

Teaching reading to the second grade students of MTS Muhammadiyah Blimbing Sukoharjo

Lusiana Talia

C.9304051

CHAPTER I

INTRODUCTION

A. Background of The Study

Language is the most important means of communication in human life. It is a means of society member to convey their opinion and their feeling through oral or written. Meanwhile, English as an International language has reached every aspect of human life. "Of the 4,000 to 5,000 living languages, English is by the most widely used (Broughton, 1985:1). From the fact it can be assumed that this language plays an important role in International relationship for all nations in all over the world. All countries depend on each other in many aspects of life such as economics, politics, energy, education, science and technology, etc. International relationship is impossible if there are no means that can be used in communicating. Thus, we need English to maintain International communication.

In education field, English is potentially required. This condition makes Indonesian government do a great effort to carry out the national development in attempting to create a rightful and prosperous of Indonesian society. To achieve this goal, one has to study hard and read a lot of books. Unfortunately, most books of science,

technology, social, economic, etc are written in foreign language, especially in English, whereas those reference books in Indonesia are limited and there are only few people who understand English. Therefore Indonesian students need to study English because it gives a great help for them. For this reason the government published regulation UU no 25 year 2000 about national education program. This program aims to anticipate globalization era in education field. Thus, the government creates policy and strategy of 9 year education compulsory program from Elementary schools until Junior High schools.

The aim of teaching English in Junior High Schools is to master four skills of English language. They are reading, listening, writing and speaking. Those skills are packaged through the theme in a chosen curriculum which consists of reading texts that are appropriate with student's interest, vocabularies and grammar. Besides, an English teacher must teach another skill that is how to master 1,000 vocabularies for students (Depdikbud 1993). Understanding vocabulary is important thing because it is one of main keys to master language, while studying grammar is important because it helps students in arranging sentences when communicating with others.

Based on the goals of language teaching that is to master four language skills, it can be said that in teaching English as foreign language, the reading ability is the first goal to achieve. It is reasonable that the greatest importance of English in our country for most people is for reading English text.

In case to dig the information from an English literature, the students sometimes have difficulty in comprehending a text. They often fail in English test of reading comprehension. Thus, it can be assumed that reading comprehension in the foreign language is more difficult than reading comprehension in the first language. In this final

project, the writer wants to know how to teach reading, what are the difficulties in teaching reading and what are the strategies to solve the difficulties. Thus, in this final project, the writer presents discussion and reports entitled **“Teaching Reading to the Second Grade Students of MTs Muh. Blimbing Sukoharjo”**

B. Objectives

The objectives of this final project are:

1. To describe the teaching reading process that is conducted at second grade of Mts Muhammadiyah Blimbing, Sukoharjo.
2. To find out the difficulties in teaching reading.
3. To find out the strategies to solve the difficulties that is faced in teaching reading.

C. Benefits

The written of this final project is hoped to be useful for:

1. The English Teacher

This final project can be used as a reference in Teaching English Reading in order to make the learning process better by cautioning with difficulties in teaching reading and using problem solving that is stated in this book.

2. The Students of English Diploma Program

This book can be used as an additional knowledge for the students who take teaching class.

CHAPTER II

LITERATURE REVIEW

A. Teaching and Learning

In Oxford learning pocket dictionary, teaching is a process of giving instruction to somebody. According to Kimble & Garnezy in Brown, teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. Meanwhile, Brown (2000:7) defines that teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.

Based on the definitions above, it can be concluded that teaching activity can not be defined apart from learning, because teaching activity can not be done without the existence of learning activity. Thus, Kimble & Garnezy in Brown (2000:133) defines learning is relatively permanent change in a behavioral tendency and is the result of reinforced practice. Further definition is stated by Brown: learning as acquiring or getting knowledge of a subject or a skill by studying experience or instruction.

In learning activity, students are active because they should work hard and do many efforts to acquire or to get knowledge of a subject. While in teaching process the teacher is active in giving the lesson materials, responsible in planning, directing student's activities and deciding what activities should be done, how it should be done and who should do it. Jeremy Harmer (2001:6) describes the characteristics of good teacher as follows:

- Having ability to give interesting classes.

- Using the full range of their personality.
- Having desire to entertain students in a positive sense not a negative sense.
- Treating the students all equally.
- Knowing all students' names.

B. Reading

There are many definitions of reading stated by linguists. Heilman states that reading is a process of getting meaning from printed word symbols (1961:8). While Grellet (1998:7) proposes that reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it. This is why from the very beginning, the students should be taught how to use what they know in order to understand the unknown vocabularies or sentences. Moreover Dawson (1960:2-3) gives description of reading as follows:

a) Reading is a process

It means that learning to read demands the mastery of specific skills, such as moving eyes from side to side following lines of print, hearing and seeing the differences in word that resemble one another in sound and appearance, selecting main points and the major supporting details, etc.

b) Reading is thinking

It means that reading requires the reader to follow the line of thought which the author has expressed. Some stages that must be studied by the reader are:

- Recall pertinent previous experiences and already learned facts that will help him understand the printed materials.
- Follow the writer's development and organization ideas.
- Evaluate the accuracy and appropriateness of information and conclusion.
- See how the printed data can be applied to a problem that the reader may be trying to solve.
- Select the facts that are important to his purposes.

c) Reading becomes vicarious experience.

