

**A DESCRIPTIVE STUDY ON TEACHING-LEARNING PROCESS OF
READING AT THE SEVENTH GRADE OF SMP MUHAMMADIYAH 8
SURAKARTA IN 2014/2015 ACADEMIC YEAR**



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ABSTRACT

This study focuses on reading teaching-learning process at the seventh grade of SMP Muhammadiyah 8 Surakarta. This study is aimed at describing the teaching objective, curriculum, syllabus, the roles of the teacher, the roles of the students, material, the techniques, the procedures of teaching-learning process of reading, the evaluation, and problem faced in teaching-learning process of reading.

This study was an ethnography research. The subject of the study was the seventh grade students of SMP Muhammadiyah 8 Surakarta which consists of 23 students. The methods of collecting data were observation, interview, and document analysis. In analyzing data, the writer used an interactive model.

Based on the research finding, the objective of teaching in SMP Muhammadiyah 8 Surakarta was to develop the students' reading ability, particularly to enrich their vocabulary and the students understanding in the content and the meaning of the text. The curriculum was the 2013 Curriculum. The syllabus had been prepared and determined by the central government. The teacher's roles were as a monitor, model, organizer, controller, counselor, and evaluator. The students' roles were as listener and performer. The material used in reading teaching-learning process were taken from books. The teacher used several techniques, namely: question and answer, translation, games, and reading aloud. The English teacher applied two approaches, namely: bottom-up and top-down. The teacher taught reading using some procedures like: observing, questioning, collecting information or experimenting, associating or information processing, and communicating. In SMP Muhammadiyah 8 Surakarta, the English teacher used daily test, mid test, and final test as the evaluation. The writer also finds problems faced by the teacher in which students got difficulties in understanding the text, few students cannot put themselves in the right time and the right place, and each student's different capability. And the problems faced by the students were low motivation, limited vocabulary, and not knowing the content of text.

Keywords : *teaching-learning process of reading and problems faced by the teacher and the students*

INTRODUCTION

In the teaching-learning process of English as a foreign language, students must master the English skills, namely speaking, listening, reading, and writing. The teacher should develop these four language skills in order that their students could use the skills to communicate or express their feeling, thoughts, and opinions in English.

One of the important skills in English language is reading skill. Reading is such kind of activity to comprehend the writer's opinion or message in written or printed words. It is defined as understanding of a message conveyed by the writer through visual and non-visual information. Smith (1991: 9) in Fauziati (2010: 33) stated that it is important to learn reading since it

(1) helps us learn to think the new language, (2) helps us build a better vocabulary, (3) makes us more comfortable with written English, (4) can help us plan to study in English-speaking country.

In this study, the writer observes reading teaching-learning process at the seventh grade of SMP Muhammadiyah 8 Surakarta in 2014/2015 academic year. Based on information from the English teacher in SMP Muhammadiyah 8 Surakarta, there were many problems faced by the teacher and the students in reading teaching-learning process, like students' difficulties in understanding the text. Few students cannot put themselves in the right time and the right place, and each student has different capability in receiving the teaching English material.

Based on the problem statements, the objectives of this study were to describe the teaching-learning process of reading at the seventh grade of SMP Muhammadiyah 8 Surakarta and to describe the problems faced by the teacher and the students in teaching-learning of reading at the seventh grade of SMP Muhammadiyah 8 Surakarta.

This research has significance on education aspects, especially in reading teaching-learning process. The writer hopes that the result of this research will have theoretical significance and practical significance. In theoretical significance, the research result can be used as the reference for those who want to conduct a

research in teaching-learning process of reading and the research can be useful for English teacher in giving additional input in teaching-learning process of reading. Whereas in practical significance, to help the students find the way of learning reading English correctly, it will give some information and knowledge about teaching-learning process of reading to the seventh grade students of SMP Muhammadiyah 8 Surakarta, it will give readers a larger knowledge, and the writer can find the problems faced by the teacher and the students in teaching-learning process of reading to the seventh grade of SMP Muhammadiyah 8 Surakarta.

In this study, the researcher used some underlying theories taken from books related with the study to support the data and help the researcher in order to analyze the reading teaching-learning process and problems faced by the teacher and the students.

According to Sardiman (1996: 53) adds that teaching is a process not only to get knowledge but also to get skill. So, language teaching should also present the skill how to use a language and not how to learn a language.

Klein (1996: 2) defines learning as an experimental process resulting in a relatively permanent change in behavior that cannot be explained by temporary states, maturation, or innate tendencies. The idea of learning has three main components namely the change of behavior, permanent, and process.

