A DESCRIPTIVE STUDY ON TEACHING READING DESCRIPTIVE TEXT TO THE FIRST YEAR STUDENT OF SMK NEGERI PRINGKUKU PACITAN IN 2012-2013 ACADEMIC YEAR

PUBLICATION ARTICLES

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

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2013
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A DESCRIPTIVE STUDY ON TEACHING READING DESCRIPTIVE TEXT TO THE FIRST YEAR STUDENT OF SMK NEGERI PRINGKUKU PACITAN IN 2012-2013 ACADEMIC YEAR

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ABSTRACT

This study aimed at describing teaching reading descriptive text to the first year students of SMK Negeri Pringkuku Pacitan in 2012-2013 Academic Year. This research applies descriptive qualitative research. The researcher collects the data by observing the English class and conducting interview with the teacher and students.

And the methods of collecting the data are observation, interview, and documents. From the research finding and discussion, the researcher draws the following conclusion. First, the methods used by the teacher in teaching reading descriptive text to the first year students of SMK Negeri Pringkuku Pacitan in 2012-2013 Academic Year are Grammar Translation Method (GTM) and Communicative Language Teaching (CLT). Second, the problems faced by the teacher are; (1) the teacher finds difficulties in managing the students in the class, (2) the students have low motivation, (3) each student has different capability in receiving the material, and (4) the teacher has limited time to teach the students. Third, the strategies to overcome the problems are; (1) the teacher can control the class by walking around the class when teaching learning process run, (2) the teacher needs more energy to motivate the students in learning English, (3) the teacher explained the material until the students understand, (4) the teacher needs more time to teach English, (5) the teacher needs more time to communicate with the students, (6) the teacher needs clearing and developing the students’ pronunciation, and (7) the teacher needs increasing and memorizing the students’ vocabulary. Fourth, the problems faced by the students are; (1) the students have limited of vocabulary, and (2) the students have not clear pronunciation.

Key Words: Descriptive Study, Descriptive Text, Reading
A. INTRODUCTION

**Background or the Study:** Learning English is one of the activities done in many teaching learning. It means that English is important thing to know and understand by Indonesian people, but in the reality there are some problems that are faced by the students. Learning English involves the found language skills; speaking, listening, reading and writing. Reading is a basic life skill. It is the cornerstone for a child’s success in school and indeed throughout life.

Reading is one of the language skills which must be taught in language classroom. Fauziati (2010:32) states that reading text also provided opportunities for students to learn vocabulary, grammar, pronunciation and even good models for English writing - the way sentences, paragraphs, or texts are constructed.

A descriptive text is a text which lists the characteristics of something. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text has generic structure as below: (1) identification; identifying the phenomenon to be described. (2) description; describing the phenomenon in parts, qualities, and characteristics.

The problem is faced by teacher of SMK Negeri Pringkuku Pacitan in teaching reading at the first year is the method used, especially in the teaching reading descriptive text. In addition, it is realized that the most of the students usually get difficulties to understand the text. Therefore, the writer is interested in having a study on the teaching learning process of reading to the first year student of SMK Negeri Pringkuku Pacitan.

Based on the phenomena above, the writer is interested in conducting a research entitled *A Descriptive Study on Teaching Reading Descriptive Text to the First Year Students of SMK Negeri Pringkuku Pacitan in 2012-2013 Academic Year*. **Limitation of the Study** is focuses on teaching reading descriptive text to the first year student of SMK Negeri Pringkuku Pacitan and the method is used by the teacher. The writer takes X TPHP-2 and Butik-2 class and focuses on process, and activities in teaching reading descriptive text in
SMK Negeri Pringkuku Pacitan. **Problem Statement:** (1) What are the methods used by the teacher in teaching reading descriptive text to the first year students of *SMK Negeri Pringkuku Pacitan*?, (2) What are the problems faced by the teacher in teaching reading descriptive text to the first year students of *SMK Negeri Pringkuku Pacitan*?, (3) What are the problems faced by the students in teaching reading descriptive text to the first year of *SMK Negeri Pringkuku Pacitan*? **Objective of the Study:** (1) to describe the methods of teaching reading descriptive text to the first year students of *SMK Negeri Pringkuku Pacitan*, (2) to describe the problems faced by the teacher of *SMK Negeri Pringkuku Pacitan* to the first year students in teaching reading descriptive text.

