

A CASE STUDY ON TEACHING AND LEARNING READING OF THE SEVENTH YEAR STUDENTS OF SMPN 1 KARANGNONGKO KLATEN IN ACADEMIC YEAR 2014/2015

S1 - THESIS

This Thesis is presented as a Requirement for Gaining Graduate Degree of Education in English Study Program



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2015

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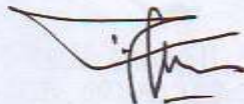
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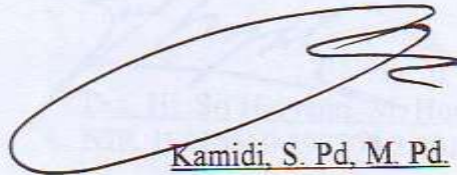
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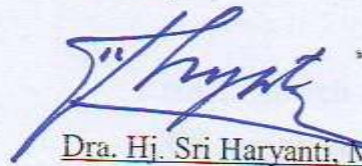
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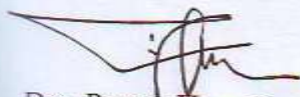
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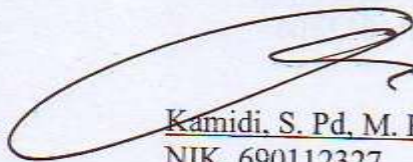
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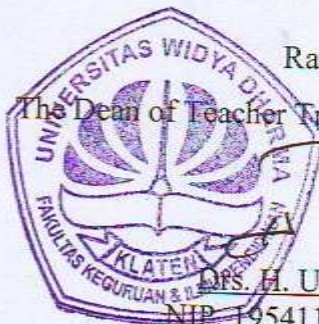
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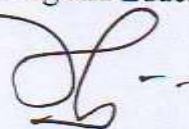


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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled **“A CASE STUDY ON TEACHING AND LEARNING READING OF THE SEVENTH YEAR STUDENTS OF SMPN 1 KARANGNONGKO KLATEN IN ACADEMIC YEAR 2014/2015”**.

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.

Klaten, March 2015



Ery Yuliani Agustini
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PRESENTATION

This thesis is presented to:

1. My beloved parents; father Suhardi and mother Sri Sulastri for giving love, supports, material, moral and prayer to the writer in finishing this thesis.
2. My beloved sister, Ika Yuliana Agustina, thanks for your love, prayer, supports, material and moral.
3. My beloved older brother Syamsul Bahar, younger brother Fadlan Ramadhan Bahar, thanks for your love, prayer and support.
4. My beloved boyfriend Aris Luthfie, thanks for your supports true love, cares, prayer, so many help and guidance.
5. My beloved friends Agnestasya Maghdalena, Mb Anggre, Rizq Kristal Amor, Dwi Ayu Safitri, Ayu Eko Budiyah, Febri Ardi Sentosa, Rena Gustaman and all my friend, thank for the support, help, togetherness and friendship, I love you much

MOTTO

1. Things will never be such beautiful without hard work.

(The writer)

2. Giving up is not a way out.

(The writer)

3. Read a lot, then the world is in your hands.

(The writer)

ACKNOWLEDGEMENT

Praise be to Allah SWT, God All Mighty who always gives His blessing so that finally the writer is able to finish this thesis. This thesis is written to fulfill one of the requirements for the graduate degree of education in English Education Study Program.

The writer deeply realizes that this research is conducted with many helps from others. That is why; the writer would like to express her gratitude and appreciation to:

1. Prof. Dr. H. Triyono, M. Pd., the Rector of Widya Dharma University.
2. Drs. H. Udiyono, M.Pd., the Dean of the Faculty of Teacher Training and Education.
3. Dra. Hj. Sri Haryanti, M. Hum. The Head of English Education Study Program.
4. Drs. Purwo Haryono, M. Hum., the first consultant who guides the writer patiently from the start of this thesis until its finish.
5. H. Kamidi, S. Pd, M. Pd., the second consultant who guides the writer patiently from the start of this thesis until its finish.
6. Widodo Indriyanto, S. Pd, M. Pd., the Principal of SMPN 1 Karangnongko.
7. Parmiyati, S. Pd., the English teachers of immersion class of SMPN 1 Karangnongko.
8. The students of seventh year students of SMPN 1 Karangnongko.
9. Everyone who has contributed in this thesis.

Hopefully this thesis will be useful for the writer herself and all the readers; and it can be used as a real contribution for the improvement of teaching English.

