

## **Teaching Reading Skills in Applying EUQP Method and Dealing with The Problem in SMP Plus Putra Indonesia**

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**Abstrak** – Penelitian ini menyelidiki efektivitas dan mengidentifikasi dampak penggunaan strategi penjelasan, pemahaman, pertanyaan, dan pengucapan (EUQP) dalam pengajaran pemahaman membaca dalam teks deskriptif dan naratif. Penelitian dilakukan di SMP Plus Putra Indonesia selama dua bulan, dengan menggunakan desain penelitian deskriptif dan kualitatif. Pengumpulan data dilakukan dengan wawancara, analisis, dan persepsi, sedangkan analisis data dilakukan melalui pemeriksaan topik dan penyesuaian dengan pertanyaan penelitian. Temuannya mengungkapkan bahwa pemanfaatan metode EUQP menyebabkan peningkatan pemahaman membaca siswa baik dalam teks deskriptif maupun naratif. Studi ini menyoroti pentingnya pengajaran keterampilan membaca dan dampak positif metode EUQP terhadap pemahaman membaca siswa. Penelitian ini berkontribusi pada literatur yang ada mengenai strategi untuk meningkatkan pemahaman membaca siswa, khususnya dalam teks deskriptif dan naratif untuk berbagai tingkat kelas. Kombinasi metode penjelasan, pemahaman, pertanyaan, dan pengucapan terbukti efektif dalam meningkatkan keterampilan membaca siswa.

**Kata Kunci:** Pengajaran, Metode EUQP, Dealing Problems

**Abstract** - The research investigates the effectiveness and identifies the impact of utilizing the explanation, understanding, questions, and pronunciation (EUQP) strategy in teaching reading comprehension in descriptive and narrative texts. The research was conducted at SMP Plus Putra Indonesia for two months, using a descriptive and qualitative research design. Data collection involved interviews, analysis, and perception, while data analysis was conducted through topic examination and alignment with the research questions. The findings revealed that the utilization of the EUQP method led to an improvement in students' reading comprehension in both descriptive and narrative texts. The study highlighted the significance of teaching reading skills and the positive impact of the EUQP method on students' reading comprehension. This research contributes to the existing literature on strategies for enhancing students' reading comprehension, particularly in descriptive and narrative texts for different grade levels. The combination of explanation, understanding, questions, and pronunciation methods proved to be effective in improving students' reading skills.

**Key words:** Teaching, EUQP Method, Dealing Problems.

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### **INTRODUCTION**

Reading is one of the skills that should be mastered since junior high school. The skills need more attention from students, and reading must be dominated by all English learners because it is a practiced skill for the students. (Noguera, 2018) It is important for a teacher to ask the right questions and to maintain students' curiosity all the time, and not doing a reading task straight away but to prepare the students to want to do it. In reading, the students must interact well with the text to get the meaning, even though they still need to learn more about the translation. The reading skill becomes very important in the educational field. Therefore, the students must be exercised and trained to have good reading skills. (Pandiangan et al., 2021) Reading has important benefits because reading can broaden one's horizons and knowledge. Reading is an essential activity in life to update someone's knowledge. In reading, the students need comprehension of the text. Reading skill is defined as the level of understanding of a written language. It simultaneously extracts and constructs meaning through interaction and involvement with a written language. Students should have a good knowledge and comprehension of communication through the reading. In general, teaching reading aims to develop the student's ability to read the material, get information, and understand the text. The power in reading means the learner should possess knowledge of vocabulary to understand the target language's printed or written words. The learner who does not master enough English vocabulary tends to face difficulties when comprehending new reading materials. In the teaching and learning process of English, as a language skill that must be mastered by the students, reading by comprehending is difficult. However, it also becomes a challenging activity for the students to be more severe in reading activities.