**B. UNDERLYING THEORY**

1. **Notion of Reading**

Reading is one of the important language skills that should be learnt in English learning process. Harison and Smith (1980:8) define “reading as the act of responding with appropriate meaning to print or written verbal symbols”. The reading activity needs a process by which people comprehend what they read. In comprehending the text message, reading can be functioned as communicative process between a writer and a reader (Goodman, 1976, Smith, 1982) in Kustaryo (1995:2).

2. **Teaching Reading**

Teaching naturally can be defined as the process of reading in the reader’s mind (Carrell and Eisterhold (1987) in Fauziati (2002:133). Kennedy (1995:252) states that effective teaching of reading is virtually impossible if the teacher do not know the basic skills that are necessary for recognizing words and understanding content. The major problems in teaching reading in contents areas and gives suggestions for applying reading skills to decode and comprehend subject matter materials (Kennedy, 1995:240).
3. Classroom Activities in Teaching Reading

In order to help language learners to develop their reading skills, two kinds of activity should be considered, namely:

a. Classroom Practices to Developed Text-based Processing Skills

A reading text always contains information, meaning, or messages which the writers intend to communicate to their readers. According to Fauziati (2010:35) some activities which are worth doing in order to develop text-based processing skills:

1) Recognizing Word Meanings

One of the best ways to find what a word means is by using context clues. They are hints provided by the words and sentences surrounding the unfamiliar word. These clues are frequently available.

2) Recognizing Phrases

In order to enable the reading learners to understand the meaning of the word, they have to able to recognize the position of the word in phrases.

3) Recognizing Sentence Structure

The basic sentence patterns and the basic elements of a sentence are also worth discussing. Learners have to practice to recognize sentence elements of the sentence in the text, especially the complex and compound sentences.

4) Comprehension

To enable the students to get and to interpret meaning or ideas carried by the reading text, they need to be familiarized with how sentences are functionally exploited to carry meanings in a discourse and how they are manipulated to form a paragraph through analysis.
b. **Classroom Practices to Developed Knowledge-based Processing Skills**

There are several activities that can provide knowledge to help learners form the prediction.

1) **Advance Organizers**

Using advance organizer means that before the students are given the actual text, the teacher gives them a ‘similar text’ dealing with the same topic (Seligar, 1972) in Fauziati (2010:38).

2) **Previewing**

Before the students read the text, the teacher tells about what they are going to read.

3) **Skimming and Scanning**

In skimming the search is for general idea(s) of a text (passage) while in scanning the search is more focused.

4) **Prediction**

Students can use knowledge of the text type and purpose to make predictions about content and vocabulary and check comprehension.

4. **Descriptive Text**

Descriptive text consists of social function, generic structure, and language feature.

a. **Social Function**

According to Sudarwati (2005:10) descriptive text is used to describe a particular person, place or thing.

b. **Generic Structure**

A descriptive text has generic structure as: (1) identification; identify phenomenon to be described. (2) description; describe parts quantities characteristics.
c. **Language Feature**

The language features of descriptive text use the following:

1) Focus on specific participants
2) Use of attributive and identifying
3) Frequent use classifiers in nominal groups
4) Use of simple present tense

5. **Teaching Reading Descriptive Text**

According to Derewianka (1990:6) there are four cycles of teaching learning processes. They are Building Knowledge of Field, Modeling of Text, Joint Construction of Text, and Independent Construction of Text.

a. **Building Knowledge of Field (BKOF)**

In this step, the teacher has duty to accompany the students and gives explanation about the material that will be studied to activate their background knowledge.

b. **Modeling of Text (MOT)**

In this step, the teacher gives some example of models relating to the material being discussed. Here, the students just listen to what the teacher said and try to understand it.

c. **Join Construction of the Text (JCOT)**

In this step, the teacher must emphasize on schematic structure, linguistic features, knowledge of field, learning in group, collaboration and reflection. Students start constructing the text within groups.

d. **Independent Construction of Text (ICOT)**

Here, the students must create and perform their knowledge, individual learning and reflection.
C. RESEARCH METHOD

In doing this research the writer uses the descriptive research. Descriptive research is the most basic research form (Sukmadinata, 2009:72). Purpose of this research is to describe or illustrate phenomena that exist, whether a natural phenomenon or human engineering.

