A DESCRIPTIVE STUDY ON STRATEGIES FOR DEVELOPING
READING SKILL AT THE SECOND YEAR OF ISLAMIC SCHOOL MTs
MUHAMMADIYAH O2 BLORA IN 2011/2012 ACADEMIC YEAR

PUBLICATION ARTICLE

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

by

SRI IRIYANI
A 320 080 345

SCHOOL OF TEACHING TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2012
A DESCRIPTIVE STUDY ON STRATEGIES FOR DEVELOPING READING SKILL AT THE SECOND YEAR OF ISLAMIC SCHOOL MTs MUHAMMADIYAH 02 BLORA IN 2011/2012 ACADEMIC YEAR

Sri Iriyani
Drs. Djoko Srijono, M.Hum.
Agus Wijayanto, M.A, Ph. D
English Department, FKIP-UMS
Jl. A. Yani Pabelan Kartasura Tromol Pos 1 Surakarta 57102
Telp. (0271) 717417 Fax. (0271) 715448

ABSTRACT


This research aims at describing the strategies for developing reading skills applied by the English teacher at the second year of Islamic School MTs Muhammadiyah 02 Blora and describing the problems faced by the English teacher in teaching reading at the second year of Islamic School MTs Muhammadiyah 02 Blora.

The data are taken from observation and interview. While the data source are taken from all elements in teaching reading applied by the English teacher at the second year of Islamic School MTs Muhammadiyah 02 Blora. The methods of collecting the data are observation, documentation, and interview.

After collecting and analyzing the data, the researcher described the result of the research. The result in this research is as follows: 1) the strategies for developing reading skill applied by the English teacher at the second year of Islamic School MTs Muhammadiyah 02 Blora consists of six steps: a) previewing, b) predicting, c) skimming, d) scanning, e) guessing from the context, and f) paraphrasing. 2) the problems faced by the English teacher that consists of: a) difficulties in managing the students in the class, b) low motivation, and c) limited the time. Finally, the researcher concluded that strategies for developing reading skills applied by the teacher at the second year of Islamic School MTs Muhammadiyah 02 Blora is effective for the second year of Junior high school.

Key Words : Strategies, reading skill.
ACCEPTANCE

A DESCRIPTIVE STUDY ON STRATEGIES FOR DEVELOPING READING SKILL AT THE SECOND YEAR OF ISLAMIC SCHOOL MTs MUHAMMADIYAH O2 BLORA IN 2011/2012 ACADEMIC YEAR

Publication Article

by

SRI IRIYANI
A 320080345

Accepted and Approved by the Board of Examiners
School of Teacher Training and Education
Muhammadiyah University of Surakarta

The team of Examiners:
1. Drs. Djoko Srijono, M.Hum.
   (Advisor I)
2. Agus Wijayanto, M.A. Ph.D
   (Advisor II)
A. INTRODUCTION

There is little dispute about the basic idea that oral language skills are fundamentally related to reading. Reinking and Scheiner (1985: 107) in Kustaryo (1988: 2) suggests that “reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning”. Reading means the process to get information from the text, going word by word and look up every unknown vocabulary to find the meaning. Reading is one of important skills in learning English language, because reading helps the students learn to think the new language, build a better vocabulary, makes the students more comfortable with written English, and it can help the students plan to study in other country.

Based on preliminary observation, when the English teacher at MTs Muhammadiyah 02 Blora taught reading subject, many students at the second year of MTs Muhammadiyah 02 Blora felt bored and sleepy because they did not understand the meaning of reading text. For solving this problem, the teacher should have better teaching strategies.

There are some strategies of teaching reading which can help students to read more quickly and effectively including: (1) Previewing that is reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection. (2) Predicting that is using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content. (3) Skimming and scanning are using a quick survey of the text to get the main idea, identifying text structure, confirm or question predictions. (4) Guessing from context is using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up. (5) Paraphrasing is stopping at the end of a section to check comprehension by restating the information and ideas in the text, (http://www.nclrc.org/essentilals/reading.htm).
In English class, the goal of reading at the second year students in MTs Muhammadiyah 02 Blora reading English text is commonly to get information and increase vocabulary of the students. However in the fact, there are many students in the second year of MTs Muhammadiyah 02 Blora that are not interested in reading which makes problem to the teacher for developing students reading skills.