SMP PLUS PUTRA INDONESIA is one of the schools that also used a School-Based Curriculum (KTSP) to guide learning processes. Mindfulness almost removes the centrality of English, expanding national competence within the worldwide society and creating an understanding of understudies around the relationship between dialect and culture. The essential competencies in perusing comprehension for the moment review in this school are reacting to the distinguished data of the valuable content, responding to the meaning and explanatory steps in an introductory brief exposition precisely, efficiently, and associated with the environment within the frame of the graphic, report, narrative, and method content. Students can identify method readings, and the students can answer the questions based on the text. One of the sorts that the understudies should learn is explicit content. Concurring with the syllabus, it is evident that the students must be able to get it and comprehend the reading content.

Based on the preparatory considerations, some understudies still need to confront a few issues and challenges in learning English, particularly in comprehending descriptive text which usually also used to help the writer develop an aspect of their work, places, objects etc (Romadhoni et al., 2022). Then, the researcher analyzed the problems of why the students were not motivated in reading resources, which made them get low scores in English:

1. Some students need help to identify the description of information from descriptive text; descriptive text can be concluded that a text which the characteristics of something (Yoandita, 2019). The explanation method used by the teacher still needs to be more practical for students because when asked, they still need help finding the keywords in the text questions. The writer uses the independent reading method in groups and asks them to find and underline the keywords in the story description or narrative text.
2. Some students are unable to read the alphabet and pronounce descriptive text. The reason why they cannot read the alphabet well is when the teachers test students to read the alphabet in a vocabulary game, they cannot even say the letter A with me, cannot even tell the difference, and immediately use Indonesian instead of using the word AE when pronouncing letter A.
3. Some students need help understanding the meaning and significance of what they read. When the teacher is reading and explaining the story from the descriptive text, they are just stunned silent, unable to understand the meaning contained in the report, and instead copy each other to friends who understand or sometimes ask the writer to look for parts they do not understand in searching for the meaning contained in the story; they also do not understand which subject, object, predicate in the story.
4. Some students needed help recognising the difference between descriptive and narrative texts. (Herlina, 2012) A narrative text is a difficult text for students to learn as it is long and having sequence. After discussing the many illustrative text stories, they are all more silent and indifferent because the students do not understand even though they have been explained and asked to ask questions if there are still things they cannot understand.

Based on the symptoms above, the students still do not comprehend reading skills. Here, to improve students' reading comprehension techniques to help them improve their reading skills. The writer uses a questioning chart, so before studying, the writer gives questions to identify how far the student's knowledge is. Then, during the class, the writer provides another question to encourage active reading to enhance text comprehension. This method enables students to connect with the teacher and the writer to develop their knowledge, guide comprehension, and consolidate learning. The writer adds more vocabulary in every descriptive text to help them find the key from the questions based on the reader. Since the students have difficulties in pronouncing English in a few words in the text to help improve the correct way of reading. The writer adds the pronunciation of the alphabet in English, gives assignments in vocabulary to train them how to read, and shows Oxford books as examples of how to read a word in a sentence or text.

Teaching reading skill has been done by (Terrin & Triventi, 2023) said assessing students' reading skills and tracking their progress can be challenging using comprehensive approach, teachers can effectively track students' reading progress and provide targeted support to enhance their reading skills. The next relevant that similar with narrative text reading was by (Handayani et al., 2020). This study is aimed to finding out the teachers' implementation of using digital literature in teaching reading narrative text and the students' perception of using digital literature in teaching reading narrative text. The EUQP method depends on the purpose, context, and desired outcomes of the interaction or research (Ma, 2022) by using EUQP methods, students can enhance their understanding, encourage critical thinking, and facilitate effective communication. The method used in class teaching is worksheets provided by the school. Then, a dictionary is added to give examples of how to read correctly and adequately, occasionally interspersed with playing while learning using a projector provided by the school using pictures and describing the images a team of researchers from the independent campus has prepared.

