

**A CASE STUDY OF TEACHING AND LEARNING READING
OF THE EIGHTH YEAR STUDENTS OF SMP N 2 CEPER
KLATEN IN ACADEMIC YEAR OF 2017/2018**

THESIS

**This Thesis is Presented as a Partial Fulfillment of the Requirement for
Accomplishing Thesis in English Education Study Program**



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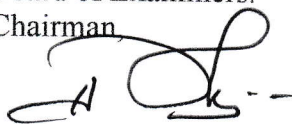
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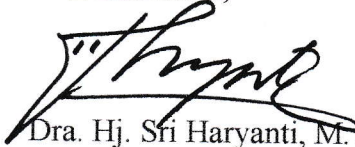
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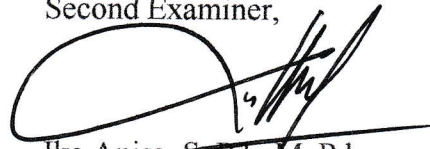
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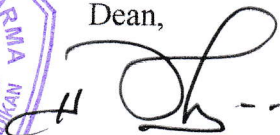
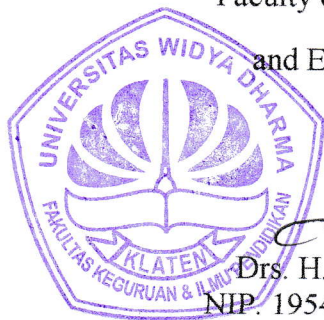
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PRONOUNCEMENT

This is to certify that I myself write the thesis entitled **"A CASE STUDY OF TEACHING AND LEARNING READING OF THE EIGHTH YEAR STUDENTS OF SMP N 2 CEPER KLATEN IN ACADEMIC YEAR OF 2017/2018"**.

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, November 2017



1311202862

MOTTO

- ❖ *Ambillah Kebijakan Dengan Kebajikan
Didalamnya (The writer)*
- ❖ *You have to endure caterpillars if you want to
see butterflies (Antoine De Saint)*

PRESENTATION

This Thesis is dedicated for:

1. My beloved parents, Mr. Suparno and Mrs. Aris Sulistyowati, thank you for your prayer, your support, your love and everything that I could never pay for you. I love you so much.
2. My beloved brother, Ardan Nur Riski Afandi, thank you for your love, advice, prayer and support for me.
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6. Bambang Budiyo, A. Md. as the English teacher of the eighth grade of SMP N 2 Ceper.

I realize that this thesis is far from being perfect. Therefore, I would accept correction, suggestion, and criticism from the readers to make this thesis perfect. Hopefully, this thesis will be useful especially for the readers in general.

Klaten, November 2017

The Writer

LIST OF ABBREVIATIONS

1. Code (Obv/FN/01), this is read:

Obv : Observation

FN : Field Note

01 : The number of data in Observation.

2. Code (Inv./T/01)

Inv : Interview

T : Teacher

01 : The number of the data of interview.

3. Code (Inv./S/01)

Inv : Interview

S : Student

01 : The number of the data of interview.

LIST OF APPENDIXES

1. Field Note of Obsevation
2. Field Note of Interview (Teacher)
3. Field Note of Interview (Students)
4. Pictures
5. Lesson Plan
6. Syllabus
7. Reasearch Permission Letter
8. Reasearch Information Letter

TABLE OF CONTENT

TITLE	i
APPROVAL	ii
RATIFICATION	iii
PRONOUNCEMENT	iv
MOTTO	v
PRESENTATION	vi
ACKNOWLEDGEMENT	vii
LIST OF ABBREVIATIONS	viii
LIST OF APPENDIXES.....	ix
TABLE OF CONTENT	x
ABSTRACT	xii
CHAPTER I. INTRODUCTION	
A. The Background of the Study	1
B. The Reason for Choosing the Topic.....	4
C. The Limitation of the Study	5
D. The Problem of the Study	5
E. The Aim of the Study	6
F. The Use of the Study	6
G. The Clarification of the Key Terms	7
H. The Organization of the Study	8
CHAPTER II. REVIEW OF RELATED LITERATURE	
A. Teaching and Learning English in Junior High School	10
B. A Brief View of Reading	27

CHAPTER III. THE RESEARCH METHOD

A. The Meaning of Research Method	40
B. The Strategy of Research Method	41
C. The Data and the Source of the Data	42
D. The Technique of Collecting the Data	44
E. Validity of the Data	47
F. The Technique of Analyzing the Data	48

CHAPTER IV. THE RESULT OF THE STUDY

A. Data Analysis	51
B. The Discussion of the Findings	57

CHAPTER V. CONCLUSION AND SUGGESTION

A. Conclusion	63
B. Implication	66
C. Suggestion	66

BIBLIOGRAPHY	68
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APPENDIX

ABSTRACT

ERNA ERLIA, 1311202862, English Education Study Program, the Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2017. Thesis: *A Case Study of Teaching and Learning Reading of the Eighth Year Students of SMP N 2 Ceper Klaten in Academic Year of 2017/ 2018.*

This thesis' aims are: 1) To describe the process of teaching and learning reading to the eighth year students of SMP N 2 Ceper Klaten in the academic year 2017/2018. 2) To describe the obstacles which occur in the process of teaching and learning reading of the eighth year students of SMP N 2 Ceper Klaten in the academic year 2017/2018. 3) To describe the solutions of the obstacles faced by the teacher in teaching reading of the eighth year students of SMP N 2 Ceper Klaten in the academic year 2017/2018.

