

**METHOD OF TEACHING READING APPLIED IN SMPN 1  
SIDOHARJO AT THE EIGHTH GRADE IN 2012/2013 ACADEMIC  
YEAR**



**PUBLICATION ARTICLE**

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

**Sabrina Restu Ibrahima**

**A320090176**

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

**2013**

**ACCEPTANCE**

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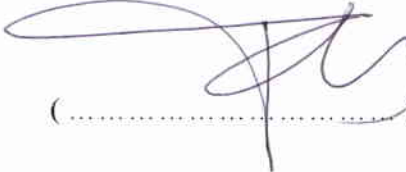
A320090176

Accepted and Approved Board of Examiner

School of Teacher Training and Education

Muhammadiyah University of Surakarta

on June ..., 2013

1. Drs. Djoko Srijono, M.Hum. (  )  
(Advisor 1)
2. Siti Fatimah, M.Hum. (  )  
(Advisor 2)

Dean,



Dra. Hj. N. Setyaningsih, M.Si.

NIK.403



**UNIVERSITAS MUHAMMADIYAH SURAKARTA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Sekretariat: Jl.A.Yani Tromol Pos I, Pabelan, Kartasura, Surakarta 57102  
Telp. (0271) 717417, 719483 (Hunting), Fax. (0271) 715448  
Website: <http://www.ums.ac.id>, E-mail: [ums@ums.ac.id](mailto:ums@ums.ac.id)

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Yang bertanda tangan dibawah ini pembimbing skripsi/tugas akhir:

Nama : Drs. Djoko Srijono, M.Hum. (Pembimbing I)

NIP/NIK : 19590601198503 1 003

Nama : Siti Fatimah S.Pd., M.Hum. (Pembimbing II)

NIP/NIK : 850

Telah membaca dan mencermati naskah artikel publikasi ilmiah, yang merupakan ringkasan skripsi (tugasakhir) dari mahasiswa:

Nama : Sabrina Restu Ibrahima

NIM : A320090176

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : **METHOD OF TEACHING READING APPLIED IN SMPN 1 SIDOHARJO AT THE EIGHTH GRADE IN 2012/2013 ACADEMIC YEAR**

Naskah artikel tersebut, layak dan dapat disetujui untuk dipublikasikan.

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Surakarta, 17 Juli 2013

Pembimbing I

**Drs. Djoko Srijono, M.Hum.**  
**NIP: 19590601198503 1 003**

Pembimbing II

**Siti Fatimah S.Pd., M.Hum.**  
**NIK: 850**

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YEAR**

**Sabrina Restu Ibrahima  
A320090176  
SCHOOL OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF SURAKARTA  
Briena\_269@yahoo.co.id**

**ABSTRACT**

This research aims to describe method used by teacher in teaching reading applied in SMP N 1 Sidoharjo at the eighth grade in 2012/2013 academic year, problem faced by the teacher, and the ways to overcome the problems.

This research is a descriptive research. The writer collects the data by observing teaching-learning process and conducting interview. The data include: event, informant, and field note. The methods of collecting data are observation, interview, and analyzing document. The techniques for analyzing data are; (1) the writer presents the detail description of the method of teaching reading in SMP N 1 Sidoharjo, (2) the writer presents the detail description of the problems faced by teacher in teaching reading in SMP N 1 Sidoharjo, (3) the writer presents the detail description of how the teacher overcome the problems, (4) the writer presents conclusion and then give suggestion based on data analysis.

The result of the research are; (1) the method applied by the teacher in teaching reading to the eighth grade in SMP N 1 Sidoharjo is KWL method, K (what the student Know), W (what the student Want to know), L (what the student Learn), (2) the problems faced by the teacher in teaching reading at the eighth year in SMP N 1 Sidoharjo are students lack of vocabulary mastery and the teacher has limited time, (3) the ways to overcome the problems are: performing drama, role playing and playing the puzzle, giving additional task or homework to students.

Keyword: method of teaching reading, eighth grade

## **A. INTRODUCTION**

The activity of reading in society is very important. It is one of language skills in the citizens, especially in the field of academic. In our society, every day, dozens of a newspaper and a magazine, even the books always produced and marketed. All of these can be found information, knowledge, news, work, advertising and other.

According to McNama (2007:3) “ reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Reading should be the needs of the everyday life of the community.”