It means that a person enjoys literature and books dealing with biography and travel, he is indulging in vicarious experiences.

d) Reading is a form of communication.

It means that a writer put his ideas in to writings or printing in order that the reader may read what he has to say. Here, he may wish to define a problem, prove a point, share newly acquired information and entertain the reader.

In conclusion, reading is a complex process. It is an act of communication between author & reader in a written form and to get line of thought which the author has expressed, to follow the writer's organization idea and to see how the printed data can be applied to a problem that the reader tries to solve.

B.1. Type of Reading materials

When people read, they read for a purpose. They may read the instructions on a jar of instant coffee because they need to know how much coffee to put in the cup of hot water. They may glance at the newspaper headlines to see if there are any major news items that they should know. They may notice a sign announcing a new store; they may read it because they want to find out what it sells. In addition, in the school curriculum there are also many kinds of reading materials in order to familiarize students with the text that is often found in daily life. Jeremy Harmer (1991:190) states that there are many types of reading materials based on the purpose of reading such as:

a) Reading to confirm expectations

In this type of reading material the students are involved in reading in order to confirm their expectations about the information they think the text will contain. This type places great emphasis where the students are encouraged to become interested of a subject in the text, encourages students to predict the content of the text, and gives them an interesting and motivating purpose for reading.

- b) Reading to extract specific information.
In this type the students are asked to read a text to extract specific information. The students should see the questions or tasks that they are going to answer or perform before reading the text. They should scan the text only to extract the information which the questions demand.
- c) Reading for communicative tasks.
The reading here is purposeful and communicative. Those who read the text know that they will have to answer real questions in order to communicate.
- d) Reading for general understanding.
Reading for general understanding is a skill that looks for only the main points of the text. The reader is not looking for specific points, but rather for whatever is necessary to get an overall understanding of the text.
- e) Reading for detailed comprehension
This type of reading material gives detailed comprehension. It can give students a valuable opportunity to study written English in detailed and to learn more about the topic and about how language is used. It makes the students understand the way in which texts are structured and to recognize the functions that are being performed.

B.2. The ways of Reading.

Based on the description above there are many different purposes of reading. Therefore, it needs different ways to read. For example; reading advertisement is different from reading science book. Grellet (1998:4) proposes that there are many ways of reading:

- 1) Skimming.
Skimming consists of quickly running eyes across a whole text (an essay, article, a chapter of book, etc) to get the gist. Skimming gives the reader advantages of being able to predict the purpose of the passage, main topic, message and possibly some of the supporting ideas.

2) Scanning.

Scanning is quickly going through a text to find a particular piece of information. Scanning exercise may ask students to look for names of dates, to find a definition of a key concept, or to list a number of supporting details. The purpose of scanning is to find certain specific information without reading through the whole text.

3) Extensive Reading.

Extensive reading is reading a longer text, usually for ones own pleasure. This is fluency activity, mainly involving global understands.

4) Intensive Reading.

Intensive reading means reading a shorter text, to find some specific information. This is an accuracy activity involving reading for details.

These different ways are sometimes used together. For example someone skims the whole passage to see what it is about before deciding to scan for a particular paragraph to get the information that is looked for.

B.3. Reading Comprehension.

Reading is not successful without comprehending. In order to get the writer's idea or message, readers should understand the content of the reading passage. The reading exercise for students is usually followed questions. The students read the passage and then answer the questions. There is a short time about a minute or two minutes before the students answer the questions. During this time, usually the students try to remember and comprehend the content of the passage.

The term comprehension based on Howel (1993:182) is the act of combining information in passages with prior knowledge in order to construct meaning. Dawson and Bamman (1963:220) states comprehension as follow:

It is a complex thing, including all that the child learns about words, phrases, sentences and paragraphs; differing from day to day in terms of the quantity to be learned, the quality of what is learned, and the purpose for learning; developing gradually just as other reading skills are developed in the maturing child. It is complex because it includes all that we know of vocabulary skill, of the accuracy of recognition.

From the definition above it is clearly known that comprehension is an important skill in the reading process. To get meaning from the text, the reader should use context analysis, prior knowledge and the vocabulary that has been learned before. To comprehend the text, the reader needs a strategy. Moore (1999:388) states that the strategy of reading comprehension such follows:

a) Before reading activities.

In this stage, the reader should become aware of what he or she had been known about the subject before beginning to read. In the reading class, the teacher can activate and access their prior knowledge by calling attention through brainstorming and discussion.

b) During reading activities.

During reading activities, the teacher helps the students to understand the text. This stage is started by recognizing the purpose of reading. The students should be led to confirm or redefine predictions, clarify ideas and construct meaning for each segment of information. These strategies can help students to assimilate new ideas, maintain interest and judgment of the text during their reading activity. Thus, students can become alert to the key vocabulary in the text; they can generate new questions, and also can evaluate the ideas presented by the author. Attention to

during reading strategies can help students to select important ideas, connect existing ideas to new ones, and organize those ideas.

c) After reading activities.

