# AN UNDERGRADUATE THESIS

## AN ANALYSIS OF TEACHING AND LEARNING PROCESS ON READING SUBJECT AMONG THE TENTH GRADERS OF SMAN 1 RAMAN UTARA EAST LAMPUNG



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**STATE ISLAMIC COLLEGE
(STAIN) OF JURAI SIWO METRO
1437 H / 2016 M**

# AN ANALYSIS OF TEACHING AND LEARNING PROCESS ON READING SUBJECT AMONG THE TENTH GRADERS OF SMAN 1 RAMAN UTARA EAST LAMPUNG

Presented as a Partial Fulfillment of the Requirements for the Degree of

Sarjana Pendidikan (S.Pd) in English Education Study program

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## ABSTRACT

### By:

### HENDRA SAPUTRA

This research is aimed at finding out and describing the teaching and learning process in reading subject especially reading comprehension in State Senior High School 1 of Raman Utara.

A qualitative descriptive was used to approach the data. The writer took 5 students of the tenth graders of SMAN 1 Raman Utara as his purposive sample. The data were collected by observation, interview and documentaion. Next, concerning to the process of researching, firstly, the writer observed the SMAN 1 Raman Utara and documented the data related to the school profile and also arranged the research instrument. Secondly, the writer entered on the class to interview the teacher and the students about the problems.

The result of the analysis shows that: the teacher problems are lack of students' understanding of English lesson, most students consider English was hard and difficult, environment affect students in learning English, lack of vocabulary of the students, the students are lack understanding of the use of grammar. The student problems in reading subject are less comprehension on the understanding meaning, fluency and lack of vocabulary.

The conclusion, that the problems faced by the students and teacher in teaching and learning process in reading subject among the tenth graders of SMAN 1 Raman Utara. Next, it is can help the teacher and students to find the solutions in teaching learning process in order to minimize the problems.

# AN ERROR ANALYSIS ON THE USAGE OF SIMPLE PAST TENSE IN WRITING RECOUNT TEXT AT THE TENTH GRADERS OF SMA N 1 RAMAN UTARA

## ABSTRAK
### Oleh:
### HENDRA SAPUTRA

Penelitian ini bertujuan untuk mengetahui dan menggambarkan proses pengajaran dan pembelajaran dalam membaca subjek terutama pemahaman bacaan di SMA Negeri 1 Raman Utara.

Penelitian kualitatif digunakan untuk memperoleh/menggali data. Penulis mengambil 5 siswa dari kelas X SMAN 1 Raman Utara sebagai sampel purposive nya. Data dikumpulkan dengan cara observasi, wawancara dan dokumentasi. Berikutnya, mengenai proses meneliti, pertama, penulis mengamati SMAN 1 Raman Utara dan mendokumentasikan data yang terkait dengan profil sekolah dan juga mengatur instrumen penelitian. Kedua, penulis masuk di kelas untuk mewawancarai guru dan siswa tentang masalah-masalah.

Hasil analisis menunjukkan bahwa: masalah guru adalah kurangnya pemahaman siswa terhadap pelajaran bahasa Inggris, sebagian besar siswa menganggap bahasa Inggris itu sulit , lingkungan mempengaruhi siswa dalam pelajaran bahasa Inggris, kurangnya kosakata siswa, siswa yang kurang pemahaman tentang penggunaan tata bahasa. Masalah siswa dalam mata pelajaran membaca adalah kurangnya pemahaman tentang pemahaman makna, kelancaran dan kurangnya kosa kata.

Kesimpulan, bahwa ditemukan masalah yang dihadapi oleh para siswa dan guru pada proses belajar mengajar di pelajaran membaca siswa kelas X SMAN 1 Raman Utara. Berikutnya, ini dapat diharapkan untuk membantu guru dan siswa menemukan solusi dalam proses belajar mengajar dalam rangka untuk meminimalkan masalah.

## NOTA DINAS

Number      :

Appendix    :

Matter      : **In Order To Hold The Munaqosah**

      **of  HENDRA SAPUTRA**

*Assalamu'alikum Wr. Wb*

      We have given guidance and enough improvement to the undergraduate thesis script which is written by :

Name            : HENDRA SAPUTRA
Student number  : 0845317
Title           : AN ANALYSIS OF TEACHING AND LEARNING PROCESS ON READING SUBJECT AMONGTHE TENTH GRADERS OF SMAN 1 RAMAN UTARA EAST LAMPUNG

      It has been agreed so it can be continued to the tarbiyah departement in order to be discussed on the seminar. Thank you very msch.

*Wassalamu'alaikum Wr. Wb.*

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## RATIFICATION PAGE

The Undergraduate Thesis entitled "AN ANALYSIS OF TEACHING AND LEARNING PROCESS ON READING SUBJECT AMONG THE TENTH GADERS OF SMA N 1 RAMAN UTARA EAST LAMPUNG", written by Hendra Saputra, Student Number (0845317) English Program, has been examined (Seminar Proposal) in Tarbiyah Department on Monday, Juni 27th,2016.

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# STATEMENT OF RESEARCH ORIGINALITY

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States that undergraduate thesis is originally the result of the writer research in exception of certain parts which are accepted from the bibliography mentioned.

                                                       Metro, 25 Juni 2016

                                                       The Writer

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**MOTTO**

وَلَقَدْ جِئْنَاهُمْ بِكِتَابٍ فَصَّلْنَاهُ عَلَىٰ عِلْمٍ هُدًى وَرَحْمَةً لِقَوْمٍ يُؤْمِنُونَ

"And verily We have brought them a holy Quran which We

expounded with knowledge, a guidance and a mercy for a people who

believe"

(Al-A'raaf:52)

"Dan sesungguhnya Kami telah membawa mereka Quran suci yang Kami

diuraikan dengan pengetahuan, bimbingan dan rahmat bagi orang-orang yang

beriman" (Al-A'raaf:52)

# DEDICATION PAGE

This undergraduate thesis is dedicated to:

- ❖ The first, I give dedicated to Allah SWT and His Messenger who give me the light, blessing, and guidance.

- ❖ My parents Suharno and Misyah (alm) who give me everything on my life, the biggest thanks go to both of you, may Allah always bless you too.

- ❖ My young brother M. Pandya and M. Wiragatra also my young sister Indah Raiza Pratiwi. You always give me support, you all my spirit and my lovely family.

- ❖ My honorable Guidance Drs. Kuryani Utih, M.Pd and Dra. Yerni Amir, M.Pd who has guidance me until i can finish my undergraduate thesis, without you i can't do it.

- ❖ My friends, thanks for all your helps and suports so i can finish this undergraduate thesis.

- ❖ My almamater STAIN Jurai Siwo Metro.

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Praise and thanks to Allah the lord of the world, who always blesses us and give us his mercies. May peace and salutation be upon our beloved Prophet Muhammad SAW, his family and also his companions. Thank to Allah the writer could finish the undergraduate thesis entitled *"An Analysis of Teaching and Learning Process on Reading Subject Among the Tenth Graders of SMAN 1 Raman Utara East Lampung"*. This research was presented as a partial fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd.) in English Education Study Program in STAIN Jurai Siwo Metro.

Regarding to the undergraduated thesis, the writer couldn't stay alone, there were many persons who contributed their meaningful hands in accomplishing this undergraduated thesis that the writer could not mention one by one. Then, the writer would like to extend his gratitude to the sponsor Drs. Kuryani Utih, M.Pd and Co-sponsor Dra. Yerni Amir, M.Pd who have constantly given their endorsement, time, and guidance so that the writer could finish the research. Next, May Allah SWT gives them His better reward for their spending time to support and guide during the undergraduated thesis writing process. The writer also gives thanks to his parents and all family who have given a big motivation and spirit, so the writer could finish this research.

In line with those meaningful persons. The writer also would eargly like to express his thanks to the honorable lectures of english education   study program, who helped him to make understand about knowledge.

Finally, as human being, the writer completely realize that this undergraduated thesis still richly needs many corrections. The writer do apologies for all mistakes he has made in writing and presentation items. All constructive coments and suggestions are extremely welcomed to lighten up the quality of this undergrduated thesis. Hopefully thus undergraduated thesis can be a meaningful benefit of the writers especially and for our campus and all readers generally.

Metro, 25 Juni 2016
The writer,


Hendra Saputra
St.N 0845317

# TABLE OF CONTENTS

## CHAPTER IV RESULT OF THE RESEARCH

## CHAPTER V CONCLUSION AND SUGGESTION

**BIBLIOGRAPHY**
**APPENDICES**

# THE LIST OF TABLE

# THE LIST OF FIGURE

# THE LIST OF APPENDICES

1. Research letter

2. Profile of the school

3. List of name the tenth graders of SMAN 1 Raman Utara

4. Syllabus of the tenth graders

5. Blue print instrument

6. Interview teacher and students

7. The picture of the research activity

8. Curriculum vitae

# CHAPTER I

# INTRODUCTION

## A. Background of The Study

Language is a medium for communication among human being. One of them is English which has a great role nowadays. It is a universal language which is spoken all over the world as an interpretation language. English is taught in Indonesia as a foreign language and compulsory subject in its learning program. It's purpose is of helping the students learning English as a foreign language and the graduated students are hoped to be able to communicate in English both in written and spoken form, so that it is an important language learning English becomes a need for the students. In other words, they are prepared to be able to read, listen, speak, and written English well.

