USING *TACHIYOMI* METHOD IN TEACHING ENGLISH READING FOR VOCATIONAL STUDENT

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ABSTRACT

Teaching English for Vocational School, especially teaching reading is not easy. The teachers have to deal with the students who have the different characteristics on the class. Reading is also the other problems for vocational students. They feel hard to read. Knowing the characteristics and factors that cause difficulty in reading for vocational students, the teachers have to poses creative and effective method to teach English for vocational student. In Japan, one of the methods for teaching English reading for vocational student is *tachiyomi* method. This research employed survey method to know the improvement of student English reading skill using *tachiyomi* method. From the test, it showed that the average of all aspect; main idea, specific information, reference, inference, and vocabulary in every meeting, in each cycle had improved. The result of the observation also showed that there were improvement of students' participations and students' attitudes in every meeting.

Keywords: Aspects of Reading, Tachiyomi Method, Vocational Student

INTRODUCTION

Reading is important in children's language development. This language skill can be seen by others directly, while the other three skills (listening, speaking and writing) are needed in the process of learning the reading skill itself. As we know that the Prophet Muhammad SAW gets the first command from Allah SWT through the *Malaikat Jibril* that is reading. *iqra iqra iqra* or read it, but the Prophet Muhammad SAW cannot read, but Jibril teaches the prophet Mohammed to read patiently.

The teachers have to deal with the young learners who have the different characteristics with adult. The characteristics of children are regarding their cognitive development and attention span. Reading strategies is one of the problems that have to be solved in learning English reading comprehension. Many vocational students say that studying reading strategies in English reading comprehension is boring because teacher usually teaches English comprehension using text included in lesson book.

Because of that, a teacher should find the good way to teach using reading strategies in English reading comprehension. As English is a foreign language in Indonesia, Indonesian students learn English mostly in schools, starting from high school as compulsory subject.

In Japan, one of the methods for teaching English reading is tachiyomi methods can also be the effective ways to teach English reading to Vocational Students, because tachiyomi methods are simple, fun, and effective. Tachiyomi Methods deals with the natural language, no special skill is needed in Tchiyomi Methods. The students just learn about how to read the book in the book store.

They read and remember whatever they catch from the text. Tachiyomi Methods can also make the students active in learning English speaking. This research will answer the research question; how is the improvement of Reading speaking ability of Vocational Students through Tachiyomi Methods?

LITERATURE REVIEW
Definitions of Reading
Smith (2004, p.10), "Reading is the processing of visual information and the process of getting information through the eye to the brain". There are certainly different reading processes between people who read in a well lightened place and those who read partial, blurred, miss some within the text, or even mutilated text, and between those who suffer from eye sore those who do not. Smith (2004, p.22) also defined reading as a psycholinguistic process.

From *www.e-osnova.ru/PDF/osnova*. Reading is a skill which enables us to get a message; recognizing the written words (written sym-bols); getting (understanding) the meaning; used to teach pronunciation; grasping information from texts.

From http://www.tesol.org/docs/books/bk_ELTD_Reading_998, There are other dimensions of reading. For example, reading can be seen as a cultural event. All reading takes place in a given culture; culture shapes what, how, where, and when people read. Indeed, culture even determines whether people engage in reading. Some cultures are what may be called non reading cultures. In a non-reading culture, in general, people tend not to read. For example, in a non-reading culture, people generally are not seen reading on buses or trains.

By contrast, in a reading culture, people read at every opportunity. Still another view of reading is affective. This affective dimension sees reading as enjoyment, pleasure, excitement, even magic. Without leaving their chairs, readers can visit a different city, a different country, a new and strange world. They can leap ahead in time and space or visit the distant past. Readers experiencing this magical dimension of reading may lose track of time and space. They forget what time it is and where they are. Psychologists call this a flow experience.

