STRATEGIES OF TEACHING READING TO STUDENT
AT THE SECOND YEAR OF SMA MUHAMMADIYAH 1 SURAKARTA

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547
STRATEGIES OF TEACHING READING TO STUDENT
AT THE SECOND YEAR OF SMA MUHAMMADIYAH 1 SURAKARTA

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ABSTRACT

This study aims at finding out the strategies of teaching reading to student at
the second year and to find problems faced by the teacher and problems solving of
teaching reading in SMA Muhammadiyah 1 Surakarta. The research involved the
English teacher and students of the second year as the subject of the study.

The result of the study shows that (1) the teacher in SMA Muhammadiyah 1
Surakarta used STAD and Group Investigation (GI) in teaching reading strategies.
The strategies in teaching reading used by the teacher are appropriate with components of strategies in teaching reading by Slavin in giving material to the
students. (2) There are six problem faced by the teacher: one of them is the teacher
gets difficulties in controlling the students in the class, the students have less
motivation in learning English, the teacher has a limited time, the students have
limited vocabulary, the students have not clear pronunciation, and different ability
among of the students. (3) Then, there are six problem solving by the teacher: the
teacher walk around the class when teaching learning process run to control the
class, the teacher gives interesting materials to motivate the students, the teacher
change time in the next meeting, the teacher asks students to summarize text by their
own words, makes direct controlling to the student’s error in pronunciation, the
teacher give remediation for the students who have poor score until they get a
standard score.

Key Words: Strategies, Teaching, Reading.
1. Introduction

Reading is one of the language skills which is important for academic success because reading is basic to learn English. Reading is the process of reconstructing the writer’s idea written in a text or printed symbols based on the background knowledge and experience. It is a skill which must be developed and can only be developed by means of extensive and continual practice. Students learn to read and to read better by reading. Every learner who wants to be able to read fluently must develop their reading skill overtime and a great deal of practice.

Teaching reading for the students in senior high school needs appropriate techniques in order that the students are active and creative in reading lesson. Reading is the basis to learn English students learn to read and to read better by reading.

In teaching reading to the students in senior high school the teacher should pay attention not only on how the right implementation of the techniques are suited to the student characteristics in senior high school but also on students participation in activities that simultaneously promote the development of reading skill. It is the target to create the teaching learning process becoming interesting and understanding to the adolescent in order to reach the learning goal.

There are so many favourite schools in Surakarta which teach the students English lesson in the class covering the four language skills. So, there are many competition in quality and benefit between one school and others. Thus many parents choose good school for their children like SMA Muhammadiyah 1 Surakarta which teaches both common lesson like Indonesian lesson, economics, biology and religious education to the students SMA Muhammadiyah 1 Surakarta also teaches the students English lesson in the class covering the four language skills, namely listening writing, reading and speaking. Of the four language skills, reading is becoming the primary skill given to the students.
SMA Muhammadiyah 1 Surakarta is one of the favourite schools in Surakarta. The teaching English in this schools has been supported by some sophisticated facilities and many extracurricular activities this develop the students skills. SMA Muhammadiyah 1 Surakarta is one of favourite senior high schools in Surakarta. It is located in strategic city at the centre of Mangkunegaran city. As the school is one of the favourite schools, the writer wants to observe the teaching techniques applied in that school especially in teaching reading. The teacher uses the technique that can be used to increase the students thinking and creativity. In teaching reading process, the teacher uses various techniques and also give less attention in explaining the material, so it makes the students bored.

Based my previous study on 15 Februari 2012 the English teacher in SMA Muhammadiyah 1 Surakarta have problem in learning process especially reading. Students generally do not have their self motivation to read their books. Not only that but also the teacher gets difficulties in controlling the students in the class, the students have less motivation in learning English, the teacher has a limited time, the students have limited vocabulary, the students have not clear pronunciation, and different ability among of the students.

