

**Using “ELC Study Zone Website” in Teaching Reading at  
Senior High School**

*(Submitted as a partial fulfilment of the requirements for  
the strata one (S1) degree)*

**PAPER**



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**Using “ELC Study Zone Website” in Teaching Reading at Senior High  
School**

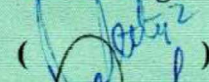
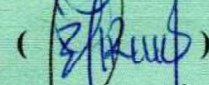

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## ABSTRAK

Fariq, Roysan. 2018. “Using ELC Study Zone Website in Teaching Reading at Senior High School” *Makalah*. Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa Dan Seni. Universitas Negeri Padang.

Makalah ini menjelaskan tentang penggunaan *ELC Study Zone Website* dalam pengajaran membaca. Adapun tujuan dari penulisan makalah ini adalah untuk menjelaskan penggunaan *ELC Study Zone Website* dalam meningkatkan kemampuan dan motivasi siswa sekolah menengah atas dalam pengajaran membaca. Hal ini dilatar belakangi oleh masalah yang sering di hadapi oleh siswa ketika membaca, yaitu sulit memahami teks. Hal ini membuat mereka tidak bersemangat untuk membaca. Untuk mengatasi masalah ini seorang guru harus mencari dan menggunakan strategi atau aktivitas yang cocok dalam mengajar membaca. Salah satu teknik yang dapat diterapkan adalah dengan menggunakan *ELC Study Zone Website*. *ELC Study Zone Website* adalah website edukasi yang menyediakan berbagai macam sumber maupun bahan ajar dalam bahasa Inggris, seperti teks bacaan, latihan- latihan cara membaca, dan video dan audio yang mendukung untuk pembelajaran. Hal tersebut dapat membuat siswa lebih mengerti karena semua bahan tersebut berasal dari dari native speaker langsung. Dengan suasana santai yang diciptakan apabila menggunakan *ELC Study Zone Website* dalam pembelajaran membaca bahasa inggris, siswa dapat menghilangkan rasa malu dan termotivasi untuk membaca di dalam proses pembelajaran.

**Kata Kunci:** *pengajaran mebaca, pengajaran di SMA, ELC Study Zone Website*

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A deep gratitude is given to as my advisor Dr. H. Jufri, M.Pd. who has given his ideas, correction, beneficial opinion, encouragement and time in the process of accomplishing this paper.

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

In learning English, students require to master four main skills there are Listening, Writing, Speaking and Reading. Four main skills are related each other in order to use English well. Reading is a skills that ability to get information in text. Reading is the process of receiving and translating information gathered in language form via the medium of print said Urquhart & Weir (1998). So, to get more information beside from what student's hear, student need to read.

Reading usually means dealing with language messages in written or printed form. Reading involves processing language and get information from text. Currently, written or printed text become fundamental ways to inform informationand events to society. People who have a great ability in reading will receive more information from written or printed text. In addition, people also get implicit and explicit information from the written and printed text. That is why people need to master reading ability.

Student's understanding and comprehension about the text is a goal as an English teacher. Although, reach the goal of purpose in reading is challenging, student disposed to ignore text given by teacher it makes teachers are dominated to read the text during learning process and cause the classroom become boring. Besides, the materials are not delivered to students well. As a result, there are few students who want to read the text when the others keep ignore the text. The reason of students ignore the text is students does not have comprehend and understanding about the text.

The ignorance of students when they get a text are not mean they do not interest learning about reading. Generally students do not know what the text talk about and the meaning of each words in fact it the basic for reading. Students who have the comprehension and understanding as well will follow the learning process as well and increase their knowledge. In other hand, students who have less comprehend and understanding will keep ignoring the text and become hard to follow the learning process also stuck in enrich knowledge. Based on the explanation above, it means that students will choose listen than to read in the classroom because they do not know what they read.

In some school in Indonesia, students usually have been taught by drilling and do the exercise on LKS without any guidance from teacher. It will impact the students' motivation in learning process. The students will be bored and do not want to learn anymore. It happens because the students only learn with the same method in every English class. For some students will follow what teacher's command; however, many students who do not understand the material or how to read will keep ignore the text and whole of the class become boring and monotone.

