

**TEACHING AND LEARNING READING FOR SENIOR HIGH SCHOOL  
STUDENT**

**S-1 THESIS**

Submitted as a Partial Fulfillment of the Requirements for Undergraduate Degree  
of English Education Study Program Teacher Training and Education Faculty  
University of Widya Dharma Klaten



**By**

**Name : YOGA ARI SADEWA**

**No : 1911200019**

**TEACHER TRAINING AND EDUCATION FACULTY  
WIDYA DHARMA UNIVERSITY KLATEN  
KLATEN  
2020**

## APPROVAL

### TEACHING AND LEARNING READING FOR SENIOR HIGH SCHOOL STUDENTS

By

Name : YOGA ARI SADEWA

Student No. : 1911200019

Approved by the Consultants to be Examined before the Board of Examiners of Teacher Training and Education Faculty on:

Day : Tuesday

Date : June 30, 2020

Consultant I,



Dr. Purwo Haryono, M.Hum.  
NIK: 690 890 115

Consultant II,



Sukasih Ratna Widayanti, S.S., M.Hum.  
NIK: 690 913 335

## RATIFICATION

### TEACHING AND LEARNING READING FOR SENIOR HIGH SCHOOL STUDENT

By

Name : YOGA ARI SADEWA

Student No. : 1911200019

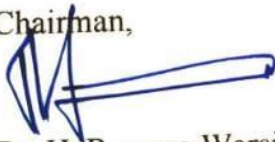
Accepted by the Board of Examiners of Teacher Training and Education Faculty,  
University of Widya Dharma Klaten on:

Day : Saturday

Date : July 11, 2020

The Board of Examiners

Chairman,



Dr. H. Ronggo Warsito, M.Pd.  
NIK: 690 890 113

Secretary,



Ana Setyandari, S.Pd., M.Pd.  
NIK: 690 112 325

First Examiner,



Dr. Purwo Haryono, M.Hum.  
NIK: 690 890 115

Second Examiner,



Sukasih Ratna W, S.S., M.Hum.  
NIK: 690 913 335



## PRONOUNCEMENT

This is to certify that I myself write this thesis entitled **“TEACHING AND LEARNING READING FOR SENIOR HIGH SCHOOL STUDENT”**

It is not a plagiarism or made by others. Anything related to other’s work is written in quotation, the source of which is listed on bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

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**YOGA ARI SADEWA**  
NIM. 1611200022

## **MOTTO**

The best revenge is massive success.

**Frank Sinatra**

Your time is limited, so don't waste it living someone else's life.

**Steve Jobs**

## PRESENTATION

This thesis decided to:

1. My beloved mother, Mustarini and my beloved father, Daryanto

“Thank you for all your prayers and support all the time. Thank you for being patient with me all the time. Thank you for keep trying making me to become a good person.”

2. My beloved children, Muhammad Rasyid Al-Fatih and Aqila Syifa Az-Zahra

“I Love You to the Entire Solar System”

3. My beloved best friends (Singgi Binsar Bersarnih, Don Agung Wahyu Riyadi, and All GRX Family)

“Thank you for all the support and prayers so far. I can’t even explain how grateful I am to have you all in my life. I hope we can together eventhough we have each other’s stories later.”

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“Thank you for the support, the memories we knit every day, for the laughter we have every day, and for the extraordinary solidarity.”

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Nothing is perfect. The writer reveals that this thesis is still far from perfect. Therefore, he would like to accept suggestion and criticisms from readers in order to make this thesis perfect. Finally, the writer hopes that this thesis report will be useful for especially the English students and readers in general.

Klaten, 2020

**Yoga Ari Sadewa**



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## ABSTRACT

**YOGA ARI SADEWA, 1911200019.** English Education Study Program, Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2020.  
Thesis: *Teaching and Learning Reading for Senior High School Students.*

This thesis aimed at describing the techniques of teaching and learning reading for Senior High School students. The strategy which was used in this study was descriptive qualitative. The data in the study were the information about techniques of teaching and learning reading for high school students. The sources of data were five journals related to teaching and learning reading for senior high school students.

