A STUDY ON TECHNIQUE OF TEACHING READING COMPREHENSION TO THE FIRST YEAR STUDENTS AT SMP NEGERI 2 SAWOO PONOROGO

Oleh: TANTIN NUGRAHENI (00360185)

English

Dibuat: 2007-03-27, dengan 3 file(s).

Keywords: technique, teaching, reading comprehension

In this thesis the writer is interested in the technique of teaching reading comprehension to the first year students at SMP Negeri 2 Sawoo Ponorogo. Teaching reading in junior high school is somewhat more complicated. Because of the junior high school is a transitional level between elementary and high school, the teacher should change from the simplicity to the complexity of the technique in teaching reading comprehension. Technique is any of a wide variety of exercises, activities or tasks used in the language classroom for realizing lesson objective (Brown, 2001: 16).

This research was descriptive. The accessible populations were an English teacher and the first year students at SMP Negeri 2 Sawoo Ponorogo. In this study the writer took one class of entire population as the sample. The writer used cluster random sampling technique in taking the sample in the study. So the number of the sample was 36 students (class 1A) and an English teacher. The data collections were observation, questionnaire, and interview.

In this research the writer got some data that in teaching reading comprehension the teacher used three stages of reading activity. Those are, pre-reading activity, whilst reading activity and post-reading activity. Besides, the teacher also uses Silent Reading technique and Analyzing Vocabulary technique. In pre-reading activity, the teacher tried to arouse the students’ interest by introducing them the topic or the title of the text. The next stage is whilst reading activity. In this stage the teacher asked the student to read silently and analyze vocabulary if they’re any difficulties. And then the activity continues with doing exercise. In post-reading activity, the teacher usually asked once again about the difficult material. The teacher asked the students to tell about the text in relation to their own experience.

By using those techniques almost all students were paying attention to the teacher and involved actively in the classroom. It is clear that the students like the technique used by the teacher because the students regard that those techniques are suitable with the students’ needs and wants.