According to Mcnamara (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”. Meanwhile, Harmer (2005: 68) in Fauziati (2010: 32) states that “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.

There are two approaches of reading which are suggested by Nunan (1991: 63-67): bottom-up approach and top-down approach. Bottom-up approach is that reading is basically a matter of decoding a series of written symbols into their visual equivalents. And top-down approach is the reader processes

information from reader's prior knowledge to make prediction about the data from the text. The classroom activities show that the teacher uses both approaches. He does not only pay attention to the product of teaching actively in reading teaching-learning process but also process of classroom activities.

According to Fauziati (2010: 40-42), as we design reading tasks, we have to keep in mind that complete recall of all the information in a text is an unrealistic expectation even for native speakers. Reading activities that means to increase communicative competence should be successful orientation and build up students' confidence in their reading ability. A fully-developed reading activity supports students as readers through pre-reading, while-reading, and post-reading activities.

In every teaching-learning process, a teacher has an important role. Teacher as a center of information means a teacher is the source of knowledge in a classroom. All of activities which involve the students in the classroom are handled by the teacher. Traditionally, the teacher has full authority in the classroom. The students do what the teacher says to them. According to Richard (1990: 12):

the following are among the kinds of roles teachers may see for themselves in the classroom monitor of student learning, motivator, organizer and controller of pupil behavior, provider of accurate language models, counselor and friend, needs analyst, materials developer, evaluator.

Learner's roles are regarded as the involvement of student in teaching and learning activities. According to Richard (1990: 13),

the roles of the learners related to approaches to learning, attitude to learning preferred learning styles and strategies, preferred learning activities, patterns of learner to learner interaction, patterns of teacher to learner interaction, degree of control learners' exercise over their own learning, how learners characterize effective teaching and how learners characterize effective learning.

Teachers have responsibility in choosing materials, sometimes it makes them feel overwhelmed. Before choosing the right materials, they are supposed to consider the factors especially for the suitability of their class. Beside using the

handbook as the primary instructional material, the teachers can use the cassettes, flashcards, posters, picture, dictionary or video tape cassettes to support the teaching-learning process (House, 1997:13-15).

Based on those explanaton above, the writer is interested in conducting a research about the teaching-learning process of reading skill in the seventh grade of Junior High School. So, the writer decides to carry out a research entitled **A DESCRIPTIVE STUDY ON TEACHING-LEARNING PROCESS OF READING AT THE SEVENTH GRADE OF SMP MUHAMMADIYAH 8 SURAKARTA IN 2014/2015 ACADEMIC YEAR.**

RESEARCH METHOD

This research was conducted on September 12, 2014 to September 29, 2014 at the seventh grade of SMP Muhammadiyah 8 Surakarta in 2014/2015 academic year. The subjects of this study are the English teacher and the seventh grade of SMP Muhammadiyah 8 Surakarta. Especially class 7C, consist of 23 students, they are 13 female students and 10 male students. The object of this study is teaching-learning process of reading to the seventh grade of SMP Muhammadiyah 8 Surakarta. This school is located on Jl. Sri Kuncoro 12 Danukusuman, Surakarta. To collect the research data, based on the aim of the study, the writer applied three research techniques, namely: direct observation, interview, and document analysis. The data in this research are analyzed by using descriptive qualitative. In analyzing data, the writer uses an interactive model, namely the data reduction, the data display, and conclusion.

RESEARCH FINDING AND DISCUSSION

Based on the facts found in SMP Muhammadiyah 8 Surakarta, the writer then discusses the finding of the research. The discussion contains teaching-learning process of reading that involves the teaching objective, curriculum, syllabus used by the English teacher, the roles of teacher, the roles of the students, material, procedures, reading technique, evaluation, and problem faced in

teaching-learning process of reading to the seventh grade of SMP Muhammadiyah 8 Surakarta.

1. Teaching-learning Process of Reading

a. Teaching Objective

From the interview and observation at the seventh grade of SMP Muhammadiyah 8 Surakarta, the teaching objective for reading skill was to develop the students' reading ability, particularly to enrich their vocabulary and the students understanding in the content and the meaning of the text. The teacher hoped that the teaching-learning process of reading could interest and motivate the students in reading. It was supported by the result of interview by the researcher with the English teacher on Thursday, October 17th, 2014 from Mr. Agus Ahmadi as follows:

Tujuan utama dari pembelajaran membaca yakni untuk meningkatkan vocabulary ketika diberi teks pendek dan memahami isi dan makna dari teks yang saya berikan. Tetapi ketika anak saya suruh membaca, ketika ada salah pengucapan maka saya benarkan

Based on the observation in teaching-learning process of reading the writer concluded that the objective of teaching reading was to enrich students vocabulary, the students understand the content and the meaning of text. It means that the objective of teaching reading by the teacher was appropriate with the syllabus and curriculum.

b. Curriculum

The curriculum that was implemented in teaching-learning process of reading in SMP Muhammadiyah 8 Surakarta was based on the 2013 Curriculum. The 2013 curriculum replaced the previous one, that was, the Competency-based curriculum based on national standard of education. It was materialized in learning cycle which comprises six main steps, namely: observing, questioning, collecting information or experimenting, associating or information processing, and communicating.

