

TEACHING AND LEARNING READING ON NARRATIVE TEXT

**(A Case Study at Grade VIII E of State Junior High School 2 Ciawigebang
in the Academic Year of 2015/2016)**

THESIS

Presented as Partial Fulfillment of the Requirement for Getting Magister Degree
of Language Education Programme



By

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**GRADUATE PROGRAMME
WIDYA DHARMA UNIVERSITY KLATEN
2016**

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(A Case Study at Grade VIII E of State Junior High School 2 Ciawigebang
in the Academic Year of 2015/2016.

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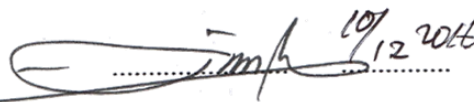
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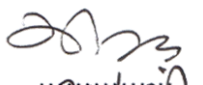
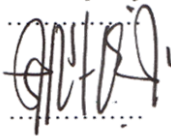
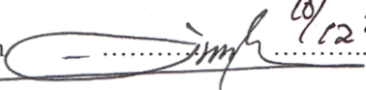

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Title : **TEACHING AND LEARNING READING ON
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It is not plagiarism or made by others. Anything related to other's work is written in quotation, the source of which is listed in bibliography.

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

Klaten, November 2016

The Writer

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DEDICATION

To:

1. Edi Iskandar as my beloved husband
2. Fuji Camilla, Neila Zaky Hanifa, Muhamad Iskandar Zulkarnain as my beloved children
3. My beloved parents Bp. H. Anas Zarkasi (alm) and Ibu Mulki (Almh)
4. My brothers and Sisters

MOTTO

Whosoever does good equal to the weight of an atom (or a small ant)
shall see it. Whosoever does evil equal to the weight of an atom
(or a small ant) shall see it.

(Al-Qur'an, Az-Zalzalh: 8-9)

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Klaten, November, 2016

The Writer,

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ABSTRACT

Badriah. 14.PSC.01618. “*Teaching and Learning Reading on Narrative Text (A case study of the grade of year students of SMP Negeri 2 Ciawigebang, Academic year of 2015/2016)*”. Tesis. Program Studi Pendidikan Bahasa, Program Pascasarjana, Universitas Widya Dharma Klaten, 2016.

Permasalahan dalam penelitian ini adalah: (1) bagaimana proses pembelajaran *reading narrative text* bahasa Inggris di kelas VIII E SMP Negeri 2 Ciawigebang, Kuningan, tahun pelajaran 2015/2016; (2) mengapa siswa tidak aktif dalam pembelajaran *reading narrative text* bahasa Inggris di kelas VIII E SMP Negeri 2 Ciawigebang.

Landasan teori sebagai dasar penelitian ini adalah: hakikat pembelajaran bahasa, model kurikulum bahasa Inggris di SMP, pembelajaran bahasa Inggris di SMP, konsep dasar *reading*, teks naratif (*narrative text*), model-model *learning dan teaching reading*, perencanaan pembelajaran *reading*, media pembelajaran, sumber belajar, prinsip-prinsip studi kasus, dan penelitian terdahulu yang relevan.

Penelitian ini adalah studi kasus di kelas VIII E SMP Negeri 2 Ciawigebang, Kuningan tahun pelajaran 2015/2016. Teknik cuplikan dalam penelitian ini adalah *purposive sampling*. Data diperoleh dari: (1) proses pembelajaran *reading* bahasa Inggris; (2) para informan; guru bahasa Inggris dan siswa kelas VIII E SMP Negeri 2 Ciawigebang; dan (3) dokumen. Teknik pengumpulan data: (1) observasi; (2) wawancara mendalam; dan (3) analisis dokumen. Observasi dilakukan untuk merekam proses pembelajaran *reading* bahasa Inggris. Wawancara mendalam untuk menguji validitas data tentang kasus-kasus yang muncul selama proses pembelajaran *reading*. Untuk memperoleh data dari dokumen, dilakukan analisis dokumen meliputi: silabus, rencana pelaksanaan pembelajaran (RPP), dan hasil penilaian *reading*. Data yang terkumpul dianalisis dengan model analisis interaktif yang meliputi: (1) reduksi data; (2) penyajian data; dan (3) penarikan simpulan.

