

DESCRIPTIVE STUDY ON TEACHING READING TO THE EIGHTH GRADE STUDENTS OF SMP MUHAMMADIYAH 4 SURAKARTA IN 2015/2016 ACADEMIC YEAR

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ABSTRACT

This research paper is intended to describe the teaching reading to the eighth grade students of SMP Muhammadiyah 4 Surakarta in 2015/2016 Academic Year. The writer focuses on teaching reading at the first semester conducted by the teacher. The purpose of this research is to know the methods for teaching reading used by the teacher and to know the problems faced by the teacher in teaching reading at the eighth grade of SMP Muhammadiyah 4 Surakarta in 2015/2016 Academic Year. The data are taken from all elements of teaching reading conducted by the teacher and the students and other sources such as field note, syllabus, textbook, and lesson plan. The methods of collecting data are observation, interview, and documentation. The result of the research shows that the methods of teaching reading used by the teacher at the eighth grade of SMP Muhammadiyah 4 Surakarta in 2015/2016 academic year are Grammar Translation Method, Direct Method, and Cognitive Code Language. The problems of teaching reading are limited students' vocabulary, uncontrolled class situation, and limited media used.

Key words: descriptive study, teaching reading

INTRODUCTION

Reading skill is one of the four language skills in English beside listening, speaking, and writing. Students learn how to read well in order to get much information around them especially those written in English. The information in internet, newspaper, magazine, textbook, journal are presented in English. The readers must read those materials to get the important information. Not only should they read the reading material but they must also understand the meaning of the material itself. According to Kennedy (1981:5), reading:

is the ability of an individual recognizing a visual form to associate the form with the

sound and/or meaning acquired in the past, and, on the past experience, understanding and interpreting its meaning.

Based on the explanation, reading is a process of understanding and finding the message done by a reader.

Many students at schools consider reading difficult and make them bored. When it has become the boring thing to them, the reading achievement cannot be reached. In other words, the reader does not get the meaning included in a text which has been read. The problem above also happens to the students. When they cannot understand the text well, they never know the content of a text, especially text in English. Many

students then consider that texts in English are very difficult.

The complicated problems above have been the duty of the teachers to solve it. They have to show how they teach reading well so the students can understand the reading material given. Reading is a skill in a language that is applied to English lesson also for Junior High School students. For example, when facing the text in English, the students have to answer the question related the reading materials deeply to find the topic of paragraph, main idea of each paragraph, etc. The reading material for Junior High School among others are genre such as recount text, procedure text, narrative text, and descriptive text.

In this research, the writer uses descriptive research. The writer is considers the problem and methods which are suitable in teaching reading in Junior High School. The objectives of the study are to describe the methods on teaching reading used by the teacher to the eighth grade of SMP Muhammadiyah 4 Surakarta in 2015/2016 Academic Year. The problems faced by the teacher on teaching reading to the eighth grade of SMP Muhammadiyah 4 Surakarta in 2015/2016 Academic Year are as follows:

1. Limited Vocabulary of the Students
2. Uncontrolled Class Situation
3. Limited Media Used
4. Research Method

Based on previous explanation, the writer is interested in conducting a research in teaching reading entitled *Descriptive Study on Teaching Reading to the Eighth Grade of SMP*

Muhammadiyah 4 Surakarta in 2015/2016 Academic Year. The writer formulates the problem of the study as follows:

1. What are the methods on teaching reading used by the teacher to the eighth grade students of SMP Muhammadiyah 4 in 2015/2016 Academic Year?
2. What are the problems faced by the teacher during teaching reading to the eighth grade students of SMP Muhammadiyah 4 Surakarta in 2015/2016 Academic Year?

LITERATURE REVIEW

During teaching reading in the classroom, teachers need the best method which is suitable for the students so they can catch the lesson given. According to Anthony (1963: 95) in Fauziati (2014:12), method is “an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach”. Based on the explanation, method of teaching is the key of successful teaching where it must be suitable with the characters of every learner. Besides, the teachers also must select the teaching method by adapting the material whether it is appropriate or not.

The writer finds other studies conducted on descriptive study by the other researchers. The first study was done by Rachmawati (UMS, 2009) entitled *A Descriptive Study on Teaching Reading to the First Year Students of M.Ts. N 1 Surakarta in 2008/2009 Academic Year*. The results of this study show that teacher used the Grammar

Translation Method (GTM) and Audio Lingual Method (ALM) in teaching learning process.

The second study was done by Widianingtyas (UMS, 2011) entitled *A Descriptive Study on Teaching Reading to the Sixth Year Students of SDN 51Kidul Beteng Surakarta in 2010/2011 Academic Year*. The results of the study shows that the methods used by teacher are Situational Language Teaching, Grammar Translation Method, and Genre-based Approach.

The third study was done by Nugroho (UMS, 2013) entitled *A Descriptive Study on Teaching Reading to the First Grade of SMA Al-Islam 3 Surakarta in 2012/2013 Academic Year* by UMS Students on the Job Training. The result of the research is elaborated into 3 parts: 1) the method on teaching reading used by UMS students are GTM and GBA. 2) the goal of teaching reading is to help the students in understanding the reading material such as genre text. 3) reading materials that are given to the students are recount text, narrative text, and procedure text. 4) teaching-learning process is implemented by using three phase technique: pre-reading, whilst-reading, and post-reading.

