

**THE TEACHING OF READING AT SLTP NEGERI 2 NGIMBANG
LAMONGAN**
(A case study of the teaching of reading at SLTPN 2 Ngimbang Lamongan)

THESIS

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2006

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THESIS

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BY

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APPROVAL SHEET

This is to certify that the Sarjana's thesis of The Teaching of Reading at SLTPN 2 Ngimbang Lamongan by Nihayatun Fathonah has been approved by the thesis advisor for further approval by the board of Examiners.

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MOTTO

**TO CRITICIZE IS EASY
BUT TO CREATE IS DIFFICULT
(PROVERB)**

There is a will there is a way

DEDICATION

This Thesis is dedicated to:

My beloved Father

You have made my dream come true with your motivation and your prayer.

My beloved Mother

Your endless love, prayer and encouragement always motivate me to do the best

My beloved Husband

For always cheering me up and giving me support

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I know that this thesis is far from perfect, so any critics and suggestions will be much appreciated. Hopefully, this thesis can give the contribution for the next researchers.

Malang, December 29th 2006

Nihayatun Fathonah

ABSTRACT

Fathonah, Nihayatun. 2006. The Teaching of Reading at SLTP Negeri 2 Ngimbang Lamongan. S-1. Thesis. English Letters and Language Department. Humanities And Culture Faculty. The State Islamic University of Malang.

Advisor: Dra. Hj. Syafiyah, MA.

As the first foreign language, English becomes a compulsory subject in schools. The students should learn four major skills. Those are listening, speaking, reading and writing. Even though reading is not the first priority in curriculum 2004, it does not mean that reading is not important. It is important as a means of developing second language competence (Kraste, 1993). Many experts say that by using the power of reading, we could improve the student's vocabulary and grammar. Then, their listening, speaking and writing will be getting better.

Because of the importance of teaching reading, the writer would like to conduct a study, "*Teaching Reading at SLTP Negeri 2 Ngimbang Lamongan*". In this cage, she formulated two statements of the problems in her thesis : (1) How does the teacher of the second year students of SLTP Negeri 2 Ngimbang Lamoagan teach reading ? and (2) What problems are found in teaching and learning reading?

The writer took the teacher and the second year students of SLTPN 2 Ngimbang Lamongan as the subject of the study. She conducted a case study and used an observation checklist was to 'observe how the teacher taught reading including the techniques he used and the interaction between the teacher and the students. The interview guideline was used to notice the problems he faced in teaching reading. After collecting the data, she analyzed the data by using descriptive analysis.

From the observations, the writer found out that the teacher did three stage in teaching reading called *pre reading*, *whilst reading*, and *post reading stage*. In *pre reading stage*, he focused the student's attention by giving background know ledge related to the topic. He also told them the purpose of reading, so they already had an idea before they read the text. Those two techniques were in line with the pre-reading techniques proposed by Robinson (1977). In *whilst reading stage*, the teacher explained the text clearly. First, he asked the students to read silently. Then he asked some students to read the text loudly. One student read one paragraph. After that, he corrected their pronunciation. Next, he explained the text in Bahasa Indonesia. He could not use English as a medium of instruction because they did not understand if the teacher spoke English consequently. He used translation method. Unluckily, he did not help the students to anticipate the questions. As the result, they got difficulty to answer the questions in the text. In *post reading stage*, the teacher evaluated the student's comprehension by asking some questions. In fact, they could not answer the questions. It was because they were too busy translating every word in the text so that they did not focus to the questions.

Concerning the problems, there were two problems are found in the teaching learning process of reading. The first problem, the teacher could not use English as a medium of instruction. Finally, we should note that the teacher needs to improve his skills. For example, he should use an appropriated strategy in teaching reading. The strategy can be scanning, skimming and concept mapping. Those are needed to help the students to be affective readers and get understanding better.

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CHAPTER I

INTRODUCTION

1.1. Background of the Study

English is taught as the first foreign language in Indonesia. It becomes one of the compulsory subject at schools. In addition, English is an international language. It is used all over the world, so that it is important language, learning English becomes a need for the students. As the consequence, many parents send their children to a private course. They think that studying English at a private course is much better than studying at a school.

To learn English at school, the students should, master four skills, the skills are listening, speaking, reading and writing. In curriculum 2004, listening comes first. Then, it is followed by speaking, reading, and writing. However, it does not mean that listening and speaking are more important than reading. They are important.

Reading is also an important skill, it is a means of developing second language competence. Those who read more will have larger vocabulary. As the result, they do better on tests of grammar, write better and spell better (Krashen, 1993). In other words, reading ability affects the other skills. It is supported by study done by Kirn and Krashen (1997). They investigated five female adults acquired English as a second language. The study shows that the success of a learning a second language is by taking the power of reading. So by reading a lot, the students could improve their English.

Student needs a will to read. When they to read, they do reading more often and with more effort. They become engaged in reading (Gee, 1999). Successful readers have a positive attitude toward reading, read more and so become better readers. As better readers, they have a large vocabulary. They will be more familiar with the syntactical structures found in books and have a broader knowledge bas (ibid), in this case, the teacher should motivate the students to read.

In fact, the students of SLTPN Ngimbang are lack of interest in reading. They rarely come to the library. Based on the attendance list of library, they are less than ten students who visit the library to read. It shows that they have poor reading habit consequently, it affects the failure of studying English.

Nevertheless, it is not the only factor which influence the success of teaching. There are four factors that influence the success of teaching. They are environment factor, instrumental factor, physiological condition and psychological condition.

Teacher takes a central role to help the students in studying. Ideally, before the teacher teaches in class, he should make syllabus, which consists of objectives, material, media and strategy in teaching. He should follow the curriculum, so that when be teaches, he could follow the syllabus he made. In fact, may teachers do not syllabus, they just follow the material in one book without looking at the objectives of teaching. In addition, they do not have any preparation to each. In teaching reading, teachers need a strategy to help the students in getting better understanding. The strategies are scanning, skimming and mapping.

If the teacher does not use one of them, the students will get difficulty in understanding the text.