Klaten, March 2015

The writer

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ABSTRACT

ERY YULIANI AGUSTINI. NO: 1011202641. English Education Study Program. Teacher Training and Education Faculty, Widya Dharma University Klaten, 2015. Thesis: *A CASE STUDY ON TEACHING AND LEARNING READING OF THE SEVENTH YEAR STUDENTS OF SMPN 1 KARANGNONGKO KLATEN IN ACADEMIC YEAR 2014/2015.*

This research problems of the study are formulated as follows: (1) How is the process of teaching and learning reading of the seventh year students of SMP N 1 Karangnongko Klaten in academic year 2014/2015? (2) What are the obstacles found during teaching and learning reading of the seventh year students of SMP N 1 Karangnongko Klaten in academic year 2014/2015? (3) How does the teacher solve the obstacles in teaching and learning reading of the seventh year students of SMP N 1 Karangnongko Klaten in academic year 2014/2015? The aims are: to describe process of teaching and learning reading of the seventh year students of SMP N 1 Karangnongko Klaten in academic year 2014/2015, to describe obstacles on teaching and learning reading of the seventh year students of SMP N 1 Karangnongko Klaten in academic year 2014/2015 and to describe the solution to solve the obstacles in teaching and learning reading of the seventh year students of SMP N 1 Karangnongko Klaten in academic year 2014/2015.

The writer observes the teaching and learning directly to get the data. The data are the process of teaching and learning reading of the seventh year students of SMP N 1 Karangnongko Klaten in academic year 2014/2015. The sources of the data are the events of the teaching and learning, the informants, and the documents gained. The events observed are from the opening up to the closing. The informants are the teachers and the students of the seventh year students of SMP N 1 Karangnongko Klaten in Academic Year 2014/2015. The documents in this case are the lesson plans and the materials used by the teachers. So the techniques of collecting the data are observation, interview and documentation. The writer transcribes the words and action data from the process of teaching learning in the form of field notes and reflection. Then the writer does data reduction to gain main things which focus on important matter. Next, the writer displays the data and puts the data code then discusses them by describing in theoretical-based analysis. After that, the writer draws the findings of the discussion. Finally, the writer draws conclusion based on the findings.

After analyzing the data gained, the writer draws conclusion. The conclusions are: the teaching and learning in the classroom is the situation in the classroom when observed often crowded. It caused by several things. In the beginning lesson the students was quite, they did what the teacher said. The teacher be active in teaching and learning process. It can make them focus in teaching and learning process. The students were active in the class especially when the teacher gave them question, they tried to answer. From the analysis of the data above, the activities of the teacher are explaining the difficult question by

translating it and giving clue to the students, it also one of the methods to make the students be active in the classroom; the obstacle in this study is if the condition of capability the students lack of vocabularies; the solution of this study is the teacher asks the students to practice the reading as much possible and bring the dictionary to help them find the meaning of the new vocabularies.

CHAPTER I

INTRODUCTION

A. The Background of the Study

English is the most popular language in the world right now. It is because English is international language. English is the first foreign language taught in Indonesia from secondary schools to university. It is understandable because English, as an international means of communication, has reached many aspects of human life, and it plays a very important role in the world.

Since English is now used as an international language, it is quite important in human life and it can be seen in every event of meeting as summit conference, English is always used as a means of communication. In Indonesia, English is a foreign language. So, it is understandable that English is presented as one of the subjects in educational program, and as a foreign language English is taught from elementary school until university.

English is also one of the subjects for students of junior high school. This subject requires them to learn at least four hours per week. English is taught as a compulsory subject to the students from the first grade of junior high school up to the third grade of senior high school, and even in some semesters of the college level. It is due the importance of English, that it plays a role in international communication. Hence, they must study English in their schools.

Based on the regulation of the minister of education and culture No. 68 of 2013 on the basis of the framework and structure of the curriculum for Junior High School, English becomes an important subject which is taught to all junior high school students in Indonesia. Teaching and learning English in Junior High School is aimed at making the students master the four language skills namely speaking, listening, reading, and writing skill. These skills are taught so that at the end of the course, the students will have the ability to communicate in English.

In the teaching and learning of English, teachers should teach based on regulation of the minister of education and culture No. 68 of 2013 on the basis of the framework and structure of the curriculum. There are four skills for learning English based on this standard. They are listening, speaking, reading, and writing skills. In listening skill, learners are expected to make sense spoken texts. Then, they can improve vocabulary through reading skill. By having much more vocabulary, they can write or speak to express their mind. Therefore, all skills in learning English are interrelated.

