

**A CASE STUDY ON TEACHING AND LEARNING READING OF THE  
ELEVENTH YEAR STUDENTS OF SMA N 1 KARANGANOM KLATEN IN  
ACADEMIC YEAR OF 2016/2017**

**S-1 THESIS**

Submitted as a partial Fulfillment of the Requirements for Undergraduate Degree in  
English Education Study Program



**By**

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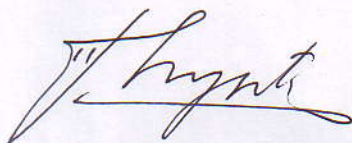
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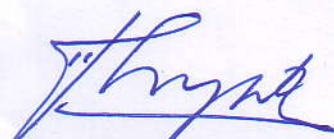
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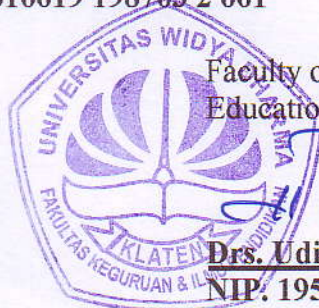


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## PRONOUNCEMENT

This is to certify that I myself write this thesis entitled “A CASE STUDY ON TEACHING AND LEARNING READING OF THE ELEVENTH YEAR STUDENTS OF SMA N 1 KARANGANOM KLATEN IN ACADEMIC YEAR OF 2016/2017”.

It is not plagiarism or made by others. Anything related to either'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, 23 May 2017



Sukma Ratri  
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## **MOTTO**

- ❖ “The best revenge is bettering yourself”. (Zacky Vengeance)
- ❖ ”Janganlah kamu kuatir akan hari besok, karena hari besok mempunyai kesusahannya sendiri. Kesusahan sehari cukuplah untuk sehari”. (Matius 6: 34)
- ❖ “Every second of my life is a great chance”. (The writer)

## **PRESENTATION**

This thesis is presented to:

- ❖ My beloved parents, my twin sister and my brother, thanks for your supports  
and pray, I love you so much. Wish Jesus always bless you.
- ❖ My beloved friends from University of Widya Dharma Klaten, especially my  
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Finally, the researcher hopes that this thesis is useful for the researcher herself and the readers in general especially those who are engaged in the English teaching profession.

Klaten, May 2017

Sukma Ratri



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## **THE LIST OF ABBREVIATIONS**

1. App. : Appendix
2. FN. : Field Note
3. Itrw. : Interview
4. Obs. : Observation

## ABSTRACT

**SUKMA RATRI. 1311102834.** English Education Study Program. Teacher Training and Education Faculty. University of Widya Dharma Klaten, 2017. Thesis: *A Case Study on Teaching and Learning Reading of the Eleventh Year Students of SMA N 1 Karanganom Klaten in Academic Year of 2016/2017.*

The aim of this study is to describe the process, the obstacles and the solution of the obstacles of teaching and learning reading of the eleventh year students of SMA N 1 Karanganom Klaten in Academic Year of 2016/2017.

In this study, the data are collected by observation, interview, and documentation of teaching and learning reading of the eleventh year students of SMA N 1 Karanganom Klaten in Academic Year of 2016/2017. The researcher analyzes the data by doing flow model that consists of data reduction, data display and conclusion drawing or verification.

After analyzing the data, the researcher concludes the process of teaching and learning reading of the eleventh year students of SMA N 1 Karanganom Klaten consists as follow. First, the process of teaching and learning reading includes opening activity done by the teacher's greeting to the student; reviewing the previous material about Conditional Sentence Type 3, explaining Hortatory Exposition Text, asking the students to discuss and present the result of discussion, checking the students' comprehension, and closing the activity by having a prayer. Second, the obstacles found by the students are limited vocabulary and pronunciation. The students get difficulty in comprehending the text and pronouncing new words in the text. The obstacle found by the English teacher is in managing the time. The teacher has to translate the words in every paragraph, in order that the students can comprehend the text. Third, the students' solutions to solve the obstacles are the students try to have reading activity and get some applications from mobile phone, in order that the students can get the right pronunciation. While, the teacher's solutions are the teacher tries to translate the words, and, the teacher allows the students to get references from many sources.

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



# **CHAPTER I**

## **INTRODUCTION**

### **A. The Background of the Study**

English has four skills that must be mastered by the students. They are listening, speaking, reading and writing. Fauziati (2010: 32) states that reading is one of language skill which needs to be taught in language classroom. In Indonesia, English is also taught as the subject in educational program, including in the Senior High School. Fauziati (2010: 45) states that a reading text always contains information, meaning, or message which the writer intends to communicate to their readers. By reading, someone will get much information and also understand the meaning from a reading text.

According to Johnson (2008: 3), reading is the practice of using text to create meaning. The point that must be underlined is to create meaning. The students have some difficulties to comprehend meaning of words by reading. Because English has different pronunciation when it is read, the students will get confused to interpret the reading text. It is generally assumed that reading is a difficult skill to be mastered, especially for foreign language.