2. Research Method

The type of this research is descriptive qualitative. Descriptive qualitative is a type of research which employs the method of collecting, describing, classifying and analyzing the data and then drawing conclusion. The data are the class activities and teaching learning process. The data of the research includes interview result, field notes and lesson plan. The data sources of this research are event, respondents and the document. The writer uses the descriptive method in this research, so in conducting this research the writer does some ways to collect data, such as doing observation, document analysis, and employing interview. The subject of the study is the second year student of
SMA Muhammadiyah 1 Surakarta, which is consisting of one class. The object of this research is strategy used by the English teacher in teaching reading of the second grade class of the SMA Muhammadiyah 1 Surakarta 2011/2012 academic years. The data in this research were analyzed by using descriptive qualitative research. Data analysis is representing the effort for classification and collecting data. Miles and Huberman (1984) in Sutopo (2002: 90). After collecting data, the next step was analyzing the data.

3. **Theoretical Review**

   a. **Notion of Reading**

      Nuttal (1982) in Simanjuntak (1988) defines reading as a meaningful interpretation of printed or written verbal symbols. It means that reading is a result of the interaction between the perception of graphic symbols that represent language and the reader’s language and the reader’s language skills, cognitive skills and the knowledge of the world. In this process, the reader tries to create the meanings intended by the writer. Smith (1978) in Fauziati (2005: 139) defines reading more pragmatically as an understanding a message conveyed by the writer through visual and non-visual information.

      It can be concluded that reading is an interactive process between thought and language, resulting in comprehension. The reading process are cycles of sampling, predicting, testing and conforming.

   b. **Reading Skill and Technique**

      Reading skill is the ability to relate the textual material to one’s own knowledge by comprehending the text (Fauziati, 2002: 138). Reading skill is one of the four skills contained in textbook as the material. Teaching reading is to develop basic comprehension skill, so that students can read and understand text of general nature, to be able to use reading to increase their
general knowledge, to be able to decided the reading purpose and to adopt their methods of reading and to develop the ability to read critically. The purpose of reading is understanding ideas. In reading, the process of thinking is very urgent and virtual because the students read the text do not merely move their eyes along the sentences they read. Instead, in the same time their minds work to get the message.

c. Teaching Reading Technique

The teacher should know the rationale of the nature of reading and its implication in teaching technique to enable the students to develop their reading skills. They should also be able to employ certain techniques to improve the student’s reading ability. The common classroom techniques in teaching reading are like testing reading. Teachers usually provide students with reading selection and a number of questions dealing with the text to answer. Such procedures in a reading class do not help the students develop their reading skills. To understand reading a text, a suitable technique is needed in order the goal of teaching learning process in teaching reading can be attained. Reading technique is important for the reader to facilitate and to comprehend the text.

d. Notion of Strategies

Strategy is a problem oriented (Elis, 1994: 532). Learners will deploy a certain strategy to overcome some particular learning problem. This strategy is the way to make something casier done in order to get good result.

O’Malley (1990: 52) states that strategies are complex skills, person attempting to apply unfamiliar strategies to demanding task will have difficulties in controlled processing that can be anticipated from performing two complex task simultaneously. They suggest that strategies must be
conscious in order to be strategic. Consequently, they should no longer be considered as strategic behavior once they are performed automatically.

On the basis of previous opinions, strategy is techniques and devices designed by learners for a particular purpose in a skilled way.

**e. Strategies in Teaching Reading**

Meng (2010) tries to combine cooperative learning with the teaching of English reading and speaking for the purpose of confirming that cooperative learning is more effective in teaching English.

Slavin (2003) ([http://wikibin.org/articles/social-interaction-teaching-methods.html](http://wikibin.org/articles/social-interaction-teaching-methods.html)) states that Cooperative learning methods include: Student Teams Achievement Divisions (STAD), Cooperative Integrated Reading and Composition (CIRC), Jigsaw, Learning Together, Group Investigation, and Cooperative Scripting. Slavin has categorized STAD, TGT, Jigsaw, and Learning Together as formal groups cooperative learning. Formal groups are described as "a heterogeneous mix of students working together on specific learning tasks" (Burden: 2007 [http://wikibin.org/articles/social-interaction-teaching-methods.html](http://wikibin.org/articles/social-interaction-teaching-methods.html))

