
TEACHING READING COMPREHENSION USING A COMMUNICATIVE APPROACH TO CLASS VII STUDENTS AT MTS DARUSSALAMAH BARUH SAMPANG

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Abstract:

This research aims to find out how to overcome students' reading comprehension using a communicative approach to class VII students at MTs Darussalamah and to find out student responses in teaching reading comprehension using a communicative approach to class VII students at MTs Darussalamah. This research is a qualitative research. Data collection was obtained through classroom observations, interviews, documentation. The research results show that teachers use this communicative approach in students' reading comprehension with descriptive text material. Student responses in teaching reading comprehension to seventh grade students at MTs Darussalamah were that students showed high interest in learning English using a communicative approach. They feel enthusiastic and active in learning English. Students also feel attracted to the communicative approach, they find this media fun and easy to understand. Apart from that, the teacher succeeded in showing positive performance during learning by using a communicative approach.

Keywords: *teaching reading comprehension, communicative approach, MTs Darussalamah*

Introduction

Language has certain functions that are used based on a person's needs. Therefore, by using language a person can express himself so that the function of language is very diverse. Language is used as a tool to communicate. Apart from that, language is used as a tool for social integration and adaptation to the environment or situation. Language is a means of communication for humans, both verbally and in writing. (I Gusti Ngurah, 2017:1). Language learning is directed at providing students with understanding in reading. Some learn a language because they are driven by the need to be able to read and communicate well in learning. (Moh. Siddiq, 2018:1).

Good and correct English learning must be supported by quality human resources. In other words, the quality of human resources can have a positive impact on English language learning. (Nursayani, 2020:221). For this reason, students are taught and

directed from an early age to be able to use English well and correctly to be able to understand reading both orally and in writing because English is a language used as a medium of communication and as the first international language used to interact with other people throughout the world. (Fromkin, et al. 2018: 59.) Stated that English has been called "the lingua franca of the world", that English is the language of instruction in the world. (Ayu Paramita Sari, 2022: 2). English is a language that almost every group must master in the current global era. Meanwhile, (Fika Megawati, 2016: 147) states that English is one of the international languages which is very important to be able to connect society with the world in various aspects including educational aspects. "English is an international language used to communicate in various fields and aspects of life international community.

English has four language skills, namely speaking, listening, reading, and writing. Among these four skills, reading is a skill that plays an important role in the learning process. By reading, someone can obtain the information needed to understand science. Reading is important for two reasons, namely apart from making a contribution to students themselves in supporting their education to the next level, reading also has a positive impact in providing vocabulary knowledge for language mastery. (Ahmad Faiz Muntazori, 2022). One of the skills in reading activities is reading comprehension.

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Moreover, as an aspect of language, reading comprehension must be mastered by middle school students. Through reading comprehension activities, students can obtain information actively, because by reading someone will obtain information, gain knowledge, and gain new experiences. In accordance with the purpose of the reading quoted by Masitah Bahrin (2023: 10), The main purpose of reading is to search for and obtain information, including content, and understanding the

meaning of reading. Meaning is closely related to our purpose or intensity in reading.

In the learning process, a teacher must have methods, techniques, and approaches so that each delivery of material can run well and students can understand the material presented more quickly. So one way is to use a communicative approach. The communicative approach is "an approach that aims to make communicative the goal of language learning and develop procedures for four language skills, which include listening, speaking, reading and writing" (Idah Faridah Laili, 2022:3). The communicative approach directs language teaching towards teaching objectives that emphasize the function of language as a communication tool (Ida Widaningsih, 2022: 104).

The communicative approach is an approach based on the idea that the ability to use language in communication is a goal that must be achieved in language learning. Language is not only seen as a set of rules, but more broadly, namely as a means of communicating. Language is placed according to its function, namely the communicative function. (Baharuddin, 2020:15).