Based on the situation above, teacher should handle the class by creating an interesting class with a comfortable situation, using a new technique in teaching. It is believed that there is a great deal of support for integrating technology and many school managers have started to spend significant amounts of money in technology resources to increase the quality of teaching and learning, and are looking at ways of effectively including these tools into their program,

curriculums, and classrooms Marcinkiewicz (1994). It means that including an interesting and modern ways in teaching English will improve the learning process.

Information and communication technologies (ICTs) cover a wide range of technologies. ICTs refer to the development of technology which helps people to communicate, create, get and share information.(Thierer, 2001;Nordinetal.,2010)Information and Communication Technologies (ICTs) play a major role in creating a new and improved model of teaching and learning. Hence, ICTs the best way to solving a boring and raise a motivation's and attention's students in learning. The material of reading skill covered by ICT (website, power point media, attractive video, song, pictures) will be a new stimulus to students be an interested in learning reading.

In this globalization era, information deliver as fast as possible it helped by internet. Every event, news, information, can find in internet. In order to make lesson activity become interesting, teacher should put the development technology in classroom activity. In internet, teacher can gather some lesson material (website, picture, story, videos) and covered it with technology.

The development of technology has respond by Indonesian government that increasing the standardization of teacher. Teacher demanded to master of using and applying ICTs in classroom. Teachers have to provide an interesting lesson material covered by ICT. In additional, teacher and student can access an educational website to learn together in school, so it also make teaching and



learning process more interesting, because students will not be passive listeners that they used to be in traditional ways.

There are many educational websites that can help teachers in teaching and learning process. One of them is ELC Study Zone Website. ELC Study Zone Website is an educational website that teacher and the students can use in teaching and learning process. This website also serves so many topics for teaching materials. As a result, the process of teaching and learning will be more creative.

Using ELC Study Zone website will help teachers in teaching and learning process, because this website will make students more interested in joining the process of teaching and learning. In sum, this paper is intended to show how to use ELC Study Zone in teaching reading for senior high school students. This website is believed to be helpful to increase students' motivation and also this website help teacher to create new teaching process.

## **B. The Identification of The Problem**

Based on the background of problem above this paper identifies the problem as follow: The students get diffulties in learning reading, inappropriate learning strategies and teaching technique, low motivation of students in learning reading

### **C. Limitation of the problem**

Based on the identification of problem above, the discussion of this paper is limited to the using ELC Study Zone Website in Teaching Reading at Senior High School

### **D. Formulation of the problem**

Based on the limitation of the problem above, the problem is formulated as follows: “How do teachers use ELC Study Zone in teaching reading to senior high school students.”

### **E. Purpose of the Paper**

The purpose of this paper is to explain about how ELC Study Zone helps teachers in teaching reading for senior high school students and also help students do the task or reading practice

### **F. Definiton of Key Terms**

#### **1. Teaching**

According to Cohen,Raudenbush, & Ball, (2003:497-511)teaching is the work—represented by the bidirectional arrows—of drawing onprofessional knowledge and skill to make these interactionsmost productive of students’ learning

From the definitions above teaching is the process of attending to people’s needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the give.

## 2. Reading

Reading is the process of receiving and translating information gathered in language form via the medium of print Urquhart & Weir (1998)

According the definition above reading is proccessing information form printed text .

## 3. Website

According to Merriam – Webster dictionary websiteis a group of World Wide Web pages usually containing hyperlinks to each other and made available online by an individual, company, educational institution, government, or organization

A website is a collection of publicly accessible, interlinked Web pages that share a single domain name. Websites can be created and maintained by an individual, group, business or organization to serve a variety of purposes.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. The Nature of Reading**

Many researchers believes that the first way human communicate and get information by oral. They speak each other, in the same place, time, directly. This phenomenon already happened from more than 100.000 years ago. Donald (1991) states human already use speak comprehension from 100.000 years or more.

