

**A DESCRIPTIVE STUDY ON TEACHING READING
TO THE ELEVENTH GRADE STUDENTS OF SMK GANESHA TAMA
BOYOLALI IN 2012 / 2013 ACADEMIC YEAR**



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APPROVAL

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STUDENTS OF SMK GANESHA TAMA BOYOLALI
IN2012 / 2013 ACADEMIC YEAR”**

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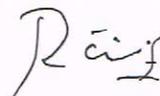
Surakarta, 23 Oktober 2013

Pembimbing I



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Pembimbing II



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Abstract

This research is to describe the teaching reading conducted by English teacher at the eleventh grade students of SMK Ganesha Tama Boyolali in 2012 / 2013 academic year. It is conducted to know the method used by English teacher and the process of teaching reading.

The method that the writer applies is descriptive qualitative method. This does not include any calculation or statistic procedure. The methods of collecting data are interview, analyzing document and observation. The data are taken from syllabus, lesson plan, interview script, field note, and text book. The techniques of analyzing data are reduction the data, display the data, and conclusion and verification.

The results of the research are: (1) the methods used in the teaching of narrative text in terms of reading skill to the eleventh grade students of SMK Ganesha Tama Boyolali in 2012/2013 academic year is Grammar Translation Method. (2) in teaching-learning process the teacher uses a fully-developed reading activity that support students as readers through pre-reading, while-reading, post-reading.

Keywords: *descriptive, teaching reading, grammar translation method*

A. Introduction

Reading is one of the four skills in English. Reading is such kind of activity to comprehend the writer's ideas in written or printed words. Students think that reading skills are not important. They read only when the teacher asks them to read. They think that reading makes them bored and tired when they do not know the meaning of the language that they read. The teacher task becomes more difficult when students are not interested in the lesson that will be taught. Teacher are not only required to transfer knowledge, but also should make students truly understand the lesson.

Teaching reading in senior high school is not easy and it needs more patience. The teacher has to identify properly what the student achieved from him. It means that the teacher should have an accurate plan to get an effective procedure.

There are various kinds of reading teaching methods that the teachers can use. Grammar translation method is one of the methods in language teaching. GTM is and old and traditional method, but the method is still widely used by teacher in various region. Each method certainly has advantages and disadvantages. It is the duty of a teacher to maximize the benefits and minimize the obstacles of these methods.

In this study, the researcher only concerns with the methods used in the teaching of narrative text in terms of reading skill to the eleventh grade students of SMK Ganesha Tama Boyolali in 2012/2013 academic year.

The problems of this research are what method on the teaching of narrative text in terms of reading skills in SMK Ganesha Tama Boyolali and the process of teaching reading in the eleventh grade students of SMK Ganesha Tama Boyolali in 2012/2013 academic year are.

The objectives of this study are to describe the methods on the teaching of narrative text in terms of reading skills in SMK Ganesha Tama Boyolali used by the teacher. To describe the process of teaching reading

in the eleventh grade students of SMK Ganesha Tama Boyolali in 2012/2013 academic year.

This research can have significance on education aspects, especially in English teaching and learning process. The writer hopes that the result of this research will have theoretical significance and practical significance. In theoretical significance, the result of the research paper can be used as input in English teaching-learning process, especially on teaching reading. Whereas in practical significance, the result of this study can help the teachers in teaching reading.

In this study, the researcher uses some underlying theories taken from the book related with the study to support the data and help the researcher in order to analyze the method used by English teacher in teaching reading and to analyze the teaching-learning process.

According to Carrel and Eisterhold (1987:220) teaching reading is a process of interpretation guided by the principle that every input is mapped against some existing schema and that all aspect of that schema must be compatible with the input information.

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”. Based on this, appropriate methods are also needed for both students and teacher to enable them face the difficulties that may appear in the process of teaching reading.

In a method there are technique and strategy. It can only contain technique or strategy. According to Anthony (1963:96) in Fauziati (2009:17) technique is implementation which actually takes place in a classroom. It is a particular trick, strategy, or contrivance used to accomplish an immediate objective. Learning strategy is a learning activity should be done by teacher and students to achieve the objective of the study more effective and efficient (Kemp (1994) in Sanjaya (2008:126)).

According to Wallace (1996:54-56) there are three techniques for teaching reading, namely: silent reading, reading aloud, and question and answer.

In the technique of analyzing data, there are three steps for analyzing data: (1) data reduction, the researcher selects the data taken from source of data related to the research problems. The unimportant data will be reduced by the writer. (2) display the data, the data which researcher gets are arranged then described to draw conclusion. (3) drawing conclusion, the researcher draws conclusion about the English teaching-learning process of reading.

B. Research Finding and Discussion

Based on the first, second, and third observations, the classroom procedure in teaching reading as follows, (a) the students read the text. (b) the students translate the text in their own language. (c) the teacher asks the students to ask about the materials use their mother language. (d) the students are given the rules of grammar by example. (e) the teacher asks the students to formulate the rules. (f) the students memorize the vocabulary. In teaching-learning process, the mother tongue is more widely used than the target language and the student's pronunciation gets less attention from the teacher.

Based on the data analysis, the writer found that the teacher used Grammatical Translation Method in teaching reading. The teacher chooses this method in order to make the student easier to understand the material given by the teacher. In teaching-learning process, teacher emphasizes on the grammar and vocabulary.

Based on the observation, there are the strength and weakness of method used by the teacher. The strength of Grammatical Translation Method is that the method makes the students understand about grammar comprehension. The weakness of Grammar Translation Method is the students are more passive, because the teacher always dominates the class.

The result of the observation that was done three times in gathering the information about teaching English in SMK Ganesha Tama Boyolali is reading activity that are meant to increase communicative competence should be oriented and build student`s confidence in their reading ability. A fully-developed reading activity supports students as readers through pre-reading, while-reading, and post-reading. Pre-reading activities are used to prepare students for reading activity. The activities of pre-reading are predicting the type and content of the text, reviewing the vocabulary or grammatical structure. While-reading activity is an activity to understand the text which focused on the learning process. Post-reading is the activities as closing part in reading.

C. Conclusion

Based on the research finding and discussion of research, the writer draws some conclusions based on the result of observation of teaching reading at SMK Ganesha Tama Boyolali 2012/2013 Academic Year. The method used English teacher to the second year of SMK Ganesha Tama Boyolali is less varied. In three meetings the teacher only used Grammar Translation Method as a method for teaching reading. It makes the students get bored in the class because the activities in the classroom are less varied.

In teaching-learning process, the teacher used a fully developed reading activity that support students as readers through pre-reading, while-reading, post-reading activities. The teacher applied Grammar Translation Method very well. The teacher implements the classroom procedure in teaching reading as follows: (a) the students read the text. (b) the student translates the text in their own language. (c) the teacher asks the students to ask about the materials use their mother language. (d) the students are given the rules of grammar by example. (e) the teacher asks the students to formulate the rules. (f) the students memorize the

vocabulary. In teaching-learning process, the mother tongue is more widely used than the target language and the student`s pronunciation gets less attention from the teacher. In the classroom, the teacher is more active than the students. It makes the students get bored because they only pay attention to the teacher and no pleasant activities.

The researcher suggests to the teacher that he/she should be more creative and attractive to create classroom activities to make the students more active and not get bored in learning English. The researcher suggests to the students that they ought to pay attention during the lesson and be active in the class.

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