The communicative approach is an approach that aims to provide students with understanding and skills in communicating, emphasizing the coaching and development of students' communicative abilities. The implementation of the communicative approach is entirely carried out by the students (student center) while the teacher is only a facilitator. In this way, students will be able to tell stories, respond to problems, and express their opinions orally in coherent and easy-to-understand language. The

communicative approach can also be interpreted as an approach that is based on the nature of language as a tool/means of communication, so that teaching, specifically English in general, is directed at using English as a communication tool. The communication components include elements of communication actors, ways of communication, places of communication, and so on. (Abdullah, 2020:5).

MTs Darussalamah is a private secondary school-level educational institution located on Jl. Kh. Ah. Chamim Ro'I No 86, Kendal Hamlet, Baruh Village, Sampang District, Sampang Regency, East Java Province. MTs Darussalamah Baruh Sampang is an institution located in a rural area. There the researcher found something that was a problem in learning English in class VII, it turned out that students had difficulty in reading comprehension and students were less interested in learning English. This is because teachers implementing methods in schools have not been optimal. The teacher only uses the observing method and focuses on one method only. The learning methods used by teachers are dominated by lecture methods and giving assignments. Such learning tends to be boring. As a result, students' learning activities seem to be programmed to follow procedures created by the teacher. In addition, learning conditions like this tend to use a very theoretical approach, containing concepts that are introduced without paying attention to their meaning, so students feel bored when learning English. Therefore, teachers must be able to choose the right learning method to use in the learning process so that teaching and learning activities can

encourage student activity during learning activities. In this case, the researcher put forward one approach that needs to be applied to English language learning at Madrasah Tsanawiyah Darussalamah, especially in improving students' reading comprehension, namely the communicative approach. The material that will be applied in this research is Descriptive Text. In accordance with previous research conducted by Epi Purnama with the title Teaching Reading Comprehension on Descriptive Text using Macromedia Flash, the collaboration of a communicative approach and descriptive text material will make students more interested in learning English. The reasons for choosing class VII students as research subjects were based on the consideration that class VII students were in an initial position, it was easier to obtain data, they felt they were able to assess according to the actual situation, the level of adaptation was stable and the teaching and learning process was still long. Did not choose class VIII as the research subject because many students lack interest and enthusiasm for all subjects. So the researcher wants to conduct this research in class VII MTs Darussalamah. From the problems above, the researcher felt compelled to raise this research with the title "Teaching Reading Comprehension Using a Communicative Approach to Class VII Students at MTs Darussalamah Baruh Sampang".

Research Method

The approach that the author uses in this research is a descriptive qualitative research approach. The reason this approach was chosen was because the author wanted to

reveal and understand how teaching reading comprehension using a communicative approach was implemented. This means that the author in this research will explain the situation as it is at school. Qualitative research is research that intends to understand the phenomena experienced by research subjects. For example, behavior, perception, motivation, actions, and so on holistically and using descriptions in the form of words and language in a special natural context using various natural methods (Iwan Hermawan, 2019:101). Describe them. So in carrying out the writing stage by describing matters related to Teaching Reading Comprehension Using a Communicative Approach to Class VII Students at MTs Darussalamah Baruh Sampang. The subjects of this research were class VII students at MTS Darussalamah located Jl. Kh. Ach. Chamim Ro'I No 86, Kendal Hamlet, Baruh Village, Sampang District, Sampang Regency, East Java Province for the 2023-2024 academic year.

The data in this study includes everything information on student and teacher activities. This research was taken from the results of observations in this research There are data collection techniques, namely teaching and learning observation, interviews, and documentation. Researchers analyze the data in ways apply two steps of data analysis techniques which include: presentation of data and conclusion.

The validity of the data is carried out to prove whether the research carried out is truly scientific research as well as to test the data obtained. (Ahmad Rijali, 2018:91). Researchers used Triangulation testing techniques. Triangulation is a technique for checking the validity of data that uses something

other than the data for inspection purposes or as a comparison of the data. According to Muhammad Alif K. Sahide, triangulation includes four things, namely: Method Triangulation, triangulation stages, inter-researcher triangulation and triangulation theory (Muhammad Alif K. Sahide, 2019:10).

Result and Discussion

Result

Using the communicative approach in teaching reading comprehension to seventh-grade students at MTs Darussalamah.