Nowadays, human already found another ways to communicate. Human communicate using printed text, that way called as reading. According to Patricia Wolfe and Pamela Nevills (2004) human did reading since 5000 years ago and most of human did not do it. The reason of why most of people in past do not reading is a lack of technology and there is no official class for reading. During the advancement of ages and technology the reading process has become a daily activity of human. Human do reading in order to get information.

Reading is a skill which contains information get from printed text as well. According to Urquhart & Weir(1998) reading is “the process of receiving and translating information gathered in language form via the media of print”. On the other word, reading is a process gathering and collecting information from printed text. In addition Patricia Wolfe and Pamela Nevills (2004) states reading has two main process decoding and comprehension. Its mean when people do reading two activities activated resembling. Decoding and comprehension are different process but related each other to reach the meaningful of reading.

It is mean that reading process is not a natural development as speaking; children will master speech while children spend a lot of time with people who already speak. In other hand, reading is an unnatural act; a co-opt operation between eye and brain, in other word while people read their eye will read a word continuously and their brain will process what the meaning of that word. In line with Shaywitz, Lui (2010) Reading is the most complex of humanfunctions”. So reading ability will improve with a more practice and matched learning process. Most of people do reading in order to get information in text, entertainment, renewal knowledge.

According to Liu (2010) the class of reading separated by three levels; Literal undersntanding, Referential understanding, Critical understanding

1. Literal understanding

At this level the reader understand the meaning directly stated in text, or an understanding of the main implications. Comprehension at this level involves surface meanings, readers find information and ideas that are explicitly stated in the text.

2. Referential understanding.

At this level, readers go beyond what is said and read for deeper meanings. According to Liu (2010) the class of reading separated by three levels; the class of reading level according to ability to interpret and understand the writer meant in the printed or written text there areReaders must read carefully and analyse what they have read; they need to be able to see relationships among ideas. Referential comprehension includes

thinking processes such as drawing conclusions, making generalizations and predicting outcomes

### 3. Critical understanding

Critical reading whereby ideas and information are evaluated.

Critical evaluation occurs only after readers have understood the ideas and information that the writer has presented. However, appreciative comprehension should be added here, which is reading in order to gain an emotional or other kind of valued response from a passage.

From the definition above, reading is a ability to get information in written or printed text. The amounts of information get from the text depending on the ability of interpretation and decode the ideas of write in text. On the other word, decoding and comprehension activities play a main role to determine the kind of class reading. The skill is need more practice; it's a complex process in neural brain different with speaking its developing naturally as long as life. Reading is consist a renewal knowledge to get an information as well depend on the level of decoding and comprehension. To get success in written communication, students should be practiced. It is the way to interact with others in daily life, moreover to gain knowledge

### **B. Teaching Reading**

Reading means dealing with language messages in written or printed form in order to gain information interpreted by the writer. In line with Urquhart & Weir (1998) reading is the process of receiving and translating information gathered in language form via the media of print. Reading also defined as two



main process; decoding and comprehension process. Thus, reading is a process decoding and comprehension in printed or written text to get information.

Currently, information is shared as fast as time, information separated and collected by using technology (gadget, PC, news and media). This phenomenon requires a great ability in reading. The goal of teaching reading should improve student's communicative skill in order to apply critical reading. So, student can differentiate and filter the information.

People around all of the world has a lack in reading. Reading skills affected from youth age, if someone doesnt have any intention in reading, it have affected their reading skills in future. Wolfe Nevills (2004) states learning reading is a long process that it begin from birth, basic competency usually reached in middle childhood. However, people also expert in reading but face a lot of practicing.

In Indonesia which people have a low rate in reading, teaching reading in foreign language is very challenging. Most of students are too lazy to read the text, moreover the text that a foreign language. Teacher are to able to motivate and stimulate the student interesting in reading a text. Using a text with a many picture may suite to junior or beginner students. Different to junior high school students, senior high school students need a trick and tips to understand text as well. Dewey (2010) in *Standards for Reading Professional* books said seven stages to understand the text; predicting, asking questions, monitoring, activating background knowledge, visualizing, summarizing, text structure.

