A DESCRIPTIVE STUDY ON TEACHING LEARNING PROCESS OF STUDENTS’ READING COMPREHENSION. FKIP Teacher Training and Education Faculty of Slamet Riyadi University.
Email: taufiknh1515@gmail.com
Taufik Nur Haryanto

Abstract: There are some problems faced by the researcher. They could be stated like the objective of teaching learning process throughout the materials chosen by the teacher, media as a tool to recognize, and the appropriate technique to conduct towards the students. This research had purposes to describe (1) the teaching learning process of students’ reading comprehension of 8th grade at SMP Purnama 2 Surakarta. (2) the material delivered by the teacher. (3) the media equipped by the teacher. (4) the technique used by teacher while teaching learning activities. This research used descriptive qualitative method. The research was conducted at 8th grade students SMP Purnama 2 Surakarta. There are two kinds of data: qualitative and quantitative data. The qualitative data and quantitative data were collected by using observation, interview, documents, and photographs. Qualitative data were analyzed by using data display, data reduction, and conclusion. The result of the study showed the description such as: (1) teaching learning process of students’ reading comprehension which was based on lesson plan to stage the activities until evaluation. (2) the material delivered by the teacher. (3) the media used by the teacher were handbooks, LKS, etc. (4) the technique applied by the teacher were three phase technique that was arranged into three phases such as introduction, main activities, and closing. The researcher came to the conclusion that this study had a purpose to describe the teaching learning process of students’ reading comprehension at 8th grade of SMP Purnama 2 Surakarta in the academic year of 2015/2016.

Key words: teaching learning process, reading comprehension, descriptive study

SEBUAH KAJIAN DESKRIPTIF DALAM PROSES PENGAJJARAN DAN PEMBELAJARAN PADA PEMAHAMAN MEMBACA PARA SISWA

Abstrak: ada beberapa permasalahan yang dihadapi oleh peneliti. Permasalahan tersebut dapat dinyatakan seperti objektif dari proses pengajaran dan pembelajaran secara menyeluruh ke segala materi yang dipilih oleh guru, media sebagai sebuah alat pengenalan, and tehnik yang sesuai untuk mengajar terhadap para siswa. Pemahaman ini mempunyai beberapa tujuan untuk mendeskripsikan (1) proses pengajaran pembelajaran dari pemahaman membaca para siswa dari kelas delapan di SMP Purnama 2 Surakarta, (2) materi yang diberikan oleh guru, (3) media yang digunakan oleh guru, (4) tehnik yang digunakan oleh guru selagi kegiatan pengajaran dan pembelajaran. Penelitian ini menggunakan metode kualitatif diskriptif. Penelitian diberikan pada kelas ke-8 siswa-siswa SMP Purnama 2 Surakarta. Ada dua macam data: data kualitatif dan kuantitatif. Data kualitatif dan data kuantitatif data kualitatif dan data kuantitatif dikumpulkan dengan menggunakan observasi, interview, dokumen, dan gambar. Data kualitatif dianalisa dengan menggunakan data display, data reduksi, dan kesimpulan. Hasil dari kajian ini menunjukkan deskripsi seperti (1) proses pengajaran dan pembelajaran dari pemahaman membaca para siswa yang mana berdasarkan pada rencana pengajaran pembelajaran untuk menyusun kegiatan sampai evaluasi. (2) materi yang diberikan oleh guru. (3) media yang digunakan oleh guru yaitu buku pegangan, LKS, dll. (4) tehnik yang dilaksanakan oleh guru adalah tehnik tiga langkah yang disusun kedalam tiga tingkat seperti pengenalan, kegiatan pokok, dan penutup. Peneliti sampai pada kesimpulan bahwa kajian ini memiliki sebuah tujuan untuk mendeskripsikan proses pengajaran dan
pembelajaran dari pemahaman membaca para siswa pada kelas ke-8 SMP Purnama 2 Surakarta pada tahun akademik 2015/2016.

Kata-kata kunci : proses pengajaran dan pembelajaran, pemahaman membaca, kajian deskripsi

INTRODUCTION

Language is a tool used by human being to communicate between one to another. Language is definitely different of each nation. To make a relation between each nation, communication especially in language needs to be decided into international language. Today, the official language used in the global communities is English. Every nation has mutual needs to fulfill for living. There are some aspects influencing their lives such as : economy, education, politic, social, culture, etc.

English as a second language is very important for the learners. Therefore, everyone supposes to learn English by communicating not only in a nation but also in the global communities. Indonesia as a very friendly country with others needs people who are able to use English well to maintain and improve the relationship of each nation. So, educational institution in Indonesia from the level of preschool, kindergarten, elementary, junior and high school, even university concern in bringing English as a subject of second language particularly as a global language to equal the society toward other countries.

According to Darjowidjojo, S, 2000 in curriculum, students suppose to be able using English in oral and written. It means that the teacher needs special treatment in teaching English as a second language. After they get the knowledge of teaching English, they definitely have to transfer it to the students by using several skills they get.

There are four basic skills that is needed by the students to learn English such as : speaking, writing, reading, and listening. Each skill has different usage in implementing their daily life, but each of
them has a relationship that can’t be separated one by one. In this relation, (Alexander, L.G., 2000) described that in order to be a skilled performer the student must become proficient in using their units of a language. It means, they have to study about vocabulary, sound system and grammar.

Based on four skills mentioned above and the evaluation of the students, the most difficult skill for learners is reading. It can be explained that the level of difficulty through reading is related to other skills. There are some problems that have to be overcome quickly. So, the teacher as a researcher has to decide what strategies, media, techniques and methods must be used in transferring students’ English ability especially in reading class. Therefore, teacher needs to solve the problems to recognize students’ English ability.

