

**THE STUDY ON THE IMPLEMENTATION OF TEACHING
READING IN THE FIFTH GRADE OF SDN 2
BANYUAGUNG SURAKARTA**



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Demikian persetujuan dibuat, semoga dapat dipergunakan seperlunya.

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INTRODUCTION

Reading is central to the learning process. By reading activity, people may gain important information that are not presented by teachers in the classroom. Referring to cognitive psychology and schema theory, the reader is an active participant who has an important interpretive function in the reading process. It means that in the cognitive model, people as reader are more than passive participants who receive information while an active text makes itself and its meanings known to them. Actually, the act-of-reading is a push and pull between reader and text. As readers, people actively make or construct, meaning; what people bring to the text is at least as important as the text itself.

One of the most difficult tasks of a language teacher in the context of teaching English as a foreign language is to foster attitude toward reading. It is caused by the time limits and other constraints they faced during the teaching and learning process. Teachers are often unable to encourage students to find entertaining and interesting information in reading materials. Therefore it often creates a negative mind-set in students who consider the effort to interact with reading materials as an unattractive activity compared to the process they may get from visual electronic media.

One of the vital components of the language in learning language besides listening, speaking and writing is reading. The fundamental goal to any reading activity is knowing enough science concepts and knowing the language. There are some definitions of reading given by language scholars. Smith (1978) in Fauziati (2002: 139) stated that reading is more pragmatically as an understanding a message conveyed by the written through visual and non – visual information. Teaching reading as one of the aspects in English language skill must taught clearly and the material must be well understood by the students to avoid the uncomfortable atmosphere, because usually most of the students in conventional classes only hang up the information transferred by the teacher.

However, reading programs may help students develop their language skills necessary for success. But it is hard to implement an effective reading program, especially in countries where English language is treated as foreign language. The success of implementing reading programs will depend on the students' interest.

In relation to reading, the survey research administered by National Education Department of Republic of Indonesia showed surprising results. It is proved that reading comprehension competence of elementary school students were in a low level. Almost 76.95% of students were unable to use dictionary. Among those who were able to use dictionary, there were only about 5% can search words in Indonesian Dictionary systematically (Muhibbin, 1995: 34).

Therefore it is necessary for language teachers to foster reading on their students. It may be done by selecting proper materials to the students. The reading programs may useless if it is not done properly. Teachers should select reading materials that are relevant to the students' needs and interests.

The conventional method of English language teaching that still only transferring knowledge from the teacher to the students or teacher-centered was felt ineffective any more, because the students will feel bored and have no chance to improve their skills, so that experts begin to look for a model of teaching learning process that can meet the need of a meaningful teaching learning process that also dig the students' ability to master the material of the knowledge. Wichadee (2003: 3) states that teacher-centered approach taking place in traditional classrooms do not produce active recipients and result in fossilized language learning.

Teaching reading to elementary school is not easy and it needs more patience. In teaching English, especially teaching reading teachers have their own method. The Teacher needs to encourage children to acknowledge some responsibilities. The teacher has to identify properly about the student achievement ability. It means that the teacher should have a plan as accurate as possible to get an effective teaching and learning. Especially, to reach a good development in teaching reading, teacher should create various teaching method to increase motivation of the children. There is a method of teaching learning by the teacher which is interesting and it can improve students' ability.

In this research the writer is interested in observing the activities of the teaching process to know and describe the implementation of teaching reading to the fifth grade of SDN 2 Banyuagung Surakarta. The phenomena above attract the writer to observe it, since no previous researcher conducts it. There are some points studied

and this research related to the teaching of English; the goal of the English, the curriculum and the syllabus, classroom activities, teacher's roles, student's role, the role of instructional materials, the classroom procedure, and the type and procedures of evaluation.