The goal of teaching reading is students are able to understand the message in the text (explicit, implicit) Before teacher give a text to students its better to give a low level in reading such as remembering word, know the meaning, and expression. Next, teacher could give a higher level such as using a knowledge to explore the message from the author. Presley (2000) in *Standards for Reading Professional* books states the development of reading comprehension as a two stage process, beginning with “lower processes” focused at the word level—such as word recognition (phonics, sight words), fluency (rate, accuracy, and expression), and vocabulary (word meanings). The second stage of reading comprehension development focuses on higher-order thinking—relating prior knowledge to text content and consciously learning, selecting, and controlling the use of several cognitive strategies for remembering and learning from text. It means teacher demand to know how teaching reading according to the students level.

In teaching reading English, teacher have to consider some principles. It is very important for teacher to know all the principles in teaching reading. According to Sweet (2000) there are some principles in teaching reading: 1) Students build their own meaning when their read a text. 2) Effective reading instruction can develop engaged readers who are knowledgeable, strategic, motivated and socially interactive. 3) Phonemic awareness, a precursor to competency in identifying words, is one of the best predictors of later success in reading 4) Modelling is an important form of classroom support for literacy

learning. 5) Responding to literature helps students construct their own meaning, which may not always be the same for all readers

In short, reading is a crucial skills that has mastered when someone learns a language, Its a way to get information from printed text, moreover to gain knowledge. It needs brain's work to activate prior knowledge, engage knowledge in order to get information from the text.

In addition, according to the law Republik of Indonesia No.20 (2003) about education; it is conscious and manage effort to create situation and process learning, in order to learners actively develop their potential and has spiritual religion, self- control, personality, intelligent, attitude and ability that use for himself, society, nation and state. It means that teaching is an effort from teacher to create a situation and process to transfer knowledge to learner who has a willing to learning. Thus, teaching means the process of giving knowledge, guiding and facilitating learners in learning.

In line with Cambridge International Dictionary of English; teaching means to give (someone) knowledge or to instruct or to train (someone). Teaching also means guiding and facilitating learners to learn and setting the condition for learning. So teaching is a process to renewal knowledge a student with a setting condition and situation.

### **C. The Principles of Teaching Reading for Intermediate Learner**

According to Joe McVeigh (2013) there three principles can influence and inform our decision as we teach reading for intermediate learners, they are:

A) Develop Reading Lessons in Three Path

1) Pre-reading activities stage

When people want to read something, it contains many information. Before start to reading people gather some question in mind to guess the information in text. The main function teacher is giving several question related with text in order to stimulate a knowledge students and build schema activities. In addition, do skimming is very important in this stage

2) During-Reading Activity Stage

While reading in progress teacher could remind students to keep an important question in mind. Besides, teacher gives a task to students that require them to think as they read, not just over the word. This stage function is engaged the idea which got from the text with their own knowledge and pay attention to detail information.

3) Post-Reading Activity

In the post-reading activities teacher should move students into critical thinking tasks, For example: 1) Ask students to analyse a text critically and evaluate it. 2) Ask students to consider in which lines of the text the author gives factual information, as opposed to just giving his or her own opinion. 3) Call on students to point out any particular signal words that indicate fact or opinion.

B) Explicitly Teach Reading Strategies

Some strategy to help students to be a better reader:

- Build activities to encourage your students to skim quickly through a text, just to get the gist or to scan the text for specific information.
- Encourage your students to underline or highlight key words, phrases, and ideas.
- Teach them how to take notes or use graphic organizers to sort out their ideas.

#### C) Help Students Develop Vocabulary Skills

In understand a text, the enrichment of vocabulary have main deal.

Lacks of vocabulary always be obstacle to understand the text.