Knowledge is mostly obtained from school or college, but rather through the book. Many people say about how important books to read, so if we neglect to read the book, it means we also ignore the knowledge. The more books that we read, the easier for us to conquer the world. Then the existence of libraries in schools, universities and the community is very important as the activity of reading.

Students of Junior High School or Senior High School mostly prefer to read a book which is entertains and generally reading such as comics, teen and fashion magazines, and others. At the school they learn reading skills in English lessons. Reading is always associated

with the genre, and they should be able to understand what the content and purpose of the genre.

In general, teaching reading is started when teacher enters the class and directly ask the student to open the book or give some examples of genres, then she gives command, the student to read them and retell the genre that have been read. In fact, it make the lessons less interesting and boring. Reading is still a big problem for students, because to grow reading interest to the students is still very difficult. **Limitation of the study** of this study is method applied by teacher in teaching reading at SMPN 1 SIDOHARJO at the eighth grade in 2012/2013 academic year.

**Problem statements** of this study are:

1. Method is applied in teaching reading in SMP N 1 Sidoharjo?
2. What are the problems faced by teacher in teaching reading in SMP N 1 Sidoharjo?
3. How does the teacher overcome the problems?

**Objective of the study** aims to answer the problem statement above, as follow:

1. to describe the method applied in teaching reading in SMP N 1 Sidoharjo
2. to describe the problems faced by teacher in teaching reading in SMP N 1 Sidoharjo

3. to describe how does the teacher overcome the problems

## **B. UNDERLYING THEORY**

### **1. Notion of Reading**

According to McNama (2007:3) “ reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. The reader should be able to understand the new information in the text.”At more global levels, the readers need to identify genre, rhetorical structure, plot, perspective of different characters, narrator , theme, story point and sometimes the attitude of the author. According to Harmer (2005:68) in Fauziati (2010, 32) “reading is one of the language skills which needed be taught in language classroom”. Students need to be able to read texts in English either for their careers, for study, or simply for pleasure. Reading is also plays an important role for language acquisition. When students are provided with comprehensible linguistic inputs, some of the language will stick in their minds as part of the language acquisition process. When reading texts are very interesting and engaging, the acquisition process will be more successful. Reading texts also provide opportunities for students to learn vocabulary, grammar, pronunciations and even good

models for English writing of sentences, paragraphs, or texts.

Last but not least, reading texts can introduce interesting topics and stimulate discussion.

## **2. Definition of Method**

Anthony (1963: 95) 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”. An approach is axiomatic whereas a method is procedural. Method is treated at the level of design in which the roles of teachers, learners, and instructional materials are specified. Thus, method is theoretically related to an approach and organizationally determined by a design.

## **3. Method of Teaching Reading**

According to Nurul (2010: <http://pusatbahasaalazhar.wordpress.com/persembahan-buat-guru/five-possible-methods-in-teaching-reading>) methods have been found and implemented in reading subject in the classroom. At least more than ten methods have been developed and implemented and some of them have become trends, yet only five of them to be highlighted in this article, those are; (1) Choral Reading (CR) Method; (2) Paired Reading(PR) method ; (3) PORPE method; (4) KWL method and (5) SQ4R method.



#### 4. Reading Skill

The difference from most activities, reading needs concentration from the reader. Of course the goal is to understand the text that have been read. However, there are many tips and tricks that can be done to increases understanding the reader. According to Fauziati (2010: 38) there are several activities that can provide knowledge to help learners from predictions in develop reading skill:

- a. Advance Organizer  
Seliger in Fauziati (2010: 38-40) states that using advance organizer means that before the student are given actual text, the teacher gives them a “similar text’ dealing with the same topic.
- b. Previewing  
Previewing is one of the activities while students read a text. Before learners read the text, teacher should give some information about the text. This activity will help students to point out the main idea of the text.
- c. Skimming and Scanning  
Skimming is searching for general ideas of a passage while scanning is searching more focused. It means scanning is read quickly in order to find specific information such as finding date, name, number, etc.
- d. Prediction  
According to psycholinguistic models of reading, efficient reading depends to a large extent, on making correct prediction with minimal sampling. It is very useful for student to make prediction based on title, subtitle, and the non-linguistic context.

