THE IMPLEMENTATION OF GRAMMAR TRANSLATION METHOD IN TEACHING READING USED BY ENGLISH TEACHERS IN MTs ISLAMIYAH PALANGKA RAYA

THESIS

Presented to the Department of Education of State Islamic College of Palangka Raya in Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan Islam

By

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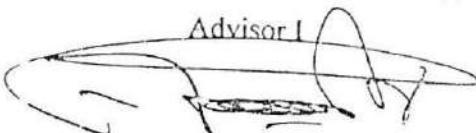
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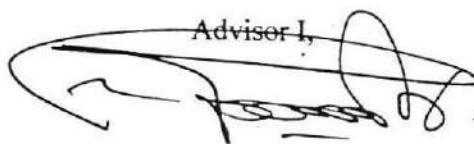
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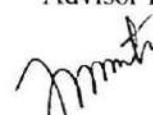
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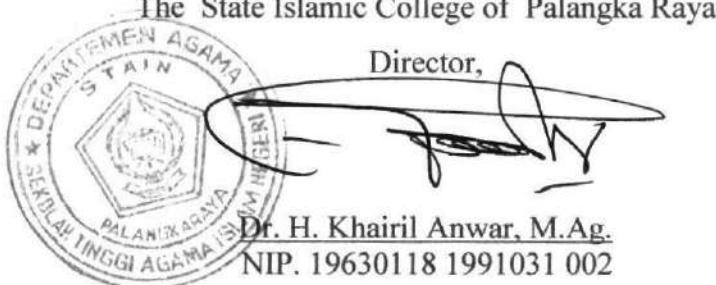
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THE IMPLEMENTATION OF GRAMMAR TRANSLATION METHOD IN TEACHING READING USED BY ENGLISH TEACHERS IN MTs ISLAMIYAH PALANGKA RAYA

ABSTRACT

The problems of the study are (1) How are the implementations of GTM (Grammar translation Method) in teaching reading in MTs Islamiyah Palangka Raya? (2) What the difficulties do the English teachers get in applying of GTM in teaching Reading in MTs Islamiyah Palangka Raya? Meanwhile, the objectives of this study are (1) To know the implementations of GTM (grammar Translation method) in teaching reading in MTs Islamiyah Palangka Raya (2) To know the difficulties that faced by the English's teachers in applying of GTM in teaching reading in MTs Islamiyah Palangka Raya.

This study used qualitative method. The collecting data were taken by observation, interview, and documentation. In analyzing the data, it used some techniques namely (1) data collection, (2) data reduction, (3) data display, and (4) data conclusion drawing/verification. The subjects of the study were the English teachers of the first grade students of MTs Islamiyah Palangka Raya.

The findings of the study as follows:

1. The implementations of GTM in teaching reading as follows:
   a. Pre teaching: the teacher checked the students' present list.
   b. Whilst teaching: the teacher read the text and followed by student. Then, the teacher and students translated the text together.
   c. Post teaching: the teacher gave the exercise to the students.

2. The difficulties which were faced by the English teachers as follows:
   a. The English teachers got problems when they ordered the students to read aloudly.
   b. The English teachers got problems when they ordered the students to translate into the target language.

PENERAPAN METODE TERJEMAHAN PADA PENGAJARAN MEMBACA YANG DIGUNAKAN OLEH GURU-GURU BAHASA INGGRIS PADA MTs ISLAMIYAH PALANGKA RAYA

Abstrak

Rumusan masalah dari penelitian ini adalah: (1) Bagaimana penerapan metode terjemahan pada pengajaran membaca yang digunakan oleh guru-guru bahasa Inggris pada MTs Islamiyah Palangka Raya? (2) Apa saja kesulitan yang dihadapi oleh guru-guru bahasa Inggris ketika mengajar membaca pada MTs Islamiyah Palangka Raya menggunakan GTM? Sehingga, tujuan dari penelitian ini adalah (1) untuk mengetahui penerapan metode terjemahan oleh guru-guru bahasa Inggris pada pengajaran membaca di MTs Islamiyah Palangka Raya (2) untuk mengetahui kesulitan-kesulitan yang dihadapi oleh guru-guru bahasa Inggris pada pengajaran membaca di MTs Islamiyah Palangka Raya.

Penelitian ini menggunakan metode kualitatif. Data diperoleh melalui observasi, wawancara, dan dokumentasi. Dalam menganalisis data, penulis menggunakan beberapa teknik yaitu: (1) pengumpulan data, (2) penyeleksian data, (3) pemaparan data, dan (4) penarikan kesimpulan/verifikasi data. Subjek dari penelitian ini adalah semua guru bahasa Inggris yang mengajar di kelas satu di MTs Islamiyah Palangka Raya.

Dari hasil penelitian didapat:

1. Penerapan metode terjemahan dalam pengajaran membaca sebagai berikut:
   a. Sebelum penagajaran : guru mengecek kehadiran siswa
   b. Pertengahan pengajaran ; guru membaca teks dan diikuti oleh para siswa. Selanjutnya, guru dan siswa menterjemahkan teks bersama-sama.
   c. Akhir pengajaran : guru member latihan kepada siswa

2. Kesulitan yang dihadapi oleh guru-guru bahasa Inggris yaitu:
   a. Guru-guru bahasa Inggris mendapatkan masalah ketika mereka memerintahkan kepada siswa-siswa untuk membaca pelan.
   b. Guru-guru bahasa inggris mendapatkan masalah ketika mereka memerintahkan untuk menterjemahkan ke dalam bahasa sasaran.

ACKNOWLEDGMENTS

First of all, the writer wishes to express his particular thanks to God. In this right chance the writer would like to give his the greatest thanks to:

1. Dr. H. Khairil Anwar, M.Ag., as the Director of STAIN Palangka Raya and also as the first advisor for his guidance and advices during the completion of the thesis;

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4. Siminto, M.Hum., as the second advisor for his valuable criticism, patience and suggestions from the beginning until the end in writing of this thesis;

5. All of friends and my family who helped during the completion of thesis.

Finally, the writer realized that this thesis could not be perfect; there were many mistakes and errors. Therefore, the writer would like to ask the readers to criticize or to enlighten on these mistakes and errors. The writer would like greatly appreciate any constructive criticism of this thesis from the readers.

The writer hopes this thesis will be useful for the readers in generally and for the writer herself specially. May Allah bless us every time.

Sri Mulyani

DECLARATION OF AUTHENTICATION

In the Name of God,

I myself make declaration that this thesis entitled: **THE IMPLEMENTATION OF GRAMMAR TRANSLATION METHOD IN TEACHING READING USED BY ENGLISH TEACHERS IN MTs ISLAMIYAH PALANGKA RAYA** is truly my own writing. If it is not my own writing so, it is given a citation and shown in the list references.

If my own declaration is not right in this thesis so, I am ready to be given

academic sanction namely, the cancellation of the degree of this thesis.

Palangka Raya, May 14, 2009

My own declaration,

SRI MULYANI
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MOTTO

اَقْرَأْ بِاَسْمِ رَبِّكَ الَّذِى خَلَقَ ۝

"Proclaim ! (or read!) in the name of thy Lord and Cherisher, Who created"(Al Alaq : 1)

DEDICATION

The thesis is dedicated to:

❖ My beloved mother and late father who always pray and give support me until I finish this thesis, my beloved brothers, sister and my sweet little daughter Salsabila who have given me love, affection and always support me.

❖ My husband Mr. Bagus Ari Bawono who always give me the motivation, love and affection.

❖ Mr. Dr. Khairil Anwar, M.Ag as my first advisor and Mr. Siminto, M.Hum as my second advisor who have giuded and advised me during the thesis is done.

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May Allah always guide us in the straight path

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CHAPTER I

INTRODUCTION

A. Background of The Study

Language is important for our life. By using language they can know each other. Human being can use it to express their ideas, feeling and opinion orally or written. According to Hornsby, language is a system of sounds and word used by humans to express their thought and feeling.[1] Language is intended to be a tool to share opinions from people to other people. Thus, language is not only to be able to express the verbal, but also non-verbal language.

Basically, language has the main functions; they are as medium of communication and also as a medium of culture to unity the group of society use of the language. The first function of the language can be called as communicating function and the second is cohesive or integrated function.

According to Halliday in Al Wasilah, the functions of language are: instrumental function (use language to get something), regulatory (control habit with the other persons), interactional (create interaction with the other persons), personal (express their feeling and meaning), heuristic (study and find out the meaning), imaginative (create world's fantasy), and representational (deliver information). From those functions, it can be realized that the existence of the language is significant to our life.[2]

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[1] Hornsby, *Oxford Advanced Learners' Dictionary of Current English*, New York: Oxford University Press. p. 662.

[2] Chaedar alwasilah, *Pengajaran bahasa Komunikatif*. Bandung: PT Rosdakarya. 2000. p. 17.

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English is the most language spoken by many people all over the world. It is taught in the school, since elementary school until university level. English learning is an obligation for the students because English has important function, such as it is used as international communication, getting science, technology and even this time is many offering scholarship to abroad. As a foreign language, English consists of four skills. They are listening, speaking, reading, and writing. The purpose of teaching English is to enable the students to use the language in a real communication. It means that students can be able to use the language comprehensively both in written and spoken. English teaching is not only to increase the quality of our education but also to enrich literatures which are contained science or knowledge and technology are written in English. Therefore, English teaching can be medium in transferring science and technology. It is used to absorb cross culture. Many people should learn English comprehensively by taking English courses or studying informal institutions, such as schools or university.

Reading is one of the most poorly developed of our daily skills and yet it is a vital medium of communication.[3] The purposes of reading are to get the information, and increase knowledge. So, by reading, it can get the new information what we need. Mackay in Thomas Krall states that, reading is understood in terms of matching the flexibility of the educated native speaker as he performs all reading-related tasks presented in his environment. While, based on the *Kurikulum Tingkat Satuan Pendidikan* (KTSP) of yunior high school as

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[3] *Ibid.*, p. 3

follows : *Membaca adalah "memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.*[4]

In the reality, most of the objectives of the curriculum which are hoped can not be reached. Because, the teachers just teach reading generally by ignoring strategies and techniques. It is very less to get information quickly.

Reading skill is essential to be taught in English teaching, because it correlated to the other skill (speaking, writing, and listening) so in English learning process the teacher must be able to increase the students ability in reading comprehension text.

In language teaching there are many methods which are used by the teachers. According to Anthony in Endang Fauziati, method as "an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach".[5] Richard and Rodger in Endang Fauziati, classify types of method in language teaching, such as grammar translation method, direct method, situational language teaching, audio lingual method, community learning, natural approach, and sugesstopedia.[6] Based on the types of method in language teaching, because grammar translation method was provided maximum opportunity for the students to translating sentences into and out of the target language. It is focused on how to develop students' translating

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[4] KTSP in yunior high school

[5] Endang Fauziati. *Teaching of English As Foreign Language*. Surakarta: Muhammadiyah University Press. p. 05.

[6] *Ibid.*, p. 10

effectively by using grammar translation method in English teaching is focused on vocabulary and grammars are emphasized.[7]

The main problems of English teaching in the class can be from the teachers and the students. To the teachers did not use the suitable strategies in English teaching. To the students, they did not have enough vocabulary, grammatical ability, and motivation in English learning process.

Whereas, there were some the main problems in English teaching methods. Every method has weakness and strength in the application. Some times, the teacher just used one of the method. So, the English teaching process can be monotonous. She/he often used the unsuitable method with the condition or ability of the students.

Based on the main problems in English teaching method in learning process, the writer is interested in describing the implementation of grammar translation method in teaching reading subject by the first year of MTs Islamiyah Palangka Raya. The main objectives of this study are to know the implementation of GTM (Grammar Translation Method) and the difficulties in teaching reading.

Richards and Rodgers stated that, "the goal of the GTM is to make students are expected to attain high standards in translation".[8] It is suitable used in reading because reading is not simply looking. It involves deriving meaning from the printed word.[9] In the grammar translation method, the ultimate purpose of

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[7] *Ibid., p. 13*

[8] *Ibid.,* p. 13.

[9] Jonathan Anderson . *Efficient Reading A Practical Guide*. Sidney. Mc Graw Hill Book Company Sidney. 1969. p. 4.

learning a foreign language is to enable the learners to read and translate its literature of the target language.

In this case, the writer is interested in getting about the implementation GTM in teaching reading. Based on the background above, the tittle of this study is: **"The Implementation of Grammar Translation Method (Gtm) In Teaching Reading Used by English Teachers in MTs Islamiyah Palangka Raya".**

B. Problems of the Study

Based on the background above, the main problems of this study as follows:

1. How are the implementations of GTM (Grammar translation Method) in teaching reading in MTs Islamiyah Palangka Raya?

2. What difficulties do the English teachers get in applying of GTM in teaching Reading in MTs Islamiyah Palangka Raya?

C. The Objective of the Study

The Objective of this study are :

1. To know the implementations of GTM (Grammar Translation Method) in teaching reading in MTs Islamiyah Palangka Raya.

2. To know the difficulties that faced by the English's teacher in applying of GTM in teaching reading in MTs Islamiyah Palangka Raya.

D. The Significance of the Study

The significance of the study are :

1. To give the real description of the implementation of grammar translation method in teaching reading at MTs Islamiyah Palangka Raya.

2. To describe the difficulties of English teachers in applying of grammar translation method in teaching reading at MTs Islamiyah Palangka Raya.

3. To give reference to the English teachers at MTs Islamiyah Palangka Raya in teaching English as a foreign language.

E. Research Methodology

1. Type of Study

In this research, the writer used a qualitative method. This was concerned primarily with the process. According to Merriam in Creswell," qualitative research involves the field work. The researcher physically goes to the people, setting, site, or institution to observe or record behavior in it is natural setting.[10]

In this way, qualitative approach means to find out and describe the phenomena through the process being observed in detail and clearly as reality that was found in teaching reading strategies through GTM by the English teachers at MTs Islamiyah Palangka Raya.

2. The Subject and Object of the Study

According to Bogdan and Biklen in Moelong, *"informan dimanfaatkan untuk berbicara, bertukar pikiran, atau membandingkan suatu kejadian yang ditemukan oleh subjek lain"*.[11] According to Saukah in Rahardjo *"Penelitian harus mengambil sampel dari populasi yang telah didefinisikan. Pengambilan sampel*

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[10] John Cresswell, *Research Design Qualitative and Quantitative Approach*. California: SAGE publication, inc, 1994. p. 145.

[11] Lexy moelong, *Metode Penelitian Kualitatif*. Bandung: Bina Ilmu, 2001, p. 90.

ini akan sangat membantu terlaksananya penelitian. Karena dengan sampel, tenaga dan biaya dapat dihemat, sekaligus menghindari kesulitan atau bahkan kesalahan dalam mengolah data".[12]

Based on the context above, the writer took the English teachers who taught in the first year at MTs Islamiyah Palangka Raya as subject of this study. The objects of the study is grammar translation method. In this case, the writer wanted to know how they taught English especially in teaching reading by using grammar translation method.

3. Technique of Collecting Data

The technique of collecting data was used in this study were observation, interview, and documentation.

a. Observation

Sutrisno Hadi says that "*observasi merupakan suatu proses yang kompleks, suatu proses yang tersusun dari pelbagai proses Biologi dan Psikologi. Dua diantara yang terpenting adalah proses-proses pengamatan dan ingatan*".[13]

The writer observed the data by coming to research location, looked at directly to MTs Islamiyah Palangka Raya and wrote the facts about the implementation of grammar translation method in teaching reading at MTs Islamiyah Palangka Raya.

b. Interview

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[12] Mudjia Rahardjo, *Pengantar Penelitian Bahasa*, Malang : Cendekia Paramulya, 2002, p. 31

[13] Sugiyono, *Metode penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*, Bandung : Alfabeta, 2007, p. 203

Interview was used to get the data through on giving and questions to the teacher. Interview was done in the formal condition by using notebook or tape recorder. Related to the interview, the writer used unstructured interview technique. The writer conducted the guideline of interview freely but still focused on the problems of the study.

