THE TEACHING READING SKILL USING STORY BOOK
A DESCRIPTIVE STUDY

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A INTRODUCTION

Language is a means of communication. Someone who wants to communicate with other has to use a language as a means of communication. Without language, it is hard to imagine how people can cooperate and get along with other.

In this global era right now, there are all of the science and technology development has reached advancement. In this case, English plays very important role. It means that English is useful to be studied for all Indonesian people.

Indonesian government applied English as a compulsory subject from Junior High school to university. English is presented as one of the subjects in education program and become the first foreign language in Indonesian. It functions as a means for the students to develop their knowledge, skill and attitude in order to the students to participate in the development of the nation.

There are four English skills namely listening, speaking, reading and writing. One of important English skills is reading as defined as an understanding a message conveyed by writer through visual and non-visual information. Smith (1991: 9) in Fauziati (2010:33), “It is important to learn reading since it; (1) helps us learn to think the new language; (2) helps us build a better vocabulary and (3) makes us more comfortable with written English.

The Curriculum 2004 has oriented competence of formation text such as: descriptive, narrative, recount etc, therefore reading skill becomes a very important skill in learning English. Reading skill becomes the first goal to develop English, because the great importance of English for most people is for reading English texts.

As known, that teaching English as foreign languages to the students is something difficult to do. Therefore an English teacher is very recommendate to use various techniques of teaching English which are informative and interesting so that student will learn English in the class joyfully. Beside an English teacher require ability to choose and provide text book as well as recommended on the 2004 English curriculum.

Since the 2004 English curriculum oriented the informative text, the students will learn English including informative text as well as recommendate the 2004 English curriculum. The informative text as well as recommendate the curriculum 2004, like narrative text descriptive, narrative, anecdote, report, procedure, recount etc.
Narrative text is one kind of formation informative text as recommendate the curriculum 2004. Since one of the function narrative text was to entertain, there were many kind narrative text become interesting text for the people. It were the narrative text include story book, fable, fairy tale, legend,mythe, novel, short stories, tales etc.

According to the English teacher in SMP Negeri 17 Surakarta, there were many problems faced by the teacher and the students in teaching-learning reading process, like the teacher finds difficulties in managing the students in the class, the students have low motivation in learning English, the students’ ability in pronunciation is still low, and the students were hard to interpret the content of English reading.

Based on those explanations above, the researcher is interested to research the teaching reading at the SMP Negeri 17 Surakarta and the researcher conduct the research at the eight grade of SMP Negeri 17 Surakarta. Later the researcher applied the research focused on the teaching reading skill and the researcher applied the research subject entitle The Teaching Reading Skill Using Story Book (A Descriptive Study at The Eight Grade of SMP Negeri 17 Surakarta in 2015//2016 Academic Year.

Based on the background of the study the researcher formulate the problem as follows:

1. How is teaching reading skill using story book at the eight grade of SMP Negeri 17 Surakarta.

2. What are the problems faced by the teacher and the students in the teaching-learning reading skill using story book at the eight grade of SMP Negeri 17 Surakarta.

The objective of the study are to describe the teaching reading skill using story book and to describe the problems faced by the teacher and the students in teaching-learning reading skill using story book at the eight grade of SMP Negeri 17 Surakarta. This research is aimed to know some ways describing the teaching reading skills using story book at the eight grade of SMP Negeri 17 Surakarta by conducting descriptive study. The study deals with related between theories and conceptual frame work on this research is based.

1. The Definition of Reading

Reading is one of four-language skill that is now being more important in daily life. Through reading, people will get any information that they need. It is very difficult to set up a proper definition of
reading, because it has a variety of meanings depending on how it is viewed and approached. In fact, reading can be defined in different ways.

Williams (1984: 2), for example, only gives a simple and provisional definition due to the complexity of the meaning of reading. He refers to reading as a process where by one looks at and understands what he has been written. Dechant (1970: 16) in *Improving The Teaching of Reading* states that reading is an activity that involves the comprehension and interpretation of ideas symbolized by the written or printed page.

2 The Reasons of Reading.

William (1984: 12) states that in general the reading reasons are classified into (a) getting general information from the text, (b) getting specific information from a text and (c) reading for pleasure or for interest.

Getting information from the text means the readers are able to know what the author is expressing through the text.

While getting specific information from a text means the reader are able guess what the text is about also can find out the specific information in a text. And reading for pleasure or for interest means the readers are able to know why the text is being read.

3 The Components of Reading:

Alderson and Urquhart (1984: 16) state that reading undeniably and incontrovertibly involves two necessary elements: the reader, the text, and the third element is often important and influential, namely the writer.

a. The reader

In reading, communication occurs between the writer and the reader. The writer expresses his/her idea through a text, and the reader get the message or information by reading the text.

