; pre-teaching, whilst-teaching, post-teaching or in the same words, those are exploration, elaboration and confirmation.

Pre-teaching is done at the beginning of the lesson and meant for arousing the students" motivation and to focus the students" attention as well, so that they can participate actively during the lesson. In other words, Chatib (2013: 115) defines pre-teach is the activity done before main activity of learning. The activities usually are about introduction of topic, or for exploring students" mind first, so it can be said exploration activity. Most of activities are done by teacher.

Whilst teaching is the main learning process and aimed at achieving the basic competency. This activity is conducted interactively, joyfully, challenging, motivating the students to participate actively, and giving opportunities to the students to have innovation, creativity, and selfreliance in accordance to their talent, motivation, physical and psychological development. This activity is named elaboration activity. Most of activities are done by students.

The last is post-teaching done to end of the lesson. This activity can be in the form of summarizing, evaluation, reflection, feedback, and follow up activities. Post-teaching is also confirmation activity which most is done by teacher and students.
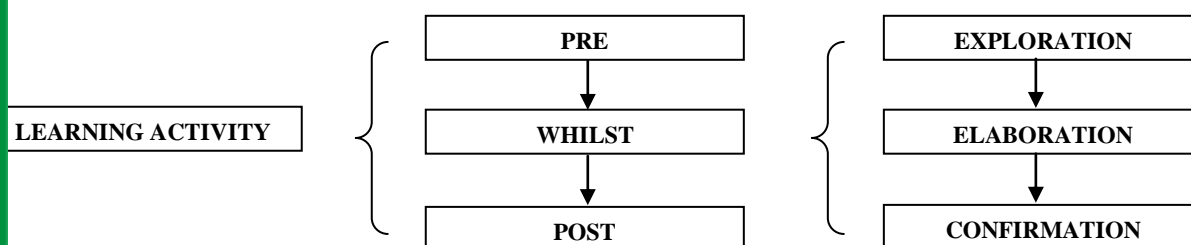
Stages of LearningActivity :

Figure 1.1 Stage of Learning Activity

4. **Closing Activity**

Closing activity is activity that conducted by teacher and students at the end of learning process after main activities are ended. This activity is rest of time of all activities. In this activity can be continuing from core activity or other activity out of that. This is for waste time until the time over and until teacher leaves class. In closing activity, teachers can do:

1.1 Concluding the topic/review

Before leaving main topic, teacher can conclude the topic by self or order some students to conclude it.

1.2 Giving homework

Teacher can also give students tasks to be done at home. The tasks are from the topics that discussed in main activity.

1.3 Giving motivation

It is also needed when teacher wants to close lesson. Students usually get bored and tired after the lesson. To make students more motivated, teacher can give them motivation in form wise words, relaxing games or suggestions.

1.4 Praying

Praying is done after teacher close the topic. It can be used as in the opening like teacher leads praying or orders one of students.

1.5 Greeting

After praying, it is teacher's duty to say closing greeting before leaving such as "good bye", "see you next week" or "see you tomorrow". It should be practiced to make usual in every English class.

1.7 The Methodology of The Research

A. The Objective of The Research

The necessary of English studies is getting high. One thing that appear in English studies is the high-importance towards sources of English in the studies. The sources may be books, journals, internet sources, and many others. Those become main references of study for some students. The objective of the research is to know the teachers' creativities in teaching reading English text. In this study, the researcher will take sample from three teachers who teach reading English text, one teacher from SMPN 1 Talun and two teachers from SMP Al-Hikmah.

B. The Place and Time of The Research

The researcher will take the data from two until three teachers who teach reading English text (reading aloud) in Junior High School Level, one from SMPN 1 Talun and two from SMP Al-Hikmah. SMPN 1 Talunis located in NyiArumsaristreet, Kecomberan Village, Talun District, Cirebon. SMP Al-Hikmah is located in Imam Bonjolstreet,Bobos village, Duku Puntang district. The researcher will begin to take data and research for two months. It is begun from October until November 2014.

C. The Method of the Research

The research method is qualitative research. Dawson (2007: 15-16) states that Qualitative research explores attitudes, behaviours and experiences through such methods as interviews or focus groups. It attempts to get an in depth opinion from participants. Fraenkle, et al, states (1990: 426 – 427) that the characteristics of qualitative research are :

1. The natural setting is the direct source of data and the researcher is the key instrument in qualitative research.

2. Qualitative data are collected in the form of words or pictures rather than numbers.

3. Qualitative research are concerned with process as well as product.

4. Qualitative researchers tend to analyze their data inductively.

5. How people make sense out of their lives is a major concern to qualitative researchers.

The researcher takes this method for some reasons. First, the qualitative method fits for find out the solution of the proble about teachers' creativities are applied in teaching reading text and students' response during pre- teaching, the second is about teachers' creativities are applied in teaching reading text and students' response during whilst- teaching, the third is about teachers' creativities are applied in teaching reading text and students' response during post- teaching.

