THE PROCESS OF TEACHING READING BY USING THE DIRECT METHOD TO THE FIRST GRADE STUDENTS OF SMP NEGERI 1 GATAK

FINAL PROJECT REPORT

Submitted as a Partial Requirement in Obtaining Degree in the English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University

By:

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MOTTO

❖ BETTER LATE THAN NEVER
❖ LIFE IS LIKE PUTTING TOGETHER A JIGSAW PUZZLE, THE PICTURE BECOMES CLEARER THE FURTHER YOU GO BUT YOU WON’T KNOW WHAT THE PICTURE LOOKS UNTIL YOU FIND THE FINAL PIECE
❖ THERE IS ALWAYS HAPPINESS SHINING IN THE HEARTS OF THOSE WHO SEEK IT
DEDICATION

I present my final project to:

- The Almighty ALLAH SWT
- My beloved parents
- Me, Myself and I
PREFACE

First, the writer would say thank to Allah SWT for the guidance and chance given to me. The writer would also say thank to everyone who have already encouraged and helped me during the writing of this final project report entitled “The Process of Teaching Reading by Using The direct Method to the first Grade Students of SMP Negeri 1 Gatak.”

The main reason underlying the writing of this final project report is to give reading as a basic and significant step in mastering English for young learners. In the process, the writer found several problems which not only come from the students but also from the teacher.

The writer hopes this final project report will be a useful reference for the readers and give them more information about the solutions of the problems in teaching the young learner.

Surakarta, February 2010

Wuri Nugroho
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Bismillahirahmannirahim

Alhamdullilahi robbil ‘alamin, first, I would say thanks to Allah SWT for the guidance and blessing given to me. Thanks for returning me to Your path and giving me confidence, health and inspiration to finish this final project report.

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ABSTRACT

Wuri Nugroho, 2010, The Process of Teaching Reading by Using The Direct Method to the First Grade Students of SMP Negeri 1 Gatak, English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

The aims of this final project report are to describe the process of teaching reading by using the direct method to the first grade students of SMP Negeri 1 Gatak and to investigate the problems of it.

In collecting the data, the writer uses direct interview and library study. The writer has interviewed some students and teacher staffs. The library study is done by reading and studying related references.

The process of teaching reading consists of opening, BKOF, modeling, joint construction, independent construction, assessment, and closing. During the process, the writer finds some problems such as: lack of motivation, less self confidence, limited vocabulary, the limited time of teaching, and the limited facilities.

Based on the description above, the writer wants to give some suggestions to SMP Negeri 1 Gatak. To encourage the students to learn English further, it will be better if school management adds more teaching aids and English books such as English story books, English magazine, or even English comic in school library.
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THE PROCESS OF TEACHING READING BY USING THE
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Wuri Nugroho
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ABSTRACT

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1 Mahasiswa Jurusan D III Bahasa Inggris dengan NIM C 9306096
2 Dosen Pembimbing
CHAPTER I
INTRODUCTION

A. BACKGROUND

Language is the vehicle of social interaction and we need effective language to function properly in the work place, social interaction, and indeed, for functional literacy. English as an international language plays essential role on how we face this globalization. English functions as a media in dealing with the foreigners. English is also needed in some fields such as teaching, tourism, hoteliers, etc. that is why it is important to be learnt and mastered. Perhaps, by mastering English well, there is more opportunity in getting job whether in Indonesia or in other countries. Therewith, the unemployment rates will perhaps be reduced.

Related to that hypothesis, the government fully realized the importance of learning and mastering English language. In this case, one of the government efforts is mostly materialized in the form of education. Considering the necessity of English language in this globalization era, English language lesson is enclosed to the school curriculum. It is a compulsory subject for junior and senior high schools. Even, many elementary schools and kindergartens have already been given this subject. Therefore, English teaching is necessarily improved for the sake of the school’s advancement. By improving the quality of English teaching, indirectly, the government is preparing the youth to face the globalization era.
As the concrete example, we could take notice on the English teaching in SMP Negeri 1 Gatak, where the writer held job training in. The writer did the job training by involving the students of the first grade class. In SMP Negeri 1 Gatak, the students are demanded to learn English since their first grade. They are given materials encompass the four English basic skills namely listening, speaking, writing, and reading. Those four English basic skills should be given in a balance.

There is no shortcut in mastering English. To master English, students have to master the four English basic skills first. In this case, the English teaching method plays so significant role in English learning and teaching activities. There would be many problems occur that English learning and teaching activities. The problems will come both from the learners and the teacher. Therefore, the teacher needs the effective and efficient English teaching method to solve those problems. A teacher’s ability in teaching and the method used are very important in English learning and teaching. Besides, the student’s intention and effort are also significant in English learning and teaching. Without those two things, the English learning and teaching activities will be worthless and there will be no success achieved by students.