What the teacher does with students after reading is as important as what the teacher does both before and during reading. The activities that are used most frequently after reading, is an independent student activity or a group review. The independent activity typically consists of answering selected questions at the end of reading and the reviews are often strictly teacher centered, which tends to engender responses from students that are less than enthusiastic. The end of reading, the student should be able to summarize the idea and confirm predictions, identify the gaps in learning, generate new questions and extend their learning beyond the information presented in the text.

C. Method in Teaching English Reading

Anthony in Brown states that method is an overall plan for systematic presentation of language based upon a selected approach. Meanwhile, approach is a set of assumptions dealing with the nature of language, learning, and teaching (2000:14).

According to Jazykova Skola, the most common method of teaching languages in ordinary school systems is the Classical method, sometimes known as the Grammar Translation method. This is the oldest language learning method and was formalised in the eighteenth century.

(<http://www.well.com/~london/0000000012.html-7k->)

Based on Prator and Celce-Murcia in Brown the major characteristics of Grammar Translation Method are:

1. Classes are taught in the mother tongue, with little active use of the target language.
2. Much vocabulary is taught in the form of lists of isolated words.
3. Long, elaborate explanations of the intricacies of grammar are given.
4. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
5. Reading of difficult classical texts is begun early.
6. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
7. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
8. Little or no attention is given to pronunciation.

Based on the characteristic above, it can be known that this method focuses on grammatical rules, memorization of vocabulary, translations of texts and doing written exercises (Brown, 2000:18)

D. Teaching Teens

Teens are children whose ages range between twelve and eighteen (Brown: 2000). In this age actually children have problems with transition, confusion, self-consciousness, growing and changing bodies and minds. Factors surrounding ego, self-image, and self-esteem are at their pinnacle. Teens are ultra sensitive to how others perceive their changing physical and their emotional with their mental capabilities. Based on Brown (2000:92), one of the most important concerns of the junior high school teachers when they taught the students is to keep students high self-esteem by:

- Avoiding embarrassment of students at all costs,

- Affirming each person's talents and strengths,
- Allowing mistakes and other errors to be accepted,
- De-emphasizing competition between classmates, and
- Encouraging small group work where risks can be taken more easily by a teen.

CHAPTER III

DISCUSSION

A. General Description of MTs. Muh. Blimbing

A.1. General Description

MTs. Muh. Blimbing is one of private schools in Sukoharjo located in KH. Ahmad Dahlan Street No. 154, Wonorejo, Polokarto, Sukoharjo. It was built on the area 10,308 m² in 1985. Since that time, the building was used for teaching and learning activities.

MTs. Muhammadiyah Blimbing is a part of Imam Syuhodo Islamic boarding that was built in 1970. At first, this boarding only receives students who study religion but in 1985 it started using curriculum like common Junior High Schools.

MTs Muhammadiyah Blimbing has large number of students. The applicants increase every year but at academic year 2006-2007 the applicants decreased. Totally, there are 474 students that consist of 3 grades. First grade has 141 students, second grade has 165 students and the third grade has 168 students.

The building of MTs Muhammadiyah Blimbing consists of 14 classrooms, 3 teacher's rooms, 4 student's rooms, 1 library and 1 laboratory. Besides, MTs

Muhammadiyah has large sport area and a big mosque that was built in front of main entrance.

A.2. Vision, Missions and goals of MTs. Muhammadiyah Blimbing

1. The Vision of MTs Muhammadiyah Blimbing

“Forming students to be human who have kind attitude, competence and independent”.

