

## **ARTICLE**

### **TEACHING READING TO THE TENTH GRADE STUDENTS AT SMA MUHAMMADIYAH KEDIRI ACADEMIC YEAR 2015/2016**



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2017**

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**ARTIKEL SKRIPSI TAHUN 2017**




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Judul Artikel : Teaching Reading to the Tenth Grade Students at SMA  
Muhammadiyah Kediri Academic Year 2015/2016  
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### ABSTRACT

This research will focus on teaching reading to the tenth grade students at SMA Muhammadiyah Kediri academic year 2015/2016. The research design in this study was descriptive design with qualitative research. The subject of this research is the teacher. To get the data, the researcher used three instruments, they are observation, interview and documentation. The process of analyzing the data through three stages; data reduction, data display, conclusion drawing. The research finding tells about the implementation of teaching reading in the classroom to know the application of teaching learning process, material and strategies used by the teacher. As the result in teaching learning process the teacher used three stage, such as pre-activity, whilst-activity, post-activity the material of teaching reading is narrative text, the strategies used by the teacher is cooperative learning that is think-pair- share model. The researcher conclude that the teacher as facilitator and motivator, when the students and their group still confuse with the meaning of the text, they will ask to the teacher.

**Keywords:** Reading, Teaching Reading

### I. INTRODUCTION

In English language teaching, there are some skills which must be taught by teacher. These are speaking, writing, reading, and listening. The four basic skills are related to each other. Reading and listening are called receptive skill, which is an ability to receive written or spoken language.

While, speaking and writing are called productive skill. One of these skills that is considered important for somebody's life is reading skill. According to Brown (2004:186), "Reading is likewise a skill that teachers simply expect learner to acquire. Reading is arguably the most essential skill for success in all

education contexts.” This statement means that reading is important to be learned by language learners because it can enlarge their knowledge so that they are successful in their school.

According to the Patel& Jain (2008:114) reading is the most useful and important skill for people. This skill is more important than speaking and writing. Moreover, reading is a source of joys. Good reading is that which keeps students regular in reading which provide him both pleasure and profit. It means that reading is the most useful also as a source of information and a pleasurable activity.

In teaching and learning process the teacher must understand well what they will do and what the students do when teaching process is going on. Step can be called technique of the teacher in teaching. Permendiknas No.41 year 2007 about standard process explains some steps in teaching process covering, pre-activity, whilst-activity, and post-activity. Teaching material can support students learning and increase student success. Ideally, the teaching materials will be tailored to the content in which they are being used, to the students in whose class they are

being used, and the teacher. Teaching material Richards (2001:25) states,

Teaching material is a component in most language programs. This statements in teaching learning process, materials is an important component that used by teacher to explain and understand the topic of material easily. Whether the teacher uses a textbook, institutionally prepared material, or his or her own materials, instructional materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. In the case of inexperienced teachers, materials may also serve as a form of teacher training.

According to Brown (2001:59) “teaching strategy is method teachers use to allow learners to access the information that teacher are teaching”. The statement means teaching strategy is way that is used by teacher to transfer information and knowledge in order to make easy understanding for the students to achieve learning goals.

The problems is also found in school, including in SMA Muhammadiyah Kediri and dealing the problem of reading above, students still have difficulties in

comprehending the text. It can be seen from their score and their lack of motivation. It can be caused by many factors, such as the different ability of the students, the big number of students in a class, or may be because the boring method given and so on. It is the teachers' homework to find the way out of these problems.

Based on the consideration above, researcher conducted a research about a study of teaching reading to the tenth grade students at SMA Muhammadiyah Kediri. The researcher wants to find: How is the implementation of teaching reading to the tenth grade Students at SMA Muhammadiyah Kediri. The purpose of this study to describe the way teaching reading is implemented to the tenth grade of SMA Muhammadiyah Kediri.

## **II. RESEARCH METHOD**

This reseach used descriptive qualitative research. Based on the title of this research that is Teaching reading to the tenth grade students at SMA Muhammadiyah Kediri. So the approach that wes used in this research was qualitative approach. In qualitaive ressearch, the data was not presented in numeral and it did not need statistics formula. The data was presented in

description. The purpose of descriptive qualitative is to make description of situation or certain procedures or teachnique.

The writer is as instrument that is also as collecting of the data. Creswell (2007:38) says that the qualitative research collects the data through examining documents, observing behavior, and interview. It means that in the research, the writer collected the data through three terms. They are examining documents, observing and interview in the research. The terms were related from one to another. So, it was absolutely needed in the research.

The role of writher as participant observer and interviewer while the subject unaware if he is examined, to minimize the target awareness. So the data that was collect is valid because the subject did not prepare before. The subject is researched by the writher is teacher of SMA Muhammadiyah Kediri. The data was taken from the tenth grade students of SMA Muhammadiyah Kediri which consists of 29 students.

## **III. FINDINGS AND CONCLUSION**

According to the result of observation and interview, the researcher will explain the

implementation of teaching reading in SMA Muhammadiyah Kediri at tenth grade involved teaching process teaching material, teaching strategies. The first activity called pre-activity, in the pre-activity the teacher began the teaching process by greeting and asks the students to take praying. Then, all of them read Al qur'an together with aloud voice. After the teacher check attendant she gives apperception before the lesson is started. The second activity called whilst-activity, the teacher starts to give and explain the materials to the students. She gave and explained the information about the topic. The first, the teacher gave leading question by giving many questions that are related to the topic such as generic structure, language feature of narrative text and many others. The teacher asked to the students about what is a difficulty of grammar usage. The teacher explained about narrative text. Moreover, the students pay attention to the description from the teacher's explanation and the teacher asked some questions, they understood about the material. In post-activity, the teacher evaluates the students regarding the activities during teaching learning process such as the teacher ask to the

student difficulties material, and comprehension material. The teacher asks to the students about the materials which have been studied. Beside that the teacher also asks to the students what the difficulties of the material and gave some motivation, the teacher give feedback regarding process and learning result about the narrative text.

In teaching and learning process the material of teaching reading is narrative text. The English book and the materials that were used by English teacher and student is *LKS SIMPATI SMA* Publisher by Grahadi were suitable with the curriculum that is *KTSP (Kurikulum tingkat satuan pendidikan)*. The materials used by the teacher are "Brahmana and the crab" and "The Ant and the Dove". Those materials used for discussion. After that the teacher asked the students to discuss in pairs.

In teaching reading strategies the teacher uses cooperative learning that is think pair and share model. Think-pair-share is cooperative learning strategy in which students work together to solve a problem or answer a question about an assigned reading. This technique requires students to think individually about topic or a question and share ideas with

classmates. Discussing an answer with partner server to maximize participation, focus attention and engage students in comprehending the reading.

Based on the implementation of teaching reading in tenth grade students at SMA Muhammadiyah Kediri , it can be concluded conclusion about the research such as in teaching and learning process is started from the teacher prepares lesson plan, and the material. The material used by the teacher is narrative text. In teaching and learning process the teacher used cooperative learning strategies think-pair-share model. This strategy makes students easy to understand the material, the students study cooperatively and they can share with their friend. In this strategies the teacher as facilitator and

motivator, when the students and their group still confuse with the meaning of the text, they will ask to the teacher.

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