The most common way used by the students to learn English is by reading. Reading is the ability to open up new worlds and opportunities. It enables us to gain new knowledge, enjoy literature, and do everyday things that are parts of modern life, such as, reading the newspapers, job listings, instruction manuals, maps and so on. It means that the more the student reads, the more knowledge they will get. This English basic skill is so crucial to learn English. By reading,
students can acquire some knowledge of English, such as vocabulary, pronunciation, preposition, etc. It can also be used to familiarize students with the English sentences, which are grammatically different with Indonesian. In the other words, reading is a basic step in mastering English. It is the first stone of the knowledge construction.

After finishing the job training, the writer is going to report a final project as a partial requirement in obtaining degrees in English Diploma Program Faculty of Letter and Fine Arts Sebelas Maret University. Through this final project report, the writer will explain about the English teaching reading which is done by the writer in the job training in SMP Negeri 1 Gatak. The title of the final project is: “THE TEACHING READING BY USING THE DIRECT METHOD TO THE FIRST GRADE OF SMP NEGERI 1 GATAK”.

B. OBJECTIVES

Based on background, the final project report’s objectives are as follow:

1. To present the process of teaching reading in SMP Negeri 1 Gatak.
2. To present the problems and solutions in teaching reading.

C. BENEFITS

This report is expected to be beneficial for:

1. Junior high school teacher.
It is expected that this final project report could help the teacher to find out the most effective and efficient technique used in teaching reading in order to get the maximal result in improving the student’s English skill.

2. English Diploma Students

It is expected that this final project report can be used as a reference for the English diploma students who choose teaching as their major.
CHAPTER II
LITERATURE REVIEW

A. Teaching and Learning

Teaching and Learning are two things that can not be separated. Both teaching and learning support each other. We can not do teaching activities without involving learning activities. That is why we can not define teaching closely apart from learning. Those definitions are as follow:

A.1. Teaching

H. Douglas Brown states that “Teaching is showing or helping to learn how to do something, giving instruction, guiding the study of something, providing with knowledge, causing to know or understand” (Brown, 2000:7).

From the definition above, we can conclude that teaching is about helping someone to learn how to do something. It can be done by giving the learners instructions of how to do that or by guiding them in doing the thing that they expected to learn. Someone who does teaching is used to be called as a teacher, while the one who is taught is used to be called as a learner. The main purpose of teaching is indeed, to make the learners know or understand how to do something she/he expected to learn.

Teaching is not an easy matter. There are many skills needed in changing someone from not knowing anything into knowing or understanding how to do something. In most cases, students are studying just because they are forced to do
that. They just do what their parents want them to do. Whereas, the first thing to do in acquiring knowledge or knowing how to do something is having a desire. Student must have a desire or at least a curiosity if they want to know how to do something. It is a teacher’s duty to implant a desire or a curiosity in his/her student’s mind. It can be done if a teacher knows how to make his/her lesson interesting for students. Besides that, a teacher has to create a good relationship with his/her students if he/she wants the teaching process runs well.

There are some issues that should be highlighted to be a good teacher, such as a teacher should make his lesson interesting, a teacher must love her/his job, a teacher should have her/his own personality, a teacher should have lots of knowledge, and a teacher is an entertainer in a positive sense not in a negative sense (Hammer, 1998:1, 2). This definition contains the responsibility and qualification of teacher in order to create good relationship between the teacher and the student.

A.2 Learning

When we take a look at the definition of learning on contemporary dictionaries, we will find learning as acquiring or instructing. It is similar to what H. Douglas Brown stated “learning is acquiring or getting of knowledge of a subject or a skill by study, experience or instruction. Learning is acquisition or getting, learning is retention of information skill, and learning involves some forms of practice, perhaps reinforced practiced” (Brown, 2000:7).
Based the two definitions above, someone can be said as a learner if he/she is intended to acquire knowledge of a subject or a skill by study. In the process of teaching, there are many practices involved. Someone can not acquire knowledge just by a single practice. He/she has to do practices repeatedly. The main purpose of learning is to know or understand how to do something. In this case, the learner’s desire and motivation play so significant roles. Those two things determine whether the learner can really acquire knowledge or not.

B. Teaching and Learning of Second Language

“To learn a second language is to move from one mastery to another”. (Stevick, 1976:3). Based on this definition, it can be analogized that teaching of a second language is an activity carried out by teacher in order to bring his/her student from one mastery (first language) to another one (second language). In this case, the most Indonesian people learn English as their second language. Teaching and learning of English is an activity that has a high level of difficulty. Therefore, in English teaching and learning process, there must be many exercises given to the students. That is in harmony with what H. Douglas Brown said that “...learning involves some forms of practice, perhaps reinforced practiced” (Brown, 2000:7). Meanwhile, on the teacher side, teacher is demanded to make his lesson interesting. He/she has to be creative. Do not rely on the mere spoken word only. He/she should use plenty objects and pictures to work with, or we used to call them as the teaching aids, and give examples and practices based on the learner’s surrounding. By this way, the learners will be able to learn English
quickly and efficiently because they have been already familiarized with those things and they can apply it on their daily life.

