

**A CASE STUDY OF TEACHING AND LEARNING READING OF THE
EIGHTH YEAR STUDENTS OF SMP BK MUSUK BOYOLALI IN
ACADEMIC YEAR 2015/2016**

S-1 Thesis

This Thesis is Presented as a Partial Fulfillment of the Requirement for Getting
Undergraduate Degree in English Education Study Program



BY

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RATIFICATION

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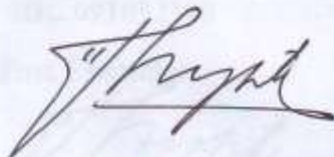
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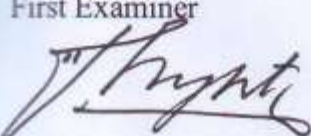
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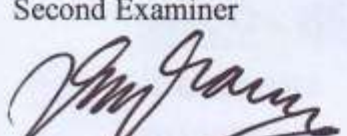
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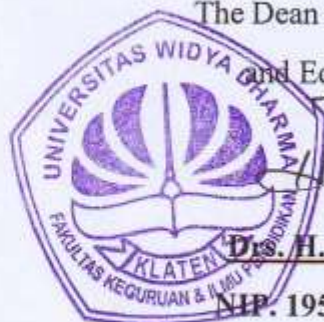

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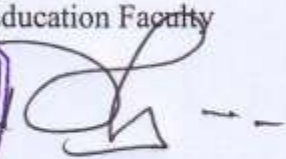
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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled **“A CASE STUDY OF TEACHING AND LEARNING READING OF THE EIGHTH YEAR STUDENTS OF SMP BK MUSUK BOYOLALI IN ACADEMIC YEAR 2015/2016.”**

It is not 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, October 2016



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Motto

❖ Do the best and pray. God will take care of the rest.

(The Writer)

❖ Better to feel how hard education is at this time rather than feel the bitterness of stupidity, later.

(The Writer)

❖ Barang siapa keluar untuk mencari ilmu maka dia berada di jalan Allah. (HR. Turmudzi)

❖ Learn from the past, live for today and plan for tomorrow. (The Writer)

PRESENTATION

This thesis is whole-heartedly dedicated to:

- ❖ My Beloved Mom, Dad, Husband, and daughter for a never ending support and love
- ❖ My sister's family
- ❖ The readers

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In the name of Allah, The Most Gracious, The Most Merciful. All praises be to Allah for the blessing given to the writer, so she could eventually accomplish this thesis entitled *A Case Study of Teaching and Learning Reading of the Eighth Year Students of SMP BK Musuk Boyolali in Academic Year 2015/2016*. Peace and Blessing be upon to the prophet Muhammad, who had guided mankind to the right path blessed by the lord.

In this opportunity, the writer would like to present the most thanks from her deep heart to the following people, who always help, contribute, and empower her to achieve a success in completing this thesis.

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6. Sutikno, S. Pd., as the English teacher in SMP BK Musuk who helps the writer to do research in SMP BK Musuk.
7. The writer's beloved parents, sister, husband, daughter, and friends who help and support the writer in finishing this thesis.

At last, the writer realizes that this thesis is far from being perfect because she has limited knowledge and experience. However, she hopes that this thesis can give contribution in teaching learning English.

Klaten, October 2016

The Writer

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LIST OF ABBREVIATION

- Code Appendix 1 (FN.1/Obs.1/01)
 - FN.1 : Field note of observation in the first day
 - Obs.1 : Observation in the first day
 - 01 : the number of the data of observation in the field note

- Code Appendix 2 (FN.2/Obs.2/01)
 - FN.2 : Field note of observation in the second day
 - Obs.2 : Observation in the second day
 - 01 : the number of the data of observation in the field note

- Code Appendix 3 (FN.3/Int/01)
 - FN : Field note
 - Int : Interview
 - 01 : the number of the data of interview in the field note

- Code Appendix 4 (FN.4/Int/01)
 - FN : Field note
 - Int : Interview
 - 01 : the number of the data of interview in the field note

- Code Appendix 5 (Doc/LP/01) and (Doc/Slb/02)
 - Doc : Document
 - LP : Lesson Plan
 - Slb : Syllabus
 - 01 : the number of the data in the lesson plan
 - 02 : the number of the data in the syllabus