In this research, the object of the study is the teaching-learning process of reading descriptive text to the first year students of SMK Negeri Pringkuku Pacitan. In this research, the data are taken from event, informant, and document. Event is the teaching and learning of reading in natural settings. All activities in the classroom of SMK Negeri Pringkuku Pacitan were recorded and no manipulation. Informant is the teacher of English and students of SMK Negeri Pringkuku Pacitan. And document is other written materials which add and enrich the data in teaching reading the first year students of SMK Negeri Pringkuku Pacitan.

The researcher uses three methods of collecting data. They are observation, interview, and document. Observation is the activity to get the data. In this observation, the researcher observes the process of teaching reading descriptive text to the first year students of SMK Negeri Pringkuku Pacitan. Interview is verbal communication between the researcher and the teacher and students to get more information related to the problems that are faced by the teacher and the strategies used to overcome the problems. Documents are used to answers in teaching learning process of reading in the first year students of SMK Negeri Pringkuku Pacitan.

The writer conducts the data analysis with the following procedures: presents the detail description of the methods is used by the teachers, presents the detail description of the problems faced by the teacher, presents the detail description of the problems faced by the students makes conclusion and then presents some suggestions based on data analysis.
D. RESEARCH FINDING AND DISCUSSION

1. Research Finding

In this chapter the writer presents research finding and discussion which have been collected from the observation and interview. The main point of this chapter is to describe the implementation of teaching reading descriptive text to the first year students of SMK Negeri Pringkuku Pacitan.

a. Method of Teaching Reading Descriptive Text

The methods used by the teacher of SMK Negeri Pringkuku Pacitan in teaching-learning process are Grammar Translation Method (GTM) and Communicative Language Teaching (CLT).

Grammar Translation Method (GTM) is a method of foreign or second language teaching uses translation and grammar as the main teaching and learning activities.

In general techniques of teaching reading descriptive text using Grammar Translation Method (GTM) are:

1) the Roles of the Teacher and the Students
2) Translation of Literary Passage as the Main Classroom Activity
3) Reading Comprehension Activity
4) Vocabulary Activity
5) Grammar Activity

In using those methods, the English teacher applies two approaches in teaching reading, namely: bottom-up and top-down.

1) Bottom-up Approach

Bottom-up Approach means that when a person is reading, he or she employs special skill and strategies to process information based on linguistics input from the text.
2) Top-Down Approach

Top-down Approach means the reader process information from his or her prior knowledge to make predictions about the data from the text.

Communicative Language Teaching (CLT) is an approach to the teaching second and foreign language that emphasizes interaction as both the means and the ultimate goal of learning a language.

The teacher uses several techniques and materials associated with the CLT, such as:

1) Authentic Materials
2) Scrambled Sentences
3) Language Games
4) Picture Strip Story
5) Role-Play

b. Objective of Teaching Reading

From the observation and interview in the classroom to the first year students of SMK Negeri Pringkuku Pacitan, the objective of language teaching is to develop the communicative competence of the students in four language skills. One of them is reading.

The teacher said that the objectives of teaching reading at SMK Negeri Pacitan are to improve the reading competence of the students. The teacher hopes she can increase the students’ ability in mastering vocabulary, grammar and pronunciation in practice as maximum as possible by providing the students much opportunity to listen interact, well in reading, and write in all occasion in school. So, after the students’ graduate from the school, they will be familiar and understand well in English.
c. **Materials for Teaching Reading**

In *SMK Negeri Pringkuku Pacitan* the material for teaching reading is the descriptive text. Descriptive text is kind of the text used to describe people, things, conditions, and certain place. The text supports the students to improve their abilities in learning English. Beside this text, they are also given a worksheet and they have to bring dictionary in every meeting. This is meant to make the process of teaching and learning run well.

d. **Teaching and Learning Activities in Reading Class**

The procedures of teaching reading involve in four main procedures, namely Building Knowledge of Field (BKOF), Modeling of Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of Text (ICOT).