Hasil penelitian dan pembahasan meliputi kasus-kasus yang muncul selama: (1) proses pembelajaran bahasa Inggris aspek *reading* yang meliputi: (a) kinerja guru pada *pre-activity* dan *whilst-activity*; (b) implementasi metode pembelajaran; (c) pemanfaatan media dan sumber belajar; (d) aktivitas siswa; dan (2) alasan-alasan terjadinya kasus terkait dengan: (a) kinerja guru selama proses pembelajaran bahasa Inggris aspek *reading*; (b) penggunaan metode pembelajaran; (c) pemanfaatan media dan sumber belajar; dan (d) aktivitas siswa.

Berdasarkan analisis dapat disimpulkan: (1) beberapa kasus muncul selama proses pembelajaran *reading*: (a) guru tidak melakukan *pre-test*, peran guru dalam pembelajaran sangat dominan, dan penilaian kinerja siswa masih kurang; (b) implementasi metode tidak sesuai dengan RPP; (c) pemanfaatan media dan sumber belajar kurang optimal untuk *explore reading* siswa; (d) siswa mengalami kesulitan dalam melakukan *reading* dan *reading comprehension*; (2) alasan-alasannya adalah: (a) guru tidak melakukan *pre-test* karena guru dalam mengajar sehari-hari jarang memberikan *pre-test*; peran guru dalam pembelajaran sangat dominan karena siswa kurang aktif dan masih mengalami kesulitan dalam *reading*; dan penilaian kinerja siswa masih kurang

karena keterbatasan waktu dan kompetensi *reading* siswa rendah; (b) implementasi metode tidak sesuai dengan RPP karena situasi pembelajaran tidak memungkinkan guru hanya menggunakan satu jenis metode sebagaimana tertulis dalam RPP untuk mengatasi kesulitan siswa; (c) pemanfaatan media dan sumber belajar kurang optimal untuk *mengexplore reading* siswa karena guru belum terbiasa menggunakan media dan sumber belajar berbasis ICT; (d) siswa mengalami kesulitan dalam *reading* dan *reading comprehension* karena keterbatasan penguasaan kosa-kata, pronunciation dan grammar siswa.

Keywords: Mengajar, Belajar, Membaca, teks naratif.

ABSTRACT

Badriah. 14.PSC.01618. *“Teaching and Learning Reading on Narrative Text (A case study of the second grade of year students of SMP Negeri 2 Ciawigebang, Academic year of 2015/2016)”*. Thesis. Language Education Study Programme, Post-Graduate Programme, Widya Dharma University of Klaten, 2016.

The problems of the study are: (1) how is the teaching and learning process of reading on narrative text at grade VIII E of State Junior High School 2 Ciawigebang in academic year of 2015/1016; (2) why the English teaching and learning process of reading on narrative text at grade VIII E of State Junior High School 2 Ciawigebang in academic year of 2015/1016 conducted as it was observed.

The theories which are used as a basis of this study are the nature of language teaching and learning, the model of English curriculum in SMP, teaching and learning English in SMP, the concept of reading, the narrative text, the models of teaching and learning reading, the lesson plan of reading, media, the source of learning, the principles of case study, and added by previous relevant studies.

This research is a case study done at the seventh grade A in Junior High School 2 of Ciawigebang, Kuningan, Academic Year of 2015/2016. The technique of sampling is purposive sampling. The data are taken from: (1) the teaching and learning process of reading English Language; (2) the informants: they are the teacher of English-lesson of the seventh grade E and the students; and (3) the document. The techniques of data gathering are: (1) observation; (2) in depth interview; and (3) document-analysis. The observation was done to capture the teaching and learning process of reading on narrative text. In depth-interview was done to test the validity about the problems found in teaching and learning process of reading. To get the data from the document, a document-analysis done are the syllabus, the lesson plan, and students' assessment. The gathered data were analysed by using interactive model which consists of data-reduction, data- presentation and conclusion-drawing.

The cases found in this research: (1) the teaching and learning process consisted of: (a) the teacher's activity; (b) the implementation of teaching methods; (c) the use of media and material sources; and (d) students' activities; (2) the reasons of the cases occur deal with: (a) the teacher's activity during pre- and whilst-activity; (b) the implementation of teaching methods; (c) the use of media and material sources; and (d) students' activities.