English teaching covers four skills, namely listening, speaking, reading and writing. One of four skills that must be learnt by the students is reading. It is very important to the students to be able to read. Reading is often described as an interactive process involving what is in the reader'shead and what is on the printed page.[1]

Reading ability is really needed by them since both local and national test of English are tested in written form. Without being able to read well, the opportunities for personal fulfillment and job success inevitably will be lost.

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[1] Albert J, Harris, *How to Increase Reading Ability (Eight Edition),* (USA: Longman, 1984), p. 479

Consequently, the students should be given reading as one of the skill. In reading, the students are expected to have a competence to comprehend and understand the English text. So, the goal of reading is understanding.

In teaching learning process, reading has become the major skill since the students who have good capability in reading will be able to expand their knowledge more easily. Reading can be said as a primary why to access all of the knowledge and information of the surrounding world. Through reading the students can improve and compose their view of the knowledge and all of the things in their surroundings here, their reading ability does not focus on the level of recognizing the words but also comprehending the meaning and the message on the text.

Based on the result of pre survey in Senior High School 1 Raman Utara on April 6th, 2015 that was conducted by the researcher toward the English teacher and the some students at the tenth graders class of state indicate that the English teacher has problems in teaching learning process especially reading.

One of them is the teacher teaches the reading subject especially reading comprehension used the traditional method. It causes the reading to be a monotonous subject where the students given a text, translate, and then answer the question. So that, the students are tending undergo the difficulty in learning process of reading subject especially reading comprehension. From interview the teacher, researcher has score from teacher is low.

**Table 1.  The Score of Reading Test the Tenth Graders of State Senior High School 1 Raman Utara**

| Reading Test | | |
|---|---|---|
| Score | Predicate | Students Number |
| 45 – 60 | Low | 14 |
| 65 – 75 | Medium | 9 |
| 80 – 100 | High | 2 |
| **Total of Students** | | 25 |

From 25 students only 2 students have score excellent, 9 students have score good and average, than 14 students get score low, so 56% students still get low score. The teacher must have an appropriate strategy and technique to teach reading subject. In order to the students are not bored to learn English. In this case, the researcher wants to know about the process and technique in reading subject especially reading comprehension.

Based on the background above, the researcher is interested in conducting a research entitle **An Analysis of Teaching and Learning Process on Reading Subject among the Tenth Graders of State Senior High School 1 Raman Utara East Lampung in Academic Year of 2014/2015.**

## B.  Problem Formulation

According to the background of the study above, the writer has problem that is going to be answered as follows:

What are the problems that faced by the students and teacher in teaching and learning process in reading subject?

## C.  Objective of the Study

This research is aimed at finding out and describing the teaching and learning process in reading subject especially reading comprehension in State Senior High School 1 of Raman Utara. This study is to:

1. Describe the teaching and learning process in reading subject especially reading comprehension among the Tenth Graders of State Senior High School 1 Raman Utara.

2. Identify the problems in reading subject among the Tenth Graders of State Senior High School 1 Raman Utara.

3. Discover the problems in reading subject among the Tenth Graders of State Senior High School 1 Raman Utara.

## D.  Benefit of the Study

In this research, there are two kinds of benefits, namely theoretical and practical benefit, there are:

1.  The Theoretical Benefits:

   a.  The result of the research can be used as an input English teaching and learning process in reading subject especially reading comprehension.

   b.  The result of this research can be used as the references for those who want to conduct a research in teaching and learning process in reading subject especially reading comprehension.

2. The Practical Benefits:

   a. For the teacher, this research is supposed to give some information and knowledge about teaching and learning process in reading subject especially reading comprehension.

   b. For the students, this research is expected that the students can get knowledge about new information from the text.

**E. Prior Research**

First of all, the previous research is a study about students' *Using Direct Reading-Thinking Activity (DR-TA) to Improve the Reading Comprehension Ability of the Eight Grade Students of SMP Negeri 1 Yogyakarta in Academic year of 2013/2014* written by Riana Novita[2] from the English Department of language and arts faculty of languages and arts State University of Yogyakarta. The problems of this study are how can Directing-Thinking Activity (DR-TA) be used to improve the reading comprehension ability of the eight grade students of SMPN 1 Yogyakarta in the academic year of 2013/2014 using Directed Reading-Thinking Activity (DR-TA). The purposes of this study are to improve the reading comprehension ability of the eight grade students of SMPN 1 Yogyakarta in the academic year of 2013/2014 using Directed Reading-Thinking Activity (DR-TA). This research uses those problems as the basis to implement an alternative in teaching reading. DR-TA is then chosen since the stages it has offer students more assistance in comprehending an English text. It activates students' background

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[2] Riana Novita, *Using Direct Reading-Thinking Activity (DR-TA) to Improve the Reading Comprehension Ability of the Eight Grade Students of SMP Negeri 1 Yogyakarta in Academic year of 2013/2014,* (Yogyakarta, 2013), p.1

knowledge of the text, provides them with reading purposes, makes them employ reading strategies and monitors their comprehension. It also has the students actively involved in the teaching and learning activities. In addition, compared to the teaching and learning activities described above, the use of more media such as pictures, an LCD and a screen to display the text used will be more able to make the activities more attractive to the students.

Finally, In terms of the quantitative data, the students' reading comprehension ability continued to improve. The mean scores obtained by the students in the pretest, in the first post-test, and in the second post-test were 61.37, 71.20, and 80.00, respectively. With regard to the findings of the research, the implementation of DR-TA supported with its accompanying actions is believed to improve not only the teaching and learning process of reading but also the reading comprehension ability of Class 8H students of SMPN 1 Yogyakarta. DR-TA supported with its accompanying actions could improve the favorable learning conditions that later improved the students' reading comprehension ability. Therefore, it is highly suggested that English teachers should use DR-TA in the teaching and learning process of reading. Furthermore, for the DR-TA to be effective, the teacher should stimulate students' thinking and engage them in discussing what they predict without sdominating the discussion.

# CHAPTER II

# THE LITERATURE REVIEW

This part is concerned with some theories that are used in this research. It comprises the explanation about definition of reading comprehension and the concept of teaching learning process.

## A. The Concept of Reading Comprehension

### 1. Definition of Reading

Reading is a process very much determined by what the reader's brain and emotions and beliefs bring to the reading: the knowledge/information (or misinformation, absence of information), strategies for processing text, moods, fears and joys—all of it.

The strategies one uses vary according to one's purpose, including whether one is reading for oneself only (still the purposes vary) or for somebody else, such as reading to answer comprehension questions, reading to perform for listeners (including the teacher and classmates), and much more. Of course these social factors may generate confidence, fear, anger, defiance, and/or other emotions—it just depends. In sum, reading is both *a psycholinguistic process* (involving the mind actively processing the text) and *a sociolinguistic one* (with multiple social factors that can affect how one reads, how much one gleans from the reading, and more). Even word identification itself can be affected by these factors, because reading is as much or more a brain-to-text process as a text-to-brain

process.[1] So finally, reading is an active process that involves the mind and word processing is determined in accordance with the ability to read by the reader.

2. **Models of Reading**

Most models may be placed in one of three classes: bottom-up and top-down.

a. Bottom-up Model

According to bottom-up model, reading is essentially a process of translating graphic symbols into speech during oral reading or into inner speech during silent reading.[2] Thomas S. C. Farrell suggests that a reader reads the word and sentence and looks at the organization of the text (without relating it to experience or prior knowledge) in order to construct meaning from what was written in the text meaning depends both on knowledge of vocabulary plus syntax.[3] This model in which the reader working from the text to meaning with a focus at word and sentence level.

b. Top-down Model

In top-up model the reader's knowledge and cognitive and linguistic competence play and key role in the construction of meaning.[4] As asserted by Thomas S. C. Farrell, the top down model

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[1] Heinemann, *Reading Process (Third Edition),* (USA: Portsmouth,2009),p.1
[2] Albert J. Harris, Op.cit.
[3] Thomas S. C. Farrell, Op.cit.
[4] Albert J. Harris, Op.cit

that readers bring prior knowledge experience to the text and that they continue to read as the text confirms their expectation.[5] This process is the opposite of the bottom-up, this model is the reader working from meaning to the text.

3. **The Definition of Reading Comprehension**

According to Emalia Iragiliati, reading comprehension is the manner of the readers which receive and process new information from the text and the degree to which they must relate what is new to what already known.[6] Meanwhile, Thomas S. C. Farrell Argues that reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation.[7] And Janette K. Klingner explains that reading comprehension is the process of constructing meaning by coordinating a number of complex process that include word reading, word and world knowledge, and fluency.[8]

Based on the quotation above, reading can be understood as meaning, learning, and understanding are the ultimate goals of learning to read. Reading is the process to gain a full understanding of the text, acquiring the information and knowledge through reading. It is not merely

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[5] Thomas S. C. Farrell,Op.cit

[6] Emalia Irigiati, *Reading 2*, (Jakarta: Universitas Terbuka, 2007), p.4.2

[7] Thomas S. C. Farrell, *Planning Lessons for a Reading Class,* (Singapore: SEAMO Regional Language Centre, 2002),p. 1

[8] Janette K. Klingner, Sharon Vaughn, Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties,* ( USA: The Guildford Press, 2007), p.2

read the texts of the people who writes, but graphs its meaning what the author means.