The writer conducted observation in three times with the following results:

1. **The First Observation (Saturday, April 06th 2013)**

   Setting: X TPHP 2  
   Time : 07.00-08.30  

   a) **Building Knowledge of Field (BKOF)**

   The teacher and the researcher entered the class. After that the teacher greeted the students by saying “Good Morning, students” and the students answered “Good Morning, Mom”. Then the teacher introduced the researcher and what the teacher would do in the class by mixing language between Indonesian and English. “Ok class, do you know what the topic today?”/ “okekelas, apakah kalian tahupelajaranapahariini?”. Please raise your hand if you know”. Then, respectively there are
some students who raised their hand ask for answering the topic, “describing things, mom”.

Here, the teacher used Grammar Translation Method (GTM) teaching learning activities to build the students’ knowledge. In this steps, the teacher tries to make an introduction how to describe things related to the material by stimulating the questions that will lead the students to predict the new material that will be given. Then, the teacher translated the words that students do not the meaning.

b) Modeling of Text (MOT)

In this meeting, the teacher discussed “How to Describe Person”. She asked the students to open their book page 71. After that, the teacher read the material loudly with good pronunciation. Here the teacher used Communicative Language Teaching (CLT) method to explain the material to the students.

And then the teacher read the text in the book page 71 about describing person. The teacher used Communicative Language Teaching (CLT) to improve students’ ability in listening. So the teacher read the text loudly with good pronunciation.

c) Join Construction of the Text (JCOT)

The teacher and the students read all the materials. Then she explained how to describe person. And then the teacher asked to the students to find the meaning. They can use their dictionary. Here the teacher brought a picture of persons or artist (Agnes Monica) and asked the students about it.

Here the teacher used Grammar Translation Method (GTM) and Communicative Language Teaching (CLT) to
explain the material. Grammar Translation Method (GTM) is reflected in teacher’s order to the students to find the meaning of words. And Communicative Language Teaching (CLT) is reflected in teacher’s order to the students to making a group, each group.

d) **Independent Construction of Text (ICOT)**

After the students finished their work, the teacher pointed the students to read their work in front of the class. Then the teacher corrected the wrong pronunciation.

Here, the teacher used Grammar Translation Method (GTM) is reflected in the teacher in checking the students’ pronunciation in reading their work.

2. **The Second Observation (Saturday, April 13th 2013)**

Setting: X Butik 2

Time : 07.00-08.30

a) **Building Knowledge of Field (BKOF)**

After opening the class, the teacher began the lesson by warming up the students. In this meeting, the teacher gave the new material. The teacher used a article taken from a internet. The material is about “animals”.

Here the teacher used Communicative Language Teaching (CLT) to open the teaching learning activities to build the students’ knowledge. And then the teacher tells about the animals such as elephant, cat, tiger, etc. The teacher tries to build the students’ knowledge to the material will explained.

b) **Modeling of Text (MOT)**

The teacher gave articles taken from a internet for the students. There is a descriptive text. First, the teacher read that
text sentence by sentence. The students listened carefully. The teacher gives an example about descriptive text.

The teacher just uses social function and generic structure that is to describe daily activities.

Here the teacher used Communicative Language Teaching (CLT) method to explain the material to the students.

And then the teacher read text in handout about Animals. The teacher used Communicative Language Teaching (CLT) to improve students’ ability in listening.

c) **Join Construction of the Text (JCOT)**

The teacher pointed the students to read that the vocabulary one by one. The teacher listens carefully and corrected the wrong pronunciation.

Here, the teacher used Grammar Translation Method (GTM). Then the teacher divided the students into some groups. Each group consists of two students. She asked the students to translate the text into Indonesian on a piece of paper. The teacher also asked the students to answer the question based on the text.

The teacher commands the students to make the group to enable them to be easier to cope with making and producing the text by examples have been given.

In this step, the students are asked to finish and compose as well as create the composition in order to create their own composition. Here, the students get the material in practice. The material is given not merely in the English but also in mixing language of the students. So, the students find it easier to master the material.
d) **Independent Construction of Text (ICOT)**

After the students finished their work, they corrected together. The teacher had each group to write their answer on the white board. After correcting, the teacher asked the students to submit the English task. Then, the teacher closed the lesson by giving thankfulness for the students’ attention and wishing “Wassalamualaikumwr.wb”. In this stage, the teacher applies the material as well as the pattern in practice. They have to finish the pattern individually.

