

**METHOD USED IN TEACHING READING AT THE SECOND YEAR OF SMK
MUHAMMADIYAH 4 SURAKARTA**



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by

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ABSTRACT

This research paper is intended to describe the method used by the English teacher of SMK Muhammadiyah 4 Surakarta at the second year in teaching reading. The objectives of the study are to describe the approach used by the English teacher in teaching reading, to describe the design of method used by the English teacher in teaching reading and to describe the procedure of teaching learning process.

The type of this research is Qualitative research. In this research, the data are derived from event, informant, and document. There are three methods of collecting data namely: observation, interview, and document analysis.

The result of this research show that the teacher used Humanism approach in teaching reading at the second year of SMK Muhammadiyah 4 Surakarta. The method used by teacher is Communicative Language Teaching. The use of Communicative Language Teaching can improve the student reading skill, because, this approach makes the students to be active in their class. They can find the problem and solve by themselves, they can work together and have group discussion, so the teaching learning process is not bored and joyful.

Based on the research, the writer has come to the conclusion that there are some strengths and weaknesses in teaching reading by used Communicative Language Teaching. The students and the teacher can communicate each other by using the target language. Thus, the material taught can facilitate communication activities, such as interpretation, expression and negotiation, and the students in SMK Muhammadiyah 4 Surakarta will have communicative competence. The weaknesses of Communicative Language Teaching in SMK Muhammadiyah 4 Surakarta that in only focused in teaching-learning process and the little interaction among the students in teaching learning process that can influence the mastery of the target language.

Keyword: method, reading, CLT

A. INTRODUCTION

English becomes one of the most important languages to learn because it is the common language used in international communication. People whose mother tongue is not English have to learn English in this global competition due to the reason stated above. Those who learn foreign language think that learning a foreign language can increase their ability to understand others and encourage their deeper awareness of the structures of language and its relation to thought. In Indonesia, the English lesson is the important lesson, because English lesson is one of the subjects that examined in the national examination.

The key factor of the success of teaching learning process is communication. The Frameworks for a series of interactive English-mediated tasks which encourages teachers to meet curriculum requirements and the learning needs as well as the interests of their own students. In term of teaching learning process, teachers are able to employ English to complete the task of teaching, to introduce and learn technology, to encourage the students to communicate their results of learning, to achieve the objective of learning, and to develop teaching learning resources. The teacher needs to appropriately use English-mediated interactions as a basis for expanded classroom interaction and develop the attitude with their students to this use of English.

Some of the objectives of teaching reading in senior high school are to enable the students to get certain pieces of information, identify general idea about the text and get the main idea both explicitly and implicitly. A good rule for the teacher is lets them read when they are ready to do so.

The teacher is not to tell the students what they should learn, but to help them to select what they want to learn. The teacher becomes a facilitator of learning of personal and social change by assisting the developing person at those points where help is requested. Teacher should have at their fingertips a set of exercises, task or activities that they can use with their classes whenever they may English needed. It is really pleasure and positive experience to try various classroom activities because successful lessons depend on the usage of a variety of teaching methods.

There are four skills which are very important for the students when they learn English namely; reading, writing, speaking and listening skill. Of the four skills, reading is the most important skill because, without reading all people in this world do not know the information that occurs in this world. Beside that, we also know well

about the science and knowledge from the reading. The fundamental goal of any reading activity is knowing enough science concepts and knowing the language. Because of its importance, student should be equipped with reading skill.

The reading activity needs a process by which people comprehend what they read. That process happens when they face written symbols, they look at them through their eyes then their mind will process them. Since then, a process of viewing changes into a process of comprehending. This process is called a cognitive process. Rinking and Scheiner (1985: 107) in Kustaryo (1988) suggest that “reading is an active cognitive process of interacting with print and mentoring comprehension to establish meaning”.

Teaching reading is instantaneous recognition of various written symbols, simultaneous association of the symbols with existing knowledge and comprehension of the information and communicative ideas. It explains that teaching reading is the combination of word recognition, intellect, and emotion interrelated with prior knowledge to understand the message communicated. Considering the needs of mastering reading as one of the ways for mastering English, according to Kennedy (1981: 5) reading is the ability of an individual to recognize a visual form, associate the form with a sound and/or meaning acquired in the past, and, on the basis past of experience, understand and interpret its meaning.