## 4. The Process of Reading Comprehension

Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).[9] Thus, reading comprehension concerns in more responses of the reader to the text. According to Janette K. Klingner describes five basic comprehension processes that work together simultaneously and complement one another: microprocessors, integrative processes, macro processes, elaborative process, and metacognitive processes.

a. Microprocesses

Microprocesses refer to the reader's initial chunking of idea units within individual sentences. It means that chunking involves classification words of sentence into phrase or groups of words that convey the meaning.

b. Simple Addition

As the reader progresses through individual sentences, the reader processing more than the individual meaning units within sentences. This process of understanding and inferring the relationships among

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[9] Janette K. Klingner, Op.cit

clauses in referred to as integrative processing. So, the reader also cans actively making connections across sentences.

c. Macroprocesses

Ideas are better understood and more easily remembered when the reader is able to organize them in a coherent way. The reader does this by summarizing the key ideas read. It means that the reader can intentionally select the important information to remember and omit relatively that less important.

d. Elaborative Processes

When the reader read, the readers tap into our knowledge and make inferences beyond points described explicitly in the text. The readers make inferences that or may not correspond with those intended by the author. It means that the reader can predict the intention or the information of the author intended.

e. Metacognitive Processes

Metacognitive is the reader's conscious awareness or control of cognitive process. The metacognitive processes the reader uses are those involved in monitoring understanding, selecting what to remember, and regulating the strategies used when reading. The readers can use the metacognitive strategies in reading that include rehearsing, reviewing, underlining important words or selections of passage, and

note taking.[10] Thus, before reading the readers might clarify their purpose for reading and preview the text. During reading, they might monitor their understanding. After reading, they can understanding of what they read.

5. **Strategies for Reading Comprehension**

Comprehension strategies are conscious plans. It sets of steps that good readers use to make sense of text. Comprehension strategy instruction helps the students become purposeful, active readers who are in control of their own reading comprehension. H. Douglas Brown highlights some strategies for reading comprehension as follow: (1) identify the purpose in reading; (2) use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners); (3) use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advance level); (4) skim the text for the main ideas; (5) scan the text for the specific information; (6) use semantic mapping or clustering; (7) guess when you aren't certain; (8) analyze vocabulary; (9) distinguish between literal and implied meanings; (10) capitalize on discourse markers to process relationship.[11]

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[10] *Ibid*, p.11
[11] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy (Second Edition),* (San Fransisco State University: Longman, 2001), p.306

### B. The Concept of Teaching and Learning Process

#### 1. Definition of Teaching and Learning Process

Based on the prevalent form of instruction in the majority of higher education classrooms around the world, the lecture, one would assume that teaching and learning is a simple process. The teacher's (the expert) job is to transfer knowledge through talking to students (the novice) whose role is to receive knowledge through listening, watching, and maybe taking notes.[12]

#### 2. The Principle of Teaching and Learning Reading Comprehension

A good way for very experienced readers to check their comprehension strategies is by reading unfamiliar text.[13] As the reader is supplied with effective reading strategies and opportunities task questions and interact with others about what they have read, reading unfamiliar text with unknown words or ideas is facilitated. Janette K. Klingner also states that we review what we know about reading comprehension instruction and what teachers can do successfully improve the reading comprehension of their students with learning disabilities and other student who struggle to make sense of what they read.

According to Jeremy Harmer, there are the principles in the teaching of reading:[14]

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[12] James E. Grocia, *A Model for Understanding University Teaching and Learning,* (Oxford Univesity press, 2011), p.5

[13] *Ibid*, p. 102

[14] Jeremy Harmer, *Op,Cit*.

a. Reading is not passive skill

To do the reading successfully and comprehend the reading text, the people have to understand what the words mean, see the pictures the words are painting, understand the argument. If the students do not these things, then they just find out about only a small part of the text and they can forget it quickly.

b. Students need to be engaged with what they are doing

The student's attention in reading will influence what they learn and facilitate to understand what they read. The more they interest to read, the more they get.

c. Students should be encouraged to respond to the content of reading text, not just to the language

To study reading texts for the ways they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the massage of the text, is just as important and we must give students a chance to respond to that massage in some way.[15] It is important that the students are able to understand the meaning and the teachers allow the students to respond that massage.

d. Prediction is a major factor in reading

As the people read text in our own language, the people often have a good idea of the content. Book covers, photographs and

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[15] *Ibid*, p.70

headlines give a hint of what's in the book and clue at what articles are about. It can make our brain starts predicting what we are going to read. Hint will make the students better and more engaged readers. Thus the teachers should give the hints to the students in order to they can predict what is coming as well.

e. Match the ask to the topic

The most interesting text can be undermined by asking boring inappropriate questions; the most commonplace passage can be make really existing with imaginative and challenging tasks.[16] It mean that the teachers need to choose good reading task to do a decision that has been taken about what reading text the students are going to read.

### 3. The Teaching and Learning Reading Comprehension Process

The interaction between teacher's approach and teacher's classroom practice is the key to dynamic teaching.[17] Teacher and student needs classroom that allow them to do their best work. In order for good comprehension instruction to take place, classroom setup and organization in teaching reading must make it easy for the students to learn and easy for the teachers to teach. As asserted by Doughlas Brown that types of classroom reading performance as follow.[18]

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[16] *Ibid.*, p. 70.
[17] H. Douglas, Brown, *Principles of Language Learning and Teaching (fourth edition)*, (San Fransisco State University: Longman, 2000), p. 201.
[18] H. Douglas, Brown, *Teaching by Principles an Interactive Approach to Language Pedadogy (Second Edition)*, (San Fransisco State University: Longman, 2001), p. 312.

a. Oral and silent reading

In oral reading, the teachers can make an evaluation the students on bottom-up processing skills, check their pronunciation and the teachers want to highlight a certain short segment of a reading passage, serve to add some spare student participation

b. Intensive and Extensive Reading

Silent reading may be subcategorized into intensive and extensive reading. Intensive reading usually a classroom-oriented activity in which students focus on the linguistic or semantic detail of a passage.[19] It mean that the order to gain the students to read enthusiastically in class, the teachers need to work to create interest in the topic and tasks. Extensive reading is carried out to archive a general understanding of a usually somewhat longer text (book, long, article, or essay, etc).[20] Extensive reading involves somewhat longer texts than we have been dealing with up to this point.[21] In line with the above explanation, one of the basic conditions of a successful extensive reading is that students should be reading material which they can understand. Therefore, to obtain maximum benefit from the student's reading, they need to be involved on both intensive and extensive reading.

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[19] *Ibid*, p. 312
[20] *Ibid*, p. 313
[21] H. Doughlas Brown, *Language Assessment Principles and Classroom Practice,* (USA: Longman, 2004), p. 212

## 4. The Techniques in Teaching and Learning Reading Comprehension

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or a enhance knowledge of the language being read.

Ambruster, BB, (2003) maintains that there are several comprehension strategies that can be used to help students improve their reading comprehension skills.[22] Some of the strategies that can be used to improve comprehension are:

a. To have students monitor their own comprehension. Some students are capable of tracking their own comprehension. It mean that they will known when they understand the text and when they don't. These types of students who can track their own comprehension are able to fix problems that they might be having will reading.

b. To use a graphic organizer. Graphic organizers help to show the relationship between compacts, characters and diagram. Thus, organizers can be used to help students focus on the concepts that are presented with in the text and to structure their reading while focusing on content.

c. To answer students questions. This strategy to help the students with textual compression is answering questions. It mean that asking question help to guide and monitor students comprehension. Question

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[22] Armbruster, BB, Lehr, F., and Osborn, J. *Putting Reading First: The Research Building Blocks for Teaching Children to Read,* (Jessup, MD Washington DC: National Institute for Literacy, 2003).

help the students to learn from reading, because it gives them a reason to read. Questioning encourages reading actively, and also helps to focus student's attention on what they are supposed to learn.

d. To have the students ask question. Generating question helps students to learn to ask themselves questions about the text as they are reading. So the teachers can lead a discussion dropping clause that cause students to ask and answer their own questions. The process of having students generate questions will have them to understand, whether or not they comprehend the text.

e. The strategy that can be used is to summarize. Summarizing obliges students to be able to pick out important information from the text and place it in the correct order in their summary. Thus, summarizing requires students to recall information from the story and put it into their own words.

Students can successfully be taught all of the above strategies to help improve their reading comprehension.[23] It means that it is helpful for the teachers to instruct the students during reading when to use the above strategies and the teachers should also tell the students why and how to apply the strategy.