From that description, the writer wants to know the correlation between reading habit and reading skill. So the writer is interested in choosing the topic of the study "THE STUDY ON THE IMPLEMENTATION OF TEACHING READING IN THE FIFTH GRADE OF SDN 2 BANYUAGUNG SURAKARTA.

UNDERLYING THEORIES

Reading is one of four skills taught in language teaching in schools. The competence standard of the reading taught for SD students, as stated in Curriculum 2004, covers understanding various meaning (interpersonal, ideational, and textual meanings) in various written interactional texts and helping students mainly in the form of descriptive, narrative, spoof/recount, procedure, report, and anecdote (Depdiknas, 2003: 17).

Interpersonal meaning in clauses is realized through the mood implied in it. Mood itself covers subject and finite verb in the clause. Finite verb is a verb or any part of verb phrase potent to change caused by its environmental effects (Depdiknas, 2003: 58). In clause "*He is going to leave tomorrow*", for example, the finite verb is the word *is* because when the subject is altered to be *They*, the finite verb will be altered into *are*.

Ideational meaning is the explicit meaning of the text. Ideational meaning implied in the words written in the text, though in any certain context people use them for different purpose.

Textual meanings can be defined variously. Smith (2002: 139) states that reading as more pragmatically is an understanding a message conveyed by the writer through visual and non visual information,. Kennedy (1981: 5) states reading is the form with a sound and/or meaning required in the past and on the basis of past experience, to understand and to interpret its meaning. And there are some indicators from textual meaning of reading; 1) Identifying of command and prohibition, 2)

Identifying of main ideas, 3) Identifying of supporting ideas, 4) Identifying of factual information, and 5) Identifying of textual interpersonal meaning.

Goals of Teaching Reading

Goals of teaching reading are producing students who can use reading strategies to maximize their comprehension of text, identify relevant and non-relevant information, and tolerate less than word-by-word comprehension (2004). It is, therefore, to accomplish this goal, instructors focus on the process of reading rather than on its product.

Approaches to Teaching Reading

The approaches in teaching reading to develop communicative competence in reading, classroom and homework reading activities must resemble) real-life reading tasks that involve meaningful communication. They must therefore be authentic in three ways.

Firstly, the reading material must be authentic. It must be the kind of material that students will need and want to be able to read when traveling, studying abroad, or using the language in other contexts outside the classroom.

Secondly, the reading purpose must be authentic. Students must be reading for reasons that make sense and have relevance to them. "Because the teacher assigned it" is not an authentic reason for reading a text.

Thirdly, the reading approach must be authentic. It means that students should read the text in a way that matches the reading purpose, the type of text, and the way people normally read.

The approaches mentioned above are very similar to contextual teaching and learning method. The method relies it's philosophical foundation on constructivism that requires students to construct knowledge based on their previous knowledge and to apply the knowledge they gained in the real life contexts.

Step of Teaching Reading

According to Grabe (1998:25), the steps that can be done in teaching reading cover: a) Building Knowledge of Field; b) Models of text; c) Joint Construction of Text; and d) Independent Construction of Text.

Matching while-reading activities to the purpose for reading

In while-reading activities, students check their comprehension as they read. The purpose for reading determines the appropriate type and level of comprehension. When reading for specific information, students need to ask themselves, have I obtained the information I was looking for? When reading for pleasure, students need to ask themselves, Do I understand the story line/sequence of ideas well enough to enjoy reading this?

When reading for thorough understanding (intensive reading), students need to ask themselves, Do I understand each main idea and how the author supports it? Does what I'm reading agree with my predictions, and, if not, how does it differ? To check comprehension in this situation, students may: a) stop at the end of each section to review and check their predictions, restate the main idea and summarize the section; and b) use the comprehension questions as guides to the text, stopping to answer them as they read.

Assessing Reading Competence

Reading ability is very difficult to assess accurately. In the communicative competence model, a student's reading level is the level at which that student is able to use reading to accomplish communication goals. This means that assessment of reading ability needs to be correlated with purposes for reading.