This study focuses on strategies for developing reading skill used by the teacher at the second year of Islamic School MTs Muhammadiyah 02 Blora.

The sources of this data are taken from the activities of teaching reading at the second year of Islamic School MTs Muhammadiyah 02 Blora in 2011/2012 academic year. In that school, the material used in teaching learning-process in English subject are book entitled *Let’s Talk Grade VIII Junior High School* and *English in Focus for Grade VIII Junior High School*. The writer focused on teaching reading Recount text with theme *Vacation* which strategies for developing reading skills applied by the teacher in teaching reading skills in all the class VIII A-C such as: previewing, predicting, skimming, scanning, and paraphrasing.

The writer formulates the problems as follows. What are the strategies used by English teacher for developing the reading skills of the second year students of Islamic School MTs Muhammadiyah 02 Blora 2011/2012 Academic year and what are the classroom problems faced by the English teacher in applying strategies for developing reading skill in teaching English to the second year students of Islamic School MTs Muhammadiyah 02 Blora 2011/2012 Academic year?

The objectives of the study in this study are: to describe the strategies for developing reading skills of the second year students of Junior High School in Islamic School MTs Muhammadiyah 02 Blora, and to describe classroom problems faced by the English teachers when they apply strategies of developing
reading skill for the second year students of Junior High School in Islamic School MTs Muhammadiyah 02 Blora.

The researcher expects that this research can give benefits, both theoretical and practical. Theoretical Benefits: theoretically, the finding of the study improves the writer’s knowledge and understanding of the strategies for developing reading skill at the second year students of Junior High School, and the result of this study can be used as an additional reference in teaching reading process. Practical Benefits: the finding of this study will be useful for the teacher trainees who are interested in analyzing teaching reading of the second year of Junior High school, for the students; it will make the students easier to read English text in teaching reading, the finding of this study can be used as the reference for the other researcher, and it will give experience and clear understanding about the strategies for developing reading skill at the second year students of Junior High School to the readers.

The researcher uses some references that deal with the topic that analyzed with different object. The first previous study is Indriyasari (2001) conducted research entitled “A Correlational Study Between Reading Habit And Reading Achievement of the First Semester English Students Of Muhammadiyah University of Surakarta in 2004/2005 Academic Year”. She investigated whether or not there was correlation between reading habit and reading achievement at the first semester English student of Muhammadiyah University of Surakarta. The subject of this research was the first semester English students of Muhammadiyah University of Surakarta including 428 students from nine classes in this university. The writer was used simple random sampling and took 162 students as the sample. To collect the data she administered questionnaire and got the reading achievement score’s from the lecturer. The construct validity was used to know the validity of item by using correlation product moment, then to know the reliability she was used alfa Cronbach. The correlation product moment was used to analyze the data. The results of her research show: there
were significant correlation between reading habit and reading achievement of the first semester English students of Muhammadiyah University of Surakarta and reading habit has role in improving reading achievement.

The second previous study is Maryani (2001) conducted research entitled “Teaching Reading by Using WFR (WARMING-UP FOR READING) to Increase Reading Skill to the Second Year Student of SLTPN 2 Nogosari Boyolali”. She investigated whether or not the implementation of teaching reading by using WFR, to describe the problems of using WFR in teaching reading and to know the students’ response of the implementation of WFR. The data were collected through observation, interview and test. After collecting the data and analyzing them and describing the result of them by action research procedure, the writer described the result of the research. The WFR was conducted in four meetings. There were some problems faced by the students in teaching learning process: in which most of students had difficulties in arranging the sentence correctly, including difficulties in translating the word from English into Indonesian and Indonesian into English, the students did not understand the instruction of the worksheet, and the students had difficulties in finding the main idea of the text. The result of her study shows the result of the hypothesis testing, the t-observation was greater than the t-table; in degree of freedom N - 1 = 39 and level of significance 0.05.

This research is different from the researches above. The first research is aimed whether or not there is correlation between reading habit and reading achievement at the first semester English student of Muhammadiyah University of Surakarta, while the writer in this research is aimed at describing the strategies for developing reading skill applied by the English teacher. The second previous study investigated the implementation of teaching reading by using WFR, to describe the problems of using WFR in teaching reading and to know the students’ response of the implementation of WFR, while the current research
study about the strategies for developing reading skill applied by the English teacher.