The students' language activities should involve the students in using English for communication in daily life. The students' reading activities can be focused on reading articles from newspapers, magazines, science books, or other sources such as narrative texts, announcements, story book, etc. The students can get one of them by themselves. The various materials of reading will interest the students' attention on reading.

The students' reading activities can be focused on reading articles from newspaper, magazine, science books, or other sources about health, sports, transportation, etc. In real life, people read different kinds of reading materials such as newspaper, magazine, brochure, etc.

The students have serious problems in understanding books in English, although they have studied English for six years. The problems are about the quality of English teaching. It needs more efforts and hard working of both teachers and students. Learning English is not easy, so only a few students succeed in studying it. The ability to read printed materials for foreign language is very important in mastering foreign language itself.

Nowadays, English teaching-learning processes of junior high school applies genre-based approach (Luardini, 2014: 80). This approach requires students to learn based on texts-oriented. The texts are classified into two kinds of text based on regulation of the minister of education and culture No. 68 of 2013 on the basis of the framework and structure of the curriculum of junior high school. The first one is genre texts. They are narrative texts, recount texts, descriptive texts, report texts, and procedure texts. The next one is functional texts. They are cautions, notices, warnings, greeting cards, letters, labels, short messages, advertisements, announcements, and invitations.

Each text has a different purpose and function in use. It is based on the context in which the text is created. By understanding it, students can use the text to communicate their ideas. These two aspects are represented into

the language that is used. In addition, they can also recognize the language features in each text. Thus, they can comprehend the texts easily after knowing the patterns of texts. For example, recount texts have some characteristics such as using simple past, using chronologically time, and retelling past events.

However, many students face many difficulties to make sense of English texts. They cannot recognize the pattern of the text to comprehend the text. The texts are usually constructed in topics, main ideas, references, sequences etc. They usually neglect the patterns organization. Therefore, they often miss the information of the texts.

Based on the reason above, the writer held the case study. Case study means a research study for investigating a phenomenon. In this study the phenomenon is the process of teaching and learning reading of the seventh year students of SMP N 1 Karangnongko Klaten in academic year 2014/2015. So, the researcher can know the problems and gives some contribution on teaching and learning reading in the class and hopes the teaching and learning reading in the seventh year students of SMP N 1 Karangnongko Klaten in academic year 2014/2015 can be successful and help the students to solve the problem, especially the problem in learning on reading in the future

Based on the explanation above, the researcher is interested in conducting a research of case study on teaching and learning reading in SMP N 1 Karangnongko. Therefore, this research is entitled “A Case Study on

Teaching and Learning Reading of the Seventh Year Students of SMP N 1 Karangnongko Klaten in Academic Year 2014/2015”.

B. The Reason of Choosing the Topic

The reasons that encourage the writer to choose the topic are as follows:

1. The writer considers that reading is important in learning English.
2. Reading mastery influences the English skill. The students' reading achievement can improve the students' English skill.. Teaching reading skill needs right strategy.
3. Reading is one of the four skills of English. That is why, it is very important to be learned because it can support other skills of English, so the students can achieve their goal in learning English and can communicate in English well.

C. The Limitation of the Study

The writer wants to limit her study in order to make understanding between reader and the writer. The limitations of this study are follows:

1. The process of teaching and learning reading of the seventh year students of SMP N 1 Karangnongko Klaten in academic year 2014/2015.
2. The obstacles on teaching and learning activities of the seventh year students of SMP N 1 Karangnongko Klaten in academic year 2014/2015..

3. The solution to solve the obstacles in teaching and learning reading of the seventh year students of SMP N 1 Karangnongko Klaten in academic year 2014/2015.

D. The Problem of the Study

The problems of the study are formulated as follows:

1. How is the process of teaching and learning reading of the seventh year students of SMP N 1 Karangnongko Klaten in academic year 2014/2015?
2. What are the obstacles found during teaching and learning reading of the seventh year students of SMP N 1 Karangnongko Klaten in academic year 2014/2015?
3. How does the teacher solve the obstacles in teaching and learning reading of the seventh year students of SMP N 1 Karangnongko Klaten in academic year 2014/2015?

E. The Aim of the Study

The writer's aims of this study are:

1. To describe process of teaching and learning reading of the seventh year students of SMP N 1 Karangnongko Klaten in academic year 2014/2015.
2. To describe obstacles on teaching and learning reading of the seventh year students of SMP N 1 Karangnongko Klaten in academic year 2014/2015.

3. To describe the solution to solve the obstacles in teaching and learning reading of the seventh year students of SMP N 1 Karangnongko Klaten in academic year 2014/2015.