The data needed through this interview included:

1) Describing of the teaching learning process;

2) The background of the English teacher in teaching reading;

3) The tools and media used by the English teacher in teaching reading;

4) The grammar translation method implementation in teaching reading;

5) The teacher's difficulty of grammar translation method implemented in teaching reading.

c. Documentation

Arikunto says "*metode dokumentasi yaitu mencari data mengenai hal-hal atau variabel yang berupa catatan, transkrip, buku, surat kabar, majalah, prasasti, notulen rapat, legger, agenda dan sebagainya.*[14]

The writer collected some documents related to the subject of the research to get the completeness of the data. Documentation technique purpose was to find out the documents that was related to the study. Some of data in this study were Curriculum and learning program at MTs Islamiyah Palangka Raya.

4. The Validity of the Data

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[14] Suharsimin Arikunto, *Prosedur Penelitian Suatu pendekatan Praktek..* Edisi rivisi IV. Jakarta: Rineka Cipta. 1998, p 236

The validity of the data was used to guarantee that all of the data were observed and investigated by the writer were relevant to the purpose of the research. To get the level validity of the data, the writer used Sugiyono's guideline as follows:

a. Credibility

In naturalistic research, data must be admitted and received of the truth by using the information source from informant of the study. There are some ways to get the truth of result of the study as follows:

1) The existence of participation

The writer really knew the condition of place where the study was done, made a good relationship with the subjects of the study, recognized culture of environment of the place and checks the truth information that was gotten.

2) Do observation diligently

In this way, the writer observed about the grammar translation method in teaching reading used by English teachers in the class. It could help the writer to give the specific description and accurate about what it observed.

3) Triangulation

William states triangulation is qualitative cross validation. It assessed the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures.[15]

4) Member Check

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[15] Sugiyono, *Metode Penelitian.* p. 372

Member check namely asked the English teachers in MTs Islamiyah Palangka Raya who become subject of the study to recheck the data in order to get similarity of perception. The objective of member check was to make information that was gotten and used in writing the report of the study referred to what meant by the subject of the study as respondent or informant.

b. Transferability

Transferability relates to question namely, how far the result of the study can be applied in other context. It meant, the writer gave details description about the result of the study that was done. Furthermore, whether the result can be applied for the readers, so the reader should see the result of the study that be suitable to be used in a situation faced by them. There would be visible presence transfer, although of course it still needed adoption based on the context faced by the readers.

c. Dependability and Confirmability

Dependability based on non-qualitative term is called reliability and confirmability is called objectivity[16]. In order to fulfill the requirement of reliability, the teacher combined the pattern of dependability, and pattern of confirmability. This case was done by the way called audit trail, namely an effort to explore data that was gotten by checking carefulness in collecting the data. So it appears convention that the report was really suitable. The confirmability was reached by asking readiness of advisor to check the process of the study, standard of the truth of the data and the result that was gotten and used to make the report.

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[16] *Ibid.*, p. 377

5. The Data Analysis

According to Bogdan in Sugiono, states that data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that is accumulated to increase our own understanding and enable you to present what you have discovered to others.[17] The process of analysis based on Miles and Hubberman in Rahardjo as follows:

1. Data collection were data observation and documentation.

2. Data reduction was all of the data that have been collected, and then it is processed between the true relevant and irrelevant to the problems.

3. Data display was the relevant data reported.

4. Conclusion drawing/verifying the writer seen conclusion as answering for formulation of the problem.[18]

F. Frame of Thinking

Teaching reading is a very important part of English. The goal of teaching reading is to get more information quickly. When we use in this way the reading is never essential and can be omitted without change sense. .

Teaching reading is needed methods. It is grammar translation method. In the grammar translation method, the ultimate purpose of learning a foreign language to enable the learners to read and translate its literature of the target language.

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[17] Sugiono. *Metode penelitian*. p. 334.

[18] Mudjia Rahardjo. *Pengantar Penelitian Bahasa*. Malang : Cedikia Paramulya. 2002. p. 57.

The goal of teaching reading can contribute a great deal to the student's process and the same time makes their learning more free and happy for them. The schema of the frame of thinking, as follows:

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        ┌─────────────────────────────────┐
        │   English Teaching (Reading) by  │
        │              GTM                 │
        └─────────────────────────────────┘
                /                    \
  ┌──────────────────────┐   ┌──────────────────────────┐
  │  The Implementation  │   │  The Teacher's Difficulties │
  │      Of GTM          │   │  in Implementation of GTM   │
  └──────────────────────┘   └──────────────────────────┘
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        │       Description of GTM         │
        │     Implementation and The       │
        │      Teachers'Problems in         │
        │     Implementation of GTM        │
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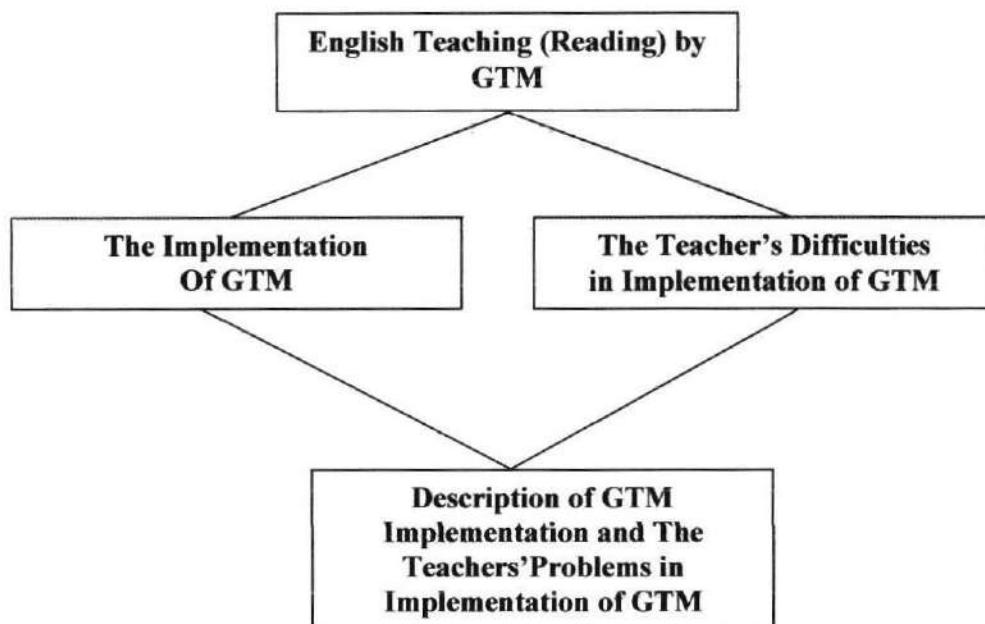
Chapter II

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

There were some previous studies which were related of this study as follows: (1) "the implementation of grammar translation method in teaching reading for the first year students of MTs in Palangka Raya". By Hamidan, Srn: 020 112 0054, he discussed about the reasons of the teachers using grammar translation method. In his results are this method is still relevant to be used because this method is suitable for the students condition that is still low in English knowledge, it is an appropriate method to be used in teaching learning especially in teaching reading, it can improve the student's vocabulary and the knowledge of sentence structure, and it can also help the students to be easier in understanding the reading text, and by using this method mostly the student's result is good when doing the evaluation and most of the questions can be answered by the students.

(2) The implementation of English reading comprehension test based on curriculum 2004 on the second year of Islamic senior high school students of Hidayatul Insan Palangka Raya, by Gujali Rahman. The result of this study as follows: the implementation of English reading comprehension test based on curriculum 2004 on the second year of Islamic senior high school students of Hidayatul Insan Palangka Raya was not success, it caused that there were some invalid items found, the problems faced on implementation of English reading comprehension test based on curriculum 2004 namely: the appropriate alternative

answer want arrange randomly, in the appropriate for the out-comes being measured and the item was in appropriate with the improper arrangement of items. The using sentence was not based on the development level of the students and in the appropriate level of difficulty degree of the test items, the solving problems used on implementation of English reading comprehension test based on curriculum 2004 namely. Correcting the invalid items by including the indicators of syllabus should be achieved, correcting the index difficulty become enough difficult, put the appropriate answering alternative randomly and arranging the test is appropriate for the outcomes being measured and arranging the test items are typically in order of difficulty with the easiest item first and using sentence based on the development level of the student.

Based on the previous studies, there were some significant differences between of this study. The writer discussed about the implementation of grammar translation method by English teachers in teaching reading in MTs Islamiyah Palangka Raya and what are the difficulties that faced by English teachers by applying of GTM in teaching reading in MTs Islamiyah Palangka Raya.

B. Implementation

According to Tarigan, implementation mencakup pelatihan pengajaran, metode dan materi, yang berkorespondesi dengan variabel-variabel MGI yaitu Metode dan Materi, Guide dan instruksi.[19]According to Anthony in Endang Fauziaty states that, "Implementation is technique which actually takes place in classroom. It is particular trick, strategy or contrivance used to accomplish an

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[19] Henry Guntur Tarigan. *Metodologi Pengajaran Bahasa I*. Bandung, Angkasa, 1991.p. 33

immediate objective. Technique must be consistent with a method and therefore in harmony with an approach as well".[20]

Based on some definitions above, it can be concluded that the implementation refers to how the teacher applies the technique in teaching to get the purpose of teaching learning.

C. Teaching

According to Hornby, teaching is the work of teacher.[21] Teaching is not an easy job for the teacher. Teacher's magnificence will be seen in good attitude of the students. In class, teacher will face to group of the students by the all of their differences and similarities. The varieties of students' creative, stand alone and responsible to their action.

According to William Burton in Usman, teaching is the guidance of learning activities, teaching is for purpose of aiding the pupils learning.[22] Teaching is guiding and facilitating of learning, enabling the learner to learn, setting the condition for learning.[23] Teaching is showing or helping someone to learn how to do something, providing with knowledge, causing to know or understand.[24] As guide and facilitator, the teacher must be able to guide the students to do something or learn and they must know the suitable condition for learning.

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[20] Endang Fauziaty, *Teaching of English as a Foreign Language (TEFL)*. Surakarta : Muhammadiyah University Press. 2002.p. 6.

[21] Hormby, *Oxford Advanced Learner's dictionary*. p. 1225.

[22] Moh. Uzer. Usman, *Menjadi Guru Profesional* .Bandung: Remaja Rosdakarya, 2000, p. 21.

[23] Brown. *Principle of Language Learning and Teaching.* New York: Longman. 2004. p. 7.

[24] *Ibid., p.* 133.

William Burton in Ali states that, teaching is the effort in giving stimulus, guiding, directing and supporting for the students in order to be happened learning process.[25] Teaching is the process to give guidance or help the students to do learning process.[26] From the teaching learning process, a teacher is supposed to develop student's skill, change their attitudes and guide them to do something and make them to understand about knowledge that has been taught.

According to Jarolemek and Foster in Suryosubroto, teaching has three roles, namely planning for learning and instructional, facilitating of learning and evaluating learning.[27] Herbart in Muhaimin states that, teaching namely giving subject matter in order that they have response or knowledge as widely spread as possible, it is explained that teaching objective is thinking, namely making correlation between response and new knowledge.[28] Teaching stages based on response theory are, as follow:

a. Preparing, this stage is stage decisive apperception instructional, as a basic to be developed further in new instructional.
b. Present (expressing/presentation),
   In these stages, teacher expresses new instructional matter to the student. This is based on their development level of thinking, appropriate with didactic basic (from easier to more difficult level, from concrete to semantic level and abstract level).
c. Organizing comparison and association of subject matter
   In this stage, teacher compares by meant to associate instructional matter that has been understood by the students with instructional matter that was taught. Thus, that expected any bridge between old knowledge that had and new knowledge, further on next instruction is developed.
d. Formulation and conclusion

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[25] M. Ali, *Guru Dalam Proses Belajar Mengajar*. Bandung: Sinar Baru Algesindo . 2002. p. 13.

[26] Syaiful Bahri Djamarah, *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta. 2002. p. 45.

[27] Suryosubroto. *Proses Belajar Mengajar di Sekolah*. Jakarta: Rineka Cipta. 1997.p. 18.

[28] Muhaimin etc.. *Strategi Belajar Mengajar*. Surabaya: Citra Media, 1996. p.58.

In this stage, the teacher gives general conclusion by correlating between old instructional matter and new instructional matter.

e. Application

In this stage, the teacher makes and submits questions that must be answered by the students appropriate with matter that has been taught.[29]

Based on the definition above, it can be known that teaching is the process of transferring knowledge to the students in order that improving their skills and changing their attitude to be better appropriated to the aim of the teaching. To get the successful in the teaching learning, the teacher has stages in the teaching learning process. The stages in the teaching learning process are preparing, present, organizing comparison and association of subject matter, formulation and conclusion, application.

D. Reading

Reading is an active process, not a passive one. There is no proper reading of a text which reveals the text's true meaning. According to Hornsby, reading is " to look at and understand the meaning of written or printed words or symbols, to discover or find out about something, to interpret something in particular way, a way in which something is interpreted or understood".[30] Reading is not natural like breathing and walking. Reading is a skill we must practice if we want to be a good at it.[31]

According to Jonathan Anderson, reading is equally complex. It requires a high level of muscular co-ordination, sustained effort and concentration. But reading is more than just a visual task, not only must the reader see and identify the symbol in front of him but he must interpret what he reads in the light of his

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[29] *Ibid., p 58-59*

[30] *Ibid., p. 2.*

[31] Santi Erliana. *Module Instructional Material for reading comprehension III*, t,tp. 2007.p .1.

own background, associate with past experience, and project beyond this in term of idea, judgments, application and conclusion.[32]

Reading is a unique human skill that we tend to perform somewhat below maximum capacity.[33] Reading slowly and not understanding what we read often go together. They are symptoms of lack of reading skill. With reading, just as with walking, it is sometimes necessary to reach the objective as quickly as possible.

In this case, the result of the understanding of the reading text is called reading comprehension. After the reader finished reading they must be able to retell their own words in writing or spoken to show their comprehension. The reader have to know the information in their read.

1) The Important Point in Reading Text

a. Paragraph: is a group of sentences. Every paragraph has topic, main idea, and topic sentences.

b. Topic: every paragraph has topic. Topic is the kind of information in the paragraph, all the sentence in the paragraph that tells about one thing. The topic has a paragraph is like the subject of the sentence.

c. Main idea: is one sentence that tells what all of the sentences say about the topic (there is Subject + verb + Object -> complete sentence).

2) Characteristics of Reader

According to Jonathan Anderson, the characteristic of reader are:[34]

a. A good reader

A good reader is an active reader who adopts a purposeful approach to his reading and this is reflected in his pattern of eye-movement. The eye-

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[32] Jonathan Anderson. *Efficient Reading: A practical Guide*, p. 4.

[33] *Ibid.*, p. 5.

[34] *Ibid.*, p .8.

movement of good readers, in contrast to those of inefficient readers, are characterized by fewer fixation and regressions per line of print and by greater accuracy of return sweep to beginning of the text line. Good readers have a longer span of recognition and a shorter duration of fixation than do less effective reader.

b. Poor reader

Poor readers, on the other hand, tend to be relatively inflexible in their approach to reading. The causes of poor reading are complex. The inefficient reader may have physical defects such as poor eyesight or health. It may be that his reading habits have not improved from the oral stage, or he does not like to read and avoids it where possible. As a result, the skill is little used and is not practiced to any level of efficiency. This can be very discouraging in itself.