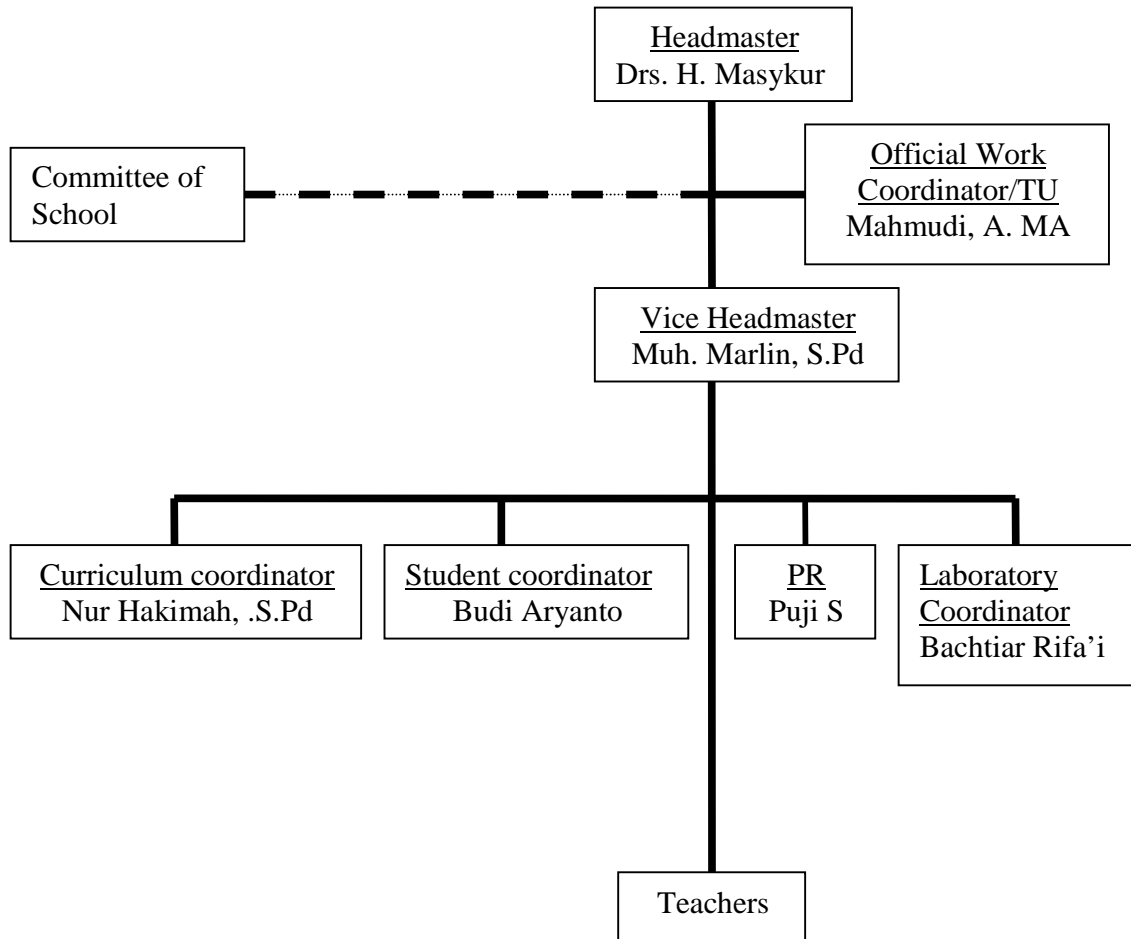
2. The Missions of MTs Muhammadiyah Blimbing

- Optimizing professional and Islamic Human Resources
- Implementing education process oriented to understanding and comprehending of Islamic religion correctly.
- Growing and developing belief of society toward education institution that has wide knowledge in order to create happiness in the world and the next.

3. The Goals of MTs Muhammadiyah Blimbing

- Forming students in order to be religious person, smart and competent.
- Having autonomy in society.

A. 3 Organization Structure



Duties and Responsibilities of each personal are described as the following:

1. Headmaster
 - Arranging problem solving and programming activities.
 - Supporting school's creativity.
 - Controlling, monitoring and evaluating.
 - Organizing and Coordinating.
2. Curriculum coordinator
 - Training the teachers.
 - Evaluating school's activities.
3. Student's coordinator
 - Managing Students' organization activities.
 - Orienting and handling students.
 - Forming Students' discipline.
4. Public Relations
 - Giving school's information to the society.
 - Organizing school's relationship with other school.
5. TU/Official worker
 - Managing official administration.
 - Servicing official's administration and students' administration.
 - Administrating finance, facilities and school inventories.
6. Teachers
 - Conducting teaching and learning process and its administration.
 - Evaluating and analyzing teaching and learning process.

- Doing and organizing extracurricular activities.

A.4. Extracurricular

MTs Muhammadiyah Blimbing has many extracurricular activities that could be enjoyed and followed by the students. These extracurricular are guided by the teachers who organize and manage the activities. The extracurricular are divided into 4 kinds, namely:

1. Mukhadaroh

MTs Muhammadiyah Blimbing conducts Mukhadaroh extracurricular. It is aimed to form good attitude and religiousness of the students. In this extracurricular, students listen orientation or speech from the religion teacher. It is held every Wednesday in the afternoon. Most of students from 1st grade and 2nd grade follow this activity as obligatory activity but for 3rd grade it is as optional activity.

2. Mukhadasah

In this extracurricular, students are trained to be public speakers. Every season one of the students should try to give a speech. Meanwhile the other students listen to the speaker's speech. The next day another student who has his turn should give the speech to the audiences. This activity is conducted on Saturday and it is guided by the teacher.

3. Tapak Suci (Self defense)

This extracurricular is optional. It is followed by students who are interested in it. It is conducted every Friday and guided by the teacher from outside school.

4. Hisbul Wathan

This extracurricular is similar with Boy Scout. The activity is useful for students to train their creativity and to increase their independence and their solidarity to other human being. It is held every Sunday at 1.30 p.m. The activities of Hisbul Wathan are camping, learning theory, training how to form a line, etc.

B. Job Training Activities

B.1. Class Observation

As the writer took the job training in the 2nd grade, the writer observed the class condition and the students' condition. These are the description of the result of observation.

Totally the second grade consists of 165 students that are classified into 5 classes. Class II A consists of 31 students, class II B consists of 29 students, class II C consists of 39 students, class II D consists of 31 students and class II E consists of 36 students. The writer taught 2 classes, class II D and class II E. II D is the boys' class and class II E is the girls' class.

During the teaching learning process, the class was quite calm. The teacher started the teaching learning process by giving motivation to the students. The teacher asked questions related to the materials that would be given. After that the teacher explained new material.

