

**A STUDY ON THE TEACHING LEARNING PROCESS OF  
READING IN ENGLISH DEPARTMENT  
OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA: A  
MICRO ETHNOGRAPHY**



**Publication Article**

Submitted as a Partial Fulfillment of the Requirements  
for Getting Bachelor Degree of Education  
in English Department

by

**HANDAYANI PURWANINGSIH**

**NIM. 320 080 332**

**SCHOOL OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

**2012**

# ACCEPTANCE

## Publication Article

### A STUDY ON THE TEACHING LEARNING PROCESS OF READING IN ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA: A MICRO ETHNOGRAPHY

by:

Handayani Purwaningsih

A 320 080 332

School of Teacher Training and Education  
Muhammadiyah University of Surakarta  
in

#### Team of Examiners

1. Prof. Dr. Endang Fauziati, M.Hum

Chair Person

2. Aryati Prasetyarini, M.Pd  
Secretary

3. Drs. Djoko Srijono, M.Hum  
Member



Dean



**A STUDY ON THE TEACHING LEARNING PROCESS OF READING IN  
ENGLISH DEPARTMENT  
OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA: A MICRO  
ETHNOGRAPHY**

**By:**

**Handayani Purwaningsih**

**A320 080 332**

**SCHOOL OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

**Abstract**

*In the teaching-learning process of English as a foreign language, students must master all of the English skills, namely speaking, reading, writing, and listening. Reading is one of the language skills, which is important for academic success because reading is the basis to learn English. Teaching reading for the students in university needs appropriate technique in order that the students are active and creative in reading lesson. As it is found in UMS, the teacher has some problems in teaching learning process of reading. Most students got difficulties in understanding the text and the students cannot comprehend well. It focuses on the learning objective, syllabus, methods, materials, classroom techniques, procedure, teacher role, student role, media, the strength, and weakness in reading class. The type of the research is descriptive qualitative especially the ethnography. The results of the research are (1) the learning objectives are divided into two kinds; (a) the general objectives are to become better reader, to activate and reinforce other skills, to activate and reinforce other skills, and to develop critical thinking skills. (b) the specific objectives are to prepare students to do reading test of TOEFL and IELTS; and also to help students to communicate with other in every situation outside the class. (2) The syllabus used is skill-based syllabus. (3) The materials are authentic materials and printed material. (4) The method used is Eclectic Method (5) The teachers procedures are: (a) Pre-reading, (b) While-reading (c) Post-reading, (6) The technique is reading aloud. (7) The media is just a copy of reading text. (8) The teachers roles are (1) as a counselor (2) as a guide (3) as an. (9) The student's roles are as active participate. (10) The strengths are seen from the objective of reading IV, the syllabus, the method, the materials. The weaknesses are seen from the media and the technique in reading IV class.*

*Key Word: Teaching Learning Process, Reading.*

## **A. Introduction**

Education is one of human needs, let alone in the globalization era. Education has been human primary needs. English is very important to people, because English is a universal language and international language that people use to communicate with other people in the world, such as business, politics, education, science, and technology. In the teaching-learning process of English as a foreign language, students must master all of the English skills, namely speaking, reading, writing and listening. The problems in teaching learning process of reading. are got difficulties in understanding the text and the students cannot comprehend well.

This condition appears from the students themselves where some of them do not understand the materials in reading test. Usually the students in UMS still have limited understanding about reading the text, because students are anxious in reading just little bit. They thought that reading is activities that make them bored. Usually the teacher has taught reading just in the class directly and does not combine the technique with the other technique in reading class. The problems found in teaching reading at English department of Muhammadiyah University of Surakarta is the students here reading word by word and students still had transform from English words' to Indonesia to get the meaning of real words, students feel bored as long as the reading course.

The objective of the research isto describes the teaching learning process of reading in reading class at English Department of Muhammadiyah University of Surakarta; the learning objective, the methods used,the materials used.the classroom activities to teach reading.the procedure used, the teacher role in reading class.the student role in reading class.the media used,the strengths and weakness in reading class.

The writer uses the descriptive qualitative especially the ethnography. Here the writer is the passive participant observation, where by the writer directly observes English teaching learning process on reading IV class at English Department of UMS to know what are the methods used in learning process on teaching reading and then the writer will describe the weaknesses and strengths of the methods on teaching reading IV at English department of UMS.

## **B. Research Method**

The type of the research is descriptive qualitative especially the ethnography. Here the writer is the passive participant observation, where by the writer directly observes English teaching learning process on reading IV class at English Department of UMS to know what are the methods used in learning process on teaching reading and then the writer will describe the weaknesses and strengths of the methods on teaching reading IV at English department of UMS. The subject of the study is reading IV lecturers. The name of reading IV lecturers who teach the fourth semester students at English Department 2012/2013 academic year of UMS are Mr. Spln at class B and Mrs. RF at class H. The object of the study is teaching learning process in reading class IV of Muhammadiyah University of Surakarta in fourth semester 2012/ 2013 academic year. The data of this research are the activities of the students and teacher which are taken from observation. There are three sources of the data: event, informant, and document. To collect the research data, based on the objectives of the study, the writer applies three research instruments, namely: observation, interview, and document. The process of analysis is done together with the process of collecting data. The writer uses an interactive model that includes three main components, namely the reduction of data, the display of data and conclusion or verification.