ABSTRACT

VITA OCTAVIANA, No. 0911202500, English Education Study Program, the Faculty of Teacher Training and Education, the University of Widya Dharma Klaten, 2016. Thesis : *A Case Study of Teaching and Learning Reading of the Eighth Year Students of SMP BK Musuk Boyolali in Academic Year 2015/2016.*

The aim of this research are giving description how is the process of teaching and learning reading in the Eighth Year Students of SMP BK Musuk Boyolali in Academic Year 2015/2016, what is the obstacle on teaching and learning reading in the Eighth Year Students of SMP BK Musuk Boyolali in Academic Year 2015/2016, and what is the English teacher's solution to solve the problem in teaching and learning reading in the Eighth Year Students of SMP BK Musuk Boyolali in Academic Year 2015/2016?

In this study, the writer uses the case study as a strategy of the research. Then, in the research method, the writer uses the qualitative method. The writer finds the data about the activity of teaching and learning reading, the obstacle of the teaching and learning reading, and the way to solve the obstacle on teaching and learning reading. The writer gets the data from the informant, event, and documentation. To collect the data, the writer does the observation, interview, and documentation. In the validity of the data, the writer takes and applies two triangulation. They are: data source triangulation and methodological triangulation. Then, for analyzing the data, the writer uses interactive analysis model, they are: reduction of the data, display of the data, and drawing conclusion/verification of the data.

After analyzing the data, the writer concludes that the process of teaching and learning reading consists of preparation of reading, the activity of teaching and learning reading, and the media. The teacher prepares the lesson plan and material before teaching. In the activity of teaching and learning reading, the teacher uses modeling, translation method, and three phase technique. The media used by the teacher are BSE textbook entitled "English in Focus" and Supplementary book. In teaching and learning reading, students get obstacles in learning reading English. They also get the difficulties in vocabulary. The other obstacles are the school provides limited facilities and the English teacher is not skillful enough in ICT (Information and Communication Technology). The solution to solve the obstacles are the teacher always gives example how to read the text well, gives the homework to his students and helps his students to find the meaning of the difficult words.

Keywords: *case study, teaching and learning, reading*

CHAPTER I

INTRODUCTION

A. The Background of Study

English is one of the international languages. It has an important role in the world. English is the most popular of all foreign languages in Indonesia. Most people use English to communicate with other people from other countries. Science, technology, education and culture development also cannot be separated to the role of this language. For those reasons English has been taught at every level of education in Indonesia as the first foreign language.

Since English has become an urgent need in Indonesia as a means to develop Indonesian people quality, it is taught earlier at Junior High Schools. The objectives of English teaching cover the four language skills: listening, speaking, reading, and writing through the mastery of the language components: vocabulary, grammar, and pronunciation.

The teaching and learning of English is aimed to develop listening, speaking, reading and writing skills. Today, reading appears to be an essential skill for people. It is intended to get them always keep up with the development of sciences and technologies. Furthermore, reading text can be used to improve and build up reading skill. Having a good reading skill benefits students to be able to speak well. Reading is also the language skill, which is easiest to keep up.

It is true that reading is essential for learners of foreign language as well as other subject of learning. Mikulecky (2008:1) says effective reading is essential for success in acquiring a second language. Reading instruction, therefore, is an essential component of every second-language curriculum. Understanding some important facts about reading, literacy, and teaching methods is essential for providing effective instruction in reading.

Above all, reading in the students of native language is definitely different from the students of foreign language. In their native language, it is believed that students easily comprehend the text they read, as they are familiar with the vocabulary and grammatical rules used. Reading in the foreign language requires them of adequate knowledge of the language, which has a different vocabulary and grammatical system. Grabe (2009:109) states that reading in different languages is more difficult, because different languages vary in their phonological, orthographic, morphological, syntactic, and semantic system.

In this case, it is necessary to prepare students to read with understanding each new unit of reading lesson. Thus, teacher has an important role in choosing appropriate reading materials for the students. In teaching and learning reading, the teacher applies the method to make the students understand the material given by the teacher. Then, to know the achievement of the reading lesson, the teacher gives the evaluation to the students. By evaluation in the final of reading lesson, teacher will know the students' abilities in reading.

Based on the explanation above the writer is interested in conducting a research on teaching and learning reading in SMP BK Musuk Boyolali in academic year 2015/2016. Therefore, the research is entitled “*A Case Study of Teaching and Learning Reading of the Eighth Year Students of SMP BK Musuk Boyolali in Academic Year 2015/2016*”.