There are some differences between the characteristics of reading. They are good and low readers. Good readers are able to understand the meaning of words and know the important details rather than poor readers.

E. Grammar Translation Method

The GTM of foreign language teaching is one of the most traditional methods, dating back to the late nineteenth and early twentieth centuries. It was originally used to teach 'dead' languages (and literatures) such as Latin and Greek, and this may account for its heavy bias towards written work to the virtual exclusion of oral production. As Omaggio comments, this approach reflected "the view of faculty psychologists that mental discipline was essential for

strengthening the powers of the mind." (Omaggio 89) Indeed, the emphasis on achieving 'correct' grammar with little regard for the free application and production of speech is at once the greatest asset and greatest drawback to this approach. In general grammar translation method is described in the following outline by Prator and Celce-Murcia (1979: 3):

1. Classes are taught in the mother tongue, with little active use of the target language
2. Much vocabulary is taught in the form of lists of isolated words.
3. Long elaborate explanations of the intricacies of grammar are given
4. Grammar provides the rules for putting words together, and instruction often focuses on the form and infliction of words.
5. Reading of difficult classical texts is begun early.
6. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
7. Often the only drills are exercises in the translating disconnected sentences from the target tongue.
8. Little or no attention is given to pronunciation.[35]

Based on the definition above, grammar translation method has characteristics. Reading and grammar is emphasized, but speaking is not suitable using grammar translation method.

1) Objectives of the Grammar Translation Method

In the Grammar-Translation Method, the ultimate purpose of learning a foreign language is to enable the learners to read and translate its literature of the target language.

(1) Grammar-Translation is considered as a necessary preliminary to the study of literary works.

(2) Students are required to memorize grammatical rules in order to understand and manipulate morphology and syntax of the target language.

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[35] Endang Fauziati. *Teaching of English as Foreign Language*, p. 12.

(3) The students who can translate from one language into another are considered successful language learners.

The other objectives of the method are to provide students with good mental exercise that help develop their minds, and to gain a better understanding of the first language.

2) Techniques of the Grammar-Translation Method

a. Reading

Reading passages are planned around the sequenced grammatical structures and vocabulary to be studied. The passages may be excerpted from literary works or carefully written by a compiler, including particular grammar rules and vocabulary.

b. Translation

Translation can be employed in presenting a new grammatical item, understanding a new passage, or as exercises at the end of a lesson; the materials may be written or spoken. Literal translation should be followed by free translation. Sentence translation usually takes place before passage translation.

c. Deductive teaching of grammar

Grammar rules are taught directly by the teacher with exception to each rule noted. Then the rues are practiced through translation exercises.

d. Analysis and comparison

In order to applying grammar rules to specific examples and to understand the reading passage, difficult sentences reanalyzed in detail and

compared with the first language sentence. Usually, the function of each part of sentence is clearly explained.

e. Memorization

One of the techniques is used in the Grammar-Translation Method.

f. Reading comprehension questions.[36]

Students answer questions in target language based on their understanding of the reading passage.

g. Fill in the blanks.

Students are given a series of sentences with words missing. They fill in the blanks with new vocabulary items or with items of a particular grammar type, such as prepositions or vebs with different tenses.

h. Composition.

The teacher gives the students a topic to write about in the target language.

3) Disadvantages and Advantages

a. Disadvantages

1. It is an unnatural method.
   The natural order of learning a language is listening, speaking, reading, and writing. That is the way how the child learns his mother tongue in natural surroundings.
2. Speech is neglected.
   The grammar translation method lays emphasis on reading and writing.
3. Exact translation is not possible.
   Translation is indeed, a difficult task and exact translation from one language to another is not always possible.
4. It does not give pattern practice.
   A person can learn a language only when he internalize its patterns to the extent that they form his habit.

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[36] httppurwarno-linguistics.blogspot.com200601grammar-translation-method (online December 12 2007

b. Advantages

1) The phraseology of the target language is quickly explained. Translation is the easiest way of explaining meaning or words and phrases from one language into another.
2) Teacher's labor is saved. Since the textbooks are taught through the medium of the mother tongue, the teacher may ask comprehension questions on the text taught in the mother tongue.[37]

Based on the definition above, grammar translation method has disadvantages and advantages in the teaching learning process. The teacher when teach use the mother tongue so to comprehend more easy. But the students to learn foreign language can not growth.

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[37] httppurwarno-linguistics.blogspot.com200601grammar-translation-method (online December 12 2007

Chapter III

CHAPTER III

RESULT OF THE STUDY AND DISCUSSION

A. The Data Presentation of Study In MTs Islamiyah Palangka Raya

1. The Curriculum of English Teaching in MTs Islamiyah Palangka Raya

Standar Kompetensi	Kompetensi Dasar
1. Mendengarkan Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.	1.1 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang. 1.2 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tutur: meminta dan member informasi, mengucapkan terima kasih, meminta maaf, dan mengungkapkan kesantunan.
2. Mendengarkan Memahami makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.	2.1 Merespon makna tindak tutur yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat. 2.2 Merespon makna gagasan yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.
3. Berbicara Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.	3.1 Melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur: orang menyapa yang belum dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang 3.2 Melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur : meminta dan member informasi, mengucapkan terima kasih meminta maaf dan

4. **Berbicara** Mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.	mengungkapkan kesantunan 4.1 Mengungkapkan makna tindak tutur fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat. 4.2 Mengungkapkan makna gagasan dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat.
5. **Membaca** Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.	5.1 Membaca nyaring bermakna kata, frasa, dan kalimat dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan terdekat. 5.2 Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat
6. **Menulis** Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.	6.1 Mengungkapkan makna gagasan dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat. 6.2 Mengungkapkan langkah retorika dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

Source: The documentation of MTs Islamiyah Palangka Raya

2. Lesson Plan of English Teaching in MTs Islamiyah Palangka Raya

1. Lesson plan based on the first observation

Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah : MTs Islamiyah Palangka Raya

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII / I

Aspek / Skill : Membaca, Tema School Life

Alokasi Waktu : 2 x 40 menit

1. Standar Kompetensi :

Memahami makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

2. Kompetensi Dasar :

Membaca nyaring bermakna kata, frasa, dan kalimat dengan ucapan, tekanan, dan intonasi yang berkaitan dengan lingkungan terdekat.

3. Indikator :

   - Melafalkan kata, frasa dan kalimat dengan baik dan benar.

   - Membaca kata, frasa dan kalimat dengan intonasi yang benar.

   - Membaca nyaring dengan baik dan benar.

   - Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk instruksi, daftar barang, kartu ucapan dan pengumuman.

   - Mengidentifikasi ciri kebahasaan teks yang dibaca.

4. Tujuan Pembelajaran :

   Setelah selesai pelajaran ini siswa mampu:

   1. Mendengarkan dan merespon hal-hal yang perlu diperhatikan dalam kegiatan membaca nyaring: pronunciation, intonation.

   2. Mendengarkan model membaca nyaring.

   3. Menirukan membaca nyaring dengan intonasi dan jeda sesuai model.

   4. Membaca nyaring sendiri dengan lafal, intonasi, dan jeda yang baik dan benar.

5. Materi Pembelajaran

   Teks fungsional berbentuk descriptive dengan tema School Life.

6. Metode : Grammar translation method

7. Langkah-langkah kegiatan :

  b. Kegiatan Pendahuluan

    1. memberi salam dan mengabsen siswa

    2. menyampaikan tujuan pembelajaran dan memberikan motivasi

  c. Kegiatan Inti

    1. Melafalkan kata, frasa dan kalimat dengan baik dan benar

    2. Membaca kata frasa dan kalimat dengan intonasi yang benar.

    3. Membaca nyaring dengan baik dan benar.

  d. Kegiatan Penutup

    1. Menanyakan kesulitan siswa tentang apa yang telah dipelajari.

    2. Menyimpulkan materi pelajaran

    3. Memberi tugas

8. Sumber Belajar : Functional English dan Smart Steps, Pelita.

9. Penilaian

Teknik	Bentuk Instrumen	Contoh Instrumen
Tes unjuk kerja Observasi	Uji petik membaca nyaring Lembar observasi	Read the text aloud! Read all the text loudly and carefully!

2. Lesson plan based on the second observation

Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah   : MTs Islamiyah Palangka Raya

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VII / I

Aspek / Skill   : Membaca, Tema Family Life

Alokasi Waktu : 2 x 40 menit

1. Standar Kompetensi :

Memahami makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

2. Kompetensi Dasar :

Merespon makna yang tetrdapat dalam teks fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.

3. Indikator :

- Melafalkan kata, frasa dan kalimat dengan baik dan benar.

- Membaca kata, frasa dan kalimat dengan intonasi yang benar.

- Membaca nyaring dengan baik dan benar.

- Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk instruksi, daftar barang, kartu ucapan dan pengumuman.

- Mengidentifikasi ciri kebahasaan teks yang dibaca.

4. Tujuan Pembelajaran :

Setelah selesai pelajaran ini siswa mampu:

1. Tanya jawab yang terkait dengan materi

2. Menirukan membaca nyaring.

3. Mengidentifikasi informasi yang terdapat dalam bacaan.

4. Membahas kosakata, struktur kalimat, struktur bacaan.

5. Materi Pembelajaran

Text fungsional pendek "Family Life"

6. Metode : Grammar translation method

7. Langkah-langkah kegiatan :

    a. Kegiatan Pendahuluan

        1. memberi salam dan mengabsen siswa

        2. menyampaikan tujuan pembelajaran dan memberikan motivasi

    b. Kegiatan Inti

        1. Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk instruktur, daftar barang, kartu ucapan, pengumuman.

        2. Mengidentifikasi ciri kebahasaan teks yang dibaca.

    c. Kegiatan Penutup

        1. Menanyakan kesulitan siswa tentang apa yang telah dipelajari.

        2. Menyimpulkan materi pelajaran / refleksi diri siswa dan guru.

        3. Memberi tugas

8. Sumber Belajar : Functional English dan Smart Steps, Pelita.

9. Penilaian

Teknik	Bentuk Instrumen	Contoh Instrumen
Tes unjuk kerja	Pilihan Ganda	Read the announcement loudly and communicatively!
	Melengkapi kalimat/frase	Complete the noun phrases stated in the sentences below! Answer the questions based on the text!
Tes tertulis	Menjawab pertanyaan	

3. Lesson plan based on third observation

Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah   : MTs Islamiyah Palangka Raya

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester : VII / I

Aspek / Skill : Membaca

Alokasi Waktu : 2 x 40 menit

1. Standar Kompetensi :

   Mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

2. Kompetensi Dasar :

   Mengungkapkan makna gagasan dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

3. Indikator :

   - Melengkapi teks fungsional pendek

   - Menyusun kata/urutan kata menjadi kalimat yang padu

   - Menulis teks fungsional pendek

   - Membuat teks fungsional pendek

   - Menggunakan langkah retorika dalam menulis teks fungsional pendek.

4. Tujuan Pembelajaran :

   Setelah selesai pelajaran ini siswa mampu:

   1. Membahas ciri-ciri jenis teks fungsional pendek

   2. Membuat frasa, kalimat sesuai materi

   3. Membuat teks fungsional pendek

5. Materi Pembelajaran :

Teks fungsional pendek berbentuk pengumuman, instruksi, kartu ucapan, daftar barang.

6. Metode   : Grammar translation method

7. Langkah-langkah kegiatan :

   a. Kegiatan Pendahuluan

      1. Memberi salam dan mengabsen siswa

      2. Menyampaikan tujuan pembelajaran dan memberikan motivasi

   b. Kegiatan Inti

      1. Membaca teks fungsional pendek.

      2. Menyusun kata/urutan kata menjadi kalimat yang padu

      3. Menulis teks fungsional pendek

   c. Kegiatan Penutup

      1. Menanyakan kesulitan siswa tentang apa yang telah dipelajari.

      2. Menyimpulkan materi pelajaran

      3. Memberi tugas

8. Sumber Belajar : Functional English dan Smart Steps, Pelita.

9. Penilaian

Teknik	Bentuk Instrumen	Contoh Instrumen
Tes tertulis	Melengkapi	Complete the blank spaces of the fallowing text!
	Menyusun kalimat Esai	Arrange the jumbled sentences in a good order
		Make a greeting card (choose the topic you prefer: (happy birthday, wedding, season's greeting))

4. Lesson plan based on the forth observation

Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah   : MTs Islamiyah Palangka Raya

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VII / I

Aspek / Skill   : Membaca

Alokasi Waktu   : 2 x 40 menit

1. Standar Kompetensi :

   Mengungkapkan langkah retorika dalam teks tulis fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

2. Kompetensi Dasar :

   Mengungkapkan langkah retorika dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

3. Indikator :

   - Melengkapi teks fungsional pendek

   - Menyusun kata/urutan kata menjadi kalimat yang padu

   - Menulis teks fungsional pendek

   - Membuat teks fungsional pendek

   - Menggunakan langkah retorika dalam menulis teks fungsional pendek.

4. Tujuan Pembelajaran :

   Setelah selesai pelajaran ini siswa mampu:

   1. Mendengarkan dan merespon penjelasan tentang ciri-ciri teks fungsional pendek.

   2. Menyusun kata dalam bentuk frasa benda.

3. Menyusun kata, frasa dalam kalimat terpadu.

4. Mengidentifikasi ciri-ciri teks fungsional pendek yang diberikan dengan bantuan guru.

5. Mengidentifikasi ciri-ciri teks fungsional pendek yang diberikan secara mandiri.

6. Melengkapi teks fungsional pendek dengan struktur teks yang benar.

7. Menulis teks fungsional pendek.

5. Materi pembelajaran

Jenis teks   : fungsional pendek

Teks berupa   : instruksi, pengumuman, kartu ucapan.

Language Features: grammar (imperative; simple present) kosa kata yang berhubungan dengan tema, Gambit

6. Metode : Grammar translation method

7. Langkah-langkah kegiatan :

a. Kegiatan Pendahuluan

1. memberi salam dan melakukan pengecekan kehadiran siswa.

2. menyampaikan tujuan pembelajaran dan memberikan motivasi

b. Kegiatan Inti

1. Membuat teks fungsional pendek.

2. Menggunakan langkah retorika dalam menulis teks fungsional pendek.

c. Kegiatan Penutup

1. Menanyakan kesulitan siswa tentang apa yang telah dipelajari.

2. Menyimpulkan materi pelajaran

3. Memberi tugas

8. Sumber Belajar : Functional English dan Smart Steps, Pelita.

9. Penilaian

Teknik	Bentuk Instrumen	Contoh Instrumen
Tes tulis	Melengkapi	Complete the blank spaces of the short.
	Esai	Write down announcement based on the given situation.
	Project	Go to public places and find at least 10 written short texts.
	Uraian	Make a list of things you find in the fallowing places: 1. Bedroom 2. Bathroom 3. kitchen

Source: Documentation of MTs Islamiyah Palangka Raya

B. The English Teachers' Techniques in Using Grammar Translation Method in Teaching Reading in MTs Islamiyah Palangka Raya

The writer studied the English teachers' techniques in using GTM in teaching reading for VII A and VII C class of the first years in MTs Islamiyah of Palangka Raya from on September 13 until November 13, 2008. When the teachers taught reading, they used GTM. The student hoped they can understand the subject material. So, to get the goal of the study suitable with curriculum used. In Teaching reading by using GTM, the teacher explained the subject material. So, the student got more knowledge as clearly. Reading comprehension techniques are tools that can be used by the students to help determining the meaning of what they have read. The students hoped to be able to choose and use a good technique when they faced English reading text especially, because their techniques influenced to their successful in comprehending of the text. To collected the data from MTs Islamiyah the writer described through several ways, namely through observation in the class how the English teachers teaching reading by using GTM, analyzing the lesson plan and through interview to both the English teacher who

taught at class VII A and VII C. Furthermore, the method used by English teacher who taught at class VII A and VII C, they were Mr Fr and Miss Sd. Based on the result of observation the data can be seen:

1. The description of data obtained from Mr Fr.

   a. The observation on September 17th 2008

   Based on the observation on Wednesday, on September 17th 2008 at 09.30 – 11.30 Am. the teacher used GTM to apply in reading. The first time the teacher started the meeting by saying Basmallah and greeting. Then he prepared the material. He ordered the students to open their book "Pelita" page twenty four and told them about the material which would be learned of this time. Firstly, the teacher asked the students about "the school life."