Nuttal (1982: 9) in Shofia (2001: 8) argues that the reader plays an active role in reading. The reader has to work actively to get the message of the text. How hard the reader has to work much depends on how easy or difficult he/she finds the text.

b. The text:
According to Wallace (1992: 8) text is any chunk of written language, which carries a whole meaning and is describable by some term such as “warning”, “novel”, or “letter”. This account is based on the nation of genre that is communicative events, which are socio culturally recognizable, and involve the social roles and purposes of speakers or writers and the communicative function of the text recognizable to a particular community of listeners or readers. There are a lot of kinds text people read in real life.

Grellet (1981: 47) in Shofia (2001:9) lists fourteen main text-types which people usually read, namely:
1) Novel, short stories, tales, other literary text and passages.
2) Plays.
3) Poems, limerick, nursery thymes, etc.

c. The Writer:

The reading is unlikely to happen without a text, and a text only exists if it is written. Indeed, the writer has an important role in reading although they are not involved in the process of reading itself.

In other words, the writers cause reading to happen. However since the focus of the discussion is on reading rather

4 Reading Skills:

According to Simanjuntak (1988: 3), reading is proses of putting the readers in contact and communication with ideas. In this study reading skill is an activity to get information from a reading text or passage effectively and efficiently.

a. Skimming:

William (1984: 96) states that to skim is to read through a text quickly to find theorist or the main idea of the text. While Spratt (1991: 66) in Shofia (2001:15) states that to skim is find over the surface of a piece of writing to understand its general content or gist.

The purpose of skimming is simply to see what a text is about. The reader skims in order to satisfy a very general curiosity about the text and not to find the answer to particular questions. Beside that, it also help the readers to organize his thoughts and specify what information he can get from a book, so that his subsequent reading is more efficient.
The gist of the text is sometimes easy to find, because it is in the first or the last sentences which called topic sentence and sometimes is difficult to find. Certain text can only be skimmed by reading that text because the main idea is embedded within paragraph.

Before the students are familiar with the skimming skill, the teacher has to explain how to skim and give some exercises. According to Shofia (2001:15), there are two important things to do in developing skimming skill, i.e.:
1. The time must be strictly controlled.
2. The students must be prevented from reading all the text.

b. Scanning

To scan is to read though a text quickly to find specific information needed (e.g. names, years, numbers, words, etc). While Williams (1984:100) states that scanning occurs when a reader goes through a text very quickly in order to find a particular point of information. From the description above the writer concludes that scanning is to find specific information from the text.

Brown (1994:293) in Syamsudin (2000:25) states that being interested in the text, the learner will be eager to find further information quickly. He is not patient enough to read the whole text; what he wants is the answer to some questions, which exists in his mind immediately after skimming. For example, knowing that the text is about the history of the city town, and he is interested and eager to know the answers to the questions which come into his mind immediately such as when, who, and where. He reads the text as quickly as possible to find the answers.

5 Type of Reading

a. Reading aloud

This is a type of the reading where the students are expected to be able to read with correct pronunciation stress, and intonation.

b. Silent Reading

Silent reading is the activity where the student and the teacher read the text at their independent reading level for
uninterrupted period of the time. In this session the teacher asked the students to read the text given without a sound. They were suggested to know the substance of the text quickly.

6 Reading Comprehension

By defining the term reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements is teaching learning comprehension according to Snow (2002:8) they are the following:

a. The reader

In the purpose of comprehending, the reader must have a wide range to abilities and capacity. They include motivation, knowledge, and strategy. Motivation referred to the purpose of the reader in reading, interested with the text that being read, and confidence as a reader. Finally, knowledge and strategy followed along the process of reading lasts.

b. The text

The text is second element of reading comprehension. The features of any given text had a large impact on comprehension. While reading, the reader constructs different representations of the text that are important for comprehension.

c. The activity

The reading activity involved one or more purposes, some questions for text processing and result of activities, all of which occurred within a particular context. The result can include increased knowledge, solutions to some problems, and engagement with the text. However, these results might or might not map directly to the original purpose of the reader in reading. When the teaching learning reading process, teacher had to be a model through direct explanation and feedback. The students also read and thought aloud in class, and their strategy used was supported by teacher feedback. The students encountered the strategy individual time and time again, from this there was transfer of training from one type of text.

Based on some theories above, it could be said that reading comprehension requires a person’s knowledge in reading, finding information and understanding
it in terms of what is already known. The purpose is to describe how a version of
tus global approach teaching strategy reading is working successfully in
classroom.

7 Narrative Text:

Narrative text is text which is used to amuse, entertain and to deal with actual or
various experience in different ways. Narrative text deals with problematic event
which lead to a crisis or turning point of some kind, which in turn find a resolution.
The students must understand the generic structure and the lexico-grammatical
features of narrative text, as follows:

a Generic Structure of Narrative Text:

In The Curriculum 2004 (2003: 49) a narrative text begins with orientation;
in there the writer describes the world for their story. In this step the writer
introduced about the participants and setting of the story. Usually, the writer
tries to create atmosphere, which make the reader want to read the entire story.