Many studies have been done to improve the students' skill in learning English. Most of the studies focus on the learners. For example, the study done by Krashen and Kim (1977) The improve the learners' reading skill by extensive reading. Another example is the study done by Thomas and Robinson (1982). If the students are found unfamiliar words in reading, they can be solved by looking at the content. By doing so, they could enjoy reading without disturbing with unfamiliar words. In this study, the writer would like to conduct a study, "Teaching Reading at SLTP Ngimbang Lamongan". She focuses on the way the teacher teaches reading and the problems he faces in teaching reading.

1.2. Statement of the Problems.

In this study, the writer formulates two problems as follows:

1. How does the teacher of SLTPN Ngimbang Lamongan teach reading?
2. What problems are found in teaching and learning reading?

1.3. Objectives of the Study.

Based on the statement of the problems above, the objectives of the study are:

1. To describe the teacher is ways of SLTPN Ngimbang Lamongan in teaching reading, especially the techniques used by the teacher and the application of the techniques.
2. To describe the problems, which are found in the teaching learning process of reading including, whilst reading and post reading.

1.4. Signification of the Study.

The writer really hopes that this study will be useful.

1. For the writer.

To deepen her knowledge about some problems in teaching. Furthermore, she will be optimistic to find out the best solution for another problems in teaching.

2. For the teacher

To help the English teacher to improve their professional skill in teaching.

3. For the theory.

To give a contribution in teaching methode, especially the methods in teaching reading.

1.5. Scope of the Study.

In this study, the writer limits her study into:

The teacher and the second years student of SLTPN Ngimbang Lamongan only focuses on how the teacher teaches reading, including the techniques used by the teacher and the interaction between the teacher and the students, and also the problems found in the teaching learning process of reading at SLTPN Ngimbang Lamongan..

1.6. Definition of the Key Terms.

To get the clear understanding of this study, the writer would like to give some definitions of the following terms.

1. Teaching Reading.

Teaching reading is what the teacher of the second year students of SLTPN Ngimbang Lamongan does in the teaching learning process of reading. In this thesis, the writer focuses on the activities done by the teacher and the students in pre reading. Whilst reading and post reading stage.

2. Problem

Problem is something that is difficult to deal with or understand in studying reading. For example, the students get difficulty in pronouncing words.

3. Techniques.

Techniques are teaching strategies that are used by the teacher in teaching reading. Those are pre reading, whilst reading and post reading techniques. For example, in pre reading techniques, the teacher focuses the students' attention by using a picture.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

In this chapter, the writer deals with the theories of reading, process of reading, factors that affect the students' ability to learn to read English as a foreign language, teaching reading and the problems in teaching reading. In part one, it is divided into three subtitles. Those are definition of reading, type of reading and stages in reading. Next, the theory of teaching reading concerns with principles in teaching reading and techniques in teaching reading.

2.1 Reading

In this part, the writer concerns with definition of reading, types of reading and stages in reading.

2.1.1 Definition of Reading

Common people think that reading is an activity of looking at and understanding written form. On the other hands, an expert gives more complex definition of reading. In a book with the title, "*Reading English As A Foreign Language*" Bouchard, et al (1979) defines reading as a complex activity dependent upon the thinking and language skills of readers. He illustrates the input of concept development and language competency to reading as follows:

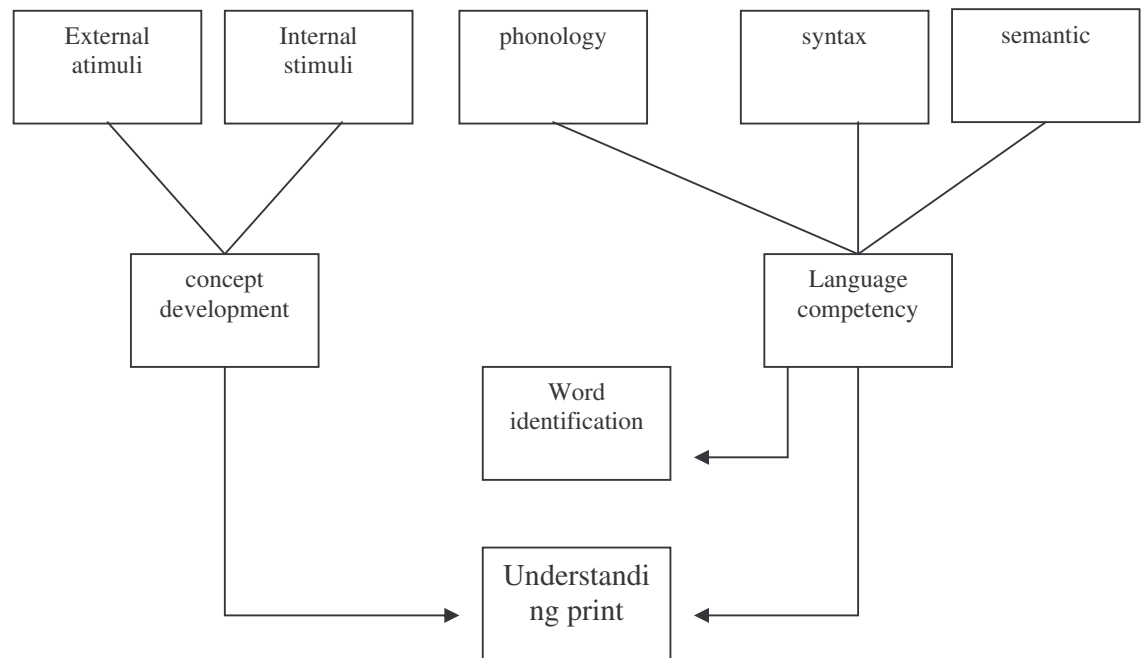


Figure 2: the input of concept development and language competency to reading

As we see at figure 2, to understand a Printed message, a student should have two things: a concept on idea and language competency. The concept will develop if the student gets stimuli come from him self, (internal stimuli) and stimuli come from outside (external Stimuli). Hence, language competency is the student's competence on phonology, syntax and semantics.