   After that, the teacher read the text "school life" by doing slowly and the students listened it. Then, he ordered the students to read the text "school life" by doing the teacher firstly. After they finished reading the text, the teacher translated and gave the difficult words according the text "school life" and the students wrote down in their book. Sometimes the teacher ordered the students to explain the topic sentence that, and the students tried to get the topic sentence in the text. The teacher gave opportunity to the students to ask some questions.

   Then he ordered the students to do the task and gave a time about twenty minutes. After finishing, the teacher checked their task. If there were mistakes on the student's task, the teacher told them and gave correction. The

student's task checked one by one. The teacher asked the student's difficulties and guide them in order to be better.

To support the material the teacher used the media such as white board, "Pelita" handbook. The teacher explained the material by Indonesian sometimes using English. In the end of the meeting, the teacher concluded the material and the teacher gave advise to students to study hard at their home and said don't forget to pray. The teacher closed the meeting by saying hamdallah and greeting to the students before leaving the class.

b. The observation (On October Saturday18th 008)

Based on the observation on Saturday, 18th 2008 at 10.10 – 11.30 Am. The first time the teacher started the subject by calling the student. In this meeting the students consisted of twenty three students. The teacher opened the learning activity by greeting then he prepared the subject material. The teacher ordered the students to open their page forty four.

The teacher introduced the material about family life to the students. Firstly the teacher read the text about family life and ordered students to listen. Then, the teacher read the text one more and the teacher ordered the students to follow his reading. After that the teacher gave instruction to write the difficult words of the text. The teacher helped the students to translate the difficult words and wrote down what the teacher translated. From the beginning until the end of learning process, the teacher interacted by mother tongue or Indonesia language. In this case the teacher used the media to support fluency the learning process. The media used by the English teacher in

teaching reading were white board, LKS, and lets' talk for the seventh grade English book and other.

After the teacher gave the explanation of the material by giving the opportunities for students to ask some questions related to the material if they did not understand or had difficulties. Then, the teacher asked the students about what the text meant and the students explained/answered the teacher's questions. Furthermore, the teacher ordered the students to read the text one by one. After that, the teacher evaluated the students by ordering to answer the questions under the text and he gave the time about twenty minutes to do them. After the students finished, the teacher checked their task. If there was mistake on their task, the teacher told them and gave correction. The students' task were checked one by one with other student. The teacher asked the students' difficulties and guided them in order to be better.

c.   The observation (on October 25th 2008)

Based on the observation class VII A consisted 25 students. The learning activity was begun at 10.10 – 11.30 am. Mr. Fr opened the learning activity by greeting and the students answered it. The teacher prepared the subject material. He introduced the material about text "My Mango Tree". Then, the teacher told about the mango tree like leaves, fruits, branches, trunk, twigs and other. Then, he ordered the students to opened their book "Pelita" page 50.

Before the teacher began to explain the subject material about " My mango tree" the teacher asked the students what the mango taste, and mango

tree look like. The teacher gave opportunities to students to explain their opinion. Furthermore, the teacher read the text my mango tree firstly and the students listened. After that, the teacher ordered the students to read the text "My mango tree" by following him. Then, the teacher asked the students what the meaning of the text "My mango tree meant. The teacher ordered the students to look for some words list and he wrote it on white board and the students wrote down in their note book. After the teacher finished writing words list, he continued to translated the text "My mango tree" and the students wrote down in their note book. After finishing translated the text, the teacher instructed the students to read the text one by one. When the students finished reading the text, the teacher gave opportunities to students to ask some questions if there was not clear. After that, the teacher gave instruction to students to answer the questions under the text and the students were given fourteen minutes to do it. When the students finished doing the task, the teacher ordered to correct their task with other friend. From beginning till the end of the meeting the teacher used mother tongue or Indonesian language.

Here, the teacher used the media to support teaching learning process. They were like hand book Pelita, LKS, white board, Lesson Plan, dictionary. Teaching learning process needed quiet time to get the successful of the study.

After the time was over, the teacher gave the opportunities to the students to ask. Before he closed the meeting, he gave homework to students and advised the students. Then, he closed the subject by saying Hamdallah and

greeting to the students before he left the class by saying bye...bye, see you next time.

d. The observation (on November 5th 2008)

Based on observation was done on wednesday, November 5th, 2008 at 10.10 – 11.30. On this meeting the class VII A consisted of twenty two students. The teacher opened that subject by greeting and the students answered it. Mr. Fr prepared the material and he checked the students who did not present. After that, he ordered the students to opened their book on LKS page 61.

Then, he described the text. Furthermore, the teacher read the text slowly and the students listened. The students ordered to read the text in front of class one by one. After that, the teacher wrote some difficult words on white board and the students were instructed to look for the meaning of word in dictionary. Furthermore, the teacher translated the text together with the students. The teacher explained what the text contented, so the students understood what contented the text.

The teacher explained that the subject by using mother tongue/Indonesian. Beside that, the teacher explained the text, he also explained about grammar implied in the text. Then, the teacher gave opportunities for students to ask. The teacher gave task to the students and they answered some questions. When the students finished doing the task, the teacher corrected the student's task. If there was mistake on the student's task, the teacher told them and gave correction. The task of the students were

checked by other groups. The teacher asked the student's difficulties and guided them in order to be better. From beginning till the end of the meeting the teacher used mother tongue or Indonesian language.

In the end of the meeting the teacher concluded the material and gave advice to the students. Then, the teacher closed the meeting by saying hamdallah and greeting.

2. The description of data obtained from observation in Miss Sd in teaching reading at class VII C.

   a. The observation on September 15th 2008

   Based on the observation on Monday, September 15nd 2008 at 07.30 – 09.00 Am, the teacher checked the present list of the students firstly, then the teacher opened the teaching learning activity by greeting. Then, the students answered her greeting. The teacher prepared the material related to the subject. The teacher ordered the students to open their book page twenty four on pelita. The text would be taught by title "School Life". The teacher read the text "School Life" firstly, and the students were ordered to read the text "School Life" by following her. After she read the text "School Life" the teacher ordered the students to look for the difficult word. Then, the teacher translated the text slowly and the students wrote down in their book. When the teacher taught she also gave reward to the students who can translated the word. After the teacher finished translating the text "School life", she explained the text "School Life". The teacher ordered the students to read the text "School Life" one by one.

Furthermore, the teacher gave opportunities to ask some questions to the students. From beginning till end of that meeting she also taught by using Indonesian but sometimes by target language or English. The teacher used the white board and "pelita" handbook as media to support the teaching learning process.

After that, the teacher gave a task to the students. After doing the task, she ordered the students to collect and change by other friend to check it. The teacher gave correction and told them when the students made mistakes. The teacher asked the students' difficulties and guided them to be better. When the time was over, the teacher concluded the material and closed that meeting by saying hamdallah and greeting to the students before leaving the class. The students gave shake hands with their teacher.

b. The observation (on October 13rd, 2008)

Based on the observation on Monday, October 13rd 2008 at 07.00 – 09.00 Am. The class VII C consisted twenty two students. The teacher checked the present list firstly. After that, the teacher opened the learning activity by greeting. Then, the student answered her greeting. The teacher prepared the material. The teacher ordered the students to open their book page 44 (forty four) on pelita. The text would be taught by title "Family Life". The teacher read the text "Family Life" firstly, and the students were ordered to read the text "Family Life" by following her. After she read the text "Family Life" the teacher ordered the students to look for the difficult word. Then, the teacher translated the text slowly and the students wrote down in

their book. When the teacher taught it she also gave reward to students who can translate the word list. After the teacher finish translating the text "Family life", she explained the content of the text "Family Life" clearly. The teacher ordered the students to read the text "Family Life" one by one.

Furthermore, the teacher gave opportunities to ask some questions to the students. From beginning till the end of that meeting, she also taught by using Indonesian but sometimes by target language or English.

After that, the teacher gave a task to the students. She ordered the students to do the task by discussing with other friend. After doing the task, she ordered the students to collect and to change to other group to check it. The teacher asked the student's difficulties and guided them to be better. When the time was over, the teacher concluded that and closed that meeting by saying greeting.

c. The observation (on Wednesday, October 22nd 2008)

Based on the observation class VII C consist 24 students. The learning activity was begun at 12.00 – 13.30 Pm. Miss Sd opened the learning activity by greeting and the students answered it. The teacher checked the students who did not come. The teacher prepared the subject material. She ordered the students to open their book on pelita in page 50 (fifty). Furthermore, the teacher read the text "my mango tree" firstly and the students were ordered to read by following her. Then, the teacher asked the students what the text meant. The teacher ordered the students to look for some words list and she wrote it on white board. Then, she continued to translate the text "My mango

tree" and the students wrote down in their note book. After finished translating the text, the teacher instructed the students to read the text. When the students finished reading the text "My mango tree," the teacher gave students' opportunities to ask some questions to the students.

After that, the teacher gave instruction to the students to answer the questions about the text "My mango tree" and the students gave fourteen minutes to do it. When the students finished doing the task, the teacher ordered the students to correct their task with their friends. From beginning till the end of the meeting, the teacher used mother tongue or Indonesian but sometimes she used target language or English.

When the time was over, the teacher gave the opportunities to the students to ask. Before she closed the meeting, she gave advise to the students to learn at home. Then, she closed the meeting by saying Hamdallah and greeting to the students before leaving the class. The students gave shake hands with miss Sd.

d. The observation on October 29th 2008

Based on observation was done on Wednesday, October 29th 2008 at 12.00 - 13.30 Am. On this meeting the class VII C consisted of twenty two students. The teacher opened that subject by greeting and the students answered it. Miss Sd prepared the subject material and she checked the present list of the students who did not present.

After that, she ordered the students to open their book "Pelita" page 61. Then she described the text. Furthermore, the teacher read the text slowly and

the students listened it. The students were ordered to read the text in front of class one by one. After that, the teacher wrote some difficulties words on white board and the students were instructed to look for the meaning in dictionary. Furthermore, the teacher translated the text together with the students. The teacher explained the texts by clearly.

The teacher explained by using mother tongue/Indonesian. Beside that, the teacher explained the text, she also explained about grammar implied in the text. Then, the teacher gave opportunities to students. The teacher gave task to students and they answered some questions. When the students finished doing the task, the teacher corrected the student's task. If there was a mistake on the student's task, the teacher told them and gave correction. The task of the students were checked by the other student. The teacher asked the student's difficulties and guided them in order to be better. To support the material the teacher used the media such as handbook pelita, Lets Talk, white board, etc.

From beginning till the end of the meeting, the teacher used mother tongue or Indonesian, sometimes she used target language or English.

In the end of the meeting, the teacher concluded the material and she gave home-work to the students. Then, the teacher closed the meeting by saying hamdallah and greeting to the students before leaving the class. She left the class by saying bye...bye... and see you next time.

3. The data of interview with Mr Fr and Miss Sd in implementation of GTM in teaching reading.

a. The implementation of GTM in teaching reading by Mr. Fr.

The characteristic of GTM techniques in teaching reading by Mr Fr were:

"*Karakteristik mengajar dengan menggunakan GTM khususnya dalam reading yaitu adanya bentuk tenses pada wacana, setiap alenia mudah dipahami dan paragraf berpola sederhana, penyerapan kosa kata dan menterjemahkan bahasa Inggris ke bahasa Indonesia dengan benar, cara mengevaluasi siswa biasanya dengan ulangan lisan dan tertulis apabila dengan ulangan tersebut ada yang belum bisa maka akan diberikan lagi ulangan susulan agar siswa tersebut menjadi bisa.* "[38]

So, from the explanations above the writer concluded that Mr Fr also used the tenses in the text to be learned, he gave some paragraphs that had a simple form to the students, GTM also had the objective to increase the ability of the students' in vocabularies. To get the result of the study, the teacher has done examination to the students. That examination form oral exam and writing exam. By evaluation the purpose of the study would be gotten.

The ways in implementation in GTM used by Mr Fr were :

"*Langkah-langkah yang saya gunakan dalam mengajar reading menggunakan GTM seperti harus mengetahui tentang tenses pada bacaan, menggunakan bahasa Indonesia yang benar agar bisa dipahami secara jelas, mengetahui tentang faktor-faktor pendukung yang berhubungan dengan pengajaran bahasa Inggris, memberikan kosa kata yang sesuai dengan bacaan dan cara penyusunan bahasa Indonesia yang benar, tenses yang digunakan dalam bacaan tersebut, sehingga siswa akan lebih paham dengan menggunakan metode GTM ini.* "[39]

From explanation above the writer concluded that Mr Fr always gives explaination about tenses in learning, he uses Indonesian in teaching especially in reading the text.

The motivation in GTM in teaching reading used by Mr Fr were:

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[38] The result of interview with Mr. Fd in November 3 rd 2008
[39] Ibid.,

"Yang saya lakukan agar siswa termotivasi untuk belajar bahasa Inggris khususnya reading yaitu memberikan penjelasan bahwa keuntungan dan kemajuan untuk diri kita sendiri, memberikan arahan tentang kemudahan untuk bisa memahami belajar bahasa Inggris."[40]

From explanation above the writer concluded that Mr Fr also gave advise to the students about the advantages and progress of English study and gave direction to study English.

The responses of students when they had mistake in GTM in teaching reading used by Mr Fr were :

"Sejauh ini yang saya lakukan ketika ada kesalahan anak atau siswa yaitu dengan memberikan kesempatan kepada anak tersebut untuk bertanya dan memberikan penjelasan kepadanya, supaya lebih baik dalam tugasnya kembali."[41]

According to the explanation above the writer concluded that Mr Fr always gave opportunity when the students got the mistake or trouble and he always gave more explanation to the students.

The difficulties and advantages in implementation GTM in teaching reading used by Mr Fr were :

"ketika mengajar bahasa Inggris khususnya dalam penerapan GTM dalam membaca atau reading, kesulitan-kesulitan yang saya hadapi adalah ketika lupa dengan kosa kata yang kita ajarkan pada saat itu, ketika dalam suatu wacana banyak menggunakan functional. Disamping mengalami kesulitan dalam pengajaran bahasa Inggris khususnya reading menggunakan GTM ini saya juga mendapat keuntungan misalnya kita bisa memberikan secara langsung kepada siswa seperti ide-ide kalimat, tentang grammar, functional dalam bacaan dan juga pemahaman dalam wacana.[42]

According to the explanation above the writer concluded that when he implementated of GTM in teaching Reading, he faced difficulties and

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[40] *Ibid.,*
[41] *Ibid.,*
[42] *Ibid.,*

advantages. That advantages as he can explain more clearly to the students. So,

he can solve that problems or difficulties.

The ways to solve the problems when he taught by using GTM in

teaching reading as follows:

Untuk mengatasi masalah ketika mengajar reading menggunakan GTM ini saya menyesuaikan dengan waktu, apabila selama dalam pengajaran ada masalah maka kita harapkan bisa mengisi waktu yang luang walau sekecil mungkin untuk menambah atau memperbaiki materi yang kiranya belum disampaikan

b. The implementation of GTM in teaching reading by Miss Sd.