The objective of curriculum that relate with teaching reading was, after the students is given the example of text, the students can understand and know the social function, generic structure and language feature of text, the students understand the content of the text, and the students enrich their vocabulary.

c. Syllabus

The syllabus in 2013 curriculum had been prepared and determined by the central government. Teachers can no longer create a syllabus but still prepare the lesson plan and implement the teaching-learning process.

Related to the syllabus that was used for teaching-learning process of reading in SMP Muhammadiyah 8 Surakarta, the teacher should design the lesson plan before teaching the material to the students based on the syllabus. Lesson plan contains directions of the material that would be taught by the teacher and the procedure. Every lesson plan consists of one topic and skill that would be taught by the teacher. It made the teacher easy in delivering the material to the students.

The objective of syllabus that related to teaching reading was conducted after the students get the example of text. The students can understand and know the social function, generic structure and language feature of text, the students understand the content of the text, and the students enrich their vocabulary.

d. The Roles of the Teacher, the Students, and Material

1) The Roles of the Teacher

Based on the observation, there were roles of the teacher in the classroom, such as a monitor, model, organizer, controller, counselor, and evaluator. It means that almost roles of the teacher were appropriate with the theory according to Richard (1990: 12):

“the following are among the kinds of roles teachers may see for themselves in the classroom monitor of student learning, motivator, organizer and controller of pupil behavior, provider of accurate language models, counselor and friend, needs analyst, materials developer, evaluator”.

2) The Roles of the Students

In teaching-learning process of reading, the students' roles were as listener and as performer. In SMP Muhammadiyah 8 Surakarta, the students had to listen everything delivered by the teacher in all activities in the classroom, such as the material, information, instruction, motivation, etc. Meanwhile as performer, the students should try to practice and do the instruction given by the teacher in the classroom during the teaching-learning process of reading.

3) Material

Material means the subject matter that was given by the teacher to the students. The material was important role that can support the reading teaching-learning process because the teacher cannot teach the students without it. In SMP Muhammadiyah 8 Surakarta, the books used during the teaching-learning process of reading were the Teacher's book and Student's book. The student's book and teacher's book was entitled “When English Rings a Bell” and published by Kementrian Pendidikan dan Kebudayaan Republik Indonesia, which was based in 2013 Curriculum that contain the material and exercises.

The material used by the teacher in teaching-learning process of reading were descriptive text for describing family member; dialogue text about Greeting, Parting, Thanking, Apologizing; and daily activity text to show the time.

e. The Technique in Teaching Reading

Reading is useful to acquire information. The information of the text can be found whether in overall text or in certain part only. In order to find the information in reading, the reader has to use the suitable technique.

Based on the observation at the seventh grade students in SMP Muhammadiyah 8 Surakarta the teacher used several techniques, namely: question and answer, translation, games, and reading aloud. Some those techniques can help the teacher delivered material to the students and developed their students reading skills easier. So, the teaching-learning process of reading can run well and more effectively. However, reading aloud is not appropriate to teach reading, because the teacher only focused on pronunciation and does not to comprehend the text.

Based on the observation, the teacher only used one strategy to teach reading like predicting, that was to make predictions about content and vocabulary and checked comprehension. So, the teacher also should used strategy to teach reading like previewing, and skimming and scanning, guessing from context and paraphrasing.

Based on the observation, the teacher applied bottom-up and top-down approach in English teaching-learning process of reading to the seventh grade of SMP Muhammadiyah 8 Surakarta. He does not only pay attention to the product of teaching actively in reading teaching-learning process but also process of classroom activities. Bottom-up and top-down approach had been applied by the teacher was appropriate with the theory according to Nunan (1991: 63-67):

“Bottom-up approach is that reading is basically a matter of decoding a series of written symbols into their visual equivalents. And top-down approach is the reader processes information from reader’s prior knowledge to make prediction about the data from the text”.

f. Procedures in Teaching-learning Process of Reading

In teaching-learning process of reading, the writer observed the procedure and the classroom activities took place in the seventh grade classes of SMP Muhammadiyah 8 Surakarta. The observation was done three times on Friday, September 12, 2014, Saturday, September 20, 2014, and Monday, September 29, 2014. In this section, the writer describes some activities and explains in details about the steps done by the teacher and the students during teaching-learning process of reading to the seventh grade in SMP Muhammadiyah 8 Surakarta.