B. The Reason for Choosing the Topic

The reason and consideration why the writer has chosen the topic are as follows:

1. Reading is one of the four language skills that is now being more important in daily life which needs to be possessed by the students.
2. In teaching and learning reading, the students are expected to be able to comprehend the text, so the students need to get addition of media from the teacher in order the students are more interested in studying.
3. With strengthened reading skill, learners will make greater progress and develop other areas of learning.

C. The Limitation of the Study

In order to make the problem in this study clear, this study is limited as follows:

1. This study focuses on teaching and learning reading process of the eighth year students of SMP BK Musuk Boyolali in academic year 2015/2016.

2. This study focuses on the obstacles found during teaching and learning reading of the eighth year students of SMP BK Musuk in academic year 2015/2016.
3. This study concerns with the solution of the problems in teaching and learning reading of the eighth year students of SMP BK Musuk in academic year 2015/2016.

D. The Problem of the Study

The writer would like to observe the problem on the case study in teaching and learning reading of the eighth year students of SMP BK Musuk in academic year 2015/2016. In this case, the writer wants to formulate the problems of the study as follows:

1. How is teaching and learning reading process of the eighth year students of SMP BK Musuk Boyolali in academic year 2015/2016?
2. What are the obstacles on teaching and learning reading of the eighth year students of SMP BK Musuk Boyolali in academic year 2015/2016?
3. What are the teacher's solutions to solve the obstacles on teaching and learning reading of SMP BK Musuk Boyolali in academic year 2015/2016?

E. The Aim of the Study

The writer's aims of the study are as follows:

1. Describing about the process of teaching and learning reading of the eighth year students of SMP BK Musuk Boyolali in academic year 2015/2016.

2. Finding the obstacles on teaching and learning reading of the eighth year students of SMP BK Musuk Boyolali in academic year 2015/2016.
3. Understanding the way to solve the obstacle on teaching and learning reading of the eighth year students of SMP BK Musuk Boyolali in academic year 2015/2016.

F. The Use of the Study

The use of the study can be stated as follows:

1. To the writer

She improves her knowledge about teaching and learning reading text of the eighth year students of SMP BK Musuk Boyolali in academic year 2015/2016.

2. To the teachers

This study helps the teachers to overcome the problem in teaching and learning reading.

3. To the students

This study helps the students to solve the problem on the teaching and learning reading.

G. The Clarification of the Key Term

The key terms used in the title of this study can be explained as follows:

1. Case Study

According to Yin (2011:18) case study research method is an empirical inquiry that investigates a contemporary phenomenon within its

real life context, when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used. In this study, case study means an empirical inquiry that investigates the process of teaching and learning reading which includes the obstacles and the teacher's solutions to solve the obstacles on teaching and learning reading in the eighth year students of SMP BK Musuk Boyolali in academic year 2015/2016.

2. Teaching and Learning

Brown (2007:7) states that teaching is guiding or facilitating learning, enabling the learner to learn, setting the condition for learning. While learning is acquiring or getting of a knowledge of a subject or a skill by study, experience or instruction.

3. Reading

According to Fountas and Pinnell (2006:7) in Jensen (2010:7), reading is a thinking process, is part of everything that happens to you as a person and comprehending a text is intimately related to your life.

Grabe (2009:4) adds that reading is something many of us take for granted. Many people around the world read in more than one language. They can read basic forms, advertisements, newspapers, and use basic reading skill in their work or daily lives when needed. In this study, reading is an activity to get information for reading text or passage effectively and

efficiently of the eighth year students of SMP BK Musuk Boyolali in academic year 2015/2016.

H. The Organization of the Study

In order to give a description to the readers and to facilitate the study arrangement, the writer presents the organization of the study as follows:

Chapter I deals with 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 key term and the organization of the study.

Chapter II consists of review of related literature. It covers of teaching English in Junior High School and the theory of reading.

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

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

Chapter V serves as the conclusion and suggestion.

CHAPTER V CONCLUSION AND SUGGESTION

In this chapter, the writer attempts to give a brief conclusion and suggestion about teaching and learning reading by using discussion technique conducted to the eighth year students of SMP BK Musuk in academic year 2015/2016.