C. Reading

Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. Reading is an essential part of language instruction at every level because it supports learning in multiple ways.

- Reading to learn the language: Reading material is language input. By giving students a variety of materials to read, teacher provide multiple opportunities for students to absorb vocabulary, grammar, sentence structure, and discourse structure as they occur in authentic contexts. Students thus gain a more complete picture of the ways in which the elements of the language work together to convey meaning.

- Reading for content information: Students' purpose for reading in their native language is often to obtain information about a subject they are studying, and this purpose can be useful in the language learning classroom as well.

- Reading for cultural knowledge and awareness: Reading everyday materials that are designed for native speakers can give students
insight into the lifestyles and worldviews of the people whose language they are studying.

The purpose for reading and the type of text determine the specific knowledge, skills, and strategies that students need to apply to achieve comprehension. Reading comprehension is thus much more than decoding. *Reading comprehension results when students knows which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose.* (Burkart, 1998:137). Therefore, there should be a teacher to help students accomplish the reading purpose.

**D. Teaching Reading**

Like what the writer already said that “teaching is not an easy matter”. It is also prevailed in teaching reading. Teacher needs an efficient and effective strategy in teaching reading. So perhaps, the learners will be able to read more quickly and effectively in order to achieve comprehension. Strategies that can help students read more quickly and effectively include

- **Previewing**: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection
- **Predicting**: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content
• Skimming and scanning: using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions

• Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up

• Paraphrasing: stopping at the end of a section to check comprehension by restating the information and ideas in the text

Instructors can help students learn when and how to use reading strategies in several ways.

• By modeling the strategies aloud, talking through the processes of previewing, predicting, skimming and scanning, and paraphrasing. This shows students how the strategies work and how much they can know about a text before they begin to read word by word.

• By allowing time in class for group and individual previewing and predicting activities as preparation for in-class or out-of-class reading. Allocating class time to these activities indicates their importance and value.

• By using cloze (fill in the blank) exercises to review vocabulary items. This helps students learn to guess meaning from context.

• By encouraging students to talk about what strategies they think will help them approach a reading assignment, and then talking after reading about what strategies they actually used. This helps students develop flexibility in their choice of strategies.
E. Teaching Methods

A method is the practical application of such theories. It is related to procedure. When a teacher uses a method, it means that he/she chooses what items to teach and how or when to teach it in a planned and systematic manner. A method is based on a selected approach and employs a set of procedure. It is the teacher to determine which method would suit a given situation. It is in harmony with what Palmer states “The method of teaching language must be elastic and adoptable (changeable) as life is restless and variable.” (Palmer). It means that in teaching, a teacher has to be great at choosing the appropriate method. Methods are certainly useful servants to help the teacher but his/her personal interest and taste are prerequisite to all success. Teaching is more than techniques or methods. The teacher’s scholarly competence, his/her personality and his/her taste for teaching are equally important factors.

There are many methods in teaching, such as grammar translation method, direct method, audio-lingual method, communicative language teaching, and eclectic method. But In this chapter the writer will only elaborate on the first two methods along with their advantages. The methods that the writer will elaborate are the traditional method or what is known as the grammar translation method and the direct method.

E.1 Traditional Method

Traditional method refers to the grammar translation method. It has been with us for centuries. This has been the most popular method with the language
teacher as well as with the learners. This method is such of a method in which the teacher teach English by giving word by word, phrase by phrase or sentence by sentence translation of the text. The advantages of using the grammar translation method are:

- Requires no hard labor.

It requires no originality, no deep thinking or preplanning of a teacher’s part. He/she has not to devise new ways to create interest in his/her teaching. He/she feels satisfied after translating the English expressions into the mother tongue of the child (learner) that his/her duty has been done.

- Easy introduction of new vocabulary.

The learner straightaway understands the English word or phrase as soon as the mother tongue equivalent for it is given. There is no better device than the grammar translation method for its direct comprehension and easy assimilation.

- Leaves nothing vague.

When an exact equivalent for an English expression is given in the mother tongue nothing remains vague to the learner.

- Abstract terms are clarified.

No amount of diagrams, pictures, sketches and models would suitably bring home to the child the exact significance of such abstract terms as autumn, honesty or falsehood. An exact parallel in the mother tongue clearly explains each word without much waste of time and energy.

- Explanation of concrete object is at hand.
Traditional method is an appropriate method to the meanings of the concrete objects, which are beyond the range of the direct experience of the child. For instance, the words “mist” or “vapour” do not admit of easy explanation in English. A matter should not be explained in more difficult term than the term itself.

E.2 Direct Method

The direct method is a method of English in which the teacher teaches English directly without the use of medium language (mother tongue). In this method, the teacher does not use the learner’s mother tongue expression and translation. It is in harmony with the Fries’s definition. He states that “the direct method is a method of teaching a foreign language, especially a modern language through conversation, discussion, and reading in the language itself, without the use of the pupil’s language, translation and without the study of the formal grammar.” The direct method aims at teaching foreign language naturally in the manner in which mother tongue is taught. Simple structures are firstly introduced then the difficult forms. The advantages of using this method are:

- Familiarize the learner with the English’s words, phrases, and sentences.

