

**A CASE STUDY ON TEACHING AND LEARNING READING OF THE  
EIGHTH YEAR STUDENTS OF SMP NEGERI 3 MOJOSONGO BOYOLALI  
IN ACADEMIC YEAR OF 2015/2016**

**S1 - Thesis**

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



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**2015**

**APPROVAL**

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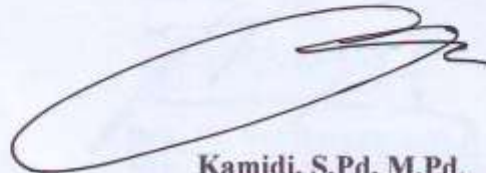
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## RATIFICATION

A CASE STUDY ON TEACHING AND LEARNING READING OF THE  
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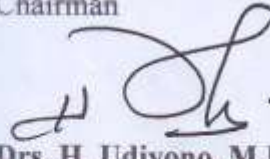
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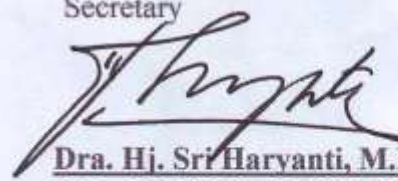
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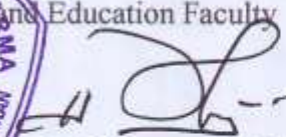
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## PRONOUNCEMENT

This is to certify that I myself write this thesis entitled “**A Case Study on Teaching and Learning Reading of the Eighth Year Students of SMP N 3 Mojosongo, Boyolali in Academic Year of 2015/2016**”.

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, 16 September 2015



Jatu Mustika Ilma  
1111202659

## **MOTTO**

*Verily, along with every hardship is relief.*

*(QS. Al Insyirah: 5)*

*Educating the mind without educating the heart is no education at all.*

*(Aristoteles)*

*Where there's a will, there's a way.*

*(Proverb)*

*If you fall a thousand times, stand up millions of times, because you do not know  
how close you are to success.*

*(Proverb)*

*Whatever you do, do it well.*

*(Walt Disney)*

## PRESENTATION

### **This thesis is presented to:**

1. My beloved parents (Suyitno, Ama.Pd and Sri Respati), thanks for your prayer and support. I love you so much. May God's grace always be with you.
2. My beloved brothers, Yusuf Al Husna and Umar Joko Sumarno, who always give me help in form of spirit and moral, thank you so much. I love you.
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The researcher would receive correction, suggestion, criticism, and advice from the readers to make perfect this thesis.

Finally, the researcher hopes that this thesis is useful for the researcher herself and the readers in general especially those who are involved in the English teaching profession.

Klaten, 16 September 2015

The Writer



## LIST OF ABBREVIATION

- Code (App.1/FN.1/Par.1) this is read:

App.1 : Appendix 1

FN.1 : Field Note 1

Par.1 : Paragraph number 1 in field note

- Code (App.4/Intrv.1/2) this is read:

App.4 : Appendix 4

Intrv.1 : The first interview

2 : The number of data got from the interview

- Code (App.6/Doc.LP.1) this is read:

App. 6 : Appendix 6

Doc. : Document

LP : Lesson Plan

1 : The first lesson plan

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## ABSTRACT

**JATU MUSTIKA ILMA, NO. 1111202659**, English Education Study Program, the Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2015. Thesis: *A Case Study on Teaching and Learning Reading of the Eighth Year Students of SMP N 3 Mojosongo, Boyolali in Academic Year of 2015/2016.*

This thesis aims at describing the process of teaching and learning reading of the eighth year students of SMP N 3 Mojosongo, Boyolali in academic year of 2015/2016, describing the obstacles found by the English teacher in teaching and learning reading, and elaborating how the English teacher solves the obstacles in teaching and learning reading.