Based on data analysis, it can be concluded that: (1) some cases occur during teaching and learning of reading: (a) the teacher does not employ pre-test, teacher's role is too dominant, and the assessment is still low; (b) the implementation of teaching methods is unmatched with RPP; (c) the utilize of

media and material sources is still low; (d) the students find the difficulties in comprehending reading text. (2) the reasons of the cases occur deal with (a) the teacher's activity: she does not employ pre-test because she is not accustomed to give pre-test, teacher's role is too dominant because the students are not active, and the assessment is still low because of the limited students' competence on reading and limited time; (b) the implementation of teaching methods is different from method in RPP because the situation in teaching and learning process needs more than method to solve the students' problems; (c) the utilization of media and material sources is still low because the teacher is not accustomed to use multimedia; (d) the students find the difficulties in reading and comprehending reading text because of the limited student's vocabularies, pronunciation, and grammar mastery

Keywords: Teaching, Learning, Reading, Narrative Text

CHAPTER I

INTRODUCTION

A. Background of the Research

In accordance with the purpose of teaching English, government has determined that learning English in Indonesia is to develop communication skill that comprise listening, speaking, reading and writing (Depdiknas b, 2013:14). It can be concluded that listening, speaking, reading and writing are communicative skill should be mastered by students.

Being successful in teaching English is the dominant factor that the English teacher should pay attention to, especially in teaching reading. Through reading, one can enhance his experience, develop new concept, solve his problem, and broaden his horizon of thinking, which are needed to ensure continuing personal growth and adopt the change in the world yet the importance of reading has not been realized by most of our society a large number of our population is classified as poor readers and the majority of the people are content to read materials of poor quality.

In reading comprehension, the message in the written form is the most important element that must recognize, because the primary purpose is to know the thoughts expressed in the printed material. Therefore, reading with comprehension is only a way for the students to arrive at what they want to know from the reading material. However, the problem is how to make them comprehend.

For students from elementary to university level, reading is something that has to be done. They have to read their compulsory books or other materials related to their lesson. For students who are studying languages, reading is one of the skills, which has to be learned and is considered as the most important one because it can influence other language skill (listening, speaking, and writing). It is certainly not easy to present the English reading for Indonesian students whose language system is different. Reading is a complex process which involves not only to read the text but also their experience to comprehend it. Because of its complexity, many teachers of English at junior high school find difficulties in teaching reading and prefer teaching structure to reading. Based on all reason above, the writer thinks that stories in narative text can motivate students to read, because stories in narative text are interested in conducting research entitle “Teaching and Learning Reading on Narrative Text (A case study of the eight grade of Junior High School 2 Ciawigebang In Academic Year 2015/2016)”.

Based on the junior high school curriculum, reading is one of the four skills in studying English. Reading consists of narrative, descriptive, procedure, recount, and report. The aim of the students learn reading, they have to know basic competence and achievement indicators in reading. Basic competence of reading: Understand transactional discourse, interpersonal discourse, and oral monologue especially in the forms of narrative, descriptive, procedure, recount, and report using oral language variation. And achievement indicators; Students can read continuous story, students can identify rhetorical moves of a text in the narrative, descriptive, procedure, recount, and report form, students can identify

main ideas, supporting ideas, and detailed information of the text, and students can identify and use the tense.

There are many aspects that must be considered if the teacher wants to successfully conduct the teaching learning process. One of the important aspects is giving the students a chance to read during the lesson and also make sure that they completely understand what they read. Most of the students only read the text without thinking and paying attention to every single sentence that they read. Besides, a lot of the students do not have much time to read because when teachers give a text and get the students to answer the questions of the text, they only focus on how to answer these questions quickly. They ignore the important part of being able to answer the question and they finally fail. Teachers mostly concern on material discussed and speak a lot of the time without giving a chance to the students how to read well and understand the meaning of what they read. In this case, teachers must try to make the students like to read first and then give chances as many as possible to read the text well and then try to find the meaning of the text. In this way, the students will have more time to practice reading.

Reading is the major problem that is found at the eight grade students of Junior High School 2 Ciawigebang. It shows that they still have low motivation in reading. They are possibly aware if teacher always reminds and motivates them that reading could train their comprehension besides expanding their insight.