**f. Problem Faced by the Teacher in Teaching Reading**

Singh ([http://www.brighthub.com/educational/special/Articles/1832.aspx](http://www.brighthub.com/educational/special/Articles/1832.aspx)) states that every teacher has a problem in teaching. There are three problems faced by the teacher:

a. Inattention Due to Excessive Talking in the Class

In the first problem, some students are a source of continuous disruption in the class. They keep on chatting continuously disturbing the whole class.
b. Unprepared Students

In the second problem, some students may not be interested in completing their assignments or homework. They do not prepare their assignments on time through time limitations are given.

c. Attendance in the Class

In the third problem, Some students may have low attendance in the class. It is not good for effective learning of the students if they are absent from the class and miss important assignments.

4. Research Finding

a. Strategies in Teaching Reading to Student in SMA Muhammadiyah 1 Surakarta

The teacher of SMA Muhammadiyah 1 Surakarta used many strategy in their classroom activity. She hopes her students interested in her class and they are not bored with the material. Especially in teaching reading, the teacher knows that reading is the most bored if she only explained the material in front of the class and she aware that the students can’t focus with the material. So, the teacher used teamwork on teacher reading. In this session the writer found STAD and group investigation (GI) in teaching learning process implemented by the teacher of SMA Muhammadiyah 1 Surakarta when the writer observation.

Based on the result above, the writer found the suitability between the components of STAD and group investigation (GI) and the practice of teaching learning using STAD and group investigation (GI) in the class. The purpose of this strategy is make the students active in teamwork. So, they can learn about the material well.
b. Problem Faced by the Teacher in Teaching Reading in SMA Muhammadiyah 1 Surakarta

There are some problems faced by the teacher in teaching reading. The problem faced are the teacher gets difficulties in controlling the students in the class, the students have less motivation in learning English, the teacher has a limited time, the students have limited vocabulary, the students have not clear pronunciation, and different ability among of the students.

c. Problem Solving Used by the Teacher to Overcome the Problem

The teacher in SMA Muhammadiyah 1 Surakarta also has problem solving to overcome the problem faced in teaching reading. Problems solving by the teacher to overcome the problems faced are the teacher walk around the class when teaching learning process run to control the class, the teacher gives interesting materials to motivate the students, the teacher change time in the next meeting, the teacher asks students to summarize text by their own words, makes direct controlling to the student’s error in pronountiation, the teacher give remediation for the students who have poor score until they get a standard score.

5. Conclusion

The teacher used the strategies in teaching reading in the first observation, second observation and the third observation. So the process of the teaching reading is suitable with the two strategies in teaching reading. It is appropiate with what is suggested by theory of Slavin, 2003 in [http://wikibin.org/articles/social-interaction-teaching-methods.html](http://wikibin.org/articles/social-interaction-teaching-methods.html)

“Cooperative learning methods include: Student Teams-Achievement Divisions (STAD), Cooperative Integrated Reading and Composition (CIRC), Jigsaw, Learning Together, Group Investigation, and Cooperative
Scripting”. In this session the teacher used STAD and Group Investigation in her learning process on teaching reading.

Based on interview and observation done on February 27, 2012, the writer finds some problem faced by the teacher in teaching reading. The problem faced by the teacher in teaching reading are the teacher gets difficulties in controlling the students in the class, the students have less motivation in learning English, the teacher has a limited time, the students have limited vocabulary, the students have not clear pronunciation, and different ability among of the students.

The teacher in SMA Muhammadiyah 1 Surakarta also has problem solving to overcome the problem faced in teaching reading. there are six problem solving by the teacher: the teacher walk around the class when teaching learning process run to control the class, the teacher gives interesting materials to motivate the students, the teacher change time in the next meeting, the teacher asks students to summarize text by their own words, makes direct controlling to the student’s error in pronunciation, the teacher give remediation for the students who have poor score until they get a standard score.

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**VIRTUAL REFERENCES**

Social Interaction Teaching Method

Strategies for Behavior Problems Faced by a Teacher in the Classroom