The strategy which is used in this research is descriptive qualitative. The data are the facts concerning with the process of teaching and learning reading of the eighth year students of SMP N 3 Mojosongo, Boyolali in academic year of 2015/2016. The sources of data are the event, informants, and the document related with teaching and learning reading. The techniques of collecting the data are observation, interview, and documentation concerning with teaching and learning reading of the eighth year students of SMP N 3 Mojosongo, Boyolali in academic year of 2015/2016.

In analyzing data, this research uses interactive model. The analysis consists of three concurrent flows of activity: data reduction, data display, and conclusion drawing or verification. After analyzing the data, the researcher finds: 1) the teaching and learning reading process consists of: a) preparation; b) teaching and learning activities (opening activities, main activities, and closing activities); c) the method; d) the teaching material; e) time allocation; and f) the evaluation; 2) the obstacles faced by the teacher and the students are: a) the students have difficulties to comprehend the text, it is caused by their limited vocabulary; b) the students find difficulties in pronouncing the word; c) the students feel bored with the teacher's explanation; and 3) the efforts of the English teacher to reduce the obstacles in teaching and learning reading are: a) the teacher asks the students to bring dictionary in teaching and learning process because the dictionary will help the students when they find difficult words; b) the teacher makes some jokes and games to refresh the learning atmosphere. She also gives motivation to the students in order to make the students have spirit in teaching and learning reading; c) the students try to solve their obstacles by paying attention to the material and the teacher's explanation. They also bring the dictionary in the classroom.

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

Language has a fundamentally social function. According to Fernández and Cairns (2010: 3) language is the primary communication system for the human species. In ordinary circumstances it is used to convey thoughts through speech. It is a special system, however, that functions independently of speech, thought, and communication. It means that the language is important for the human to make communication and interaction each other in the daily live, because their express feeling, ideas, opinions, acting, thinking, and desires every day. Most of them communicate by using local language or national language in the social life.

Besides the local and national language, it cannot be denied that nowadays English as the international language has an important role in the social live. For the examples, there are many kinds of information that can be found in magazines, news and books which are internationally published in English. Mass media, internet, social media and games in smartphone become the life style that cannot be separated from using English language. It means the technology and science evolve overtime. This makes every country needs to learn English language.

In Indonesia, English is taught or learned as a foreign language. As stated in *Peraturan Pemerintah Republik Indonesia Nomor 32 Tahun 2013 Tentang Perubahan atas Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar*

*Nasional Pendidikan* section 77I, verse 1 point c, the study of language, include foreign languages, especially English as an international language that is very important in the global society. So, English is taught as compulsory subject to the students in junior high school and senior high school. In elementary school, English is taught as obligatory supplementary subject. Each level of school has different level of material according to the curriculum in their school. While in junior high school, as stated in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 64 Tahun 2013 Tentang Standar Isi Pendidikan Dasar dan Menengah* the objective of teaching English as a foreign language is that the students could have listening, speaking, reading, and writing skill in the interpersonal, transactional, and functional texts to make them understand English well.

In order to make the students English well, one of the aspects of the English language skills is reading. Reading is also a continuously evaluative process (Grabe, 2009: 15). It means that reading needs evaluation to determine the understanding of the reader to the reading text. Patel and Praveen (2008: 20) state reading is a complex skill involving a number of simultaneous operations. Reading has been divided into two parts, reading aloud and silent reading. According to Brown (2001: 312) oral reading or reading aloud is primarily used in real life as a performance, where the reader has the opportunity to rehearse the passage first, practicing fluency and expression before being heard. Used properly for instruction, reading aloud for the students will improve not only fluency, but vocabulary and comprehension as well. While silent reading is reading a text without making sounds and moving his lips. It helps the reader



read with speed, ease and fluency. It aids comprehension and expands the student's vocabulary (Patel and Praveen, 2008: 116).