As the student develops a concept of idea in his mind, the student is trying to identify each word based on his competence. After he could identify the word, he will be able to understand the printed message.

2.1.2 Types of Reading

Abbott, et al (1981) divides reading into three types. They are skimming, scanning and intensive reading.

a. Skimming

Skimming is reading to find out the main idea of the text. For example, we read to get the title of the text, to get the main idea of each paragraph etc.

b. Scanning

Scanning is reading to look out for particular items in the text, such as name, date, place etc.

c. Intensive reading or study reading

In additional aspects, he mentions extensive reading that is associated with supplementary reading books read outside the class room, such as short stories, novels, magazine and newspaper.

On the other hands, Abbott also states two kind of reading. They are reading aloud and silent reading. Reading aloud is a good pronunciation practice. However, it is meaningless because the student's do not have enough time to comprehend what they have read. No wonders they become bored and the teacher soon gets irritated. If the teacher wants to do pronunciation work, it will best to achieve oral fluency it also can be done as a change of activity or rest, but for this purpose we do not need to do reading aloud so often. It will be an ineffective activity. While, silent reading is the best activity to comprehend the idea of text. It

gives the students a length of time to focus and understand what they have already read (ibid : 81-83).

2.1.3 Stages in Reading

There are three stages in reading, (Abbott et al, 1981). They are before reading, whilst reading and after reading. Before/pre-reading stage is the activities before the students read the text. Then, whilst reading stage is the activities during the students read the text and try to understand the text. Hence, after/post reading stage is the activities to review the content of the text. Those three stages will be discussed in turn.

a. Pre-reading stage

The purpose of pre-reading stage is to build the students' knowledge of the text and to motivate the students to Read. It is needed to focus the students' attention. To focus the students' attention, can be done by using a picture, asking some questions and analyzing word association. Then, the teacher could motivate the students by providing interesting texts. It will be difficult because each student has different interests. The different interests are caused by age, sex and cultural background. In this case, the teacher can motivate a class by some anticipation.

The anticipation includes: (1) anticipating the content, (2) anticipating both the content and the form and (3) vocabulary work by looking at the-key words.

b. Whilst reading stage in this Stage,

The student read the text and try to understand both literal and implied meaning of the text This activity include :

1. Identifying the main idea
2. Finding details in a text.
3. Following a sequence.
4. Inferring from the text.
5. Recognizing the writer's purpose and attitude.
6. Recognizing discourse features.
7. The teacher's role is to help both individual learners with their particular difficulties and the whole group.

c. Post reading stage

The purpose of post reading is intended to review the content of the text. In this stage, the students work on bottom-up concerns such as grammar, vocabulary and discuss features and consolidate what has been read by relating the new information to the students' knowledge, interest and opinion. The activities of this stage, for example the teacher asks some questions for evaluation, asks the students to write a Summary of the text, asks them to retell the essence of the text.

2.2. Process of Reading

There are two approaches that can be applied in the process of reading. The approaches are called bottom-up and top-down. Bottom up is a process of decoding meaning from the printed page. In the process, readers recognize a multiplicity of linguistic signals (such as letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data processing mechanisms to impose some order on these signals. While, top down is a process that brings a whole host of background information into the arena of making decisions about what something "mean". As the consequence, top down is also called "strategy-base" and bottom-up is called "skill-based" (Brown: 1994).

In learning English as a foreign language, we're usually use top-down or strategy-based. We use it because the aim of reading is to understand the essence of the text not to understand each word of the text. In addition, it will be difficult to understand word by word especially for beginning Learners. It is because their vocabulary is still limited in this stage. we need a strategy to read English with lack of vocabularies. The strategy will be, useful to help the learners to catch the idea, although they do not understand all words in the text.

Top-down approach can be done by skimming, scanning and semantic mapping/clustering. It depends on the purpose of reading. If we want to find out the main idea of each paragraph, we could use skimming. If we want to know to know the name of a person in the text, we'd better use scanning. Then, we want to make a summary of the text, we could semantic mapping. Semantic mapping is

useful to grow ideas into meaningful clusters. It can also help the reader to provide some order to chaos.

2.3. The Factors That Affect The Students' Ability To Learn To Read English As A Foreign Language

Bouchard, et al (1979) note four factors that affect the students' ability to learn to read English as a foreign language. Those factors are oral knowledge of English, literacy level in the native language, the native language script and the students' incentive.

a. Oral knowledge of English

Oral knowledge of English is the ability to read English as a foreign language presupposes knowledge of linguistics structures and vocabularies. The students need the knowledge because without knowledge of-the sound patterns of English, it is difficult to decode. Furthermore, without knowledge of the structural elements and vocabularies, it is impossible to comprehend.

b. Literacy, level in the native language

Students who are illiterate in the native language will have a more difficult task of reading English.

c. The native language script

Learners whose script is completely unlike the roman script may have difficulty learning English symbols. If the students' native script is right to left (e.g. Arabic) or top to bottom (e.g. Chinese), they also get difficulty. If the script

is similar to English, then the students may have problems in transferring phonemes whose combination differ in their native language.

d. The students' incentive

The students' incentive is the students' desire to learn. If the students consider that reading is an important skill, they will be motivated to read foreign language. If they do not like reading, then the teacher's responsibility is to convince the students of the importance of reading. The teacher can show how reading can strengthen and reinforce the other language skills, help advance career goals or create an interest literature.

2.4 Teaching Reading

In this part, it will concern with principles in teaching reading and techniques for teaching reading. Principles in teaching reading are the principles that the teacher should pay attention in teaching learning process of reading. In this case, the writer describes five principles proposed by Harmer. Hence, she deals with techniques in teaching reading. Those include the strategies that are done in pre reading, whilst reading and post reading stage.

2.4.1 Principles in Teaching Reading

There are five principles in teaching reading (Harmer, 1998). First, reading is not a passive skill. Second, the students need to be engaged with what they are reading. Third, the students should be encouraged to respond the content of reading text. Fourth, prediction is a major factor in reading. Fifth, the teacher should match the task with the topic. The five principles, will be discussed in turn.

a. Principle 1: reading is not a passive skill.

