

**A DESCRIPTIVE STUDY ON TEACHING READING TO THE FIRST GRADE OF
SMA AL-ISLAM 3 SURAKARTA IN 2012/2013 ACADEMIC YEAR
BY UMS STUDENTS ON THE JOB TRAINING**



PUBLICATION ARTICLE

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

by

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**SCHOOL OF TEACHER TRAINING AND EDUCATION
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ACCEPTANCE

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**A DESCRIPTIVE STUDY ON TEACHING READING TO THE FIRST GRADE OF
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This research is to describe the teaching reading conducted by UMS students to the first grade of SMA Al-Islam 3 Surakarta in 2012/2013 academic year. It is conducted to know how the teaching reading implemented by UMS students and the problem faced by them during teaching-learning process. The research is a descriptive research. The writer collects the data by observing teaching-learning process, conducting the interview, and documenting some important data that support to this research. The data are from interview script, field note, syllabus, text book, and lesson plan. The methods of collecting data are observation, interview, and documentation. The techniques of analyzing data are reduction the data, data analysis, display the data, and conclusion and verification. The result of the research: 1) the method on teaching reading used by UMS students are GTM and GBA. 2) the goal of teaching reading is to help the students in understanding the reading material such as genre text. 3) reading materials that are given to the students are recount text, narrative text, and procedure text. 4) teaching-learning process is implemented by using three phase technique: pre-reading, whilst-reading, and post-reading. Two students on the Job Training use GTM with applying translation, previewing, and repetition in the classroom activity. One students on the Job Training use GBA with applying BKOF, MOT, JCOT, and ICOT. 5) teaching media used by students on the Job Training are text book "Look A Head1" published by Erlangga, copied texts taken from internet, English dictionary, and white board. 6) teaching evaluation is giving the exercise such answering question related the material by written or oral, students' assignment, and making text independently. Type of the exercise is the multiple choice and essay. 7) problems faced by UMS students on the Job Training are inability to conditioning the class, limited vocabulary by students, limited media, and the methods used by students on the Job Training are less creative.

Keyword: Job Training, teaching reading, method

I. Introduction

Reading is one of the four skills in English (listening, speaking, and writing) that must be mastered by every students. According to Kennedy (1981:5) reading is the ability of an individual recognizes a visual form to associate the form with the sound and/or meaning acquired in the past, and, on the past experience, understand and interpret its meaning. Based on the explanation, it can be concluded that reading is individual ability in understanding and finding the message written by the author.

For some learners, reading is often considered as the unimportant thing. They always ignore that the reading achievement is the most important aspect in reading comprehension, especially in English. This is the work for teacher to solve the problem. They have to show how to teach reading as well. It is very important for increasing the knowledge of the learners. Reading is a skill in a language that is applied to English lesson especially for senior high school. In English lesson, reading is focused early. In English national examination, forty percent of materials are reading.

During teaching reading, teachers need the method that is suitable with the students. Anthony (1963) in Fauziati (2009:15) defines method as “an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach”. Based on the explanation, the teachers must select the teaching method which is suitable with the characters of students because it can develop the student’s ability and solve the problem faced by students.

Muhammadiyah University of Surakarta is one of universities which hold the job training program which pointed to the students of university of S1 FKIP and FAI UMS program to get the degree of scholar. This program can develop the four competencies of professional teacher (Sutopo, *et al.*, 2012:1). It is a useful experience to be a good professional teacher and it also examines the teaching ability of UMS students to apply the teaching skill to the students of school where they placed.

Job training program is held on odd semester. The students of English Department join this program at 7th semester. They get teaching experience in SMA Al-Islam 3 Surakarta during 3 months. As the trained teachers, they must be able to teach the students well so the students can accept the useful knowledge. The students on the Job Training have the responsibility to make them understand the material especially on reading because it is an early preparation to face the National Examination. The writer interesting to know how the teaching reading conducted by the students on the Job

Training and he also want to observe the problem during teaching-learning process in the classroom. Based on the reason, the writer makes a research entitled *A Descriptive Study on Teaching Reading to the First Grade of SMA Al-Islam 3 Surakarta in 2012/2013 Academic Year by UMS Students on the Job Training*.

II. Research Method

The type of this research is descriptive research. The goal of descriptive research is to make the description about the factual phenomena in teaching so it is useful to get the information. The research is built with report's detail views of informants and conducted on the study of natural setting.

