

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

S1 - THESIS

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



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TEACHER TRAINING AND EDUCATION FACULTY

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2017

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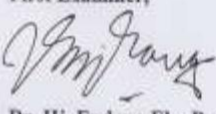
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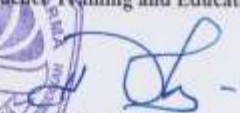
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PRONOUNCEMENT

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 MAN KARANGANOM KLATEN IN ACADEMIC YEAR OF 2016/2017".

It is not a plagiarism or made by he 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, June 2017


WAHYU LESTARI
1311202854

MOTTO

- * Jika Allah menolong kamu, maka tak ada orang yang dapat mengalahkan kamu. Jika Allah membiarkan kamu (tidak memberi pertolongan), maka siapakah gerangan yang dapat menolong kamu (selain) Allah sesudah itu? Karena itu hendaklah kepada Allah saja orang-orang mukmin bertawakkal. (Q.S Ali-Imran: 160)
- * Optimisme adalah daya energi yang berlipat ganda. (Wahyu Lestari)
- * Badai pasti berlalu, walau topan siap menerjang. Fighting fighting! (Wahyu Lestari)
- * Awas marang waskitaning urip lan eling marang sangkan paraning dumadi. "Ingat tujuan kita hidup dan ingat kemana kita setelah hidup". (SPM)
- * Kami adalah mahasiswa yang menjunjung tinggi nama dan kehormatan garba ilmiah dan sadar akan hari depan bangsa dan negara. (Panca Dharma Satya)
- * **Just do it, and we will see the amazing result. (Wahyu Lestari)**
- * **Knowledge is power, but character is more. (Agus Harimurti Y.)**

PRESENTATION

This thesis is dedicated to:

- My beloved parents *Bapak* and *Ibuk*, who awake me up that every single time is precious and always support me. Thanks for fight till the end and never give up for me. Maybe I am not the best child but both of you are angel in my life. One day I will make you proud of me. Although both of you are so far away from me but I can feel your prayer, hug, kisses and support always beside me.
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2. Drs. H. Udiyono, M.Pd., as the Dean of Teacher Training and Education Faculty.
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4. Dr. Hj. Endang Eko D. S., M.Hum., as the first consultant, the writer deeply thanks for giving motivation, guidance, and suggestion to write this thesis.
5. Ana Setyandari, S.Pd., M.Pd., as the second consultant, the writer deeply thanks for giving motivation, guidance, and suggestion to write this thesis.
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7. Samino, S.Pd, as the English teacher grade XI of MAN Karanganom Klaten, thanks for helping and giving information in writing this thesis.
8. The eleventh year students of XI MIPA 1 MAN Karanganom Klaten, thanks for giving information to complete the study.

The writer would receive correction, suggestion, criticism and advice from the readers to make this writing better.

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

Klaten, June 2017

WAHYU LESTARI
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LIST OF ABBREVIATIONS

1. Code (Obs.1/FN/01)

Obs.1 : The number of observation

FN : Field Note

01 : The number of data in observation

2. Code (Intr./T/01)

Intr : Interview

T : Teacher

01 : The number of the data of interview.

3. Code (Intr./S/01)

Intr : Interview

S : Student

01 : The number of the data of interview.

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ABSTRACT

WAHYU LESTARI, No. 1311202854. English Education Study Program. Teacher Training and Education Faculty, Widya Dharma University, Klaten. Thesis: **A CASE STUDY ON TEACHING AND LEARNING READING OF THE ELEVENTH YEAR STUDENTS OF MAN KARANGANOM KLATEN IN THE ACADEMIC YEAR OF 2016/ 2017.**

This thesis' aims are: 1) To describe the process of teaching and learning reading of the eleventh year students of MAN Karanganom Klaten in academic year of 2016/2017. 2) To describe the obstacles found in process of teaching and learning reading of the eleventh year students of MAN Karanganom Klaten in academic year of 2016/2017. 3) To describe the solution of the obstacles found in process of teaching and learning reading to eleventh year students of MAN Karanganom Klaten in academic year of 2016/2017.