A. Conclusion

After the writer analyzes the result of observation, interview with informants, and documentation about the teaching and learning reading of the eighth year students of SMP BK Musuk Boyolali in academic year 2015/2016, the writer can get the information about the teaching and learning reading.

In this case the writer would like to answer the problem stated in previous chapter. Based on the analysis of the process of teaching and learning reading of the eighth year students of SMP BK Musuk Boyolali in academic year 2015/2016, the writer can conclude as follows:

1. The process of teaching and learning reading
 - a. Preparation

Before teaching and learning in the class, the English teacher of SMP BK Musuk always makes preparation. He has two preparations of teaching. The first preparation is making lesson plan that consists of the materials which should be given for the students, activities in teaching and learning, time allocation, media, assessment, etc. The teacher makes lesson plan based on the syllabus and KTSP curriculum. The second preparation is preparing the material that will be taught to the students.

For the source of learning, he uses textbook “English in Focus” and supplementary book “Optimis”.

b. The teacher and students activities in the classroom

1) Opening activity

For the opening activity the teacher greets the students. Then he checks attendance and homework of the students of the eighth year students. Then, the teacher gives *apperception* and explains about the topic and competencies which must be achieved by the students.

2) Main activity

The teacher discusses a narrative text. He explains about narrative text with its generic structure and language feature. After that the teacher reads the text which is repeated by the students. Then, the students are asked to find the difficult words and discuss those vocabularies with their teacher to translate into Indonesian. Then the teacher calls some students to read the text entitled “Mantu’s Little Elephant” one by one. The students must read the English text (one paragraph) with its translation. Teacher checks and corrects the students’ pronunciation. Next, the teacher asks the students to do the exercise related to the text.

3) Closing activity

In the closing activity, the teacher does reflection about the material which has been given and checks the students’ understanding. Then,

the teacher asks the students to study more about the material at home. After that, the teacher gives the homework and delivers parting expression to the students.

c. Media

In teaching and learning reading, the teacher uses English text book, supplementary book, blackboard and chalk.

d. Method/Technique

The teacher uses modeling, translation method and three phase technique. The teacher reads the text and then asks the students to translate it after that the students must read just for one paragraph of the English text and its translation for one student. Then, the students are asked to answer the question based on the text.

e. Assessment and Evaluation

The teacher assesses the students' reading skill and their comprehension in reading directly. The teacher corrects directly to the students' pronunciation and comprehension when they read the text and answer the questions. In the last session of learning, the teacher also evaluates the result of the study, then he gives feedback to the students.

f. Time allocation

In the process of teaching and learning, the time allocation is important. In teaching and learning reading, the teacher feels that four periods of lesson (4x40 minutes) is enough. The teacher sets the time

allocation to be sufficient to deliver the material, practice reading and answer the questions.

2. The obstacles

The students have some difficulties in learning reading skill. They have limited capability in reading the text clearly (especially in pronunciation) and vocabulary. Some of the students are lazy to bring or open the dictionary when they find the difficult words. The other obstacle is the limited facilities in the school. The textbook is limited because a book is for two students, no plug electricity in each class so that the teacher can't use electronic media, and the teacher is not skillful enough in ICT (Information and Communication Technology).

3. The solution to solve the obstacle

To overcome the obstacles faced by the students, the teacher gives example how to read the text well, helps the students who find the difficult words to translate in Indonesian. He also gives the students homework to practice reading at home and to find the other narrative text in internet so that they better comprehend about the material.

Based on the observation and interview with informants, the writer concludes that the teaching and learning reading in the eighth year students is successful. The teacher can manage the time based on time allocation in the lesson plan, and makes the students interested and understand to the subjects, especially in reading.

B. Suggestion

Based on the finding of the research, the writer would like to give the suggestion for the students and the English teacher.

1. For the students

- a. Students should be more active in teaching learning process. In this case, the students as the subject of teaching learning activities should realize that learning English covers either communicative skills or grammar mastery. Those components should be propositionally learnt by the students.
- b. The students should not be afraid in trying to communicate in English, which results in trial and error. Those activities are quite common during learning process.
- c. The students should realize that learning English is enjoyable and fun.

2. For the English teacher

- a. The teacher should conduct the teaching learning activity by using other media that can make the students more interested in the teaching and learning activity.
- b. The teacher should improve their creativity in delivering material using various methods and approaches in teaching English in order to motivate the students to be actively involved in teaching learning process.

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