When the teacher gave explanation, students paid attention to the teacher. Meanwhile, students sitting on the back did not pay attention to the teacher's explanation and teacher's instruction. They chatted with their friends and the others were busy with

their own activities, like drawing on their note book or sometimes sleeping during the lesson.

After 30 minutes, the teacher gave time to the students to ask questions if they did not understand the explanation. Then the teacher continued the lesson by giving exercise. The teacher closed the session when the time was up.

B.2. Lesson Plan

Before the writer started to teach, the teacher asked the writer to make a lesson plan. It was aimed to help the writer in teaching learning activities. The example of the lesson plan that the writer has been made such as:

LESSON PLAN

Class/Semester : II / IV

Theme/ Sub theme : Recreation/ at the beach

Unit : 2

Meeting/ Duration : 12/ 2 x 40 minutes

Genre : Recount

Language Skills : Reading, Writing, Listening, Speaking

Objectives:

1. Students can answer the questions according to the text.
2. Students can understand vocabularies related to the beach.
3. Students can pronounce the words correctly
4. Students can understand grammar of past tense.

Study activities:

1. Background knowledge of field

- Greeting to the students.
- Motivating students by asking questions related to the material.

Example: “Do you like to go to the beach?”

“Do you know where the Parang Tritis is?”

“When do you go to the beach?”

“What did you do there?”

“How did you go there?”

2. Modeling

- The writer gives the text to the students and then the writer reads the text followed by the students.

For example:

GOING TO THE BEACH

Last week, Mr. Hasan, his wife, and his children had a picnic. They went to Sanur beach and Kuta beach. They left by car at four in the afternoon. Mr. Hasan drove carefully. They came at Sanur at six in the evening. Then they went to a motel near the beach. They spent the night there.

The next day, they went to the beach. They went on foot because the motel is not more than a kilometer from the beach. They started early in the morning because they wanted to see the rising sun. After the sun rose, they enjoyed other activities. Mr. Hasan and his wife looked at paintings in a small gallery. Their children, Anto and Dewi, enjoyed a boat ride. They were glad because they have never done it before. At ten o'clock, they went back to the motel. They stayed and had lunch there.

At four in the afternoon, they started to go to Kuta beach. They went there by car, and then they walked along the seashore. They saw some foreign tourist's activities. Some of them lay on the sand, some had massage, some others rode motorcycles, and still others were surfing. Anto and Dewi enjoyed walking along the beach very much. They also played in the water and had a swim. They spent two hours in Kuta beach.

Source: Buku ajar fokus page: 23

- The writer asks some of the students to read loudly. During this activity the writer corrects the students' pronunciations if the students make mistakes in pronouncing the words.
- The writer asks students to translate the text together guided by the writer. If the students find the difficult words, the writer writes the meaning on the black board.
- The writer explains the past tense that is used in the text.

Past Tense

S + V 2

S + to be past

Example:

1. She went to Sanur beach.
S V2 Adv. Of place
2. They left by car at four in the afternoon.
S V2 Adv. Of way Adv. of time
3. We were there for a long time.
S to be past Adv. Of place Adv. Of time

- The writer asked the students to do task 3 on page 24.

For example:

1. Where did Mr. Hasan and his family go?
2. When did they go on a picnic?
3. How did they go there?
4. Why did they go to Sanur beach on foot?
5. Where did Mr. Hasan and his family spend the night?
6. Where did Mr. Hasan and his wife look at the paintings?
7. **They** were glad because.....(paragraph 2)
What does "**they**" in the sentence above refer to?
8. What time did they go to Kuta beach?
9. Did Anto and Dewi enjoy walking along the beach?
10. What did they have in the beach?

3. Joint Construction of the text

- Students work in pairs.
- The writer gives an example of dialogues then some of the groups practice the dialogues.

For example:

Nissa : “What did you do last holiday?”
 Fatimah : “I had a picnic”.
 Nissa : “Where did you go?”
 Fatimah : “I went to Sanur beach”.
 Nissa : “What did you do there?”
 Fatimah : “I rode the boat and swam on the sea”.

- The writer asks the students to make a dialogue with the partner and then practice it in front of the class.

4. Individual Construction of the text.

- Students answer the questions from their book.

For example:

Arrange the jumbled words to be good sentences!

1. like - you - help – any - *would*?
2. trip – have – to – will - beach – *we* - a – pangandaran.
3. sand – on – lying – many – *there* – the – are – tourists.
4. hotel – at – the - Mrs. Iwan’s - spend - family - night - the.
5. Bali - is - a - in – beach - *Sanur* - famous.
6. Indonesia - beaches - in - of - is - one - beautiful - *Nusa Dua*.
7. in - the - swim - to - sea - is - *it* - dangerous.
8. beach - want - the - *I* - to - to – go.
9. sunglasses - bring - and - sun block - need - *I* – to.
10. objects - tourist - *Indonesia* - many - has.

- Students describe a tourist object that they have visited.

5. Closing

- Reviewing the lesson.
- Giving homework.

