

**A DESCRIPTIVE STUDY ON TEACHING READING METHOD TO THE
EIGHT GRADE AT SMP NEGERI 3 RANDUDONGKAL
IN 2013/ 2014 ACADEMIC YEAR**



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Abstract

This research is to describe the teaching reading conducted by teacher to the eighth grade of SMP Negeri 3 Randudongkal in 2013/2014 academic year. It is conducted to know how the teaching reading implemented by teacher 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 conducting observation, interview, and analysing document. The techniques of analyzing data are reduction the data, data analysis, display the data, and conclusion and verification. The results of the research are the method on teaching reading used by teacher are GTM and GBA, the goal of teaching reading is to help the students in understanding the reading material such as genre text, reading materials that are given to the students are recount text, narrative text, and procedure text, teaching-learning process is implemented by using three phase technique: pre-reading, whilst-reading, and post-reading, teaching media used by teacher from "Let's Talk", copied texts taken from internet, English dictionary, and white board, 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, problems faced by teacher are inability to conditioning the class, limited vocabulary by students, limited media, and the methods used by teacher.

Keyword: teacher, teaching reading, method.

I. Introduction

Reading skill is one of four language skills in English beside listening, speaking, and writing. Reading ability is needed by the students for facing both local and national tests of English tested in written form, so that teaching reading should be learned earlier since Kindergarten until the higher education level. Teaching reading in SMP Negeri 3 Randudongkal is given to all students. SMP Negeri 3 Randudongkal is a school of Junior High School in Pemalang. This school is very good. There are many intelligent students who study there although this school is located in the village. To reach the good achievement in teaching-learning process in SMP Negeri 3 Randudongkal especially teaching reading for the eighth grade, the teacher must choose the suitable method for the students. To apply the teaching method, the teacher must understand some aspects such as the student's background, the student's ability, and the media used during the teaching-learning process. In this research the reading material given by the teacher is genre such recount text and descriptive text taken from the textbook and internet. In applying the teaching reading method, he uses a lot of the mother language in giving material to make the students easier to understand. In this research the writer is interested to know how the teacher gives the material with the teaching reading method and he wants to know what the problem faced during teaching reading in the classroom.

According to Kennedy (1981:5), reading is the ability of an individual recognizing 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, reading is an individual ability in understanding and finding the message written by the author. Smith (1991:9) in Fauziati (2010:33) defines reading as an understanding a message conveyed by the writer through visual and non-visual information.

During teaching reading, teachers need a method that is suitable with the students so they can catch the learning goal. 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, selecting the teaching method is very important where it must be suitable to the characters of students.

Besides viewing the reading ability of each student, the teacher must be a monitor for the student progress. Then, the teacher gives the assessment for both individual and peer assessment. Progress of the students can be seen after taking assessment; here the teacher gives feedback to the student's assessment. The important thing in evaluation, the teacher has passing grade in teaching reading. From the assessment, the teacher understands the ability of each student so that the teacher knows the problems during teaching-learning process of reading, and the teacher can choose problems solving as soon as possible.

The objectives of the study are to describe the methods on teaching reading to the eighth grade at SMP Negeri 3 Randudongkal in 2013/2014 academic year, and to describe the problems faced by the teacher on teaching reading for the eighth grade at SMP Negeri 3 Randudongkal in 2013/2014 academic year.

The theories which support the research are the notion of reading, component of reading, procedure in teaching reading, and method of teaching reading. Notion of reading there are some definitions of reading. Kennedy (1981:5) states that reading is the ability of an individual to recognize a visual form, associate the form with a sound and/ or meaning acquired in the past, and, on the basis of past experience, understand and interpret its meaning. Then, Smith (1991:9) in Fauziati (2010:33) defines reading as an understanding a message conveyed by the writer through visual and non-visual information. Component of reading According to Kennedy (1981:4-11), components of reading are divided into five there are foundation, background, word reorganization, comprehension, utilization. The foundation for reading involves the mental activity, language ability, and maturity. Reading background consists of all knowledge accumulated by learners.

Background is developed through two types of experience: direct and indirect. The ability is to pronounce a word and associate it with its correct meaning. Comprehension is the ability of pupils to find, interpret, and use ideas. Indirectly, comprehension is facilitated by appropriate reading materials, intellectual, and desire to learn. The act of putting words, information, ideas, and new skills into the use is called utilization.

Procedure in teaching reading is very important to make easier in giving the material, so the teacher must apply the best techniques in teaching reading. There are the techniques in teaching reading (Fauziati, 2010:40-42): pre-reading, whilst-reading, post-reading. Pre-reading is used to prepare for reading. There are activities of pre-reading: predicting the type and content of the text, reviewing the vocabulary or grammatical structures. Whilst-reading activity is an activity to understand the text which is focused on the learning process. During the whilst-reading, the teachers have to match the activities to the purpose for reading and the students check their comprehension as they read. Post-reading is the activities as closing mark in a reading. For example: answering the question related to the text, making summary about the content of the text, reviewing the reading material which had learned.