## **C. Research Finding and Discussion**

The research finding and discussion of the research, are;

### **1. Learning Objective**

the learning objective of teaching reading at fourth semester English students are divided into two kinds; general objectives and specific objectives. Reading for the general objectives are to become better reader, to activate and reinforce other skills, to activate and reinforce other skills, and to develop critical thinking skills. In addition, reading for specific objective are to prepare students to do reading test of TOEFL and IELTS; and to help students to communicate with other in every situation outside from the class.

the findings similarity between the current research findings with the third previous research finding as the objectives of teaching reading is to help the students able to comprehend the text. If there has differentiate between the current research finding and third previous research finding is intended to extend,

Based on the comparing between the theory and the writer findings, its can knows that the learning objective of reading at fourth semester English student of Muhammadiyah University of Surakarta is appropriate with reading objectives theory by Nurhadi (1987:11).

## 2. The Syllabus Model

The lecturer's use the syllabus model is skill- based syllabus. It is founded from the data that writer get from observation and document (reading IV materials). Skill- based syllabus is a syllabus that content group linguistics competencies (pronunciation, vocabulary, grammar, and discourse) together into generalized type of behavior. Skill-based syllabus is a syllabus that content group linguistics competencies (pronunciation, vocabulary, grammar, and discourse) together into generalized type of behavior. Between the writer's finding about the syllabus models that used by reading IV lecturers at English Department of Muhammadiyah University of Surakarta with the theory of syllabus that which propped by Parker & Harris, 2002 has suitability.

## 3. The Materials

The writer found that the materials used in teaching reading at English Department of Muhammadiyah University of Surakarta is authentic materials and printed material. The lecturers get the materials from various reference, such as Longman TOEFL (Longman Preparation Course for the TOEFL TESTS) and Kaplan IELTS 2009-2010 Edition, internetwork, or further reading materials references.

After comparing the materials that writer has found with the theory of the materials used, the writer said that the materials used by reading lecturers at fourth semester students of Muhammadiyah University of Surakarta is appropriate with the theory. Because the materials in reading IV course is prepare to help students able to use their English competences in all circumstances.

#### 4. The Methods

the method use in teaching reading at fourth semester English students of Muhammadiyah university of Surakarta is eclectic method. The writer found mixed eclectic of reading IV at English Department of Muhammadiyah University of Surakarta has mixed three methods: Grammar- Translation Method (GTM), Direct Method (DM), and Communicative Language Teaching (CLT).

The similarities and differentiate of the methods that found in teaching reading can used as references. In addition, these current research finding has become to evolving and completing the references about the method of teaching reading beside the third previous research findings.

#### 5. Teacher Roles

The current finding research has found that teacher's role in reading class IV class at English Department of Muhammadiyah University of Surakarta are:, as a guide, as a counselor and as an evaluator.

. The teacher roles of teaching reading IV at English Department of Muhammadiyah University of Surakarta appropriated with the theoretical review about teacher roles, according to International Reading Association, 2000, p.1.

## 6. The Student's Role

The students roles that writer has found is students as an active participate in teaching learning process of reading IV.

The writer's sees activities in reading IV classes that viewed students roles is as an active participate. Writer's sees that students here has cooperative and they allow communicating, self correct each other, and ask questions about the substance provided for teaching reading. They always, proactive in the learning process, present their mind, and debate the lecturers when their opinion not like- minded with lecturers' belief.

The current finding research is acceptable in consideration that students roles in reading IV class student has carry well and give good feedback by joining as active learners in teaching learning activities. Teaching learning of reading IV also allows students to be active participate in discovery learning process. They are consume the entire class time constructing A new understanding of the material being learned without being passive, but rather than proactive.

## D. Conclusion

The results of the research are (1) the learning objectives are dived into two kinds; (a) the general objectives are to become better reader, to activate and reinforce other skills, to activate and reinforce other skills, and to develop critical thinking skills. (b) the specific objectives are to prepare students to do reading test of TOEFL and IELTS; and also to help students to communicate with other in every situation outside the class. (2)The syllabus used is skill- based syllabus that contain group linguistic competencies (pronunciation, vocabulary, grammar, and discourse). (3)The materials are authentic materials and printed material. (4)The method used is Eclectic Method, which combines three methods, namely; Grammar-Translation Method (GTM), Direct Method (DM), and Communicative Language Teaching (CLT). There are three steps of teaching reading namely: the opening, study session, and closing. (5)The teachers procedures are: (a) Pre-reading, (b) While-reading (c) Post-reading, (6)The technique is



reading aloud. (7) The media is just a copy of reading text. (8) The teachers roles are (1) as a counselor (2) as a guide (3) as an. (9) The student's roles are as active participate. (10) The strengths are seen from the objective of reading IV, the syllabus, the method, the materials. The weaknesses are seen from the media and the technique in reading IV class.

