



**THE PLANNED LEARNING AND TEACHING
PROCESS OF READING COMPREHENSION**

**(The Case of the Eighth Grade English Teachers of the First State
Junior High School Semarang in Academic Year of 2010/2011)**

a final project

**submitted in partial fulfillment of the requirements
for the degree of Sarjana Pendidikan in English**

by

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“THE PLANNED LEARNING AND TEACHING PROCESS OF READING COMPREHENSION”

THE CASE OF THE EIGHTH GRADE ENGLISH TEACHERS OF THE FIRST STATE JUNIOR HIGH SCHOOL SEMARANG 2010/2011”

Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar ó benar merupakan karya sendiri yang saya hasilkan setelah melalui penelitian, bimbingan, diskusi, dan ujian. Semua kutipan baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan maupun wahana elektronik telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi atau tugas akhir atau final project inimembubuhkan tanda tangan sebagai tanda keabsahannya, seluruh karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan ketidakberesan, saya bersedia menerima akibatnya.

Semarang,

Yang membuat pernyataan

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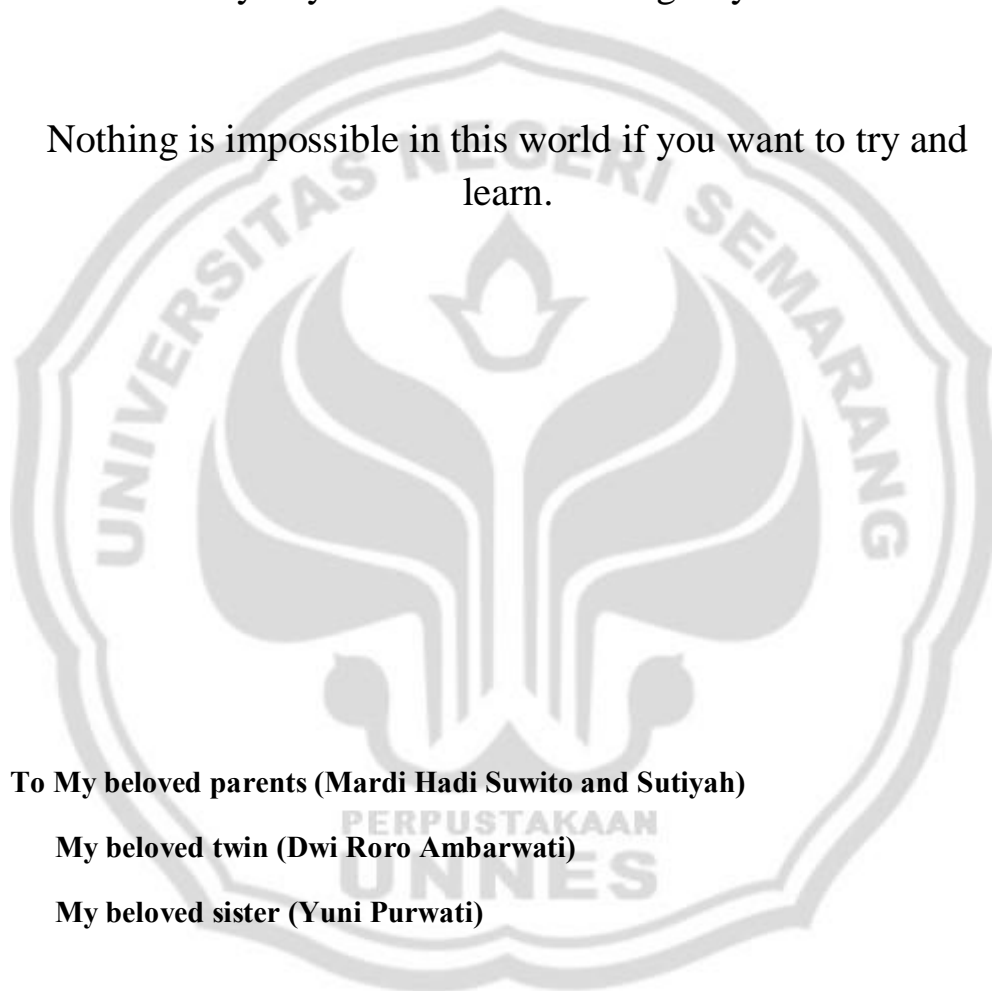
Always try to do the best as long as you can.

Nothing is impossible in this world if you want to try and learn.

To My beloved parents (Mardi Hadi Suwito and Sutiyah)

My beloved twin (Dwi Roro Ambarwati)

My beloved sister (Yuni Purwati)



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Semarang, September 2011

The writer



ABSTRACT

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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 eighth 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.

TABLE OF CONTENT

	Page
ACKNOWLEDGEMENT	ii
ABSTRACT	iv
TABLE OF CONTENT	v
LIST OF APPENDICES	vi
CHAPTER	
1. INTRODUCTION	
1.1 Background of the Study	1
1.2 Reasons for Choosing the Topic	3
1.3 Statement of the Problem	4
1.4 Purpose of the Study	4
1.5 Significance of the Study	5
1.6 Outline of the Study	5
2. REVIEW OF RELATED LITERATURE	
2.1 Language Skills	7
2.2 Reading Skill	8
2.3 General Meaning of Reading	8
2.4 Current Curriculum	14
2.5 Teaching English for Junior High School	18
2.6 Learning Activities in Classroom	19

3.	METHODS OF INVESTIGATION	
3.1	Research Design	26
3.2	Source of Data	26
3.3	Object of the Study	27
3.4	Roles of the Researcher	27
3.5	Procedure of the Study	28
3.6	The Procedure of Analyzing the Data	30
4.	INTERPRETATION	
4.1	The Compatibility of the Planned Learning and Teaching Process with School Based Curriculum.....	34
4.2	The Implementation of the Planned and Teaching Process of Reading Comprehension	43
4.3	The Problems in Implementing the Planned Learning and Teaching Process of Reading Comprehension	46
5.	CONCLUSION AND SUGGESTION	
5.1	Conclusion	47
5.2	Suggestion	49
	BIBLIOGRAPHY	50
	APPENDICES	52

LIST OF APPENDICES

Appendix	Page
1. Standard competence and basic competence of reading.....	52
2. The example of lesson plan.....	54
3. The questionnaire	59
4. Documentation of learning and teaching process.....	70





CHAPTER I

INTRODUCTION

In this chapter the writer will explain about general background of the study, reasons for choosing the topic, statement of the problem, purpose of the study, significance of the study, and outline of the research report.

1.1 General Background of the Study

English is one of the main subjects in school which influences the pupils' development of intellectual and social. In Indonesia, its function is as a foreign language and is introduced as a compulsory subject to be taught from kindergarten up to university.

There are four basic language skills which are taught to the students. One of them is reading. Reading is one way of developing vocabulary; therefore, a teacher should motivate and guide the students in acquiring reading habits especially of English text that will carry over into their lives. As we know that in modern life, reading becomes more and more important. Moreover, being able to read English is a valuable aspect in the development of science and technology. William and Stoller (2002 : 17) state that the importance of reading nowadays includes many fields of life: education, work, and community life.

Reading Indonesian and English text for Indonesian students is quite different. Reading Indonesian text is much easier than reading English text

because Indonesian students have mastered the vocabulary and the structure of the Indonesian language. Reading English text is difficult for them. Sometimes, after reading a text, a student does not know what topic of the text is. He is unable to understand the paragraph he has read. The classroom teacher should be an observer to her students so she can follow the reading ability of them.

In the English learning process, methods and techniques are very important. Many kinds of approaches, techniques and methods have been done to improve English reading ability. However, there are no best methods because every method has its own strengths and weaknesses. Besides, the success of a technique is based on various factors, such as the learning purpose, the number of students in a classroom, the atmosphere, and the students' characteristics.

In fact that most of SMP graduates are still poor in their reading ability, since usually cannot read and understand articles in English newspaper and magazines in their surroundings.

Actually, some efforts have been made to achieve success in teaching English. For example; Indonesia has applied 1994 curriculum, but the result of English teaching learning process is still unsatisfied. There are too many materials in 1994 curriculum. The 1994 curriculum also cannot give a foothold in life and prepare students to compete with other countries in the world. In improving the quality of English teaching learning process, is needed a good national education system especially English curriculum. National education especially does not only prepare our internal needs but also our external needs because a part of world

society. By knowing this unsatisfactory fact, the Indonesian government has made changes in the educational system in Indonesia, especially for the curriculum.

Learning English as foreign language requires many factors which influence students' success or failure. One of the factors is Lesson plan which is made by English teachers, especially in learning activities.

Before teaching, teachers should create interesting learning activities in their lesson plan. It is important because learning activities will give impact to the result of teaching. If the students feel enjoy they will accept the lesson easier. Beside that, teachers have to create learning activities which can improve communication between teacher to students and students to teacher.

1.2 Reasons for Choosing the Topic

The reasons for choosing the topic is that lesson plan is an important factor in determining teachers' success or failure in English language learning, especially reading. If English teachers have good lesson plans, they will make students have good understanding about the materials. Moreover, if teachers can build learning activities in interesting ways, the students will feel enjoy during the teaching learning process.

Second, Indonesian students are still poor in reading ability. Therefore, students should improve their ability in reading. It is important for them because reading is more than skill in identification and recognition of words.

Third, this result of the study may serve as the information for teachers that there are some problems in implementing the planned learning and teaching process of reading comprehension on the eighth grade of Junior High School students.