Type of Reading
Reading Aloud
The first type is reading aloud. Reading aloud involves speech Kailani (1998, p.281), explained that reading aloud effectiveness is "characterized by the clear articulation of words, flexibility in rate, volume and tore, adequate and effective use of pauses". This brief quotation tells us that reading aloud involves articulation organs and speech skill. Besides, reading aloud enables students to rill their fluency in reading. As it is stated by Kailani (1998, p.285), "Reading aloud was recognized as an important language skill that should be practiced intensively to produce fluent readers". From the above definition it can be concluded that reading aloud is learning strategies to enable students to play an active role in the learning process in the classroom or outside the classroom. Reading the text aloud can help learners focus mentally and cure self-esteem.

The Silent Reading
The second type is silent reading this type of reading is done by talking the student in the class and they are supposed to read the passage silently. The main purpose of this kind of reading is how the students can obtain the information from the printed

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massage efficiently, rapidly and with full understanding. Silent reading gives student time to train their own reading skill. According to Hasbrouck (2008, p.1), "Silent reading seems like a good idea since it gives students additional practice." So, in my opinion there are some benefits in reading silence, that is reading in the heart is that we are more focused, so that the existing material more easily get into the brain, and so as not to interfere with the concentration of others.

The Kinds of Reading Comprehension Skill

The Intensive Reading

Intensive Reading, sometimes called "Narrow Reading", may involve students reading selections by the same author or several texts about the same topic.

The Extensive Reading

Extensive reading is always done for the comprehension of main ideas, not for specific details. Brown (2006) explains that extensive reading is carried out "to achieve a general understanding of a text." Extensive reading usually allow students to take books and magazine home to read, and hold students accountable for at home reading in some simple way, make interesting, attractive, and level appropriate reading material available.

Skimming

Reading for gist, the reader has framework to accommodate the whole text. Skimming is used for quickly gather the most important information. Use skimming to quickly get up speed on a current business situation; it is not essential to understand each word when skimming. This reading technique is used if one wants to get a general impression of a book, essay and article. Moreover, Yorkey (1999, p.134), stated "there are two purposes of skimming, to locate a specific word, fact or idea quickly, and to get a rapid general impression of the material".

Scanning

Scanning is quick reading to find the specific information, Brown (2001, p.308) said "scanning is quickly searching for some particular piece or pieces of information in a text". When scanning the reader lets students eyes wander over the text until students is looking for whether it is a place, a kind of verb, or specific information. To enable the students to scan effectively, students should know what kinds of information needed from the text.

Tachiyomi Method

The very high Japanese reading interest can be seen from their "Tachiyomi" culture. What is Tachiyomi? From http://www.bimba-aiueo.com, Tachiyomi is a free reading activity performed while standing in a bookstore. Many bookstores in Japan are providing new books that are deliberately opened plastic seals, so many people who can perform this tachiyomi activities.

Lane (2012) said "Tachiyomi literally means "standing reading" and describes the practice of going to a bookshop and standing there reading the magazines or books." The bookstore sellers do not feel the loss and let people do the activity. This is because many bookstore sellers assume that as more and more people are doing this Tachiyomi, the more likely it is that people buy books that are read the next day or on another day.

Vocational School

The development of the era demands the development of quality human resources. Indonesia's competitiveness in the face of competition between countries and free trade is determined by the outcome of its

human resources development. One of the efforts of the state in the fulfillment of qualified middle-level human resources is the fostering of vocational education. The definition of vocational education varies widely. According to Rupert Evans (1978), vocational education is part of an educational system that prepares a person to be better able to work in a single occupational group or one occupation than any other field of work. According to the explanation of Law Number 20 Year 2003 Article 15, vocational education is a secondary education that prepares learners primarily to work in a particular field. Vocational education consists of Vocational High School, and Madrasah Aliyah Vocational.

Characteristics of Vocational Education (Djojonegoro, 1998) are as follows:

1. Vocational education is directed to prepare students to enter the work field.
2. Vocational education is based on "demand-driven" (the needs of the world of work)
3. The focus of the content of vocational education is emphasized on the mastery of knowledge, skills, attitudes and values needed by the world of work.
4. The real assessment of student success should be on "hands-on" or performance in the workplace.
5. A close relationship with the world of work is the key to successful vocational education.
6. Good vocational education is responsive and anticipatory to technological progress
7. Vocational education is more emphasized on "learning by doing" and "hands-on experience"
8. Vocational education requires cutting-edge facilities for practice
9. Vocational education requires greater investment and operational costs than general education.