F. The Use of the Study

By knowing the result of the study, the writer hopes that the thesis will have some following uses:

1. For the students
 - a. To get easier ways to learn reading in English.
 - b. To get new experience on the way to enlarge their knowledge through reading teaching and learning.
2. For the teacher
 - a. To describe the students reading mastery.
 - b. To get experience on handling the classroom in teaching learning reading.

G. The Clarification of the Key Terms

To make the title clear the writer would like to clarify the terms, in order not to make misunderstanding between the writer and the reader, the clarification of the key terms is as follows:

1. Case Study

According to Hill & Turner in Bent (2006: 220) case study is the detailed examination of a single example of a class of phenomena, a case

study cannot provide reliable information about the broader class, but it may be useful in the preliminary stages of an investigation since it provides hypotheses, which may be tested systematically with a larger number of cases. So, case study is the research to get knowledge of circumstances or special conditions of teaching and learning reading.

2. Teaching and Learning

According to Marton and Booth in Marshall (2009: 8) learning is about how we perceive and understand the world, about making meaning. While teaching is carried out primarily to help bring about learning. Marshall (2009: 424). Teaching and learning in this study means giving students knowledge and skill the they gain the knowledge or skill by studying, practicing or being taught, having or showing much knowledge.

3. Reading

As one of the language skills, reading has occupied the most places in English language skills. Reading skills must be practiced and learned through experience. According to Hornby (1995: 1383), 1) reading is the activity or occupation of reading for example books, stories or articles. 2) written for works for example book or essay.

In this study, reading means the students interacting with language that has been coded into printed text then try to find the specific information from reading text.

H. The Organization of the Study

It is important to present the organization of the thesis in order to be easily understood. In this thesis, the writer divides the content of this thesis into five chapters.

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

Chapter II is review of related literature. It consists of case study, teaching and learning English in junior high school, reading skill and Teaching reading in junior high school.

Chapter III is the method of the study. It consists of the meaning of research method, the strategy of the study, the subject of the study, the data and source of the 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 data analysis and the discussion of the finding.

Chapter V is conclusion and suggestion. It consists of conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After the writer analyzes the result of the data taken from the activities teaching and learning of the seventh year students of SMP N 1 Karangnongko Klaten in academic year 2014/2015, the writer can get the information about the teaching and learning reading.

In this case the writer would answer the problem stated previous chapter. That are:

1. How is the process of teaching and learning reading of the seventh year students of SMP N 1 Karangnongko Klaten in academic year 2014/2015?
2. What are the obstacles found during teaching and learning reading of the seventh year students of SMP N 1 Karangnongko Klaten in academic year 2014/2015?
3. How does the teacher solve the obstacles in teaching and learning reading of the seventh year students of SMP N 1 Karangnongko Klaten in academic year 2014/2015?

Based on the analysis of the data of teaching and learning reading of the seventh year students of SMP N 1 Karangnongko Klaten in academic year 2014/2015, the writer concludes as follows:

1. Process of Teaching and Learning Reading

The situation in the classroom when observed was often crowded. It was caused by several things. In the beginning of lesson the students were quite, they did what the teacher said. The teacher was active in teaching and learning process. It could make them focus in teaching and learning process. The students were active in the class especially when the teacher gave them question, they tried to answer. From the analysis of the data above, the activities of the teacher were explaining the difficult question by translating it and giving clue to the students, it was also one of the methods to make the students be active in the classroom.

The activities of the students during teaching and learning were not only listening what the teacher said. They were active enough. It can be seen when they tried to answer the question by the teacher. And also, once a while they asked the teacher if they did not understand the material. The teacher was explaining by using the picture as sample and while the students were watching the pictures, the teacher must be ready to make the class communicative and the students understand the meaning of the word on the picture.

2. The Obstacles

The teacher stated that the obstacles in teaching and learning reading to the seventh year students of SMP N 1 Karangnongko Klaten is the obstacle in teaching reading is if the condition of capability the students lack of vocabularies.

3. The Solution

The teacher says that to solve this problem the teacher asks the students to practice reading as much as possible and bring the dictionary to help them find the meaning of the new vocabularies. It is useful to make the students focus in the lesson. The teacher explains the lesson more slowly and clearly in order that the students understand.

B. Suggestion

Based on the result of the research of teaching and learning reading of the seventh year students of SMP N 1 Karangnongko Klaten in academic year 2014/2015, the writer would like to present some suggestion to students and English teacher.

1. For the students, they are expected to be more active and to practice the reading as much possible.
2. For English teacher, they should improve the ability through:
 - a. Explaining the material clearly
 - b. Giving reinforcement for the students.

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