3. **The Third Observation (Saturday, April 20th 2013)**

Setting: X TPHP 2

Time : 07.00-08.30

a) **Building Knowledge of Field (BKOF)**

After opening the class, the teacher began the lesson by warming up the students. In this meeting, the teacher discussed “How to Describe Places”.

Here the teacher used Grammar Translation Method (GTM) to open the teaching learning activities to build the students’ knowledge. The teacher tells about her house, including the address, what is the color, the size, the garden, etc. The teacher tries to build the students’ knowledge to the material will explained.

Then, the teacher explained the material about “Borobudur Temple” related to the material by stimulating the questions that will lead the students to predict the new material that will be given. After that, the teacher translated the words that students do not the meaning.
b) **Modeling of Text (MOT)**

The teacher used an article taken from the internet. There is descriptive text. The teacher divided the students into some groups. Each group consists of two students. Then, the teacher gave one article for each group.

Here, the teacher used Communicative Language Teaching (CLT) method to explain the material to the students. And then the teacher read text in handout about place. The teacher used Communicative Language Teaching (CLT) to improve students’ ability in listening.

c) **Join Construction of Text (JCOT)**

Then the teacher asked all the students to stand up one by one in front of the class to describe places that were in the school. Here, the teacher used Communicative Language Teaching (CLT).

After making groups, the teacher asked the students to describe places in the school. They can choose one of the places that are in the school. They could discuss with their friends about it. When the students were in front of the class to describe places, the teacher asked about the conditions, qualities, sizes and shapes of the places.

d) **Independent Construction of Text (ICOT)**

In the last step, the teacher asked the students to submit the translation task individually.

Here the teacher used Grammar Translation Method (GTM) is reflected in the teacher in checking the students’ translation in their work.
e. The Problem Faced by the Teacher

There are always problems in teaching and learning process. It also occurs in teaching reading in this school. The following are some problems faced by the teacher.

1. The teacher finds difficulties in managing the students in the class.

   Not all the students pay attention to the teacher when the teacher reads the text or explains the materials in front of the class. Some students participated actively and the others were noisy.

2. The students have less motivation in learning English.

   Usually the students have good mood to study, but sometimes they have bad mood to study. For example, when the teacher gave difficult material to the students, they didn’t pay attention to teacher’s explanation.

3. Each student has different capability in receiving the teaching English material

   Some of them could learn the material and others learned it slowly. This situation makes the teaching-learning process doesn’t run well. For example, when the teacher explained material to the students, some of the slow learners didn’t understand what the material she has explained.

4. The teacher has limited time

   The English schedule is 4x45 minutes a week. This time is used to teach all language skills, they are; writing, reading, speaking, and listening. So the time was not enough for all the language skills.

f. The Problems Faced by the Teacher Students

1. The students have low motivation in learning English

   Almost the students do not like teaching English, usually they have bad mood to study. For example, when the teacher gave difficult
material to the students, they didn’t pay attention to teacher’s explanation.

2. The students have limited vocabulary

   The students of SMK Negeri Pringkuku Pacitan have poor vocabulary. Almost the students used dictionary. Without dictionary, the students did not make sentence well and usually they have bad behavior that is the students ask the teacher or other friends to translate.

3. The students have not clear pronunciation

   They cannot read clearly in reading every text. Some of the students have less confident because their pronunciations are not clear. If reading text, almost the students read slowly and not clear.

g. The Ways to Overcome the Problem

   In this research, the writer also presents the ways implemented by the teacher to overcome the problems in teaching reading. There are some ways used by the teacher to overcome the problems. They are follows:

1. The teacher can control the class by walking around the class when teaching learning process run

   The teacher walked around the class in order that the students listened to the explanation seriously. Then the teacher pointed the students who do not pay attention to the teacher’s explanation and the teacher give question about the material.