D. The Source and Type of Data

In this research, the researcher collects the data in forms of primary source data and secondary source data. The primary data is the data of the research that the researcher takes directly in field. The primary data will be analyzed and discussed. While the secondary data is the source of the data acquired in which support the

researcher's idea regarding to the research problem. The secondary data can be taken from written source such as books, journals, etc.

Primary data is data which collected for the first time, and thus happen to be original in character. In the other hand, the second data is data which has been already collected by someone else and passed through the statistical process.

The primary data which the researcher gets is acquired from observation and interviewing lecturers. The two techniques used to acquire the first data will be analyzed and discussed. Meanwhile the secondary data which the researcher takes is from the books, interviewing students that support the theoretical view of the research and some previous studies relating to the research.

E. The Instrument of The Research

The instrument of this research is the researcher himself. The researcher is primary data collection tool who has knowledge and also the references relating to the study.

F. The Technique of Collecting Data

The techniques of collecting data of this research are as follows:

a. Observation

Observation is a direct action to observe an activity in certain place by the researcher. According to Geoffrey Marczyk, David De Matteo and David Festinger (2005: 6), observation refers to the process of making careful and accurate measurement, which is a distinguishing feature of well-conducted scientific investigations.

The researcher observes the teachers' creativities in teaching reading English text. With the observation, the researcher will know the activities of teaching and learning reading English text in the class. To make easy the observation, the researcher will use recording and documentation.

b. Interview

Interview is a method of collecting data involves presentations of oral-verbal stimuli and reply in terms of oral-verbal responses. This method can be used through personal interviews and if possible, through telephone interview (Kothari, 2004:97).

In this research, the researcher uses personal interview method. The researcher interviews the three teachers. The researcher will get the direct information from the teachers about the teachers' creativities in teaching reading English text. Besides that, the researcher will interview some students to support the data.

c. Documentation

According to Sugiyono (2013: 225), documentation is one of data collection techniques of qualitative research. With documentation, the researcher can use this technique as secondary data. The data from documentation can help researcher to support the primary data. The data can be from institution documents, magazines and letter. The researcher uses documentation by taking data from institution documents like syllabus, rules of lecturer and students, etc. The researcher also takes pictures of observation for supporting the data.

G. The Technique of Analysis Data

The data, after collection, has to be processed and analyzed in accordance with the outline laid down for the purpose at the time of developing the research plan. Firstly, the data will be reduced. The data which taken by the researcher is only the recorded data which can significantly contributes to the research problem. In the next analysis, the researcher will categorize the data from observation and interview. From the result points in observation, the researcher will categorize some points or activities which executed or no. From the interview, the researcher will categorize the result of the data collection. It will be appeared when the answers of respondents in interviewing matches with the result of observation.

In the last analysis, the researcher will give description about the research of **Reading Aloud : The Comparative Analysis of Teachers' Creativities in Teaching Reading English Text at SMPN 1 Talun and SMP 1 Al-Hikmah** after analyzing and presenting it.

1.8 Literature Review

To support this study, the researcher compares with previous studies, presented by Paola Kathalina Ortiz Barriga (2010)the title is "Reading aloud in Classroom, Implementing Fountas and Pinnell's Literacy Program in a Low Income School", Nihayatun Fathonah (2006) the title is "The Teaching Of Reading At SLTP Negeri 2

Ngimbang, Lamongan", and Indah Wahyuni (2008) the title is "Eleventh Graders' Reading Strategies in Reading English Texts at Sma Negeri 8 Malang".

The first thesis is Paola Kathalina Ortiz Barriga (2010), the title is "Reading aloud in Classroom, Implementing Fountas and Pinnell's Literacy Program in a Low Income School", the study concludes that this particular school did not apply reading techniques, strategies or reading aloud to their student body due to different circumstances. They were not able to apply the readily accesible and practical information to significantly impact implementation of reading aloud in the education of their students.

The second thesis is Nihayatun Fathonah (2006), the title is "The Teaching Of Reading At SLTP Negeri 2 Ngimbang, Lamongan", the study concludes that that the teacher did three stage in teaching reading called pre reading, whilst reading, and post reading stage. In prereading stage, he focused the student's attention by giving background knowledge related to the topic. He also told them the purpose of reading, so they already had an idea before they read the text. Those two techniques were in line with the pre-reading techniques proposed by Robinson (1977). In whilst reading stage, the teacher explained the text clearly. First, he asked the students to read silently. Then he asked some students to read the text loudly. One student read one paragraph. After that, he corrected their pronunciation. Next, he explained the text in Bahasa Indonesia. He could not use English as a medium of instruction because they did not understand if the teacher spoke English consequently. He used translation method. Unluckily, he did not help the students to anticipate the questions. As the result, they got difficulty to answer the questions in the text. In post reading stage, the teacher evaluated the student's comprehension by asking some questions. In fact, they could not answer the questions. It was because they were too busy translating every word in the text so that they did not focus to the questions. Concerning the problems, there were two problems are found in the teaching learning process of reading. The first problem, the teacher could not use English as a medium of instruction. Finally, we should note that the teacher needs to improve his skills. For example, he should use an appropriated strategy in teaching reading. The strategy can be scanning, skimming and concept mapping. Those are needed to help the students to be affective readers and get understanding better.