## RESEARCH METHODOLOGY

The research was conducted to discover the learning and educating English and the difficulties faced by the writer in the teaching process in the course. This research focuses on the process of educating and learning, especially on the usage of descriptive and narrative. This research was conducted in junior high school. It considers using a descriptive and qualitative method. The information in this study was collected through interview analysis and perception. Data was analyzed by topic examination and displayed based on research questions. A descriptive study attempts systematically to describe a situation, problem, phenomenon, service, or program or, provides information about, say, the living conditions of a community, or describes attitudes towards an issue. The phenomenon that the researcher addresses has happened sometime in the past, and the researcher cannot find any other way to describe it. In this case, the researcher aims to collect some descriptive information before conducting experiments or surveys. The focus is on description instead of analyzing relationships or associations, which is classified as a descriptive and narrative study.

The procedures were carried out while conducting research at the writer's school teachers in a week; there are three meetings according to the schedule given by the principal, namely Monday, Tuesday, and Thursday. Teaching time is 2 hours; every 2 hours, the writer always moves classes according to the schedule given, namely three categories from classes 7, 8, and 9 in a day. The writer only focuses on grade 7 and has 28 students, 16 males and 12 females. The description activities include three activities: preparation, pre-test, process of teaching, and post-teaching. In my early experience teaching at school, the difficulty was that the writer had a small voice, so it was challenging to convey what he wanted to share. Still, several research teams from the independent campus helped the writer to adapt quickly. They started teaching assisted by the independent campus team after getting used to the writer always providing different theories from what was discussed and often giving practice questions and a grid before the exam; first, they observed student grades before using explanation, understanding, questioning and pronunciation methods. Many students whose rates are far below the passing average. After processing the constraints, analyzing the deficiencies in the students, and then applying the technique slowly, the student's scores increase.

Based on the 2013 Curriculum guidelines used to develop curriculum documents, implementation, and evaluation. Based on these principles, the curriculum as a plan is a design for educational content that all students must own after completing their education in one unit or level of education; the curriculum as a process is the totality of the learning experience of students in one team or level of education to master the educational content that is designed in a plan. Learning outcomes are the behavior of students in applying their acquisitions in society. Apply the EUQP method in learning presented as follows:

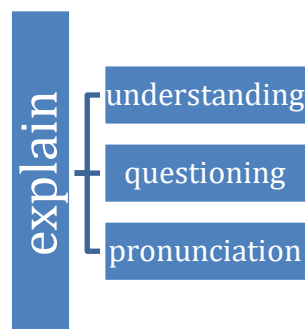


Figure 1. Method EUQP

### 1. Explain function

It is to discuss and explain the data collection and analysis methods from descriptive text from the book. This method explains what lecturers did and how teachers did it, allowing students to evaluate the reliability and validity of descriptive text.

### 2. Understanding function

The function of understanding is quite like observing in a text. After the teachers explain to their students, they will be asked to understand what has been presented and make them follow what is discussed in the text and be able to understand it quickly.

### 3. Question function

In the question session, in this function question method, the teacher will ask the students what topic is being discussed until they understand and will ask the meaning of some vocabulary. Hence, they know and take

the initiative to ask questions to the teacher if they still need help understanding or are slow to understand a lesson. The teacher will take an approach so that students feel free to ask questions because after the writer has observed, they often hesitate to ask questions if they need help understanding a question. The writer uses word games in the vocabulary that has been prepared and sees the progress of the students.

#### 4. **Pronunciation function**

The method of giving pronunciation to students is so that they often speak English correctly and adequately by giving them lots of vocabulary and vocabulary games in one word or one sentence. Provide pronunciation and memorize vocabulary; at least they can remember twenty vocabulary words from what they learn in school. This pronunciation is always given every time there is an English lesson, and they will be tested once a week to show good progress. Using this method is quite effective to see students are enthusiastic about doing it because they do not feel pressured, and they take the initiative to go ahead and fight to get good grades.

## **RESULTS AND DISCUSSION**

The lesson contains 90 minutes for each meeting. There is a warming up before the teacher explains the material, such as greetings, delivering and discussing the material, question and answer, assignment, and practicing the vocab and pronunciation of the material will be done for the next step. The writer teaches the class using the EUQP (Explanation, Understanding, Questioning, and Pronunciation) method; the writer can utilize the following ways:

1. Explain begins by providing a clear explanation of the text's content, purpose, and any unfamiliar vocabulary. Set the context and activate prior knowledge to help students connect to the topic. Then, the writer gives an overview of the text and discusses the central ideas or objectives. The writer also introduces key vocabulary words, definitions, and examples of their use in context. Lastly, the writer uses visuals, real-life examples, or multimedia resources to enhance understanding.

