



RIELT JOURNAL

NAME

Hidayat Al Azmi, M.Pd.

AFFILIATION

UIN IMAM BONJOL PADANG

EMAIL

hidayatalazmi@gmail.com

TEACHING READING STEPS : A CASE OF PROSPECTIVE TEACHER IN DESIGNING TEACHING READING ACTIVITIES

Abstract

As a part that really determines the success of learning, a lesson plan not only requires the teacher to create the components of an idea document for a lesson plan, but the document should accommodate steps that are relevant to the basic rules and principles of teaching English as a foreign language. This research aims to determine the relevance or suitability between the teaching steps outlined by prospective English teachers and the basic principles of teaching reading (William, 1980). Using a document analysis approach, this research uses ten lessons that have been created by prospective English teachers at teacher training colleges. The results of this research reveal that prospective English teachers only apply a small part of the principles of teaching reading. This research recommends that prospective teachers and teachers consider re- conceptualizing the steps in teaching English, especially for reading skills.

Keywords

Teaching Reading, Prospective Teacher

A. INTRODUCTION

Teaching English in EFL context, As a foreign language English is taught in school based the national regulation, translated into the general steps and teaching procedures because the students need more language experiences both in the classroom and outside. To meet these requirements, The teacher are required to be able to translate the teaching English skills principles into classroom instrument such as lesson plan.

Teaching English In Indonesia in EFL context. English as a foreign language is taught exclusively in formal classroom settings in Indonesia, thereby depriving learners of the chance to use the language beyond the academic environment. According to Oxford (1994), foreign languages are also taught in comparable circumstances, which highlights the difficulty of imparting English language skills in this context. On the other words, Teaching English In Indonesia in EFL context, English is defined as a foreign language if this language is used and taught in a country where English is not used as a daily language (Berns, 1990)

Teacher has a critical role in the Indonesian education system, with the responsibility of providing preparation programs that yield excellent outputs for the teaching profession and plays a critical role in the Indonesian education system, with the responsibility of providing preparation programs that yield excellent outputs for the teaching profession. In this era of globalization, it has become essential to produce highly skilled professional teachers who can equip students with the necessary competencies to thrive in the modern world. The objectives of teacher education programs include enhancing the skills set and knowledge of educators to enable them to work with students more effectively in today's globally interconnected world. As English is taught as a foreign language in Indonesia and is mainly learnt in the classroom, the role of teachers is particularly important, the role of teachers is particularly important, as they are the main source and mediator of knowledge and knowledge and skills of this language. An English teacher is expected to play two roles at the same time. at the same time: (i) to teach English and (ii) to make the teaching-learning process as interesting as possible in order to engage students in learning (Kassing, 2011).

To illustrate, teachers directly interact with students in classrooms, establish a pleasant climate, design appropriate activities and select effective materials in order that student learning is supported to success. Student teachers in the teacher education program, therefore, have to learn about the teaching components and put them into practice. Boyd et al. (2008) and Ball, Knobloch & Hoop (2007) assert that teachers, who have had an opportunity to practice teaching in an actual school setting, can better apply theories into real practice in classrooms. The application of pedagogical and content knowledge prior to teaching must be learned and practiced, accordingly.

Lesson planning is an essential task for student teachers, enabling them to apply pedagogical theories to classroom instruction. To write an effective lesson plan, teachers must integrate content, choose teaching methods, specify materials and plan assessments. Brown (2001:149) defines a lesson plan as "a series of activities that represent 'steps' in a curriculum, before and after which there is a break (of a day or more) for evaluation and preparation for the next lesson." Woodward (2001) adds that lesson planning encompasses not only written preparation, but also includes everything a teacher does while thinking about the next lesson, such as visualisation, reading resources or even gazing at the ceiling.

In addition, Harmer (2007) highlights two essential reasons why to plan a lesson. Firstly, a lesson plan serves as a guide for teachers to refer to. It allows teachers to fall back on it whenever changes occur in their classroom approach. Secondly, a lesson plan reflects the relationship between teachers and students.

Teachers are required to possess knowledge of teaching principles and develop learning programs that stimulate students in active learning. A skilled educator can create effective learning plans that organise a well-planned teaching methodology. Suardamayasa (2022) stresses that designing lessons is a tutor's method of guiding pupils towards their academic objectives by selecting appropriate approaches, strategies, and assessment techniques. Further insights can be found in Brown's (2001) explanation that a lesson plan is typically viewed as a sequence of uncomplicated activities that take place during a classroom session lasting between forty and eighty minutes. Time segments are valuable to teachers as they signify prominent units of classroom instruction. The curriculum integrates gaps between its stages, during which instructors can analyse and predict forthcoming lessons. These lessons are crucial for managing time for both educators and students. Modules constitute specific and practical components of the curriculum, providing a structured pace for studying. Rivolucy (1997) posits that a plan serves as a cognitive framework or a map for teachers to navigate the learning environment, while also being valuable to pupils who appreciate knowing their teacher's plans. Evidence of teacher planning is advantageous.