The teacher should motivate the student to be active in reading. For example, the teacher asks the students to guess what the word means, see the pictures and understand the arguments. Then, lets them work out in order to they do not forget it quickly.

b. Principle 2: the students need to be engaged with what they are reading.

Students who are not engaged with the reading text and not actively interested in what they are reading will get no benefit from it. Hence, the teacher should select interesting topics.

c. Principle 3: the students should be encouraged to respond to the content of reading text, not just to the language.

In studying reading text, the students, not only study the number of paragraphs but also the meaning and the message of the text. Hence, it is important to give the students a chance to respond the message of the text.

d. Principle 4: Prediction is a major factor in reading. Before we read, we often look at his blurb.

It may contain a summary, a photograph and headline. It affects us to predict what we are going to read. The teacher's role here is giving the students "hint" so they can predict what is coming,

e. Principle 5: Match the task to the topic

The teacher should select good reading tasks. For example, if the topic is a restaurant menu, the task can be a list of the ingredients. Another task could be asking questions, filling a puzzle, games etc.

2.4.2 Techniques for Teaching Reading.

There are several techniques for teaching reading including pre reading, whilst reading and post reading. Before we discuss the techniques further, we should point out one important thing. The techniques here refer to the teaching strategies that are applied by teachers of the second year students of SLTPN Ngimbang Lamongan. Those are needed to improve the students' ability in reading

a. Before reading/pre reading

Robinson (1977) has some techniques in pre reading activity. The techniques are called readiness techniques. In the techniques, he offers nine ways to do pre reading activity.

1. Focusing attention

To focus the students' attention the teacher could ask the students to look at the book.

2. Questions

The teacher may ask several questions to the students about the topic they are going to discuss. The purpose is to introduce the topic.

3. Headings

The teacher could write the title on the blackboard. It is to attract the students' attention.

4. Nonprinting material

The teacher uses a media like a picture, a concrete object or a film.

5. Stopper words

The teacher explains the key utterances that are too difficult for the students.

6. Setting purpose

The teacher establishes purposes for reading, such as reading to find out the main idea of the text.

7. Purposes and strategies

The teacher helps the students to analyze the questions and plot out their reading strategies in relation to particular questions.

8. Questions and answers

Students also need to be helped in analyzing the questions to the kinds of answer expected.

b. Whilst reading / during reading

In this stage, the teacher helps the students to understand the text. First, the teacher tells the students the objectives of reading. Greenall and Swan (2001) believe that reading ability will improve if the students practice, a lot and use

specific techniques in reading. Because of that, they make some exercises of reading in a book. They group the exercises under headings, which refer to the specific techniques. The techniques include:

1. Extracting main idea
2. Reading for specific information
3. Understanding text organization
4. Predicting
5. Checking information
6. Inferring
7. Dealing with unfamiliar words
8. Linking ideas
9. Understanding complex sentences
10. Understanding writer's style
11. Evaluating the texts
12. Reacting to the text
13. Writing summaries

In reading for specific information, the students do not need to read the whole text. After they understand the question, they just straight forward to find out the answers. While for the other goals like finding the main ideas, they have to read the whole text. They could ignore the difficult words and keep reading in order to find the general sense of the text.

c. After reading / post reading

in this activity, the teacher evaluates the students' comprehension by checking the students' answer. She / he can also ask the students to make a summary or hold a presentation. Beside evaluation, she / he could exploit the reading text. For advanced level, readers can be encouraged to relate content to their existing schemata (Background Knowledge) and evaluate it in light of their own knowledge and experiences. This promotes greater interaction with text and may led to more successful reading encounters (Urguhert, et.al 1998:187).

2.5. Problem in Teaching Reading.

Effective reading means being able to read accurately and efficiently, understanding as much of a text as one need in order to achieve one's purpose (Greenall and Swan, 2001). In a foreign language, the common problems concern with the comprehension failure. This may be a simple matter of not knowing a word, to it needs a number of specific reading techniques. The reading techniques include pre reading, whilst reading and post reading activity.

EFL students might have a few problems in acquiring and developing and adequate vocabulary thought context because alack of experience in reading English. Some of those difficulties include identifying the denotative and connotative meaning of words, the import words and figurative and cultural meanings (Bouchard, et.al, 1979).

While, Gillet and Temple (1990) in their book, "understanding reading problems: Assessment and instruction" write some problems in reading. In their findings, they note that every student has specific problem in reading. Those

problems concern with technical vocabulary both identifying the words and understanding their meaning. The other problems are locating important information and summarizing what they have already read.

Training the difficult words or unfamiliar words in context can solve problems that concern with vocabulary. Thomas (A former reading consultant) and Robinson (A profession of reading) offer three ways to help the student attack unfamiliar words : through context clues, through phonic analysis and through structural analysis. In context analysis, they use clues present in language surrounding the word as a source of identification. In phonic analysis. They associate sounds with letters and blend these sounds into words. In structural analysis, they attack words by analyzing their meaning parts (root, inflectional ending, prefixes and suffixes) and use these parts as aids in recognizing the words. In addition a good vocabulary is the result of reading, not vice veers. So if we want a large of vocabulary, we should start to read and keep it. We will soon develop a bigger and better vocabulary (Zom, 1980:78).

B. Review of Previous Study

Rohma had conducted a study, "The teaching and learning process of reading for hearing - impaired student of SLTP LB Dharma Wanita Pare". She found that the students at SLTP LB Dharma Wanita Pare got difficult in understanding reading texts. They were not active during the teaching learning and lack of vocabulary.