1.3 Statement of the Problem

The problems that will be discussed in this study is as follow:

- (1) how is the compatibility of the planned learning and teaching process made by the English teachers of the eighth grade of the First State Junior High School Semarang with School Based Curriculum?
- (2) how is the implementation of the planned learning and teaching process of reading comprehension?
- (3) what are the problems faced by the English teachers of the First State Junior High School Semarang in implementing the planned learning and teaching process of reading comprehension?

1.4 Purposes of the Study

The purpose of the study can be stated as follows:

- (1) to explain the compatibility of the planned learning and teaching process made by the English teacher of eighth grade of the First State Junior High School Semarang with School Based Curriculum.

- (2) to explain the implementation of the planned learning and teaching process of reading comprehension.
- (3) to find out the English teacher's problems in implementing the planned learning and teaching process of reading comprehension in their classes.

1.5 Significance of the Study

The significance of the study can be stated as follows:

- (1) the result of the research is expected to be valuable and useful for English teachers as the correction to improve their knowledge and skill to apply their lesson plans correctly.
- (2) they become a reference the education experts about the implementation of lesson plans in teaching learning process of reading comprehension of the eighth grade of the First State Junior High School Semarang in real situation, in the English classes.
- (3) the result of this research is expected to give some positive inputs for the development of English teaching.

1.6 Outline of the Research Report

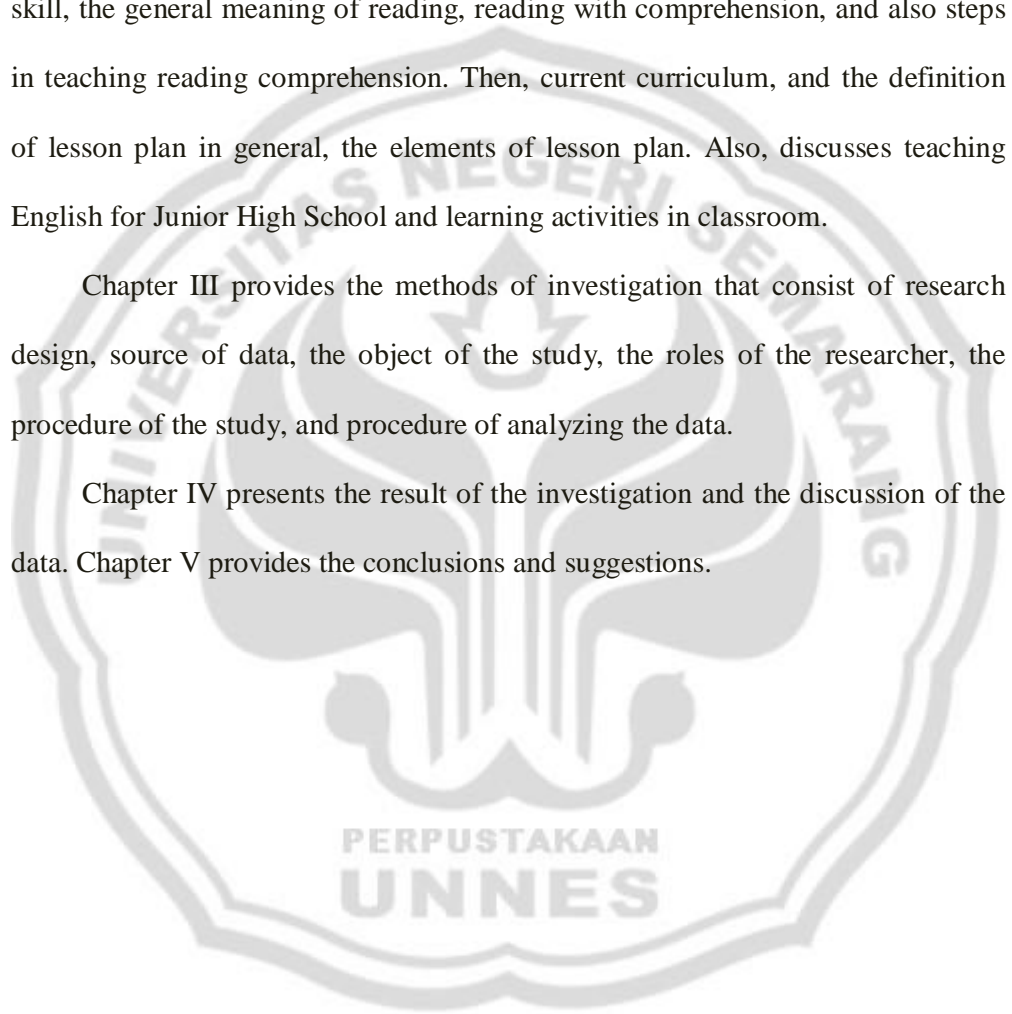
This report consists of five chapters. Chapter I presents the introduction of the study. It contains the general background of the study, reasons for choosing the

topic, statement of the problem, purposes of the study and significance of the study.

Chapter II provides the review of the theoretical study that discusses things concerning the topic. It covers brief description about language skills, reading skill, the general meaning of reading, reading with comprehension, and also steps in teaching reading comprehension. Then, current curriculum, and the definition of lesson plan in general, the elements of lesson plan. Also, discusses teaching English for Junior High School and learning activities in classroom.

Chapter III provides the methods of investigation that consist of research design, source of data, the object of the study, the roles of the researcher, the procedure of the study, and procedure of analyzing the data.

Chapter IV presents the result of the investigation and the discussion of the data. Chapter V provides the conclusions and suggestions.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer presents things that are related to the study. First of all the writer discusses the language skills. Second, the writer talks about general meaning of reading. Third, the writer explains the current curriculum. Fourth, the writer talks about teaching English for Junior High School. Finally, the writer delivers learning activities in classroom.

2.1 Language Skills

There are four language skills that students have to master. They are listening, speaking, reading, and writing. Those four skills are connected intrinsically but also very different. They must be mastered to become fluent in a language.

A human grow, they acquire listening skill firstly. Then, they speak, read, and the last they write. Listening is not the same as hearing. Listening is a skill that takes practice. On the other hand, speaking is the most used aspect of language for most people. By speaking, one can express his minds, ideas, and thought freely and spontaneously.

Reading may be the first skill that a new student of language comes into contact with. It is all about understanding written word. Different with reading, writing is where the language learners start to create language themselves. It has

big advantage that when something has been written down, it can be revised and worked until correct, thus helping students know their mistakes.

The four skills are correlated one to another. The students are expected to master all those skills in balance. They need to be taught integratedly. A teacher cannot teach these skills separately, for instance just teaching speaking or writing.

2.2 Reading Skill

Reading is one of the best ways to learn a new language. It is needed as an aspect in learning English as foreign language. Indonesian students face reading in their early childhood when they start going to school. Then, they face reading in another language, example: English, when they are in Elementary School. The ability of students in reading is very important because by having the ability to read, they will be able to improve their knowledge. Reading is a key to success for everyone who wants to be an educated person. By reading texts in English, people can study more about the components of language such as vocabularies, pronunciation, and structures. Besides, by reading texts in English, people can obtain more knowledge than obtain one's own personal experience.

2.3 General Meaning of Reading

Reading is very important for Indonesian students because it helps to understand many books written in English. In addition, the students can enlarge their point of view of their atmosphere and knowledge. The students can also explore the world,

the country that they have never visited before and the mind and idea of great people in the past.

According to Tickou (1995 : 189), reading is defined here as a process of looking at and understanding written language. English text, which enrich the readers' new vocabularies, structures of English, sentences, and new knowledge.

Moreover, Grabe and Stoller (2002: 9) defined reading as the ability to draw meaning from the printed page and interpret this information appropriately. Reading is one important way to improve the general language skills in English. There are some advantages of reading. They are: (1) Reading helps students learn to think in English, (2) Reading can enlarge students' English vocabulary, (3) Reading can help students improve their writing, (4) Reading may be a good way to practice students' English if they live in a non- English speaking country, (5) Reading can help students prepare for study in an English speaking country, (6) Reading is a good way to find out about new ideas, facts, and experiences.

Reading is also a process of communication between a writer and a reader. A writer has messages in his or her mind, such as feeling facts and arguments he or she wants to be shared. The writer puts the messages into words when the messages enter the reader's mind.

Grabe and Stoller (2002: 13) said that the purposes of reading as follow:

- (1) Reading to search for information
- (2) Reading to skim quickly
- (3) Reading to learn from texts
- (4) Reading to interpret information

- (5) Reading to write (or search for information needed for writing)
- (6) Reading to analyze texts
- (7) Reading for general comprehension

There are many purposes in reading texts as stated texts as stated above. Each person has her or his own purpose in reading text. The research can be used by the English teacher to reach the purpose of teaching reading comprehension.

2.3.1 Reading with Comprehension

Reading with comprehension means understanding what has been read. Comprehension involves understanding the vocabulary seeing the relationships among words and concepts, organizing ideas, recognizing author's purpose, making judgement, and evaluating.

Reading comprehension is the understanding we receive when we read something. It is an active, thinking process that depends not only on comprehension skills but also on the student's experiences and prior knowledge.

Furthermore, Jarolimek (1985 : 243-244) points out that reading with comprehension means that the reader is able to extract from the selection its essential facts and understanding visualize details and sense the readiness of facts. He also states that reading comprehension is social studies consisting of at least four components: (1) Getting the literal meaning or general understanding of what is being communicated, (2) Understanding and remembering facts and details that support the idea, (3) Recognizing and remembering the sequence of ideas or event presented, (4) Following direction.

All of four components above show that in reading comprehension the reader have to understand and remember the author's idea in selection and try to find the supporting details that support idea.