2. The teacher needs more energy to motivate the students in learning English

   It is solved by creating good relationship between the teacher and students. And sometimes the students feel bored with the material. The teacher has to be more creative.

3. Four ways to overcome the students’ different capability
The teacher could explain the material until the students understand. Then, she gives chance to the students to ask about the material that they do not understand yet. And then, the teacher asked the students to write the difficult words and find the meaning. The teacher also gives some exercises to know how far the students understand the explanation of the material.

4. The teacher needs more time to teach English

The teacher needs more time to teach English, especially teaching reading. The teacher does not only explain the material but also reads the text then the students repeat after her. So, the teacher gives additional time or extra time to change the time is expelled.

5. The teacher needs more to communicate with students

The teacher should make the students conform in teaching-learning process. The teacher must be able to understand the character of her students.

6. The teacher needs clearing and developing the students’ pronunciation

The teacher will develop the student’s pronunciation word as much as possible in order that they can speak well like native speaker.

7. The teacher needs increasing and memorizing the students’ vocabulary

The teacher will memorize the students’ vocabulary by making the students to a lot of write a sentence and the students memorize the new words.

2. Discussion

Based on the observation in teaching reading descriptive text at the first year students in SMKNegeri Pringkuku Pacitan, the researcher finds some research findings as follow;

- The method in teaching reading descriptive text, based on observation, the writer found that the teacher used Communicative Language Teaching (CLT) and Grammar Translation Method (GTM). Communicative
Language Teaching (CLT) is modification of Audiolingual Method (ALM). And Grammar Translation Method (GTM) is a method of foreign or second language teaching uses translation and grammar as the main teaching and learning activities. The techniques in teaching reading are listening, repetition and translation.

b. The process of teaching reading to the first year students in SMK Negeri Pringkuku Pacitan listening, repetition and translation technique make the students active in class. Before the teacher asks the students to read the text one by one, she reads the text first and then the students repeat after her together.

c. As researcher interviews the teacher, she faced some problems during the teaching learning process. They are: the teacher finds difficulties in managing the students in the class, the teacher gets difficulties in controlling the students in the class, each student has different capability in receiving the teaching material, the students have less motivation in learning English, the teacher has a limited time, the students have limited of vocabulary and the students have not clear pronunciation.

d. The teacher has some ways to overcome the problems, they are: the teacher can control the class by walking around the class when teaching learning process run, the teacher needs more creativity to motivate the students, the teacher needs more time to teach English, the teacher needs more time to communicate with the students, the teacher needs clearing and developing the students’ pronunciation, the teacher needs increasing and memorizing the students’ vocabulary.
E. CONCLUSION

After analyzing the data, the researcher draws conclusions on the teaching reading descriptive text to the first year students of SMK Negeri Pringkuku Pacitan.

a. The methods applied by the teacher in teaching reading descriptive text to the first year students of SMK Negeri Pringkuku Pacitan are Grammar Translation Method (GTM) and Communicative Language Teaching (CLT).

b. The procedures of teaching reading descriptive text involves four main procedures, namely Building Knowledge of Field (BKOF), Modeling of Text (MOT), Join Construction of the Text (JCOT), and Independent Construction of Text (ICOT).

c. The problems faced by the teacher in teaching reading descriptive text to the first year students SMK Negeri Pringkuku Pacitan are:
   1) The teacher finds difficulties managing the students in the class,
   2) The students have low motivation,
   3) Each student has different capability in receiving the material, and
   4) The teacher has limited time to teach the students

d. The problems faced by the students in teaching reading descriptive text to the first year students SMK Negeri Pringkuku Pacitan are:
   1) The students have limited vocabulary
   2) The students have not clear pronunciation

e. The strategies implemented by the teacher to overcome the problems at the first year students of SMK Negeri Pringkuku Pacitan are:
   1) The teacher can control the class by walking around the class when teaching learning process run,
   2) The teacher needs more energy to motivate the students in learning English,
3) The teacher explained the material until the students understand and then give some exercises,

4) The teacher needs more time to teach English especially teaching reading,

5) The teacher needs more time to communicate with students,

6) The teacher needs clearing and developing the students’ pronunciation, and

7) The teacher needs increasing and memorizing the students’ vocabulary.
BLIBIOGRAPHY