However, the procedure of teaching reading comprehension applied by the teacher was in line with the theory of instruction proposed by Nuttal. In his theory, he said that the teacher needed to introduce the text and discuss the key words (Nuttal, 1982). The teacher applied three stages of reading activity: pre reading, whilst reading and post reading. In pre reading stage, he gave brief explanation to introduce the topic. He also asked some questions related to the topic. Then, he explained the key words. In whilst reading stage, he read aloud and asked them to repeat it. Sometime, he did silent reading. Then, in post reading stage he asked some question. He usually assigned the student to write the translation of the text. There were three problems faced by the teacher. The problems were the teacher used elementary curriculum to replace junior high school curriculum. Then, the second problem was the lack of time. They provided an hour a week for English lesson. Then the third was the limited of media. He usually used visual materials in the classroom such as blackboard, book and pencils.

In this study, the writer would like to conduct a case study at SLTP with normal student. The students are not having physical ability like the previous study. The aim was to notice whether a teacher has the same problems in teaching or not.

CHAPTER III

RESEARCH METHOD

In this section, the writer explains research methods used to conduct this study. Those contain research design, subject of the study, data of the study, data collection-techniques, and instruments of the study and data analysis.

3.1. Research Design

This research is classified as a descriptive qualitative method because descriptive qualitative research is designed to obtain information concerning the current status of phenomena, and directed toward determining the nature of situation as it exists at the time of the teaching reading. The research is focusing on how the teacher of the second years students of SLTPN Ngimbang taught reading. She focused on the techniques that were used by the teacher and the problems that were faced by the teacher in teaching reading. So the variables of this study were the techniques in teaching reading and the teacher's problems in teaching reading. The variable indicators were the students' activities and the teacher-student interaction in the teaching and learning process of reading.

3.2. Research Subject

This study was done at SLTPN Ngimbang. The subject of this study was the teacher and the second year students of SLTPN Ngimbang. Since it was a case study, it did not need to study the sample.

3.3. Data Sources

The data sources of this study was the teacher of SLTPN Ngimbang taught reading, including what technique he used, how he interacted with his students and the problems are found in the teaching learning process of reading. The researcher took the data by observation and interview. The observation was done during the process of reading. To get accurate data, the researcher used a tape recorder to record the interaction between the teacher and the students in teaching learning process of reading. Beside that, she also used an observation checklist. To support the data from observation, she made an interview guideline.

3.4. Data Collection

Before the class began, the researcher checked the teacher's preparation. It included the syllabus, the media and the material. Then, after the class ended, she interviewed the teacher around the problems that he faced in teaching reading. The next step, the researcher collection data. The data were taken from observations during the process of reading and interviews with the teacher after the class ended. For observations, she used an observation checklist. While, for interviews, she used an interview guideline. After she got the data, she collected it. Finally, she analyzed the data and drew a conclusion based on the data. The researcher collected the data by two techniques. The techniques were observation and interview.

3.4.1. Observations.

The observations were done three times. Those were held on July 26, July 27 and July 28, 2005. First, the researcher prepared a tape recorder and a cassette to record the teaching learning process. Beside that, she also used an observation checklist and a notebook. Before the class started, she sat behind the students. While the teacher was teaching, she observed how he taught reading, she noted what techniques that he used and what problems that he faced by the observation checklist.

3.4.2. Interviews.

Before the class took place, the researcher checked the teacher's preparation. It included the syllabus, the media and the material. Then, after the class ended, she interviewed him by an interview guide around the problems that he faced in teaching reading. She interviewed him by an interview guideline.

The researcher collected the data from both observation and interview and then she analyzed the data. Finally, she drew a conclusion based on the data.

3.5. Research Instruments

The instruments of this study were an observation checklist and interview guideline.

3.5.1. Observation Checklist

The observation checklist contained how the teacher taught reading. It was divided into three points: pre reading, whilst reading and post reading. In pre

reading, the writer listed what the teacher did in pre reading stage. The pre reading consisted focusing attention, asking questions, writing the title of the topic, using a media, explaining the key words and telling the purpose of reading.

In whilst reading, the researcher listed four important things. Those connected with the teacher. The purpose was to observe whether the teacher's techniques effective or not. The whilst reading consisted of explaining the text clearly, using English as a medium of instruction, motivating the students to be active and helping the students to use a strategy in reading.

In post reading, it related to evaluation that might be used by the teacher. In common, there were three ways of evaluation. It could be answering the questions, making a summary or retelling the text orally.

3.5.2. Interview Guideline.

The interview guideline was guideline to interview the teacher. It concerned with the problems that were face by the teacher in teaching reading. In this guideline, the researcher made four questions. The questions were whether the teacher achieved the goal of teaching reading, what problems that he faced in teaching reading, how he solved the problems and how will he improve his teaching.

3.6. Data Analysis

After the researcher collected the data from the observations and the interviews, she analyzed the data by using descriptive analysis. After all the data were analyzed, she described the data by classifying them into the findings based

on the thesis problems. First, she described how the teacher taught reading, including what techniques that he used, how he interacted with his students. Second, she explained what problems are found in teaching reading. Then, she carefully studied all the data and referred to some experts' opinion.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the writer describes the research from observations and interviews. The observations are done three times if focuses on answering the statements of the problems on chapter one. Those are learning process of reading. Because of that, the writer divides this chapter into four sections. First is the profile of SLTPN Ngimbang Lamongan. The second section is the result from the first, second and third observation. The third is the problems that are found in the teaching learning process of reading. Then she analyzes they data from the observations and the interviews in the fourth section. It is called discussion.

4.1 Data Result and Analysis

In this section, the writer divides into three points. They are the result of the first observation, the result of the second observation and the result of the third observation.

4.1.1 The Result of the First Observation

The first observation was done on Monday, 26 July 2005. There were 56 students. The class began at 11.10 am. Based on the schedule, it was lasted for 45 minutes. As soon as the teacher entered the class, the leader of the class gave an instruction to stand up and pray together. After that, the teacher said greeting to his students. Then, he asked them to sit down. It was surprising because they did not understand the instruction. Nevertheless, they sat down after the teacher said “duduk”.

Next, the teacher gave an instruction in Bahasa Indonesia to start the lesson because the students did not understand if the teacher spoke English. He tried to focus the students attention by asking they liked sports or not and what kinds of sports they liked. Then, he explained what they were going to study.