2.3.2 Teaching Reading Comprehension

If we want to read a text efficiently, the whole text should be understood. Reading comprehension cannot be separated from another skill, such as vocabulary, structure, translation, conversation, writing, etc. First of all is vocabulary. Reading comprehension and vocabulary have close relation. Before teaching, teacher should prepare the vocabulary related to the text. They have to concern to the vocabulary mastery because that is one important factor that influences the students' reading comprehension achievement. Vocabulary is one of the important causes of poor reading comprehension and faulty reading. Most students cannot understand articles or textbooks because their vocabulary is very limited.

According to Langan's (1994 : 30), there are some ways which can be used to improve students' vocabulary:

(1) Context Clue

When students find unfamiliar words in their reading, the teacher should not give those words' meaning directly. It will be difficult for the students to memorize those words. The better way can be used by using context clues.

Using context clues in word recognition means figuring out the meaning of a word based on clues in the surrounding context. These clues could be found in the sentence with the word, in the sentences before, or in the sentences following the word. There are some advantages of using context clues. Those advantages are

described as follows: (1) It will save our time when we are reading, we will not have to stop to look up word in the dictionary, (2) It will improve our understanding of what we read because we will know more of the words, (3) It will expand our vocabulary.

(2) Using the Dictionary

Using the dictionary to determine a word's meaning is more difficult for the young student than an adult may suppose. When students use dictionary, make sure that they know how to use the dictionary. In using the dictionary, the teacher should point out to the students how to use the dictionary effectively, so they will become skillful in its use.

Second, reading comprehension is also related to structure. In this case it means grammar. In a text the structure of sentence is a sequence which form meaningful text. Teacher should concern to the what kind of grammar which is used in a text and informs to the students.

Third, the other skill that has to be taught in teaching reading comprehension is writing. It means that students are asked to find the main idea of the paragraph or text by making a summary. This activity can help students more understand about the content of text itself.

Besides, to know how far students are able to understand the text, teacher should give them some questions based on the text. If they can answer correctly it means that they have understood the text.

2.4 Current Curriculum

Curriculum is an important thing in implementing teaching learning process. Teacher should know the curriculum before they teach their students. The curriculum is developed to facilitate the teaching ó learning process under direction and guidance of a school, college or university and its staff members. In addition, curriculum is the subject included in a course of study or taught at a particular school, college, etc (Hornby, AS. 1997: 287).

Curriculum is a set of plans and rules about objectives, materials, and methods which is used as a guideline of learning process to achieve particular education goal (National Education Department, 2000)

Based on the definition above it can be concluded that curriculum is a plan which is developed to make teaching learning activities progress well. It is kind of guidance in the teaching learning activities.

A curriculum has been made based on the studentsø need. In Indonesia, government is trying to improve the quality of human resources of its people. Government starts with revising the latest curriculum, 2006 curriculum, and make a further step by constructing the newest curriculum called School Based Curriculum.

2.4.1 The Definition of School Based Curriculum

Curriculum changes from time to time. It is necessary to improve our education quality. The School Based Curriculum (KTSP) is the revised revision of the previous curricula including curriculum 2004 and 1994.

The School Based Curriculum is an operational curriculum which gives authority for schools to design the materials for conducting teaching and learning based on their needs which are appropriate with the Standard Competence and the Basic Competence.

School Based Curriculum puts the teacher to design all the materials and also the syllabus from the beginning up to the end of the lesson. Therefore, the teacher must be creative in theory and practice.

Based on Standar Nasional Pendidikan (SNP), the School Based Curriculum is effective to be done in the formal education and non-formal education of the elementary schools, junior high schools, and senior high schools, and designed by educational institutions or educational groups refer to Standar Isi (Content Standard) and Standar Kompetensi Pendidikan (SKL) also guided by Badan Standar Nasional Pendidikan (BNSP) guideline.

In School Based Curriculum, the syllabus is made up by Standard Competence and Basic Competence that is developed by the school itself. One of the subjects of the Standard Competence and Basic Competence is reading.

Here is one of the examples of the reading subject in the School Based Curriculum for the Eighth Grade of Junior High School. It can be show in Table 1 in the appendix.

2.4.2 The Definiton of Lesson Plan

Lesson plan is a teacher's detailed description of the course of instruction for an individual lesson. A daily lesson plan is developed by a teacher to guide class instruction. The detail of the plan will vary depending on the preference of the teacher, subject being covered, and the need and/or curiosity of children. As we know that lesson plan is one of the important factors in teaching learning process. The example of the lesson plan of the reading subject is shown in appendix.

A teacher needs to know the elements of a lesson plan and also he / she has to really understand each part of these elements. There are some elements in writing a lesson plan. They are:

(1) School

Before we write a lesson plan, we have to put the name of the school.

(2) Grade of class / semester

It is important to put the grade class and semester of lesson that will be made.

(3) Standard Competence and Basic Competence

If we want to make a good lesson plan, we must concern to the standard competence and basic competence that will be reached. Standard competence and basic competence will be used to determine the appropriate learning activities that will be done in classroom.

(4) Kind of text

Many kinds of text that can be used in lesson plan such as narrative, descriptive, recount, news item, hortatory exposition, etc. A teacher should find the real text in teaching a text.

(5) Skill

There are four skills which are developed in lesson plan. It can be listening, speaking, reading, and writing. Teachers must explore these four skills to the students.

(6) Time allocation

Time which is used in lesson plan should appropriate with the level of education. For the beginners we only use little bit time in teaching English because in this level English is not primary subject for them. For the higher level, we usually use 40 ó 45 minutes in learning English. In this level, English has involve one of the main subject lesson in school. A teacher should manage time efficiently. So, all the materials can be delivered to the students.

(7) Objectives of the lesson

The lesson's objectives must be clearly defined and in lined with district and/or state educational standards. The first thing a teacher must do is decide on the lesson plan's focus. The teacher creates one idea or question they want the students to explore or answer. Next, the teacher creates

classroom activities that correlate with the established idea or question.

This includes individual and group activities.

(8) Materials

After we have written an instructional objective, we are ready to decide on the main points of the lesson and gather materials about the lesson topic. A lesson plan must correlate with the text book the class uses. The school usually selects the text books or provides teachers with a limited text book choice for a particular unit. The teacher must take great care and select the most appropriate book for the students.

(9) Method of the lesson

To reach the good teaching, a teacher should choose the appropriate method in her / his teaching. It will influence the result of the teaching learning process.

(10) Steps of learning activities

In a lesson plan there are 3 steps of learning activities. The first is opening activity. In this step teacher gives apperception and motivation. The second is main activity. There are 3 parts of this step, they are exploration, elaboration , and confirmation. In this step the teacher should really have to be careful to build the learning activity because it will influence the result of the teaching learning process. The last one is closing activities. In this step teacher reviews about the material just presented to the students and asks them if there is something unclear. A teacher have to create interesting ways in delivering the materials, so the students will follow the lesson

happily and full of spirits. Also, teacher need to make games in the learning activities because students will get bored if the lesson only explain the material during the class.

(11) Assessment

The lesson doesn't end after your students complete a worksheet. The assessment section is one of the most important parts of all. After assessing teacher can identify how far the students mastered the materials. From the example above we can see one of the models of assessment.

(12) Source of study

In making lesson plan we should mention the sources of materials come from. Teachers should find as many as possible sources to support their teaching. The sources can be taken from textbook, internet, or other sources which can support the materials.

2.5 Teaching English for Junior High School

Everywhere English is one of the international languages to communicate. Many people speak more than one language in order to communicate with other people from different country in the world.

For Indonesia learners who learn English as foreign language, English is a new language. They often find difficulty to learn it. Another reason is that they have spoken native language previously which will interfere with their acquisition of the new language.

Between the ages 12 and 14 the range of the middle and Secondary school years boys and girls grow from childhood to young adult. It is no wonder that the lives of teenagers are full of complexities. The business of growing up is a complicated one.

A teacher should be able to choose the effective methods of teaching to expose every particular material since all methods have their advantages and disadvantages. The teacher should be able to perform as controller, organizer, prompter, participant, resource, tutor, observer and model.

Here the teacher has acquired knowledge about curriculum, teaching methods, subject material and child behaviour together with a wealth of other particular information resulting from the experience of working with students in numerous contexts and different materials.

In teaching learning process the teacher has to pay attention to the learner's personalities or individual differences because students have different abilities and point of view, background and experience. Therefore, the English as a foreign language can be an enjoyable subject.

2.6 Learning Activities in Classroom

We all know that in classroom, talk is a social process. In life, talk is more than words: it is a social activity that includes our gestures, facial expression, and movements in social space. Also, we make sense of talk not just by seeing it as words organised into phrases and clauses, but as actions organised into longer sequences of action that are typical of a particular kind of human social activity.

In this case, it is classroom activity. A teacher has their own way to make his / her classroom activities. He / she arrange his / her learning activities as interesting as possible.

Language, in classroom and elsewhere in social life, is not used just to communicate information. Two of its most important functions are (1) its use to perform specific kinds of action, and (2) its use in creating situations in which those actions take their meanings from the contexts we build around them.

If talk is so important to the way we make sense of things, then the way we talk about education is very important for teachers and students. What teachers make sense of, and make sense with, what is said and done in classrooms.

Since foreign language teaching should help students achieve some kinds of communicative skill in foreign language, all situations in which real communication occurs naturally have to be taken advantage of and many more suitable ones have to be created.

There are two devices help the teacher in making up communicative activities : information gap and opinion gap. Information-gap exercises force the students to exchange information in order to find a solution. Opinion gaps are created by exercises incorporating controversial texts or ideas, which require the students to describe ad perhaps defend their views or ideas. Another type of opinion ó gap activity can be organised by letting the students share their feelings about an experience they have in common. By applying the principles of

information gap and opinion gap to suitable traditional exercises the teacher can charge them into more challenging communicative situations.

