

**DESCRIPTIVE STUDY ON THE TEACHING READING COMPREHENSION
AT THE SIXTH GRADE OF SD AL-IRSYAD SURAKARTA
IN 2014/2015 ACADEMIC YEAR**



RESEARCH PAPER

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

by

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**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

2016

APPROVAL

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COMPREHENSION AT THE SIXTH GRADE OF SD AL-IRSYAD
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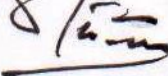

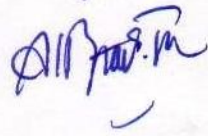
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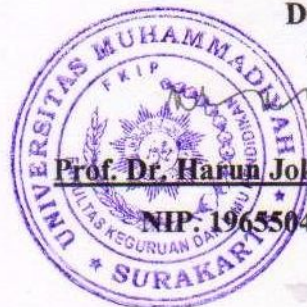
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TESTIMONI

Herewith, the researcher testifies that in this research paper there are no plagiarisms of the previous literary works which have been raised to obtain a bachelor degree of certain a university, nor there are opinions or masterpieces which have been written or published by others, except those in which the writing was referred in the manuscript and mentioned in bibliography.

If there are mistakes in the writer's statement above later in the future, the researcher will be wholly responsible.

Surakarta, 17 Februari 2016

The researcher,



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MOTTO

- ❖ **If there is a will, there is a way
(the writer)**

- ❖ **The best advisors are individuals who are warm, emphatic, and spontaneous, who have constructive, sound judgement, and get satisfaction out of watching medical students grow into mature adult as well as competent physician.
(Eckenfels, Blacklow, and Gotterem, 1984)**

DEDICATION

This research paper is dedicated to:

- **My beloved parents,**
- **My lovely young brother,**
- **My all best friend, and**
- **My beloved someone.**

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Assalamu'alaikumWr. Wb

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Surakarta, 17 Februari 2016



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SUMMARY

Eni Pujilestari. A 320 090 289. DESCRIPTIVE STUDY ON TEACHING READING COMPREHENSION AT THE SIXTH GRADE OF AL-IRSYAD SURAKARTA IN 2014/2015. Research Paper. Muhammadiyah University of Surakarta. 2015

This research aims at describing Teaching Reading Comprehension at the sixth grade of Al-Irsyad Surakarta in 2014/2015 academic year. Learning English for students in Al-Irsyad seems less attractive, especially in reading, such as reading a narrative paragraph of text along with question. The teacher must use the best method in the school level. This study is aimed at describing the learning process of reading comprehension in the sixth of Al-Irsyad Surakarta in 2014/2015 academic year and to classify the problems faced by English teacher in teaching reading at the sixth grade of Al-Irsyad. The type of the study is a descriptive research. The subject of the study is the English teacher and the sixth grade students of SD Al-Irsyad Surakarta. The object of the study is the process of teaching reading comprehension used by English teachers who teach Elementary School students in the sixth grade of SD Al-Irsyad Surakarta in 2014/2015 academic year. Data sources in this study are event, informant, and document. The writer collects the data by observation, interview, and document analysis. In method of collecting data, the writer does some ways to collect the data, such as doing observation, checking document, and doing interview with students and teacher. In analyzing data, the writer conducts some steps such as 1) collecting the data taken from observation and interview of the method used in teaching reading comprehension to the sixth grade students SD Al-Irsyad Surakarta, 2) analyzing the data from the result of observation and interview, 3) concluding the result and giving suggestion. The result of this research is the process of teaching reading comprehension is divided into three procedures: pre-reading, whilst-reading and post-reading. Methods used by the English teacher are Direct Method, Grammar Translation Method, and Think Pair Share. Media used are textbook "Basic English and Lets Make Friends with English, white board, and dictionary. Evaluation system used by teacher is giving homework, giving practice, and questions-answer. Problem faced by the teacher are low students' interest, limitation of the students' vocabulary, and limitation of time. Problem solving used the teacher to overcome the problem is startegy to cope the low students' interest, strategy to cope the limitation of the students' vocabulary, and strategy to cope the limitation of time.

Keywords: reading comprehension, descriptive study

ABSTRAK

Eni Pujilestari. A 320 090 289. PENELITIAN DISKRIPSTIF PADA MENGAJAR PEMAHAMAN MEMBACA PADA KELAS ENAM DARI SD AL-IRSYAD SURAKARTA TAHUN AJARN 2014/2015. Skripsi. Universitas Muhammadiyah Surakarta. 2016

Pembelajaran Bahasa Inggris untuk siswa di Al-Irsyad terlihat krang tertarik, terutama dalam membaca, seperti membaca paragraf naratif dari bacaan yang panjang, dengan pertanyaan. Guru harus menggunakan metode yang yang baik di tingkat sekolah tersebut. Pembelajaran ini bertujuan untuk mendiskripsikan proses pembelajaran dari pemahaman membaca pada kelas enam dari SD Al-Irsyad Surakarta pada tahun ajaran 2014/2015 dan mengklasifikasikan masalah yang dihadapi guru bahasa inggris dalam mengajar membaca pada kelas enam dari SD Al-Irsyad Surakarta. Jenis dari pembelajaran ini adalah Penelitian Deskriptif. Subjek dari pembelajaran ini adalah Guru bahasa inggris dan siswa kelas enam SD Al-Irsyad Surakarta. Objek dari pembelajaran ini adalah proses mengajar pemahaman yang digunakan Guru bahasa inggris yang mengajar di Siswa SD kelas enam SD Al-Irsyad Surakarta 2014/2015. Sumber Data pembelajaran ini diperoleh dari pelaksanaan penelitian, informasi dan dokumen. Metode pengumpulan Data penulis melakukan beberapa cara seperti, observasi, chek dokumen, dan wawancara antara guru dan siswa. Analisis Data dilaksanakan dengan beberapa langkah seperti 1) mengumpulkan data yang diperoleh dari observasi, dan wawancara dari metode yang digunakan dalam mengajar pemahaman membaca pada siswa kelas enam SD Al-Irsyad Surakarta. 2) analisis data dari hasil penelitian ini hasil observasi dan wawancara 3) menyimpulkan hasil dan memberi saran. Hasil dari penelitian ini adalah proses mengajar pemahaman membaca adalah dibagi menjadi dalam tiga: membaca awalan, membaca inti, dan membaca penutup. Metode yang digunakan oleh guru bahasa inggris adalah metode petunjuk, metode grammar terjemahan, dan metode berfikir berpasangan. Media yang digunakan adalah bacaan teks “Basic English board dan kamus. Sistem evaluasi yang digunakan oleh guru adalah pr, latihan, dan tanya jawab. Masalah yang dihadapi guru adalah kelemahan anak, terbatasnya kosakata siswa, dan terbatasnya waktu. Masalah untuk mengatasinya adalah strategi untuk mengatasi kelemahan siswa, strategi untuk mengatasi keterbatasan kosakata siswa dan terbatasnya waktu.

Kunci: pemahaman membaca, penelitian deskriptif