Richards and Rodgers (1987:146) in Fauziati (2009) have proposed a modification to the conceptualization by using method as an umbrella term for the specification as interrelation of theory and practice. Their three terms are used to label three interrelated elements of organization upon which language teaching practices and founded. They define approach as “assumptions, beliefs and theories about the nature of language and the nature of language learning which operate axiomatic contrast or reference points and provide a theoretical foundation for what language teachers ultimately do with learners in classroom” (Richards and Rodgers, 1978:146 in Fauziati, 2009). The second level in the system is design. It “ specifies the relationship between theories of language and theories of learning to both the form and function of instructional materials and activities in instructional setting” (Richards and Rodgers, 1978:146 in Fauziati, 2009). The third level in the system is procedure. It “comprises the classroom techniques and practices which are consequences of particular approach and designs” (Anthony, 1987:146 in Fauziati, 2009). These three

level approach, design, and procedure form an interdependent system. The ideal methodological development proceeds from approach to design, to procedure.

The writer is interested in having a study on the method of teaching reading at the second year of *SMK Muhammadiyah 4 Surakarta*. In addition, in teaching learning process, the students read the texts loudly, and then made some group to discuss the meaning in the paragraph. The students usually get difficulties in understanding the text, the writer wants to know the method used in teaching reading.

Based on the statement above and because the writer wants to analyze deeper about **METHOD USED IN TEACHING READING AT THE SECOND YEAR OF SMK MUHAMMADIYAH 4 SURAKARTA**.

B. UNDERLYING THEORY

1. Reading

a. Notion of Reading

According to Smith (in Fauziati, 2002: 134) reading is an understanding message conveyed by the writer through visual and non-visual information. From this definition can be known that the teaching-learning process mainly in reading lesson can be done by two techniques, they are visual like use picture and non-visual like dictation.

b. Notion of Reading Comprehension

Reading comprehension means understanding a written text and extracting the required information from it as efficiencies as possible. For example, apply different reading strategies when looking at a notice board to see if there is an advertisement for a particular type of flat and when carefully reading an article of a specific interest in a scientific journal. Yet locating the relevant advertisement on the board and understanding the new information contained in the article demonstrates that the reading purpose in each case has been successfully fulfilled. In the first case, a computer reader will quickly reject the irrelevant information and find what he is looking for. In the second case, it is enough to understand the gist of the text; more detailed comprehension is necessary (Grallet, 1992: 3).

c. Reading Purpose

The objectives of reading are classified into various kinds, such as getting general information from a text, getting specific information from a text and reading for interest. Furthermore, reading helps the reader tackle any kind of text and also helps him or her gain the reading skill in such flexible speed needed as the sign of a computer reader. It also helps gaining a competence in silent reading skill because this skill can improve comprehension.

d. Reading Skill

According to Fauziati (2002:138), reading skill is the ability to relate the textual material to one's own knowledge by comprehending the text. When a person reads, he/she recognize the words or symbols, associate the words or symbols with their sounds or meaning, assemble together the meanings until he/she has a complete idea, and then think about, or explain to others, the ideas he/she has received from the printed materials. In reading, the process of thinking is very urgent and vital because the students read the text with moving their eyes along the sentence they read. Instead, at the same time their minds work to get the message.

e. Background of Teaching Reading

Carrell and Eisterhold (in Fauziati, 2002: 133) give description the process of teaching reading to the readers. It states that comprehending a text is an interactive process between the readers' background knowledge and the text. Efficient comprehension, thus, requires the ability to relate the textual material to one's own knowledge (schemata).

2. Method of Teaching Reading

- a. Direct Method (DM)
- b. Situation Language Teaching (SLT)
- c. Communicative Language Teaching (CLT)
- d. Cognitive Code Learning (CCL)
- e. Total Physical Response (TPR)

3. Approach in Teaching

- a. Behaviorism
- b. Cognitivism
- c. Humanism

d. Constructivism

4. **The Design of Method in Teaching Reading**

Syllabus

- a. A procedural syllabus
- b. A cultural syllabus
- c. A situational syllabus
- d. A notional/functional syllabus
- e. A skill-based syllabus

5. **Strategy of Teaching Reading**

- a. Recognizing word meaning
- b. Recognizing phrase
- c. Recognizing sentence structure
- d. Discourse Analysis

Some activities that can be done in this moment like;

- 1) Advance Organizer
- 2) Previewing
- 3) Scanning
- 4) Prediction.