The research was conducted in the first grade of SMA Al-Islam 3 of Surakarta. The observation was held three times in the classroom on September 19th, 2012– October 24th, 2012. The subjects of the research are the students of UMS as teacher who teach reading and the students in the first grade at SMA Al- Islam 3 Surakarta. The object of the research is teaching reading methods which used by the students of UMS as teacher in the first study at SMA Al-Islam 3 Surakarta. The data and data source are event, informant, and documents. The methods of collecting data are observation, interview, and documentation. The techniques of analyzing data are reduction the data, data analysis, display the data, and conclusion and verification.

III. Research Finding and Discussion

A. Research Finding

1. The Methods on Teaching Reading Used by the UMS Students on the Job Training to the First Grade of SMA Al-Islam 3 Surakarta

There are Grammar Translation Method (GTM) and Genre-Based Approach (GBA). They choose these method that make students easier to understand the material which given by students on the Job Training. The method detail will be described in sub 4 teaching learning process.

2. The Goal of Teaching Reading

The goal of teaching reading at the first grade on SMA Al-Islam 3 Surakarta is helping the students in understanding the reading material such as genre text. They prepare early in facing National Examination especially in English.

3. Reading Material

The reading materials that given by UMS students on the Job Training are recount text, narrative text, and procedure text. It can be seen in the lesson plan.

4. Teaching-learning Process

The UMS students on the job training teach in SMA AL-Islam 3 Surakarta during 3 months, from September to November. They get responsibility to teach the students so well with teaching ability that they have. The students on the job training teach once time in one week. They have 1 x 45 minutes in one period of teaching. To English subject matter at the first grade especially in reading skill, they get three chances. Based on the observation, there are 3 students on the job training that teach reading at the first grade. They used various teaching method in teaching-learning process such Grammar Translation Method and Genre-based Approach. The writer does the observation with the result:

1) Grammar Translation Method

Based on the observation and checking the lesson plan, Grammar Translation Method is used by Gea Nur Fadila and Eka Pratiwi Sintowati.

Gea Nur Fadila, (19th October 2012)

The Material used in this meeting was about recount text. To teach this material, the student on the job training used GTM. She got the time 2x45 minutes to practice her teaching skill. There were 19 students in the classroom.

a) Pre-Reading

The student on the job training came to the classroom and she greeted the students. Then, the students answered it together. After that, she checked the student's attendance and the students also prepared the English book that used to the meeting. Before they touched the material, the student on the job training introduced herself to all students.

As a teacher, the student on the job training talked about recount text as the material. Then, she explained about the purpose and told a true story when she got an accident in Magetan.

b) Whilst-Reading

In this section, the student on the job training gave the text entitled "My Day" to every students. Then, she asked the students to read the text in 10 minutes. After they read the text, the student on the job training as the

teacher asked them to seek the difficult word that they didn't know. Then she asked them to translate the text together. The students on the Job Training helped them if the students can't translate it.

After translating the text "My Day", she recommended the students to open the book "Look A Head 1", but they didn't brought it. Facing the situation, the student on the job training wrote the generic structure, the language feature, and grammatical rules on the board. Then, the students also wrote that in their book. The student on the job training discussed that with them until they understood it clearly.

Then the students on the job training gave the second exercise about recount text. She presented the multiple choice task that obtained from internet. There are 3 texts with 10 questions. The student on the job training just gave them chance 20 minutes for finishing the task. After the time was up, she submitted that and did correction. She asked them to suit the exercise with their pair. Then, she read the right answer. Finally, she gave the result to each student.

c) Post-Reading

Before the student on the job training closed the meeting and she gave the home work to the students. The homework was still in recount text. Then she closed the meeting.

Eka Pratiwi Sintowati (September, 26th 2012)

The student on the job training got the material about the narrative text to that meeting. She had 2x45 minutes to apply her teaching skill. She used Grammar Translation Method that consisted of three sections such as pre-reading, whilst-reading, and post reading. There were 18 students in the classroom.

a) Pre-Reading

The student on the job training came to the classroom and she greeted the students and the students answered it together. The student on the job training checked the student's attendance and asked them about that. She commanded the students to prepare the English books that needed on the meeting. The student on the job training asked something the students related the material. After getting student's attention, she directly explained the purpose of the

narrative text. The purpose was to amuse, entertain, and to deal with actual or vicarious experiences in different ways.

b) Whilst-Reading

In the section, the student on the job training shared an example of narrative text to each student. The text entitled “Cinderella” that taken from internet. She told the story slowly in front of the class and the students just listened it. When she explained the material, a lot of the students just slept and talked with their friend. Actually the student on the job training understood the situation, but she just let it. She looked afraid with the students.

