THE USE OF COMMUNICATIVE APPROACH IN TEACHING READING DESCRIPTIVE TEXT

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Abstract

Reading is central to learning process, by reading people can gain important information in this millennial era. Study reading aims to develop the reading skills that you need to find information quickly, to identify what is important in a text, to compare different sources of information and to read critically. The aim of this experimental research is to investigate the effect of communicative approach on reading competencies of 10th grade students of SMK SEHATI in the academic year of 2018/2019. It is about 60 pupilss were assigned as sample through random sampling. Data of student's reading competencies were collected by using multiple choice of descriptive text test. The result shows there is significant effect at student's reading comprehension.

Keywords: Communicative Approach, Performance Assessment, Reading Competency

INTRODUCTION

Reading is considered as complex process that engages not only the text reading but also their experience to understand it. Referring to cognitive psychology and schema theory, the reader refers to an active participants who has an important interpretive function in the process of reading. Meaning that in the cognitive model, persons as readers are more than passive participants receiving information, whereas an active text creates itself and its meaning which is known to them. Actually, the act-of-reading is a push and pull between text and reading. At school, many students find difficulties in reading and internalizing the text. Instructors are frequently unable to motivate pupils to find entertaining and interesting information in the materials of reading. Therefore it often produces a bad mind-set in students considering the effort to get interaction with reading materials as an unattractive activity that is compared to the process they could get from visual electronic media. One of the crucial components of the language in learning language besides listening, speaking and writing is reading. The fundamental aim to any activity of reading is knowing science concepts and the language. There are some definitions of reading that are given by scholars of language.

According to Zwiers (2004: 3) in Parmawati (2018), reading habits more clearly describes the automatic and unconcious process that are involved in constructing meaning from text. Smith (1978) in Fauziati (2002:139) claimed that reading is more pragmatically as an understanding the message which is conveyed by the written through visual and non-visual information. Teaching reading regarded as one of the aspects in English language skill has to be taught clearly and the material must be well understood by the learners to avoid the uncomfortable situation, because usually most of the students in conventional classes only hang up the information transferred by the teacher. Harmer (1998: 70) in Parmawati and Yugafiati (2017) states that, reading is an incredibly active occupation. it means that by reading students are able to understand about something. However, reading programs may help students develop their language skill necessary for success.But it is hard to impelement an effective reading programs,

especially in countries where English language is treated as a foreign language. The success of implementing reading programs will depend on the students'interest.

In relation to reading, the survey research administered by National Education Departement of Republic of Indonesia showed surprising finding. It is proved that reading comprehension of elementary school students were noted in a low level. Almost 76.95 % of students were not able to use dictionary. Among students who can use dictionary, there were only 5 % who can look up word in Indonesian Dictionary systematically. Therefore it is necessary for language teachers to foster reading on their students. It may be done by selecting proper materials to the students. The reading programs may useless if its is not done properly. Teachers should select reading materias that relevant to the students's need and interest. The English language teaching conventional method that still just transferring knowledge from the teacher to the learners or teacher-centered was felt ineffective anymore, because the students feel bored and get no chance to improve their skills, so that experts start to look for a model of teaching learning process which can meet the need of meaningful teaching learning process that also dig the students' ability to master the material of the knowledge. Wichadee (2005: 3) mentions that teacher-centered approach which is taking place in traditional classrooms do not create active recipients and result in fossilized language learning.

This research related to the teaching of English; the goal of the English, the curriculum and the syllabus, classroom activities, teacher's roles, student's role, the role of instructional materials, the classroom procedure, and the type and procedures of evaluation. From that description the writer wants to know the correlation between reading habit and reading skill. So the writer interested in choosing the topic of the study "The Implementation of Communicative approach in Teaching Reading"

METHOD

Based on the study that tries to describe the difficulties of teaching reading, the type of the study can be classified into a descriptive study. Since the analysis employed in the study is using quantitative analysis, the study is classified into a descriptive quantitative research. It is in accordance to Sekaran (2000: 125) that states "a descriptive research is undertaken so as to ascertain and capable to describe the characteristics of the variables of interest in situation." Subject of the study in the research are the first grade students of SMK SEHATI Karawang. They are interviewed about the difficulties reading comprehension with a correlation between reading habit and skill of reading.

RESULTS AND DISCUSSION

Results

Communicative approach is based on the concept that learning language successfully comes through having to communicate real meaning. When students are involved in real communication, their language acquisition natural strategies will be used and this may allow them to learn using the language.
The students were given descpritive teks and several questions to answer, the researcher using pretest and posttest to collect data from the students. The test was done by the teacher in order to identify the ability of the students in comprehending or understanding material.
After the pre-test, the treatment was runs and the teacher using communicative approach by using picture as a media. The post-test was given after students got treatment. The researcher

using *SPSS V.16* to knowing the result of pre-test and post-test. There was significant difference between the student's achievement in pre-test and post-test.

TABLE 1
THE RESULT OF PRE-TEST AND POST-TEST

No	Name	Pre-test	Post-test
1	Student 1	40	60
2	Student 2	50	90
3	Student 3	70	100
4	Student 4	50	100
5	Student 5	70	100
6	Student 6	80	100
7	Student 7	60	100
8	Student 8	60	100
9	Student 9	80	100
10	Student 10	80	100
11	Student 11	60	60
12	Student 12	40	100
13	Student 13	40	50
14	Student 14	30	60
15	Student 15	70	50
16	Student 16	30	50
17	Student 17	70	50
18	Student 18	70	60
19	Student 19	80	100
20	Student 20	80	100
21	Student 21	70	90
22	Student 22	70	100
23	Student 23	90	90
24	Student 24	80	100
25	Student 25	80	90
26	Student 26	80	100
27	Student 27	60	100
28	Student 28	60	100
29	Student 29	80	100
30	Student 30	80	100

TABLE 2
N-GAIN TABLE

				95% Confidence Interval of the Difference				Sig. (2-tailed)
Paired Samples Test								
				Paired Differences				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1 VAR00001 - VAR00002	7.45000E1	20.83633	2.68996	69.11741	79.88259	27.696	59	.000

Discussion

Based on the table above, the output of N-GAIN test shows that the probability of the experimental group is .000. It means the experimental group were normally distributed. There is significant effect of communicative approach that occurs simultaneously and separately on reading competencies of students. Communicative approach by using picture as a media is giving the easy ways to students in understanding the material. The result of *SPSS V.16* shows there is significant effect at student's reading comprehension.

CONCLUSION

Based on the implementation of communicative approach in teaching reading, the researcher comes to conclusion as follows: in general the implementation of communicative approach in teaching reading using pictures or media is run well. The media is very useful for giving comprehension to the students when they were find out the answers of questions from descriptive text. There are significant result when the teacher using communicative approach by using picture as a media.

To the teacher, the teacher should learn how to exchange their ability and habit in teaching English and to establish a good atmosphere in the classroom, so the students enjoy their English class. The teacher must be creative to use various techniques in teaching reading in order that the students are interested in learning process and to increase the students'reading competence. To the students, The students should study English seriously through practice and experience. Then students should more active and creative in learning English.
To the other researcher, the result of this study can be used as an additional reference for further research with different sample and occasion research in increasing English Reading comprehension.

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