#### **D. Teaching Reading to Senior High School**

In the process of teaching and learning, especially English Reading, there is an interaction between teacher and student. The interaction starts from greeting until the end of process teaching and learning. During teaching and learning process, teacher face many obstacle such as low motivation of student, lacks on vocabulary, etc. If teacher explain, translate and read a load the text, there is no difficulties for the students because students are only listen what the teacher explain about. In other hand, students are difficult to understand the text if they do it by themself. The problem is students do not know what the text talk about or may have a mistake in transleting the text. As the teacher, it is the duty to make student understand the text as well. According to Olshavsky (1977) categorizes three strategies: 1) Word related, teacher do brainstroming activity like relating difficulties word with ordinary word. 2) Clause related means teacher explains the

clause uses in the text. 3) Story related, after students understand the text teacher can relate the text or story with others story and compare it. The steps to understand the text is very important to reach good comprehend in reading. The good strategy when reading a text is helpful to improve students reading skills.

Teachers need to know how to handle the classroom. Started from entered the classroom until the end of the classroom. Everything that happens in the classroom is responsibility of the teachers that is why teachers have to make the sequences of the activity that will be held. There are three main procedures in teaching process. They are:

1. Teacher starts from pre-reading activities. In this phase, a teacher prepares the students to face the learning activities. The aim of this stage is to build students' background knowledge up about the topic. The activities of the stages are greeting, checking the students' attendance and the students' readiness before begin the learning process. Teacher starts to introduce the topic by building the students' basic understanding about the topic.
2. Whilst-teaching activities. In this phase consist of five stages which are pre – reading, whilst – reading and post - reading. This is the main activity in teaching reading. The characteristics of the activity are interactive, inspiring, enjoyable, challenging, and motivating. So, it can activate the students' motivation in learning as well as provide opportunities for the students to be creative and independent learners based on their talent and their self-development.



3. Post-teaching activities. In this stage, the teacher and the students conclude the lesson by asking the difficulty of the students. Teacher also can give the homework to the students about the topic. Teacher also can assess the students' work to see how far the students understand and master the topic, in order to continue to the next topic.

It can be conclude that to improve students reading ability is involve more effort from the teacher and students. Teacher should give a motivation to the students and remain student the step of comprehend the text. Teacher also ask student to behave read a text in English language in order to improve students reading skills.

#### **E. The Nature of ELC Study Zone Website**

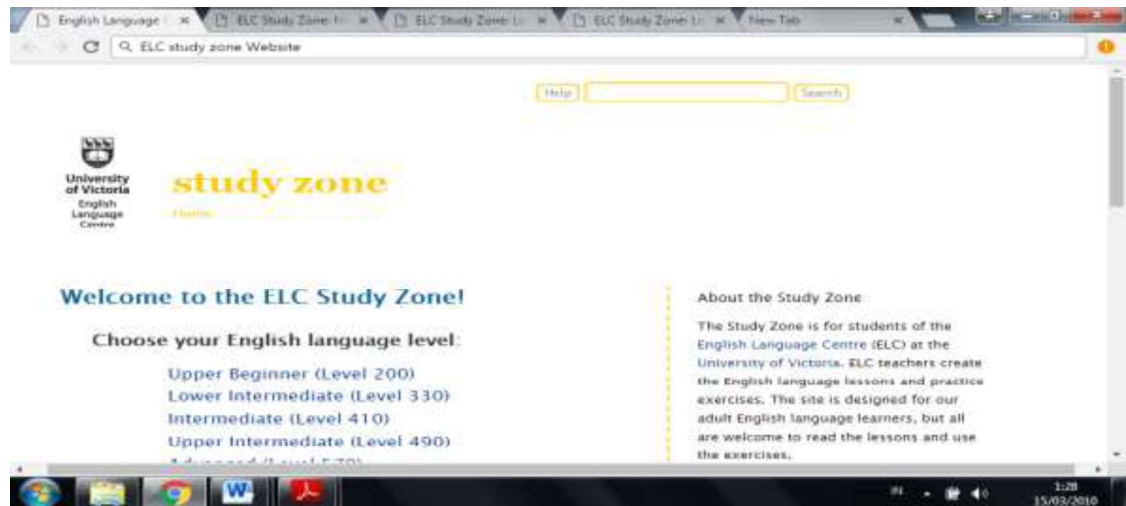
Internet has become an important things in people life. Most of people always using internet for entertainment, game, watching a move, listening a song and also teaching and learning. Internet also influence in education field. People are often find lesson material in internet besides book. In addition, some of book also provided in digital print. According to Marcinkiewicz (1994) there is a great deal of support for integrating technology for increase the quality of teaching and learning. That means teacher as faciliator for students in classroom have to combine the traditional ways with using technology in classroom. Besides find a lesson material, internet has become the subtitusion of classroom and supporting teaching and learning proccess in classrom. Many website provide a lesson material with an attractive illustration and online exercise in order to help user

improving the English skills. One of the website that could help teacher find resources is ELC Study Zone Website.