According to Patel and Praveen (2008: 20) reading aloud is helpful in developing speech habit and silent reading develops power of expression in writing and quick comprehension. Silent reading is the more efficient way of reading and more useful in life. Silent reading means reading completely silently, without even moving the lips. The importance of silent reading does not reduce the importance of oral reading at the initial stages of language learning. A teacher can develop reading habit among his students through reading exercise in the mother tongue. So, both of the reading aloud and silent reading are important for the students to increase their ability in comprehending the text.

While according to Aebersold and Field (1997:15), in general sense, reading is what happens when people look at a text and assign meaning to the written symbol in that text. In this case, the students are trying to understand the reading material provided by the teacher. In understanding a passage, Aebersold and Field (1997:17-18) state that there are three main models of how reading occurs. The first is the bottom-up reading model, where the reader constructs the text from the smallest units and gradually compiles them to comprehend the higher units of the text. Top-down reading is the second, where the processes of reading begin in the mind of the reader with his or her knowledge, expectation, assumptions and question to the text and give the basic understanding of vocabulary. There is an interaction of both bottom-up and top down reading at the third model which is called interactive reading. The interaction depends on the type of text as well as on the reader's background knowledge, language

proficiency level, motivation, strategy use, and culturally shaped beliefs about the reading. Of course, every student will have different model in understanding a passage. However, reading interactive model will be very helpful in teaching and learning reading in the classroom. It is because each student has different knowledge in mastering vocabulary. So, the teachers are expected to motivate the students by using the exciting method to create the process of teaching and learning reading atmosphere more active and fun.

To make the learning atmosphere more interesting, it is the duty of the teacher. As stated in *Peraturan Pemerintah Republik Indonesia Nomor 32 Tahun 2013 Tentang Perubahan atas Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan*, the process standard at all educational units is done interactively, inspiringly, fun, challengingly to motivate students to participate actively and to give them an adequate space for their initiative, creativity, and independency which is suitable with their talent, interest, as well as physical and psychological development. That is why, the teaching and learning process plan consists of syllabus and lesson plan which has at least the objectives, materials, methods, learning sources, and assessment. The lesson plan and learning process are expected to make the students understand the material submitted by the teacher.

Based on the consideration above, the writer wants to know about the process, the obstacles and the solution of the obstacles in teaching and learning reading that can be found in the eighth grade of SMP N 3 Mojosongo, Boyolali in academic year 2015/2016. Therefore, the research is entitled “A Case Study on Teaching and Learning Reading of the Eighth Year Students of SMP N 3 Mojosongo, Boyolali in Academic Year of 2015/2016”.

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

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

1. Reading is an evaluative process. Reading needs evaluation to determine the understanding of the reader to the reading text.
2. Reading is a complex skill involving a number of simultaneous operations. So, in operations reading skill helps the reader in developing the other skills.
3. Reading is what happen when people look at a text and assign meaning to the written symbol in that text. By reading the text, the reader will get new knowledge and increase their vocabulary.

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

The researcher wants to limit her study in order that the research problems are not too broad. The limitations of the study are:

1. The process of teaching and learning reading of the eighth year students of SMP N 3 Mojosongo, Boyolali in academic year of 2015/2016.
2. The obstacles found by the English teacher in teaching and learning reading of the eighth year students of SMP N 3 Mojosongo, Boyolali in academic year of 2015/2016.
3. The solution of the obstacles in teaching and learning reading of the eighth year students of SMP N 3 Mojosongo, Boyolali in academic year of 2015/2016.

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

In this research the researcher wants to formulate the problem of the study as follows:

1. How is the process of teaching and learning reading of the eighth year students of SMP N 3 Mojosongo, Boyolali in academic year of 2015/2016?
2. What are the obstacles found by the English teacher in teaching and learning reading to the eighth year students of SMP N 3 Mojosongo, Boyolali in academic year of 2015/2016?
3. How does the English teacher solve the obstacles in teaching and learning reading to the eighth year students of SMP N 3 Mojosongo, Boyolali in academic year of 2015/2016?