Components of Lesson Plan - Existing elements in the lesson plan can vary between teachers, each adjusting to their needs. However, according to Harmer (2004), basically a lesson plan needs to include the following aspects: - Who are the students for this activity? (Namely the description or characteristics of classes and study groups who will learn to use the lesson plan) - What will it achieve? (In the form of a description of the learning objectives to be achieved) - How long will it take? (A form of statement about the time limit allocated for the learning process) - What might go wrong? (Problems that may arise and anticipation) - What will be needed? (Media needed to do learning) - How does it work? (The series of activities (procedures) that will be carried out to achieve the goal).

Lesson planning typically involves two distinct phases. First, teachers informally evaluate students' background knowledge of content and envision their lesson activities and classroom sequencing. Second, teachers formally document the various components of the lesson plan using a specific, recommended format. Preparing a successful lesson involves considering learners' age range, background, language development level, and learning styles, along with lesson goals, objectives, and outcomes, content knowledge, materials, diverse activities, their timing and sequencing, and methods of assessment. Lesson planning usually comprises two stages: first, an informal step in which teachers evaluate their students' knowledge and project their lesson activities and their sequence in the classroom, and second, a more formal phase in which they document the different parts of the lesson plan using a specific and recommended layout (Freeman, 1996).

According to Minister of National Education Regulation Number 41 Year 2007 about Standard of Process, are as follows (BSNP, 2007). Teaching activity is divided into three stages: First, pre-teaching is conducted to encourage students' motivation and to attract their attention in learning participation. Second, while-teaching is the process of teaching and learning to achieve basic competency which is conducted systematically through exploration, elaboration and confirmation phases. Exploration is in which students are

engaged in finding information actively, elaboration is in which students are facilitated to think, to analyze, and to do tasks or projects cooperatively and collaboratively, while confirmation is in which students are confirmed their tasks or projects after exploration and elaboration phases through giving feedback or reflection. Finally, post teaching is conducted by concluding the lesson, doing assessment and reflection, and providing feedback and follow-up towards students.

Li (2017) concludes that English teachers will necessary consider some important aspects before planning, such as: be familiar with the curriculum the students will be following. gather ideas, material and possible starting off points. c.determine what the cognitive target andthe purpose of the lesson will be and write that down as the general objective. d. consider the students' needs and personalities as individuals and as a group, and draft out three or more specific objectives for the lesson.e. if students have a text book, decide which exercises to develop, change, or delete and add to, all based on the objectives that have een drafted.f. prevent classroom pitfalls by writing a script of the lesson plan in which they anticipate words students will say in return.

In recent years, research aimed at difficulties and problems in creating lesson plans has been carried out (Tashevskaa, 2007; Gafoor and Farooque, 2010; Nurfitri and Yulian, 2020) but there still limited research studied about the teacher competencies in creating the lesson plan. As William (1986) outline the basic principles of teaching reading, it is essential to find out the prospective teacher ability to create the English language teaching lesson plans especially in teaching reading.

B. RESEARCH METHOD

The study used a documentation analysis, taking 10 sample of English Prospective Teacher the in Islamic State University Imam Bonjol Padang Indonesia. Regarding the aims of this research, a qualitative research approach was applied. Qualitative research techniques entail the gathering and interpretation of non-numerical data, such as texts, videos or audio recordings. In this study, descriptive steps of teaching reading-plan designs were analyzed, in order to gain insight into the integration of the principles of teaching reading in the teaching steps . It is noteworthy that qualitative research methodology is advantageous since it enabled the researchers to gather data on diverse topics in a flexible and exploratory manner.

C. FINDING AND DISCUSSION

An overview of the steps for teaching reading in the Lesson Plan for English subjects made by ten prospective English teachers can be illustrated as follows:

Teaching Reading Principles	1	2	3	4	5	6	7	8	9	10
Reading Task	-	-	-	-	-	-	V	-	-	-
vocabulary Improvement	-	v	-	v	-	v	-	v	v	-
Efficient techniques	-	-	-	-	-	-	V	-	-	-
Independent Task,	-	-	-	-	-	-	-	-	-	-
Schemata Activities,	v	v	v	v	v	v	V	v	v	v
Audio Visual Activities	-	-	-	-	-	v	V	v	-	-

From the table above, prospective English teachers have a tendency to design steps for teaching English as a foreign language.

