TEACHER’S STRATEGIES IN MATERIAL DEVELOPMENT OF READING COMPREHENSION CLASS OF ELEVENTH GRADE SCIENCE DEPARTMENT OF SMA NEGERI 1 NGRONGGOT

SKRIPSI

By:

ASRI AGUSTINA SRI WULANDARI FAJRIYAH
NPM. 11.1.01.08.0036

ENGLISH EDUCATION DEPARTMENT
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APPROVAL PAGE

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Approved by the Advisors to be proposed to the English Department Examination Committee of University of Nusantara PGRI Kediri

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The Advisors,

Advisor I
Sulistyani, M.Pd
NIDN. 070156803

Advisor II
Drs. Abd. Rahman, M.Pd
APPROVAL SHEET
SKRIPSI

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Board of Examiners,

Chairman : Drs. SETYA ADI SANCAYA, M.Pd
First Examiner : SULISTYANI, M.Pd
Second Examiner : Drs. ABD. RAHMAN, M.Pd

The Dean of the Faculty of Teacher Training and Education
Nusantara PGRI Kediri

Dr. Hj. Sri Panca Setyowati, M.Pd
NIDN. 0716046202
Teacher’s of Teaching Reading Comprehension to the Eleventh Grade Science

Department
Asri Agustina Sri Wulandari Fajriyah
11.1.01.08.0036
FKIP – Pendidikan Bahasa Inggris
asria2759@gmail.com
Sulistyani, M.Pd dan Drs. Abd. Rahman, M.Pd

ABSTRACT
Reading is one of four skills in English competence. Reading is taught to the students by teacher in classroom. It is very important for Senior High School. The aim of reading is to understand the text where there is an idea, content, vocabulary, and language correctly. Teacher also developed the materials for teaching reading by selection, adoption and adaptation, and creation. In material development, teacher selected the material based on standard competence and basic competence. To adoption and adaptation, teacher use textbook as source before present the material to the students. Teacher did creation through create own question, give picture and leading question. The English teacher taught reading comprehension. The steps were started; first, the teacher gave interesting topic with picture until giving feedback after reading task.

BACKGROUND
Teaching reading is to teach how to read and understand the text where there is an idea, content, vocabulary and language. According to Harmer (1998:69), teaching reading includes several parts. They are scanning and skimming. The students are expected able to scan text and find detail information from the text. The students also are expected able to skim text and find a general idea from the text. Teacher should teach the students reading with how to scan and skim the text. Therefore, it can be concluded that teaching reading has the aim to teach students to read correctly, find information, and understand the main idea of a text. It includes into part of strategies in teaching reading comprehension to the students. So, teacher should teach reading comprehension in the classroom correctly.

In fact, the teacher cannot teach reading comprehension strategy correctly to the students in the classroom. Students have difficulties in learning reading comprehension. They did not understand the content and meaning of the text after they read the text, because the text was too long and students were still confused to determine the main idea of every text. The students could not determine the main idea of each paragraph. They also found a lot of difficult words that they did not know what it means.

Review of Literature

Teaching English
Teaching English is required in Senior High School. Because English subject is important in
their learning. Based on Doff (1998:1), teaching English is a teacher training course that develops practical skill in teaching English as a foreign language. Harmer (1998:12), states that teacher of English generally makes three basic levels of distinction: beginners, intermediate and advanced though exactly what these terms mean often depends on students work and what text book. Senior high school involves into intermediate students that students have already achieved a lot. Based on Harmer (1998:24), there are some parts in describing learning and teaching. They are: first, language learning; second, elements which necessary for successful language learning in classroom; third, the elements fit together in lesson sequences.