## REFERENCE

- Anderson, N.J (1999). *Exploring Second Language Reading: Issues and Strategies*. Toronto: Heinle&Heinle Publisher.
- Anderson, N.J (1999). *Improving Reading Speed*. *English Teaching Forum* 21, pp 2-7.
- Arikunto, S. 1998. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Brantmeier, C (2002). *Second Language Reading Strategy Research at the Secondary and University Levels: Variations, Dispartities and Generalizability*.
- Brown, H Douglas and Gonzo, Susan. 1994. *Reading and Second Language Acquisition*. New York: Prentice Hall.
- Brown, H. Douglas. 1994. *Principle of Language Learning and Teaching*, San Francisco: Prentice Hall Regents. Grilled
- Cunningsworth, Alan. 1995. *Choosing Your Coursebook*. Oxford: Heineman English Language Teaching.
- Fauziati, Endang. 2002. *Teaching of English as a Foreign Language*. Surakarta: Muhammadiyah University Press.
- Goodman, K (1988). *The Reading Process*. In P. Carrel, J. Devine & D. Eskey (eds.) *Interactive Approaches To Second Language Reading*. Cambridge: Cambridge University Press.
- Grant, Neville. 1991. *Making the Most of Your Textbook*. New York: Longman.
- Ha, N.T.T (2006). *A study on English Reading strategies employed by Second Year Bridge and Road Students University of Transport and Communications*. Unpublished MA thesis. Hanoi: Vietnam National University.
- Handbook of Research on Teaching 3, pp 119-161. New York: MacMillan.
- Harrison, C. and F. Smith. 1980. *Reading Instruction*. New York: Owen Publisher.

- Hernandez, Natalia. 2010. *Collaborative Writing in the Classroom: A Method to Produce Quality Work*.
- Hornby, AS. 1995. *Oxford Advanced Learner's Dictionary*. Oxford: Oxford University Press. Inc.
- Johnson (1994). Teaching and teacher education: *The emerging beliefs and instructional practices of pre-service English as a second language teachers*. English Teaching Forum 10 (4), pp 439 – 452.
- Kennedy, C, Eddie.1981. *Method in Teaching Development Reading*.Usa: F-E Peacock Publisher, Inc.
- Kustaryo, S. 1988. *Reading Technique for College Students*. Jakarta: Proyek Pembangunan Lembaga Pendidikan Tenaga Kependidikan, Direktorat Jenderal Pendidikan Tinggi, Depdikbud.
- Nunan, David.1991. *Language Teaching Methodology: A Text Book for Teacher*, Prentice Hall. Combridge University Press.
- Nurhadi.1997. *Membaca Cepat dan Efektif*. Bandung: Sinar Baru.
- O'Malley, et al. (1985). *Learning strategy applications with students of English as a second language*. TESOL Quarterly 19(3), pp 557-584.
- O'Malley, J.M and Chamot, A.U (1990). *Learning Strategies in Second Language Acquisition*. Cambridge: Cambridge University Press.
- Rivers, M, Wilga.1978.*Practical Guide to the Teaching of English, as a Second Foreign Language*. New York: Oxford University Press.
- Scarcella, R. C. and R. L. Oxford (1992).*The Tapestry of Language Learning: The Individual in the Communicative Classroom*. Boston, MA: Heinle and Heinle Publishers.
- Ur, P (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.

## VIRTUAL REFERENCES

<http://www.asianesl.com/teaching/reading/journal.pdf> retrieved on Tuesday, October 04, 2011 ,19:47: 11 from Google search

<http://www.universityofibnkhaldunbogor+in+indonesia.blogspot.com/2011/02/teaching-reading-descriptive-text-to.html> retrieved on October 21,2011, 20:11:37 from Google search

<http://www.upeltglobalblog.com/2011/06/28/reading-aloud-allowed/&q> retrieved on January 5, 2012, 11:45:12

<http://www.nflrc.hawaii.edu/rfl/october2004/reviews/kidder.pdf&q=teaching/reading/in/university> retrieved on March 15, 2012, 22:05:16

<http://www.teachingenglish.org.uk/knowledge-database/eclectic-approach> retrieved on March 15, 2012, 22:32:19

<http://www.eslhq.com/forums/esl/articles/teaching-reading-121/&q> retrieved on March 15, 2012, 22:50:01

<http://www.aber.ac.uk/~inf/www/seclangacq/langteach8.html> retrieved on March 15, 2012, 23:02:55