Surakarta, 24 Maret 2007

Supervisor

Student

Ndaru Ndayani.B, S.Pd

Lusiana Talia

B.3. Teaching Learning Process

After making a lesson plan, the writer started to teach class II E and class II D. The teaching Learning activity that the writer had done can be described as the following:

Firstly, the writer said” Assalamu ‘alaikum wr.wb. Good morning students? How are you today? Then she asked the student’s home work and then discussed it. After that the teacher reviewed the last material to know whether the students still remembered it or not.

Secondly, the writer started to explain new material. Before the writer explained the material, the writer motivated the students by asking questions related to the topic that would be discussed. It was aimed to give students a short description about the topic and to know how far the students had background knowledge of the topic.

Thirdly, the writer explained the topic about 20 minutes, after that the writer asked the students whether they understood or not. If the students still did not understand yet, the writer repeated the explanation. When the students did not have questions anymore, the writer gave exercises to the students to make better understanding.

Finally, the teacher closed the teaching learning activity when the time was up. If most of the students still had questions about their exercises the teacher asked them to

make the exercises as their home work but if the students had clearly known about the exercises, the writers gave other homework related to the topic.

C. Discussion

C.1. The process of Teaching English Reading to the Second Grade Students of MTs Muhammadiyah Blimbing.

C.1.1. Curriculum

English curriculum for MTs Muhammadiyah Blimbing in English teaching guidelines is based on the 2004 curriculum. This curriculum emphasizes in mastering 4 skills of language. They are listening, reading, writing and speaking.

C.1.2. Syllabus

The English syllabus for the second semester of the second grade students of Junior High schools is described as follows:

NO	Unit	Themes	Sub Themes
1	1	Teenage life	a. Hobby b. After school activities
2	2	Recreation	a. At the beach b. At the zoo c. At the mountain
3	3	Seasons	a. Wet & Dry seasons b. The four seasons

C1.3. Material

The material of teaching English in MTs Muhammadiyah Blimbing is taken from:

1. *Effective Skills for grade VIII of Junior High School* was written by Soegeng HS and published by Tiga Serangkai.

2. *Buku ajar fokus* was written by Koponk Sili J, SPd and Sukarno, SH. S.Pd. and published by CV Sindhunata.
3. *Bahasa Inggris Madrasah Tsanawiyah berdasarkan kurikulum berbasis kompetensi kelas VIII* was written by Hj. Entin Suryantin, M.A dkk. and published by Angkasa Bandung

C.1.4. Methods

Actually, the writer used *Grammar Translation Method* when she taught reading to the second grade students of MTs Muhammadiyah Blimbing. The writer thought that this method was suitable for the students because the language that was used in the teaching learning activity as medium instruction was native language. By using this method, the students could understand the writer's explanation and could do the writer's instruction correctly.

Besides, this method that focuses on grammatical rules, memorization of vocabulary, translations of texts and doing written exercises (Brown, 2000:18) was suitable with student's need. The Students need to master grammatical rules in order to understand and comprehend the English reading text. Meanwhile, to make the students to be active and able to apply their language skills in the teaching learning activity, the writer asked the students to practice the grammar orally through having conversation with their partners and to produce a text related to the materials in order to master language actively and passively.

C.1.5. Classroom Procedure

The classroom procedure of teaching reading can be divided into these activities:

1. BUILDING KNOWLEDGE OF FIELD

Building knowledge of the field is the first stage in teaching learning process. In this stage, the writer tried to arouse the students' interest and gave simple description about the topic. Thus, the writer started the teaching reading activity by asking simple questions related to the topic that would be discussed.

For example:

“Do you like to go to the beach?”

“Do you know where the Parang Tritis is?”

“When do you go to the beach?”

“What did you do there?”

“How did you go there?”

2. MODELLING

In the second stage, the writer explained the materials to the students. At reading activity the writer guided reading aloud followed by the students. In this activity sometimes the writer repeated certain words twice or more to correct students' pronunciation. After reading together, the writer pointed about 3 students to read the text individually. The text that the writer gave to the students such as:

GOING TO THE BEACH

Last week, Mr. Hasan, his wife, and his children had a picnic. They went to Sanur beach and Kuta beach. They left by car at four in the afternoon. Mr. Hasan drove carefully. They came at Sanur at six in the evening. Then they went to a motel near the beach. They spent the night there.

The next day, they went to the beach. They went on foot because the motel is not more than a kilometer from the beach. They started early in the morning because they wanted to see the rising sun. After the sun rose, they enjoyed other activities. Mr. Hasan and his wife looked at paintings in a small gallery. Their children, Anto and Dewi, enjoyed a boat ride. They were glad because they have never done it before. At ten o'clock, they went back to the motel. They stayed and had lunch there.

At four in the afternoon, they started to go to Kuta beach. They went there by car, and then they walked along the seashore. They saw some foreign tourist's activities. Some of them lay on the sand, some had massage, some others rode motorcycles, and still others were surfing. Anto and Dewi enjoyed walking along the beach very much. They also played in the water and had a swim. They spent two hours in Kuta beach.