In the next step, he asked the students to read the text silently. Ten minutes later, he nominated some students to read the text aloud. The purpose was to notice the students' pronunciation. After that, he read the text by himself. He corrected the students' pronunciation by telling the right pronunciations.

Then, he asked the student to answer the questions in the textbook. The questions were so simple because it was just around the name of person in the text. In fact, they got difficulty to find the answer because they were busy to translate every word. As the consequences, they did not focus on finding out the answers. Before the teacher finished the material, the bell rang. So the material was continued in the next meeting.

To get the detail of the first observation, here is the classroom interaction on July 26 2005.

Pre-reading Stage

The teacher entered the classroom

- S : Stand up (the student stand up)
Praying...finish
T : Good morning, students.
S : Good morning, Sir
T : Sit down, please! (the students seemed not understand)
Duduk (then, the students sat down)

- Open your book on page eight, delapan. Nah..apakah disini ada yang suka olahraga ?
- S : Yes, Sir.
- T : Dari sekian banyak olahraga. Olahraga apa yang kalian sukai ?
- S1 : Basket
- T : Basketball
- S2 : Voli
- T : Volleyball
- S3 : Lari
- T : Run
- S4 : Sepakbola
- T : Football ya benar basketball, volleyball, run, football, handball... nah apa tujuan kalian olahraga? Good. Sekarang kita akan membahas mengenal sports. Di buku ada bacaan mengenai sports. Disini mereka ditugaskan guru olahraga untuk menyelesaikan tugas olahraga.

Whilst Reading Stage

- T : Nah sekarang baca teksnya. (He asked the students to read silently) (And ten minutes later). You, read!
- S1 : Wati is reading a sports book. .. (She read paragraph 1 and made some error pronunciations).
- T : enough you
- S2 : Oh, I know... (He read paragraph 2 and made some error pronunciations).
- T : Enough you boy
- S3 : Yes, you are right. (He read paragraph 3 and also made some error pronunciations)
- T : Oke terima kasih. (The teacher gave comment and then he read the text to correct the students' pronunciations). Wati is reading/ / bukan / the tree..... (He read the whole text).

Post Reading Stage

- T : Now I will ask some questions. If you can answer, raise your hands. Angkat tangan, ya. Who has, finished the teacher assignment? Siapa yang telah menyelesaikan tugas guru?
- A girl raised her hands.
- S : Rina

- T : Rina. Good. Who has given the explanation? You (the teacher nominated one student and she kept silent until her classmate told her the answer).
- S : Wati
- T : Wati. Good pintar. Who has given the assignment? Siapa yang telah memberi tugas olahraga? You (once again the teacher nominated one student and he kept silent). Come on students. You boy!
- S : Guru
- T : Guru apa ... English please! The second paragraph.
- S1 : My brother's sport.
- T : Bagus tapi masih ada kesalahan. You!
- S2 : my brother (all students were noisy and said hu...)
- T : no.. my brother, kakak. You!
- S3 : teacher's sport.
- T : the complete answer. You!
- S4 : brother sport wati.
- T : ya the answer is our sports teacher. The next paragraph... (the bell rang before the material was finished). The material was continued to the next meeting.

4.1.2 The Result of the Second Observation

The second observation was held on July 27, 2005. The teacher started the lesson at 11.55 am. This meeting was to continue the previous lesson about sports. On Monday, he could not finish the material because the time was limited. Then in this meeting, he reviewed the material and gave more explanation about the text.

Firstly, he said greeting to his students. Then, he reviewed paragraph one until paragraph three which they have been discussed together. After that, he continued to the paragraph four.

Like the, previous meeting, he asked one student to read the last paragraph. Then, he read it by himself. He did it to give the students right pronunciations. After that, he explained the text in Bahasa Indonesia. This

time the student seemed to understand the text. In post reading, he asked the students to answer the questions in the textbook.

Pre-reading Stage

T : Good morning, students.
 S : Good morning, sir.
 T : Sit down, please! (The students sat down).
 Kemarin kita sudah membahas sports sampai paragraph tiga.
 (The teacher explained the text from paragraph 1-3 in Bahasa Indonesia).

Whilst Reading Stage

T : Now read paragraph 4, you!
 S : Wati is very glad. (She read paragraph four with error pronunciations).
 T : Now I'll read the last paragraph. (The teacher read it with right pronunciation).
 Now answer the questions number one until number five! (He gave the students ten minutes to find the answers).
 Number one, who has finished the assignment? You.
 (Nominated one student)
 S : Wati.
 T : Yes, you are right. Then who gives the explanation? You!
 S : Rina.
 T : Good. Who gives the assignment?
 S : Our sports teacher.
 T : Ya I think we already discuss it. Kita sudah membahasnya.
 Now number four.
 Is football an indoor sport?
 S : No...
 T : No, it isn't. Why? You. Find out in paragraph three, you.
 S : because diluar, Sir.
 T : What diluar.
 S : outside
 T : Jadi because... you!
 S : Because it is outside sports.
 T : Ya... right. Because football is practiced outside the building.
 Good. You number five!
 S : "I have finished it." (Line 8).
 What does "it" refer to?

Task.
T : right. The task from the teacher.

4.1.3 The Result of the Third Observation

The observation was held on Wednesday, July 28 2005. It lasted for 90 minutes. Here, the students were bigger than the previous class. It had 56 students in classroom. As usual, the teacher began the class by greeting and praying. At that time, the material was talked about health, so that he gave a brief explanation about the topic. He told the students the purpose of the reading. It was to find out the main idea of each paragraph.

After the students understood what they were going to do, he asked the students to read silently. The aim was to know the essence of the text. After around ten minutes, he asked one student to notice the main idea of paragraph one. In the same time, he wrote on the blackboard the answer from the student. Then, he asked the other students to answer the same question. Finally, he concluded the answer from several students.

The text consisted of three paragraphs. After he got the answer of paragraph one, he gave them five minutes to read the text again to find out the main idea of paragraph two. Then, he asked some students to answer the question. He asked the students one by one until he found the right answer. Then, he wrote on the blackboard. He also did it for paragraph three.