In this study, the writer conducts the study by using qualitative research method as the strategy of the research in the teaching and learning reading of the eleventh year students of MAN Karanganom Klaten in academic year of 2016/2017. The sources of the data are event, the result of interview with the English teacher and one student of XI MIPA 1 and the document such as: lesson plan, English material and syllabus. The data are collected by using observation, interview, and documentation. The writer analyzes the data by doing observation, interview then the writer collects data and does reduction of the data gotten into their types, then gives conclusion the data from the observation, interview, and document.

After analyzing the data, the writer draws the research findings, 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: First, Language: a) The students get difficulty to understand the meaning of word or lack of vocabulary, b) The students are passive in the process of teaching learning reading, c) Many students get difficulty in pronouncing the word correctly, d) The students feel bored with the material, e) The teacher uses the same technique in teaching learning in first and second observation. f) The teacher often uses classical method. Second is negative expectation: The students feel lazy to open the dictionary. 3) The solutions that the teacher uses to solve the obstacles that are found in teaching and learning reading are: First, Language: a) The teacher asks the students to find the difficult word in dictionary, b) The teacher listens the words that are pronounced by the students, and he gives more attentions to the students for reading fluently and correct their pronunciation. c) The teacher gives an assignment to analyze narrative text that will force them to open dictionary and understand the meaning.

Keywords: *Case study, Teaching and Learning process, Reading*

CHAPTER 1

INTRODUCTION

A. The Background of the Study

Language is an important part of how human communicate with each other (Lems, Leah & Tenena, 2010: 1). According to Santrock (2011: 260), language is a form of communication—whether spoken, written, or signed—that is based on a system of symbols. Sukarno (2008: 12) states language is a system of arbitrary and predominantly vocal symbols by means of which societies cooperate. Soeparno (2002: 5) states that the general function of language is as a social tool by means of which societies function linguistically through communication with another. There are many languages in this world, and English is international language which is used broadly in the world. English has four skills, they are listening, speaking, reading and writing. As one of four language skills, reading is important skill that must be learned. In this research, the writer focuses on reading skill.

According to Patel and Jain (2008: 113), reading is an important activity in life with which one can update his/her knowledge. Meanwhile, according to Nunan (2003: 68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Based on the meaning of reading above, the writer concludes that reading is a process of readers to build meaning and to update their knowledge through combining information from a text and their own background knowledge.

According to Harmer (2003: 68) teaching reading have some important part to students. First, many of them want to be able to read texts in English either for their careers, for study purposes or simply for pleasure.

Second, reading is useful for other purposes too, any exposure to English (provided students understand it more or less) is a good thing for language students. Third, reading texts also provide good models for English writing. Fourth, reading texts also provide opportunities to study language. The last, good reading texts can introduce interesting topics, stimulated discussion, excite imaginative response and be the springboard for well-rounded, fascinating lessons.

Teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first time. Second, aspect of teaching reading refers to teaching learners who already have reading skills in their first language (Nunan, 2003: 68). Based on the explanation of teaching reading that teaching reading is important process, the teacher must find a good method to explain about the material of reading.

The writer did observation in MAN Karangnom Klaten on Tuesday, 10th January 2017. The writer observed the process of teaching and learning behind the students. From the observation, the writer has found the students' difficulty in learning English. It had been divided into two factors. The first is internal factors, such as students were less interested in learning the English language, including the lack of students' understanding of vocabulary and grammar, some students assumed that English was difficult. In general, they have low motivation, bad habit in studying such as: cheating, lying, and negative attitude toward learning such as: the students often ask permission to leave the class with various reason, some students come late to join the class, reluctant to do the task from the teacher. The second is external factors, such as the classroom condition, that could hamper them in learning English. In learning reading the problems were related to understand the main idea of the text, the problems that found both implicit and explicit information, and

problems related to the topic and the length of the text as well means that the students reluctant to read a long text and therefore they got hard to found the topic.

Based on the writer's experience when conducting the teaching practice program (*Praktik Pengalaman Lapangan*) starting from September to November 2016, in the learning process the students had not been motivated to learn English, especially in reading. They were reluctant to read the text and unwilling to open dictionary, although they bring the dictionary. They did not try to find out the new word to support their vocabulary in English. They felt bored when getting involved with the English lesson, since they got difficulty to understand the meaning of the text.