Harrison and Smith (1980: 8) define “reading as the act of responding with appropriate meaning to print or written verbal symbols”. This means that reading is combination between graphic symbols and process of finding the meaning that present about language skills, cognitive and language skills. In this process the reader tries to find meaning written by the writer.

Reading skill is one of the language skills which needed be taught in language classroom (Fauziati, 2010: 32). It means that reading is one of the four skills which needed for the teacher in teaching English subject. Reading skill is important to be developed because reading skill is the first skill that the English teacher taught to the students. The purpose of reading activity is for finding main idea of the text.

According to Derewianka (1990: 6) there four cycles of teaching-learning process. There are Building Knowledge of Field, Modeling of Text, Joint Construction of Text, and Individual Construction of the Text.

B. RESEARCH METHOD

Concerning the objective of the study, the writer uses a descriptive method. According to Surakhmad (1994:139) it is directed on problem solving at present. It involves some descriptive techniques, like some of the research which are describing, analyzing, and classifying objects.

The subject of this study is English teacher and the second year students of Islamic School MTs Muhammadiyah 02 Blora in process for developing reading skill in 2010/2011 academic year.

The object of this study is the strategies used by the teacher to develop student’s ability in reading skills at the second year student of Islamic School MTs Muhammadiyah 02 Blora in 2010/2011 academic year.
The data were collected through observation at the second year students of MTs Muhammadiyah 02 Blora and interview with English teacher about the strategies for developing reading skill applied by the teacher at the second year students of MTs Muhammadiyah 02 Blora.

The data sources are all elements of teaching reading applied by the teacher in all class at the second year of MTs Muhammadiyah 02 Blora, and the materials used by the teacher such as books, lesson plan and worksheet in teaching reading.

Some methods were used to collect the data including observation, documentation, and interview. First, observation; according to Kartono (1990: 157), observation is the study of real phenomenon of research object by observing and writing. Observation means technique of collecting data by observing the subject of research directly. Second, documentation has many meanings, from the broad, anything written in any medium, to the narrow, policies and procedures manuals or perhaps records (Escoe, 2001: 1). Documentation is commonly used in qualitative research. It involves collecting data from document and other materials. Third, according to Kartono (1990: 187) “interview is a face to face situation which is attempted to collect information by asking some information orally and to be answered orally”. It means that interview is a conversation between two people (the interviewer and the interviewee) where questions are asked by the researcher to obtain information from the interviewee.

This research describes the strategies for developing reading skill that include the objective of teaching reading, the material given to the students in teaching reading, the method in teaching reading, classroom activities, the problem faced by the teacher in the teaching reading, and strategies to solve the problems applied by the teacher: the writer presents the detail description of the methods used by the teachers in the strategies for developing teaching reading skills to the second year students of Islamic School MTs Muhammadiyah.
Pelemsengir 02 Blora, the writer presents the detail description of the problems faced by the teacher and students in the strategies for developing teaching reading skills, and the writer presents conclusion and then gives some suggestions based on data analysis.

C. FINDING AND DISCUSSION

1. Research Finding

a. Strategies for developing reading skill applied by the teacher in teaching reading

1) Previewing

Previewing was very simple and took little time. It was done by using the title, illustrations, the table of contents, or chapter and section headings and so on to get an idea of the overall direction of the text.

Previewing strategy is a comprehension strategy that involves activating prior knowledge, predicting, and setting a purpose for reading to the students. The function of previewing activity for the students is to help them quickly and easily find out what a text will be about before reading the whole text. While the purpose of previewing activity is to save students’ a lot of time in order to make predictions the story would be happened in the text based the title or first paragraph. The teacher applied previewing activity in reading activity in order to make students interested with the text which they read and students would not be bored when they read a long text.

2) Predicting

Predicting used by the teacher to guess what would happen in the next. The purpose of this activity is activating background knowledge of the students in make predictions.
The function of the predicting strategy is to make the students more active to guess what is going to come in the next paragraph. They used background knowledge to predict what the author will discuss next in the text. Reading to prove or disprove their prediction becomes a new purpose for reading. The students also learn that text structures provide clues to what might happen next, through the use of headings, subheadings, and questions imbedded in the text.

3) Skimming

Skimming means read for the gist or main idea. Skimming works well to find dates, names, and places. It is used to review graphs, tables, and charts. The aim of the skimming strategy is training the students more active in reading section. While the function of this strategies is to help the students to find the general idea or main idea in each paragraph.