Using the direct method means that a teacher mostly uses English language in his / her lesson. He/she only uses mother tongue language if it is desperately needed. Being accustomed to listen, read and speak English, the learners will be easier to memorize the English words, phrases, and sentences.
• Familiarize students to speak and read English with the correct pronunciation.

Being used to use English during the English lesson class, students will indirectly acquire the correct pronunciation of English sentences that are taught by the teacher. They will imitate what their teacher taught in English. As a result, perhaps, they will be able to speak and reading English with the correct pronunciation.

• The best way to find out the correct meanings of words or phrases in the context of the text.

Words convey their full meaning in the context of a sentence. We can not just simply translate a complete English sentence word by word. It has to be translated in a complete sentence form, so the meaning of the text will not be ambiguous.
CHAPTER III

DISCUSSION

A. The Brief History of SMP Negeri 1 Gatak

SMP Negeri 1 Gatak is a state owned school that is located at Jl. Pramuka No. 1 Blimbing, Gatak, Sukoharjo. This school was established in 1960 and was built on the area of 6115m$^2$. SMP Negeri 1 Gatak has 21 class rooms and several laboratories used to support the teaching and learning process. It also has 21 supporting rooms includes a warehouse, a mosque, a guidance and counseling room, a school health centre, a porter’s lodge, a school cooperation, an OSIS room, a Boy scouts room, 3 parking lots, 8 bath rooms, and 2 canteens. A building in the centre of this school consists of 3 rooms which function as the offices for the teachers, staffs, and the principal.

In the academic year of 2008/2009, SMP Negeri 1 Gatak had 719 students, 70 teachers of all lessons, and 13 staffs. The teachers are accountable for conducting and monitoring the teaching and learning process. While the staffs are responsible to take care of the school’s financial, relationship matters, and all things related to the documents. Both the teachers and staffs are under the command of Dra. Viveri Wuryandari, S.Pd, the present principal and one of the English teachers of SMP Negeri 1 Gatak. There are many extra curricular activities held by this school, such as: OSIS (student’s organization), Boy Scout, computer, music, sport, marching band, and many more.
The visions of SMP Negeri 1 Gatak are” assiduous in self developing, high in achievement, and virtuous in behavior”. While, the missions are:

1. Engrafting the religious value to the students in order to form the pious and faithful students.
2. Conducting the effective and continuous teaching and learning process.
3. Setting the competence atmosphere of teaching and learning process and adopting the sportsmanship value.
4. Engrafting the clean, neat and disciplinary habits to create the pleasant atmosphere.
5. Forming the well mannered communication and faultlessly dressed habit.

B. The Preparations for the English Teaching Class

1. Class Observation

The writer did the job training for about two months, from March 23rd to June 2nd 2009. The first activity that is done by the writer before doing the teaching practice is the class observation. The writer did the class observation on March 23rd 2009. According to the agreement between the writer and the principal, the writer accepted responsibility of English teaching of one of the first grade classes. The writer replaced Mrs. Viveri in teaching English in Class VIIG.
Each class of the first grade classes consists of about 40 students. English lesson is conducted two times in a week for each class. It takes times for about 80 minutes per a lesson meeting.

Generally, all the class rooms in SMP Negeri 1 Gatak are quite comfortable. Each classroom is equipped with the standard facilities, such as: chairs, desks, whiteboards, wooden ruler, broom, feather duster, and a plastic litter basket. There is also a cabinet laid on the back part of the class used to store the cleaning tools. With the high awareness of the importance of cleanliness and supported by all of those cleaning tools, the cleanliness of each classroom can be kept quite well. There are also many decorations on the wall with their own function, from the schedule, wise words to the mere pictures made by the students. The general arrangement of the class can be shown as follow:

![Classroom Arrangement Diagram]

Picture’s explanation:
During the job training, the writer had a responsibility to teach English to one class only, it is VIIG. This class consists of 40 students, 21 of them are female students. The class of VIIG has the English class on Monday in the sixth and seventh sessions, from 10.25 a.m until 12.10 a.m and on Thursday in the forth and fifth sessions, from 09.15 a.m to 10.35 a.m. The students of VIIG are quite friendly and cooperative. Most of them have the high motivation in learning English. Yet, there are still the indolent and naughty ones. As a whole, they are good in learning English. They always finished their homework on time. Even, there were several students who had already done the tasks that the writer did not ask to do yet. They were just amazing.

2. The Media

Media play an essential role in teaching-learning activity. It is one of the factors that determine whether the teaching and learning process could run smoothly or not.