Assessment in Reading Aloud

Students' performance when reading aloud is not a reliable indicator of the students' reading ability. A student who is perfectly capable of understanding a given text when reading it silently may stumble when asked to combine comprehension with word recognition and speaking ability in the way that reading aloud requires. (http://www.co.operation.org/pages/el_methods.html.)

Assessment in Comprehension Questions

Teachers often use comprehension questions to test whether students have understood what they have read. In order to test comprehension appropriately, these questions need to be coordinated with the purpose for reading. If the purpose is to find specific information, comprehension questions should focus on that information. If the purpose is to understand an opinion and the arguments that support it, comprehension

questions should ask about those points. (http://www.co.operation.org/pages/el_methods.html.)

Finally, when the purpose for reading is enjoyment, comprehension questions are beside the point in the learning process. As a more authentic form of assessment, the teacher informant to the students to talk or write about why they found the text enjoyable and interesting (or not).

Authentic Assessment

In order to provide authentic assessment of students' reading proficiency, a post-listening activity must reflect the real-life uses to which students might put information they have gained through reading. To develop authentic assessment activities, the teacher considers the type of response that reading a particular selection would elicit in a non-classroom situation from the students. For example, after reading a weather report, one might decide what to wear the next day; after reading a set of instructions, one might repeat them to someone else; after reading a short story, one might discuss the story line with friends. (http://www.co.operation.org/pages/el_methods.html.)

By using this response type as a base for selecting appropriate post-reading tasks, teachers may then develop a checklist or rubric that will allow them to evaluate each student's comprehension of specific parts of the text.

Rationale

Reading is both physical and mental activity of forming letters and words into sentences and sentences into paragraph by considering the spelling of the words, punctuation, and capitalization, in order to express ideas, feeling, thought, and experiences in such arrangement of language that other people can understand.

From the theoretical review earlier, reading skill is influenced by many factors. One of those factors is habit. Habit is a tendency to behave in a particular way or do particular things, especially regularly and repeatedly. According to Swannel (1994:479) habit is a settled or regular tendency of practice, a practice that is hard to give up, and a mental constitution or attitude. Habit makes someone do some activities repeatedly and regularly and it will be automatic. Basically, reading is a skill practice. Someone can not instantly be a good writer without a lot of practice. A

lot of practices are the best way to improve reading skill. Practices deals with the students' habit because habit makes students do reading activities and repeat it until they become automatic. A lot of practice will make students be accustomed to organizing ideas, arranging words and letters, using a good step to read and also using the correct tenses.

Hypothesis

Based on the conceptual framework above, the writer proposes the hypothesis as follows, there is a positive correlation between reading habit and reading skill.

METHOD OF THE STUDY

Based on the study that tries to describe the difficulties of teaching reading, the type of the study can be classified into a descriptive study. Since the analysis employed in the study is using qualitative analysis, the study is classified into a descriptive qualitative research. It is in accordance to Sekaran (2000: 125) that states "a descriptive study is undertaken in order to ascertain and be able to describe the characteristics of the variables of interest in a situation."

Subject of the study in the research are teachers who teach at the fifth grade of SDN Banyuagung 2 Surakarta. They are interviewed about the difficulties in teaching reading comprehension in their classes with a correlation between reading habit and reading skill.

METHOD OF COLLECTING DATA

There are some data collecting method used in a research, namely questionnaire, observation, interview, and document etc. The data collecting method employed depends on the coverage and goal of the research. According to Moleong (2003: 58) the basic method to collect data in any qualitative research are observation and interview. Therefore, the writer employs observation and interview method in the research.

Observation

The observation technique used is to gain data from the source in the form of events, place or location and any items related to the research (Sutopo, 2002: 64).

Interview

Interview is a technique that tries to collect a literal explanation to achieve a specific goal. In general, interview technique covers two types, namely structured and unstructured interviews (Sutopo, 2002: 58).