In the middle of story, shows what is called with complication or problem.
This complication makes the story more interesting because the main character
gets problems to reach the purpose. Complication reflecting the
real life and convinces to the reader that whatever the problem can be solved. The
satisfactory narrative will give resolution in complication, although the other
allows the reader to decide the end of the story.

b Lexico-Grammatical Features

In The Curriculum 2004 (2003: 49) what this item means is to
show the wordings and the grammatical features used in the text. Procedural text
characterized by the following requirements.

c Focus on specific participants.
Example: Alison, her mother, her boyfriend, etc.

d Use of past tense
Example: lived, was, didn’t care, had been trying, etc.

e Use of temporal conjunction and temporal circumstances
Example: a few year ago, sometimes, etc.

f Use of material or action processes in complication and resolution stages especially.
Example: Alison lived, would not play, was sitting, etc.
Use of relational and mental processes in orientation and evaluation stages especially.

Example: Alison was unhappy, everything was normal, Alison was depressed, etc.

B RESEARCH METHOD

In this research, the researcher using a descriptive research. Ary (1985:415) argues that descriptive research aimed to determine the nature of the situation, as it exists at the time of the study. By using a descriptive research, the researcher will describe the teaching reading skill using story book at the eight grade of SMP Negeri 17 Surakarta in 2015/2016 academic year.

The researcher employs techniques in collecting data, such as doing observation, conducting interview analyzing document. For this necessary, the researcher accordance and opted Arikunto Suharsimi’s method of collecting date to gain date completely. According (Arikunto: 1990) “Method of collecting data is the way which can be used by the researcher to collect date. This way point to obtained thing can not be formed in thing wich invisible but it can only be shown the use”.

1. Observation
   In this research the researcher will act as the passive participant so the researcher will not interact with the students as the teacher but the researcher just will observe the teaching-learning process of reading closely.

2. Conducting Interview:
   Interview is a face to face process to get information. In this section the researcher tries to get information from the teacher and students. The researcher asks the teacher about teaching learning process of reading and the researcher asks some students about the teaching reading in the class.

3. Analyzing Document
   The documents are books, students’ worksheets, lesson plan and syllabus of teaching reading.

C THE RESULT OF STUDY

The result of the study descriptive qualitative on The Teaching Reading Skill Using Story Book at The Eight D Grade of SMP Negeri 17 Surakarta 2015/2016 Academic
Year can be described as well as. After the researcher applied the interview the researcher found that the English as curricular of unior high school also applied at SMP Negeri 17 Surakarta, English curricular was interesting curricular and the result of the research showed that the students found difficult confused the meaning word, ten the students missed the pronounce, and six the students difficult in interpreting English.

Related the result of the interview and the result of the observation, the result of the observation in class activity of English at The Eight D Grade of SMP Negeri 17 Surakarta 2015/2016 Academic Year showed that in generally class activity of teaching and learning were consist three part, they were opening, main activity and closing. This were describing the three part of the class activity that contained within Teaching Reading Skill Using Story Book applied at SMP Negeri 17 Surakarta.

1 The Opening :

The opening as the part class activity also applied at The Teaching Reading Skill Using Story Book at SMP Negeri 17 Surakarta. It could be seen at the class activity of The Teaching Reading Skill Using Story Book that have been report as a result observation above. According of the result observation above, Mr Satriyo Imam,MPd. as a English teacher, the teacher always opening the class activity by greeting the students. The greeting that continued used by the teacher was good morning. It used because the third to fourth period was still morning.

2 The Main Activity :

The main activity as a part class activity beside opening and closing, it was significant part of class activity. The main activity was any important in class activity since it become core in teaching and learning process. In the main activity the objective of the teaching and learning achieved through class activity as the teaching and learning process. In the main activity certainly exist of the learning material. Together with other component the learning material exist in the main activity, included the method of teaching and learning. Related the method of teaching and learning since the KTSP 2006 curriculum used, there was the E Ek / E E C (Exploration Elaboration and Confirmation) still become center method in teaching and learning process.

3 The Closing
The closing as the last part class activity of English was applied by the teacher every the teacher conducting the class activity of the teaching reading skill using story book. It could be seen to all class activity of English that have became an observation report. After the teacher have finished conducting the main activity of class activity, before the teacher leave the classroom the teacher always closed the class activity of English by said, “See you.” then the teacher answered, “See you, to.”

D FINDING AND DISCUSSION

1. Finding

Based on the class observation, the researcher found some finding as the result of the research in the teaching reading skill using story book. There were some finding including the technique of the teaching reading skill using story book, method used in the teaching reading skill using story book, learning material of the teaching reading skill using story book, and the problem faced by the teacher and students in teaching reading skill using story book.