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[23] *Ibid.*

# CHAPTER III

# RESEARCH METHOD

This chapter emphasizes the description of research method that will be implemented in this research. It includes the explanation about types and characteristic research, data source, data collecting technique, data analysis technique and approach.

## A. Type and Characteristic of Study

In this research, the researcher will use the descriptive qualitative method because depend on the purpose of the research. Actually, the purpose of the research observes the correlation of background, knowledge and factor that cause a problem of reading comprehension. As can be seen from in the explanation above the writer considers using qualitative research to know the teaching and learning process on reading subject on SMA N 1 Raman Utara.

In this case, the researcher considers the importance phenomena to be explored. It is because qualitative researcher is a research that explores a phenomenon by describing it with non-numeric language in the context and scientific paradigm.[1] Moreover, qualitative researcher is concerned with qualitative phenomenon, i.e., phenomena relating to or involving quality or kind[2]. Meaning that the qualitative is to know the quality that has been

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[1] Pusat Penelitian dan Pengabdian Kepada Masyarakat (P3M), *Pedoman Penulisan Karya Ilmiah,* (Metro: STAIN Jurai Siwo, 2014), p.21
[2] C.R. Kothari, *Research Methodology Method and Techniques,* (India: New Age International Publisher, 1990), p.3

analysis. It is different from quantitative research which identically uses numeric language.

In line with the terminology, the main topic of the research is analysis of teaching and learning process on reading subject in the tenth graders of SMAN 1 Raman Utara on the academic year 2014/2015.

## B. Data Resource

According to Saifuddin Azwar, research data classified into primary source and secondary source.[3]

Primary source is the data of the research which is obvious directly taken from the original native person resource (not to through mediator media). The primary source taken from the informing people , they are the teacher and students on SMA N 1 Raman Utara.

Secondary source or the supporting data for the research are taken from the supporting books and the result of the observation related to the research focus. The secondary source in this research is documents or written data.

## C. Data Collecting Technique

In conducting the research, the writer chooses only one class at the tenth graders of SMAN 1 Raman Utara on the academic year 2014/2015. To take the data the writer needs some instruments; therefore, the writer offers instruments in collecting the data are as follow:

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[3] Saifudin Azwar, *Metode Penelitian.* (Yogyakarta: Pustaka Pelajar. 1997), p.5

## 1. Observation

Nasution (1988) stated that, observation is the basis of all science.[4] The observation method is the most commonly used method especially in studies relating to behavioral sciences. Observation becomes a scientific tool and the method of data collection for the researcher, when it serves a formulated research purpose, is systematically planned and recorded and is subjected to checks and controls on validity and reliability. Under the observation method, the information is sought by way of investigator's own direct observation without asking from the respondent[5].The main advantage of this method is that subjective bias is eliminated, if observation is done accurately.

Then, the information obtained under this method relates to what is currently happening; it is not complicated by either the past behavior or future intentions or attitudes. Thirdly, this method is independent of respondents' willingness to respond and as such is relatively less demanding of active cooperation on the part of respondents as happens to be the case in the interview or the questionnaire method. This method is particularly suitable in studies which deal with subjects (i.e., respondents) who are not capable of giving verbal reports of their feelings for one reason or the other[6].

[4] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D,* (Indonesia: CV. Alfabeta, 2009) p. 226
[5] C.R. Kothari, *Op.cit,* p.96
[6] *Ibid.*

In this case, the writer will organize the observation at the tenth graders of SMA N1 Raman Utara. The writer will observe the condition of the class when the learning process was running. This process is aim to know condition of teaching and learning process in reading subject.

2. **Interview**

Interview is purposeful dialogue; the aim of interview is to gain a going something about the people, occurrence, activity, organization, feeling, motivation, etc. The researcher organized face-to-face contact with participants. The method of collecting information through personal interviews is usually carried out in a structured way. As such we call the interviews as guided interview or *structured interviews.* Such interviews involve the use of a set of predetermined questions and of highly standardized techniques of recording. Thus, the interviewer in a structured interview follows a rigid procedure laid down, asking questions in a form and order prescribed.[7]

With face-to-face interviews only the researcher stands between the confidentiality of those studied and legal system. It is common to have contact information for sample members, but this should be kept separate from data records. Therefore, after doing the interview, the researcher should not open the result to the participants to keep that data legal. The contact information should be separated to make the participants not cheat. Based on explanation above, the writer interviews the teacher and

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[7] C.R.Kothari, *Op.cit*, p.97

students about teaching and learning process on reading subject. The researcher asks about the problems in teaching and learning process.

## 3. Documentation

The document is a record of events that already apply.[8] The researcher also will use documentation as the instrument, documentation is purposed to get the archive of the school such as organization structure and history of the school. Furthermore, the researcher will use the documentation method to get detail information about the condition of the students, especially at the tenth graders of SMA N1 Raman Utara on the academic year 2014/2015.

## D. Data Analyzing Technique

In the qualitative research, the process of data analysis can make sense out text and image data. The writer would apply Miles and Huberman Model to analyze his data. The steps can be explained as follow:
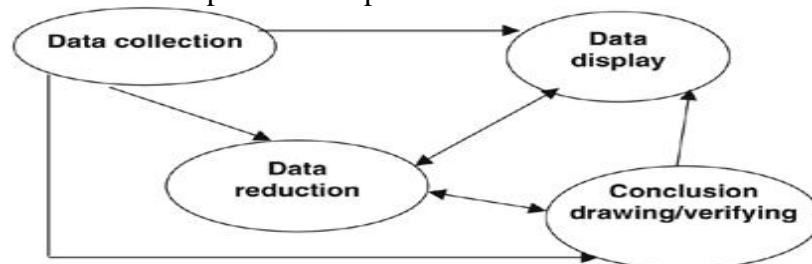


**Figure I.** *Analysis Components of Miles and Huberman Model* [9]

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[8] Sugiyono, *Op.cit,* p.240

[9] John W. Creswell, *Op.cit*, p. 15

Data analysis by Miles and Huberman model conducts the following steps:

1. Data collection is the step when the writer gather all data which are used to complete the research.

2. The writer reduces the data he had gotten by summarizing and choosing specific things.

3. To display the data, the researcher usually uses graphics, figures, or charts. The display should be able to describe the content entire the data.

4. Lastly, the researcher verifies his research by making conclusion of data findings.

## E. Approach

Case study is the method that the writer will apply in this research. Because the writer aims at exploring the mistakes of teaching and learning process are commonly found the difficulties of reading comprehension in reading subject. Through this research, the writer gives more information to the English teacher what kind of difficulties in teaching and learning process in reading subject. In addition, the cases are bounded by time and activity, and the writer collects detail information using a variety of data collection procedures over a sustained period of time (Stake).[10]

Moreover, Tellins indicated that case study data is collected by various approaches based on some sources. This research is considered as research methodology to describe a phenomenon totally[11]. It can be known that using various data to gain the data based on different sources, can make the aspect of

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[10] *Ibid.*
[11] *Ibid.*

validity and reliability of the research more describing the reality of daily activities.

Because the writer use case study, the writer apply step by step procedures in gaining the result of the research. Then, the writer adopted the procedures generally as follows:

1. Determining focus of the research and formulating the questions.

   The writer focuses to collect the data taken from question about teaching and learning process on reading subject.

2. Determining the case, collecting and analyzing the data

   After finishing gaining data, the writer determines the case that would be analyzed.

3. Supplying collecting data instrument

   The writer plans to determine instrument to collect the data, format and document the data.

4. Evaluating and analyzing the data

   The writer evaluates the data, before he analyzed and interpreted the data. It was to ensure that data was complete.

5. Making report

   The writer creates the report to simply the data. The report can be summary and formal.[12]

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[12] *Ibid,* p. 290

**BAB IV**

**RESULT OF THE RESEARCH**

A. **General Description of Research Setting**

1. **SMA N1 Raman Utara**

SMA N 1 Raman Utara has built on Raman Aji Village, Raman Utara, East Lampung. The location of SMA N 1 Raman Utara is very easy to visit because the position of SMA N 1 Raman Utara on first road. The far ranging area is 2 ha. This is the data of academic year of SMA N 1 Raman Utara as follows:

SMA N 1 Raman Utara has built on the year of September, 30, 2004. It has formalized by Drs. Hi. Bahusin MS as the regent of East Lampung. On the academic year of 2004/2005, SMA N 1 Raman Utara has consists from three class room and one office teacher. The total of the teachers are 12 teachers, 3 officers. The total of the students are 120 students from three classes. The leadership of SMA N 1 Raman Utara is Dra. Sulimasdiu.

2. **Vision and Mission of SMA N 1 Raman Utara**

a. **Vision**

As one of favorite Senior High School that always is chosen by many students who has been graduated from Junior High School, SMA N1 Raman Utara has vision and mission. Its vision is "discipline, achieved, polite and taqwa", with indicators:

1) Achievement in teaching and learning process

2) Achievement in quality study

3) Achievement in human resources achievements in infrastructure facility

4) Achievement in infrastructure facility completed

5) Achievement in school management

6) Achievement in raising financing

7) Achievement of assessment system.