However, many of the activities are concerned with the learners themselves. For learners who are studying English in a non- English speaking setting it is very important to experience real communicative situations in which they learn to express their own views and attitudes, and in which they are taken seriously as people. Meaningful activities on a personal level can be a step toward this identification, which improves performance and generates interest. And, of course, talking about something which affects them personally is obviously motivating for students. Furthermore, learning foreign language is not just a matter of memorising different set of names for things around us, but it is also educational experience.

Learning is more effective if the learners are actively involved in the process. The degree of learner activity depends, among other things, on the type of material they are working on. The teachers should be sensitive to the students toward the feeling of others and share their worries and joys.

Quite an important factor in classroom activity is atmosphere. Students are asked to tell the others about their feeling, likes or dislikes. They are also to judge their own feeling and let themselves be interviewed by others. Speaking about oneself is not something that everyone does with easy. The first essential requirement for the use of learner centered activities is a relaxed and friendly atmosphere in the group.

There are several ways of organising discussion groups. They are:

(1) Fishbowl

All the members of the class sit in a big circle. In the middle of the circle there are five chairs. Three are occupied by students by students whose views on the topic or question are known beforehand. These three start the discussion. They may be joined by one or two students presenting yet another view. Students from the outer circle may also replace speakers in the inner circle by tapping them on the shoulder if they feel confident that they can present the case better.

(2) Network

The class is divided into groups which should not have more than 10 students each. Each group receives a ball of string. Whoever is speaking on the topic chosen holds the ball of string. When the speaker has finished he gives the ball of string to the next speaker, but holds on the string. In this way a web of strings develops, showing who talked the most and who the least.

(3) Onion

The class is divided into two equal groups. as many chairs as there are students are arranged in a double circle, with the chairs in the outer circle facing inwards and those of the inner circle facing outward.

Thus, each member of the inner circle sits facing a student in the outer circle. After a few minutes of discussion all the students in the outer circle move on one chair and now have a new partner to continue with.

(4) Star

Four to six small groups try and find a common view or resolution. Each group elects a speaker who remains in the group but enters into discussion with the speakers of the other groups.

(5) Market

In this model of discussion, all the students walk about the room, each talks to several others. It can help the students to make more interaction with others.

A teacher has many responsibilities and duties. Therefore, whoever being a teacher should be professional. One of the criteria is she / he should be patient enough and full of compassion. It is important because between teacher and students should have a chemistry and good relationship both of them.

The teacher's role in the learning process is delivering the material to the students. Sometimes, students feel bored when the teacher explains the lesson. Therefore, teacher should explain the material clearly and attractively so the students will feel comfort and enjoy with the teacher's material. For example, teacher can use many kinds of cooperative learning in his / her class.

Next, teacher has to lead the students to be active during the class. By doing this, teacher can improve his / her students' ability and participation in the teaching learning process.

The last thing that should be done by teacher is giving assessment. To measure the ability of his / her students, teacher needs to do assessment.

Besides, by giving assessment, teacher will know how far his / her lesson can be understood by students.

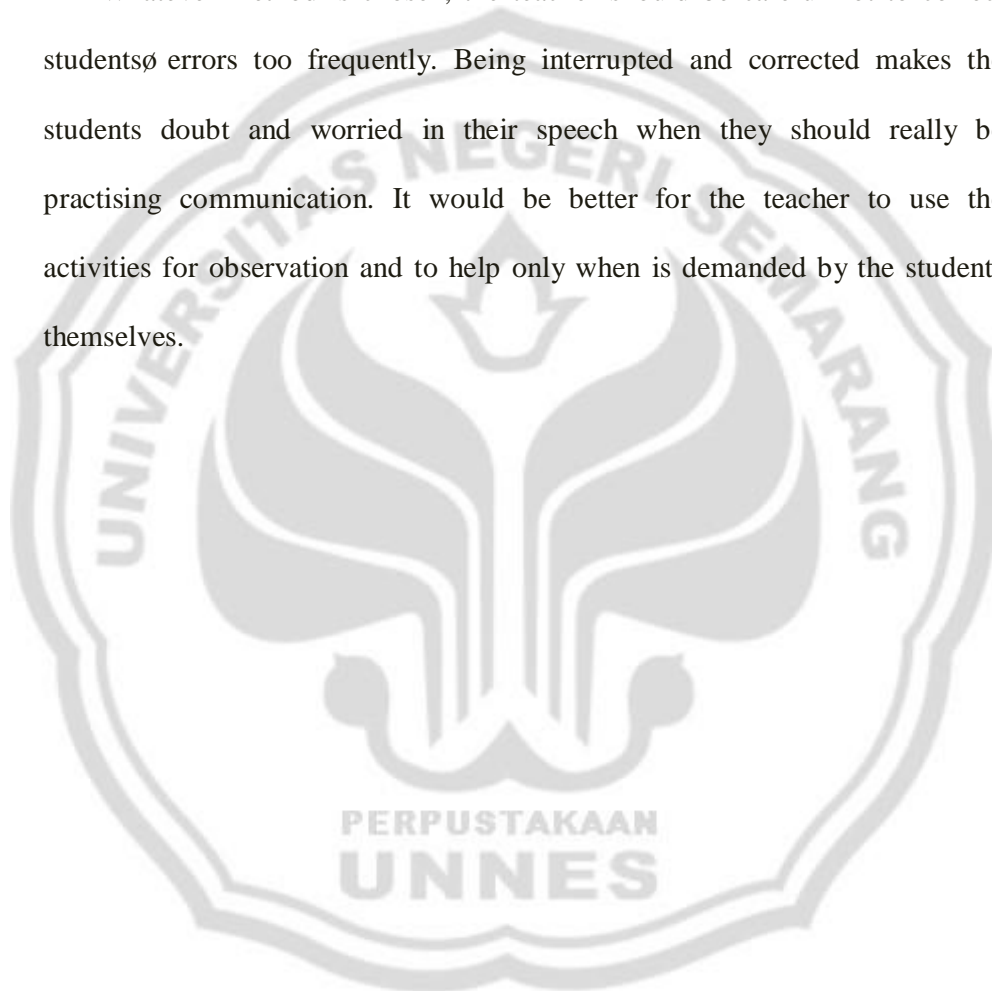
According to Harmer (2001 : 58) a teacher's roles are as controller, organizer, assessor, prompter, participant, resource, tutor, and observer. First, as controller, the teacher acts as controller in the classroom situation in order to make the process of teaching and learning conducive and comfortable. Second, as an organizer, the teacher organizes the classroom activities by giving the students information, direction, and instruction to do the classroom activities. Third, as an assessor, the teacher gives feedback to the students' classroom performance by telling them whether their work matches or not by his / her expectation. Fourth, as a prompter, it is how the teacher assists the students in doing their activities. The teacher encourages, helps, and assists the students in doing their work. Next, a participant, the teacher acts as an audience who listens to the students' presentation and may ask them questions to make the discussion more interesting. Then, as a resource, the students can use their teacher as resource. They may ask their teacher for information they would like to have in doing their activities. Finally, as an observer, the teacher is watching, listening, and taking notes of what the students do during the class.

A lot of the activities will run themselves as soon as they get under way. The teacher then has to decide whether to join in the activity as an equal member or remain in the background to help and observe.

The first alternative makes the psychological distance between teacher and students may be reduced when students get to know their teacher better. Also,

if the teacher joins in the activity, she will be able to judge independently and give advice and help to the groups. The advantage of non ó participation is that the teacher may easily observe the performance of several students in the foreign language and not common mistakes for revision at a later stage.

Whatever method is chosen, the teacher should be careful not to correct students' errors too frequently. Being interrupted and corrected makes the students doubt and worried in their speech when they should really be practising communication. It would be better for the teacher to use the activities for observation and to help only when is demanded by the students themselves.



CHAPTER III

METHOD OF INVESTIGATION

This chapter deals with method adopted to persuade the objectives of the study. Therefore, the writer divides this chapter into five parts; they are research design, data source, the way to analyze the data, roles of the researcher, and procedures of the study.

3.1. Research Design

In analyzing the data of this research, the writer uses descriptive qualitative method. Qualitative method presents the data and research results in the form of qualitative description. Analysis of this type is done with words to describe conclusion.

3.2. Source of Data

Data source is taken from the planned learning and teaching process which are made by the eighth grade English teachers in the First State Junior High School Semarang. To conduct teaching learning process, the teachers should create it which is suitable with School Based Curriculum and is easy to be understood by the students.

3.3. Object of the Study

The object of the study is the eighth grade English teachers of the First State Junior High School Semarang. In this school, there are two teachers who teach the eighth grade students. It is located on Jl. Ronggolawe, Semarang. The writer chooses this school as an object study since this school is one of favorite schools in Semarang. This school also belongs to one of schools which are categorized as the Sekolah Standard Nasional (SSN). In 2007, the First State Junior High Semarang has used School Based Curriculum and before has used KBK curriculum. There are some facilities which support teaching learning process, they are: classroom, library, biology lab, physic lab, computer lab, and language lab.

3.4. Roles of the Researcher

The writer is as an investigator while has role to investigate the implementation of the planned learning and teaching process of reading comprehension. Also, the writer distributed the questionnaire to the eighth grade English teachers of the First State Junior High School Semarang. When the questionnaire was hand in, the writer began to analyze the data of learning and teaching process. The writer interpreted the data of the planned learning and teaching process by her own words to make the conclusions and suggesstions.