In this study, the researcher conducts the study by using qualitative research method as the strategy of the research in the teaching and learning reading of the eighth year students of SMP N 2 Ceper Klaten in the Academic Year 2017/2018. The sources of the data are event, the result of interview with the English teacher and students of VIII D and the documents such as: lesson plan, syllabus and English material. The data are collected by using observation, interview, and documentation method. The researcher analyzes the data gotten by using the flow model. The flow model consists of reducing, displaying, and drawing or verifying the data.

After analyzing the data, the writer draws the conclusions, namely: 1) The process of teaching and learning reading starts from a) The preparation such as lesson plan and material b) Activities in teaching and learning reading, such as opening, main and closing activity then the media that the teacher uses is module and the method that the teacher uses is question and answer method, and c) The evaluation is assignment. 2) The obstacles of teaching and learning reading process are: a) The students' lack of vocabulary, b) The students' difficulty to understand the meaning of word, c) The students' difficulty in pronouncing the word correctly, d) The students' mastery on the materials, e) The students' boredom. 3) The solutions that the teacher uses to solve the obstacles that are found in teaching and learning reading are: a) Asking the students to find the difficult word in dictionary, b) Asking the students to borrow dictionary from another class, c) Listening to the students' pronunciation and giving correction to their incorrect pronunciation, , and d) Giving some joke or funny story to relieve the boredom and tiresome.

Keywords: *Case Study, Reading, Teaching and Learning process.*

CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is a basic key for human life in this world, because by language people can interact with others. Language is used to transfer information, ideas, and feelings from one person to another. Finocchiaro (1974:3) states that language is a system of arbitrary, vocal symbol which permits all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact. From the definition above, it is known that language cannot be separated from human life, when and where people gather languages are chosen as the best instrument for communication.

Language is very important to people in entire world. Language is important to communicate to other people. People use language to communicate each other in their daily activities. English is one of languages in the world also as an international language. People around the world speak English to communicate. Many countries use English either as their first or as the second language. To make relationship with others, people need English for communication because English is one of the international languages that has an important role in the international communication.

Most of the people in Indonesia use English as an international or foreign language and formally learn it since they are at Junior High School. Teaching and learning English in Junior High School has its scope including competence to comprehend and to produce spoken and written texts through four language

skills: listening, speaking, reading, and writing. The students can comprehend and create many short functional texts; they are procedure, description, recount, narrative, and report. For this reason teacher must have various methods in teaching genre to make the students more interested in teaching learning process.

Reading as one of the language skills, should be mastered well by the students because reading is an essential factor that influences one's activity in communication. Reading is a part of daily life for those who live in literate communities. People consider reading as an important activity, so that people usually say that reading is the way to open the world. Reading is an interesting activity, because by reading, people can get some information widely without going anywhere.

Johnson (2008: 3) writes "Reading is the practice of using text to create meaning". For many people, reading also involves translating information into their own language and thus adding a further dimension to the complexities of understanding the information that they read. By reading, students become familiar with the rhythm of English. Over time it will start up feel natural and students will notice when a sentence or phrase does not seem right.

In English, reading in that language has additional important benefits that can help students learn the language faster and more completely.

According to *Permendikbud No. 22* (2006: 360), the material of English lesson in Junior High School includes four language skills, they are listening, speaking, reading, and writing. As one of the four skills, reading is an important skill that must be learned. In this research, the researcher focuses on reading

skill. *Permendikbud No. 22 (2006: 360)* also states that there are some types of text in reading such as interpersonal text and transactional text including in these types are recount, narrative, procedure, descriptive, and report. As a part of English skill, reading must be mastered by the learners. In addition, by reading well, the students are able to take the core of the text that they read. In real life, the students read different kinds of reading material, such as books, newspaper, magazine, and etc. It will help to improve the students' ability in reading English text.