6. **Classroom Procedure of Teaching Reading**

- a. pre- reading activities
- b. while-reading activities
- c. post-reading activities

C. RESEARCH METHOD

1. Type of The Study

In this research the writer uses the qualitative research which describe the method used by teacher in teaching reading.

2. Subject of The Study

The subject of the research is English teacher and the second year students in *SMK Muhammadiyah 4 Surakarta* teaching-learning process of reading in 2012/2013 academic year.

3. Object of The Stude

The object of the study is the teaching-learning process of reading at the second year student of *SMK Muhammadiyah 4 Surakarta* in 2012/2013 academic year.

4. Data and Data Source

The data are derived from event, informant, and document.

5. Method of the Collecting Data

There are three methods of colleting data namely: observation, interview, and document analysis.

6. Technique for Analyzing Data

To know the teaching reading in *SMK Muhammadiyah 4 Surakarta*, the steps done are as follows:

- a) The writer presents the detail description of the approach used by the teacher in teaching reading.
- b) The writer presents the detail description of the design of method used by the teacher in teaching reading.
- c) The writer presents the detail description of procedure of teaching reading.
- d) The writer presents conclusion and then gives some suggestions based on data analysis.

D. DISCUSSION OF THE FINDING

The writer concludes that reading teaching learning process in *SMK Muhammadiyah 4 Surakarta* is appropriate with the theories of teaching reading at Vocational School. According to Finnochiaro and Brumfit (1980: 9-13), the goal of teaching using CLT is that the students are able to express their ideas individually or in groups to master their subject well. It means that the students can write, read and speak correctly. So, CLT here is an approach used by teacher and students in

conducting the teaching-learning process that focuses on meaning, so the learner gets the opportunities to express their idea without limiting their freedom to choose and use the way they like to communicate. It means that the students can acquire the language correctly (speaking, reading, listening, writing) and also the students are expected to have a good knowledge about language components including (grammar, vocabulary, pronunciation) better than before.

By learning using *communicative language teaching* children learn how science is conducted, its limitation and its strengths. They begin to gain an understanding of what science means. This is important because it allows them to understand and demystify what scientists do. It also allows children to think for themselves, become critical of information they are given, develop their problem solving skills, and evaluate what they are told.

As conclusion from this research, the writer suggest that the teacher has to give an opportunity to the students to express their own ideas in English in answering the teacher's question and answer exercise.

From the description above, the researcher concludes that the method used by teacher in teaching reading is Communicative Language Teaching. The classroom activities during teaching learning reading process by using Communicative Learning Teaching run in well and appropriate with theories.

E. CONCLUSION AND SUGGESTION

1. Conclusion

Based on the research finding on the method used in teaching reading at the second year of SMK Muhammadiyah 4 Surakarta, it can be concluded that: The approach used by teacher is *Humanism approach*. Then, the method used by teacher in teaching reading at the second year of SMK Muhammadiyah 4 Surakarta is *Communicative Language Teaching*. The syllabus which is used in the English learning process for second year student in SMK Muhammadiyah 4 Surakarta is *A notional/functional syllabus*. Type of teaching learning activities is based on 'task-based instruction'. Type and procedure of teaching learning process in SMK Muhammadiyah 4 Surakarta is suitable with the theory. The role of teacher is suitable with the theory that the

roles of teacher are not only as an instructional who gives the lesson and the exercises, but also controls the process of learning, evaluates the learner's performance. From some points above, the writer concludes that teaching learning of reading in SMK Muhammadiyah 4 Surakarta is appropriate with the theory of language teaching method.

2. Suggestion

a) To the teacher

Based on the weakness, the teacher should be able to make the students learn actively, especially in practice reading comprehension. The teacher should create the situation of the teaching reading comprehension process as comfort as possible to support the process. Then, the teacher must be more creative and attractive to teach. The teacher has to give an opportunity to the students to express their own ideas in English in answering the teacher's question and answer exercise. The teacher should explain clearly the objective of teaching to the students in the complete materials and the teacher ought to make the students not passive and do more tasks than listens to the lecturer's explanation.

b) To the Researcher

This research is limited to the method used by teacher in teaching reading learning process; to enlarge the research of reading not only in the vocational school, but it can be tried to the high and junior school. The other researcher perhaps can develop this research with their own material and other method which are suitable for students in order to give new dimension in world of education.