In order that the students master English well, they must master reading skill. According to Grabe (2009: 15), reading is also a continuously evaluative process. It means that reading skill needs an evaluation to determine how far the reader understands the reading text. Read (2007: 48) states reading competence involves constructing meaning and making sense of written text. Reading needs

the complex interaction of knowledge in order that the students can make a conclusion from the reading text.

The difficulty that commonly appears in reading activity is how to pronounce new vocabulary. Besides that, the students also have difficulties in understanding the meaning of a text. These difficulties happen because the students have limited vocabulary. By having limited vocabulary, the students also have difficulty of determining the main idea in a paragraph. If the students cannot identify the main idea of a text, it makes the students cannot get the information of a text. The two problems that appear in learning reading makes the students get low achievement in reading skill.

The other problem that appears in teaching reading is the use of monotonous method that is also included as the problem of teaching and learning reading in the classroom. The teacher uses monotonous method by using teacher centered method. The teacher reads the text and the students repeat after the teacher. This method makes the students bored and not be able to understand the content of the text. The teacher cannot build interesting teaching and learning reading. Therefore, the teacher should have various methods to make interesting atmosphere; in order the students will be interested in reading class.

According to Richards (2005: 99), teachers are the key factor in the successful implementation of curriculum changes. It means that the teacher is the source of knowledge and the direction in the learning process. The teacher guides the students to get knowledge, information and develop the students' ability in learning reading. The teacher can help the students to solve the lack of vocabulary

and find some difficulties in interpreting the text. So, the difficulties found in reading process can be reduced and the students can learn English well.

Based on the problems that appear in teaching and learning reading, the researcher conducts a research at the eleventh year students of SMA N 1 Karanganom Klaten in academic year of 2016/2017. Therefore this research is entitled *A Case Study on Teaching and Learning Reading of the Eleventh Year Students of SMA N 1 Karanganom Klaten in Academic Year of 2016/2017*.

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

The reasons that encourage the researcher for choosing the topic of the research are as follow:

1. Reading is a part of the four language skills that must be learned by the students. In learning reading, the students are expected to be able to comprehend the text.
2. Reading is important to be learnt by the students in order that the students can understand how to pronounce English words well.
3. Reading is a complex skill involving a number of simultaneously operations. So, the operations of reading skill help the reader in developing the other skill.

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

In this study, the researcher would like to limit the study in order to focus the topic that will be discussed. The researcher limits the study as follows:

1. The process of teaching and learning reading of the eleventh year students of SMA N 1 Karanganom Klaten in Academic Year of 2016/2017.
2. The obstacles found by the English teacher and the students in teaching and learning reading of the eleventh year students of SMA N 1 Karanganom Klaten in Academic Year of 2016/2017.
3. The solution of the obstacles found by English teacher and the students in teaching and learning reading of the eleventh year students of SMA N 1 Karanganom Klaten in Academic Year of 2016/2017.

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

The researcher would like to present the problem that can be formulated as follows:

1. How is the process of teaching and learning reading of the eleventh year students of SMA N 1 Karanganom Klaten in Academic Year 2016/2017?
2. What are the obstacles found by the English teacher and the students in teaching and learning reading of the eleventh year students of SMA N 1 Karanganom Klaten in Academic Year 2016/2017?
3. How do the English teacher and the students solve the obstacles in teaching and learning reading of the eleventh year students of SMA N 1 Karanganom Klaten in Academic Year 2016/2017?

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

Based on the problems above, the researcher has some aims of the study as follows:



1. To describe the process of teaching and learning reading of the eleventh year students of SMA N 1 Karangnom Klaten in Academic Year 2016/2017.
2. To describe the obstacles found by the English teacher and the students in teaching and learning reading of the eleventh year students of SMA N 1 Karangnom Klaten in Academic Year 2016/2017?
3. To describe how the English teacher solves the obstacles in teaching and learning reading of the eleventh year students of SMA N 1 Karangnom Klaten in Academic Year 2016/2017?

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

The result of the study is expected to be useful both theoretically and practically as follows:

1. The Theoretical Use

It can be used to enrich the repertoire of teaching and learning reading.

2. The Practical Use

It can be used to provide an input for the English teacher to prepare teaching and learning reading in Senior High School.

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

The title of the thesis is a case study of teaching and learning reading of the eleventh year students of SMA N 1 Karangnom Klaten in the Academic Year 2016/2017. To make it easy to understand, the researcher clarifies the terms of the study as follows:

#### A. Case Study

According to Gilham (2000: 1), case study is one which investigates the case to answer specific research questions (that may be fairly loose to begin with) and which seeks a range of different kinds of evidence, evidence which is there in the case setting, and which has to be abstracted and collated to get the best possible answer to the research questions. Generally, case study is a proper strategy in a research related to the question of how or why, when the researcher had a little change to control the study events.

In this study, case study means a method of research in which the primary question is how is the process of teaching and learning reading to the eleventh year students of SMA Negeri 1 Karangnom Klaten in academic year of 2016/2017.