The characteristic of GTM techniques in teaching reading by Miss

Sd as follows:

"Karakteristik mengajar dengan menggunakan GTM khususnya dalam reading yaitu adanya bentuk tenses pada bacaan, setiap alenia mudah dipahami dan paragraf berpola sederhana, penyerapan kosa kata dan menterjemahkan bahasa Inggris ke bahasa Indonesia dengan benar, untuk mengevaluasi siswa biasanya dengan beri pertanyaan-pertanyaan atau menjawab pertanyaan yang berhubungan dengan teks bacaan."[43]

From the explanations above the writer concluded that Miss Sd also

taught the tenses into the text to be learned, she gave some paragraphs that

had a simple form to the students, GTM also had the objective to increase the

students' ability in vocabularies and how to translate English into Indonesian.

To know the level success in teaching learning, she did evaluation from

students.

The ways in implementation of GTM used by Miss Sd as follows:

"Langkah-langkah yang saya lakukan dalam mengajar reading menggunakan GTM yaitu membaca teks bacaan dengan benar dan

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[43] *The Result of interview with Miss Sd in November 2nd 2008*

mencari kata-kata sulit yang belum pernah diajarkan atau ditemui dan juga mencari makna arti kata-kata dalam teks tersebut.[44]

Here, Miss Sd taught by using GTM, especially in reading she emphasized to increase the vocabulary in every the text, searched the meaning word with the other meaning, and read and translated well to get the purpose of teaching learning.

The motivation in GTM in teaching reading used by Miss Sd as follows:

"ketika mengajar bahasa Inggris khususnya dalam reading menggunakan GTM ini, yang saya lakukan untuk memotivasi siswa yaitu dengan memberi hadiah kepada siswa yang dapat menjawab dengan benar dari pertanyaan atau soal yang saya ajukan".[45]

When Miss Sd taught English especially in reading she gave the reward to the student to get their motivation. By giving this reward, she hoped the students can more active in studying English especially in reading.

The responses of the students when she had mistake in GTM in teaching reading used by Miss Sd were :

"Selama ini yang saya lakukan ketika ada anak atau siswa yang melakukan kesalahan yaitu dengan membimbing siswa tersebut agar tidak melakukan kesalahan lagi, atau dengan memberi kesempatan untuk bertanya atau kita harus menjelaskan secara detail lagi tentang materi pelajaran yang dia belum mengerti, sehingga mereka akan lebih maju nantinya"

When the teacher taught English especially in reading by using GTM, there were some students who had not understood the material. Then, she gave guideline to the students.

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[44] *Ibid.,*
[45] *Ibid.,*

The difficulties and advantages in implementation of GTM in teaching reading as follows:

> *"ketika mengajar bahasa Inggris khususnya dalam penerapan GTM dalam membaca atau reading, kesulitan-kesulitan yang saya hadapi yaitu siswa hanya dapat menunggu makna kata yang diberikan oleh guru/siswa tidak bisa mencari arti kata sendiri. Namun di sini di samping saya mengalami kesulitan saya juga mendapat keuntungan ketika mengajar yaitu dengan ini siswa dapat cepat memahami isi teks bacaan secara mendetail/terperinci.*[46]

Here, the teacher when taught English especially in reading by using GTM, she found the difficulties but she also got the advantages. The advantages were the students could understand the meaning of word or content of the text.

The ways to solve the student's problem in teaching English especially in reading by using GTM as follows:

> *Yang saya lakukan untuk mengatasi masalah ketika mengajar reading dengan GTM yaitu dengan menggunakan kamus dan memberikan gambaran yang ada dalam teks dengan lingkungan sekitar.*[47]

When the teacher had some problems, she used dictionary and explained the text by description the text with the fact around environment to make the students to understand about material clearly. These ways were effective to get the student's success in their study.

4. The Score of Students in the first year of MTs Islamiyah Palangka Raya

   a. The score of students in the first year in Class VII C of MTs Islamiyah Palangka Raya.

      1) Day/Date   : Monday, September 15th 2008

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[46] *Ibid.,*
[47] *Ibid.,*

Time   : 07.00 – 09.00 Am

Class   : VII C

Teacher   : Miss Sd S.PdI

No	Name	Score
1	Alda	6,5
2	Alfian Hidayat	9,5
3	Arifin	100
4	Asri	8,5
5	Eni Normalina	8,5
6	Irma Farida	7,5
7	Jumiati	6,6
8	Khairun Fauji	8,5
9	M. Amin Qutbi	100
10	M. Noor Aditia	100
11	Marisa Putri	6,8
12	Maulida Cahyani	6,6
13	Muhammad Noor	9,5
14	Muhammad Yunus	100
15	Nadia	9,5
16	Norlaila	8,5
17	Novia Rahmawati	7,5
18	Rahmat Maulana	5,5
19	Rizky Wahyudi	6,6
20	Sholihin	7,5
21	Subhanoor	6,9
22	Tia Ayu Lestari	8,1
23	Wit Suharti Ningsih	7,4
24	Zuhrida Hariati	7,4

2) Day/Date   : Monday, October 13rd, 2008

Time   : 07.00 – 09.00 Am

Class   : VII C

Teacher   : Miss Sd S.PdI

No	Name	Score
1	Alda	70
2	Alfian Hidayat	67
3	Arifin	87
4	Asri	80
5	Eni Normalina	74
6	Irma Farida	69

7	Jumiati	65
8	Khairun Fauji	70
9	M. Amin Qutbi	8,5
10	M. Noor Aditia	9,4
11	Marisa Putri	-
12	Maulida Cahyani	76
13	Muhammad Noor	72
14	Muhammad Yunus	89
15	Nadia	75
16	Norlaila	75
17	Novia Rahmawati	80
18	Rahmat Maulana	60
19	Rizky Wahyudi	-
20	Sholihin	67
21	Subhanoor	67
22	Tia Ayu Lestari	69
23	Wit Suharti Ningsih	64
24	Zuhrida Hariati	70

3) Day/Date   : Wednesday, October 22nd 2008

Time   : 12.00 – 13.30 Pm

Class   : VII C

Teacher   : Miss Sd S.PdI

No	Name	Score
1	Alda	75
2	Alfian Hidayat	65
3	Arifin	70
4	Asri	70
5	Eni Normalina	78
6	Irma Farida	80
7	Jumiati	65
8	Khairun Fauji	75
9	M. Amin Qutbi	65
10	M. Noor Aditia	70
11	Marisa Putri	80
12	Maulida Cahyani	80
13	Muhammad Noor	90
14	Muhammad Yunus	65
15	Nadia	75
16	Norlaila	80
17	Novia Rahmawati	84
18	Rahmat Maulana	65
19	Rizky Wahyudi	70

20	Sholihin	75
21	Subhanoor	80
22	Tia Ayu Lestari	80
23	Wit Suharti Ningsih	65
24	Zuhrida Hariati	75

4) Day/Date   : Wednesday, October 29th 2008

    Time   : 10.10 – 11.30 Am

    Class   : VII C

    Teacher   : Miss Sd S.PdI

No	Name	Score
1	Alda	75
2	Alfian Hidayat	75
3	Arifin	80
4	Asri	75
5	Eni Normalina	65
6	Irma Farida	75
7	Jumiati	85
8	Khairun Fauji	-
9	M. Amin Qutbi	90
10	M. Noor Aditia	85
11	Marisa Putri	75
12	Maulida Cahyani	65
13	Muhammad Noor	80
14	Muhammad Yunus	75
15	Nadia	80
16	Norlaila	-
17	Novia Rahmawati	70
18	Rahmat Maulana	70
19	Rizky Wahyudi	70
20	Sholihin	75
21	Subhanoor	70
22	Tia Ayu Lestari	75
23	Wit Suharti Ningsih	80
24	Zuhrida Hariati	70

b. The score of students in the first year in Class VII A of MTs Islamiyah Palangka Raya.

1) Day/Date   : Wednesday, September 17th 2008

Time   : 09.30 – 11.30 Am

Class   : VII A

Teacher   : Mr. Fr

No	Name	Score
1	A. Irwansyah	70
2	Aditia Rahman	70
3	Agustina	90
4	Agustian F. Putra	70
5	Dahlia	60
6	Dhea Putri Lestari	70
7	Fuad Hadi	65
8	Hardiyanti	75
9	Helmi	75
10	Inyaturrahman	65
11	Jaya Sudrajat	75
12	Jumiati	80
13	Laila Sari	60
14	Mina	80
15	M. Iqbal Renaldi	80
16	M. Rafi	70
17	M. Rizky Afrizal	65
18	Norhayati	70
19	Nurul	75
20	Rusmiati	70
21	Salmansyah	65
22	Siti Aminah	85
23	Sukmawati Dewi	65
24	Tri Kurnia A. Putri	70

2) Day/Date   : Saturday, October 18th 2008

Time   : 10.10 – 11.30 Am

Class   : VII A

Teacher   : Mr. Fr

No	Name	Score
1	A. Irwansyah	80
2	Aditia Rahman	65
3	Agustina	85
4	Agustian F. Putra	75
5	Dahlia	65
6	Dhea Putri Lestari	70

7	Fuad Hadi	70
8	Hardiyanti	70
9	Helmi	65
10	Inyaturrahman	70
11	Jaya Sudrajat	75
12	Jumiati	75
13	Laila Sari	80
14	Mina	85
15	M. Iqbal Renaldi	80
16	M. Rafi	75
17	M. Rizky Afrizal	75
18	Norhayati	-
19	Nurul	65
20	Rusmiati	65
21	Salmansyah	70
22	Siti Aminah	70
23	Sukmawati Dewi	65
24	Tri Kurnia A. Putri	65

3) Day/Date   : Saturday, October 25th 2008

Time   : 10.10 – 11.30 Am

Class   : VII A

Teacher   : Mr. Fr

No	Name	Score
1	A. Irwansyah	70
2	Aditia Rahman	70
3	Agustina	80
4	Agustian F. Putra	75
5	Dahlia	65
6	Dhea Putri Lestari	70
7	Fuad Hadi	70
8	Hardiyanti	70
9	Helmi	70
10	Inyaturrahman	70
11	Jaya Sudrajat	75
12	Jumiati	75
13	Laila Sari	70
14	Mina	65
15	M. Iqbal Renaldi	80
16	M. Rafi	75
17	M. Rizky Afrizal	75
18	Norhayati	75
19	Nurul	65

20	Rusmiati	60
21	Salmansyah	75
22	Siti Aminah	70
23	Sukmawati Dewi	65
24	Tri Kurnia A. Putri	65

4) Day/Date   : Wednesday, November 5th 2008

   Time   : 09.00 – 11.30 Am

   Class   : VII A

   Teacher   : Mr. Fr

No	Name	Score
1	A. Irwansyah	70
2	Aditia Rahman	70
3	Agustina	85
4	Agustian F. Putra	80
5	Dahlia	60
6	Dhea Putri Lestari	70
7	Fuad Hadi	70
8	Hardiyanti	75
9	Helmi	70
10	Inyaturrahman	75
11	Jaya Sudrajat	-
12	Jumiati	80
13	Laila Sari	80
14	Mina	65
15	M. Iqbal Renaldi	85
16	M. Rafi	80
17	M. Rizky Afrizal	80
18	Norhayati	70
19	Nurul	70
20	Rusmiati	70
21	Salmansyah	-
22	Siti Aminah	65
23	Sukmawati Dewi	65
24	Tri Kurnia A. Putri	70

Source: Documentation of MTs Islamiyah Palangka Raya

C. The Difficulties of Teachers in Teaching Reading by Using Grammar Translation Method for Students in Islamiyah Palangka Raya

Based on the result of study, it that showed there were some difficulties faced by the teachers when teaching, they were:

Kesulitan-kesulitan yang dihadapi oleh guru dalam menerapkan grammar translation method dalam membaca yaitu ketika guru memerintahkan untuk membaca sebuah bacaan siswa tidak bisa membaca dengan benar dan tepat. Dan ketika diperintahkan untuk menyusun kata menjadi sebuah kalimat yang benar dan mempunyai arti siswa tidak bisa mengerjakan.[48]

Another difficulty was *"ketika guru memerintahkan untuk menterjemahkan teks bacaan, siswa hanya menunggu arti dari guru".*[49] *Ketika lupa dengan kosakata yang akan diajarkan, ketika bacaan menggunakan lebih banyak fungsional.*[50]

The solution of the problems that be gotten by teachers in GTM method were: to handle the problem of students when they must range the words In Indonesia "using dictionary, to give the describing in the text with environment and to limit the time. During teaching process there were problems so the teacher hoped to give more time to teach the material that had not been taught, to increase their ability in the material and make the good situation so the students will more enjoy of their activity.

D. **The Analysis of the English Teachers' Techniques in Using Grammar Translation Method and the Difficulties of Teachers in Teaching Reading by Using Grammar Translation Method for Students in MTs Islamiyah Palangka Raya**

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[48] *The result of interview with miss Sd on November 2nd 2008 in Palangka Raya*
[49] *Ibid*
[50] *The result of interview with Mr. Fd on November 3rd 2008 in Palangka Raya.*

1   **The analysis of the English teachers' techniques in using Grammar Translation Method in teaching reading in MTs Islamiyah Palangka Raya.**

No	Step	Techniques	Teachers
1	The ways to motivate the students in English learning	1. By giving the advise for the students that the successful is just for students, and gave the solution to the students how to understand the English material easily.	Mr. Fr.
		2. Gave the reward to the students who can answer the questions well.	Miss Sd.
2	Form of the task	1. Gave instructions to the students about the content of text, ex: form of tenses, conjunction, prepositions and adverb of the text.	Mr Fr
		2. Answer the questions related to the text.	Miss Sd
3	Form of the questions	Essay	Mr. Fr Miss. Sd
4	The ways in evaluation the students in reading subject.	By oral and written test.	Mr Fr Miss. Sd
5	How to use game in learning process.	1. By using : puzzle. 2. The students competence to find out the meaning words that had been random.	Mr. Fr Miss. Sd
6	How long of the time in teaching learning process.	5 x 45 minutes	Mr. Fr Miss. Sd
7	The first doing by teachers in learning process.	a. Gave explanation the material. b. Discuss to the students to make the students be more active. c. Check the present list, gave the description about the text, read together, comprehend the text, explain and give the meaning words. .	Mr. Fr Miss. Sd

2   **The analysis of the difficulties of teachers in teaching reading by using Grammar Translation Method for students in MTs Islamiyah Palangka Raya.**

No	Difficulties	Solution
1	The students get problem when they must range the words to be a good sentence that has the meaning in Indonesia. The students just waits meaning word from their teachers give because the students cannot look for the meaning word alone.	Using dictionary and to give the description of what be talked in the text with environment
2	The difficulties that faced are when forget with vocabulary would learned, when the text more using functional others.	Flexibility for the time, if during teaching there are problems hoped it could be explained in other time especially for the text that didn't explain in the last meeting.

Chapter IV

CHAPTER IV

CLOSING

A. Conclusion

Based on the result of the research that had been explained in chapter III about the teaching reading using grammar translation method in MTs Islamiyah Palangka Raya in academic year 2008/2009, there were several conclusion to be taken, they were as follows:

1. The implementation of grammar translation method in teaching reading as follows:

No	Teaching Activity	Teacher's Activity	Students' Activity
1	Pre teaching	1.Teacher greeted Students 2. Teacher checked The Students' Present list. 3. Teacher prepared the subject material	1.Students responded the greeting. 2.Students answered the teacher's calling name.
2	Whilst teaching	1.Teacher asked students to open their book related the material 2. Teacher read the text. 3.Teacher asked students to read the text. 4. Teacher and students translated the text 5.Teacher asked students to get the difficult words. 6. Teacher translated the difficult words. 7. Teacher gave opportunity to students to ask some questions	1. Students paid attention. 2. Students read the text. 3. Students translated the text. 4. Students searched the difficult words. 5. Students wrote the meaning of difficult words. 6. Students asked question. 7. Students did the exercise. 8. Students checked the exercise. 9. Students paid attention.
3	Post teaching	1. Teacher gave exercise. 2. Teacher checked students' exercise. 3. Teacher concluded the material.	1.Students did the exercice. 2. Students checked the exercise. 3. Students paid attention.