According to Fauziati (2009:26-221), there are the methods for teaching reading as follows Genre based-Approach (GBA) and Grammar Translation Method (GTM). Genre-based Approach is a process approach in teaching that emphasized in producing and comprehending of selected genres of text. Fauziati (2009:219-221) states that “Genre-based Approach in Indonesia facilitates the learner’s ability to create and produce texts (written or oral)”. Fauziati (2009:26-27) states that “Grammar Translation Method is the method generalized for teaching modern languages, including English”. In GTM, classes are taught in the students’ mother tongue, with little active in use of the target language. Vocabulary is taught in the form of isolated word lists. Elaboration of grammar is always provided. Grammar instruction provides the rules of putting words together; instruction is often focused on

the form and inflection of words. Little attention is paid to content of texts, which are treated as exercises in grammatical analysis.

II. Research Method

The type of this research is descriptive research. The goal of descriptive research is to make the descriptive 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 eight grade of SMP Negeri 3 Randudongkal. The observation was held two times in the classroom on September 19th, 2013– October 3rd, 2013. The subject of the research is teacher in the eighth grade at SMP Negeri 3 Randudongkal. The object of the research is teaching reading methods which used by teacher at SMP Negeri 3 Randudongkal. The data and data source are event, informant, and documents. The methods of collecting data are conducting observation, interview, and analysing document. The techniques for analyzing data are reduction the data, data analysis, display the data, and conclusion and verification.

III. Research Finding and Discussion

3.1 Research Finding

3.1.1 The Method Applied on Teaching Reading to the Eighth Grade of SMP Negeri 3 Randudongkal.

There are Grammar Translation Method (GTM) and Genre-based Approach (GBA). The teacher uses these methods because they make students easier to understand the material given.

3.1.1.1 Teaching-learning Process of Reading

Teaching-learning process is the whole activities done by the teacher and the students in the classroom. The writer tells the teaching-learning process of reading at SMP Negeri 3 Randudongkal in 2013/2014. The English teacher who teaches in the eighth grade

of SMP Negeri 3 Randudongkal is Mr. K. At the first semester of the eighth grade in SMP Negeri 3 Randudongkal, the materials on reading given for students are descriptive text and recount text. The teacher just has 2 x 45 minutes for one meeting on the class in the first semester. He gets two chances for teaching reading to the eighth grade of SMP Negeri 3 Randudongkal. The result of the observation is described as follows:

3.1.1.1.1 Grammar Translation Method

The material used in this meeting was about recount text. To teach this material, the teacher used Grammar Translation Method that consisted of pre-reading, whilst-reading, and post reading. He got the time 2x45 minutes to teach English in the class. There were 40 students in the classroom.

Meeting at September, 19th 2013

The teacher used three-phase technique to apply Grammar Translation Method. There were three sessions.

a) Pre-reading

The teacher came to the classroom and greeted the students by greeting “Good afternoon everybody? How are you today?” Then, the students responded together by saying “I’m fine, thank you”. After that, he checked the student’s attendance and the students also prepared the English book that used to the meeting. Before they touched the material deeply, the teacher gave the refreshment to all students. He gave about recount text as the material. He also described the purpose of the text directly.

b) Whilst-reading

After explaining the purpose and imagining the recount text, the teacher gave the text from the book *Let’s Talk* to every student. He commanded to read the text in 10 minutes. With reading the text, the students could

understand it and they would know the vocabularies what they didn't know.

c) Post-reading

Before closing the meeting, the teacher gave the home-work to the students. Then the teacher closed the meeting with greeting "Good afternoon everybody and see you next time" and the students responded it "*Good afternoon, sir, thank you*".

3.1.1.1.2 Genre-based Approach

The material used in this meeting was about descriptive text. To teach this material, Mr. K as the teacher used Genre-based Approach that consisted of pre-reading, whilst-reading, and post reading. He got the time 2x45 minutes to teach English in the class. There were 36 students in the classroom. There are 4 students who are absent in this meeting.

Meeting at October, 3th 2013

The teacher used three-phase technique to apply Genre-based Approach. There were three sessions:

a) Pre-reading

The teacher came to the classroom and greeted the students by saying "Good morning everybody, how are you today?" and the students responded "*Good morning sir, I'm fine. Thank you*". Then, he checked the student's attendance with calling the student's name. Thirty six students were attended in that meeting because four students were absent in the meeting that day. Before the students touched the material deeply, the teacher imaged something about descriptive text as the material on the meeting. He told something about Giraffe in the native language. He asked his students one by one about the

habitual of Girrafe's life, the characteristics and the food of giraffe. It could imagine the students mind about giraffe clearly. After that he also described directly the purpose of the text directly. He said that:

b) Whilst-reading

After explaining the purpose and imagining the descriptive text, the teacher asked the students to open the textbook *Let's Talk* pages 15-16. There was the text as the example of descriptive text. Then, he commanded to focus to the text. With focusing the material, the students could be more understand it.

c) Post-reading

In the post-reading, the teacher asked the students to seek their pair to discuss the text. The teacher asked them to analyze the text by giving the generic structure like as his explanation. He gave them 15 minutes to discuss it with their pair. Then, the teacher walked around the class to see their work. Finally, he discussed again the generic structure where the result of the discussion was that paragraph one was included on identification and the paragraph two until the last paragraph were included on description.