Source: Buku ajar fokus page: 23

When they finished reading, the writer asked questions to know how far their general understanding about the text. Then, the writer asked the students to translate the text. If the text was quite difficult, the writer wrote the difficult vocabularies on the black board but if the students could translate by themselves, the writer did not need to write the vocabularies on the black board. Besides, the writer also explained past tense that is used in the text. For example:

Past Tense

S + V 2

S + to be past

Example:

1. She went to Sanur beach.
S V2 Adv. of place
2. They left by car at four in the afternoon.
S V2 Adv. Of way Adv. of time
3. We were there for a long time.
S to be past Adv. Of place Adv. Of time

When all of the students had understood about the lesson, the writer gave them exercises. Here the example of the exercises that the writer gave to the students.

1. Where did Mr. Hasan and his family go?
2. When did they go on a picnic?
3. How did they go there?
4. Why did they go to Sanur beach on foot?
5. Where did Mr. Hasan and his family spend the night?
6. Where did Mr. Hasan and his wife look at the paintings?
7. **They** were glad because.....(paragraph 2)
What does "**they**" in the sentence above refer to?
8. What time did they go to Kuta beach?
9. Did Anto and Dewi enjoy walking along the beach?
10. What did they have in the beach?

3. JOINT CONSTRUCTION OF THE TEXT

During this stage, the students were trained to do exercise related to the topic. If they still did not understand yet about the writer's explanation, they could ask the writer to repeat again or they could discuss with friends sitting besides him / her.

The writer gave example of dialogues then she asked some of the students to practice it. After that the students were asked to make another dialogue and then practiced it with her/his partner in front of the class.

For example:

Nissa : "What did you do last holiday?"
Fatimah : "I had a picnic".
Nissa : "Where did you go?"
Fatimah : "I went to Sanur beach".
Nissa : "What did you do there?"
Fatimah : "I rode the boat and swam on the sea".

4. INDIVIDUAL CONSTRUCTION OF THE TEXT

In individual construction of the text, the writer usually asked the students to write a short story about the topic or to do the exercises from their book. Because of limited time, this activity was usually done as students' homework. Then, in the next meeting it

was submitted and discussed together. The exercises that the writer gave to the students were:

Arrange the jumbled words to be good sentences!

1. like - you - help - any - *would*?
2. trip - have - to - will - beach - *we* - a - pangandaran.
3. sand - on - lying - many - *there* - the - are - tourists.
4. hotel - at - the - Mrs. Iwan's - spend - family - night - the.
5. Bali - is - a - in - beach - *Sanur* - famous.
6. Indonesia - beaches - in - of - is - one - beautiful - *Nusa Dua*.
7. in - the - swim - to - sea - is - *it* - dangerous.
8. beach - want - the - *I* - to - to - go.
9. sunglasses - bring - and - sun block - need - *I* - to.
10. objects - tourist - *Indonesia* - many - has.

C.2. The Problems in Teaching English Reading to the second grade students of MTs muhammadiyah Blimbing.

During conducting teaching reading activity, the writer faced some problems namely:

1. The conditions of the students

All of the students in class D were boys. They often did not enter to the class immediately although the bell had rung. They often came late about 5 minutes, while the other students who were ready to get teaching learning activity were not more than 10 students. Thus, the writer started the lessons after the writer could handle them.

When the writer gave explanation, their class condition was quite calm but they did not focus on the lesson. For example, when the writer asked questions and asked feed back, the students did not pay attention and they could not answer the questions. The boys sitting on the back often chatted with their friends. Thus, the writer asked them to pay attention. They usually stopped chatting but they continued their own activity by

drawing on their note book and still did not pay attention to the writer's explanation. The writer spent much time in handling and managing the class.

2. Student's problem in understanding the text.

Actually, students' vocabulary was limited. When they had reading text whether it was short text or long text, they often complained. They often got difficulty in understanding the content of the text. Thus, they felt confused and hopeless. The students in class II E were better than in class II D. Students in class II E often asked questions when they found difficulties. Most of them brought dictionary, so they can look for the meaning of the English reading text by themselves.

Meanwhile, students in class II D were passive and there was no student who bring dictionary. However, they often made a noise and did not pay attention during teaching learning process. They often did not ask the writer when they found difficulties. In contrary, when they were asked to raising questions or answering the questions, they rarely did the writer's instruction. There were not more than 5 students in class II D who were active.

3. Student's problem in motivating them selves.

The writer thought that class II D were less motivated. It could be known from students' presence. In a day, sometimes more than 3 students were absent. Meanwhile, during teaching learning activity the students often asked permission to leave the class because of sickness or other the reasons. Actually, the teachers of MTs Muhammadiyah Blimbing ever saw those students in a game station during school time. They played truant and still wore their school uniforms.

C.3. The Solutions to solve the problems in teaching English reading.

According to the problems that were stated above, the writer tried to solve the problems by consulting to the English teacher and other people who could help the writer. The solutions are described as the following:

1. The students' condition

Making the class quite calm during giving explanation was not easy. The writer should work hard and did many efforts. To solve that problem the writer tried to make the lesson more enjoyable. The writer asked the students to pay attention to the lessons, so that they were not busy with their own activities. Sometimes, the writer gave them a game, like puzzle, arranging jumble words and filling the missing words. In the class II E the writer not only gave a game but also conducted singing a song.