1. Schemata Activities

Among the ten samples, all samples show the steps that have been written by the teacher, namely asking related questions which aim to activate the memory or background knowledge possessed by students. In more detail, steps or activities related to schemata activities are grouped in the main activities.

"The teacher starts by telling about the importance of maintaining health, the teacher mentions several illnesses that students often experience, such as fever, headaches and most importantly, mental illnesses that are often experienced by students, one of the causes of a student experiencing mental disorders is because they are bullied at school"LP1"

2. Vocabulary Improvement

The second principle of teaching reading applied by prospective English teachers in lesson plans are steps or efforts to help students increase vocabulary, which is related to the topic. There are five out of ten lesson plans taken as samples that have steps related to efforts to increase students' vocabulary.

The teacher gives students a task to find the meaning of words difficult in the text of the Borobudur temple (LP2). The teacher asks the students to imitate the teacher's pronunciation of difficult words(LP4). The teacher asks students to read the text and write down 5 new words they find in the text (LP6). Each group writes their vocabulary on the board (LP6). After that, the teacher invites each student to look for and write down the translation and type of one of the vocabulary words (LP6). After all the vocabulary has been translated, the teacher confirms and models how to read the vocabulary, and the students follow (LP6).

3. Audio Visual Activities

There only three of the lesson indicate that the principle of teaching reading used by prospective English teachers is to combine audio and visual activities. From the 10 sample lesson plans, there are three lesson plans that contain steps for teaching reading that combine audio and visual activities.

"The teacher shows a video about the Borobudur temple as material for students' understanding (LP6). Each group is asked to explain how rain occurs according to the video they have watched (LP7)"

The form of implementing a combination of reading (visual) and audio activities is formulated by providing or playing videos that have narratives that can be heard by students. The audio material provided is the same material as the reading material or which is still related to the topic.

4. Reading Task

The fourth principle of teaching reading as a foreign language outlined by prospective English teachers in the lesson plan is "reading task". Among ten, there are only one lesson that contain the instruction that allow that students to do reading activities as required that the objectives of the lesson.

"The teacher asks students to read the announcement text "who wants to read this text?? raise your hand" "

5. Efficient techniques

The finding also found that the prospective teacher do not plan to use an efficient techniques in teaching reading.

6. Independent Reading

At last, It was also found that among the ten sample lesson plan created by the prospective English Language Teacher, there no documents that suggest the teacher to ask the students to do indendent reading activities both in the class or outsides the classroom.

D. DISCUSSION

Teaching English as a foreign language has certain rules and methods and this must be done, both in the planning and implementation stages. As a form of implementation, both teachers and prospective teachers should consider these principles. The findings from this research prove that prospective English teachers only apply two principles of teaching reading as a foreign language as William (1986) recommends a teaching reading principles that involves students in reading tasks instead of passive exercises like listening, answering questions or discussing. These tasks should concentrate on improving learners' vocabulary in the EFL setting and facilitate the accomplishment of their learning goals through efficient reading techniques, which may be taught by the instructor. The enhancement of students' reading materials for independent work is essential. It is essential for educators to utilize schema activities, which enable students to connect their prior knowledge with new information. Additionally, it is vital to contemplate the integration of audio and visual activities into reading instruction.

All prospective English teachers formulate steps for teaching reading that are related to general English which are related to schemata activities. In carrying out this activity, the teacher helps students to direct the reading topic so that they can understand the text better. In more detail, although all documents formulate steps in activating initial information or background knowledge, the form of this activity is only in the form of questions. Despande (2016) suggests strategies for facilitating reading comprehension by developing a series of questions that help the students to make text to self-connections. In talking about these connections, the students not only develop a better understanding of the text but also learn to speak and express personal experiences and emotions.

The second principle stated by the teacher in teaching reading in the lesson plan is to carry out activities related to increasing vocabulary, especially those related to the reading topic being taught. As part of reading, vocabulary is the key so that students can understand reading either in part or in whole. There are two general methods recommended for teachers, namely implicit and explicit. Teachers can help students by directly showing the meaning of difficult vocabulary found by students or teachers can provide clues or keywords so that students can guess the meaning of difficult words found. This research reveals that teacher have planned to do vocabulary activities. They ask the students to find the meaning, helping them mastering the vocabulary spelling and show the students the way to pronounce the new words. Direct instruction in vocabulary, combined with word-learning strategies, was also found to be effective. Ultimately, vocabulary knowledge is a critical component of reading comprehension (Wallace, 2007).