### **C. RESEARCH METHOD**

In doing this research, the writer uses the descriptive research. The reason of writer conducts this research is to describe to describe the method applied in teaching reading in SMP N 1 Sidoharjo, to describe the problems faced by teacher in teaching reading in SMP N 1 Sidoharjo, to describe how does the teacher overcome the problems.

The writer observed the English teaching learning process directly in SMP N 1 Sidoharjo. The writer holds some interview to the English teacher in order to get the data. The writer also used syllabus, lesson plan, and reading materials. The writer uses observation, analyzing document, and interview as the method of collecting the data in this research.

The writer analyzed the data by doing some steps, as follow: the writer presents the detail description of the method of teaching reading in SMP N 1 Sidoharjo. Then the writer presents the detail description of the problems faced by teacher in teaching reading in SMP N 1 Sidoharjo. The writer presents the detail description of how the teacher overcome the problems. The last the writer presents conclusion and then give suggestion based on data analysis.

## **D. RESEARCH FINDING AND DISCUSSION**

### **1. Research Finding**

#### **a. The Method Used by Teacher in Teaching Reading**

Based on observation and interview with the English teacher, the writer found KWL method. A KWL method is a method of teaching reading which emphasizes on the importance for science background. This method consists of three stages, K (what the student Know), W (what the student Want to know), and L (what the student Learn).

##### **1. K (what the student Know )**

Stage K on this phase the teacher explained about the topic before reading. This advanced organizer provides the student with a background to the new material, building a scaffold to support it.

*Teacher: "Good morning class"*

*Student: " Good morning teacher"*

*Teacher: " before I start the lesson today, Let's pray together"*

*Student: ( Berdoa)*

*Teacher: "OK, last week I went to the Baru department store. And today I go to school. Bisakah kalian membedakan antara go and went? OK, go is present form and went is past form. Tujuan pembelajaran ini adalah siswa dapat mengidentifikasi makna teks berbentuk recount.*

“

2. W ( what the student Want to know)

In stage W, the teacher leads student to get as much as possible information concerning with topic.

*Teacher: Now open your book page 22. Please read the text mbak putri.*

*Mother's Birthday*

*It was my mother's birthday last Sunday. On Friday my sister and I went shopping at the mall. We bought a nice shirt. Then we wrapped it in a green paper. Green is my mother's favorite color.*

*On Saturday morning, my brother and I helped my sister making a birthday cake in the kitchen. It was a big and beautiful cake. I wrote "Happy Birthday" on it. After that, my Brother put some chocolate and ornaments on the top of the cake. On Sunday evening, my uncle and my aunt came to*

*my house. They bought several bottles of soft-drink and present for my mother. Then we sat together in the sitting room. Finally, my mother cut the cake while we were singing a “Happy Birthday” song for her. After giving each of us piece of cake, she opened the presents. And she was happy.*

*Student: (menyimak)*

*Teacher : OK. Now let’s discuss together. What is genre of the text?*

*Student : Recount text ( menjawab dengan serentak)*

Sometimes the teacher corrects the students’ wrong pronunciation while reading, then the teacher confirms. After they read a text, the teacher discussed the text with the student.

### 3. L ( what the student Learn)

On this stage the teacher just leads student to set down back what already exists in staged previous. The teacher gives the student random image that contains a set of events. For example in observation.

*Teacher : “OK class. On this slide, the are random picture that contains a set of events. Now, you make a recount text based on this picture. You understand?”*

*Student : “Yes Sir “*

*Teacher : OK. I will give you fifteen minutes to finish it.*

**b. The Problem Faced by Teacher in Teaching Reading**

The following are some problems faced by English teacher in the class.

**1. Students Lack of Vocabulary Mastery**

The students do not understand how important vocabulary is to memorize and recall in learning English. It makes students difficult to speak in English, understanding the text and when they write a text.

**2. The Teacher has Limited Time**

English teacher especially who teaches in elementary school, junior high school, senior high school faced problems lately related to the implementation of the curriculum in 2013. It will reduce the number of hours of teaching English subjects. This will inform a significant impact on the future of English teachers. The mandatory workload of teachers 24 hours per week, there are still many schools that have not been able to fulfill it. A teacher cannot meet the number of 24 teaching hours per week caused by several conditions. Similarly, the English

teacher in SMP 1 Sidoharjo stated that he lacked the time in teaching, many activities at school, such as the celebration of education day, many kinds of competition, final exam of the ninth grade, etc.