2. Discussion

Based on the research finding, it be discussed that the objective measure of the teaching reading skill using story book at the eight d grade of SMP Negri 17 Surakarta. The result of the researcher could appear the implementation of the teaching reading skill using story book, it was involved the certainly subjects included The Technique of Teaching Reading, The Method of Teaching Reading, and The Learning Material beside the English teacher and the students. Regarding the technique of teaching reading, the teacher applied three step to conduct the teaching reading skill using story book. That were consist opening, mine activity and closing. The technique of teaching reading applied, it were appropriate used in the teaching reading skill using story book. By using appropriately technique of teaching reading, the teacher should having good learning activity. Meanwhile the method of teaching reading was used by the teacher in the teaching reading skill using story book, that were including silent reading, reading aloud, and question and answer. It were the effective method of teaching reading skill. The teacher has used carefully the effective method of teaching reading to achieve the goal of the teaching reading skill using story book. Then the learning material, the teacher had choose accurately the learning material to obtain the goal of the teaching reading skill using story book. The Lost Caterpillar and I Need My Glass were learning material.
form any narrative text with simple text. While The Mouse and The Lion and The Fox
and the Crow, both The Mouse and The Lion and The Fox and the Crow were any
narrative text form as a picture story with simple text consisted 9 paragraphs each
other..

Generally implementation of the teaching reading skill using story book ran
well. The teacher could appropriately apply the technique of teaching reading together
the method of teaching reading delivering learning material conducting the teaching
and learning process. However there were any problem still faced by the teacher and the
students but the fact showed that implementation of teaching reading worked effectively
in the teaching reading skill using story book.

E CONCLUSION AND SUGGESTION

This chapter V present the conclusion of the descriptive study of the teaching reading
skill using story book at the eight d grade of SMP Negeri 17 Surakarta in 2015/ 2016
academic year and the suggest.

1 Conclusion

Based on the discussion in the chapter IV before, the researcher concluded that the
teaching reading skill using story book at the eight d grade of SMP Negeri 17 Surakarta
2015/ 2016 academic year worked effectively. The researcher draw conclusion based
on the result of the study as follow:

a. The techniques that used by the teacher in the teaching reading skill using story
   book, the teacher using three part class activity that were the opening, the class
   activity, and the closing.

b. The method of teaching and learning applied by the teacher in the teaching reading
   skill using story book, the teacher applying the E E K / C ( Exploration,
   Elaboration, Confirmation ) method.

c. The method of teaching reading skill that applied by the teacher in the teaching
   reading skill using story book, the teacher applying the method of silent reading,
   reading aloud, and question and answer.

d. The learning material that used by the teacher in the teaching reading skill using story
   book, the teacher using manuscript entitle The Mouse and The Lion and The Fox
   and the Crow, it were any narrative text form as a picture story with simple text
   consisted 9 paragraphs each other.
The Problem faced by the teacher and the students, the teacher facing the problem the students’ low motivation in learning English. Then the students facing the problem difficult identifying the verb II.

2 Suggestion

Based on the result study of the teaching reading skill using story book at the eighth grade of SMP Negeri 17 Surakarta 2015/2016 academic year, the researcher gives some suggestions as follow:

a To the Teacher
1) The teacher should use some techniques which promote students’ interest and participation in learning English. such as; game, discussion, etc.
2) The teacher should use more learning medium beside the LCD in teaching-learning process.
ABSTRACT


The aims of the study as follows: 1) To describe how is teaching reading skill using story book at the eight grade of SMP Negeri 17 Surakarta, and 2) to describe what are the problems faced by the teacher and the students in teaching learning reading skill using story book at the eight grade of SMP Negeri 17 Surakarta.

To conduct the research, the researcher used descriptive qualitative research to describe reality of teaching reading skill using story book at the eight grade of SMP Negeri 17 Surakarta and to describe the problems faced by the teacher and the students. The researcher conducted the observation at the eight grade of SMP Negeri 17 Surakarta between January 15 until March 6, 2016.

That research conducted at the eight grade of SMP Negeri 17 Surakarta which consisted of 31 students (9 boy and 22 girl). The procedure of the research were interview and observation. The techniques of collecting data used text and non-text. The text consisted of the books used in teaching learning reading skill using story book. Non-text consisted of the interview, observation, field notes, and document. The techniques of analyzing the data was the descriptive qualitative data analyses.

The finding showed that implementation of the teaching reading skill using story book at the eight grade of SMP Negeri 17 Surakarta, could ran well and fulfill standard of English teaching.

Based on the result of the research, it could be concluded that implementation of the teaching reading skill using story book at the eight grade of SMP Negeri 17 Surakarta worked effectively.
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