After analyzing the data, the writer found that there were many techniques in teaching and learning reading for Senior High School students, they are skimming and scanning, using “making connection strategy”, using summarization, and using journal. The writer also found that the learning material used in teaching and learning reading for Senior High School students were narrative text, exposition text, and report text. The most used evaluation method was tasks and tests.

**Keywords:** *teaching, learning, reading, Senior High School*

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

In learning English, the students must master four skills, namely listening, speaking, reading, and writing. All of those skills cannot be separated for they complete to each other. According to Harmer (1998: 68-69), reading is one of the four language skills that is now being more important in daily life. Mastering reading skill also provides more opportunities for students to learn new vocabularies, learn the pronunciation of the words, and even improve their writing skill like the way sentences are written, paragraph building, or texts are constructed. Last but not the least, reading introduces to many interesting topics and stimulate discussion. Through reading, the students expose themselves to new things, new information, and new ways to achieve their knowledge. In other words, students with good reading mastery will comprehend the texts easier and harvest information and knowledge from everything they read to enrich their own knowledge. Therefore, reading is also taught at the Senior High Schools in Indonesia with expectation that students will master reading skill better.

According to Harmer (1998: 68) reading is useful for other purposes; any exposure to English (provided students understand it more or less) is a good thing for language students. At the very least, some of the language sticks

in their minds as part of the process of language acquisition, and if the reading is especially interesting and engaging, acquisition is likely to be even more successful. It means that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.

However, to make students have good reading mastery is not easy to done and the result of teaching reading is still not sufficient as expected. It is based on the fact that students still have serious problems in understanding texts in English, although they have studied English since they were in elementary school. It needs more efforts and hard working for both teacher and students.

Learning English is not easy, sometimes students have difficulty in comprehending reading. There are many various problems that students face such as problems from the environment, from the teacher, and also even from the students themselves. Problems that students face from the environment are noisy classrooms and the lack of language use in daily activities that make students are hard to master reading. The problems that come from the teacher are the teacher's technique in teaching reading that is not appropriate or out to date and teacher's temperament. The problems come from the students themselves are laziness, low vocabulary mastery, and interference with their mother tongue.

In classroom practice, Fauziati (2010: 40) states that reading activities are divided into three stages. They are pre-reading activity, while- reading

activity, and post-reading activity. In pre-reading, the teacher and the students prepare themselves for the task and make them familiar with the topic. In while-reading, the students interact with the text, while-reading activity since the reading skills in this stage are enlarged, such as skimming for gist, scanning for specific information, reading for detail information, reading between the line, deducing meaning from context, dictionary skill, and making references skill. The development of reading skills mostly occurs in this stage. The last step in teaching reading is post-reading activities. Post-reading strategies provide students a way to summarize, reflect, and question what they have just read. Post-reading activities also help students understand texts further, through critically analyzing what they have read and these are carried out after you have implemented successfully Pre-Reading Activities and While-Reading Activities.

Since English is a compulsory subject in Senior High School and is ruled in *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 36 tahun 2018 tentang standar nasional pendidikan Sekolah Menengah Atas / Madrasah Aliyah* which includes *Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, Therefore, it is important to find and use the best technique in teaching and learning English, especially reading, to gain the best outcomes on the students' best reading mastery. Based on the elaboration above, the writer is interested to explore the techniques of teaching and learning reading for Senior High School students.

## **B. The Reason for Choosing the Topic**

There are some reasons that make the writer gets interested in teaching reading process in Senior High School, they are as follow:

1. Reading is part of curriculum. It means if students want to pass the national examination, they have to be able to read and answer the questions in the national examination.
2. Reading is an important skill in daily life because it can give information toward the readers. Improving reading skill gives many impacts for the students. By having a good skill in reading, students will be able to improve their knowledge.
3. High school students need to master English skills, one of them is reading, as the basis to study at the university or to find a job.

## **C. The Limitation of the Study**

To make the study clear, the writer needs to limit the study. The study is focused on exploring techniques of teaching and learning reading for Senior High School students.