The media used by SMP N 1 Gatak are hand book and student worksheet. In SMP N 1 Gatak, the students and the teacher use the “English in Focus” as the hand book and LKS as the student worksheet. The “English in Focus” itself is a hand book intended for junior high school. The book is
published by “Pusat Perbukuan Departemen Pendidikan Nasional” and is written by Artono Wardiman, Masduki B. Jahur, and M. Sukirman Djusma. This book is a good guidance to master the whole four English basic skills. Therefore, both the teacher and the students must have it. This book is lent by the school for free.

The English teachers do the teaching process based on those sources books. However, the teachers are also allowed to add several items to support in the curriculum as long as they are relevant and beneficial for the teaching-learning process.

3. The Method

Method is another significant factor that determines whether the teaching and learning process could run smoothly or not. A method plays a role as a guidance to help the teacher in teaching. When a teacher uses a method, it means that he / she chooses what item to teach and how or when to teach it in a planned and systematic manner. A method is based on a selected approach and employs a set of procedure. It is the teacher’s duty to determine which method would suit a given situation.

In SMP N 1 Gatak, the English teachers generally use the direct method since the competency based curriculum is applied. The goal of the direct method is to make the students learn how to communicate in English effectively. One of the types of classroom techniques used is reading aloud. A teacher gives example by reading the text loudly in front of the class and then the students follow to read
it loudly too. However, reading aloud can be such a useless method if a teacher
does not know how to use it. The students do not learn to read by reading aloud. A
person who reads aloud and comprehends the meaning of the text is coordinating
word recognition with comprehension, speaking and pronunciation ability in
highly complex ways. The students whose language skills are limited are not able
to process at this level, and end up having to drop one or more of the elements.
Usually the dropped element is comprehension, and reading aloud becomes word
calling: simply pronouncing a series of words without regard for the meaning they
carry individually and together. Word calling is not productive for the student who
is doing it, and it is boring for other students to listen to.

There are two ways to use reading aloud productively in the language
classroom:

- Read aloud to the students as they follow along silently. A teacher has
  the ability to use inflection and tone to help them hear what the text is
  saying. Following along as a teacher reads will help the students move
  from word-by-word reading to reading in phrases and thought units, as
  they do in their first language.

- Use the "read and look up" technique. With this technique, the students
  read a phrase or sentence silently as many times as necessary, then looks
  up (away from the text) and tells a teacher what the phrase or sentence
  says. This encourages students to read for ideas, rather than for word
  recognition.
During the job training, the writer decided to choose the same method to help him in teaching English in Class VIIG.

Besides the direct method, the grammar translation method is also used in SMP N 1 Gatak. The teachers can not only depend on the direct method in teaching second language. They need another method to help them. The grammar translation method is done by explaining the rule of grammatical English that involves translation into and out of the mother tongue. One of the techniques used in the grammar translation method is translation of literacy passage where the students translate a reading passage from the target language into their native language. A teacher writes the passage carefully by including particular grammar and vocabulary. Usually, the students are translating the text that they find on their handbook or worksheet. They accomplish the translation by the teacher’s guiding and the using of dictionary. This technique is used with an aim to improve the students’ ability in writing skill. This technique is quite effective in improving the students’ writing ability.

Besides that technique, reading comprehension questions are quite familiar in use. It is done by the students by answering questions in the target language based on their understanding of the passage. It is often used in English teaching since most of the materials in the handbook consist of reading text. The main goal of this technique is to improve the students’ reading ability. In practice, firstly, the teacher reads the text and lets students read it afterward. The students are also able to enrich their vocabulary, since they will always find new vocabulary on the reading text they have.
4. The Lesson Plan Making

A lesson plan is so important in teaching. By using the lesson plan, a teacher can manage the time of teaching. A Lesson plan also gives several advantages to the writer, such as:

- The writer can enrich material that is going to be taught.
- The writer can choose the most effective and efficient way in transferring the material
- The writer can decide a specific purpose of each meeting.

Here is the example of lesson plan that is made and used by the writer in the job training:

Lesson Plan

School : SMP N 1 Gatak

Topic : Description text

Class/Semester: VII/ II

Skill : Reading

Time : 80 minutes

❖ Opening

- Greeting (in English)

- Calling the roll
The writer asks several questions related to the topic, such as:

1. Have you ever look at your friend thoroughly?

2. Can you describe your close friend?

3. How is he/she?

The writer writes some selected answers from the students on the white board

The writer guides students to expand those answers into a descriptive text and then read it loudly in front of the class.

The writer explains about the composition and the grammar of the descriptive text.

The writer asks the students to form a group consisting of 2 persons and asks them to describe each other and then they have to write it on a piece of paper.

Then, the students have to read it loudly in front of the class, one by one.
• The writer asks the students to open up their handbook on page 94 and do practice 4, 6, and 7.

➤ Assessment

The students are marked based on their independent construction’s result and their performance on the joint construction. The percentages of the mark are as follow: 60% is taken from their performance on the joint construction and 40% is taken from their independent construction’s result.