Model of Vocational Education
School Model
In this model the learning is done completely in school. This model assumes that everything that happens in the workplace can be taught in school and all learning resources are in school. This model is widely adopted in Indonesia before Repelita VI.

Internship Model
In this model, basic vocational learning is conducted in schools and its vocational core is taught in industry through apprenticeship systems. This model is widely adopted in the United States.

Multiple System Model
This model is a combination of experience in school learning and work experience in the business world. In this system learning system and integrated with work practices in the business / industry.

School-based Enterprise Model
This model in Indonesia is known as the production unit. This module is basically developing the business world in school with the intention of others to supplement school income, as well as to provide real-life work experience to the students. This model is done to reduce school dependence to the industry.

METHOD
The research was undertaken in a vocational school in West Java. The class consists of 20 students, and they are in eleventh grade. This institution was taken at least for four reasons:
1. This school provides English for Vocational School.

2. It is located in the researcher's hometown, so it is easily accessible.
3. Several years ago, I taught at the school.
4. I am the founder of the school.

This research employs survey methods. Survey Method. The essence of survey method can be explained as "questioning individuals on a topic or topics and then describing their responses" (Jackson, 2011, p.17).

In business studies survey method of primary data collection is used in order to test concepts, reflect attitude of people, establish the level of customer satisfaction, conduct segmentation research and a set of other purposes.

Survey method pursues two main purposes:
1. Describing certain aspects or characteristics of population and/or
2. Testing hypotheses about nature of relationships within a population.

Survey method can be broadly divided into three categories: mail survey, telephone survey and personal interview. The descriptions of each of these methods are briefly explained on the following table as proposed by Jackson (2011).

Survey method	Description
Mail survey	A written survey that is self-administered
Telephone survey	A survey conducted by telephone in which the questions are read to the respondents
Personal interview	A face-to-face interview of the respondent

Source: Jackson (2011)

Alternatively, According to Neuman (2005) from the viewpoint of practicality the most popular variations of surveys include questionnaires, interviews and documentation review. The main advantages and disadvantages associated with these primary data collection methods are explained by Denscombe (2004) in the following manner:

Method	Purpose	Advantages	Disadvantages
Questionnaires	Conducted in order to gather large size of information in a short period of time	Members of the sample group can remain anonymous Considerably cheaper than most of the other primary data collection methods Possibility of generating large amount of data	Difficulties of ensuring greater depth for the research. The problem of the 'first choice selection'
Interviews	Conducted in order to reflect emotions and experiences, and explore issues with a greater focus	The possibility to direct the process of data collection. The possibility to collect the specific type of information required	Great amount of time required in order to arrange and conduct interviews and primary data collection. . Additional costs might be

			incurred associated with arranging and conducting interviews, travelling etc. Potential for interviewee bias
Documentation review	Conducted in order to study issues that have developed over a specific period of time	Possibility to retrieve comprehensive information	Challenges associated with access to documentation. Inflexibility of the research process

FINDINGS AND DISCUSSION

For this study, this researcher divides in several stages to look for experiences and differences that they experience after doing this *tachiyomi* activity. The stages include:

1. **Explain to the students about the tachiyomi method.**

In the first stage it is to explain to the students who were sampled what is the method of *tachiyomi*. It is important for students to know what the *tachiyomi method* is. At first they did not know about the tachiyomi method. There are several ways to introduce this method to students, the first way is to introduce it with video. This video can we upload on youtube, can also show some pictures that are often done by teenager in Japan.

At this stage, researchers find these students very enthusiastic to hear explanations about this method. This can be seen from a question that is given to them. The question is how do you think about this tachiyomi method? The answer to this question are:

a. Like to *tachiyomi method,*
b. Ordinary to *tachiyomi method,*
c. Dislike to *tachiyomi method.*

The result of this first question is 90% or about 18 respondents answered like *tachiyomi method.* 5% or about one respondent answered normally with *tachiyomi method*, and 5% or about one respondent answered not like *tachiyomi method.* From the responses of respondents can be concluded they are enthusiastic with this method, and want to know more about this method.