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

Based on the problem statement above, the aims of this study are as follows:

1. To describe the process of teaching and learning reading of the of the eighth year students of SMP N 3 Mojosongo, Boyolali in academic year of 2015/2016.
2. To describe the obstacles found by the English teacher in teaching and learning reading to the eighth year students of SMP N 3 Mojosongo, Boyolali in academic year of 2015/2016.
3. To elaborate how the English teacher solves the obstacles in teaching and learning reading to the eighth year students of SMP N 3 Mojosongo, Boyolali in academic year of 2015/2016.

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

The use of the study can be classified as follows:

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

- a. For the writer, hopefully this study can enrich her knowledge especially in teaching reading.
- b. For the school, it can give a clear description of the activity of English teaching done by the English teacher in teaching reading especially.

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

- a. In broader field, hopefully it can give a description for the candidates of English teachers concerning with the way of teaching reading.
- b. The finding of this study will be useful for the readers who are interested in analyzing teaching reading at the eighth grade Junior High School.

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

To clarify the meaning of the title, the writer would like to describe the terms as follows:

### **1. Case Study**

According to Yin (2009: 1) case study means one of the research methods related with the social sciences. Case study, as well as other research strategies, is a way of empirical research on problem by following a series of procedures that have been specified previously. Case study can be done by collecting data in real cases. Its case can be an individual, or a community regarded as set of the research. Case study tries to give brief description stressing to the whole situation concerning with the process or procedures of

an event.

In this research, case study means an empirical inquiry that investigates the process of teaching and learning reading of the of the eighth year students of SMP N 3 Mojosongo, Boyolali in academic year of 2015/2016.

## **2. Teaching and Learning**

Teaching is guiding or facilitating learning, enabling the learner to learn, setting the conditions for learning. Learning is acquiring or getting of knowledge of a subject or a skill by study, experience or instruction (Brown, 2000: 7).

Based on the theory above, the writer can conclude that teaching and learning is an activity of guiding and acquiring to get some knowledge or skills by study. Teaching and learning in this study means guiding the eighth year students of SMP N 3 Mojosongo, Boyolali in academic year of 2015/2016 to gain the knowledge or skill by studying, practicing, or being taught, having or showing much knowledge.

## **3. Reading**

Johnson (2008: 3) states that reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place. Hornby (1995: 968) states reading means the action of a person who reads (book, newspaper, etc).

In this study reading means the activity of the students to read the text given by the teacher of the eighth year students of SMP N 3 Mojosongo, Boyolali in academic year of 2015/2016.

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

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

**Chapter I** deals with introduction consisting 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** deals with the theories underlying of the study consisting the theory of the meaning of reading, types of reading, the importance of reading, teaching and learning reading, classroom procedure of reading, the strategy of teaching and learning reading and conceptual framework.

**Chapter III** deals with the research method consisting of the meaning of research method, the strategy of the research, the data and the 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 consisting of analysis of the data and the discussion of the findings.

**Chapter V** deals with 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 of the eighth year students of SMP N 3 Mojosongo, Boyolali in academic year of 2015/2016.

#### A. Conclusion

After analyzing the result of observation and the interview with the informants of teaching and learning reading of the eighth year students of SMP N 3 Mojosongo, Boyolali the researcher gets information about the teaching and learning reading. In this case the writer would answer the problems stated in chapter 1, they are: (1) how is the process of teaching and learning reading of the eighth year students of SMP N 3 Mojosongo, Boyolali in academic year of 2015/2016? (2) what are the obstacles found by the English teacher in teaching and learning reading to the eighth year students of SMP N 3 Mojosongo, Boyolali in academic year of 2015/2016? (3) how does the English teacher solve the obstacles in teaching and learning reading to the eighth year students of SMP N 3 Mojosongo, Boyolali in academic year of 2015/2016?

