

## ABSTRACT

**Handayani, Dwi Roro. 2011.** *The Planned Learning and Teaching Process of Reading Comprehension.* A Final Project, English Department, Faculty of Languages and Arts, Semarang State University. First Advisor: Dr. Dwi Anggani LB, M.Pd, Second Advisor: Seful Bahri, S.Pd, M.Pd

**Keyword:** learning and teaching process, lesson plan, KTSP, reading comprehension.

The objectives of this study are to explain the compatibility of the planned learning and teaching process of reading comprehension, to explain the implementation of the planned learning and teaching process of reading comprehension, and to find out the problems faced by the eight grade English teachers of the First State Junior High School Semarang in implementing the planned learning and teaching process of reading comprehension in their classes.

As a source of data, the writer examines the planned learning and teaching which are done by the eighth grade English teachers of the First State Junior High School Semarang. Then, the writer investigates the implementation of the planned learning and teaching process of reading comprehension, and the last is the writer analyzes the problems faced in implementing the planned learning and teaching process of reading comprehension in the classroom. This research was designed as descriptive qualitative research.

The findings of the analysis are as follows. First, the planned learning and teaching process made by the eighth grade English teachers of the First State Junior High School Semarang are already compatible with School Based Curriculum. Second, the writer found that the teachers implement the standard competence and basic competence into learning activities which consist of opening, main activity, and closing. Finally, there are some problems which faced by the eighth grade English teachers in implementing the planned learning and teaching process of reading comprehension. They are: the students are still rare to read English text in their spare time, the students lack of vocabulary and pronunciation, the students feel difficult to understand the language features related to the text, the lack of teaching learning facilities that the teacher uses when it is compared to the ideal facilities that the KTSP curriculum requires, and the teachers have limited time to make evaluation of the student's achievement.

It is suggested that English teacher should be able to create suitable learning activities in teaching learning process and can improve the quality of teaching learning process.