3.5. Procedure of the Study

There are some procedures which are conducted by the writer to reach the objectives of this study.

3.5.1. Identification of Problems

In this study, the observation was about how the compatibility of the planned learning and teaching process made by the eighth grade English teachers in the First State Junior High School Semarang, how implementation of the planned learning and teaching process of reading comprehension, and the last is the problems faced by eighth grade English teachers in implementing the planned learning and teaching process of reading comprehension in real situation.

3.5.2. Planning

Planing was done to give solution for identified problems. It was a plan to conduct treatments. In order to know the implementation of the planned learning and teaching process of reading comprehension, the writer needs to analyze the lesson plan made by teachers. Besides, the writer will give questionnaires to the eighth grade English teachers of the First State Junior High School Semarang.

3.5.3. Treatments

Treatments were implemented referring to the planned that has been made. Therefore, to know the implementation of the planned learning and teaching process of reading comprehension, the writer need to observe the learning process in classroom which is conducted by the teacher. After looking at the learning process, the writer gives questionnaires to the eighth grade English teachers.

According to Arikunto (2002 ; 128), a questionnaire is a number of written questions which are used to gather information from the respondents about themselves or other things to know. In this study the questionnaire is used to get information from the English teachers whether they find difficulties to implement the planned learning and teaching process of reading comprehension ability in their classes, what cause the difficulties, and what kinds of difficulties they are faced, what methods are they used, etc.

According to Arikunto, a questionnaire can be distinguished into three kinds. First, from the way how to answer the question, there are two types of questions. They are: (1) opened questionnaire, the respondents can answer the questions using their own sentences, (2) closed questionnaire, and the respondents can directly choose the appropriate answer. Second, from the questionnaire, there are four types of questions. They are: (1) multiple choices, it is similar to closed questionnaire, (2) an essay questionnaire, it is similar to opened questionnaire, (3) checklist questionnaire, and respondents just put check (ç) on the appropriate column, (4) Rating scale questionnaire, the statements are followed by rating column, for examples : from ð extremely agreeö to ð extremely disagree.ö Third, from the given answer, there are two types of questions: (1) direct questionnaire, the respondents answer about themselves, (2) indirect questionnaire, the respondents answer the questions about other things.

In this research, the writer uses opened and closed questionnaire. The questionnaire is included direct questionnaire because the English teachers

answer based on their experiences or their conditions. The form of this questionnaire is the combination between multiple choices and essay questionnaire to get the data completely.

In the questionnaire, the writer construct 25 items related to the English teachers' implementation of the planned learning and teaching process in their classes. The questionnaire itself is written in Indonesian to make it easy for the respondents to understand the questions or statement in it.

3.6. The Procedure of Analyzing the Data

After getting the data, the writer tried to analyze the planned learning and teaching process made by the eighth grade of English teachers of the First State Junior High School Semarang. There are some steps in analyzing the data:

(1) Check the Standard Competence

In this step, the writer chooses the Standard Competence to eighth grade students especially the reading subject in semester 2.

(2) Check the Basic Competence

Like the previous step, the writer chooses the Basic Competence to eighth grade students especially the reading subject in semester 2.

(3) Examine the planned learning and teaching process made by the eighth grade of English teachers of the First State Junior High School Semarang.

After getting the data, the writer tried to examine the planned learning and

teaching process made by the eighth grade of English teachers of the First State Junior High School Semarang.

- (4) Check the ideal learning and teaching process.

There are some criteria in learning and teaching process. First of all is opening activities. In this part, teacher should give apperception and motivation. The apperception involves answers and questions related to the material and brainstorming ideas. And then, in the motivation, teacher tells students the importance to the lesson and the competences that should be reached. Second that is main activities. There are three parts in this step. They are: exploration, elaboration, and confirmation.

- (1) Exploration

In this step, the teacher should: (1) involve the students looking for information about the topic / theme that will be learned from any kinds of sources, (2) listen to the explanation about grammar, (3) facilitate among the students' interaction and between students and teacher, environment, and another source of learning, and (4) involve students actively in learning process.

- (2) Elaboration

In this step, the teacher should: (1) facilitate the students by giving assignment or discussion to improve students' opinion written or orally, (2) give chance to the students to think, analyze, solve problem, and act without any frightening, (3) facilitate the students in cooperative and collaborative learning, (4) facilitate the students to improve their

competence and ability, (5) facilitate the students to work individually or in group to make an exploration report whether written or oral, and (6) facilitate the students to show up the result of their individual or group discussion.

(3) Confirmation

In this step the teacher should: (1) give positive feedback and strengthen written or orally to the students, (2) give reflection to the lesson that have been discussed, (3) help to solve the students' problems, (4) give motivation to the students who still passive during the lesson, (5) ask question about students' difficulties, and (6) discuss the question and conclude the answer with students.

The last step is closing activities. In this activity, the teacher should: (1) make conclusion about the lesson that have been learned, (2) give feedback about the learning process, (3) deliver the material that will be discussed in the next meeting.

(5) Comment

After checking the planned learning and teaching process made by teacher A and then compared with the ideal learning and teaching process. Finally, the writer gives comment whether the planned learning and teaching process made by teacher A is compatible or not with the ideal learning and teaching process.

(6) Conclusion

The last step is conclusion. In this step, the writer delivers the conclusion whether the planned learning and teaching process made by the eighth grade English teachers of the First State Junior High School Semarang are compatible with School Based Curriculum.



CHAPTER IV

INTERPRETATION

In this chapter, the writer would like to present the findings. The writer discusses the compatibility of the plan learning and teaching process with School Based Curriculum, the implementation of the planned learning and teaching process of reading comprehension, then the problems faced by the English teachers in implementing the planned learning and teaching process of reading comprehension.

4.1. The compatibility of the planned learning and teaching process with School Based Curriculum

After looking at the planned learning and teaching process of the eighth grade English teachers it is important to see the compatibility with School Based Curriculum. The findings are explicitly seen in the following page to find the compatibility of the plan learning and teaching process with School Based Curriculum. The writer analyses the Standard Competence and Basic Competence on the reading subject because the study is about the implementation of the planned learning and teaching process of reading comprehension.

Then, because the investigation was conducted in the semester 2 so the writer analyzed the planned learning and teaching process made by the eighth grade English teacher in semester 2.

Now, the writer would like to analyze the plan learning and teaching process made by Teacher A.

Standard Competence:

- (1) Memahami makna dalam esei pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar.
- (2) Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

Basic Competence:

- 1.1 Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk recount dan narrative dengan ucapan, tekanan, dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.
- 1.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancer, dan berterima yang berkaitan dengan lingkungan sekitar.
- 1.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancer, dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk recount dan narrative.

The planned learning and teaching process made by Teacher A:

In the opening step, teacher A greets to the students and checks the students' attendance. Then, in the main activities, teacher A conducts some activities. They are: (1) stimulate the students' anxiety under the study, (2) gives example of recount text, (3) gives questions and answers related to the text, (4) find vocabularies and discuss about grammar of the text, (5) asks to make some sentences to check the students' understanding about the grammar, (6) asks students to make a recount text and the teacher lead and gives feedback, (7) orders each group to present the result of group discussion and another group give comment, (8) asks students to make a simple recount text individually. The last step is closing. In this step teacher A reviews the material that has been learned and gives homework.

The ideal learning and teaching process as follows:

There are some criteria in learning and teaching process. First of all is opening activities. In this part, teacher should give apperception and motivation. The apperception involves answers and questions related to the material and brainstorming ideas. And then, in the motivation, teacher tells students the importance to the lesson and the competences that should be reached. Second that is main activities.

There are three parts in this step. They are exploration, elaboration, and confirmation.

(1) Exploration

In this step, the teacher should: (1) involve the students looking for information about the topic / theme that will be learned from any kinds of sources, (2) listen to the explanation about grammar, (3) facilitate among the students' interaction and between students and teacher, environment, and another source of learning, and (4) involve students actively in learning process.

(2) Elaboration

In this step, the teacher should: (1) facilitate the students by giving assignment or discussion to improve students' opinion written or orally, (2) give chance to the students to think, analyze, solve problem, and act without any frightening, (3) facilitate the students in cooperative and collaborative learning, (4) facilitate the students to improve their competence and ability, (5) facilitate the students to work individually or in group to make an exploration report whether written or oral, and (6) facilitate the students to show up the result of their individual or group discussion.

(3) Confirmation

In this step the teacher should: (1) give positive feedback and strengthen written or orally to the students, (2) give reflection to the lesson that have been discussed, (3) help to solve the students' problems, (4) give motivation to the students who still passive during the lesson, (5) ask question about students' difficulties, and (6) discuss the question and conclude the answer with students.

The last step is closing activities. In this activity, the teacher should: (1) make conclusion about the lesson that have been learned, (2) give feedback about the learning process, (3) deliver the material that will be discussed in the next meeting.

Comment:

The planned learning and teaching process made by teacher A is good enough but the writer still have to give some comments. First, in the opening activities teacher A is only greeting and checking the students' attendance. He did not deliver the motivation to the students. Teacher should deliver to the students the competence that will be reached and the importance of the material in that meeting.

Second, in the main activities, teacher A has created learning activities which involve students to be active in the teaching learning process. Teacher has leaded his students to work in group and individual and then asked them to present the result of group discussion. It is good for the students because it can practice students to speak up in front of the class and decrease their frightening.

Third, in the closing activities, teacher A reviewed the material and give homework. Actually, teacher should deliver the material for the next meeting so the students will be ready before the lesson begins.