In teaching reading, it is not easy to make students understand the texts. Many students cannot comprehend the texts so that the objectives of the English teaching and learning process cannot be reached easily. They find difficulties which are caused by several reasons, such as teaching techniques, media and methods. Once, there were still a lot of words that the students did not know the meaning that they read. One of the problems was that they were having difficulties in understanding the instructions they found in the text book or tasks they were doing. Another problem was also found during the activities in classes. They were not enthusiastic while doing task in the teaching learning process because they had difficulties in understanding what they read. Then, most students also did wrong interpretation of meaning of words in the sentences. They rarely realized that meaning changes based on context surrounding it. They also made mistakes about where to put the words. Usually, students thought that they did not know the meaning of the words they actually know. It was related to their knowledge.

Based on explanation about the important role of English in teaching and learning process, the importance in improving reading skill for the future, and the phenomena which have been observed in the SMP N 2 Ceper Klaten especially at the eighth year, the researcher can conclude that this school has good facilities and the teacher has taught the English material based on syllabus, but the student behavior problem can take many forms, they are inaudible responses, sleeping in class, tardiness and poor attendance, failure to do homework, cheating in test and unwillingness to speak in the target language. From the fact stated, the researcher conducts the research to find out the aspects that cause the obstacles found in the process of teaching and learning reading entitled “ *A Case Study on Teaching and Learning Reading of the Eighth Year Students of SMP N 2 Ceper Klaten in Academic Year of 2017/2018* ”.

B. The Reason for Choosing the Topic

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

1. Reading is now being more important skill in daily life which needs to be mastered by the students.
2. Reading can help students develop their reading skills. With reading skill, the students will make greater progress and development in all other areas of learning.
3. Reading can improve writing skill. The students become a “writing-mentor” (guide students for reader as the students read and study their work and

respond to it through a variety of writing). This “mentoring” and students’ writing responses can help students build confidence in their writing.

C. The Limitation of the Study

Based on the background of research, the researcher limits this study as follows:

1. The process of teaching and learning reading of the eighth year students of SMP N 2 Ceper Klaten in academic year of 2017/2018.
2. The obstacles of teaching and learning reading of the eighth year students of SMP N 2 Ceper Klaten in academic year of 2017/2018.
3. The solution of the obstacles found by English teacher in teaching and learning reading of the eighth year students of SMP N 2 Ceper Klaten in academic year of 2017/2018.

D. The Problem of the Study

The problems that are discussed in this study are as follows:

1. How is the process of teaching and learning reading of the eighth year students of SMP N 2 Ceper Klaten in academic year of 2017/2018?
2. What are the obstacles found in teaching and learning reading of the eighth year students of SMP N 2 Ceper Klaten in academic year of 2017/2018?
3. How does the English teacher solve the obstacles in teaching and learning reading of the eighth year students of SMP N 2 Ceper Klaten in academic year of 2017/2018?

E. The Aim of the Study

Based on the problems above, the aims of the study are:

1. To describe the process of teaching and learning reading of the eighth year students of SMP N 2 Ceper Klaten in academic year of 2017/2018.
2. To describe the obstacles faced by the teacher in teaching and learning reading of the eighth year students of SMP N 2 Ceper Klaten in academic year of 2017/2018.
3. To describe how the English teacher solves the obstacles in of teaching and learning reading of the eighth year students of SMP N 2 Ceper Klaten in academic year of 2017/2018.

F. The Use of the Study

From the result of this study, the researcher hopes that it will be useful to the teaching and learning English especially teaching reading. The findings of the study are expected to be useful as follows:

1. The Theoretical Use

The study can be used to enrich the knowledge of teaching and reading theory in junior high school.

2. The Partical Use

The result of this study can be useful to find the solution of the problems found in teaching and learning reading of the eighth year students of SMP N 2 Ceper Klaten in academic year 2017/2018.

G. The Clarification of the Key Term

The key terms used in the little of this study can be clarified as follows:

1. Case Study

According to Yin (2011: 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 the real cases. Case study tries to give a brief description stressing to the whole situation concerning with the process or procedures of an event.

In this study, case study means an empirical inquiry that the researcher investigates the process of teaching and learning reading of the eighth year students of SMP N 2 Ceper Klaten in academic year of 2017/2018.

2. Teaching and Learning

Hornby (1984: 886) states that teaching is causing someone to know or be able to do something, giving someone knowledge, skill, and giving lessons at school, etc. Brown (2000: 7-8) also states that learning is acquiring or getting of a knowledge of a subject or a skill by study, experience or instruction.

In this study teaching and learning means making the learner to do an action based on the knowledge, skill, and experience provided at the school for reading of the eighth year students of SMP N 2 Ceper Klaten in 2017/2018, by acquiring or getting, knowledge of a subject or a skill by study, experience or instruction.

3. Reading

According to Nunan (2003: 68-69), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. It means that the reader's background knowledge integrates with the text to create the meaning. Reading is an essential skill for learners, and it is the most important skill to master in order to ensure success not only in learning English, but also in learning in any content class where reading in English is required.