2. Understanding means the writer teaches and practices comprehension methods to help students understand and analyze the text more effectively. The writer does the pre-reading to encourage students to skim the text and look at headings, subheadings, and illustrations to make predictions and activate prior knowledge. Then, teaching the students to monitor their comprehension by asking questions while reading. Model active reading methods like underlining important information, making connections, and visualizing the content. Lastly, the writer engages the students in discussions or written responses to assess their understanding. Please encourage them to summarize the main ideas, identify supporting details, and analyze the writer's purpose.

3. Questioning means the writer develops the students' questioning skills to promote critical thinking and a deeper understanding of the text. The writer models different types of questions, such as factual, inferential, and evaluative, and discusses their purposes. Then, please encourage students to generate questions while reading and after reading. It can be done individually or in small groups. Lastly, the writer guides students to find evidence from the text to support their answers and engage in discussions based on their questions.

4. Pronunciation means focuses on improving pronunciation skills to enhance fluency and comprehension. The writer teaches phonetic patterns, sounds, and standard pronunciation rules, practice individual sounds, blends, and word stress patterns and uses activities like tongue twisters, reading aloud, and pronunciation drills to reinforce proper pronunciation. The writer provides feedback and corrections to help students refine their pronunciation skills.

Then, the writer gives the students exercises about descriptive and narrative text. The exercise is multiple-choice with 30 questions. This activity evaluates and assesses the student's understanding of the materials. After finishing their assignment, the students collect from the writer. Before closing the class, the writer asks the students again if they have questions or if there are still things they have not understood regarding narrative and descriptive text. All students have understood, and the writer greets them before closing the class and leaving the room.

### **1. The effect using EUQP Method**

By incorporating this method, the writer can enhance students' overall reading skills, including comprehension, ability to ask meaningful questions, and pronunciation fluency. Remember to create a supportive and interactive learning environment where students feel comfortable practicing and applying these skills. The writer first explains the material about what descriptive text is, the generic structure of descriptive text, the function of the

descriptive text and the example. The writer describes the material while giving examples with explanatory text. The text that is used talks about the papaya tree. The writer shows the generic structure of the passage "papaya tree" and discusses the function of the course "papaya tree". After finishing the explanation, the writer asks the students if they understand the material that has been presented. Most of the students answered that they understood; as many as nine students were still confused about the material that had been explained.

The writer explains the material one more time through the game. The writer writes on the board the title of the passage. Then, the writer asks one student to write one sentence related to the title that the writer has written. Then, the other students continue the following sentence until all students get part of the writing sentences. The sentence written is, of course, a description sentence related to the title that has been reported. After that, the writer discusses the passage, structure, vocabulary, and organization of the text with students. The result is the students have done better. All the students participated and understood about the materials. In the next activity, the teacher asks the students three questions about the passage that the students have already made. Then, the students collect it, and the writer distributes it randomly. The students will get a question from their friends and need to answer it. It is a questioning method. The purpose is to check the student's understanding of the material already learned.



Figure 2. Students Do the Exercise

After finishing the exercises, the students must read the passage. From this activity, the writer can see that of 28 students, only 15 have good pronunciation. The rest of the students make some mistakes in pronouncing a few words. The writer writes some words that students often pronounce wrongly. Then, the writer tries to pronounce it, and the students repeat it. Finally, the writer read the passage, and the students repeat it together. Before closing the class, the writer asks each student to say one word pointed out by the teacher. The next day, the writer teaches the narrative text to the students. Before the writer starts the material, the writer greets the students, asks about their condition, and does some warming-up activity. Then, the writer recalls the last materials about the descriptive text. The writer is very grateful that students still remember the material about descriptive text. The writer starts the materials with narrative text. The writer explains what narrative text is, its function, and the general structure. The writer describes the material using folklore (cerita rakyat) "Legend of the Timun Mas." Finishing the explanation, the writer asks the students about the writer's description. The writer asks some students to point out the generic structure of the Legend of the Timun Mas passage.