However, they did not realize the importance of reading. In fact, reading had very important role in learning process because reading comprehension

determined the success of the students in learning many things particularly in school. Without the skill of reading, they could not make satisfactory progress in school. Moreover, the students often failed in joining any lessons because they did not like reading and they thought that reading was just so confusing.

B. Identification of Problem

Referring to the background of the study above the researcher identify some problems as follows:

1. Most of the students face the difficulties to understand the reading passage.
2. The teacher still used teacher centered approach. It means that the teaching and learning process in the class is still dominated by the teacher.
3. The teacher is less varied in using the instructional media.
4. The students do not achieve the minimum passing grade in reading on narrative text.
5. The teaching and learning of reading on narrative text at eighth grade of Junior High School 2 Ciawigebang In Academic Year 2015/2016 is not maximum.

C. Limitation of Problem

There are five identification of problem. However, it is not all item be analyzed. In order to be more effective and efficient analysis on the main problem, the researcher limits and chooses the problems of the study on the fifth item that is teaching and learning process of reading narrative text at eighth grade of State

Junior High School 2 Ciawigebang in academic year of 2015/1016. The researcher chooses that problems because the it is related to the research's topic and the researcher wants to know the teaching learning process in reading on narrative text that causes the students do not achieve the minimum passing grade in reading on narrative text.

The teaching learning process of reading skill is not maximum to achieve the objectives, the teacher of junior High School 2 Ciawigebang still focus on teaching grammar and vocabulary, the approach used by the teacher is Teacher Centered Approach. It means that the teaching and learning process in the class is still dominated by the teacher.

The researcher chooses the Junior High School 2 Ciawigebang which is located at a village far from the downtown, so that she wants to know students motivation and students awarnes about the important of learning reading. She also chooses the eight grade E because the students at eight grade E are heterogen ontheir competence..

D. Problem Statement

From the fifth of the limitation of the problems above, to clarify the statement of the problem proposed, the researcher writes the statement of the problems in the form of quistions is formulated as follows:

1. How is the teaching and learning process of reading on narrative text at eight grade of State Junior High School 2 Ciawigebang in academic year of 2015/1016?

2. Why is the process of teaching and learning of reading on narrative text at eight grade of State Junior High School 2 Ciawigebang in academic year of 2015/1016 conducted as it was observed?.

E. Objective of the Research

Based on the statement of the problems proposed above, the objective of the research are:

- a. To know how the teaching and learning process of reading on narrative text at eight grade of State Junior High School 2 Ciawigebang in academic year of 2015/1016.
- b. To know the reason why the process of teaching and learning of reading on narrative text at eight grade of State Junior High School 2 Ciawigebang in academic year of 2015/1016 conducted as it was observed.

F. Significance of the Research

The result of the research entitled Teaching and Learning Reading On Narrative Text (A Case Study at Eight Grade of State Junior High School 2 Ciawigebang in the Academic Year of 2015/2016) benefits theoretically and practical in the educational field especially in the teaching and learning process of reading text. Theoretically, the result of this research give the benefit indirectly to broaden the science and knowledge in the field of research especially the research on case study in the teaching and learning process of reading English text, and also encourage another researchers to conduct such kind of research broadly and

deeply. Obviously, the result of the research give the benefits for the teacher especially for an English teacher at Junior High School to improve the quality of teaching and learning process of reading English text and also for headmaster of State Junior High School 2 Ciawigebang specially as follows.

1. For Teacher

Practically, the result are utilized by the English teacher to broaden the knowledge to improve the quality of the process and the result of teaching and learning especially teaching and learning process of reading English text. Implicitly, this result of study give the inspiration to the English teacher to develove the models of teaching and learning process using multimedia effectively, afficiently, enjoyable and useful in teaching and learning process of reading English text at the classroom.

2. For Headmaster

Practically, the headmaster uses the result of this study as the input of the basic information of factual condition in the teaching and learning process of reading English text at State Junior High School 2 Ciawigebang. Beside, the result of this study can be used as the input to improve the English teacher's profesionalism, to improve the quality of the teaching and learning process of reading English text at State Junior High School. Hopefully, the qualified teaching and learning process of reading English text also imrpove the quality of the students' competency to master four skills in English.