The third thesis is Indah Wahyuni (2008) the title is "Eleventh Graders' Reading StrategiesIn Reading English Texts At Sma Negeri 8 Malang", the study aims at figuring out the reading strategies employed byeleventh graders of senior high school while

reading an English text. Two methodswere used for collecting the data, namely self-reported questionnaire and interview.The results of questionnaires demonstrate that 5 strategies were used during prereading,20 during whilst-reading, and another 5 during pos-reading. The mostfrequently used strategy were skimming the text to catch the gist during pre-reading,looking up dictionary to find out the meaning of important words during whilstreading,and pre- reading the text to remedy comprehension failures during postreading.Based on the conclusion, some recommendations are suggested, and one ofthem is for the teachers to make the reading strategies a practice in English classes.

From the previous studies, the researcher found the gap, namely there is not research on teachers' craetivities in teaching reading text (reading aloud), so the researcher takes about "Reading Aloud : The Comparative Analysis of Teachers' Creativities in Teaching Reading English Text at SMPN 1 Talun And SMP 1 Al-Hikmah"

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion of this research. The core of this chapter is for giving answers to research questions of this research by simple statements. So the researcher concludes the answer from chapter II about teachers' creativities applied in teaching reading English text during pre- teaching, chapter III about teachers' creativities applied in teaching reading English text during whilst- teaching and chapter IV about teachers' creativities applied in teaching reading English text during post- teaching

Besides giving conclusion, the researcher also gives suggestions for readers in relation to the problems of this research. In suggestion, the researcher gives an official suggestion about the best thing to do. It is about recommendation for further research.

5.1 Conclusion

In this point, the researcher gives conclusion about the result from three chapters; chapter II, chapter III and chapter IV.

From chapter II, the researcher gives some conclusion points about teachers' creativities applied in teaching reading English text during pre- teaching. The conclusion points of chapter II are as follows:

1. Lesson Plan, teachers' creativities must be written in a lesson plan so that teachers can manage the class. A plan gives the lesson a framework, an overall shape. It is true that they may end up departing from it at some stage of the lesson, but at very least it will be somethng to fall back on. Of course, good teacher are flexible and respond creatively to what happens in the classroom, but they also need to have thought ahead, to have a destination which they want their students to reach, and some idea of how they are going to get there. In the classroom, a plan helps to remind teacher what they intended to do –especially if they get distracted or momentarily forget what they proposed. The Researcher concludes that teachers which are researched by the researcher always make the lesson plan so that teacher can manage and respond creatively at the class.

2. Teachers' Creativities in Pre- Teaching, apperception is used by teachers in the beginning of study before core activity. The goal is to make students ready to study with interesting activities out of topic. Apperception can function for helping and

encouraging many learners to sustain their interest and work. And it can help the teacher to create contexts in which the language is useful and meaningful. So teachers can use games for many function, especially as warmer before studying. The Researcher concludes that teachers which are researched by the researcher always do apperception to make students ready to study with interest activities before studying and students' responseis very enthusiastic and active at the class.

From chapter III, the researcher gives some conclusion points about teachers' creativities applied in teaching reading English text during whilst- teaching. The conclusion points of chapter III are as follows:

1. In teaching reading English text, teachers must manage the class creatively so that students feel joy during learning process and teachers do not manage or teach monotonously because students will feel bored at the class. The Researcher concludes that the teachers which are researched by the researcher always use creativities get great response from students and they help students reach high achievement and students' response is very enthusiastic and active at the class.

From chapter IV, the researcher gives some conclusion points about teachers' creativities applied in teaching reading English text during whilst- teaching. The conclusion points of chapter IV are as follows:

1. In teaching reading English text, teachers must manage post- teaching creatively so that students feel joy. The Researcher concludes that the teachers which are researched by the researcher always use high creativities in post teaching because if the post-teaching is colored by some creativity, so students will be more enthusiastic in the next meeting.

5.2 Suggestion

In this point, the researcher gives suggestion about the result from three chapters; chapter II, chapter III and chapter IV. From this research, the researcher gives some suggestions especially for further research. The researcher has expectation for being better in the next research.

Perhaps in this research, it will be not completely done, so it will be better if there is the similar research for the next time. Some weaknesses for this research are like limit of time and material that can support this research. Besides that, the limit of sources and the researcher's knowledge also influence this research.

There are some points that the researcher gives in suggestion, like as follows:

1. Suggestion for students at English Department

    In the last semester you will face partial fulfillment of the requirement for the degree. I suggest you that do not waste your time with something useless, you must prepare well for this duty long time before you are in the last semester so that you can do as quickly as possible.

2. The method of this research is qualitative study, so it can be observed by quantitative study.

3. This research is not too complete because it is too focused to in reading English text (reading aloud). So it will make good if there is research that observe reading comprehension.

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