Finally, he drew a conclusion from paragraph one until paragraph three. Here, the students were active to answer the teacher's questions. It was because the teacher was not too strict to his student.

Pre Reading Stage

- T : Assalamualaikum, good morning, class.
 S : Good morning; Sir.
 T : Hari ini kita akan membahas bacaan tentang health. (He gave explanation the material in Bahasa Indonesia).
 Open your book on page 25. Twenty five itu berapa?
 S : Dua lima...
 T : Twenty five unit four about reading ... reading. Bacaan. OK are you ready! semua sudah siap untuk mencari makna dari bacaan. (He read the whole text from paragraph 1-3 with right pronunciation). Dan bacaan itu apakah anda sudah bisa mengerti makna dan tiap paragraph. (He asked the student to read silently)
 Now, I 'll call you one by one. Saya tunjuk satu satu. Ika Binti Fatimah. Ika dari bacaan itu apakah anda bisa mengerti makna dalam bacaan. Paragraph satu saja ka. The first paragaph. (Ika kept silent). Bisa ka!
 Ika : Tentang ilmu kedokteran.(the teacher wrote on the blackboard pa. 1 : ilmu kedokteran)
 T : Sekarang Inggraini
 Inggra : Kesehatan
 T : Terakhir, Achmad Fathoni kamu punya pendapat berbeda kan.
 Achmad : Idem pak
 T : Lho kok idem. Nggak boleh idem ya. Ayo selain kesehatan dan ilmu kedokteran tentang apa ... pa
 S : Pasien
 T : Ya... pasien. Sekarang kita kupas. Kesehatan itu penting. Kalau sakit kita kita bisa minum obat dan membelinya ke apotik atau ke toko. Tetapi apaah kita boleh beli obat tanpa resep dokter?
 S : No...
 T : Ya, jadi kesimpulannya paragraph satu pikiran utamanya tentang...
 S : Menjaga kesehatan.
 T : Good. Sekarang paragraph dua. (He gave 5 minutes to read paragraph 2). Dewi Masitoh, untuk paragraph dua. What do you think? (He wrote on the blackboard the second

- paragraph:...) Dewi... dewi ayo (Dewi kept silent). Apa yang ada dalam pikiraimu sampaikan.
- Dewi : Minum vitamin
- T : Minum vitamin (While the teacher wrote the answer on the blackboard). Isrofil!
- Isrofil : Pentingnya obat-obatan untuk tubuli kita. (the teacher wrote the answer).
- T : Angga Arga Dinata... Noto Beto Limo. (the teacher gave a little joke).
- S : Ha ha ha.. . (crowded).
- Angga : Gizi
- T : Ya, diceritakan kalau kita sakit harus minum obat. Sakit kepala minum...
- S : Mixagrip
- T : Ya aspirin bisa mixagrip
- S1 : Procold
- S2 : konidin
- T : mixagrip, konidin, procold
- S3 : Puyer
- T : jadi intinya paragraph dua, intinya di...
- S : obat-obatan
- T : Right. Obat-obatan. Paragraph terakhir. (He gave 5 minutes to read) Sudah ketemu?
- S : Belum.
- T : Oke saya panggil.. I'll call Nur Avita. (While he wrote on the blackboard the third paragraph ...)
- Nur : Berobat ke dokter. (He wrote the answer).
- T : Ika Ferani
- Ika : Biaya rawat jalan
- I : Apa ada biaya bisa jalan. (joking)
- Ika : Tentang biaya berobat.
- T : Ebit Prasetyo, How about your idea ? Bagaimana pendapat sampeyan ?
- Ebit : Dokter kesehatan
- T : Dokter kesehatan apa dokter hewan. (joking)
- S : Ha ha ha. . . (crowded)
- T : Jadi paragraph tiga kita bisa simpulkan hampir sama dengan paragraph satu. Walaupun kita bisa berobat ke dokter yang penting adalah kita menjaga kesehatan kita sendiri. (He reviewed paragraph 1-3).
Ada pertanyaan? (silent). Apa yang kita lakukan untuk menjaga kesehatan? (He wrote the steps to keep our health on the blackboard).
- S1 : Olahraga
- S2 : Istirahat yang cukup
- T : Terus... makanan yang...

- S : bergizi
 T : Dan jangan lupa makan yang teratur, minum vitamin.(He told the students to improve their English).
 OK students. Good bye. Assalamualaikum.
 S : Waalaikumsalam.

4.2 The Problems that are Found in The Teaching of Reading

After the class finished, the writer interviewed the teacher by using interview guideline. Based on the interviews, the writer concluded that the teacher had achieved the goal of teaching reading. Nevertheless, he got problems dealing with the students' pronunciation. Their pronunciation was very bad, so he needed more time to drill them. The second problem was a matter of using English as medium of instruction. He could not use English to explain the material because the student was so poor. They could not understand if the teacher spoke English. Every time he used English, he always translated into Bahasa Indonesia.

In this case, the writer also found external problems. The first problem was the limited of books. They depended on the supply of the books from the government. In fact, the supply was not balance with the number of the students. As the result, two or three students shared one book. Of course, it was not effective.

Then, the next problem *was* no balance between the number of the students and the classroom. In one class, it had more than 50 students. Then, the classroom could not fill more than 20 desks. Normally, one desk was for two students. Because of this problem, one desk was for three until four

students. It made the class uncomfortable and the students could not study well.

4.3 FINDING AND DISCUSSION

Concerning the teacher's preparation, the teacher found that he did not prepare his teaching well. For example, he had no syllabus to teach. He just followed the material for teaching in a textbook. The reason was the book had already stated the objectives of teaching. Nevertheless, he had a lot of experience in teaching so he had no problems in teaching without preparation. As long as he mastered the material, he could run the class well. Besides, he was a humorous person, so that he could motivate the students during the teaching learning process. He was not a strict teacher, so the students were active in class and not afraid in making mistakes.