Conclusion

After analyzing the data, the writer concludes that the planned learning and teaching process made by teacher A is already compatible with School Based

Curriculum. It is proved from the planned learning and teaching process made by teacher A that tries to persuade students to be active during the teaching learning process. However, there are some additions to make the lesson plan better and the teacher will improve their ability in teaching.

After analyzing the plan learning and teaching process of teacher A, now it is time to analyze the plan learning and teaching process made by teacher B:

Standard Competence:

- (1) Memahami makna dalam esei pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar.
- (2) Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

Basic Competence:

- 1.1 Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk recount dan narrative dengan ucapan, tekanan, dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.
- 1.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancer, dan berterima yang berkaitan dengan lingkungan sekitar.

1.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancer, dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk recount dan narrative.

The planned learning and teaching process made by Teacher B:

In the opening step, teacher A greets to the students and checks the students' attendance. Then, in the main activities, teacher A conducts some activities. They are: (1) stimulate the students' anxiety under the study, (2) finding new vocabularies related to the text, (3) gives recount text to the students, (4) question and answer about the text, (5) discusses about grammar which is used in the text, (6) asks the students to make sentences to check the students' understanding about the grammar, (7) orders the students to arrange jumble sentences to construct a good paragraph and arrange jumble paragraphs into a good text, and (8) asks the students to make a simple recount text. In the closing, teacher B delivers the reflection and concludes the material that has been learned.

The ideal learning and teaching learning process as follows:

There are some criteria in learning and teaching process. First of all is opening activities. In this part, teacher should give apperception and motivation. The apperception involves answers and questions related to the material and brainstorming ideas. And then, in the motivation, teacher tells students the importance to the lesson and the competences that should be reached. Second

that is main activities. There are three parts in this step. They are exploration, elaboration, and confirmation.

(1) Exploration

In this step, the teacher should: (1) involve the students looking for information about the topic / theme that will be learned from any kinds of sources, (2) listen to the explanation about grammar, (3) facilitate among the students interaction and between students and teacher, environment, and another source of learning, and (4) involve students actively in learning process.

(2) Elaboration

In this step, the teacher should: (1) facilitate the students by giving assignment or discussion to improve students opinion written or orally, (2) give chance to the students to think, analyze, solve problem, and act without any frightening, (3) facilitate the students in cooperative and collaborative learning, (4) facilitate the students to improve their competence and ability, (5) facilitate the students to work individually or in group to make an exploration report whether written or oral, and (6) facilitate the students to show up the result of their individual or group discussion.

(3) Confirmation

In this step the teacher should: (1) give positive feedback and strengthen written or orally to the students, (2) give reflection to the lesson that have been discussed, (3) help to solve the students problems, (4) give

motivation to the students who still passive during the lesson, (5) ask question about students' difficulties, and (6) discuss the question and conclude the answer with students.

The last step is closing activity. In this step the teacher should: (1) make conclusion about the lesson that have been learned, (2) give feedback about the learning process, (3) deliver the material that will be discussed in the next meeting.

In this part, teacher should give apperception and motivation. The apperception involves answers and questions related to the material and brainstorming ideas. And then, in the motivation, teacher tells students the importance to the lesson and the competences that should be reached.

Comment:

Like teacher A, the planned learning and teaching process made by teacher B is also good enough. There are some comments in each learning steps. First, in the opening, teacher B applied the same activities like teacher A. She did not deliver the motivation to the students. Teacher should deliver to the students the competence that will be reached and the importance of the material in that meeting.

Second, in the main activities, teacher B tries to build activities which can improve students' participation in the teaching process. It is good to be done. Students lead to be active and practices to deliver their opinion when they discuss in group. Third, in the closing activities, teacher shouldn't only gives

reflection and conclusion but she does not to deliver the material for the next meeting so the students will be ready before the lesson begins.

Conclusion

From the lesson plan which has made by the teacher B, the writer concludes that the planned learning and teaching process made by teacher B is already compatible with School Based Curriculum. However, there are some points that should be concerned to make the lesson plan better.

4.2. The Implementation of the Planned Learning and Teaching Process of Reading Comprehension

To analyze how the implementation of the planned learning and teaching process of reading comprehension, the writer tried to investigate the learning process which is conducted by the eighth grade English teachers of the First State Junior High School Semarang. After having observation, the writer found some points regarding to the teaching learning process. The elaboration of the points found by the researcher here, are described in terms of the steps of teaching learning process conducted by the teacher.

First of all is opening activity. Opening is the first step in teaching learning process. This step is very important and can influence the next step. If at first teacher delivers this step successfully, the students will follow the learning process enthusiastically and do not feel bored. Based on the result of observation, the writer found that teacher A and teacher B are only giving

greeting and check the students' attendance. Meanwhile, they should give motivation to the students before going to the next step so the students have description about material that will be learned.

The second activity in learning and teaching process is a main activity. In this step, both of the teachers begin with stimulate the students' anxiety related to the material and explain topic that will be discussed and developing vocabularies related to the topic. For example, when teacher A delivered material about recount text with the title "Visiting Bali", the teacher stimulated the anxiety of the students about the material under study. Then, the students responded the teacher enthusiastically. It showed that the teacher delivered this step successfully. Besides, the teacher B also had clear understanding to apply this activity. It showed when she delivered the material about recount text with the title "Earthquake", like teacher A, she also stimulated the students' curiosity about earthquake. The students answer each question enthusiastically. This proves that teacher B delivered this step well and fluently.

To present this step, both of the teachers show the students the real text that will be learned and give some questions related to the text. The students respond the text enthusiastically because the teachers explained the text clearly and delivered attractively. Also, both of teachers give new vocabularies to the students so it will improve the students' vocabulary. Furthermore, the teachers explained the structure of the text. In this case is Past Tense because they discussed about recount text.

After discussing about the grammar, teachers ask the students to make sentences based on the grammar used in the text. It is useful to check the students' understanding about the grammar. Then, to improve the students' participation in learning process, teacher A asked the students to work in a group consist of 3 students, and then create a simple recount text. After finishing their job, each group has to present the result of the group discussion in front of the class. Patiently, the teacher led the students and gave correction if they made mistakes.

Different from teacher A, teacher B asked the students to work in pairs then ordered them to arrange the jumbled sentences to construct a good paragraph and arrange the jumble paragraphs into a text. The students followed this activity happily and feel enjoy. Teacher B gives each instruction clearly, so the students can catch easily what they have to do. And finally, the last activity in this step is both of the teachers ask the students to work individually. The implementation of this step is teacher A and teacher B use the same way, they asks their students to make a simple recount text. They give chance to the students to choose one of the topic give by the teacher.

The last activity in the learning process is closing. In the end of the lesson the teacher A reviews the material that has been discussed and gives homework. Different from teacher A, teacher B gives reflection first, she reflects the lesson that have been learned. Then, she and the students make conclusion about the lesson.

4.3. The Problems Faced By the English Teachers in Implementing the Planned Learning and Teaching Process of Reading Comprehension

After investigated the implementation of the plan learning and teaching process which conducted by the Eighth Grade English teachers, the writer tries to analyze the problems faced in implementing the planned learning and teaching process of reading comprehension. Based on the interview, both of the teachers state that there are some problems in implementing the planned learning and teaching process of reading comprehension. They are:

- (1) The students are still rare to read English text in their spare time. They just read the text when teaching learning process. So, teachers have to hard work to explain the text to the students.
- (2) The students lack of vocabulary and pronunciation.
- (3) The students feel difficult to understand the language features related to the text.
- (4) The lack of teaching learning facilities that the teacher uses when it is compared to the ideal facilities that the KTSP curriculum requires.
- (5) The teachers have limited time to make evaluation of the student's achievement.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter the writer discusses the conclusions and suggestions of this final project. The conclusions reflect the result of the investigation and questionnaire before which have discussed in the previous chapter.

5.1. Conclusion

To answer the problem of the point A about the compatibility of planned learning and teaching process made by the English teacher of eighth grade of the First State Junior High School Semarang with School Based Curriculum Based, from this study the writer concludes that the planned learning and teaching process made by eighth grade English teachers of the First State Junior High School Semarang are already compatible with School Based Curriculum. However, there are still some points to their lesson plans which can be used as correction.

Then, to answer the point B of the problem of the study about how the implementation of the planned learning and teaching process of reading comprehension, the writer found that the teachers implement the standard competence and basic competence into learning activities which consist of opening, main activity, and closing. The eighth grade English teachers apply

every step of these learning activities fluently and always try to improve the students' participation in teaching learning process. Each teacher uses different strategies in teaching learning process of reading comprehension. However, they have the same aim that is they try to improve the students' mastery in the reading comprehension.

The last point of the problem of the study is the English teachers' problems in implementing the planned learning and teaching process of reading comprehension in their classes. There are some problems which facing by the eighth grade English teachers in implementing the planned learning and teaching process of reading comprehension. First, the students are still rare to read English text in their spare time. They just read the text when teaching learning process. So, teachers have to hard work to explain the text to the students. Second, the students lack of vocabulary and pronunciation. Third, the students feel difficult to understand the language features related to the text. Fourth, 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 last is the teachers have limited time to make evaluation of the students' achievement.