Document

Document is written information. The document analyzed by the writer is the materials to students and the score of pre-test and post-test. The test done by the teacher is in order to know the ability of the students in comprehending or understanding material. It is held orally, the score taken from the students' pronunciation, grammar, vocabulary, fluency and comprehension.

Technique for Analyzing Data

The data analysis technique employed in the research refers to qualitative analysis proposed by Huberman. The technique of analysis is based on three main components namely data reduction, data display, and verification (Huberman, 1984: 21-23).

The last step is the writer makes conclusion of the research. Then the writer also verify the conclusion, the way is by discussing the research conclusion with the partner of the research. This step is very important to be done in order to get good research conclusion.

While to find whether there is a significant difference between the student's achievement before and after the action, the researcher used the test. The formula is:

$$S = R/N$$

S = the score

R = the total number of correct answer

N = the total number of item

All the process of data analysis can be configured as the following diagram:

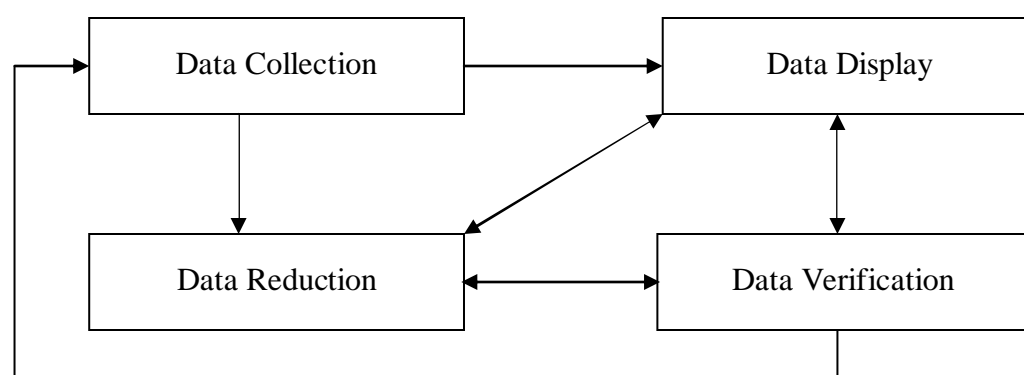


Fig. 1 Analysis Interactive Model
(Source: Miles dan Huberman, 1992: 20)

RESEARCH FINDING

In the research finding the writer identifies the components of teaching reading as follows: (1) the objective of teaching, (2) type of syllabus, (3) the materials, (4) the types of teaching learning activities, (5) procedure of Teaching and Learning Activities, and (6) role of the students and teachers in teaching learning process.

Based on the research finding above, the writer discusses the findings on the dimensions of the objective of teaching, type and procedure of teaching and learning process, the role of the student and teacher in teaching learning process, and the role of instructional material.

CONCLUSION AND SUGGESTION

Based on the implementation of the teaching reading at the fifth grade students of SDN 2 Banyuagung Surakarta, the writer comes to conclusion as follows:

In general the implementation of teaching reading using group of student method is run well. The technique is very helpful to the teacher. It helps the teacher to motivate the students to learn reading. The teacher can handle the class better, because by using group she does not only explain the materials but also makes all the students more active and creative in the teaching learning process.

After carrying out the study and drawing the conclusion, some suggestions can be put forward as follows:

To the students

The students should study English carefully through practice and experience. Then, the students should be more active and creative in learning English.

To the teacher

The teacher should learn how to exchange their ability and habit in teaching English and to establish a good atmosphere in the classroom, so the students enjoy their English class. She must be creative to use various techniques in teaching vocabulary in order that the students are interested in the teaching learning process. It is better for the teacher to use group of study as one of the techniques which can be used in teaching English in order to increase the students' reading competence.

To the other researcher

The result of this study can be used as an additional reference for further research with different sample and occasion research in increasing English reading comprehension.

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