Teacher can say what elements need to be present in a language classroom to help students learn effectively. The elements include into three elements which are presented in almost all classes. They are:

1. **Engage**: a teaching sequence where teachers try to arouse the students’ interest
2. **Study**: study activities to focus in language
3. **Activate**: exercise and activities to get students using language as freely and communicatively

**Teaching Reading**

Teaching reading is to teach how to read and understand the text where there is an idea, content, vocabulary, and language. Teaching reading aims to teach students to read fluently, find information, and understand the main idea of text. According to Paten and Jein (2008:115), types of reading are Intensive and Extensive Reading.

Intensive reading is related to further progress in language learning under the teacher’s guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing. The material selected should parallel the type of material the advanced student would enjoy in the native language. Intensive reading is text reading or passage reading. In this reading, the learner read the text to get knowledge or analysis. There are few characteristics of intensive reading, they are: this reading helps learner to develop active vocabulary, teacher play main role, linguistic items are developed, the aims at active use of language, intensive reading is reading aloud, speech habit are emphasized and accent, stress, intonation and rhythm can be corrected.

Extensive reading can be made as the basis for oral report, to the rest of the class, or full class discussion. It may be the source for written compositions in which students deal with specific issues arising from the material in the book. Extensive reading assignments may direct students to articles of current interest in foreign language magazines or newspapers. Few characteristics of Extensive reading are: it helps learner to develop to active vocabulary, it is silent reading, the subject matter is emphasized, the learners play main role, the idea can be developed, the aim is to enrich learners’ knowledge, and the good reading habit can be developed.

Reading also includes skills. It is supported by Harmer (1998:69), who says that reading includes two skills. They are scanning and skimming. In scanning, students need to scan the text for particular bits of information they find. This part means that they do not have to line every word. While in the skimming,
students need to skim a text. In this part, students get the general idea of the text.

Paten and Jein (2008:116) state at the early stage the necessary precautions should be observed during the course of good teaching reading:

a. The teacher should not insist on speed of reading but on the accuracy pronunciation while teaching reading
b. While teaching reading teacher should ask not more that one pupil to read at one time and he should pay individual attention to every students of class
c. While teaching reading the teacher should be very careful in pointing out and rectifying the mistakes of pronunciation, articulation and intonation of the pupil
d. While teaching reading the teacher should first try to find out the causes of mistakes committed by the students and then try to correct them by eradicating the cause of mistake.
e. While teaching reading the teacher should be aware of the right sitting or standing posture for reading.

Teaching Strategy on Reading Comprehension

Teaching of reading comprehension strategies are the activities includes steps of teaching how to read and understand of text by comprehend and correct. Teaching reading comprehension involve some parts. They are material development and steps for teaching reading comprehension.

Material Development

Material development is important for teacher. Teacher develops the material that is taught by teacher in the classroom. Grave in Leksika (2010:9) state that material development is the planning process by which a teacher, a lecturer or an instructor creates unit and lessons within those unit to carry out the goal and objectives of the source. Development of material is the activity to select or customize and organize materials and activities so that students can achieve goals that will help them achieve their learning goals.

Nunan (1991:208), the material development includes three parts. They are selection, adoption and adaptation, and creation.

In selection, teachers select and design material that is appropriate with goal from teaching and learning to the students. Based on Low in Nunan (1991:209), designing appropriate material is not a science; it is a strange mixture of imagination, insight and analytical reasoning and his fact must be recognized when the materials are assessed.

Teacher does adoption from the book and adaptation about materials. Some materials of the text book are adopted and adapted by teacher that it should in appropriate with goal of teaching and learning English in classroom. Adaptation the materials in text book has positive side that the best materials fulfill an important teacher education function and remove much of the burden and time involved in creating materials from beginning.

Teachers also must make creation about materials. The creation of materials involved teacher using picture and imaginative description in teaching materials. With the creation of material students can be interested and build their spirit in study English in classroom.

Types of Material Development

Preparation

Teachers need to have some idea of what learning they wish to take place and how the
Lesson will facilitate that learning. Preparation is important before start teaching the students. Kyracou (2007:19) state that in their evaluation of lessons, typically focus on two crucial aspects in relation to planning and preparation. First, is it clear what the purpose of the lesson is? Second, has the lesson taken adequate account of the learner’s need?