The indicator which is concerned by the researcher is to describe teaching learning process in the classroom. The following indicators are composing words and choosing proper words when the students arrange a sentence. In other word, the word choice is still weak for them to decide a word what they think on mind and write it down on the paper. The students are difficult using tenses to construct a phrase, a sentence and arrange into a good paragraph.

The students have difficulties and they were confused when they used formulation of tense to compound a sentence. The students were conducted by the teacher to arrange and decide words into a good sentence. Sometimes, it didn’t work on students’ answers especially in reading comprehension because they had difficulty creating a good sentence to make it coherent and relevant according to the specific text.

The objectives of the research are: to describe teaching learning process to the students’ writing skill in recount text, the materials used in teaching reading, the
media used in teaching reading, technique applied by the teacher in the classroom.

METHOD

This place and time of the research are explained through the location and schedule. It took place at SMP Purnama 2 Surakarta located on Jl. Ahmad Yani No. 328 Sumber, Banjarsari, Surakarta. The time was taken in September – October 2015. Type of the research was descriptive qualitative research. The sources of data was from the informants( the students at SMP Purnama 2 Surakarta ) and series of events ( by process of teaching learning ).

Technique of collecting data is qualitative research through observation, interview and documents. Technique of analyzing data involved three stages consists of : data reduction, data display, and verification.

RESULT OF THE STUDY

general description of SMP Purnama 2 Surakarta could be existed such as : the place, the structure of organization, space and environment of the school. The specific classroom used by the researcher was 8th grade of SMP Purnama 2 Surakarta. the general description of the English teacher was the detail information of an English teacher, the biography of her and the activities.

In research findings, the researcher needed data display based on observation, interviews and documents. They were based on the real condition and situation from data collection into complete and detail paragraphs.

in teaching learning process, the teacher prepare curriculum as a basic competency and standard competency. She also had syllabus to arrange them into several parts conducting the materials such as descriptive text and recount text. The assessment could be presented through evaluation was like reading orally and students’ utterance. Another evaluation was written test.

Lesson plan which was described as a representative of the teaching learning process had to be accomplished before
taking a class activity towards the students especially in 8th grade of SMP Purnama 2 Surakarta to recognize and make a clear understanding of the explanation by the researcher literally.

The meetings of the research had been celebrated into two short activities. The results of the evaluation were based on KKM by scoring at least 72 as a the standardization of students’ assessment. The percentages of first meeting were 88.43% of the students fixed. 11.57% were remedy. Second meeting, almost students also fixed by percentage of 88.43% and others needed remedy by percentage of 11.57%.

CONCLUSION

The conclusion of this study can be described from the result of the study such as: The objective of teaching reading process of the students’ reading comprehension. It is expected that the students are able to read fluently meaningful functional writing text and essay in short descriptive and recount text and simply by using utterance, intonation, and stress which is coherence relating to the environment. To respond the meaning in simply short functional reading text accurately, fluently, coherently relating to the environment. To respond the meaning and rhetoric phase in simply short essay accurately, fluently, and coherently relating to the environment in descriptive and recount text. The material of teaching learning process of students reading comprehension. The material of teaching learning process of students reading comprehension at 8th grade in SMP Purnama 2 Surakarta, they are able to understand functional writing text and short simply essay in descriptive form and recount involving in environment. The media of teaching learning process of students reading comprehension applied are blackboard, chalks, handbook, LKS dictionary, pictures, etc. the technique of the teacher used is three phase technique. It means that the teacher have to concern in students’ activation of learning
materials. They lead themselves to confirm to the students about their knowledge toward the teacher’s reflection.

**IMPLICATION**

In teaching process of students reading comprehension, the teacher always prepare lesson plan before she teacher in the classroom. It has purpose that the teacher is ready to deliver the material constructively and meaningfully related to specific text. For the students, it can be understood that teaching learning process through the teacher’s knowledge about the material and the deepening of material. The media of teaching learning process of students reading comprehension needs to be equipped in daily teaching learning activities in order to make the students not only able to read specific text, but also to answer the essay based on the context. The materials used by the teacher should be conducted related to reading comprehension because several reasons. The text should be the teacher’s decision. The reading skills influence to the students reading comprehension. After practicing their ability in reading comprehension orally, they also need to deepen their reading comprehension through essay in specific text conducted by the teacher. The technique used by the teacher is important to the students yet the teacher has an important role toward the students in transferring the teacher’s knowledge by delivering the materials according to the standard competency and basic competency in reading class.

**SUGGESTION**

The objective of teaching learning process of students reading comprehension. In teaching learning process of students reading comprehension to 8th grade SMP Purnama 2 Surakarta, it was presented to the classroom as long as the teaching learning process figured out enough satisfying the researcher’s observation. It is going on well and the students were able to read orally and in essay form. The teacher can handle the students, although a few students still got difficulties. The
media equipped by the teacher are very helpful to their learning material because the continuity of improving students’ skills on their language had relationship to the media conducted by the participants of teaching learning activities. The material prepared by the teacher here is the particular situation depending on the standard competency. To comprehend the material delivered by the teacher, students hopefully evaluate themselves through essay question related to the specific text.

**BIBLIOGRAPHY**


The technique used through teaching learning process of students reading comprehension by the teacher was three phase technique. I understood that it was hard to the teacher about teaching activities because for second language learners, the students can not directly deepen their knowledge of reading comprehension. So, the teacher needed to use different technique like GTM (Grammar Translation Method) to conduct the material easier toward the student.

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