C. The Process of Teaching Reading to the first grade students of SMP Negeri 1 Gatak

English lesson is a compulsory subject applied to all junior high schools. Moreover, English is one of the subjects to be tested on the final exam. It means that English mark is one of the decisive factors whether the students will graduate or not. In SMP negeri 1 Gatak, this lesson is taught by seven teachers. One of them is Mrs. Mulat Suyatmi. She is the writer’s consultant during the job training.

C.1 The Teaching Observation

On the first teaching practice, the writer did not teach any class yet. The writer was only asked to observe how Mrs. Mulat teaches in class VIID. This teaching observation was held on Friday, 27th March 2009. In this observation the writer realized that Mrs. Mulat has a high proficiency in English teaching. The writer saw that Mrs. Mulat managed the class very well. She was able to handle and cover the whole 40 students in that class. She could persuade the students to
keep silent and pay attention to the lesson. Meanwhile, the students seemed very interested to the lesson carried out by Mrs. Mulat.

The method used by Mrs. Mulat was indeed the direct method. Almost along the lesson, Mrs. Mulat used English as her medium language. Fortunately, the students could response positively to the lesson. They seemed quite understand about what Mrs. Mulat said although there were still several students looked disoriented about what Mrs. Mulat said. To overcome that difficulty, Mrs. Mulat decided to use the mother tongue language in explaining the material but she used it only when it was desperately needed. The use of mother tongue language can not be avoided in teaching the second language. But, in the direct method, the use of the mother tongue language has to be limited.

2. The Teaching Practices

After the teaching observation, the writer did his own teaching in class VIIG. On that time, the writer was accompanied by Mrs. Viveri, the head master and one of the English teachers of SMP N 1 Gatak. Firstly, the writer was introduced to all students of class VIIG by Mrs. Viveri. During the introduction, the students were quite interested. They were silent during the introduction. But, after Mrs Viveri had gone out of the class, the students became so noisy. Most of them were talking with their friends without paying attention to the writer. It made the writer difficult to teach. The writer needed to spend much time to overcome that situation. The writer remembered how Mrs. Mulat solved that similar difficulty before. Straightaway, the writer talked louder and knocked the white board as soon as the students started to make a noise. The writer needed to do that
thing repeatedly in the first meeting of the lesson. This case happened again and
again in the next meetings. Just at the forth meeting, the students were willing to
respect the writer and pay attention to the lesson. The writer realized that teaching
was not as easy as he had taught before.

The lack of media compounded the writer’s difficulty in teaching class
VIIG. On the first meeting, the writer was not provided by the media or even a
sources book. The writer just got the source book on the second meeting after had
been asked to take it at the library. Since the second meeting of the English lesson,
the teaching-learning activity run well, yet they were some difficulties faced in
teaching, especially in attracting student’s attention.

On the forth meeting, the writer decided to teach the descriptive text
(reading skill). The process of teaching reading consists of several types; they are
opening, BKOF, modeling, practice and test, and closing the lesson. In teaching
the descriptive text, the writer used the lesson plan that the writer had already
made before (see: 4. The Lesson Plan Making)

First step is opening. The writer firstly greeted the students.

The writer : “Good morning, students!”
The students : “Good morning, Sir!”
The writer : “How are you today?”
The students :"I’m fine thank you, and you?”
The writer :"I’m just fine, thank you.”
After greeting the students, the writer called a role. The writer called the name of each student and then the one of which the name was called had to answer it. After that, the writer asked the students if there was any homework that day. If it was, then the writer discussed and corrected the homework together with the students.

The next step was BKOF. During the BKOF session, the writer asked several questions related to the topic the writer was going to teach (descriptive text). The writer asked several questions such as:

1. Have you ever look at your friend thoroughly?
2. Can you describe your close friend?
3. How is he/she?

This step was done in order to build the students’ knowledge of field related to the topic. It was also the part of “warming up”. Then the writer told the students the objectives of the lesson to encourage the students in learning the material.

The next step was modeling. In this step, the writer wrote the students’ answers from the previous step on the white board. Then, the writer arranged those answers into the descriptive text. The writer intentionally gave an example of descriptive text arranged from the student’s answers in order to ease the students in learning the topic. Just after that, the writer modeled how to read the descriptive text correctly. The writer read the text on the white board aloud in front of the class and asked the students to pay attention to what the writer read. In
this case, the students do not need to read it aloud afterward, they were just demanded to read it silently. By following along as the writer read will help the students move from word-by-word reading to reading in phrase and thought units, as they do in their first language. It was also done in order to make the safe environment in learning English as the second language. After reading the text on the white board, the writer explained about the composition and the grammar of the descriptive text.

The forth step was practice and test. In this step the writer asked the students to form a group consists of two students. Then, the writer asked the students to observe each other thoroughly and write the result on a piece of paper. Then they were asked to practice reading by reading their result in front of the class one-by-one. Going to the next session, the students were given a test to asses their reading comprehension by doing the exercises of the handbook on page 94 and 95. In this independent construction, the student tended to cheat. The student preferred to simply copy the other’s work than to do it by his/her self. In overcoming this situation, the writer needed to look after the students one-by-one thoroughly so that they would do the exercises on their own.