In this research, reading means the students' activity to combine information from many texts to build meanings which are given by the teacher in classroom of the eighth year students of SMP N 2 Cepur Klaten in academic year of 2017/2018.

H. The Organization of the Study

In order to give description to the readers and facilitate the thesis arrangement, the researcher presents this thesis 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 the key terms, and the organization of the study.

Chapter II deals with review of related literature consisting of the definition of reading, types of reading, purpose of reading, the importance of reading, and teaching reading.

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 data, the method of collecting the data, and the method of analyzing the data.

Chapter IV deals with the result of the study consisting of analysing the data and the discussion of the findings.

Chapter V deals with conclusion, implication and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusion, the implication, and the suggestion. The further explanation is as follows:

A. Conclusion

After the researcher analyzes the result of observation and the interview with the informants of teaching and learning reading in the eighth year students of SMP N 2 Ceper Klaten in the academic year 2017/2018, the researcher gets the information about the teaching and learning reading. In this case the researcher would answer the problems stated in chapter 1. They are as follow:

1. How is the process of teaching and learning reading of the eighth year students of SMP N 2 Ceper Klaten in academic year of 2017/2018?
2. What are the obstacles found in teaching and learning reading of the eighth year students of SMP N 2 Ceper Klaten in academic year of 2017/2018?
3. How does the English teacher solve the obstacles in teaching and learning reading of the eighth year students of SMP N 2 Ceper Klaten in academic year of 2017/2018?

Based on the analysis of English teaching and learning reading in the eighth year students of SMP N 2 Ceper Klaten, the researcher concludes as follow:

1. The Process of Teaching and Learning Reading

a. The Teacher's Preparation on Teaching Reading

The teacher of the eighth year students of SMP N 2 Ceper Klaten always arranges a lesson plan before he teaches in the classroom. In explaining the lesson the teacher uses English language.

Besides making a lesson plan, the teacher prepares the authentic text and picture as a media in teaching reading. With the existence of lesson plan in executing teaching and learning process, teacher can use it directly so that the final purpose of teaching and learning will be reached. The researcher sees that the teacher takes appropriate procedures.

b. The Activity of Teaching Reading

1) Apperception or motivation

In apperception the teacher greets and gives motivation to his students by asking their feeling. The teacher and the students does a dialogue about something related to the material.

2) The main activity

In the main activity, the teacher explains to the students about the goal of the study then asks the students to make a group that consists of two students in the same table. The teacher asks the students to read text at least twice. The teacher gives explanation about the text, and after finishing the explanation of the material, the teacher gives example in making paragraph, and then the teacher asks the students to check their understanding by giving an assignment.

3) The closing activity

In closing activity teacher gives evaluation to the students. To know the students's ability, the teacher gives evaluation as confirmation. The teacher asks the students to collect their task.

c. The Evaluation of Teaching and Learning Reading

At the end of the meeting the teacher gives evaluation to the students. The forms of evaluation are constructed and non-constructed assignment. Constructed assignment concerns with the material or time of collecting which is decided by the teacher, while unconstructed assignment concerns with the material or time of collecting which is decided by the students.

2. The Obstacles Found in The Process of Teaching and Learning Reading

- a. The students are lack of vocabulary.
- b. The students get difficulty to understand the meaning of words.
- c. Many students have difficulty in pronouncing the words correctly.
- d. The students do not understand the materials clearly during the teaching and learning process.
- e. The students make noise because sometimes they feel bored.

3. The Solutions that the Teacher uses To Solve the Obstacles that are found in Teachng and Learning Reading

- a. The teacher asks the students to find the difficult word in dictionary.
- b. The teacher asks the students to borrow dictionary from another class.

- c. The teacher listens to the students' pronunciation and gives correction to their pronunciation when they produce incorrect pronunciation,
- d. The teacher gives some joke or funny story to relieve the boredom and tiresome.

B. Implication

Based on the result of the study, the researcher hopes the English teaching and learning especially of reading in the eighth year students of SMP N 2 Cepur Klaten in 2017/2018 can be improved.

It can increase the students' knowledge in many elements of English material especially reading skills, because in learning reading skills, the students should understand vocabulary, grammar, and structure.

C. Suggestion

Based on the result of the research on the observation of teaching and learning reading in the eighth year students of SMP N 2 Cepur in 2017/2018, the researcher would like to give some suggestion to English teacher and students.

1. For the teacher

- a. The teacher should often use various and interesting media and method in teaching and learning process to attract the students' attention.
- b. The teacher should give sudden questions to the students who make class noisy.

- c. The teacher should give more motivation to the students in order to create the students' self motivation that English is easy, fun and interesting.
2. For the students
- a. The students should be more active in the class.
 - b. It is better for the students to be calm and pay more attention to the teacher.
 - c. It is better for the students to use manual dictionary.
 - d. It is better for the students to always try to memorize the vocabulary.

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