		4.Teacher gave suggestion and motivation. 5.Teacher closed the lesson.	4. Students accepted the teacher's suggestions and motivations.

2. The teacher's difficulties in using grammar translation method were when the students must range the words to be a sentence that has the meaning in Indonesia. The students just waited the meaning words from their teachers.

B. Suggestion

Based on the conclusion of the study, there are some suggestions which are commended to the teachers of MTs Islamiyah Palangka Raya. They are :

1. The teacher should improve their creativity in using this method to be used in teaching English especially in reading. By using this method the teachers can use to make the situation in the class more enjoyable so the students are not bored.

2. The teachers should improve their ability to create an interesting game.

3. The teachers should be able to manage the available time to get successful in teaching learning.

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Appendix

Observation Guide

1. Media yang tersedia/digunakan untuk menunjang pengajaran reading menggunakan metode GTM.
2. Cara guru menyampaikan materi dengan menggunakan GTM.
3. Materi-materi bahasa inggris yang diajarkan di kelas VII MTs Islamiyah Palangka Raya.
4. Materi pembelajaran bahasa inggris yang di kelas VII MTs Islamiyah Palangka Raya.
5. Cara-cara evaluasi yang dilakukan guru dengan menggunakan GTM pada pelajaran reading.
6. Hasil-hasil evaluasi mengajarkan materi bahasa inggris menggunakan GTM pada reading.
7. Keluhan dari siswa yang mengikuti pembelajaran dengan metode GTM.

Interview Data transcription

The result of interview with Mr. Fr A.md.

1. Bagaimana perkembangan pengajaran bahasa inggris sekarang ini ?
   - Sangat beragam dan maju dari tahun-tahun yang lalu terutama dari segi materi dan buku-buku penunjang

2. Apa saja karakteristik mengajar dengan menggunakan metode GTM khususnya dalam reading ?
   - Karakteristiknya adalah disampaikan dengan menggunkan bahasa Indonesia, membaca teks bacaan, mencari kata-kata sulit beserta artinya, menterjemahkan teks yang dipelajari, menjawab pertanyaan yang berkaitan dengan teksbacaan

3. Apa saja langkah-langkah dalam pengajaran reading menggunakan metode GTM ?
   - Langkah-langkahnya dengan membaca teks bacaan, mencari kata-kata sulit lalu mengartikannya, menterjemahkan teks dan juga latihan-latihan

4. Apa yang dilakukan guru agar siswa termotivasi untuk belajar bahasa Inggris?
   - Ada banyak langkah, terutama memberikan penjelasan bahwa keuntungan dan kemajuan untuk diri sendiri, memberikan arahan tentang kemudahan untuk bisa memahami belajar bahasa Inggris

5. Berapa jam tatap muka materi yang diajarkan pada bahasa inggris ?
   - 1 x 45 menit (dalam satu minggu 5 x 45 menit)

6. Apa yang dilakukan oleh guru pada waktu pertama mengajar sampai berakhir pelajaran ?
   - Mengecek kehadiran siswa, menyampaikan materi, memberikan latihan yang berkaitan dengan materi

7. Pada materi bahasa inggris khususnya reading menggunakan metode GTM ini yang mana yang ditekankan ?
   - Membaca bacaan, menterjemahkan dan juga mempelajari structure yang terkandung dalam materi

8. Apakah ada game dalam pengajaran reading ? seperti apa ?
   - Ada. Seperti puzzle, tebak gambar/menyusun
9. Bagaimana penugasan kepada siswa untuk pendalaman materi ?
   - Menentukan tenses yang terkandung dalam teks, menjawab soal-soal
10. Bagaimana respon guru terhadap kesalahan siswa ?
    - Selama ini yang saya lakukan apabila ada kesalahan anak yaitu memberikan kesempatan untuk bertanya dan memberikan penjelasan kepadanya supaya lebih baik dalam tugasnya
11. Bagaimana cara mengatasi masalah ketika mengajar reading menggunakan metode GTM ?
    - Menyesuaikan waktu, apabila selama dalam pengajaran ada masalah, maka kita harapkan bias mengisi waktu yang luang walau sekecil mungkin untuk menambah atau memperbaiki materi yang kiranya belum disampaikan
12. Bagaimana cara guru mengevaluasi pengajaran reading ?
    - Kita berikan ulangan lisan atau kita suruh untuk membaca ataupun dengan menjawab pertanyaan-pertanyaan yang berkaitan dengan materi
13. Bagaimana penerapan GTM dalam pengajaran reading ?
    - Membaca, menterjemahkan, mencari kata-kata sulit dan artinya, evaluasi pelajaran dan juga structure
14. Apa kesulitan guru ketika menerapkan GTM dalam reading ?
    - Kesulitan tersebut muncul ketika kita menyuruh anak didik untuk membaca teks dengan intonasi dan makna yang baik dan benar mereka tidak bias, apabila lupa tentang kosa kata yang diajarkan, dan juga apabila dalam suatu wacana banyak menggunakan fungsional
15. Apa saja keuntungan guru menerapkan GTM ?
    - Kita bisa memberikan langsung kepada siswa tentang ide-ide kalimat, grammar dll karena disampaikan dengan menggunakan bahasa Indonesia

The result of interview with Miss. Sd S.Pd.I

1. Bagaimana perkembangan pengajaran bahasa inggris sekarang ini ?

    - Perkembangannya sangat maju pesat, terbukti banyak buku-buku pelajaran bahasa Inggris untuk menunjang proses belajar mengajar

2. Apa saja karakteristik mengajar dengan menggunakan metode GTM khususnya dalam reading ?

    - Cara mengajarnya biasanya menggunakan bahasa Indonesia, membaca teks, menterjemahkan teks bacaan

3. Apa saja langkah-langkah dalam pengajaran reading menggunakan metode GTM ?

    - Membaca teks bacaan dengan benar, mencari kata-kata sulit, mencari makna arti kata-kata dalam teks, menterjemahkan

4. Apa yang dilakukan guru agar siswa termotivasi untuk belajar bahasa inggri ?

    - Biasanya member hadiah kepada siswa yang dapat menjawab pertanyaan dengan benar

5. Berapa jam tatap muka materi yang diajarkan pada bahasa inggris ?

    - 2 x 45 menit (2 jam pelajaran untuk satu minggu 5 jam pelajaran)

6. Apa yang dilakukan oleh guru pada waktu pertama mengajar sampai berakhir pelajaran ?

    - Mengecek kehadiran siswa, member gambaran tentang teks yang akan dipelajari, membaca bersama-sama, mencari kata-kata sulit, menterjemahkan, memahami dan menjelaskan isi teks, menjawab soal-soal yang berkaitan dengan materi.

7. Pada materi bahasa inggris khususnya reading menggunakan metode GTM ini yang mana yang ditekankan ?

    - Yang paling ditekankan adalah menterjemahkan dan memberi makna pada teks bacaan agar siswa dapat memahami isi teks dan juga menentukan tenses yang terkandung dalam teks atau structurenya.

8. Apakah ada game dalam pengajaran reading ? seperti apa ?

    - Ada, siswa berlomba mencari arti kata yang diacak

9. Bagaimana penugasan kepada siswa untuk pendalaman materi ?

   - Menjawab pertanyaan sesuai dengan teks

10. Bagaimana respon guru terhadap kesalahan siswa ?

    - Guru harus dapat membimbing siswa agar tidak melakukan kesalahan lagi

11. Bagaimana cara mengatasi masalah ketika mengajar reading menggunakan metode GTM ?

    - Dengan menggunakan kamus dan menyesuaikan gambaran yang ada dalam teks dengan lingkungan sekitar

12. Bagaimana cara guru mengevaluasi pengajaran reading ?

    - Menjawab pertanyaan-pertanyaan yang berhubungan dengan teks

13. Bagaimana penerapan GTM dalam pengajaran reading ?

    - Pertama kita mengecek kehadiran siswa, selanjutnya kita menyiapkan materi. Kedua kita menyampaikan materi seperti membaca teks, mencari kata-kata sulit dan artinya, menterjemahkan, menentukan tenses yang terkandung dalam bacaan. Ketiga memberikan latihan-latihan yang berkaitan dengan materi

14. Apa kesulitan guru ketika menerapkan GTM dalam reading ?

    - Pada dasarnya tidak ada hanya saja ketika siswa itu disuruh untuk membaca dengan baik dan benar mereka tidak biasa, ketika disuruh untuk menterjemahkan teks mereka sulit menemukan arti kata yang ada didalam kamus.

15. Apa saja keuntungan guru menerapkan GTM ?

    - Siswa dapat lebih cepat memahami isi teks bacaan secara mendetail karena disampaikan dengan menggunakan bahasa Indonesia sesekali menggunakan bahasa Inggris

Dokumentation Guide

1. Jumlah jam pelajaran bahasa Inggris pada kelas VII MTs Islamiyah Palangka Raya.
2. RPP pembelajaran bahasa Inggris.
3. Silabus bahasa Inggris.
4. Jumlah guru bahasa Inggris pada kelas VII MTs Islamiyah Palangka Raya.

SILABUS BAHASA INGGRIS

Sekolah : Sekolah Menengah Pertama
Kelas : VII (Tujuh)
Semester : 1 (satu)
Mata Pelajaran : Bahasa Inggris

Standar Kompetensi: 1. Mendengarkan
Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu (Menit)	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1.1 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/ sudah dikenal, memperkenalkan diri sendiri/ orang lain, dan memerintah atau melarang	Contoh: A : Good morning. How are you? B : Fine Thanks. Nice to meet you. A : Hello, I Nina B : Hi, I'm Rery Nice to meet you. A : Don't do that B : No, I won't A : Stop it B : Ok	Tanya jawab yang terkait dengan materi Membahas kosa kata dan bahasa yang terkait dengan sapaan, perkenalan, memberi perintah atau melarang Mendengarkan percakapan yang terkait dengan sapaan, perkenalan, memberi perintah atau melarang Menjawab merespon pertanyaan	Merespon ungkapan-ungkapan Sapaan orang yang sudah/belum dikenal Perkenalan diri sendiri/ orang lain Perintah/larangan	Tes lisan Tes tertulis Unjuk kerja	Tes Uraian	Merespon ungkapan lisan Pilihan Ganda Responang	2 × 40'	Buku teks Trough the World Kelas VII, indah Kismani, CV. Arya Duta CD penunjang pembelajaran interaktif Bahasa Inggris Kelas VII LKS Saktif Pelita Bahasa Inggris Kelas VII semester 1
1.2 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi informasi, mengucapkan terima kasih, meminta maaf dan mengungkapkan kesantunan	Contoh: A : Where's the book? B : It's there. A : Thank you. B : You're welcome. A : I'm sorry. B : It's okay. A : Please! B : All right thanks	Mendengarkan dan merespon introduction tentang meminta dan memberi informasi, ungkapan terimakasih, permintaan maaf, kesantunan. memperhatikan kosakata dan tatabahasa yang kemungkinan besar muncul dalam mendengarkan topik materi mendengarkan percakapan tentang meminta dan memberi informasi, ungkapan terimakasih, permintaan maaf dan kesantunan mendengarkan gambar-gambar yang muncul dalam materi percakapan terkait. Menjawab/merespon pertanyaan berdasarkan materi yang diperdengarkan	Merespon ungkapan-ungkapan Meminta dan memberi informasi Ungkapan terima kasih Permintaan maaf Kesantunan	Tes lisan Tes tulis	Merespon pertanyaan ungkapan lisan Melengkapi	Listen to the questions, expression and give your answer/ response. A : How many persons are in the conversation? B : .... A : thank you so much. B : .... Listen to the questions/ expressions and complete the sentences A : could you open the door for me? B : .... A : Sorry I'm Late. B :	2 × 40'	Buku teks Trough the Would Kelas VII, indah Kismani, CV. Arya Duta CD penunjang pembelajaran interaktif Bahasa Inggris Kelas VII LKS Saktif Pelita Bahasa Inggris Kelas VII semester 1

Standar Kompetensi : 2. Mendengarkan
Memahami makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat

| Kompetensi Dasar | Materi Pokok/ Pembelajaran | Kegiatan Pembelajaran | Indikator | Penilaian | | | Alokasi Waktu (Menit) | Sumber Belajar |
				Teknik	Bentuk Instrumen	Contoh Instrumen		
2.1 Merespon makna dalam teks lisan fungsional pendek sangat sederhana secara akurat lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	Contoh. • Keep closed! Things to buy: - Sugar - Flour - Egg - Butter • Congratulations! • Well done! • Announcements! • School will close tomorrow since it's the WAISAK day.	• Tanya jawab yang terkait dengan materi • Membahas kosakata dan tata bahasa, verb phrase yang berkaitan dengan instruksi, ucapan selamat, noun phrase yang berkaitan dengan daftar benda/barang • Mendengarkan percakapan yang sesuai dengan materi • Menjawab/merespon pertanyaan tentang struktur percakapan	Merespon makna dalam teks lisan fungsional pendek berupa: • Instruksi • Daftar benda/barang (shopping list) • Ucapan selamat • Pengumuman	Tes lisan Unjuk kerja Tes tertulis	Pertanyaan Respon tindakan Isian singkat	A. What does the writer want to buy? B. .... • State the ..... • Raise your hand! Listen to the statement and decide if the statements True (T) or False (F). I need to get a pack of sugar. ...... (T/F)	2 × 40'	• Buku teks Trough the World Kelas VII, Indah Kismani, CV Arya Duta • CD penunjang pembelajaran interaktif Bahasa Inggris Kelas VII • LKS Sakti/ Pelita Bahasa Inggris Kelas VII semester 1
2.2 Merespon makna gagasan yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	Contoh: • Congratulations! • Well done! • Announcement! • School will close tomorrow since it's the WAISAK day.	• Mendengarkan dan merespon introduction tentang makna yang terkait dalam ungkapan-ungkapan fungsional pendek berupa instruksi, shopping list, greeting card, announcement • Memperhatikan kosakata dan tatabahasa yang mungkin muncul dalam makna yang tersurat dalam ungkapan-ungkapan fungsional pendek lisan berupa instruksi, shopping list, greeting card, announcement • Mendengarkan teks-teks lisan fungsional pendek yang terkait dengan topik materi terkait • Mengidentifikasi makna gagasan teks lisan fungsional pendek yang terkait dengan topik materi • Menjawab pertanyaan-pertanyaan tentang	Mengidentifikasi makna gagasan dalam teks lisan fungsional pendek berupa: • Instruksi • Shopping list • Greeting card • Announcement	Tes lisan Tes tulis Unjuk kerja	Daftar pertanyaan Game Melengkapi T/F Pilihan ganda Menjodohkan Respon tindakan	Listen and answer the questions orally! Listen and mention as many shopping list items as you can remember Listen and fill in the blank spaces Write down T/F for the statements Choose the best answer by crossing a, b, c or d Match the statements in list A and B Listen the instruction and do it!	2 × 40'	• Buku teks Trough the World Kelas VII, Indah Kismani, CV Arya Duta • CD penunjang pembelajaran interaktif Bahasa Inggris Kelas VII • LKS Sakti/ Pelita Bahasa Inggris Kelas VII semester 1