At the end of the lesson, the writer asked the students in case they had something unclear about the topic they had already learnt. Then, the writer gave the students some home works in order to make sure that the students would remember the lesson that the writer had taught. At least, the writer closed the lesson and asked the students to study at home.
D. Discussion

1. The Problems in Teaching Reading to the First Grade Students of SMP N 1 Gatak

Teaching is not an easy matter. There are many skills needed in changing someone from not knowing anything into knowing or understanding how to do something. In the process of teaching English, there must be some problems encountered both by the students and the teacher. These problems could be such an obstacle in achieving the success of the English teaching.

A. The Problems from the Students

The main duty of the students is indeed to learn or acquire knowledge. It will be much easier to create the comfortable teaching and learning environment if the students know about their main duty. However, some of them do not understand their own duty. In effect, the process of teaching and learning does not run smoothly and the students can not acquire the knowledge well. The problems that the students may have are as follow:

1. Lack of motivation

The main problem that often comes from the students is the lack of motivation in learning. Most students study in school just because their parents want them to do so. It means that they have no desire in acquiring knowledge from the teacher. They tend to be the uncooperative students. It will absolutely disturb the teaching and learning process.
During the job training, the writer found that the students tended to make a noise in the class. They would rather do that instead of paying attention to the lesson. The students often talked with their friends during the lesson. It made the writer difficult to explain the lesson. The writer was forced to spend so much time to handle the students. This would make the teaching process less effective.

2. Less self confidence

The less self confidence is also one of problems that the students may have. The students who have less self confidence often become the less active students (the passive students). In teaching and learning process the students are demanded to be active in order to get the improvement in the things they had learnt.

In the class VII G, there were several students that had less self confidence. They preferred to be silent and said nothing during the lesson. When the writer asked them a question related to the lesson, they just bowed their head and said “I don’t know”. Nevertheless, the students never asked a question during the lesson. In the effect, the writer could not determine whether the students understand the lesson or not.

3. Limited vocabulary

Another problem that the students may have is the limited vocabulary. Most junior high school students have poor vocabulary. It is proved in the job training. When the writer asked the students to read a text and then asked them the meaning of certain words in the text, most students said that they did not know the
meaning of those words. It also happened when the writer asked the students to do the exercises in the handbook. They were able to read the text in the handbook well but they could not do the exercises related to the text. The students might read the text well but it could not guarantee that they understood the meaning of the text. The vocabulary would influence the students’ pronunciation, reading comprehension and writing skill.

B. The Problems from the Teacher

The writer who was positioned as an English teacher during the job training had responsibilities in handling the students and transferring the knowledge to the students. In doing those two things, the writer found so many difficulties. Although the writer had already made a lesson plan, the real condition of teaching was not as easy as the writer had planned before. There were always many problems occur in the teaching and learning process. The problems are explained as follow:

1. The limited time of teaching

The time for English lesson is only about three hours per week. On the other hand, there are so many materials that should be taught. It caused difficulties for the writer in delivering the materials during the job training. The writer was forced to explain the materials so fast since the writer had to finish the materials before the final exam. As the result, when the writer gave a test to the students,
most of them were failed. Most students were not able to follow the lesson because they were forced to acquire so many materials in so limited time.

2. The limitedness of facilities (media)

   The limitedness of facilities becomes a problem in teaching process as well. Teaching English does not only need the school handbook and worksheet but also some supporting facilities such as: English magazine, English story book and visual aids. Those things can help the teacher in delivering the materials and attracting the students’ interest to learn English further.

   During the job training, the writer was not provided with the teaching aids. The writer only got the school handbook and worksheet so the writer just took an example of picture or text from the school handbook. Consequently, the English lesson would be less interesting and even tended to be boring.

C. The Solutions to the Problems

   Based on the problems above, there are some solutions taken in order to support the effective and efficient teaching process. They are:

1. The solutions for the problems of the students

   To solve the problem of the lack of motivation, the writer did the BKOF step and told the students the objectives of the lesson so they could know the advantages of learning the lesson that would be taught. In other case, if the students started to show the uncooperative attitude, the writer would explain the material louder and knocked the whiteboard in order to attract their attention.
Then, the writer warned the students to pay attention to the lesson. Those actions were quite effective to handle the uncooperative students in class VIIG since they were not too naughty.

The next problem is the less self confidence. The less self confidence students tend to be the passive students. They prefer to keep silent and say nothing during the lesson. The writer solved this problem by using joke or making a light conversation with the students during the lesson. It was intentionally done by the writer in order to lessen the strained situation during the lesson and to make them relax. So, the students could be comfortable to learn in the class. Besides, the writer also avoided the over-correction. For example, when the writer asked a student to read a text and found the mistake in his/her pronunciation, the writer preferred not to correct it at the same moment. The writer waited until he/she finished reading and then the writer read that text aloud so that student could know his/her mistake. It also prevented other students from mocking him/her. As the result, the students would not be afraid of being corrected every time they speak during the lesson. They would be confident to speak and read during the lesson.