CHAPTER V

CONCLUSSION, IMPLICATION, AND RECOMMENDATION

A. Conclusions

Based on the data that have been analyzed earlier, the researcher can draw some conclusions:

1. Dealing with teaching and learning of English reading at grade VIII E of State Junior High School 2 Ciawigebang in academic year of 2015/1016 as follows:

a. Teacher: The teacher implemented the stage of teaching and learning well because she conducted the stages of teaching learning process according to the lesson plan, she used *Bahasa* Indonesia as a medium of interaction . She made reflection at the end of the lesson, she gave reading assignment for the test, and she closed the activity of teaching and learning process.

a. The students : The students looked enthusiastic in doing the lesson Most of them could follow the lesson well because they paid attention to the teacher . They did the task given by the teacher individually and groups, they made a note of the important materials.

b. The Material : The material which has taught by the teacher is reading on narrative text. The lesson stated from free-activity, while-activity, and post-activity. The teacher did exploration, explained the material and at the end of the lesson gave evaluation. There are social functions, the purpose, generic structure, verbs and tenses are used in narrative text. Most of them

are suitable with the lesson plan.

- c. The Method: The teacher explained certain material by lecture method, questioning and discussion. She used discussion method to lead the students to comprehend a narrative text. She used "question and answer strategy" to create interactive learning. The teacher still applied "teachers centered approach".
- d. The instructional media used by the teacher in teaching and learning narrative text were a white board, infocus, the students' worksheet and dictionary.
- e. Assessment or Evaluation: The teacher gave the students' task to evaluate the result of the test in teaching and learning process. She used an essay test in reading. The test did in individually and groups to assess the students' understanding about the materials were given. She examined the students' task.

2. The factors of why is the process of teaching and learning of reading on narrative text at eight grade of State Junior High School 2 Ciawigebang in academic year of 2015/2016 conducted as it was observed because;

- a. Teacher : The teacher do not write the basic competencies and the instructional objective at the middle of teaching and learning activity.
- b. Students : Many students are not too active in teaching and learning activity since the teacher applied lecture method.
- c. Material : The learning material are almost suitable with the lesson plan but she did not drill the student to read.

- d. Method : The teacher uses lecture method and questioning, it mean teacher still dominant in teaching and learning process.
- e. Media : The uses of ICT (infocus) do not maximal
- f. Assesment : The teaher make an assesments instrumnt which measures the students's undestanding about the learning material but she do not have enough time.

B. Implication

The conclusions that the research has explained have some important implications as follows:

1. The teaching and learning process of English reading shouls be more interesting bu playing various kinds of instructional media. As language teacher, we should use a variety of teaching aids to explain language meaning and construction, engange students in topic, or a the basic of a whole activity. Varieties of item that be helpful both for practice and for motivation. Such as;The board, overhead projection, LCD.
2. The teaching method of English reading should be well-planned and well prepared in order to maximize the students' potential, by applying various methods, such as; interactive, demonstrating, product approach method, CTL approach. CTL is a concept of learning that help teachers relate the content to be studied with real world situation.
3. The teaching and learning activity should give a wide space for the students to explore their potencial. Practice plays a very dominant role in

teaching and learning success. The more practice the students do, the better result will be. It can develop the students' critical thinking.

C. Recommendation

Based on the conclusion of the research result, there are some recommendations that research can propose as follow:

1. The teacher should write the Basic Competence and the Instructional Objectives at the beginning of the teaching and learning activity.
2. In conducting the teaching and the learning activity, it will be better if the teacher uses various kinds of instructional media that can make them more interesting.
3. In initiating the lesson, the teacher is encouraged to give review of the previous learning. The review can help the students recall words, concepts and procedures effortlessly and automatically when they need this material to solve problems or understand new material.
4. The teacher is encouraged to make a group. The discussion in a small group is more effective for the students especially in learning difficult material.
5. The students should do much practice in learning English especially in reading.
6. The teacher should apply the student-centered approach instead of teacher-centered approach.

7. Reading comprehension is a difficult aspect to achieve for the student's ability. The teacher is expected to apply good strategies in her teaching and learning activity.

8. The teacher is encouraged to involve all the students in the activity. By loving students in the activity can make them enjoyable.

9. School or principal should encourage teachers to make continuous improvement of their teaching process including the methods, approaches and instructional media.

10. School or principal should give motivation for teachers to do research dealing with their teaching and learning activities.

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