Standar Kompetensi : 3. Berbicara

Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pokok Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu (Menit)	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
3.1 Melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum dikenal, memperkenalkan diri sendiri dan orang lain, memerintah dan melarang	Contoh: A: Good morning. How Are you? B: Fine, thanks A: Hi, I'm Rani B: Hello, I'm Nina A: Go away ! B: Okay A: Don't be Nosy B: I won't	• Tanya jawab yang berkaitan dengan materi. • Menggunakan ungkapan-ungkapan secara dan respon sapaan. • Membahas kosakata dan struktur percakapan sesuai materi • Latihan percakapan dalam bentuk dialog • Menggunakan ungkapan-ungkapan percakapan sesuai materi dalam situasi nyata	• Mengungkapkan berbagai tindak tutur: • Menyapa yang belum/sudah dikenal • Memperkenalkan diri sendiri/orang lain • Memerintah / melarang	Tes lisan Unjuk kerja	Pertanyaan Performance	Answer the questions orally! Perform the dialogue in front of the class!	2 × 40'	• Buku teks Trough the World Kelas VII, Incan Kismani, CV. Arya Duta • CD pendukung pembelajaran • Bahasa Inggris Kelas VII • LKS Sakti • Peta Bahasa Inggris Kelas VII semester 1
3.2 Melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi informasi, mengucapkan terima kasih, meminta maaf dan mengungkapkan kesantunan	Contoh: A. Where is it? B. It's here A. Thanks a lot. B. You're Welcome A. I'm sorry B. It's Okay A. Please, come in. B. Thank you.	• Mendengarkan dan memberi respon tentang introduction tindak tutur topik materi yang akan disampaikan • Memperhatikan penjelasan tentang kosakata dan tata bahasa yang muncul dalam tindak tutur dengan topik materi yang disampaikan • Mendengarkan model percakapan yang menggunakan tindak tutur tentang topik materi yang disampaikan • Menggunakan tindak tutur dengan topik materi yang disampaikan dengan teman • Menggunakan tindak tutur dengan topik materi yang disampaikan dengan variasi-variasi atau kemungkinan-kemungkinan secara bebas	• Bertanya dan menjawab tentang berbagai hal: • Meminta dan memberi informasi • Mengucapkan terima kasih • Meminta maaf • Mengungkapkan kesantunan	Tes lisan Unjuk kerja	Tanya jawab Bermain peran	Ask and answer questions to your friends based on the situation given or picture Perform a role play with your friends about asking and giving information	4 × 40'	• Buku teks Trough the World Kelas VII, Indah Kismani, CV Arya Duta • CD pendukung pembelajaran interaktif Bahasa Inggris Kelas VII • LKS Sakti Pelita Bahasa Inggris Kelas VII semester 1

Standar Kompetensi : 4. Berbicara

Mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pokok Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu (Menit)	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
4.1 Mengungkapkan makna tindak tutur fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	Teks Fungsional • Intruction • Shopping list • Greetings • Announcement	• Tanya jawab yang berkaitan dengan materi • Menirukan ungkapan-ungkapan sesuai materi • Membahas kosakata dan struktur percakapan • Tanya membenri perintah, menggunakan sesuai mengumumkan dengan singkat • Menggunakan ungkapan percakapan dalam situasi nyata	• Memberi instruksi • Menyebut daftar benda • Mengucapkan selamat • Mengumumkan dengan singkat	Tes lisan Unjuk kerja	Membahaskan gambar Performance	• Write an instruction based on the picture shown! • Announce an information about the ceremony!	2 × 40'	• Buku teks Trough the Would Kelas VII, Indah Kismani, CV. Arya Duta • CD penunjang pembelajaran interaktif Bahasa Inggris Kelas VII • LKS Sakti/ Pelita Bahasa Inggris Kelas VII semester 1
4.2 Mengungkapkan makna gagasan dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	Teks fungsional pendek • instruction • shopping list • greetings • announcement	• Mendengarkan dan memberi respon introduction tentang makna gagasan teks lisan fungsional pendek sesuai topik materi yang akan disampaikan • Mendengarkan dan memberi respon penjelasan tentang kosakata tata bahasa: noun, noun phrase, adj, verb, adverbs, short answer, istilah-istilah dalam teks fungsional pendek • Mendengarkan model teks-teks lisan fungsional pendek • Menggunakan teks-teks fungsional pendek dalam simulasi • Mengidentifikasi makna gagasan teks-teks lisan fungsional pendek • Menjawab pertanyaan tentang makna gagasan teks fungsional pendek secara lisan	• Memberi instruksi secara lisan • Menyebutkan daftar barang yang dibutuhkan • Memberi selamat • Mengumumkan sesuai	Tes lisan	Unjuk kerja	a. Give instruction to your friend based on the picture b. Mention the things that you find in your bedroom. c. Congratulate your friend on her success in doing something d. Tell your friend about the coming school holiday	2 × 40'	• Buku teks Trough the Would Kelas VII, Indah Kismani, CV. Arya Duta • CD penunjang pembelajaran interaktif Bahasa Inggris Kelas VII • LKS Sakti/ Pelita Bahasa Inggris Kelas VII semester 1

Standar Kompetensi: 5. Membaca
Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu (Menit)	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
5.1 Membaca nyaring bermakna kata, frasa, dan kalimat dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan terdekat	Pronunciation kata dan Intonation; frasa, kalimat yang telah dipelajari	- Mendengarkan dan merespon hal-hal yang perlu diperhatikan dalam kegiatan membaca nyaring: pronunciation, intonation. - Mendengarkan model membaca nyaring - Menirukan membaca nyaring dengan intonasi dan jeda sesuai model - Membaca nyaring sendiri dengan lafal, intonasi, dan jeda yang baik dan benar	- Melafalkan kata, frasa dan kalimat dengan baik dan benar - Membaca kata frasa dan kalimat dengan intonasi yang benar - Membaca nyaring dengan baik dan benar	Tes unjuk kerja Observasi	Uji petik membaca nyaring Lembar observasi	- Read the sentences aloud! - Read the all the sentences loudly and carefully	2 × 40'	- Buku teks Trough the Wourld Kelas VII, Indah Kismani, CV. Arya Duta - CD penunjang pembelajaran interaktif Bahasa Inggris Kelas VII - LKS Sakti/ Pelita Bahasa Inggris Kelas VII semester 1
5.2 Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat	Teks fungsional pendek berbentuk: - Instruksi - Daftar barang - Kartu ucapan - Pengumuman	- Tanya jawab yang terkait dengan materi - Mereview membaca nyaring - Mengidentifikasi informasi yang terdapat dalam bacaan - Membahas kosakata struktur kalimat, struktur bacaan	- Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk: • Instruksi • Daftar barang • Kartu ucapan • Pengumuman - Mengidentifikasi ciri kebahasaan teks yang dibaca	Unjuk kerja Tes tulis	Pilihan ganda Melengkapi kalimat/ frase Menjawab pertanyaan	- Read the announcement loudly and communicatively! - Complete the noun phrases stated in the sentences below! - Answer the questions based on the text!	3 × 40'	- Buku teks Trough the Wourld Kelas VII, Indah Kismani, CV. Arya Duta - CD penunjang pembelajaran interaktif Bahasa Inggris Kelas VII - LKS Sakti/ Pelita Bahasa Inggris Kelas VII semester 1

Standar Kompetensi : 6. Menulis
Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu (Menit)	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
6.1 Mengungkapkan makna gagasan dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	• Teks fungsional pendek berbentuk: - Instruksi - Daftar barang - Kartu ucapan - Pengumuman • Kalimat sederhana terkait materi dan jenis teks	• Membahas ciri-ciri jenis teks fungsional pendek • Membuat frasa, kalimat sesuai materi • Membuat teks fungsional pendek	- Melengkapi teks fungsional pendek - Menyusun kata/urutan kata menjadi kalimat yang padu - Menulis teks fungsional pendek	Tes tulis	Melengkapi Menyusun kalimat Esai	Complete the blank spaces of the following text! Arrange the jumbled sentences in a good order Make a greeting card (choose the topic you prefer: Happy birthday, Wedding, Season's greeting)	4 × 40'	• Buku teks Trough the Wourld elas VII. Indah Kismani, CV. Arya Duta • CD penunjang pembelajaran interaktif Bahasa Inggris Kelas VII • LKS Sakti/ Pelita Bahasa Inggris Kelas VII semester 1
6.2 Mengungkapkan langkah retorika dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	Teks fungsional pendek tentang: - Instruksi - Daftar barang - Kartu ucapan - Pengumuman Langkah retorika teks fungsional pendek	• Mendengarkan dan merespon penjelasan tentang ciri-ciri teks fungsional pendek • Menyusun kata dalam bentuk frasa benda • Menyusun kata, frasa dalam kalimat padu • Mengidentifikasi ciri-ciri teks fungsional pendek yang diberikan dengan bantuan guru • Mengidentifikasi ciri-ciri teks fungsional pendek yang diberikan secara mandiri • melengkapi fungsional pendek dengan struktur teks yang benar. • Menulis teks fungsional pendek	- Membuat teks fungsional pendek - Menggunakan langkah retorika dalam menulis teks fungsional pendek	Tes tulis	Melengkapi Esai Project Uraian	Complete the blank spaces of the short text. Write down an announcement based on the given situation Go to public places and find at least 10 written short texts Make a list of things you find in the following places: 1. bedroom 2. bathroom 3. kitchen	4 × 40'	• Buku teks Trough the Wourld Kelas VII. Indah Kismani, CV. Arya Duta • CD penunjang pembelajaran interaktif Bahasa Inggris Kelas VII • LKS Sakti/ Pelita Bahasa Inggris Kelas VII semester 1

Mengetahui
Kepala MTs Islamiyah Palangka Raya

Idayani, S.Ag
NIP. 150 202 161

Palangka Raya,   2007

Guru Mata Pelajaran,

DEPARTEMEN AGAMA
JADWAL PELAJARAN MTs. ISLAMIYAH PALANGKA RAYA
TAHUN PELAJARAN 2008/2009

SENIN

Jam	Pukul	VIIA	VIIB	VIIC	VIIIA	VIIIB	VIIIC	IX A	IX B	IX C
0	06.15 - 07.00	UPACARA BENDERA								
1	07.00 - 07.40	21G	24I	27N	4H	9I	7C	6H	28L	3N
2	07.40 - 08.20	21G	24I	27N	4H	9I	7C	6H	28L	3N
3	08.20 - 09.00	1A	24I	27N	5K	9I	8B	28L	15D	3N
	09.00 - 09.30	ISTIRAHAT PERTAMA								
4	09.30 - 10.10	1A	18M	24I	5K	4H	8B	28L	15D	6H
5	10.10 - 10.50	8B	18M	24I	22J	4H	25P	16K	9I	6H
6	10.50 - 11.30	8B	32Q	24I	22J	4H	25P	16K	9I	6H
	11.30 - 12.00	ISTIRAHAT KEDUA /SHOLAT ZUHUR								
7	12.00 - 12.40	5K	15D	8B	21G	25P	4H	11E	7C	10A
8	12.40 -13.20	5K	15D	8B	21G	25P	4H	11E	7C	10A

SELASA

Jam	Pukul	VIIA	VIIB	VIIC	VIIIA	VIIIB	VIIIC	IX A	IX B	IX C
0	06.30 - 07.00	KULTUM DAN SURAH YASIN								
1	07.00 - 07.40	2F	17H	19H	30N	4H	9I	6H	8 B	16K
2	07.40 - 08.20	2F	17H	19H	30N	4H	9I	6H	8 B	16K
3	08.20 - 09.00	5K	17H	19H	30N	4H	9I	2 F	26G	8B
	09.00 - 09.30	ISTIRAHAT PERTAMA								
4	09.30 - 10.10	5K	14N	32Q	4H	7C	21G	2 F	26G	8B
5	10.10 - 10.50	17H	14N	2F	4H	7C	21G	9I	26G	12J
6	10.50 - 11.30	17H	14N	2F	7C	33Q	30N	9I	3N	12J
	11.30 - 12.00	ISTIRAHAT KEDUA/SHOLAT ZUHUR								
7	12.00 - 12.40	22J	5K	13G	7C	12J	30N	16K	3N	26G
8	12.40 -13.20	22J	5K	13G	33Q	12J	30N	16K	18P	26G

RABU

Jam	Pukul	VIIA	VIIB	VIIC	VIIIA	VIIIB	VIIIC	IX A	IX B	IX C
0	06.30 - 07.00	S K J								
1	07.00 - 07.40	24I	20L	5K	15D	12J	27E	26G	3N	6H
2	07.40 - 08.20	24I	20L	5K	15D	12J	27E	26G	3N	6H
3	08.20 - 09.00	24I	5K	20L	28K	21G	12J	10A	26G	6H
	09.00 - 09.30	ISTIRAHAT PERTAMA								
4	09.30 - 10.10	14N	5K	20L	28K	21G	12J	10A	26G	9I
5	10.10 - 10.50	14N	8 B	25P	27N	10A	15D	7C	11E	9I
6	10.50 - 11.30	14N	8 B	25P	27N	10A	15D	7C	11E	26G
	11.30 - 12.00	ISTIRAHAT KEDUA/SHOLAT ZUHUR								
7	12.00 - 12.40	7C	25P	27N	21G	5K	11O	8B	10A	26G
8	12.40 -13.20	7C	25P	27N	21G	5K	11O	8B	10A	26G

KAMIS

Jam	Pukul	VIIA	VIIB	VIIC	VIIIA	VIIIB	VIIIC	IX A	IX B	IX C
0	06.30 - 07.00	KULTUM DAN SURAH YASIN								
1	07.00 - 07.40	20L	2F	11O	5K	15D	28L	6H	16K	18P
2	07.40 - 08.20	20L	2F	11O	5K	15D	28L	6H	16K	3N
3	08.20 - 09.00	17H	1A	23E	11O	5K	16K	15D	24O	3N
	09.00 - 09.30	ISTIRAHAT PERTAMA								
4	09.30 - 10.10	17H	1A	23E	11O	5K	16K	15D	6H	33Q
5	10.10 - 10.50	18M	14N	22J	8B	11O	21G	12J	6H	16K
6	10.50 - 11.30	18M	14N	22J	8B	11O	21G	12J	6H	16K
	11.30 - 12.00	ISTIRAHAT KEDUA/SHOLAT ZUHUR								
7	12.00 - 12.40	21G	23E	18M	25P	27E	29M	31M	12J	15D
8	12.40 -13.20	21G	23E	18M	25P	27E	29M	31M	12J	15D

JUM'AT

Jam	Pukul	VII A	VII B	VII C	VIIIA	VIIIB	VIIIC	IX A	IX B	IX C
0	06.30 - 07.00	S K J								
1	07.00 - 07.40	32Q	17H	19H	24I	30N	16K	3N	6H	28L
2	07.40 - 08.20	23E	17H	19H	24I	30N	16K	3N	6H	28L
3	08.20 - 09.00	23E	17H	19H	24I	30N	4H	33Q	6H	24O
	09.00 - 09.30	ISTIRAHAT								
4	09.30 - 10.10	17H	22J	5K	30N	29M	2F	24O	9 I	7C
5	10.10 - 10.50	17H	22J	5K	30N	29M	2F	18P	9 I	7C

SABTU

Jam	Pukul	VIIA	VIIB	VIIC	VIIIA	VIIIB	VIIIC	IX A	IX B	IX C
0	06.30 - 07.00	KERJA BAKTI								
1	07.00 - 07.40	15D	13G	1A	29M	21G	4H	3N	2 F	9I
2	07.40 - 08.20	15D	13G	1A	29M	21G	4H	3N	2 F	9I
3	08.20 - 09.00	25P	11O	15D	10A	28L	4H	33Q	31M	2F
	09.00 - 09.30	ISTIRAHAT PERTAMA								
4	09.30 - 10.10	25P	11O	15D	10A	28L	30N	9I	31M	2F
5	10.10 - 10.50	14N	7C	13G	2 F	°B	30N	9I	33Q	11E
6	10.50 - 11.30	14N	7C	13G	2 F	8B	33Q	26G	3N	11E
	11.30 - 12.00	ISTIRAHAT KEDUA/SHOLAT ZUHUR								
7	12.00 - 12.40	11O	13G	7C	25P	30N	10A	26G	16K	31N
8	12.40 -13.20	11O	13G	7C	25P	30N	10A	26G	16K	31N