This research shows that the use of teaching reading comprehension using a communicative approach can give students interest in learning English. This is proven by the learning procedure in teaching reading comprehension using a communicative approach in accordance with what Littlewood quoted in the previous chapter. Students are invited to the front of the class and asked to express his opinion about the material regarding descriptive text, followed by the teacher correcting students' language usage errors. Then students record errors and improvements which are discussed together because errors that always appear can be used as evaluation material and the teacher goes around to students who do not understand the descriptive text material. This aims to determine students' reading comprehension abilities and assess student learning outcomes on descriptive text material using a communicative approach.

Students' responses in using the communicative approach in teaching reading comprehension to seventh grade students at MTs Darussalamah.

The students' response to the use of the communicative approach in teaching reading comprehension was that the students were enthusiastic about participating in learning English using the communicative approach, they felt happy and easy in using the communicative approach in reading English and showed high interest in using the communicative approach in reading comprehension. Students also feel satisfied and helped by using a communicative approach. Students are motivated to learn because the communicative approach is easy and not monotonous and students can understand English reading, in the sense of mastering reading. As well as a lively class atmosphere with communicative approach learning activities. Apart from that, students are very interested and happy to learn English using a communicative approach because this approach is very easy, not boring and suitable for training students in reading skills, namely equipping students with reading comprehension skills, communication, fostering emphasis and developing students' communicative abilities as a whole. carried out by students (student center) while the teacher only acts as a facilitator.

Discussion

Using the communicative approach in teaching reading comprehension to seventh-grade students at MTs Darussalamah

In Reading comprehension is considered difficult to teach because it involves mental processes that cannot be seen (Thompkins, 2017). Therefore how teachers prepare their teaching is very important. Teachers need to use instruction that promotes multiple

approaches to make understanding more visible. One learning approach that is considered effective in teaching reading comprehension is through a communicative approach. In its implementation, teachers need to provide interesting lessons in applying the communicative approach, provide guided practice and ultimately provide independent training in applying the communicative approach to reading comprehension. This aims to make it easier for students to understand learning and students do not quickly get bored while learning is taking place. To achieve this, teachers choose the right learning approach so that the learning process becomes more interesting for both teachers and students. In implementing the approach mentioned above, teachers need to create a learning environment that encourages students to apply active and effective learning to understand what, how and when to use a communicative approach. In other words, students need to know what a communicative approach consists of, how to apply it, and under what conditions it is applied.

At MTs Darussalamah teachers use this communicative approach in students' reading comprehension with descriptive text material. The procedure for implementing this learning is that first the teacher gives a brainstorm to the students first, then explains the material that will be given to the students. Two students are invited to the front of the class and are asked to express their opinions/explain the material regarding descriptive text. Third, the teacher corrects mistakes in language use or explanation of material made by students regarding the descriptive text. Fourth, students are asked to record errors and

improvements that are discussed together because errors that always appear can be used as evaluation material. The five teachers went around visiting students who did not understand descriptive text material. The six teachers concluded the results of the analysis and the teacher gave a brief explanation of the material about descriptive text. This communicative approach is applied directly in the classroom to students. This aims to motivate student interest and increase each student's reading comprehension. The above procedure is based on Maulizan who explained as quoted from Littlewood that with this approach teachers are helped by several important aspects in activities such as:

- a. The teacher's role in the learning process is acknowledged to be less dominant. Greater emphasis is placed on learner contributions through independent learning.
- b. Emphasis on the emergence of communicative relationships, both between students and between teachers and students.
- c. Communicative interactions give students more opportunities to express their individuality in the classroom. It also helps them to integrate the foreign language with their personality and thus be more emotionally secure with it.
- d. These points are reinforced by the many activities.
- e. The role of the teacher as a co-communicator places him on an equal footing with the students. This helps break down tensions and barriers between them.
- f. Learners are not continuously corrected. Mistakes are considered with great tolerance as a

normal phenomenon in the development of communication skills

Students' responses in using the communicative approach in teaching reading comprehension to seventh grade students at MTs Darussalamah