**b. Mission**

1) Improving the effectiveness of active learning, innovative, creative, effective, and fun

2) Realizing the development of educational curriculum adaptable unit level

3) Achieve competency standard achievement for thoroughness with minimal > 7.00 each subject

4) Raising human resource teachers and reliable

5) To realize system reliable and valid assessment with the carrying capacity of information technology

6) Compliance with the development and management of facilities and standards

7) Realizing the management of the implementation of participator management by involving the entire school community

8) Realizing the aviability of financing education though cooperative relations communities, agencies and government.

3. **Target of the School:**

   a. The minimum percentage of the students be able to communicate in English are about 16%

   b. The maximum percentage of the students who get remedial are 9%.

   c. The maximum percentage of the undiscipline students in obey the rule are about 2 %.

   d. The minimum percentage of the active students who follow the extra activity are 80 %.

   e. The minimum percentage of the students who follow the sport activity are about 70 %.

4. **The Organization Structure of SMA N1 Raman Utara**

   **Figure II. The Organization Structure of SMA N1 Raman Utara**
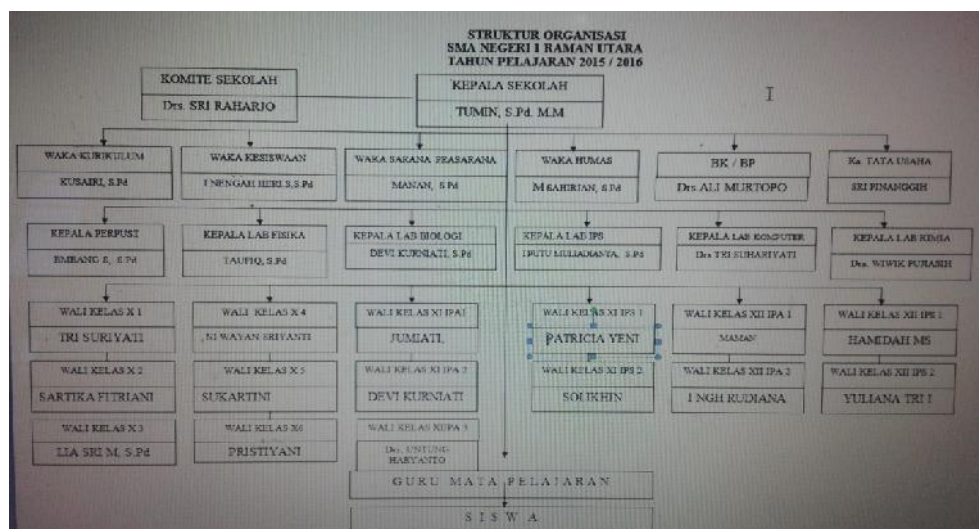


Source: *The school officer's data of SMA N1 Raman Utara*

## 5. School Condition

Based on observation result in SMAN 1 Raman Utara, the writer would to explain the school condition of SMAN 1 Raman Utara as follow:

### a. School Area

**Figure III. The Sketch of School Area**
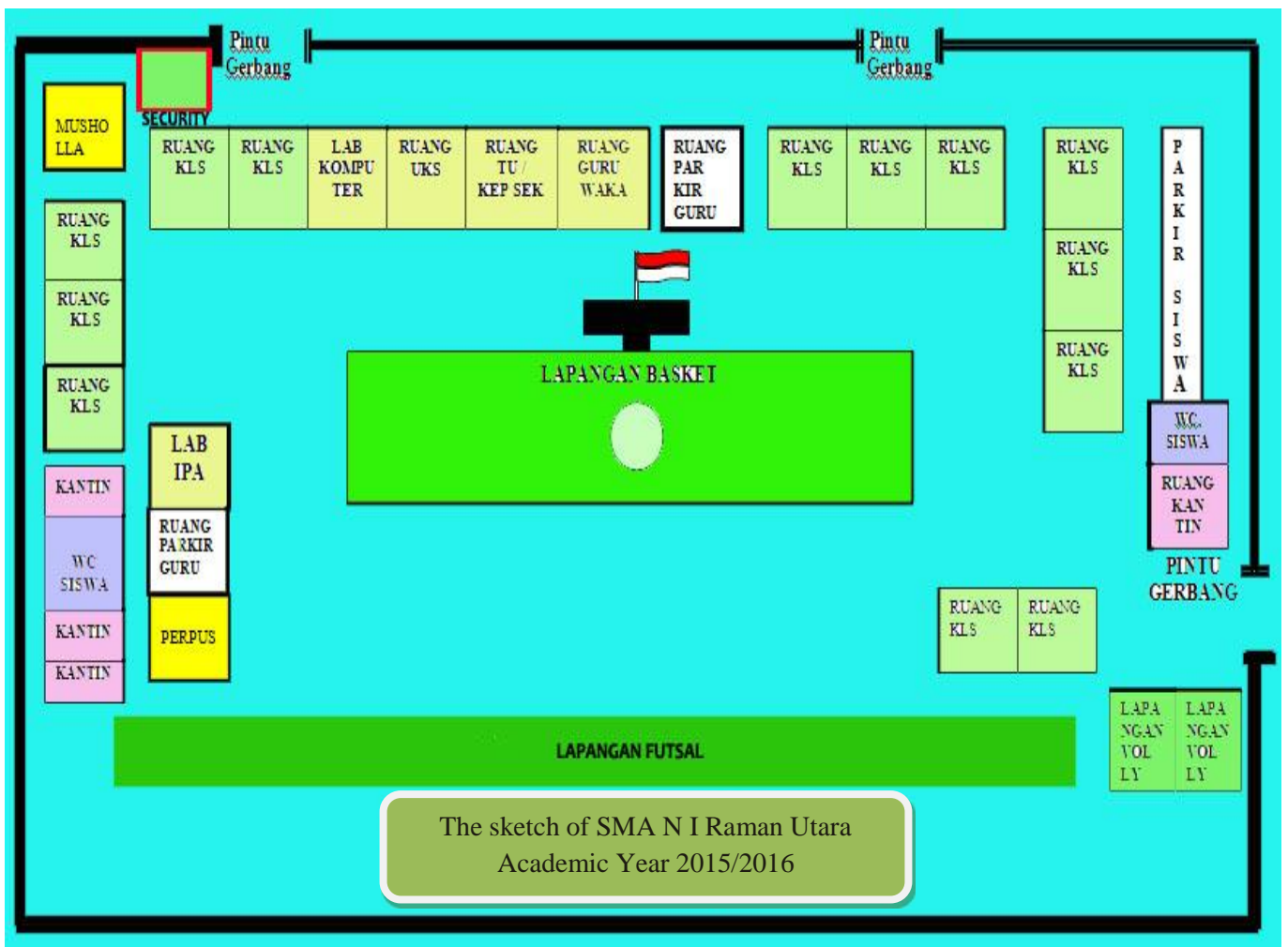


Source: *the school officer's data of SMA N1 Raman Utara academic year 2015/2016*

**b. Facilities**

Looking from the observation result, below the list of facilities and school building of SMAN 1 Raman Utara can be explained as follow:

**Table 2. School Facilities of SMAN 1 Raman Utara**

| No | Room Types | Total | Condition | |
|----|------------|-------|-----------|-----|
| | | | Good | Bad |
| 1 | Teaching and learning/theory room | 15 | | |
| 2 | Headmaster's room | 1 | | |
| 3 | Vice of headmater's room | 1 | | |
| 4 | TU room | 1 | | |
| 5 | Teacher's room | 1 | | |
| 6 | Conselor's room | 1 | | |
| 7 | Laboratory of Science | 3 | | |
| 8 | Laboratory of IT | 1 | | |
| 9 | Library | 1 | | |
| 10 | Mosque | 1 | | |
| 11 | Medical / UKS room | 1 | | |
| 12 | OSIS room | 1 | | |
| 13 | Warehouse | 1 | | |
| 14 | Toilet | 8 | | |
| 15 | Security's room | 1 | | - |
| 16 | Parking area | 3 | | |
| 17 | Field | 1 | | |
| 18 | Canteen | 4 | | |

Source: *the school officer's Data of SMA N1 Raman Utara*

Based on the data above, it can bee seen that the facilities of SMAN 1 Raman Utara are in the good condition. All of its facility are very important to develop the students' achievement.