## 2. The Effect Without Using EUQP Method

In the next activity, the writer asks the students to make a group of four students, and then the writer gives each group one folklore. Each group will get a different legend. The students must identify the genetic structure of the passage and answer some questions about the course. This activity can build the students' teamwork, which is considered quite effective because students will share information; this is beneficial for students who are embarrassed to ask the writer. After finishing the training, each group will present the result of their discussion. First, the students will read the passage and then explain their results. Other groups are allowed to ask questions to the group presenting.



Figure 3. Game Words

From this activity, the writer can evaluate the students' pronunciation. The writer also notes the words that students still mispronounce to be discussed again after the presentation. After all the groups performed, the writer provided input for each group. The writers also write down on the board some words that students still mispronounce. The writer tries to pronounce it, and the students repeat it. The writer also asks the students about difficult words that they might find and discusses them together.

### Discussion

From the value data from the questions given before student's study using the EUQP (pre-test) method, most student scores are in the range of 51-60, as shown in the chart below:

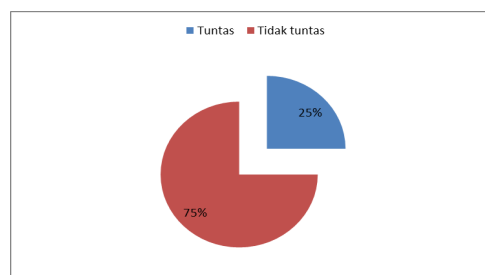


Figure 4. Pre-Test Score

From the data above, very few students achieved a completeness score in English lessons. Out of 28 students, only 7 completed the English lesson, or it could be said that only 25% of students are successful in English lessons. Changes occur after students get lessons using the EUQP method. Scores of some students increased, although not too much. However, this still gives hope that the EUQP method can be used as an alternative to learning, especially learning reading skills.

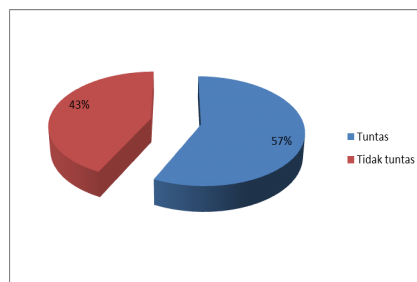


Figure 5. Post Test Score

From the graph above, no more students get scores below 50. It is very different from the previous scores, which show that some students still have scores below 50 or even below 40. It can also be seen that several students managed to get a score of more than 90, which was assessed in the pre-test; no one could get a score of more than 90. From the data above, it can be concluded that students who completed English lessons were 57%, whereas initially, only 25% finished the pre-test.

During the process of teaching in class, before using the explaining, understanding, questioning, and pronunciation methods, several problems and challenges arise. Here, the writer uses some common issues and potential solutions based on observation. Some students sometimes need help to stay engaged during reading activities, decreasing comprehension and motivation. The writer considers incorporating interactive and hands-on activities to make reading more engaging. Use technology, such as interactive whiteboards or online reading platforms, to provide a multi-sensory experience. Integrated group discussion or create a dynamic learning environment. Also, sometimes, students may need help with unfamiliar words while reading, hindering their comprehension and fluency. The writer checks on the students and helps to provide explicit vocabulary instruction; uses context clues and graphic organizers to help students decipher the meaning of unfamiliar words to encourage the use of

dictionaries or book resources to foster independent word exploration. Limited reading fluency: some students may need help reading fluently, resulting in a jerky and slow reading that affects comprehension. The solution is to employ repetitive reading exercises where students practice reading the same passages several times to improve fluency. Please use audiobooks or reading apps highlighting text as they read to support students in developing their fluency skills.