**c. The Way to Overcome the Problem**

In this research, the writer also presents the teacher overcomes the problem. There are some ways used by teacher to overcome the problem. They are as follows:

1. Perform drama, role play and play the puzzle

Teachers found the students did not master the vocabulary, sometimes when they write a text, understand the text, or when speak English in the classroom, because in teaching learning process no special time to teach vocabulary. To solve the problem here sometimes the teacher creates a drama, role play or play the puzzle that contains images.

2. Give additional task or homework to students

The teacher needs more time to teach reading. Usually the teacher lacks of time when he gives a text and shows the movie to the student. It means the teacher gives a task to the student and continues the next meeting.

## **2. Discussion**

Based on the research finding, the writer found the method used by teacher in teaching reading, especially in eighth year. KWL is aimed to be an exercise for a study group or class that can direct the students in reading and understanding a text. It is a great tactic for individual or group study. It facilitates more enjoyable and more effective learning. This method can help students feel more comfortable with their comprehension of a subject because it goes through each step separately so it's easier to apply. KWL method helps teachers activate a learner's prior knowledge concerning a topic or subject. Also KWL method helps the student become a good reader, make the students to be active thinkers when they read. In addition it helps the teacher to be more creative in teaching.

The problem faced by the teacher are: the first, the students lack of vocabulary mastery, because generally, they still speak Indonesian or Javanese language in daily life. So, they are less of understanding vocabulary. The second, the teacher lacks of time when teaching reading. It's caused by each of the students join in school events, and when teaching-learning process of reading by watching movie together.

The ways used by teacher to overcome the problems are: the first, to increase the vocabulary of the student, the teacher creates



short drama, role play and gives puzzle. Drama is the specific mode of fiction represented in performance. Then role play is pretending to be someone else or pretending to be in a specific situation that you are not actually in at the time. It is conducted by teacher sometimes in the middle of teaching-learning process. The second, when the teacher lacks of time, he gives assignment or homework to the student, and usually it discusses at the next meeting. Giving homework is good instruments used in teacher learning. Through giving homework to students the process of achieving expected learning objective is two-way, at school and at home.

At SMP N 1 Sidoharjo the material for teaching reading implements narrative and recount text. Narrative text is a text which contains about story (fiction/non-fiction/tales/folktales/fables/myths/epic) and its plot consists of climax of the story (complication) then followed by the resolution. Recount text is a text which retells events or experiences in the past. Both of texts supported the student to increase their ability in grammar, vocabulary, and pronunciation. From the text above, the teacher found unfamiliar vocabulary, then he read aloud and the student repeats after him. This is also trained students' skills in pronunciation.

English was introduced to students already since a long time. But there are still many students who are also lazy in studying it. This is a separate issue for a teacher. A teacher must find the most effective ways of teaching. One way to teach the English language and to make it more attractive is by way of providing English-themed games. For example drama or role play is interesting and easy to understand, which makes the class a fun and useful course. Besides the drama, role play can provide additional new vocabulary and sentence for the students.

From the observation and interview with the English teacher, the writer argues that problem solving used by the teacher is very good. So, the student will be interested in the teacher and they can enjoy following the teaching-learning and understand the material explained.

## **E. CONCLUSION AND SUGGESTION**

### **1. Conclusion**

The method applied by the teacher in teaching reading to the eighth grade in SMP N 1 Sidoharjo is KWL method, K (what the student Know), W (what the student Want to know), L (what the student Learn). Then the The problems faced by the teacher in teaching reading at the eighth year in SMP N 1 Sidoharjo are : students lack of vocabulary mastery and the teacher has limited

time. Then The ways to overcome the problems are: performing drama, role playing and playing the puzzle, giving additional task or homework to students.

## 2. **Suggestion**

The writer gives some suggestions to the person who has relation with this research. The suggestions are:

### a. To the teacher

1. The teacher should implement instructional models which varied, so that the students do not saturate. In addition, the teacher should use media existing when delivering teaching material to them. It is intended that the materials are delivered quickly understood the students, and would be more interesting.
2. The teacher should be more creative to increase students' vocabulary. For example, the teacher invites them to sing English songs, from the lyrics they can learn vocabulary.

### b. To the student

1. The students should increase their reading skill, because it can increase their vocabulary too.
2. The students practice pronunciation more as much as possible in daily life.

3. The students should bring complete dictionary when teaching-learning process.

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