5.2 Suggestion

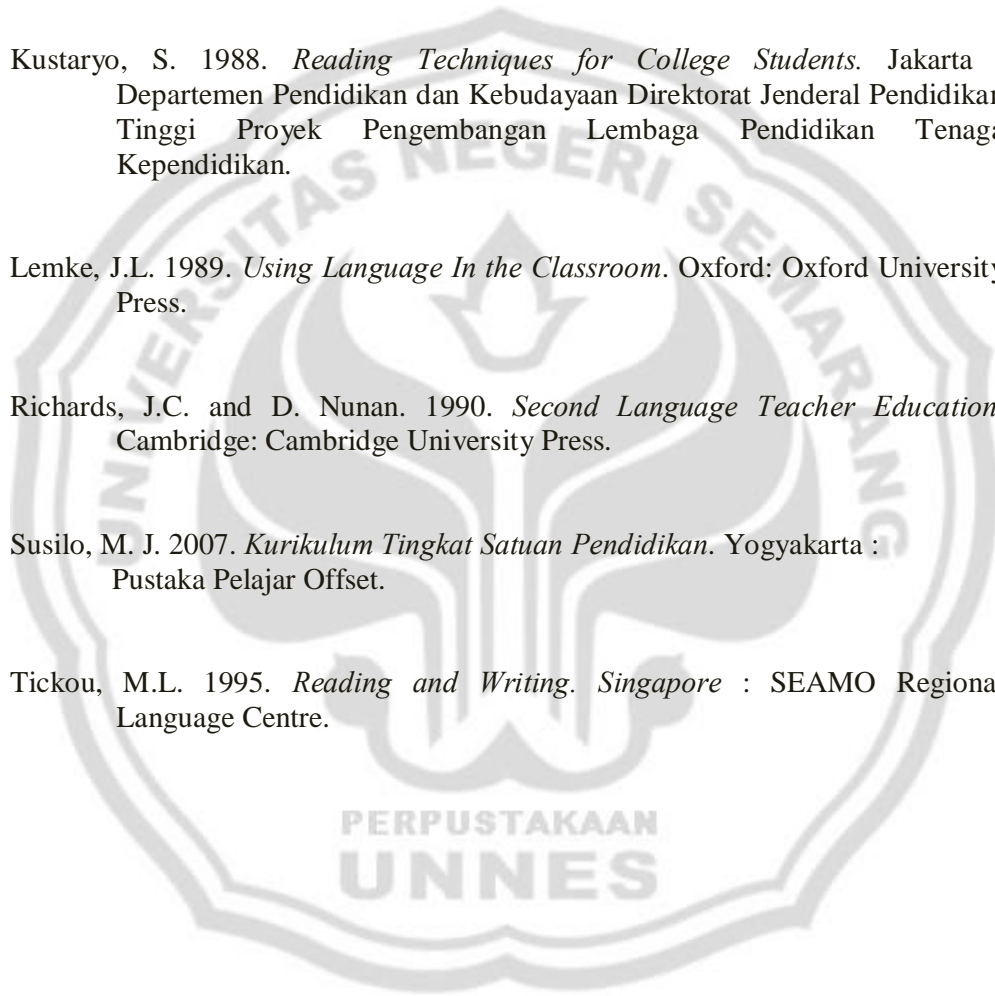
Based on the result of the study, the writer would like to offer some suggestions to improve the quality of the teaching learning process of the English lesson:

- (1) The government should provide the facilities in the form of supplementary books which the contents are really appropriate with the standard competence and basic competence of the School Based Curriculum.
- (2) The teachers should find more understanding about the new curriculum by reading as many as possible books related to the curriculum. It is important because teachers should always improve their ability and knowledge.
- (3) The teachers should be more creative in creating learning activities in teaching learning process so the students can be more easily catch every material.
- (4) The teachers should make students active and participate in the teaching learning process and do not let them only keep silent during the class without do anything.

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APPENDIX 1

Table 1. Standard Competence and Basic Competence

Kelas VIII, Semester 2

Standar Kompetensi	Kompetensi Dasar
<p>Membaca</p> <p>1. Memahami makna dalam esei pendek sederhana berbentuk <i>recount</i>, dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar</p>	<p>Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar</p> <p>Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar</p> <p>Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i></p>



APPENDIX 2

LESSON PLAN

SMP/MTS :

Kelas/Semester : VIII (Delapan) / 1

Standard Comtetence : 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

Basic Competence : 5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

Kinds of Text : *descriptive/recount*

Skill : Reading

Alokasi Waktu : 2 x 40 minutes

a. Objectives

In the end of the lesson, students are able to:

- a. Understand the social function of the descriptive text
- b. Understand about generic structure of descriptive text
- c. Understand about Simple Present Tense
- d. Make a draft of descriptive text

b. Materials

a. Developing Skills

- Descriptive text : Monumen Nasional (Monas)

c. **Learning Method:** three-phase technique

d. Steps of Learning

A. Opening

Aperception :

- (1) Greeting
- (2) Check the students' attendance

Motivasi :

- (1) Question and answer related to the text that will be discussed.
- (2) Tells the students the competency that will be reached.

B. Main Activity

Exploration

In the exploration, teacher:

- (1) Involving students to search information about Monas
- (2) Reading the text about Monas
- (3) Introduce the students about descriptive text
- (4) Explained the social function of descriptive text
- (5) Explained the generic structure of descriptive text
- (6) Explained about the grammar : Simple Present Tense

Elaborasi

In the elaboration, teacher:

- (1) Analyzes the generic structure of the text Monas
- (2) Finds the example of simple present tense in the text Monas
- (3) Makes some sentences about simple present tense
- (4) Asks students to work in group and try to make a descriptive text
- (5) Asks students to present the result of their group discussion
- (6) Asks students to make a simple descriptive text

Confirmation

In the confirmation, teacher:

- (1) Asks the students if there is something unclear
- (2) Gives feedback about the group presentation

C. Closing

In the closing, teacher:

- (1) Make conclusion about the lesson that have been learned
- (2) Gives feedback about the learning process
- (3) Gives homework
- (4) Delivers the material that will be discussed in the next meeting.

e. Sources

- (1) Book
- (2) CD / cassette

f. Assessment

Indicator	Technique	Instrumen/ Soal	Example
a. Understand about generic structure of descriptive text	Written test	Essay	Find the generic structure of the text
b. Understand about Simple Present Tense	Written test	Essay	Make sentences
c. Make a draft of descriptive text	Written test		Work in group and individual, make the draft of descriptive text

Semarangí í í í í ..

Signature of the Headmaster

Signature of the Teacher

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NIP

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APPENDIX 3



LEMBAR INSTRUMEN PENELITIAN

A. Identitas Responden

1. Nama :

2. Pendidikan Terakhir :

B. Petunjuk

1. Mohon Bapak / Ibu memberikan tanda silang pada salah satu alternative jawaban yang tersedia yang Bapak / Ibu anggap paling sesuai pada lembar instrumen ini.

2. Apabila terjadi kekeliruan dalam menjawab Bapak / Ibu ingin membetulkan, maka berilah tanda dua garis bawah pada jawaban yang dianggap salah. Kemudian silagkanlah yang semestinya.