RESEARCH METHOD

The type of this research is descriptive research. According to Creswell (1998) in Herdiansyah (2010:8), descriptive research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social human problem. Based on the

explanation above the writer concludes that this research builds a complex, holistic picture, analyzes words, report detailed views of informants and conducts the study in a natural setting. The sources of the data of this study are all elements of teaching- learning process committed by teacher and the students and other sources such as field note, syllabus, textbook, and lesson plan. There are three kinds of method in collecting data: observation, interview, and analyzing documents. The writer interviews one of English teachers who teaches reading at the eighth grade of SMP Muhammadiyah 4 Surakarta. After collecting the data, the writer continues to the next step in this research that is analyzing data. There are some steps of analyzing data:

a. Data Reduction

In this step, the unimportant data are reduced by the writer. She also filters the document analysis such as syllabus, interview script, field note, material books.

b. Data display

The writer classifies them into some classifications.

c. Verification

The writer draws conclusion and gives some suggestion about the result of this research.

FINDINGS AND DISCUSSION

In the research finding, the writer describes the methods used and problems faced on teaching reading for the eighth grade of SMP Muhammadiyah 4 Surakarta in 2015/2016 academic year.

Based on the observation and interview, the writer finds the

methods on teaching reading used by the teacher at the eighth grade of SMP Muhammadiyah 4 Surakarta. There are three methods on teaching reading used; Grammar Translation Method (GTM), Direct Method (DM), and Cognitive Code Learning (CCL). In this part, the writer presents the discussion of the analysis of this study. In this research, the writer analyzes the method used on teaching reading and problems faced by teacher on teaching reading at the eighth grade of SMP Muhammadiyah 4 Surakarta in 2015/2016 academic year.

1. The Methods Used on Teaching Reading at the Eighth Grade of SMP Muhammadiyah 4 Surakarta in 2015/2016 Academic Year

The teacher of SMP Muhammadiyah 4 Surakarta uses Grammar Translation Method (GTM), Direct Method (DM), and Cognitive Code Language (CCL) for teaching reading. The media used are the worksheet “Eksis”, dictionary, and the material from internet. The materials given are the descriptive text and the recount text.

a. GTM

The teacher uses discussion, translation, repetition, and giving practices to the students. Discussion is to make the students find their problem about the material and they can ask the teacher to solve the problem. Translation is a way to help the students understand the content of the text that they read. Besides, translation also increases the vocabulary ability. Repetition is to review the material that the students learn and it also helps the students accept the material more clearly.

And the last, the teacher gives the exercises for the students. It aims to know how far the students can accept the material. The writer concludes the teacher can apply GTM for teaching descriptive text well but she cannot control some students in teaching-learning process. Here, the writer also finds the strengths and weaknesses of the GTM.

b. Direct Method

The teacher only uses the mother tongue as the instruction. But, it is done because the students are poor in mastering vocabulary so they cannot accept what the teacher says if she speaks English. The techniques used in applying Direct Method are question-answer and problem solving. Here, the teacher asks the students who perform in front of the class by some questions related to the text read by students. Then, problem solving is applied while the students do mistakes. She corrects the mistakes and discusses those with all students in the class. The media used are just worksheet “Eksis” and copied material from internet.

c. Cognitive Code Language Method

The teacher teaches the students clearly. She gives the grammar lesson, reading comprehension, and exercises completely. Here the teacher applies reading, writing, and grammar skills for the students. Besides, she explains the material clearly so that the students can fulfill the teacher’s expectation. But, in vocabulary, the teacher gives only few materials.

2. The Problems Faced by the Teacher on Teaching Reading at the Eighth grade of SMP Muhammadiyah 4 Surakarta in 2015/2016 Academic Year

a. Limited Vocabulary of the Students

Limited vocabulary of the student made the teaching-learning process did not run well. It makes teacher could not use English as the target language in teaching-learning process. Instead, the teacher explained the material using Indonesian because a lot of the students couldn't understand the English language well.

b. Uncontrolled Class Situation

The teacher couldn't control a lot of the students in the classroom. During teaching-learning process, the students were very crowded. It disturbed the other students.

c. Limited Media Used

The teacher only used the worksheet, material from internet, and dictionary only when she was teaching in the class. On the other hand, the school provided the English textbook entitled "Practice Your English Competence" for eighth grade.

CONCLUSION

Based on the research finding and discussion in this study, the writer draws conclusions as follows:

The methods of teaching reading used by the teacher at the eighth grade of SMP Muhammadiyah 4 Surakarta in 2015/2016 academic year are Grammar Translation Method, Direct Method, and Cognitive Code Language. There are

some findings during applying the teaching method as follows:

a. The reading materials given by the teacher of SMP Muhammadiyah 4 Surakarta is genre such as descriptive text and recount text.

b. The teaching media are the worksheet "*Eksis*" *Bahasa Inggris kelas 8 Semester 1*, material from internet, and English dictionary.

During the implementation of the teaching reading, the teacher faces some problems as follows:

a. Limited Student's Vocabulary

Limited vocabulary of the student made the teaching-learning process did not run well, it had the effect that the teacher could not use English as the target language in teaching-learning process. In fact, the teacher explained the material using Indonesian because a lot of the students couldn't understand the meaning of the English words spoken by the teacher.

b. Uncontrolled Class Situation

The teacher couldn't control a lot of the students in the classroom. During teaching-learning process, the students were very crowded. It disturbed the other students.

c. Limited Media Used

The teacher only used the worksheet, material from internet, and dictionary only when she was teaching in the class. On the other hand, the school provided the English textbook entitled "Practice Your English Competence" which was for eighth grade.

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