Based on the observations, the writer found that the teacher did three stages in reading. Those were pre-reading stage, whilst reading and post reading stage. This was in line with Abbott, et al (1981). He stated that to teach reading, the teacher should follow three stages called pre reading before reading, whilst reading! During reading and post reading! After reading. Each stage had important role to achieve the objectives of teaching. Because of that, the next discussion the researcher divided into three points: pre-reading stage, whilst reading stage and post reading stage.

4.3.1 Pre-reading Stage

In this stage, the teacher focused on the students' attention first. He gave a little description what they were going to study. For example, he told the students the topic and gave background knowledge related to the topic. Those were quite useful for the students. They had an idea about the topic before they started the lesson.

He also told the purpose of the reading before he gave the material. At the first and the second meeting, the purpose was to find out the detail information of the text. Then, at third meeting the purpose was to find out the main idea of each paragraph. After he told the students the purpose of reading, the students could anticipate the content of the text.

What the teacher did in pre reading stage, focusing on the students' attention and telling the purpose of reading were in line with readiness techniques proposed by Robinson (1977). He offered nine ways to do pre-reading stage. In this case, the teacher did two techniques; giving background knowledge and focusing on the students' attention.

However, he forgot one important thing in the first and the second meeting. He did not help the students to anticipate the questions. At that time, the students took a long time just to find out the answers *from* the text. In addition, the questions were just around the name of person. In this case, they were too busy translating each word in the text so that they did not focus to answer the questions. If the teacher helped the students to use scanning like Abbott suggestion. It would be helped for them.

Perhaps before he asked the students to read the text, he could anticipate it by telling the key words. It was better than let the students translate each word. In this case, the teacher might consider Abbott's suggestion by explaining the key words. Otherwise, he could follow Thomas and Robinson (1982) to use three ways dealing with unfamiliar words. We could use context clues, phonic analysis and structural analysis.

However, in the last meeting the teacher used a strategy called skimming. He helped the students to anticipate the questions. He told them not to translate each word. They just found out the main idea of the text so that they did not need to know the meaning of each word. It was effective to help the student to understand the text better.

4.3.2 Whilst Reading Stage

In whilst reading stage, the teacher asked the students to read the text silently. He gave them a chance to understand the text about. Then he asked some students to read aloud, one student read one paragraph. He noticed their pronunciation. Although they made mistakes in pronunciation the words, he kept silent. He did not want to make them down by correcting their pronunciation. He told the student to pronounce correctly.

By reading aloud, the teachers encourage the students to have good pronunciation. However, it did not focus to find the information on the text. As the consequence, they could not answer the question in the text easily. They got difficulty to answer simple question. In the case, the

teacher finally explains the text in Bahasa Indonesia. So that they understand the text told about.

Reading aloud was useful to train the student having good pronunciation (Abbott, et al: 1981). Abbott also stated that reading silent was good to get the essence of the text. In the last observation he applied reading silent to find out the main idea of the text. Hence, they caught the text better than reading aloud. Nevertheless, the students were active during the process of teaching learning. It was because the teacher built a good atmosphere in the class. He created the class relaxed and encourages them to speak their idea no matter it was wrong or right. Sometimes he said a little joke to calm down the class. It was in line with principle I in teaching reading by Harmer (1999) that reading was not passive skill. The students must be active in reading

The writer found the teacher used a strategy called skimming. In the last meeting. He let the students read quickly ignoring the difficult words. The strategy worked well. At the first and second meeting he used translation method. In fact, they got more difficulty understanding the text than the third meeting. As brown (1994) said that in top down approach the teacher needed a strategy to teach reading. The strategy included skimming, scanning and semantic mapping/clustering.

4.3.3 Post Reading Stage

Post reading was important to notice the student's understanding. Here the teacher evaluated them by asking some questions. He asked the students to answer one question. Then he gave the correct answer. After that, he concluded the material.

Concerning the problems faced by the teacher in reading, there were two internal problems and two external problems. The first internal problem was the students' pronunciation. Then, the second problem was the teacher could not use English as a medium in teaching. It was because the students could not understand the teacher's explanation if he spoke English. The external problem dealt with the limited of books and the greater number of the students in one class. It was not balance with the classroom and the desks. The classroom could not fill more than 40 students. In fact, the number of the students was more than 50 students. As the consequence, they shared one desk for 3-4 students so that they did not feel comfortable in studying.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer draws conclusions and based on the result of analysis. She also gives some suggestions to the teacher and the students.

5.1. Conclusion

Based on the data analysis, the writer concludes that the teacher conducts three stages in teaching reading. Those are pre reading, whilst reading and post reading stage. In pre reading stage, he focuses on the students' attention by giving background knowledge related to the topic. He also tells the purpose of reading to the students. As the result, they have an idea before they read the text. However, he does not give explanation of the key words so they keep translating all words in the text.

In whilst reading stage, the teacher explains the text clearly. At the first and second meeting, he uses translation method. First, he asks the students to read silently. After that, he asks several students to read the text loudly. After correcting their pronunciation, he translates the text into Bahasa Indonesia.

In post reading stage, he evaluates the students' comprehension by asking some questions on the text book. He also draws conclusions of the material that they had already discussed.

Related to the problems that are found in the teaching and learning process of reading, there are two main problems internal and external problems. The

internal problems are the students' poor pronunciation and the inability of the teacher to use English as a medium of instruction. While, the problem are the limited number of books. They share one desk for 3 - 4 students.

5.2. Suggestion

The problems that are found at SLTPN 2 Ngimbang Lamongan, come from poor ability of the students in English. The problems deal with understand of the texts. In this case, the writer would like to give some suggestions for the teacher and the students. Hopefully, they could improve their English

. For the teacher

The writer recommends the English teacher to using translation method in teaching English. If the students have inadequate, we can use a strategy in teaching English by giving the key words. So that, the student could directly find the information in the text without keeping translation each word.

. For the students

1. The students need more drilling to improve their texts. They should practice reading aloud in their leisure time.
2. A lack of vocabulary can be solved by reading a lot. It will be better if the students do extensive reading such as reading English magazines it will be more enjoyable to improve their vocabulary.

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