**Source of Material**

Teaching material is an important component since it can be used commonly as a resource for teachers to teach and the students to learn. According to Brown (2001:136), textbook is the most common material for teaching and learning. This concept goes to teaching a language as well.

Nunan in Fauzi (2006:7) said that criteria of a good textbook should provides materials which are: making a link between the classroom and wider world clear, making an independent learning, focusing on the learners in learning process, being readable for the learners, providing the students’ needs, being able to be used at more than one level, and providing the pedagogical objectives.

**Content of Material**

**Text in Material**

A good text can be understood by teacher and students. Emili (2011:8) says that there are two characteristics of text. They are: coherence and cohesion. Coherence is factual content in a text. Meanwhile cohesion is the grammatical and lexical linking within a text or sentence that it in a text and gives it meaning.

**Activities of Material**

**Material and Method**

The role of instructional materials within a functional/communicative methodology might be specified in the following terms: a. Materials will focus on the communicative ability or interpretation, expression and negotiation, b. Materials will focus on understandable, relevant, and interesting exchanges of information rather than on the presentation of grammatical form, c. Materials will involve different kinds of text and different kinds of media which learner can used to develop their competence.

**Material Design**

Material design exists at the interface syllabus design and methodology and issue associated with sequencing illustrate the difficulty of separating syllabus design from methodology authentic written or spoken text is that classroom work is referenced against the type of language which learner will encounter outside the classroom.

**Teacher Steps on Teaching Reading Comprehension**

Pollard (2008) state that there are some steps teacher should do to teach reading comprehension, they are: first, start by awakening students’ interest in the topic. In this process, teacher tell the students some words or phrases from the text and ask the to predict what it will be about. Second, pre-teach any unfamiliar vocabulary of the text. If there are unfamiliar words that won’t hinder comprehension, teacher can study those at a later stage. Third, set a task that will practice reading for gist. In this stage, teacher set a time limit on this task to make sure students aren’t reading word for word. Forth, set some question that will practice reading for specifif or detailed information. Teacher check all students understand the questions and give them a time limit to answer them. Last, after feedback on the second of the reading tasks. There are 4 related activities teacher can do:
teacher can spend time satisfying the students’ natural desire to understand everything in the text, study language work arising from the text, do a related speaking activity, and encourage the students to deduce meanings from the text.

METHOD

Data Collection

This research used three data collection methods. They are observation, interview, and documentation. In the observation, the writer sat at the back of the classroom to observe the teaching-learning process done by the teacher. The writer used a checklist to indicate how the English teachers taught reading comprehension in the classroom. Interview was done after the observation was carried out. The writer asked the teacher to get data about material development and steps of teaching reading comprehension. While documentation got from the book used by the students as a source and guide of study English lesson.

Data Analysis

According to Miles and Huberman in Creswell (2007:174), techniques of data analysis include three parts. They are: data reduction, data display, and conclusion drawing. Data reduction is the process to edit the data, organize the data that will be got by the writer. The writer able to take the important and specific information that relate with the research after the observation. Data display is the process to organize the data that taken by the writer. In this process, the writer was done the organizing and summarizing of data and information systematic. The last, conclusion drawing verifying is the last part of analyze the data. In this part, there was the process of summarizing of data. The writer gave the reason for reducing and displaying the relevant definition that suitable with the main topic in this research.

RESULT

Material Development

In teaching and learning process, teacher prepare and select the material well, which will be given to students. To select the materials, teacher match the materials with goals and learning objectives. She used textbook as source, she also selected material that she was created by herself based on standard competence and basic competence. She developed material according to the goals, objectives and the skill that will be taught. Beside that, she also using worksheet that was created by herself on topic that given based on syllabus. She took two materials, narrative text and analytical exposition.