## **D. The Problem of the Study**

To get the best yield from this study, the writer prepares statement of the problems as follows: “How are the techniques of teaching and learning reading for Senior High School students?”

### **E. The Aim of the Study**

The aim of this study is to describe the techniques of teaching and learning reading for Senior High School.

### **F. The Use of the Study**

By conducting the study, the writer hopes this study will useful to improve the teaching and learning process. The result of the study is hopefully useful theoretically and practically. They are as follows:

#### **1. Theoretical Use**

This study is hopefully useful for the teaching and learning English, especially the teaching and learning reading in Senior High School.

#### **2. Practical Use**

The result of this study can be useful to find the solution of the problems which are found in process of teaching and learning reading. Hopefully the teachers of Senior High School are able to solve the problems teaching and learning reading by reading this study.

### **G. The Clarification of the Key Terms**

The key terms used in this study are as follows:

#### **1. Teaching and Learning**

Teaching is causing someone to know or be able to do something, giving someone knowledge skill, giving lesson at school, etc (Hornby,



1995: 886). Brown (2007: 8) said that teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. Learning is acquiring or getting of a knowledge of a subject or a skill by study, experience or instruction (Brown, 2007: 7). In this study teaching and learning means guiding and facilitating learning, enabling the learner to learn, and setting the condition for the teaching and learning reading for Senior High School students.

## **2. Reading**

Alderson (2000: 28) defines reading as an enjoyable, intense, private activity in which the readers get much pleasure and can totally absorb the reading. Reading is an essential skill for learners of English as a second language.

Keatley and Kennedy in Nuryana, (2016: 23) define reading as a process between the reader and the text that will have result in the comprehension of the text. The text contains presents letters, words, sentences, and paragraphs that encode meaning intended by the writer, while the reader to determine what the intended meaning is, uses his knowledge, skills, and strategies.

For most learners it is the most important skill to master in order to ensure success not only in learning English, but also in learning in any subjects where reading in English is required. By having good reading skills, learners make greater progress and development in all other areas of

learning. In this study, reading means the students' activity in combining information and building meaning from the text.

## **H. The Organization of the Study**

In order to give a description to readers and to facilitate the thesis arrangement, the writer presents this thesis as follows.

Chapter I is introduction. It consists of the background of the study, the reason for choosing the topic, the limitation of the study, the problem of the study, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

Chapter II is review of related literature. It consists of previous study, position of study, theory of reading, teaching reading, teaching reading in Senior High School, and theoretical framework.

Chapter III is the method of the study. It consists of the meaning of research method, the strategy of the study, the data and source of data, the technique of collecting the data, and the technique of analyzing the data.

Chapter IV is the result of the study. It consists of the analysis of the data and the discussion of the findings.

Chapter V is conclusion and suggestion. Conclusion presents the answer the problem statement. Suggestion presents some suggestion to the students and English teacher.

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the writer presents the conclusion and the suggestion of the study.

#### A. Conclusion

After conducting the study, the writer comes to the conclusion. The conclusion is the answer of the formulated problem in chapter I. The writer concludes that there were many techniques in teaching and learning reading for Senior High School students, they are using skimming and scanning technique, using “making connection strategy”, using summarization, and using journal. Based on the analysis in previous chapter, the learning material used were narrative text, exposition text, and report text. The learning phase mostly used was three steps of teaching reading proposed by El-Koumy (2016). The most used evaluation method was tasks and test.

#### B. Suggestion

In this part, the writer would like to present some suggestions to the students and the English teacher.

##### 1. To the Students

The writer suggests that the students give more attention and keep their attitudes when the teacher explains the lesson and teach them. In

addition, the writer also suggests that the students develop their knowledge in grammar, vocabulary, and spelling in order to get a better achievement in comprehending the text.

## 2. To English Teacher

The writer suggests that the teachers should use various teaching and learning reading technique for Senior High School students. The used of various teaching and learning reading techniques could ease boredom and propose more effective way of teaching reading, such a teaching reading using journals, teaching reading using skimming, and scanning method, and so on.

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