Based on the observation, the teacher taught English reading used some procedures like: *observing, questioning, collecting information or experimenting, associating or information processing, and communicating* that are appropriate with the curriculum and syllabus. The teacher also used some techniques like question and answer, discussion, and translation. Besides, the teacher also used media like flash card and pictures, and also material related to the lesson plan. So, the teaching-learning process of reading can run well.

g. The Evaluation

Evaluation in teaching reading is needed as continuing act in the teaching-learning process. The purpose of evaluation is to know the students' progress in reading skill. It also measures the students' ability.

Based on the observation, the English teachers at the seventh grade of SMP Muhammadiyah 8 Surakarta the English teacher used daily test, mid test, and final test as the evaluation in teaching-learning process of reading. Teacher also gave assignment for the students. Passing grade to teach the English language was 2.66. The test was the same to all the students of seventh grade in SMP Muhammadiyah 8 Surakarta.

2. Problem Faced in Teaching-learning Process of Reading

a. Problems Faced by the Teacher

Based on the finding, the problems faced by the teacher were students' difficulties in understanding the text. Few students cannot put themselves in the right time and the right place, and each student has different capability in receiving the teaching English material. It was different with the previous study, that the problems faced by the teacher were limited time and classroom management.

b. Problems Faced by the Students

The problems faced by the students were the students low motivation in learning English, the students limited vocabulary, and the students did not know the content of text. Whereas the problems faced by the students were not explained in the previous study.

CONCLUSION

Based on the research finding the writer concludes that:

1. The teaching-learning process of reading
 - a. The teaching objective on teaching-learning process of reading to the seventh grade students at SMP Muhammadiyah 8 Surakarta was to develop the students' reading ability, particularly to enrich their vocabulary and the students understanding in the content and the meaning of the text. The teacher hopes that the teaching-learning process of reading can interest and motivate the students in reading. It means that the objective of teaching reading by the teacher was appropriate with the syllabus and curriculum.
 - b. SMP Muhammadiyah 8 Surakarta was implementing the 2013 Curriculum. The syllabus had been prepared and determined by the central government. Teachers can no longer create a syllabus but still prepare the lesson plan and implement the teaching-learning process. The teacher should design lesson plan before teaching the material to the students based on syllabus.

- c. The roles of the teacher were as a monitor, model, organizer, controller, counselor, and evaluator. Meanwhile, the roles of the students were as listener and performer.
- d. The material used by the teacher was taken from books. The student's book and teacher's book is entitled "When English Rings a Bell" and published by Kementrian Pendidikan dan Kebudayaan Republik Indonesia, which was based in 2013 Curriculum that contain the material and exercises. The material used by the teacher in teaching-learning process of reading were descriptive text for describing family member; dialogue text about Greeting, Parting, Thanking, Apologizing; and daily activity text to show the time.
- e. The English teacher at the seventh grade students of SMP Muhammadiyah 8 Surakarta the English teacher used several techniques, namely: question and answer, translation, games, and reading aloud. It could help the teacher deliver material to the students and develop their students reading skills easier. However, reading aloud was not appropriate to teach reading, because the teacher only focused on pronunciation and does not to comprehend the text. Then, the teacher only used one strategy to teach reading, which was predicting. So, the teacher also should used some strategies to teach reading like previewing, skimming and scanning, guessing from context, and paraphrasing. And the bottom-up and top-down approach had applied by the teacher were appropriate with the theory according to Nunan (1991: 63-64) "Bottom-up approach is that reading is basically a matter of decoding a series of written symbols into their visual equivalent. And top-down approach is the reader processes information from reader's prior knowledge to make prediction about the data from the text".
- f. The procedures in teaching-learning process used by the teacher in teaching English reading like: *observing, questioning, collecting information or experimenting, associating or information processing, and communicating* that appropriate with the curriculum and syllabus. The

teacher also used some techniques like question and answer, discussion, and translation. Beside, the teacher also used media like flash card and pictures, and material related to the lesson plan. So, the teaching-learning process of reading can run well.

- g. The English teacher at the seventh grade students of SMP Muhammadiyah 8 Surakarta the English teacher used daily exam, mid exam, and final exam as the evaluation in teaching-learning process of reading. Teacher also gave assignment for the students. Passing grade to teach the English language was 2.66. The test was the same to all the students of seventh grade in SMP Muhammadiyah 8 Surakarta.

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