ELC Study Zone Website is an educational website that was created by English Language Centre at the University of Victoria. This website was created at 1997 and published in 1998. The purpose of this website is provide extra attractive practice with an internet connection for ELC students. In line with Yuksel & Tanriverdi (2009) states using ICT in classroom with an attractive material such as movie clip its help students in remind vocabulary. It is similar with Warschauer's (2002) opinion that states internet can support language teachers to integrate web resources into the language classroom because it provides variety of hyperlinked multimedia documents and computer-mediated communication tools that makes teaching and learning process becomes easier and more interesting

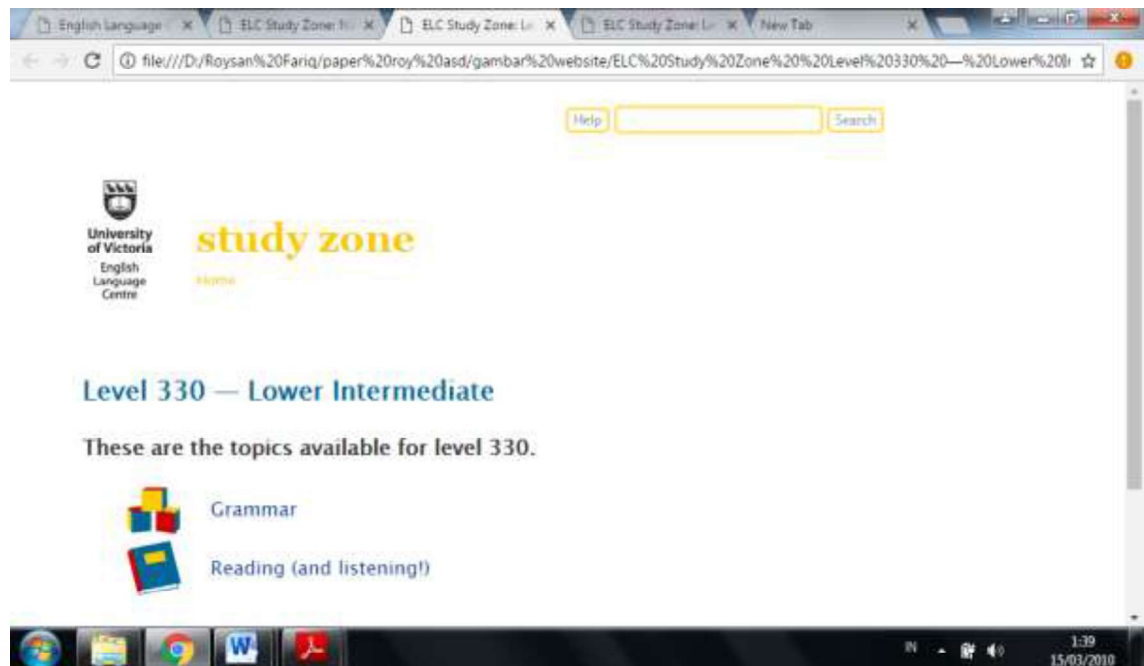
ELC Study Zone Website is one of the premier online sources of information and material for teaching and learning English as a second and foreign language. It provides resources, exercise, ideas, etc. In addition, ELC Study Zone Website can be visited by public not only for the ELC students. Besides, ELC Study Zone Website help teacher to find any sources, this website could become a tools to help children for exercise. For example, teacher could choose the lesson material what they need. There is a lot sources for several skill, listening, reading, writing, and speaking. Then, teacher could get some new ideas to create their own exercise or lesson material. ELC Study Zone Website is free for everyone. Teacher or students no need sign up to using this website. Teacher

or students only need type ELC Study Zone Website in searching tools or <https://web2.uvcs.uvic.ca> on the url bar to visit the website



***Figure 1. ELC Study Zone Website***

In the main menu, teacher choose the level of their students. Each level has different difficulties, in order to suit students skills with the exercise. All of level provide some resources, exercise, and more. Next, the sub menu will appear, and teacher choose the topic.