After the student on the job training read the text, she commanded the students to open the dictionary to translate that to Indonesian. But, there was any problem. A lot of students did not bring the dictionary. So the student on the job training asked them to borrow to the library. Then, they did it and she just waited in the class until the students came back from school library. After that, they just took 10 dictionaries so it was not enough to every student. As the teacher, she also recommended the students who did not get the dictionary to join with their friends.

The student on the job training wrote the list of words related of the text “Cinderella” in the board. She directly recommended every student to fill the meaning of the word list. Then, she told them to read and translate the text once again. The student of the job training helped the students to translate together the text to Indonesian until it was clearly and they understood with the content of the text. She pointed one by one of the students to write each sentence to the board, so their friend knew their mistakes. She also repaired the mistakes in student’s translation. Then, she explained the rule of grammar about narrative text. She emphasized that the grammar that used to narrative text was simple past tense and there were the passive voice.

In the last section, she presented the question related the text “Cinderella”. After answering the question, the students submitted their works to the student on the job training. She shared that to all students with random then she pointed some students to answer the questions. She just listened when the students answered that. Then, the student on the job training corrected the false answer until the last questions. Finally the student’s exercises were returned back by her to the students for lesson repetition at home.

c) Post-Reading

Before finishing the meeting, she asked the students about the narrative text again as the feedback. Then, she gave some task related the narrative text which formed into a copied material from internet to all students as the homework. After giving the homework, she closed the meeting and the students responded.

2) Genre-based Approach

Based on the observation and checking the lesson plan, Genre based-Approach is used by Zulkarnaen Wisnu Cahyono.

Zulkarnaen Wisnu Cahyono (October 24th , 2012)

The student on the job training gave the material about the procedure text to that meeting. He had 2x45 minutes to present his teaching skill. He used Genre based-Approach that consisted of three sections such as pre-reading, whilst-reading, and post reading. There were 19 students in the classroom.

a) Pre-Reading

The student on the job training came to the class and greeted the student and the students responded it. Then, he checked the student's attendance with calling the student's name. All students were attended in that meeting.

The student on the job training told directly related the procedure text and the students prepared their book. Then, he described the purpose of the procedure text.

b) Whilst-Reading

In the whilst-reading, the student on the job training gave the students the example of the procedure text entitled "How to Make Jelly". He read the text and the students just listened him. Then he described the material and the direction how to make jelly. The students on the job divided the students to several pairs to discuss that. After they understood clearly, he asked them to make a practice about procedure like that example. The student on the job training just walked around them. He checked and corrected their work if there were some mistakes. After the students had finished the practice, they were submitted that to the student on the job training. Then, he discussed the student's works. With discussing that, the students could know the mistakes which they did.

In the second practice, the student on the job training asked the students to do it independently. He just gave them 20 minutes to finish it. On the process, the students looked enjoyed their practice. They could finish that before the time was up. Then the student's practices were submitted to the student on the job training. The result would be evaluated by him.

c) Post-Reading

Before the student on the job training closed that meeting, he gave the homework to the students. The homework was the text entitled "How to Make an Omelet" and he presented some question related the text. After giving the exercise, the student on the job training closed that meeting with greeting and students responded that.

5. Teaching Media

The students on the Job Training use a text book "*Look A Head 1*" published by Erlangga as the basic material which given by the students. They also use examples copied text which are taken from internet blog and English dictionary. In the addition, they just write the description of material on the white board because the school has limited media such as LCD Projector.

6. Teaching Evaluation

The students on the Job Training give evaluation of the material given such answering question related the material in written form or orally, students' assignment, and making text independently. Type of the exercise is the multiple choice and essay.

7. The Problems Faced by the UMS Students of the Job Training on Teaching Reading to the First Grade of SMA Al-Islam 3 of Surakarta

There are the problems during applying the method on the teaching reading in the teaching-learning:

a. Inability in Conditioning the Class

During the students on the Job Training taught in the classroom, the students were very crowded. They just talked with their friends and it was not related with the material given. The students on the job training often did not warn them. This condition continued until the meeting was closed.

b. Limited Vocabulary

A lot of the students just had limited vocabulary. In the classroom activity, this problem made the students on the job training worked hardly to facilitate

them. This case also made the teaching-learning English could not run well and needed more time.

c. Limited Media

The students on the job training should not write the material on the board. It wasted many time during giving the material. Actually they could use LCD Projector that provided by the school to show the material in PPT. It was more efficient to keep the teaching time. But, SMA Al-Islam 3 just had two LCD Projector and they only use by the Al-Islam 3 teachers. In this school, there were just 10 dictionaries in the library. Logically, it was not enough to facilitate all students that will use that. Because of that, the students on the Job Training felt difficult when they apply the GTM. It needs the more time to facilitate the students one by one.

d. The Methods Used by Students on the Training Job are Less Creative

Each student on the training job that teaching reading just used GTM or GBA to teach the genre text. Maybe, they can use the other methods or combining the methods in teaching. So, it can create the method that is more creative and not monotonous.