Differentiate teaching by providing various reading materials at different levels, assigning reading assignments based on individual ability, and using flexible grouping methods. Limited access to reading materials: Students may need more access to books or reading resources outside of school. The writer's solution fosters regular communication with students to emphasize the importance of reading and provide suggestions to support their reading habits at home. Share lists of recommended books, reading challenges, or family reading activities. For narrative texts, help students visualize the characters, settings, and events by discussing descriptive details and encouraging them to create mental pictures of the story unfolding. Making connections will help students make connections between the descriptive or narrative text and their own experiences, prior knowledge, or other texts they have read. Teach and model comprehension methods such as predicting, questioning, summarizing, and inferring while reading descriptive and narrative texts. Connect reading with writing by providing opportunities for students to respond to illustrative and narrative texts through writing. Remember to choose descriptive and narrative texts appropriate for your student's reading levels and interests.

Students may need help with explaining, understanding, questioning, and pronunciation. These are the problems students may face in these areas such as explaining means difficulty organizing and articulating thoughts into coherent explanations, lack of vocabulary or language skills to express ideas clearly, need for more knowledge or understanding of the topic being explained, and inability to adapt answers to the listener's level of performance. Understanding means limited background knowledge or prior understanding of the topic, inability to comprehend complex or unfamiliar concepts, lack of compelling reading or listening methods, and difficulty connecting new information with existing knowledge. Questioning means difficulty formulating clear and specific questions, reluctance to ask questions due to fear of embarrassment or appearing unintelligent, uncertainty about the purpose or relevance of asking questions, and limited knowledge or understanding of the topic to generate meaningful questions. Pronunciation means struggling with the correct pronunciation of individual sounds or phonemes, difficulty with word stress, intonation, and rhythm patterns, the influence of the native language on pronunciation, leading to interference, limited exposure to authentic spoken English or lack of practice opportunities.

To evaluate students' progress in reading skills, specifically focusing on the method of explaining, comprehension, question, and pronunciation, the writer uses the following assessment method such as explaining means practising organizing thoughts and ideas through outlining or mind mapping, expanding vocabulary and language skills through reading, writing, and regular communication, and seeking feedback from peers or teachers to improve the clarity and effectiveness of explanations. Understanding means developing compelling reading and listening methods, such as active reading and note-taking, asking for clarification or additional explanations when unclear concepts, and engaging in discussions and collaborative learning to deepen understanding. Questioning means encouraging a supportive classroom environment where students feel comfortable asking questions, teaching effective questioning techniques and the importance of curiosity, and providing opportunities for students to practice generating and discussing meaningful questions. Pronunciation means engaging in regular pronunciation practice, including listening to and imitating native speakers, using phonetic symbols and pronunciation guides to focus on specific sounds or patterns, and seeking feedback from teachers or language partners to identify areas for improvement.

It is essential for students to actively seek help, practice regularly, and engage in a supportive learning environment to overcome these problems. Teachers and the writer are vital in providing guidance, resources, and feedback to support students' growth in these areas. By integrating the explanation, comprehension, question, and pronunciation components into the reading skills instruction, the writer can help students develop a well-rounded set of skills to enhance their reading abilities.

## CONCLUSION

The students' reading comprehension in descriptive and narrative text instructed by utilizing explanation, understanding, questions, and pronunciation methods increase. Teaching reading significantly affects students' descriptive and narrative reading skills. Multiple studies examine strategies for improving students' reading comprehension in descriptive and narrative text, descriptive text for classes 7 and 8 and narrative text for class 9. The writer explicitly combines the method of explanation, understanding, questions, and pronunciation to improve reading comprehension. These have been found to impact students' reading comprehension positively. The

students' reading comprehension in descriptive text without understanding, questions, and pronunciation methods still needs improvement. Based on the research results, some students were still unable to find the clues since they were focused on discussions with other friends, and others chose to cheat to find the answer from the descriptive text question and focus on using various techniques such as reading aloud in class and play words game, to evaluating students with comprehension questions.

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