There are four principles of teaching reading that are not stated in the lesson plan documents that prospective English teachers have. The Lesson Plan document does not

show any teacher efforts to provide ample space and opportunities for students to carry out reading activities, either guided or independent. In terms of presenting techniques, the document also reveals that the only technique included in the reading learning steps is the group study technique.

E. CONCLUSION

The results of the review of the reading teaching steps that have been made by prospective English teachers, it can be concluded that the lesson plans learning document presents two principles of teaching reading. The teaching principle in question is schemata activity, namely the concept of efforts to help students understand reading material by holding preliminary activities such as asking questions or reminding students of their experiences that are closely related to the topic. The second principle is a plan of activities related to increasing the mastery of new vocabulary by strengthening meaning, spelling and pronunciation.

F. SUGGESTIONS

1. Prospective Lecturer

Prospective English teachers are expected to deepen the theory of teaching English as a foreign language so that they can integrate it into a lesson plan even though the curriculum they face changes over a certain period of time.

2. Further Research

After knowing the limitations of teaching steps in responding to the principles of teaching reading, it is necessary to examine the reasons why prospective teachers have limitations in developing steps for teaching reading.

G. REFERENCES

- Ball, A. L., Knobloch, N. A. & Hoop, S. (2007). The instructional planning experiences of beginning teachers. *Journal of Agricultural Education*, 48, (2), 56-65
- Sociolinguistic Perspective. *Second Language Acquisition-Foreign Language Acquisition-Foreign Language Learning*. Eds. Patten, V and J. F Lee. Philadelphia: Multilingual Matters, Ltd, 1990. Print
- Boyd, D., Grossman, P., Lankford, H., Loeb, S. & Wyckoff, J. (2008). Teacher Preparation and student achievement. Available at <http://www.nber.org/papers/w14314>
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* 2 nd Edition. New York: Addison Wesley Longman, Inc.
- BSNP. (2007). *Peraturan Menteri Pendidikan Nasional Republik Indonesia No. 41 Tahun 2007, tentang Standar Proses Untuk Satuan Pendidikan Dasar dan Menengah*. Jakarta.

- Deshpande, S. K. (2016). Activating background knowledge: An effective strategy to develop reading comprehension skills. *JELTL (Journal of English Language Teaching and Linguistics)*, 1(3), 2016.
- Douglas, D. A. N., & Frazier, S. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. H. Douglas Brown.
- Freeman, D. (1996). Redefining the relationship between research and what teachers know. In K.M. Bailey & D. Nunan (Eds), *Voices from the language classroom* (pp. 88-115). Cambridge, UK: Cambridge University Press.
- Harmer, J. (2007). *The practice of English language teaching*. England: Pearson Education Limited.
- Harmer, Jeremy. (2004). *The Practice of English Language Teaching* 3rd Edition. London: Longman
- Kassing, R.B. "Perceptions of Motivational Teaching Strategies in an Efl Classroom: The Case of a Class in a Private University in Indonesia." Victoria University of Wellington, 2011. Print.
- Li, W., & Zou, W. (2017). A study of EFL teacher expertise in lesson planning. *Teaching and Teacher Education*, 66, 231-241
- Nurfitri, N., Regina, R., & Yulian, R. (2020). English teacher's difficulties in designing lesson plan based on Indonesian 2013 curriculum. *Journal of English Language Teaching Innovations and Materials (JELTIM)*, 2(2), 85-96.
- Oxford, R.L, and J Shearin. *Language Learning Motivation: Expanding the Theoretical Framework*. *The Modern language Journal* 78 (1994): 12-28. Print.
- Rinvulcri, Mario. 1996. Letter to Craig Thaine. *The Teacher Trainer* 10/2, 7. Retrieved from: [ttedsig.iatefl.org/resources/articles/13.doc](https://www.iatefl.org/resources/articles/13.doc). Date: 17 febrero 2023, 10:00 a.m.
- Suardamayasa, P. (2022). Teachers' Ability to Apply Higher-Order Thinking Skills in English Lesson Plan. *Journal of Educational Study*, 2(1), 1-9
- Tashevskia (2007). Some Lesson Planning Problems for New Teachers of English. *CELTA Syllabus and Assessment Guidelines*. (www.cambridge.efl.org/teaching)
- Williams, R. (1986). Top ten principles for teaching reading. *ELT journal*, 40(1), 42-45.
- Woodward, T. (2001). *Planning Lessons and Courses: Designing Consequences of Work for the Language Classroom*. Cambridge: Cambridge University Press