The objectives of this study were 1) to investigate the objective of teaching reading at SMK PGRI 3 Tlogomas for first year students; 2) to know the topic of teaching reading at SMK PGRI 3 Tlogomas for first year students; 3) to investigate the teaching technique of reading at SMK PGRI 3 Tlogomas for first year students; 4) to know the technique of evaluation used in teaching reading at SMK PGRI 3 Tlogomas for first year students.

The design of this study was descriptive research because it described the implementation of teaching reading in the first year students at SMK PGRI 3 Tlogomas-Malang. The writer took three English teachers in the first year students at SMK PGRI 3 Tlogomas as research subject. In collecting the data, the writer used two kinds of instruments; interview and observation.

The result of this study shows that the objective of teaching reading at SMK PGRI 3 Tlogomas-Malang were divided into two points. First, to make the students understand the meaning of the text and also difficult word. The second point is stressing the students’ vocabulary in reading text by memorizing because most of the students were lazy to do it. Related to the topics the teachers used were almost the same topics. These topics were “Daily Activity”, “Introducing oneself and others” and “Tenses”. Next, in teaching technique the finding showed that the English teachers used before reading, during-reading, and after-reading technique in teaching reading. In this case they also combined those techniques with other technique such as understanding the meaning, and pronouncing the word correctly. The last was the technique of evaluation. The writer summarized that the two English teachers used; multiple-choice technique, matching technique and questions and answer technique. Furthermore, in evaluating students’ cognitive domain, the three English teachers gave some questions related to the text in order to know the students’ understanding. In other side, affective domain were gotten by evaluating the students’ participation in reading class. In psychomotor evaluation that dealt with motor skill the teacher observed their students’ progress day by day.