**Table 3. List of Teacher and Officer of SMAN 1 Raman Utara**

| No | Name | No | Name |
|---|---|---|---|
| 1 | Tumin, S.Pd. M.M | 24 | Jumari, S.Pd |
| 2 | Bambang Sulistiyono, S.Pd | 25 | Liwardah, S.Pd |
| 3 | Drs. Untung Haryanto | 26 | Ni Wayan Sriyanti, S.Pd |
| 4 | Drs. Ali Murtopo | 27 | Jumiati, S.Pd |
| 5 | Dra. Tri Suhariyati | 28 | PatriciaYeni D, S.Pd |
| 6 | M. Sahirjan, S.Pd | 29 | Rina Widyastuti, S.Pd |
| 7 | I Putu Muliadianta, S.Pd | 30 | Jaja Hidayat, S.Pd |
| 8 | Kusaeri, S.Pd I | 31 | R.A. Fitri Maryana, SE |
| 9 | Hairul Syahri, S.Pd | 32 | Devi Kurniati, S.Pd |
| 10 | I Nengah Heri,S, S.Pd | 33 | I Nengah Rudiana, S.Pd |
| 11 | Manan, S.Pd | 34 | Eko suaryanto, S.Pd |
| 12 | Dra. Nuryanti | 35 | Sartika Fitriyani, S.Pd |
| 13 | Pristiyani, S.Pd | 36 | Anggit Kristia Hartati, S.Pd |
| 14 | Sukartini, S.Pd | 37 | Ni Putu Yuli W, S.Ag |
| 15 | Yuliana Tri I S.Pd | 38 | Drs. Sartono |
| 16 | Taufiq, S.Pd | 39 | Sri Pinanggih |
| 17 | Lia Sri M, S.Pd | 40 | Watiman |
| 18 | Muhalimi, S.Sos.I | 41 | Sazli Ostian, SE |
| 19 | Drs. Maman | 42 | Nopi Puspitasari |
| 20 | Dra. Wiwik Pujiasih | 43 | Tengku Melviza |
| 21 | Hamidah Mei S, S.Ag | 44 | Lia septiani |
| 22 | Kusairi, S.Pd | 45 | AT Mulyono |
| 23 | Solikin, S.Pd | 46 | Sabudin. JS |

Source: *the school officer's data of SMA N1 Raman Utara academic year 2015/2016*

d. **Total of The Students of SMA N1 Raman Utara**

SMA N1 Raman Utara has three levels; they are the tenth graders, the eleventh graders, and the twelfth graders. The tenth graders have 6 classes ($X^1$, $X^2$, $X^3$, $X^4$, $X^5$, and $X^6$) but the eleventh graders are divided into 5 classes ($IPA^1$, $IPA^2$, $IPA^3$, $IPS^1$, and $IPS^2$)

and the twelfth graders are divided into 4 classes ($IPA^1$, $IPA^2$, $IPS^1$ and $IPS^2$).

The classification of the tenth graders, there is no best or worst class, because the students are selected by random. In addition, total of the students of SMAN 1 Raman Utara academic year 2015/2016 was 414 students. It can be seen at the following table:

**Table 4. Total of The Students of SMA N1 Raman Utara**

| No | Class | Total Class | Students | | Total Students |
|----|-------|-------------|----------|----------|----------------|
| | | | L | P | |
| 1 | X | 6 | 42 | 103 | 145 |
| 2 | XI | 5 | 43 | 103 | 146 |
| 3 | XII | 4 | 33 | 90 | 123 |
| Total | | 15 | 123 | 296 | 414 |

Source*: Monthly Report of SMAN 1 Raman Utara Academic Year 2015/2016.*

The leader of $X^3$ is Aji Anggi Setiawan. He lives in Raman Utara. And the members of $X^3$ are: 23, they are 19 female and 4 male. When the writer observed this class, the writer found about the condition of the class, like the situation of learning process the characteristics of students, and also the habitual action which done by the student when the teacher was not coming on that class. Moreover the students' also talk each other when the teacher was explaining the material.

**B. General Description of Research Data**

In this part, the researcher describes the data that used as primary source and secondary source. The data is gotten by observation, interview result and documentation.

**1. Teaching and Learning Process in Reading Subject**

The observation held on Thursday 14 January 2016. The researcher observed the condition of the class when the learning process was running.

**Table 5. Observation Sheet Teaching and Learning Process**

| No | Teaching and Learning Activities | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|
| 1 | Teacher greeting | | | | | |
| 2 | Teacher gives apperception | | | | | |
| 3 | Teacher give / do questions to the students | | | | | |
| 4 | Teacher explains the material in a systematic | | | | | |
| 5 | Teacher use the media | | | | | |
| 6 | Teacher enthusiastic in learning activities | | | | | |
| 7 | Variation of teaching | | | | | |
| 8 | Teacher write the material on the whiteboard | | | | | |
| 9 | Teacher give students the opportunity to ask | | | | | |
| 10 | Teacher review learning materials | | | | | |
| 11 | Teacher provide conclusions | | | | | |
| 12 | Teacher give assignments to students | | | | | |
| 13 | Teacher questions | | | | | |
| 14 | Students focus in materials | | | | | |
| 15 | Students' interest towards learning | | | | | |
| 16 | A conducive learning activities | | | | | |
| 17 | Students listen actively (respond) | | | | | |
| 18 | Students follow the lessons well | | | | | |
| 19 | Students ask questions during the learning | | | | | |
| 20 | Students can conclude the material they have learned | | | | | |
| | Score | 25 | 32 | 15 | 4 | |
| | Total Score | 76 | | | | |

Category score:                                 Category      :
Very good      = 81 – 100                        very good    = 5
good           = 61 – 80                          good         = 4
average        = 41 – 60                          average      = 3
bad            = 21 – 40                          bad          = 2
very bad       = 0 – 20                            very bad     = 1

Based tabel above that teaching and learning process on reading subject get score 76 it means that good category. In teaching reading process, the teacher tried to make the students enjoy in the class especially in reading learning process. The teacher made a communicative class and guided the students in learning process in order to gain the feedback from the students. Media is the one of main instrument for transferring or delivering messages. Because of handbook is an indispensible guide for all of the teachers, in teaching reading process the teacher used a handbook of reading material as the learning media.

In reading learning process, the students noticed the material that was explained by the teacher. But, on the fact some of the students were noisy condition. They also were not focus on the script; they just conversed with heir friend without pay attention on their main duty in reading learning process. This was one of the factors that made them hard to comprehension well in reading learning process. In a few last minutes, after the teacher and students discuss the multiple choice questions, then the teacher gave the explanation about the true process in reading subject especially reading comprehension. In this process, the teacher discovered the difficulties that were faced by the students understand meaning and vocabulary.

## 2. Technique of the Teacher in Reading Subject

The technique of teaching that used by the teacher is one factor that may determine the success of interaction. Technique includes any of a wide variety of exercise, activities, or tasks used in the teaching reading process for realizing lesson objectives. In other words, technique of teaching reading includes all exercises, activities, tasks and activities in the reading process.

Based on the observation that was conducted by the teacher, the teacher used the three-phase technique in reading subject especially reading comprehension. In this technique subdivides into pre-reading, while-reading, and post-reading to post-reading.the three phrases aim to train the students to be efficient readers in the foreign language.

### a. Pre-Reading Phase

The purpose of pre-reading is to motivate the students to want to read the text and the prepare them to be able to read it. In the other words, the aims of the pre-reading phase are arousing the students' interest in the topic of the text and motivating the students to read the text providing a purpose of reading. In these session, the teacher give a brainstorming to the students and ask them to examine together the title of the selection they are about to read. The teacher gives the students some questions before they read the text is to simulate what they know about the topic. The teacher took some vocabularies of the text, and then asks the students to guess the meaning of each word and

asks them to guess the contents of the text or script with the chosen vocabulary.

**b. While-Reading Phase**

The while-reading phase draws the students on the text and involves them in the thinking process. The activities help the students understand the writer's purpose, the text structure, and the context. The teacher encouraged the students to be active as they read. The teacher gave the interested question to the students to the comprehension of main ideas, supporting details and relevant information in the reading text.

**c. Post-Reading Phase**

Post-reading phase is follow up of pre-reading and while-reading phase. Post-reading is aimed at providing review and feedback after reading. The teacher gave the students multiple-choice questions to determine the extent of their understanding of the text.

**3. The Problems of Teaching and Learning in Reading Subject**

The researcher conducted interview toward teacher and five students of the tenth grade class on January 14[th,] 2016. Interview for the teacher; what the problems do you faced in reading teaching process? Answers: Lack of students' understanding of English lesson, most students consider English was hard and difficult, environment affect students in

learning English, lack of vocabulary of the students, the students are lack understanding of the use of grammar.

The interview includes 5 questions related to reading.

First question for students : what are you doing before reading learning process?

Answer student 1 : The first step is taking a dictionary and trying to translate the words.

Answer student 2 : The first before reading learning process is read the script by the scanning way

Answer student 3 : The student said that the first before reading is read the script by scanning way as the first preparation.

Answer student 4 : Stated that there is no preparation before reading learning process.

Answer student 5 : Stated that there is no preparation.


Second questions for students: what are the instruments do you need in reading learning process?

Answer student 1 : Stated that she need the dictionary, book or script and a listener as the instrument.

Answer student 2 : Stated that she need the dictionary or book.

Answer student 3 : Stated that she need the dictionary as the instrument.

Answer student 4   : Stated that she need the dictionary because very important as the instrument.

Answer student 5   : Stated that he need the dictionary.

Third questions for students: are you getting the problems in reading?

Answer student 1   : Stated that she get the difficulties in reading learning process.

Answer student 2   : Stated that she get the difficulties in reading learning process.

Answer student 3   : Stated that she get the difficulties in reading learning process.

Answer student 4   : Stated that she get the difficulties in reading learning process.

Answer student 5   : Stated that he get the difficulties in reading learning process.