This research discusses seventh grade students' responses to teaching reading comprehension. Student responses are divided into three aspects, namely, interests, strengths and interests. (Wahyu Arinia, 2015). The first aspect is student interest which is shown by students' enthusiasm and activeness in participating in English learning using a communicative approach. Students like English subjects, they try hard to learn, and are more interested in learning to achieve better results. they feel happy and easy to use the communicative approach in reading English and show high interest in using the communicative approach in reading comprehension, the second is advantage, which shows students' satisfaction after learning to use the communicative approach. Students feel satisfied and helped by using a communicative approach. Students are motivated to learn because the communicative approach is easy and not monotonous and students can understand English reading, in the sense of mastering reading. As well as a lively classroom atmosphere with communicative approach learning activities. The third aspect is interest, which shows students are very interested and happy to learn English using a communicative approach because this approach is very easy, not boring and suitable for training students with reading skills, namely equipping students with reading comprehension skills, communication, emphasis coaching and development of students'

communicative abilities. There is a great sense of curiosity, learning and admiration for English lessons. In addition, interest in learning is very strong with a high inclination towards a communicative approach. The implementation of the communicative approach is entirely carried out by students (student center) while the teacher is only a facilitator.

Student responses in teaching reading comprehension to seventh grade students at MTS Darussalamah were students showing high interest in learning English using a communicative approach. They feel enthusiastic and active in participating in English lessons. Students also feel attracted to the communicative approach, they find this media fun and easy to understand. Apart from that, the teacher succeeded in showing positive performance during learning using a communicative approach. In teaching, teachers have begun to apply a non-monotonous communicative approach, with special efforts to stimulate student activity and creativity. The teacher has also presented English language learning as a whole, not only focusing on completing the lesson material, but paying more attention to the reading comprehension obtained by students.

From the results of applying the communicative approach, the researcher can conclude that this communicative approach can provide good reading comprehension, and students are more enthusiastic during the English learning process which is carried out and has been able to attract students' interest in learning and make the learning atmosphere not boring.

Conclusion and Suggestion

Conclusion

This research aims to describe the communicative approach in teaching reading comprehension. This approach is very suitable for use with descriptive text lessons in seventh grade. The use of this approach is that the teacher gives a brainstorm to the students first, then explains the material that will be given to the students. Two students are invited to the front of the class and are asked to express their opinions/explain the material about descriptive text. Third, the teacher corrects mistakes in language use or explanation of material made by students regarding the descriptive text. Fourth, students are asked to record the errors and improvements discussed. The five teachers went around visiting students who did not understand descriptive text material. The seven teachers concluded the results of the analysis and teachers. Thus, this approach can be used as an effective approach in providing a positive impact on each student's reading comprehension and motivating student interest. The results of the research and discussion in the previous chapter show that this communicative approach is very suitable for application to class VII students. Apart from that, this approach also makes it easier for students' reading comprehension because its application is easy to understand, it can motivate students and students are enthusiastic about learning English. Students are very interested and enjoy learning using a communicative approach. This has encouraged students' interest in learning English, where the teacher's role in the learning process is to encourage students' activeness and creativity in learning English. Apart from that, this

research can also be used as a reference in teachers' efforts to attract students' interest in learning about a subject.

Suggestion

The Based on the results of this research, the following are several suggestions that can be put forward.

1. For Teacher

Teachers should follow how English teachers implement and use the communicative approach to attract students' interest in learning. This will certainly have a big impact on the learning process of students in madrasas, so that other subjects can also be interesting for students and encourage them to study harder.

2. For Students

Students should help ensure that the classroom atmosphere remains conducive, where students are active when the teacher gives instructions and calm when the teacher explains the learning material.

3. For Future Researchers

Future researchers can use this research as a reference for conducting other research in the same field. The researcher hopes that future researchers will do the same thing in preparing research needs before and during the research.

4. For Madrasah

The Madrasah could provide more time for learning English so that students can have other foreign language skills besides Arabic. If English language extracurriculars are held, it will be able to become a forum for students who are really interested

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