During teaching learning process, the writer tried to explain the material not in rush. The writer tried to make the class more relax and fun. She gave more time for the students to take a note. Then, she explained the material slowly and repeated more than once in order to make the students understand about the topic that was discussed in that day. The writer often walked around to the class to see the student's work and helped students who found difficulty.

Meanwhile, to solve the problem of students' discipline, the writer advised the students to enter the class on time. However, the writer's advices were ignored by the students. Although the English teacher and the teacher of students' coordinator had asked the students to enter the class and had punished them, they still entered the class late. Thus the writer still had problem with the students' discipline.

2. Students' problem in understanding text.

To solve this problem, the writer wrote the difficult vocabularies on the blackboard before she taught the students. Then, the writer explained the meaning of each vocabulary and trained the students how to pronounce it. Before the writer conducted reading aloud activity, the writer gave simple description related to the topic. Thus, they would have background knowledge before starting to read the whole text to get general understanding.

After that the writer read the text loudly and then the students followed it sentence by sentence. Then, the teacher asked all of students to read the text together without the writer's guidance. If most of students had pronounced the words correctly, the writer conducted translating text together. It was aimed to help the students who did not bring the dictionary to be able to follow the teaching learning activity. Besides, the writer always suggested the students to bring dictionary when there was English lesson.

Then, to find the answers of the questions, the writer asked the students to scan the paragraphs; sentences and words which contain the information that they looked for. When they had found the paragraph or the lines containing the information, the writer asked them to read carefully then they wrote the answer on their note book.

3. Students' problem in motivating them selves

Motivation is one of the most important things in success learning. Thus, all of students should have motivation from them selves, not from other persons. Motivating students to enter the class on time and to follow the teaching learning process actively were not easy case.

The teacher of the student's coordinator sometimes had difficulty to treat the students who played truant. Usually they were asked to meet him. They got many questions, advices and sometimes they got punishment. Then, the teacher informed to the student's parents about the attitude of their son. Actually, students who had ever been called by the teacher often played truant again.

CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

From the discussion of the previous chapter, the writer concludes as follows:

1. The process of Teaching English Reading

The process of teaching English Reading consists of 4 steps. Those steps are:

1. Building background knowledge of field.
 - a. Opening the lesson with greeting.
 - b. Reviewing the last lesson.
2. Modeling.
 - a. Reading the text aloud.
 - b. Translating the text.
 - c. Explaining the material.
3. Joint construction of the text.
 - a. Doing the exercises from the students' book in pairs.

- b. Making a short dialogue in pairs and practicing it in front of the class.
 4. Individual construction of the text.
 - a. Doing the exercises from the students' book individually.
 - b. Writing a short story related to the topic that had been discussed.
2. The problems of teaching English Reading
 1. The condition of the students
 2. Student's problem in understanding the text.
 3. Student's problem in motivating them selves
3. The solutions of those problems are:
 1. To solve the problem of the Students condition, the writer tried to make the lesson more enjoyable. The writer gave a game like puzzle, arranging jumble words and filling the missing words.
 2. To help students understanding the text, the writer wrote the vocabularies and their meaning on the black board. Then, she explained and trained the students how to pronounce the words.
 3. In motivating students to be more discipline, the writer asked the English teacher and the teacher of student's coordinator to help the writer in handling the students. However, the result sometimes was not successful yet. Thus, the writer still had a problem with the students' discipline.

B. SUGGESTIONS

Based on the conclusion above, the writer gives some suggestions to:

1. The English Teacher

- a. The teachers must be more creative to make the lesson more attractive and enjoyable.
- b. The teachers should be able to make the students learn actively.

2. The Students of English Diploma Program

The students of English Diploma Program should be more active in teaching learning process when they practice as a teacher in the college. They should also be active looking for source books and read more books related to the topic of teaching learning activity.

BIBLIOGRAPHY

- Broughton, et all. 1985. *Teaching English as a Foreign Language*. London: T.J. Press (Padstow) Ltd.
- Brown, H Douglas. 2000. *Principle of Language Teaching and Learning*. New York: Longman.
- 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Longman.
- Dawson, Mildred and Bamman, A Henry. 1963. *Fundamentals of Basic Reading Instruction*. United States: David Mc Kay Company, Inc.
- Grellet, Francouise. 1998. *Developing Reading Skills*. Cambridge: Cambridge University Press.
- Harmer, Jeremy. 1991. *The practice of English Language Teaching*. New York. Longman.

.----- 2001. *How to Teach English*. London: Longman.

Heilman, W Arthur. 1961. *Principle and Practices of Teaching Reading*. Columbus: A Bell and Howeel Company.

Howel, Kenneth W. 1993. *Curriculum Based Evaluation Teaching and Decision Making 2nd Edition*. New York: A Division of Wadsorth, Inc.

Manser, H Martin. 1995. *Oxford Learning Pocket Dictionary*. New York: Oxford University.

Moore, Kenneth D. 1999. *Middle and Secondary School Instructional Methods*. USA. The Mc.Graw-Hill Companies Inc.

Skola, Jazykova. February 2007. *Understanding Language Teaching Methods*.
<http://www.well.com/~london/0000000012.html-7k->

.
http://www.depdknas.go.id/index.php?option=com_content&task=view&id=103&Itemid=2