From the explanation stated before, the writer concludes that teaching reading is important skill on process of teaching and learning English and also conducts the case study. In this study, the writer would like to do a study and analyze deeper about the students' difficulty in the teaching and learning reading of the eleventh year students of MAN Karanganom Klaten in 2016/2017. Therefore, the research is entitled "*A Case Study On Teaching and Learning Reading of the Eleventh Year Students of MAN Karanganom Klaten Academic Year of 2016/2017*".

B. The Reason for Choosing the Topic

The reasons that encourage the writer for choosing the topic of the research are as follows:

1. Reading is one of the four English skills which is important for the student to learn as by reading, the students will enrich their vocabulary and to speak the language.
2. Reading is one of the language skills for learning which needed be taught in language classroom to acquire knowledge and to changes their own

attitudes, ideals, and aspirations.

C. The Limitation of the Study

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

1. The process of teaching and learning of the eleventh year students of MAN Karangnom Klaten in academic year of 2016/2017.
2. The obstacles found in process of teaching and learning reading of the eleventh year students of MAN Karangnom Klaten in academic year of 2016/2017.
3. The solution of the obstacles found in process of teaching and learning reading to eleventh year students of MAN Karangnom Klaten in academic year of 2016/2017.

D. The Problem of the Study

The writer 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 MAN Karangnom Klaten in academic year of 2016/2017?
2. What are the obstacles found in process of teaching and learning reading of the eleventh year students of MAN Karangnom Klaten in academic year of 2016/2017?
3. How are the solutions of the obstacles faced by the teacher in the process of teaching and learning of the eleventh year students of MAN Karangnom Klaten in academic year of 2016/2017?

E. The Aim of the Study

Based on the statement of the problem, the writer has some aims of the study as follows:

1. To describe the process of teaching and learning of the eleventh year students of MAN Karanganom Klaten in academic year of 2016/2017.
2. To describe the obstacles found in process of teaching and learning reading of the eleventh year students of MAN Karanganom Klaten in academic year of 2016/2017.
3. To describe the solution of the obstacles found in process of teaching and learning reading to eleventh year students of MAN Karanganom Klaten in academic year of 2016/2017.

F. The Use of the Study

The uses of this study are expected to have significant roles in relation to the teaching and learning reading. Then the research findings of the study are connected to some usefulness as follows:

1. The Theoretical Use

The result of this study can be used to develop and improve the teaching and learning reading to the senior high school students by using various techniques.

2. The Practical Use

The result of the study can be used to enrich repertoire of teaching and learning reading theory.

G. The Clarification of the Key Terms

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

1. Case Study

According to Gerring (2007: 2) case study means the research which investigates the properties of a single observation or that the research which investigates the properties of single phenomenon,

instance, and example. A case study may be understood as the intensive study of a single case where the purpose of that study is – at least in part – to shed light on a larger class of cases (a population). Case study research may incorporate several cases, that is, multiple case studies.

According to Gillham (2000: 1-2), a case study is one which investigates the above 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 answers to the research questions.

Based on the explanation above, the writer concludes that case study is one of research investigates the properties of a single phenomenon or several cases to get the best answer to the research question.

In this study, case study means an empirical inquiry that investigates the process of teaching and learning reading in the eleventh year students of MAN Karanganom Klaten in academic year of 2016/2017.

2. Teaching

Brown (2000: 7) states that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. While, according to Hitchcock and Hughes (2003: 4) teaching is that which goes on between teacher and learners in classrooms, but it is also an activity which can take place in variety of settings and with markedly different groups of learners. Further, they also state that teaching is made up of individual teachers and these

individuals all have their own personal and career histories, their own personalities, their own attitudes, values and experiences.

In this study, teaching means guiding learners and facilitating the eleventh year students of MAN Karanganom Klaten in academic year of 2016/2017.

3. Learning

Brown (2000: 7) states learning is acquiring or getting knowledge or skill by study, experience or being taught. Meanwhile, learning means knowledge obtained by study (Hornby, 1995: 671). In this study, learning means gaining knowledge of reading.

From the definition above, teaching and learning in this study is the activity in the formal situation that can refer to an academic subject of getting knowledge of reading by studying in the eleventh year students of MAN Karanganom Klaten in academic year of 2016/2017.