#### 1. Teaching and Learning Reading Process

The teaching and learning reading process includes preparation, teaching and learning activities, the method, teaching material, time allocation, and the evaluation. The teacher always does preparation before teaching and learning is done. It involves lesson plan, text book, and students' worksheet/*LKS*. The teacher makes lesson plan based on the syllabus.



The teacher has implemented opening activities, main activities and closing activities in the lesson plans which are suggested by the expert in teaching reading. So, the students are ready to join the passage, comprehend the lesson and have real knowledge.

The teacher arranges a sequence of activities, starting from opening activities, main reading activities and closing activities. In the opening activities the teacher starts the lesson by greeting students, checking students' attendance, asking them to pray together and introducing the topic. In the main activities, the teacher gives the students a reading text, then she asks to the students to read the text aloud (the teacher pay attention to their pronunciation) or silent reading, discuss the difficult words and identify the material given by the teacher, and do the tasks which are taken from the textbook. After finishing the task/homework, both the teacher and the students discuss it together. In the closing activities, the teacher and students review and conclude the material to measure the students' understanding about the material. Then the teacher closes the lesson by giving feedback, assignment or homework and information about the material for the next meeting. The teacher also gives motivation to make students have spirit.

The teacher applies three-phase technique in teaching and learning reading in the classroom. There are: opening activities, main activities, and closing activities. The materials which are taught in class VIII C are taken from the students' worksheet/*LKS Optimis*. The teacher also brings a reference book, but she doesn't use in the process of teaching and learning.

Time allocation of teaching and learning English of the eighth year students of SMP N 3 Mojosongo, Boyolali is 4 x 40 *menit* (2x *pertemuan*). It can be known that time allotment is 2 x 40 minutes in every meeting. Based on the interview, the teacher sometimes gives homework as exercises if the time allocation is not enough to do the assignment in the classroom.

The teacher evaluates students by giving task during the lesson. The evaluation is the measurement of the students about their understanding of the material. The evaluation is taken from the students' worksheet/*LKS Optimis*.

In the teaching and learning process, the teacher has some roles as motivator and facilitator. The teacher motivates the students to practice reading more and more, because a proverb states that practice makes perfect. She also facilitates to the students when they find some difficulties in teaching and learning process.

## **2. The Obstacles Faced by the Teacher and the Students**

The students of VIII C and the teacher get obstacles in teaching and learning reading process, they are as follows:

- a. The students feel difficult to comprehend the text, which is caused by their limited vocabulary.
- b. The students find difficulties in pronouncing the word.
- c. The students feel bored with the teacher explanation.

## **3. The Efforts of the Teacher and the Students to Reduce the Obstacles**

From the problems found during the teaching and learning reading, here the researcher would like to discuss about the solution, they are as follows:

- a. The teacher asks the students to bring dictionary in teaching and learning process because the dictionary will help the students when they find difficult words. She also teaches the students to guess the meaning of word by looking for the other words and she guides them the way to pronounce it.
- b. The teacher makes some jokes and games to refresh the learning atmosphere. She also gives motivation to the students in order to make the students have spirit in teaching and learning reading.
- c. The students try to solve their obstacles by paying attention to their teacher who gives explanation and to the material which is taught by the teacher. They also bring the dictionary in the classroom.

## **B. Suggestion**

Based on the research result of teaching and learning reading of the eighth year students of SMP N 3 Mojosoongo, Boyolali in academic year of 2015/2016, the researcher would like to present some suggestions as follows:

1. For the students
  - a. The students are expected to be more active in searching the difficult words in dictionary to enrich their vocabulary, paying attention the teacher's explanation in teaching and learning process, and practicing English at school and at home to master English subject.
  - b. It is better for the students not to be shy to ask any materials which have not been understood to the teacher.

2. For the teacher

- a. The teacher should always motivate the students to improve their self-confident and ability of reading.
- b. It is better for the teacher and other teachers in other school to use more creative and interesting teaching media in the teaching and learning. So, the students will not be bored in the teaching and learning.

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