The first material is narrative text, teacher used monologue text. She told the learning objective before introduced the text. Then she asked the students to saw the picture in the book and gave leading question. Next, she introduced narrative text with monologue. The text is folklore entitled “the Enchanted Fish”. She gave some leading questions to the students. She also gave explanation about generic structure and language features of this text.

Second material teacher also used monologue text, which is Analytical Exposition, with topic “Bullying: A cancer that must be eradicated”. She gave students leading question, then she told the learning objective based on lesson plan. After that she asked the students to saw the picture in the book. Next she gave material about analytical text.

Teacher adopted and adapted from the textbook. Teacher used three activities in reading the text. First, pre-reading activity. Teacher introduced the folklore story. Cause of
in the textbook there is no explanation about narrative text, she explain this material based on her other book. She also give example of narrative text. In the second material, teacher introduced the popular issue, whether it is analytical or not. She also give explanation and example of analytical. Second is reading activity. Teacher asked the students to read aloud in pairs, then she checked the pronunciation of students. After that, she asked students for read the text by silent reading and asked them for found difficult words and write again in the white board. Last is post-reading activity. Teacher provided some question based own making question. She devided into some group, then asked to students to answer it. Students answer the question based on group and write it in white board.

Teacher used three parts in creation. They were picture, leading question and vocabulary, and own question. Teacher used picture to motivate students in teaching material. She also used leading question to the students before explain the material. She also gave some unfamiliar words form the text. She made her own question because the questions from the book were difficult, too long and not complete for students.

**Steps of Teaching Reading Comprehension**

Before teacher taught reading comprehension, she started lesson with pre-teaching, then it was continued by taught reading comprehension and next step was whilst and post-teaching. In pre-teaching she did some activity in the classroom, first teacher greets to students and checks then condition of students, then she gives motivation, after that she explained the general purpose of learning the last she explained about material generally. Next she taught reading comprehension. Teacher told the students about subject matter and asking them what they know about the topic. She asked them to observe picture and gave some question about that picture. Then, she gave unfamiliar words from the text and asked them to found the meaning of words.

In whilst-teaching, there were observation, questionning, exploring, associating, and communicating. In observation, teacher asked students observed picture, then gave some example of text. In questionning, students asked about text and they asked difficult word, main idea, and detail information about text. In exploring, students read text through silent reading. They try to find difficult word, main idea and detail information of text. Next is associating, students analyzed the text with focus on social function, generic structure and language features. They got feedback from teacher and friends about result of analysis from group work. Last is communicating. Students told information about text, they read again the text through loud reading.

The last part in teaching is post-teaching. Teacher and students made conclusion about text. Teacher gave score to students about their group work, then she gave homework to students.

**DISCUSSION**

Teacher used three parts of material development. They were selection, adoption and adaptation, and creation. She also developed the material by selecting the material based on the standard competence and basic competence. She also created the material based learning objectives. She used textbook as source of the material. The book is useful for students. They can understand about material from textbook. In order to choose a good textbook, there are some considerations that should be taken by the teacher.
Teacher adopted and adapted from the textbook. There are three activities in this textbook, first is pre-reading activity. Cause of in this book only content about folklore, and there was not about narrative text, so teacher should more creative and has many source for selection material. Second is reading activity. In this stage, teacher just do reading aloud and silent reading. The book is not appropriate for students, but teacher do not do scanning and skimming. Last is post-reading activity, in this activity teacher make her own question, because the question in this book is so difficult for students. It should decrease difficult level and appropriate the student’s need.

REFERENCES


The English teacher taught reading comprehension based on Pollard theory. The step were started: first, teacher gave interest topic with the picture. Second, she gave unfamiliar vocabulary and asked students for find the meaning of vocabulary. Third, she asked practice reading in classroom. Fourth, she gave some question after reading the text with specific or detail information. Finally, she gave feedback after reading task. Before taught reading, teacher started the lesson by pre-teaching, whilst-teaching and post-teaching.