4) Scanning

Scanning means reading in locate that contain specific information. The key point in scanning is that the students have something in his mind and he or she should ignore the irrelevant parts when reading.

The function of scanning only used to find the specific information from the text not in general. It was not suitable when the students should summarize the story of the text because students only focused on specific information. While the aim from this strategy is to find the specific information in limited time, to prepare when the students do the examination in the future.
Scanning strategy is the opposite of the skimming strategy that is searching the general idea to make the students know the draft of the story in the text. Scanning strategy is to find specifics information such as tense form, name, date, number or etc. So, scanning just focused on the one problem but it was finding in a few minutes.

5) Guessing from the Context

Guessing from the context was conducted by using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up.

The purpose of this strategy is activating background of the students to guess the meaning of the context. While the function of this activity is to make the students unaccustomed to open the dictionary or electronic dictionary when they found the unfamiliar word in reading text.

Based on the writer’s observation, the guessing from the context strategy is suitable to the students for managing the time when they found the unknown words in the sentence or paragraph. They could guess the meaning of the unknown words based on the context. This strategy made the students activating their background knowledge to guess the meaning of the unfamiliar words.

6) Paraphrasing

Paraphrasing means stopping at the end of a section to check comprehension by restating the information and ideas in the text.

The purpose of this strategy is to check student’s comprehension after read the text. The students should know the story of the text after they read. And the function of this strategy is training the students make summary after they read the text.
This strategy refers to students forming an accurate abstract representation or summary of the text after reading all or a substantial part of material. This strategy does not focus on the specific information but just focuses on general story. It is good, if the students had the maximum time to read the text, but it is not suitable if the students do examination in limited time. Because time for translating from the Indonesian language to English language is need much time for the students. They should search the vocabulary in the dictionary or digital dictionary then correct the structure of their sentence, it was spend much time, if the teacher orders to make paraphrase of the text in English language. The students understood the content story of the text in their native language, but they met difficulties in translating into English language.

b. The Problem Faced by the Teacher

There are some problems faced by the teacher when teaching reading in the class: difficulties in managing the students in the class, low motivation, and limited the time.

2. Discussion

By modeling the strategies aloud, talking through the processes of previewing, predicting, skimming and scanning, guessing from the context and paraphrasing. This shows students how the strategies work and how much they can know about a text before they begin to read word by word. With allowing time in class for group and individual previewing and predicting activities as preparation for in the class or out of the class reading. Allocating class time to these activities indicates their importance and value. The teacher also using cloze or fill in the blank exercises to review
vocabulary items of the text. This helps students learn to guess meaning from context.

D. CONCLUSION

Based on the research findings, the writer concludes that the implementation of strategies for developing reading skill at the second year of Islamic School of MTs Muhammadiyah 02 Blora as follows: Previewing; reading using the title, the illustrations, the table of contents, or chapter and section headings and so on to get an idea of the overall direction of the text. Predicting; used to guess what would be happened in the next. Skimming; used to read for the gist or main idea. Scanning; read to locate specific information. Guessing from the context was by using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up. Paraphrasing meant stopping at the end of a section to check comprehension by restating the information and ideas in the text.

The teacher had found the problem in teaching-learning process for developing reading skill such as: the teacher difficulty in managing the class, the students had low motivation and the teacher has limited the time.

E. SUGGESTION

After the writer draws the conclusion of the strategies for developing reading skill at second year of MTs Muhammadiyah 02 Blora, the writer will present the suggestion to the teacher and other researcher suitable with the strategies for developing reading skill. To the teacher: the teacher should be able to make the students learn actively, especially in practice reading; the teacher should try using target language to presents the material; the teacher should create the situation of the teaching reading process as comfort as possible; the teacher should be more creative and attractive to teach. To the students: they should pay attention during the lesson; they had to increase their vocabulary by
reading the English text book, found and memorized the meaning; the students had to study more in reading to improve their ability; they should participate actively in the class. To the other researcher: the writer realizes this research paper is not perfect. There are still many weaknesses dealing with the theory or method because of the limited skill of the writer. She also understands that this research paper only gives a little contribution in strategies for developing reading skill. The other researcher perhaps can develop this research with their own material and other method used in strategies for developing reading skill which are suitable for students in order to give new dimension.
BIBLIOGRAPHY