B. Discussion

The objective of the research is to describe teaching reading conducted by UMS students on the Job Training to the first grade of SMA Al-Islam 3 of Surakarta and to describe the problems faced by the UMS students on the Job Training on teaching reading to the first grade of SMA Al-Islam 3 of Surakarta. The material that is used by students on the Job Training taken from the book Look a Head 1 and from internet. There are three students on the job training as the subject on the research. They are Gea Nur Fadila teaches the recount text and Eka Pratiwi Sintowati teaches the narrative text. They apply Grammar Translation Method. Then, Zulkarnain Wisnu Cahyono teaches the procedure text. He uses Genre based-Approach as the teaching method for teaching reading to the first grade of SMA Al-Islam 3 Surakarta. In applying GTM, they use translation, discussion, repetition, and giving practice to the students. And the student on the Job Training implements BKOF, MOT, JCOT, and ICOT in applying.

This research is different with the previous research. The subject in this research is UMS students on the Job Training that apply the teaching reading method in SMA AL Islam 3 at 2012/2013 Academic Year. The previous research took the school's

teacher as the subject. In this research, the writer finds the methods which are GTM and GBA. It's different with the previous research which uses SLT and ALM as the method in teaching reading. The writer hopes that the next students on the Job Training can get useful lesson of this experience and improve their ability in teaching for the future.

IV. Conclusion and Suggestion

A. Conclusion

Based on the research finding and discussion of the research, the writer concludes that teaching reading conducted by UMS students on the Job Training to the first grade of SMA Al-Islam 3:

1. The method used by UMS students to the first grade of SMA AL-Islam 3 Surakarta are Grammar Translation Method and Genre based-Approach.
2. The goal of teaching reading is to help the students in understanding the reading material such as genre text.
3. The reading materials given by the UMS students on the Job Training are recount text, narrative text, and procedure text.
4. In teaching-learning process, the students on the Job Training use three procedures in teaching reading such pre-reading, whilst-reading, and post reading. They use GTM and GBA as the teaching method to teaching reading. The students on the Job Training can implement teaching reading with right way.
5. The teaching media are text book "*Look A Head!*" published by Erlangga, copied texts taken from internet, English dictionary, and white board.
6. The teaching evaluation given by the students on the Job Training are answering question related the material in written form or orally, students' assignment, and making text independently. Type of the evaluation is the multiple choice and essay.
7. During implementing the teaching reading, the students on the job training face some problems. They are the problems as follow:
 - a. Inability in Conditioning the Class
 - b. Limited Vocabulary
 - c. Limited Media
 - d. The methods used by students on the training job are less creative

8. The solving problem to overcome the problem faced by students on the Job Training:
 - a. The students on the Job Training give more attention to the students who make a trouble in the class.
 - b. The students on the Job Training recommend the school to add the teaching media such as text book, dictionary, LCD Projector, computer, etc.
 - c. The students on the Job Training give additional explanation or practice to the students who do not understand about the material given.
 - d. The students on the Job Training use the media on teaching which does not make the students feel bore such using picture, video, power point, etc.
 - e. The students give some jokes during teaching-learning process, so it can make the situation in the class to be happier and not monotonous.

B. Suggestion

Based on the conclusion above, the writer will give some suggestions as follow:

1. To the students on the Job Training
 - a. The students on the Job Training should be more innovative and creative to apply the teaching method that used for the students especially in English.
 - b. The students on the Job Training must be able to control the class condition during teaching-learning process.
 - c. The students on the Job Training must be able to understand the material will be given to the students.
 - d. The students on the Job Training have to select the method that is suitable with the students.
2. To the students
 - a. The students should pay attention their teacher during teaching-learning process.
 - b. The students must be able to understand the material that given by teacher.
 - c. The students have to be kept their attitude during teaching-learning process, so it cannot disturb other students.
3. To the school
 - a. The school should add the English books and English dictionary on the school library which can help the students to improve their skill especially in English.
 - b. The teaching media such LCD also has to be provided for supporting teaching-learning process.

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