Fourth questions for students: what are the problems do you faced in reading learning process?

Answer student 1   : She said the difficulties in vocabulary and the way of reading which is difficult to be comprehended. It means that she gets the difficulty to read the phonetics of its word or she was less in fluency.

Answer student 2 : Stated that the difficulties in reading learning process are the articulating way (fluency), understanding meaning and how to make a good intonation.

Answer student 3 : Said that the difficulty in comprehend the vocabulary when reading process was running.

Answer student 4 : The difficulty in reading learning process is often finding the new vocabulary.

Answer student 5 : Stated that he get the difficulties in comprehend the vocabulary.

Fifth questions for students : what will you do to improve your ability in reading?

Answer student 1 : Stated that she tries to read the English book and script and translate the difficult word to improve his vocabulary.

Answer student 2 : Stated that she read English book or script to improve reading ability.

Answer student 3 : She tries to find the difficulty words and translate it.

Answer student 4 : Stated that she try to find the difficulty words and translate it.

Answer student 5 : Stated that she read English book or script.

Based on interview above the researcher have the explanation as follow; Question teacher "what the problems do you faced in reading teaching process?" the answer are lack of students' understanding of English lesson, most students consider English was hard and difficult, environment affect students in learning English, lack of vocabulary of the students, the students are lack understanding of the use of grammar.

The students represented the tenth grade class using the teacher's document of reading subject from the good enough, good and very good score. The interview includes 5 questions related to reading.

The first question is "what are you doing before reading learning process?" several responses are represented as follow: std1 state that the first step is taking a dictionary and trying to translate the words singly. Std2 answered that the first before reading learning process is read the script by the scanning way. Not different with the answer from std2, std3 stated that the first before reading is read the script by scanning way as the first preparation. Std4 and std5 have the same answer; they stated that there is no preparation for them before reading learning process.

The second question is "what are the instruments do you need in reading learning process?" std1 and std2 have the same answer; they need the dictionary, book or script and a listener as the instrument. Std3, std4 and std5 have the same answer, they stated that the instrument they need is dictionary and book or script.

The third question is about "are you getting the problems in reading?" all of the participants have the same answer. They stated that they get the difficulties in reading learning process absolutely.

The fourth question is "what are the problems do you faced in reading learning process?" several responses are presented as follow: std1 state that difficulties in reading learning  process are the vocabulary and the way of reading which is difficult to be comprehended. It means that std1 get the difficulty to read the phonetics of its word or he was less in fluency. Std2 stated that the difficulties in reading learning process are the articulating way (fluency), understanding meaning and how to make a good intonation. Std3 and std5 have the same answer, they stated that the difficulty reading learning process is comprehends the vocabulary. Std4 answered the question that the difficulty in reading learning process is often finding the new vocabulary.

The last question is "what will you do to improve your ability in reading?" several responses are presented as follow: std2 and std5 have the same answer, they stated that they usually exercise to read English book or script to improve their ability in reading. Std1 stated that he tries to read the English book and script and translate the difficult word to improve his vocabulary, because he doesn't have vocabulary mastery. Std3 and std4 have the same answer, they stated that they try to find the difficult words and translate it.

Based on the result of interview above, it can be conclude that the students have the problems in reading subject. They were less comprehension on the understanding meaning, fluency and lack of the vocabulary. The students have the problem in comprehending the reading materials that was given by the teacher. They also gain the problem in reading learning process well because of the crowded condition in the classroom, so it made them cannot notice and focus to read script. This situation made the students get bored, they were not enthusiastic to read, and they were inactive. This condition influenced their score.

## C. Analysis of Research Data

The researcher analyzed the data from the observation, and the result of interview.

### 1. Teaching and Learning Process in Reading Subject

In teaching reading process, the researcher should know the purpose of it master the technique in order to improve the reading ability of the students. The teacher began the teaching reading process by greeting, next the teacher asked the students who are absent today and then reviewed the last lesson. The teacher also gave some questions to the student about the topic. And then the teacher discussed the reading text and gave some questions based on the text to know how far the students comprehension of the text.

In reading learning process, the students tried to paying attention and followed the guidance from the teacher. Then, the students committed some exercises that are related with reading text in order to the students found the information or ideas in the text.

2. **Technique of the Teacher in Reading Subject**

In the classroom practice, the teacher used the three-phase technique during teaching reading process. Three-phase techniques are an appropriate way because it can manage the task and actives in teaching reading process much proper and effective. In this technique divided the reading activities into three integrated in pre-reading activities, while-reading activities and post-reading activities.

a. Pre-Reading

The objectives of this part are commonly;

1) To introduce and arouse interest in the topic.

2) To motivate learners by giving reason for reading.

3) To provide some languages preparation for the text.

In the other words, the teacher gave some of experience on question that was relevant in text, basically the students are introduced a text that maybe unfamiliar for them.

b. While-Reading

The students interacted with the text in order to help the students;

1) To understand the writer's purpose.

2) To understand the structure.

3) To clarify the content.

c.  Post-Reading

Post-reading is a kind of follow up activity. The teacher gave home work that related to the text to the students. By giving questions in order to student is clear about the matter.

3. **The Problems of the Students in Reading Subject**

To understand all of the problems in reading learning process, the following will be described what the student's problems in reading subject.

a.  Understanding Reading

Reading is the process to gain a full understanding of the text, acquiring the information and knowledge through reading. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message. Proficient reading depends on the ability to recognize words quickly and effortlessly. If word recognition is difficult, the students use too much of their processing capacity to read individual words, which interferences with their ability to comprehend what is read.

Comprehension is a learning process. It is the ability to understand and gain meaning from what has been read and being able to communicate this information to others. It is the reason for reading. Instruction in comprehension strategy use often involves the gradual release of responsibility, where in the teacher initially explains and model strategies. Over time, the teacher gives the students more and

more responsibility for using the strategies until they can use them independently. The technique had positive outcomes. Then, the uses of strategies like summarizing after each paragraph have come to seen as effective strategies for building students' comprehension.

b. Fluency

Fluency is the ability to read a text accurately, quickly, and with expression. Fluent reader read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking. Reading fluency is the power to read quickly and accurately. The more fluent the reader, the more he or she automatically groups and recognize words.

Reading fluency is important because it provides a bridge between word recognition and reading comprehension. Since fluent readers don't have to concentrate on decoding the actual words, they can focus on their attention on what the text actually means. They can make mental connections throughout the text, as well as apply those connections to their personal backgrounds and experiences. Simply, fluent recognize the words and comprehend their overall meaning at the same time.

c. Lack of Vocabulary

Words are how we communicate; words are what we use to comprehend new information and words are what we use to

communicate our understanding of new information; finally words are what we use to communicate our ideas.

Vocabulary is he meaning and pronunciation of words that we use in communication. It is simply the number of words that we understand or can actively use to read, speak, listen or write. Each person has four different vocabularies: reading, speaking, listening, and writing.

It is very important to have abundant of English vocabulary. Not only listening, speaking, and writing need a lot of vocabulary, reading also needs large numbers of vocabulary. The readers cannot understand sentences or a piece of material when they come across too many words during reading. At the sight of new words, the students feel anxiety. They may wonder what the meaning is. Therefore, many students stop reading when they meet new words.

To broaden vocabulary, as students in English learning, they must try to read English every day. This is helpful for them to broaden vocabulary. At the same time, the students should be conscious to remember new words in English. In this way, they can accumulate large quantity of vocabulary. The final vocabulary technique, strategies for learning new words, can be further subdivided into instruction on using context and meaningful units within words to learn their meaning.

**D. Discussion**

In this research, the researcher would like to find out the problems faced by the teacher and the students along the teaching and learning process. Based on the research, which is done by the researcher, there are several problems can be identified, such as:

1. The students are lack of vocabularies, so they get difficulties to understand what is the meaning or the content of the text.

2. The students are very difficult to read the text fluenlty.

3. The students can not understand the meaning of the text.

4. The teacher is can not use a good media to teach the students.

After knowing the problems faced in the teaching and learning process, the researcher try to find what are the factors which are caused those problems happen. The researcher find out those factors are as follows:

1. Along the teaching and learning process the students do not give their attention to the teacher explanation, they are so noisy.

2. The students are not focus on the script given by the teacher.

3. The students just conversed with their friends along the teaching and learning process.

4. The teacher can not find the best media to teach the students in the school.

Based on the problems above, the researcher give some solutions according to jeremy harmer there are principles in the teaching reading as follows:

1. Reading is not passive skill.

2. Students need to be engaged with what they are doing.

3. Students should be encouranged to respond to the content of reading text, not just to the language.

4. Prediction is a major factor in reading.

5. Match the ask to the topic.

From the theory above, the resercher suggest to the teacher to choose the appropriate method which can associate of those principles, so the teaching and learning process will be success.

# CHAPTER V

# CONCLUTION AND SUGGESTION

## A. Conclusion

Based on the data analysis, it can be conclude that:

1. The teaching and learning process in reading subject at the tenth grades class of SMA N 1 Raman Utara in Academic year of 2015/2016 as follows: in teaching and learning process, the teacher used a communicative class in order to gain the feedback from the students and guided the students in learning process. And the students tried to notice and focus on the material that was explained by teacher.