***Figure 2. Mainmenu and topic***

In addition, ELC Study Zone Website is easy access and enjoyable website. ELC Study Zone Website provide many skills such as: Reading, Speaking, Listening, Writing, Grammar, Vocabulary and more. Although reading skills is provided in each level. The each level equal with the exercise in order to access how far the students skill.

ELC Study Zone has a lot of sources to practice reading skills. Teacher only need guide students to choose the topic that have been discussed. Furthermore, ELC Study Zone Website has some reading text with a enjoyable design. The teacher could show up in front of class or in student's computer and guide them to understand the text.

In addition, teaching reading by using ELC Study Zone Website in the classroom, it can be in two ways; online at school and online at home. The teacher can teach online directly by opening the website in the classroom, the advantages

with this ways; teacher could explain clearly about the general text, vocabulary, etc. The second way used by students at home, it helps student to get more exercise.

ELC Study Zone Website has audio and text material. When the audio is played students also read the text at the same time, it helps student to read with a correct pronunciation and help to understand the meaning as well. ELC Study Zone Website has a several kind of exercise: objective exercise, essay exercise, or rearrange the sentence into a text with a unique way. Jafari, Dabaghi and Vahid (2015) state student's classroom with an enjoyable environment will increase motivation for learning English and their anxiety and stress would be decreased.

From the explanation above, it can be concluded that, ELC Study Zone Website can be a powerful media in teaching and learning reading. ELC Study Zone will make students more interested and motivated in teaching and learning reading, because it has a lot of examples, enjoyable exercise, topics for reading, text with audio from native directly, etc.

## **CHAPTER IV**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

From the discussion, it can be concluded that teaching reading English to senior high school students is so challenging. It needs preparation before entering the class. Senior high school students who are still categorized as teenagers learner have some special needs and unique characteristic that should be considered first by the teacher especially for Indonesian which English is a foreign language for them. Among those special needs to be fulfilled, the use of ELC Study Zone Website as a media in teaching reading English seems to be promising. ELC Study Zone Website is an educational website that was created by English Language Centre at the University of Victoria. The website was created at 1997 and published at 1998. The purpose of this website is provide extra attractive practice with an internet connection for ELC students and public. This website can be an alternative media in teaching English to teenagers learners because it not just shown an entertainment, but also teaches the viewers especially young learner through features that is provided in this website such as reading text, topics for exercise, audio/videos, etc that appropriate with young learners' development.

By using various kinds of the website's features in teaching reading English to senior high school students, teachers can start using it from the pre teaching phase until post teaching phase. In pre teaching teacher should ask some question related to the topic and show the example of text. This is aimed to build students' interest in learning and activated students' background knowledge. In



whilst teaching, teacher shows the texts and play it with audio. It is to make students know the phrases and correct pronunciation. Then, asks students to express each of phrases louder after hearing the audio that has been played by teacher. In post teaching, teacher gives a final test to make their own text and could correct by their self

In addition, using ELC Study Zone Website has advantages, it makes class more enjoyable and interesting. Senior High School's teacher is suggested using ELC Study Zone Website in teaching reading English because could increasing students reading skill with a interactive test. Eventough, teacher have to make preparation to bring the materials in the class and make sure the topic in website related to the curriculum.

### **B. Suggestion**

Considering to the advantages of ELC Study Zone Website that have been mentioned, it is suggested to the teacher of senior high school to use ELC Study Zone Website in teaching reading English. The teacher can increase the students' reading skill by using ELC Study Zone Website where the students did not afraid and motivated to learn because the classroom will be more enjoyable. However, teachers have to be creative in choosing the topics or materials and teacher have to make preparation that will be given to the students from the website according to the curriculum.

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