The solution for the problem of the limited vocabulary is by asking the students to bring the dictionary any time they have English lesson. So, when they find the difficult words, they can check their dictionary to find out the meaning of those words. Another solution for this problem is by using the direct method. The writer spoke English along the lesson and asked the students to do the same. The writer would warn the students whenever they used Indonesian or Javanese. The
students had to speak English along the lesson, even when they were just talking with their friends. The writer also inserted some new words in the conversation with the students so the students could improve their vocabulary.

2. The solutions for the problems of the teacher

The problem that may be faced by all teachers is the limited time in teaching. The teachers are demanded to teach so many materials in so many limited time. That is also the problem that the writer faced during the job training. In overcoming that problem, the writer made the more effective and efficient lesson plan. It was taken after the writer had failed to finish the target time in delivering the materials at the first and second meetings of lesson. The writer decided to compact the materials and focused on a simple goal. The writer thought that there was no need to hurry because the most important in teaching is how to transfer the materials in the effective ways.

Another problem which was encountered by the writer is the limitedness of facilities (media). To solve this problem, the writer made the media (teaching aids) at home. The media were in the form of pictures which were taken from the internet. The writer also wrote the jumbled words text on the cardboard. The writer used it in the class by attaching it to the whiteboard and asking the students to arrange those jumbled words. That was done at the sixth meeting, when the writer taught procedural text. The students became more interested to the lesson and they seemed more active during the lesson. The teaching aids would support the delivering of materials during the lesson and it proved to be the effective way to attract the students’ interest.
CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion, there are two conclusions that can be drawn from this final project report. The conclusions are as follow:

1. The method used in English teaching reading to the first grade students of SMP N 1 Gatak was the direct method. Although the writer still uses the grammar translation method. The writer used the grammar translation method just in a little portion. It was only used to avoid the wasting of time. The writer thinks that the direct method is the most appropriate method in teaching English on the junior high school level. This method was done by using English as the medium language. The writer spoke English along the lesson and asked the students to do the same. The students had to speak English along the lesson, even when they were just talking with their friends. Being forced to speak English along the lesson, the students would be familiar with the English. And perhaps, they would be able to use English in their daily need as well as in the class. While, the process of teaching reading by using the direct method of the first grade students of SMP N 1 Gatak consists of several steps, such as:
a. Opening

The writer greeted the students in English and called the roll. The writer also discussed the student’s homework at this session.

b. BKOF

The writer asked several questions related to the topic that would be taught. The writer also told the students the objectives of the lesson.

c. Modeling

The writer explained the materials by involving the students in order to keep the reciprocal relationship between the writer and the students. The writer made several light conversations with the students to lessen the restrained situation during the lesson.

d. Practice and Test

The writer asked students to do practice in reading in front of the class. The writer also asked students to do the exercises in the handbook as a test.

e. Assessment

The writer took a mark based on the student’s performance in their practice and their result in doing the exercises in the handbook.

f. Closing

The writer asked several questions related to the topic that had been taught. The writer also gave some home works to the students.
2. Problems come not only from the students but also the writer as a teacher. Since there are many problems in teaching process, the writer provides some solutions to solve the problems. They are explained as follow:

a. The problems from the students

1) The lack of motivation

The writer solved this problem by explaining the objectives of the lesson before going to the point of the lesson. If the students started to show the uncooperative attitude, the writer would talk about the material louder and knocked the whiteboard in order to attract their attention. Then the writer warned the students to pay attention to the lesson.

2) The less self confidence

To solve this problem, the writer made a light conversation with the students to lessen the strained situation during the lesson and to make them relax. The writer also avoided the over-correction so the students could be comfortable to learn in the class.

3) The limited vocabulary

To solve this problem, the writer asked the students to bring the dictionary any time they had English lesson and the writer used English as a medium language along the lesson to make the students familiar with the use of English.
b. Problems come from the teacher

1) The limited time of teaching

To solve this problem, the writer made the more effective and efficient lesson plan before going to teach.

2) The limited facilities (media)

To solve this problem, the writer made the simple media at home. The media were in the form of pictures and the jumbled words texts.

B. Suggestion

Based on the conclusions above, the writer wants to give some suggestions as follow:

1. To SMP N 1 Gatak

In order to improve the student’s reading skill, SMP N 1 Gatak should add more English reading aids, such as: English magazines, English story books, or English comics. It will increase the student’s interest in reading and also support the English teaching and learning process as well.

2. To English Diploma program

The writer suggests the English diploma program to hold more teaching practices outside the college for the students who choose teaching as their major. The writer also suggests the lecture of teaching to be more focused to the practical matter
than the theoretical matter since the theory of teaching may be far different than in the practice.
BIBLIOGRAPHY