3.1.2 The Problem Faced by the Teacher in Teaching Reading at the Eighth Grade of SMP Negeri 3 Randudongkal in 2013/2014 Academic Year.

During the observation on the classroom when the teaching reading, the writer found some problems faced by the teacher on teaching reading to eighth grade of SMP negeri 3 of Randudongkal in 2013/2014.

3.1.2.1 Unconditional Class Situation

The teacher couldn't control a lot of the students in the classroom. During teaching-learning process, the students were very crowded. It disturbed the other students. The phenomenon was

normal. Sometimes, the class was very noisy because some of the students made a joke with their friends. The teacher tried to keep the situation in the class by asking the trouble maker. A lot of students were the children, they couldn't control their behavior. They were less focused on the material given during teaching-learning process. The phenomenon can be seen on the result of the interview with the teacher.

3.1.2.2 Limited Vocabulary of Students

Limited vocabulary of the student made the teaching-learning process did not run well, because the teacher explained the materials in English. Finally the teacher translated the explanation into Indonesian because a lot of the students couldn't understand the meaning of the words given. The students of SMP Negeri 3 Randudongkal were from village. They felt strange with English as the foreign language. It caused that they usually never studied English in their daily activity. The phenomenon can be viewed on the interview between the researchers with the teacher of SMP Negeri 3 Randudongkal.

3.1.2.3 Limited Media Used

The teacher should not write the material on the board. It wasted time during giving the material. Actually they could use LCD Projector provided by the school to show the material in Power Point. It was more efficient to keep the teaching time. It can be seen on the interview with the teacher. The school has to provide the media used for teaching in order to make the successful teaching-learning process. It helps the teacher in applying teaching practice easier.

3.1.2.4 Monotonous Teaching

The teacher practiced the teaching reading in the traditional ways. He just did teaching based on the textbook as the basic reference. In addition, he just was in front of the class and spoke the

material. It made the students bored. The phenomenon is supported by the interview with the student as the leader of the class. The teacher must choose the teaching method that is more creative in order to make the students enthusiastic in comprehending the lesson given.

IV. Discussion

The objective of this research is to describe the methods on teaching reading used by the teacher and also clarifying the problems faced by the teacher on teaching reading for the eighth grade of SMP Negeri 3 Randudongkal in 2013/2014 Academic Year. The writer presents the results of the research as follows:

- 4.1 The teacher of SMP 3 Randudongkal applied GTM (Grammar Translation Method) and GBA (Genre-based Approach).
- 4.2 The problems faced during teaching learning process are:
 - 4.2.1 Unconditional class situation
 - 4.2.2 Limited Vocabulary
 - 4.2.3 Limited Media
 - 4.2.4 Monotonous Teaching
- 4.3 The problems solving to overcome the problem faced by the teacher during teaching reading are as follows:
 - 4.3.1 The teacher gives more attention to the students who make a trouble in the class.
 - 4.3.2 The teacher gives more creative explanation or practice to the students who do not understand about the material given.
 - 4.3.3 The teacher uses the media on teaching which don't make the students feel bore such using picture, video, power point, etc.
 - 4.3.4 The teacher gives some jokes during teaching-learning process, so it can make the situation in the class not monotonous.

V. Conclusion and Suggestion

5.1 Conclusion

Based on the research finding and discussion of the research result, the writer concludes that

5.1.1 The methods used by English teacher of SMP Randudongkal are Grammar Translation Method and Genre-based Approach.

5.1.2 The reading materials given by the teacher of SMP Negeri 3 Randudongkal are recount text and descriptive text.

5.1.3 The teaching media are the textbook "*Let's Talk*" published by Pakar Raya, copied texts taken from internet, English dictionary, and white-board.

5.1.4 In implementing the method for teaching reading, the teacher faces some problems.

5.1.4.1 Unconditional class situation

5.1.4.2 Limited Vocabulary

5.1.4.3 Limited Media

5.1.4.4 Monotonous Teaching

5.1.5 The problems solving to overcome the problem faced by the teacher during teaching reading are as follows:

5.1.5.1 The teacher gives more attention to the students who make a trouble in the class.

5.1.5.2 The teacher gives more creative explanation or practice to the students who do not understand about the material given.

5.1.5.3 The teacher uses the media on teaching which does not make the students feel bore such using picture, video, power point, etc.

5.1.5.4 The teacher gives some jokes during teaching-learning process, so it can make the situation in the class not monotonous.

VI. Suggestion

Based on the conclusion of the research, the writer proposes some suggestions as follows:

6.1 To the teacher

6.1.1 The teacher should use creative techniques, not only question answer or discussion in order to make the student follow the English lesson, and

6.1.2 The teacher should give the motivation during teaching-learning process, especially when the materials are boring at the last session.

6.2 To the student

6.2.1 The students must pay attention to the lesson during the teaching-learning process occurs,

6.2.2 The students have to increase their vocabulary by practicing translation on the text given, and

6.2.3 The students must practice more at home or at the school.

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