#### B. Teaching and Learning

According to Brown (2000: 7), teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.

Learning is acquiring or getting of a knowledge of a subject or a skill by study, experience or instruction (Brown, 2000: 7).

In this study, teaching and learning means guiding and facilitating learning, enabling the learner to learn, setting the condition for reading of the eleventh year students of SMA Negeri 1 Karangnom Klaten in academic year 2016/2017, by acquiring or getting knowledge of reading by study, experience or instruction.

### C. Reading

Reading is the ability to draw meaning from printed or written words or symbols and interpret the information from a text and their own background knowledge to build meaning. The goal of reading is comprehension. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning (Nunan, 2003: 68).

In this study, reading is the ability of drawing meaning from printed or written words or symbols and interpreting the information appropriately gained in the teaching and learning process by the eleventh year students of SMA N 1 Karanganom Klaten in academic year of 2016/2017.

## H. The Organization of the Study

The organization of the study is presented in order to give the direction of thesis arrangement. It is also meant to give description to the readers. The organization of thesis of each chapter is as follows:

Chapter I is 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 is review of related literature. It consists of the definition of reading, the types of reading, the components of reading, teaching reading and the kinds of reading text.

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

technique of collecting the data, the validity of the data and the technique of analyzing the data.

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

Chapter V is conclusion and suggestion.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter discusses the conclusion and suggestion. The further explanation is as follow:

#### A. Conclusion

After analyzing the result of observation and the interview with the informants of teaching and learning reading of the eleventh year students of SMA N 1 Karanganom Klaten in Academic Year of 2016/2017, the researcher concludes the result as follows:

##### 1. Teaching and Learning Process

Before teaching in the class, the teacher prepares a lesson plan which contains of basic competence, indicator, the material and the media of teaching. The basic competence of the eleventh year students of SMA N 1 Karanganom Klaten is arranging the hortatory exposition text by concerning the social function, the structure of the text and language features based on the context. The indicator is the students are hoped to be able to identify the social function and the language features of hortatory exposition text. The objectives of teaching reading of the eleventh year students of SMA N 1 Karanganom is the students can identify the social function, the structure of text and the language features of hortatory exposition text. The materials are Conditional Sentence Type 3 entitled "*If Only He Had not Cheated*" on page 149 and hortatory exposition text on page 167-169. The material is taken from the textbook entitled *Path Way to English 2*.

The process of teaching and learning reading is begun by doing three activities; they are opening activity, main activity and closing activity. In the opening activity, the teacher always greets the students and checks the students' presence. In the main activity, the teacher always gives the students some reviews about the previous material or brain storming about the next material. The teacher gives the students the sentence pattern of Conditional Sentence Type 3 on page 149 and discuss about hortatory exposition text on page 167-169. The teacher also gives the students after discussing the text. In the closing activity never gives the students assignment. The teacher just reminds the students about the material for next meeting.

The teacher uses textbook entitled *Path Way to English 2* as the media of teaching and learning reading of the eleventh year students of SMA N 1 Karanganom Klaten. The material is about hortatory exposition text. The teacher uses practical assessment in assessing the students. The teacher asks the students to read aloud the text randomly, and then the teacher takes an assessment. Besides that, the teacher takes an assessment in the presentation. The teacher gives some questions about the presentation to the students randomly after the presentation is done.

## **2. The Obstacles Found in the Process of Teaching and Learning Reading of the Eleventh Year Students of SMA N 1 Karanganom Klaten**

The students of XI MIA 5 and the teacher get obstacles and learning reading. The obstacles are the limited vocabulary and how to pronounce new word. For the teacher, the students' limited vocabulary makes the teacher

take more time to teach. The students get difficulty in comprehending the text. The teacher must translate the text in every sentence in order that the students get a good comprehension about the text.

### **3. The Solutions of the Obstacles Faced by the English Teacher and the Students in the Process Teaching and Learning Reading**

The teacher translates the text in every sentence to solve the obstacle. Besides that, the teacher asks the students to read the text to solve the obstacle of the students about pronunciation. The teacher also gives the students permission to use mobile phone to get electronic or other application to help the students' obstacle about pronunciation. The students solve the obstacles by having an application or electronic dictionary as the media for increasing new vocabularies and pronouncing a word.

#### **B. Suggestion**

The researcher gives the suggestion for the students and the teacher.

1. For the students
  - a. The students are expected to have a lot of vocabularies by memorizing the vocabularies and try to pronounce the vocabulary by reading a book or other sources.
  - b. The students are expected not to be shy when they have some difficulties in comprehending the text by asking the teacher. So, it can make the teaching and learning process be interactive.

2. For the teacher

- a. The teacher should give the students motivation to practice reading at home. It will help the students to solve the students' obstacles in the limited vocabulary and how to pronounce a word.
- b. The teacher should apply the material not only from the textbook but also from the other media. The teacher can use media such as power point text to explain the material. So, the teaching and learning process will be interesting.



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