2. **Question and answer with the respondent**

In this session, the researcher attempts to open a question and answer session with the students after they have heard about the *tachiyomi method.* Researchers give them one chance to give one question. Of the 20 respondents in the class, from some of the questions obtained by researchers, there are two frequent questions, the two questions are:

1. Does the store owner lose money if the buyer uses this method?
2. Is this method effective enough to increase youth reading interest in Japan?

After that researchers tried to answer by taking from several references. For the first question about does the store owner lose money if the buyer uses this method? According to tokyochepo.com, the bookstore owners in Japan do not mind at all if the customers lingered reading books in their store. From this method can increase the amount of turnover and income received by the shopkeepers.

Then, for the second question about is this method effective enough to increase

youth reading interest in Japan? Researchers try to answer by singing some pictures about the atmosphere of reading in the bookstore. From the video they can conclude by themselves that this method is very useful once to develop and increase interest in reading young people in Japan.

3. Interviews with students/ respondents

In this final stage, the researcher asks the students to watch a video about *tachiyomi method*, after that the researcher interviews one by one to the students to know reflect emotions and experiences, and explore issues with a greater focus.

There is one question given to the respondent what is your opinion about the tachiyomi method. Then this is the answer from respondents:

Respondent 1
I like, first experiences and a simple method but very useful to improve reading ability.

Respondent 2
There is a simple method that can increase our interest to read wherever we like.

Respondent 3
An excellent method to add insight or knowledge to any of us.

Respondent 4
Just realized that a lot of time is wasted while we are playing in the mall. Start now we can use our time to read.

Respondent 5
A very simple method to increase our reading ability, it is unfortunate for us to know this method now.

Respondent 6
I just found out why in Japan is very advanced and creative, because the people there love to read books from simple things.

Respondent 7

Only one sentence from me that is deserved japan can be developed and developed, because the people want to keep reading, and read it from simple things.

Respondent 8
It is simple method but can increase our reading ability

Respondent 9
Better we do this method than we play a lot of online games that only spend the quota on our mobile phone.

Respondent 10
Actually this method is a simple method only my question whether can this method we do, because the books in the bookstore all closed.

Respondent 11
I know in Japan it is a country famous for its anime, but starting today I know in Japan is a country with its high reading culture.

Respondent 12
The pattern of this method is very simple, come, stand, read, and take the science that is in the book.

Respondent 13
I cannot imagine that Japan's 1945s were destroyed by US-led allies, but a few decades later it could grow into a big country because people love to read.

Respondent 14
With this tachiyomi method can help us as students. Without having to buy a book but can add knowledge in a simple way.

Respondent 15
I only have one sentence that do not give up let alone lazy in studying. There is a simple method that makes our science grow.

Respondent 16
I only have one sentence that do not give up let alone lazy in studying. There is a simple method that makes our science grow.

Respondent 17 Thanks in advance for introducing me to a new method that can add insight to my reading of books. I like this method.
Respondent 18 I do not like to read, because I am a gamer. But I have to try to read a lot using this method.
Respondent 19 After knowing there is one very practical and simple method, I have a one-week book target to read.
Respondent 20 Indonesia is far behind from other countries about reading interest among teenagers. We can reduce that by using this very simple method.

CONCLUSION AND SUGGESSTION
Conclusion
The results of this study by using survey methods through interviews one by one respondents, researchers can conclude that so far the students in SMK Bina Profesi not yet know the technique of reading simple and does not require a lot of money, they think this method is very suitable and they can use in daily life to add knowledge and references needed daily. They also assume that this method can increase the ability in the reading skill. But according to them the biggest obstacle of this method is they cannot read the book they choose in the bookstore because some of the book is still in the pack.

Suggestion
It takes a simple and useable method of adding science and reading culture among students. During this time they do not know this simple method can add knowledge and their insight. Do not forget I have a suggestion to the school to open opportunities as much as possible for the teachers in SMK Bina Profession to increase insight with participation in the

seminars, and also open the science by downloading electronic books.

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