2. The teacher used the three-phase technique in reading subject at the tenth grades class of SMA N 1 Raman Utara in the Academic year of 2015/2016. In this technique divided the reading activities into pre-reading phase, whilst-reading phase and post-reading phase.

3. The problems in teaching and learning process on reading subject at the tenth grades class of SMA N 1 Raman Utara in the Academic year of 2015/2016; Problems the teacher are lack of students' understanding of English lesson, most students consider English was hard and difficult, environment affect students in learning English, lack of vocabulary of the students, the students are lack understanding of the use of grammar.

   Problems the students are less comprehension on the understanding meaning, fluency and lack of vocabulary.

## B. Suggestion

Considering the discussion of the research, the researcher proposes suggestion as follows:

1. **For the Teacher**

   a. The teacher should give the variety of the materials in order that the students are not bored easily.

   b. The teacher gives additional material about English vocabulary and fluency in reading learning process.

   c. The teacher should use the visual aid in teaching reading to attract students interested.

2. **For the Students**

   a. The students must learn more about the meaning of the English script or text, so that they can understand and comprehend the equivalent word, phrase, clause or sentences and of course the meaning on the text.

   b. The students should know some general pronunciations knowledge or some rules, because it can help them to enrich their fluency mastery. They need to practice again and again. After learning the basic knowledge, they can read the text.

   c. The students read a various text to enrich their vocabulary. Not only from books, but also from magazine, news paper or website. Read to the English script or text is one of the ways to add the vocabulary too. The more you read, the more your vocabulary will grow.

d. Students should have a good self-confidence, even if they are poor in vocabulary will grow.

e. Students should join actively during teaching reading process.

**3. For the Next Researcher**

a. The next researcher must have a good knowledge about what she or he researched, so the research runs well. The next researcher also should have knowledge about reading comprehension, difficulties and technique deeply.

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# APPENDICES

BLUE PRINT INSTRUMENT

TEACHING AND LEARNING PROCESS

AT SMAN 1 RAMAN UTARA

Subject          : Reading

Day / time       : Thursday / January 14, 2016

Class            : $X^3$

Time allocation  : 90 Minutes

Interview

For the students;

1. What are you doing before reading learning process?

2. What are the instruments do you need in reading learning process?

3. Are you getting the problems in reading?

4. What are the problems do you faced in reading learning process?

5. What do you do to improve your ability in reading?

For the teacher:

1. What are the problems do you faced in reading teaching process?

2. What kinds of technique do you use to teach reading for the students?

**The Picture of the Research Activity**

Instrument

Researcher will organize the observation at the tenth graders of SMA N1 Raman Utara. The writer will observe the condition of the class when the learning process was running, than researcher interview the tenth graders about learning process on reading subject.

## OBSERVATION SHEET TEACHING LEARNING PROCESS

Class : 
Number of Students : 
Teacher Name : 

| No | Teaching and Learning activities | 5 | 4 | 3 | 2 | 1 |
|----|----------------------------------|---|---|---|---|---|
| 1 | Teacher greeting | | | | | |
| 2 | Teacher gives apperception | | | | | |
| 3 | Teacher give / do questions to the students | | | | | |
| 4 | Teacher explains the material in a systematic | | | | | |
| 5 | Teacher use the media | | | | | |
| 6 | Teacher enthusiastic in learning activities | | | | | |
| 7 | Variation of teaching | | | | | |
| 8 | Teacher write writing front part described | | | | | |
| 9 | Teacher give students the opportunity to ask | | | | | |
| 10 | Teacher review learning materials | | | | | |
| 11 | Teacher provide conclusions | | | | | |
| 12 | Teacher give assignments to students | | | | | |
| 13 | Teacher questions | | | | | |
| 14 | Students focus in materials | | | | | |
| 15 | Students' interest towards learning | | | | | |
| 16 | A conducive learning activities | | | | | |
| 17 | Students listen actively (respond) | | | | | |
| 18 | Students follow the lessons well | | | | | |
| 19 | Students ask questions during the learning | | | | | |
| 20 | Students can conclude the material they have learned | | | | | |
| | Score | | | | | |
| | Total Score | | | | | |

Category :
very good = 81 - 100
good = 61 - 80
average = 41 - 60
bad = 21 - 40
very bad = 0 - 20

Interview

For the students;

1. What are you doing before reading learning process?
2. What are the instruments do you need in reading learning process?
3. Are you getting the problems in reading?
4. What are the problems do you faced in reading learning process?
5. What do you do to improve your ability in reading?

For the teacher:

1. What are the problems do you faced in reading teaching process?
2. What kinds of technique do you use to teach reading for the students?

OBSERVATION SHEET TEACHING LEARNING PROCESS

Class : 
Number of Students : 
Teacher Name : 

| No | Teaching and Learning activities | 5 | 4 | 3 | 2 | 1 |
|----|----------------------------------|---|---|---|---|---|
| 1 | Teacher greeting | | | | | |
| 2 | Teacher gives apperception | | | | | |
| 3 | Teacher give / do questions to the students | | | | | |
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| 5 | Teacher use the media | | | | | |
| 6 | Teacher enthusiastic in learning activities | | | | | |
| 7 | Variation of teaching | | | | | |
| 8 | Teacher write writing front part described | | | | | |
| 9 | Teacher give students the opportunity to ask | | | | | |
| 10 | Teacher review learning materials | | | | | |
| 11 | Teacher provide conclusions | | | | | |
| 12 | Teacher give assignments to students | | | | | |
| 13 | Teacher questions | | | | | |
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| 16 | A conducive learning activities | | | | | |
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| 19 | Students ask questions during the learning | | | | | |
| 20 | Students can conclude the material they have learned | | | | | |
| | Score | | | | | |
| | Total Score | | | | | |

Category :
very good = 81 - 100
good = 61 - 80
average = 41 - 60
bad = 21 - 40
very bad = 0 – 20

Raman Aji, 14 January 2016
Teacher ,



**Hairul Syahri, S.Pd**

# KEMENTERIAN AGAMA
## SEKOLAH TINGGI AGAMA ISLAM NEGERI
## STAIN JURAI SIWO METRO

Jl. Ki Hajar Dewantara Kampus 15 A Iring Mulyo Kota Metro Lampung 34111

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI**

**Nama Mahasiswa** : Hendra Saputra    **Jurusan/Prodi: Tarbiyah/PBI**
**NPM** : 0845317    **Semester/TA : XV /2015-2016**

| No | Hari/ Tanggal | Pembimbing I | Hal Yang Dibicarakan | Tanda Tangan |
|---|---|---|---|---|
| | | | | |

**Diketahui:**
**Ketua Jurusan Tarbiyah,**    **Dosen Pembimbing I**




**Dra. Hj. Akla, M.Pd**    **Drs. Kuryani, M.Pd**
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# KEMENTERIAN AGAMA
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**Nama Mahasiswa** : **Hendra Saputra**    **Jurusan/Prodi: Tarbiyah/PBI**
**NPM** : **0845317**    **Semester/TA : XV /2015-2016**

| No | Hari/ Tanggal | Pembimbing II | Hal Yang Dibicarakan | Tanda Tangan |
|----|---------------|---------------|----------------------|--------------|
|    |               |               |                      |              |

**Diketahui:**
**Ketua Jurusan Tarbiyah,**                    **Dosen Pembimbing II.**

**Dra. Hj. Akla, M.Pd**                         **Dra. Yerni Amir, M.Pd**
NIP. 19691008 200003 2 005                      NIP. 19610930 199303 2 001

# RESEARCH SCHEDULE

This research will be conducted on Juny 2015 – January 2016. The schedule is shown on the table below:

| No | Activity | Month / Week | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----|----------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Jun | | | | jul | | | | aug | | | | sep | | | | okt | | | | Nov | | | | Jan | | | |
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 1 | Writing the proposal | ■ | | ■ | | | ■ | ■ | ■ | | | | ■ | ■ | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | | | | | | | |
| 2 | Seminar | | | | | | | | | | | | | | | | | | | | | | ■ | | | | | | |
| 3 | Taking the data | | | | | | | | | | | | | | | | | | | | | | | ■ | ■ | | | | |
| 4 | Analyzing the data | | | | | | | | | | | | | | | | | | | | | | | | | ■ | ■ | | |
| 5 | Writing the thesis | | | | | | | | | | | | | | | | | | | | | | | | | | | ■ | ■ |

# CURRICULUM VITAE



The writer was born on October 14, 1990. He lives in Rt 2, Rw 3 Pc. 2 Raman Aji village of Raman Utara district East Lampung. He is the second son from 1 brother and 1 sister of Mr. Suharno and Mrs. Misyah (Alm).

Firstly, he went to school at elementrary school N 1 Raman Aji (1996 - 2002). After finishing his study on elementary school, he continued to study at SMP N 1 Raman Utara, East Lampung (2002-2005). After that, the writter started his senior high school in SMA N1 Raman Utara (2005-2008). Then, he continues his study in English Educational Program of STAIN Metro (2008).