4. Reading

According to Harmer (2003: 70) reading is an incredibly active occupation. To do it successfully, we have to understand about the meaning of word, understand the arguments, and work out if we have to agree with them. When we do not do that things, it make us just scratch of surface the text and we have to forget it quickly.

Reading is one of four language skills that is now being more important in daily life. Through reading, people will get any information they need. Hornby (1995: 968) states that reading means the action of a person who reads book and newspaper. Meanwhile, according to Nunan (2003: 68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.

In this study, reading means incredibly active occupation that is very important to the readers to combining information from a text and their background knowledge to get meaning.

H. The Organization of the Study

The organization of the study is presented in order to give the direction of the thesis arrangement. It is also meant to give description to the readers. The organization of the 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 teaching English in senior high school, teaching and learning reading in senior high school, and a brief view of reading.

Chapter III is the method of the study. It consists of the meaning of research method, case study, the strategy of the study, 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 presenting the data, the analysis of the data, and the discussion of the findings the data.

Chapter V is conclusion and suggestion. It consists of conclusion and suggestion.

CHAPTER V CONCLUSION AND SUGGESTION

This chapter consists of the conclusion and suggestion. Each discussion is as follows:

A. Conclusion

After analyzing the result of the observation and interviewing with the informants, the writer gets informations about teaching and learning reading in the eleventh year of MAN Karanganom Klaten in academic year of 2016/2017. In this case, the writer would answer the problem stated in chapter 1, they are as follows:

4. How is the process of teaching and learning reading of the eleventh year students of MAN Karanganom Klaten in academic year of 2016/2017?
5. What are the obstacles that found in process of teaching and learning reading of the eleventh year students of MAN Karanganom Klaten in academic year of 2016/2017?
6. How are the solutions of the obstacles faced by the teacher in the process of teaching and learning of the eleventh year students of MAN Karanganom Klaten in academic year of 2016/2017?

Based on the analysis of teaching and learning reading in the eleventh year students of MAN Karanganom Klaten, the writer concludes as follows:

1. The Process of Teaching and Learning Reading
 - a. Preparation: the teacher prepares lesson plan based on the syllabus which has been made in the beginning of the semester including the material based on the syllabus for teaching.

- b. The activities in Teaching and Learning Reading: There are three activities that have been done by the teacher in conducting teaching and learning reading process. They are opening, main activity, and closing activity.
 - c. The evaluation: The teacher gives task after the students get the materials. Before the teacher finish the lesson, the teacher gives question based on the material. The last session, the teacher asked the students to make a dialogue of narrative text and present it in front of the class.
2. Obstacles Found in the Process of Teaching and Learning Reading
- a. The students face difficulty in vocabulary.
 - b. There are some students who seem to be pasive in the class.
 - c. The teacher uses the same technique in teaching reading.
3. Solutions that the Teacher Uses to Solve the Obstacles that are Found in Teaching and Learning Reading
- a. The teacher orders the students to analyze the narrative text and find sentences that contain past tense in a group so that they can discuss it. It can train them to work together.
 - b. The teacher orders the students to make a dialogue of narrative text in group so they can discuss it and make students be more creative. The assignment should be presented in front of the class which can make them be more active than before.
 - c. The teacher asks the students to present their assignment in front of the class, while other students asks to pay attention and rechecked

the sentence structure. It is done in order that the students are not bored and the teaching process has variation.

B. Suggestion

Based on the result of teaching and learning reading of the eleventh year students of MAN Karanganom Klaten in academic year 2016/2017, the writer would like to present some suggestions as follow:

1. For the teacher
 - a. The teacher should use the media such as picture, flashcard, and poster in teaching and learning process more often.
 - b. The teacher should make variation in using teaching method like giving game, quiz, etc.
 - c. The teacher should give some drill tenses, grammar and vocabularies continuously.
2. For the students
 - a. The students should be more active in the class.
 - b. The students should have initiative in learning. It can be done by making discussion with the other friend to solve the problem without the teacher guiding.
 - c. It is better to make a note of the unfamiliar word. The students write the unfamiliar word in a book includes the meaning. It should be done everyday.
 - d. It is better to try to memorize the grammar, sentence pattern and tenses.

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