Contoh: Pilihan semula a b c d

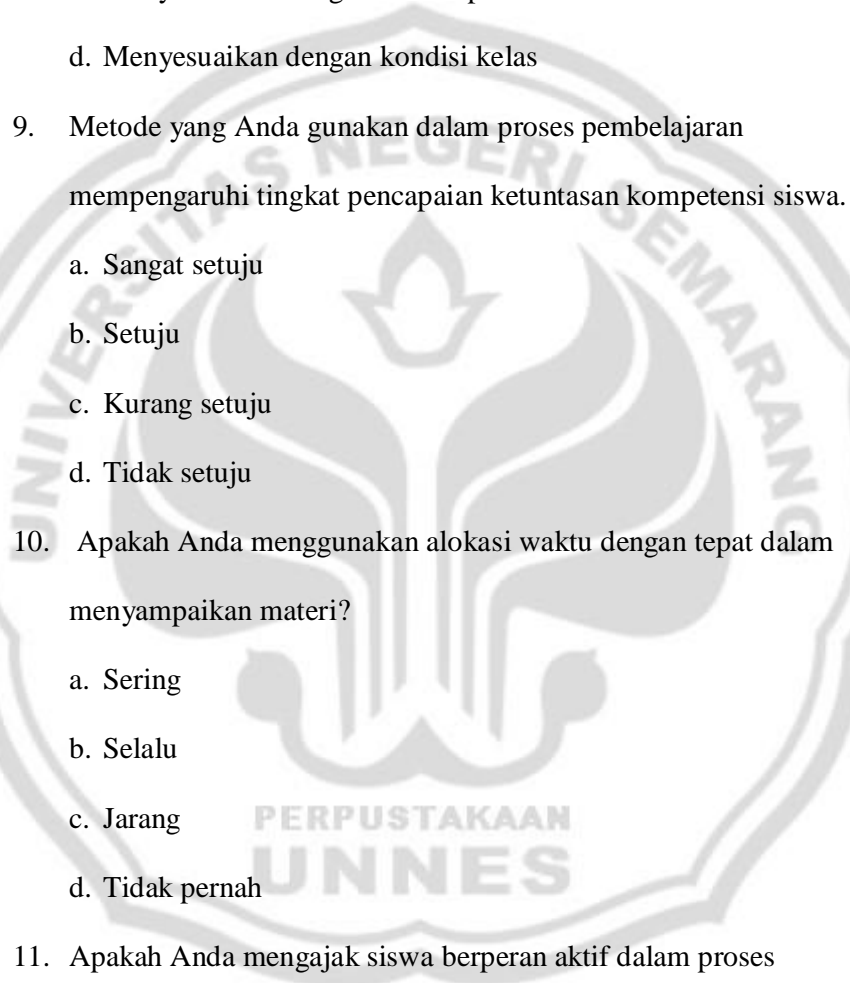
Pembetulan a b c d

PERPUSTAKAAN
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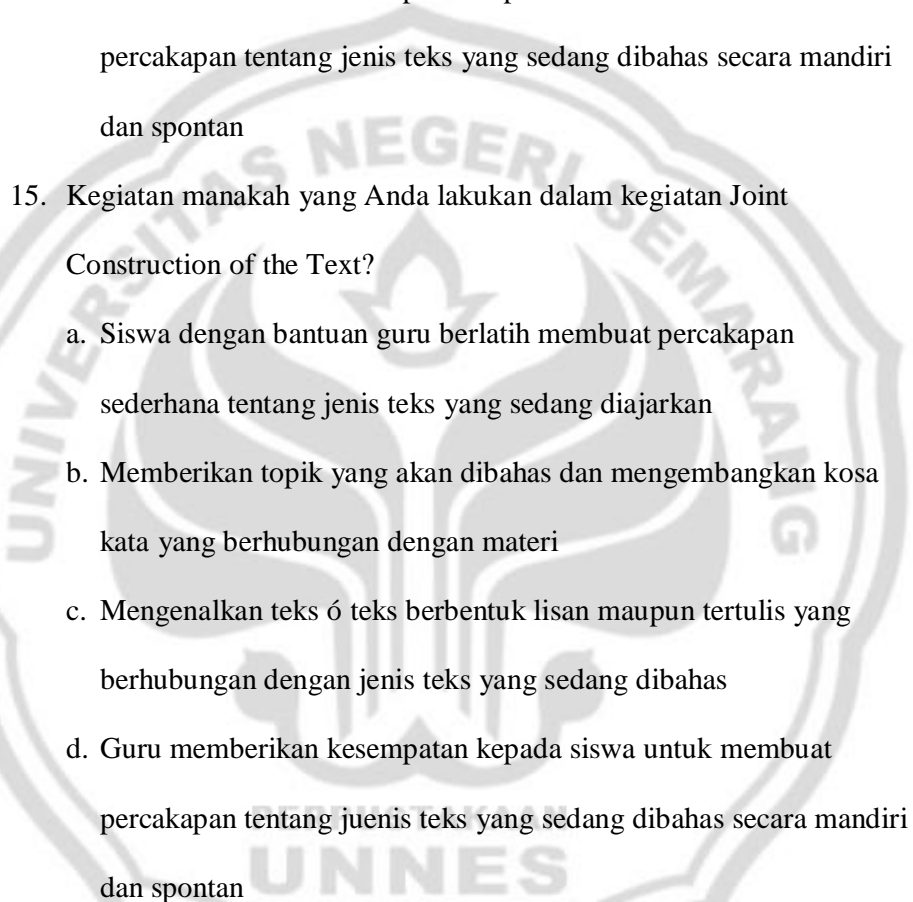
C. Pertanyaan

1. Sudah berapa kali Anda mengikuti diklat atau pelatihan mengenai KTSP?
 - a. Lebih dari dua kali
 - b. Dua kali
 - c. Satu kali
 - d. Belum pernah
2. Sudahkah anda menerapkan KTSP secara utuh pda proses pembelajaran di kelas anda?
 - a. Sudah secara utuh
 - b. Sudah tapi lebih dominan model KBK
 - c. Sudah tapi minim model KBK
 - d. Belum
3. Kendala yang sering Anda alami dalam pencapaian kompetensi siswa adalah...
 - a. Penetapan standard pencapaian kompetensi yang terlalu tinggi
 - b. Ketidak aktifan siswa dalam proses pembelajaran
 - c. Ketidak tepatan permbagian alokasi waktu
 - d. Ketidak tepatan pemilihan materi
4. Dari sumber manakah Anda mendapatkan bahan ajar yang Anda gunakan dalam RPP Anda?
 - a. Mengambil dari buku teks yang ada
 - b. Membuat bahan ajar Anda sendiri

- c. Browsing Internet
- d. Penggabungan bahan ajar dari buku teks / internet dengan bahan ajar buatan Anda
5. Apakah Anda menggunakan RPP yang sama dan materi yang sama di kelas yang berbeda?
- Sering
 - Selalu
 - Jarang
 - Tidak pernah
6. Sebelum mengambil materi pembelajaran dari buku teks / internet sebagai bahan ajar di kelas, apakah Anda mengoreksinya terlebih dahulu?
- Sering
 - Selalu
 - Jarang
 - Tidak pernah
7. Dalam KTSP guru dituntut untuk menciptakan fun learning process. Apakah Anda sudah melaksanakannya di kelas Anda?
- Sering
 - Selalu
 - Jarang
 - Tidak pernah

- 
8. Apakah kesulitan yang Anda hadapi dalam menentukan metode pembelajaran?
- Menyesuaikan dengan alokasi waktu
 - Menyesuaikan dengan materi
 - Menyesuaikan dengan kemampuan siswa
 - Menyesuaikan dengan kondisi kelas
9. Metode yang Anda gunakan dalam proses pembelajaran mempengaruhi tingkat pencapaian ketuntasan kompetensi siswa.
- Sangat setuju
 - Setuju
 - Kurang setuju
 - Tidak setuju
10. Apakah Anda menggunakan alokasi waktu dengan tepat dalam menyampaikan materi?
- Sering
 - Selalu
 - Jarang
 - Tidak pernah
11. Apakah Anda mengajak siswa berperan aktif dalam proses pembelajaran?
- Sering
 - Selalu
 - Jarang

- d. Tidak pernah
12. Berikut ini adalah faktor pendukung pembelajaran, menurut Anda manakah faktor yang paling penting yang harus Anda persiapkan sebelum mengajar?
- a. Soal-soal latihan
 - b. Materi pembelajaran
 - c. Media pembelajaran
 - d. Buku- buku pembelajaran
13. Kegiatan manakah yang Anda lakukan dalam Building Knowledge of Field dalam upaya meningkatkan kemampuan reading pada siswa?
- a. Siswa dengan bantuan guru berlatih membuat percakapan sederhana tentang jenis teks yang sedang diajarkan
 - b. Memberikan topik yang akan dibahas dan mengembangkan kosa kata yang berhubungan dengan materi
 - c. Mengenalkan teks ó teks berbentuk lisan maupun tertulis yang berhubungan dengan jenis teks yang sedang dibahas
 - d. Guru memberikan kesempatan kepada siswa untuk membuat percakapan tentang jenis teks yang sedang dibahas secara mandiri dan spontan
14. Kegiatan manakah yang Anda lakukan dalam Modeling of the Text?
- a. Siswa dengan bantuan guru berlatih membuat percakapan sederhana tentang jenis teks yang sedang diajarkan

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- b. Memberikan topik yang akan dibahas dan mengembangkan kosakata yang berhubungan dengan materi
- c. Mengenalkan teks ó teks berbentuk lisan maupun tertulis yang berhubungan dengan jenis teks yang sedang dibahas
- d. Guru memberikan kesempatan kepada siswa untuk membuat percakapan tentang jenis teks yang sedang dibahas secara mandiri dan spontan
15. Kegiatan manakah yang Anda lakukan dalam kegiatan Joint Construction of the Text?
- a. Siswa dengan bantuan guru berlatih membuat percakapan sederhana tentang jenis teks yang sedang diajarkan
- b. Memberikan topik yang akan dibahas dan mengembangkan kosakata yang berhubungan dengan materi
- c. Mengenalkan teks ó teks berbentuk lisan maupun tertulis yang berhubungan dengan jenis teks yang sedang dibahas
- d. Guru memberikan kesempatan kepada siswa untuk membuat percakapan tentang jenis teks yang sedang dibahas secara mandiri dan spontan

16. Kegiatan manakah yang Anda lakukan dalam kegiatan Independent Construction of the Text?
- Siswa dengan bantuan guru berlatih membuat percakapan sederhana tentang jenis teks yang sedang diajarkan
 - Memberikan topik yang akan dibahas dan mengembangkan kosa kata yang berhubungan dengan materi
 - Mengenalkan teks ó teks berbentuk lisan maupun tertulis yang berhubungan dengan jenis teks yang sedang dibahas
 - Guru memberikan kesempatan kepada siswa untuk membuat percakapan tentang jenis teks yang sedang dibahas secara mandiri dan spontan
17. Media pembelajaran apa sajakah yang tersedia di sekolah Anda?
- LCD
 - OHP
 - Laboratorium Bahasa
 - TV atau recorder
18. Apakah Anda melakukan percakapan dengan bahasa Inggris dalam proses pengajaran di kelas?
- Sering
 - Selalu
 - Jarang
 - Tidak pernah

19. Apakah anda mendapatkan kesulitan dalam mendapatkan buku-buku referensi yang digunakan untuk mengajar?

- a. Sering
- b. Selalu
- c. Jarang
- d. Tidak pernah

20. Apakah Anda memberikan evaluasi kepada siswa di setiap materi?

- a. Sering
- b. Selalu
- c. Jarang
- d. Tidak pernah



ESSAY

Jawablah pertanyaan ó pertanyaan berikut ini sesuai dengan pengalaman Anda dan kondisi yang ada.

1. Apakah kendala yang Anda hadapi dalam pembuatan perangkat ó perangkat pembelajaran (silabus,progam tahunan, program semester, dan RPP)?

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2. Apakah metode yang Anda gunakan dalam upaya meningkatkan kemampuan reading comprehension pada siswa kelas VIII?

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3. Kendala apakah yang anda hadapi dalam upaya meningkatkan upaya peningkatan kemampuan reading comprehension pada siswa kelas VIII?

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4. Bagaimanakah aktivitas belajar yang Anda terapkan di dalam kelas dalam SKKD reading?

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5. Bagaimanakah penilaian yang Anda lakukan untuk mengetahui kemampuan reading comprehension pada siswa kelas VIII?

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APPENDIX 4