KODE GURU

1. A. Supandi Halidi, A.Md
2. Hj. Nurhayati, S.Pd
3. Jhon Sarip, S.Pd
4. Silli, S.Pd
5. Sitti Masitah, S.Pd
6. Mei Lestari, S.Pd
7. Hamlah, A.Ma
8. H. Fahrudin
9. Ika Sih Susanti, ST
10. H. Selamat
11. H. Abdaillah
12. M. Saad Arfani, A.Md
13. Indayati, S.H
14. Fahruraji, A.Md
15. Supian Noor Hafas, A.Ma
16. Agus Salim, S.Pd
17. Herlinades, S.Pd
18. Setevi Lilianti, ST
19. Dede Tomojin, A.Md
20. Adhirawan
21. Ria Heksarini, S.St
22. Zakiyatus Sholehah, S.Pd
23. Fitriah, S.Ag
24. Lalang, S.Pd
25. Mas Bagus Ari Bawono
26. Dian Sofia, S.Pd
27. Sa'diah, S.PdI
28. Muhammad Ersyad, S.Pd
29. Minun Sih Susanti, S.Pi
30. Najamudin, S.Pd I
31. Siti Fatimah, A.Ma
32. M. Ruslan, A.Ma

KODE MATA PELAJARAN

A. Qur'an Hadist
B. Fiqih
C. Aqidah Ahlak
D. SKI
E. Bahasa Arab
F. PPKN
G. Bahasa Indonesia
H. Matematika
I. IPA (Fisika)
J. IPA (Biologi)
K. IPS
L. Penjaskes
M. Seni Budaya
N. Bahasa Inggris
O. Mulok
P. Tinkom
Q. BK

Mengetahui,
Kepala MTs. Islamiyah

H. Norma Hikmah, S.Ag, M.Si
NIP. 150 200 349

Palangka Raya, 1 Juli 2008
Wakamad Pengajaran

Jhon Sarip, S.Pd
NIP. 150 356 509

Documentation

THE DOCUMENTATION OF OBSERVATION AND INTERVIEW
(13 SEPTEMBER – 13 NOVEMBER 2008)

DAFTAR NILAI PBM PESERTA DIDIK MTs ISLAMIYAH
PALANGKA RAYA 2008/2009

Mata Pelajaran : Bahasa Inggris   Semester   : I

Kelas   : VII C   Tahun Pelajaran : 2008/2009

No	Nama Peserta Didik	Nilai			
1	Alda	6,5	70	75	75
2	Alfian Hidayat	9,5	67	65	75
3	Arifin	100	87	70	80
4	Asri	8,5	80	70	75
5	Eni Normalina	8,5	74	78	65
6	Irma Farida	7,5	69	80	75
7	Jumiati	6,6	65	65	85
8	Khairun Fauji	8,5	70	75	-
9	M. Amin Qutbi	100	85	65	90
10	M. Noor Aditia	100	94	70	85
11	Marisa Putri	6,8	-	80	75
12	Maulida Cahyani	6,6	76	80	65
13	Muhammad Noor	9,5	72	90	80
14	Muhammad Yunus	100	89	65	75
15	Nadia	9,5	75	75	80
16	Norlaila	8,5	75	80	-
17	Novia Rahmawati	7,5	80	84	70
18	Rahmat Maulana	5,5	60	65	70
19	Risky Wahyudi	6,6	-	70	70
20	Sholihin	7,5	67	75	75
21	Subhanoor	6,9	67	80	70
22	Tia Ayu Lestari	8,1	69	80	75
23	Wit Suharti Ningsih	7,4	64	65	80
24	Zuhrida Hariati	7,4	70	75	70
25					

Palangka Raya Desember 2008

Mata Pelajaran

Sa'diah S.Pd.I

DAFTAR NILAI PBM PESERTA DIDIK MTs ISLAMIYAH
PALANGKA RAYA 2008/2009

Mata Pelajaran : Bahasa Inggris   Semester   : I

Kelas   : VII A   Tahun Pelajaran : 2008/2009

No	Nama Peserta Didik	Nilai			
1	A.Irwansyah	70	80	70	70
2	Aditia Rahman	70	65	70	70
3	Agustina	90	85	80	85
4	Agustian F. Putra	70	75	75	80
5	Dahlia	60	65	65	60
6	Dhea Putri Lestari	70	70	70	70
7	Fuad Hadi	65	70	70	70
8	Hardiyanti	75	70	70	75
9	Helmi	75	65	70	70
10	Inyaturrahman	65	70	70	75
11	Jaya Sudrajat	75	75	75	-
12	Jumiati	80	75	75	80
13	Laila Sari	60	80	70	80
14	Mina	80	85	65	65
15	M. Iqbal Renaldi	80	80	80	85
16	M. Rafi	70	75	75	80
17	M. Rizky Afrizal	65	75	75	80
18	Norhayati	70	-	75	70
19	Nurul	75	65	65	70
20	Rusmiati	70	65	60	70
21	Salmansyah	65	70	75	-
22	Siti Aminah	85	70	70	65
23	Sukmawati Dewi	65	65	65	65
24	Tri Kurnia A. Putri	70	65	65	70
25					

Palangka Raya Desember 2008

Guru Mata Pelajaran

Fahrurazi A. Md

PANITIA SEMINAR PROPOSAL SKRIPSI MAHASISWA
SEMESTER GENAP TAHUN AKADEMIK 2007/2008
STAIN PALANGKA RAYA

Alamat Jl. G. Obos Komplek Islamic Centre Telp. (0536) 3239447, 3226356, 2321438 Fax 3222105 Palangka Raya 73112

SURAT KETERANGAN
Nomor: 43/PAN-SPSM/VIII/2008

Panitia Seminar Proposal Skripsi Mahasiswa Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya, menerangkan bahwa:

N a m a	:	SRI MULYANI
N I M	:	0301120117
Jurusan/Prodi	:	TARBIYAH/TBI
Judul Proposal	:	THE IMPLEMENTATION OF GRAMMAR TRANSLATION METHOD (GTM) IN TEACHING EFFICIENT READING USED BY ENGLISH TEACHERS IN MAN MODEL PALANGKA RAYA

telah melakukan Seminar Proposal Skripsi pada tanggal 28 Mei 2008 di Ruang Aula STAIN Palangka Raya dengan Penanggap Utama: Drs. H. ABDUL QODIR, M. Pd dan moderator: SANTI ERLIANA, S.Pd dan dinyatakan lulus/dapat diterima sebagai syarat penyelesaian skripsi.

Palangka Raya, 20 Agustus 2008

PANITIA

Ketua,

Gito Supriadi, M. Pd
NIP. 150 300 082

Sekretaris,

Abdul Azis, M. Pd
NIP. 150 300 083

SURAT PERNYATAAN

Yang bertanda tangan di bawah ini:

Nama   : SRI MULYANI
Nim   : 0301120117
Semester : X (Sepuluh)
Prodi   : Tadris Bahasa Inggris

telah selesai berkonsultasi dengan pembimbing I dan II tentang judul skripsi yang telah ditetapkan oleh Tim seleksi Judul Skripsi Jurusan Tarbiyah STAIN Palangka Raya.

Demikian surat pernyataan ini dibuat untuk diketahui sebagaimana mestinya.

Palangka Raya, 15 Mei 2008

Mahasiswa yang bersangkutan.

SRI MULYANI
NIM 0301120117

Mengetahui

Pembimbing I

Dr. H. KHAIRIL ANWAR, M. Ag
NIP 150 250 157

Pembimbing II

SIMINTO, M. Hum
NIP 150 321 413

Hal :   Mohon diseminarkan   Palangka Raya, 14 Mei 2008
        Seminar Proposal skripsi

                                            Kepada
                                            Yth. Ketua Panitia Seminar
                                            Proposal skripsi
                                            di-
                                                Palangka Raya

Assalamu'alaikum wr . wb.

Yang bertanda tangan di bawah ini:

Nama   :   SRI MULYANI
NIM   :   0301120117
Semester   :   X (Sepuluh)
Jurusan   :   Tarbiyah Bahasa Inggris
Judul Skripsi   :   THE   IMPLEMENTATION   OF   GRAMMAR
                    TRANSLATION   METHOD   IN   TEACHING
                    EFFICIENT   READING   USED   BY   ENGLISH
                    TEAHERS IN MAN MODEL PALANGKA RAYA.
Pembimbing   :   1. Dr. H. Khairil Anwar M. Ag
                    2. Siminto, M. Hum

Dengan ini mengajukan kepada Ketua Panitia seminar proposal skripsi untuk dapat di perkenankan mengikuti seminar proposal skripsi.

Bersama ini saya lampirkan 7 (tujuh) eksemplar proposal skripsi saya. Demikian. atas perkenankan dan kesediaan Bapak/Ibu di ucapkan terima kasih.

Wassalamu'alaikum wr. wb.
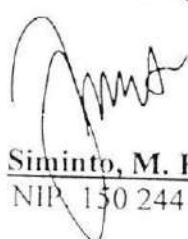
                            Mengetahui,
        Pembimbing II   Pemohon

    Siminto, M. Hum   **Sri Mulyani**
    NIP. 150 244 629   NIM. 0301120117

DEPARTEMEN AGAMA
YAYASAN PENDIDIKAN ISLAMIYAH AL-MUJTAHIDIN
MADRASAH TSANAWIYAH ISLAMIYAH PALANGKA RAYA
TERAKREDITASI (B)
SK Nomor : Kw.15.04/4/MTs/009/2007
Alamat : Jalan Dr. Murjani No. 75 ☎ (0536) 3230965 Palangka Raya 73111

SURAT KETERANGAN
Nomor : MTs.P-6/360.BI/PP.005/150.../V/2009

Berdasarkan Surat Ketua Sekolah Tinggi Agama Islam (STAIN) Palangka Raya Nomor : Sti.15.8/TL.00/1286/2008 tanggal 12 September 2008 perihal Mohon Ijin Mengadakan observasi/penelitian, dan Kepala Kantor Departemen Agama Kota Palangka Raya, Nomor : Kd.15.06/4/PP.00.9/2950/2008 tentang Rekomendasi, dengan ini Kepala Madrasah Tsanawiyah Islamiyah Palangka Raya menerangkan dengan sebenarnya bahwa :

Nama : **SRI MULYANI**

NIM : 0301120117

Jurusan : Tarbiyah

Program Studi : TBI

Jenjang : Strata – 1 (S-1)

Judul Skripsi : *The Implementation of Grammar Translation Method in Teaching Reading Used by English Teachers in MTs Islamiyah Palangka Raya*

Metode : Observasi, Wawancara dan Dokumentasi

Telah melakukan penelitian di MTs Islamiyah Palangka Raya dari tanggal 13 September sampai dengan 13 Nopember 2008.

Demikian surat keterangan ini kami berikan kepada yang bersangkutan untuk dapat digunakan sebagaimana mestinya.

Palangka Raya, 15 April 2009
Kepala,

Drs. MUHAMMAD IRSANI
NIP. 150 265 601

Tembusan :
1. Kakanwil Depag Prop. Kalteng Up.Kabid Mapendais di Palangka Raya
2. Ketua STAIN Palangka Raya di Palangka Raya

DEPARTEMEN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) PALANGKA RAYA

Alamat : JL G. Obos Komplek Islamic Centre Telp. (0536) 39447, 26356, 21438, Fax. 22105 Palangka Raya 73112

Palangka Raya, 12 September 2008

Nomor : Sti.15.8/TL.00/128/2008
Lampiran : 1 (satu) Proposal
Perihal : **Mohon Ijin Observasi/Penelitian**

Kepada
Yth. Kepala MAN Model Palangka Raya
di –
PALANGKA RAYA

Sehubungan dengan salah satu tugas mahasiswa untuk mengakhiri studi pada Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya adalah membuat Skripsi, maka dengan ini kami mohon kiranya Bapak berkenan memberikan Izin Penelitian Lapangan kepada :

Nama : Sri Mulyani

N I M : 0301120117

Jurusan/Prodi : Tarbiyah / TBI

Jenjang : Strata 1 (S-1)

Lokasi Penelitian : MAN Model Palangka Raya

Judul Skripsi : "THE IMPLEMENTATION OF GRAMMAR TRANSLATION METHOD IN TEACHING EFFICIENT READING USED BY ENGLISH TEACHERS IN MAN MODEL PALANGKA RAYA"

Metode : Tes, Wawancara dan Dokumentasi

Waktu Pelaksanaan : 2 (dua) bulan, terhitung sejak tanggal 13 September s/d 13 Nopember 2008

Sebagai bahan pertimbangan terlampir Proposal Penelitian. Demikian atas perhatian dan pertimbangan Bapak disampaikan terima kasih.

An. Ketua
Pembantu Ketua I

Drs. SARDIMI, M. Ag.
NIP. 150 265 103

Tembusan :
1. Yth. Ketua STAIN Palangka Raya (Sebagai Laporan)
2. Yth. Kepala Kantor Departemen Agama Kota Palangka Raya
3. Yth. Arsip

<u>CATATAN HASIL SEMINAR</u>

Penyaji / NIM : SRI MULYANI

Jurusan / Prodi : TARBIYAH / TADRIS BAHASA INGGRIS

Judul : THE IMPLEMENTATION of GRAMMAR TRANSLATION
METHOD (GTM) IN TEACHING EFFICIENT
READING USED BY ENGLISH TEACHERS IN
MAN MODEL PALANGKA RAYA

Penanggap Utama : Drs. H. ABDUL QODIR, M.Pd

Pembimbing : 1. Dr. H. KHAIRIL ANWAR, M.Ag
2. SIMINTO, M.Hum

CATATAN PERBAIKAN :

1). Frame of thingking must be revised :

Implementation ⟨ Preparation
               Process
               Evaluation
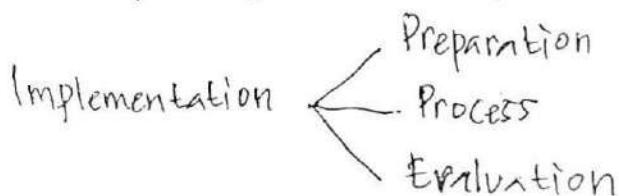
2). Significance of the study is only : as reference for English teachers
MAN Model Palangka Raya in teaching English as a foreign language

3). The reason in taking sample and the characteristic of the sampl.
taken must be inserted in the proposal

4). Bibliography must be revised.

Palangka Raya, 28 Mei 2008
Moderator

Santi Erliana, S.Pd
NIP. 150 378 422

CORRECTION NOTE

Name / SRN   : Sri Mulyani / 030 II 2 0 II7
Advisor   : 1. DR. H. Khairil Anwar, M.Ag.
                2. Siminto, M. Hum
Examiner   : Hj. Apni Ranti, M.Hum.
Title   : Grammar Translation Method in Teaching Efficient
                Reading used By English teachers in MAN Model
                Palangka Raya

1. Correction your background of study make it specific to your point, that

   as, reading.

2. Delete un relevant points, in this case, linguistics. (Chapter I).

3. Fix the problems of the study

4. Change the diction ! "research approach"

5. Pay attention to your technique of writing thesis.

6. Explain your data validity, reliability, credibility.

7. Read more relevant references.

Palangka Raya, 03 Mei 2008

Moderator,

LUQMAN BAEHAQI, S.S

REKOMENDASI
Nomor : Kd.15.06 / 4 / PP.00.9 /2900 / 2008

Berdasarkan Surat Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya Nomor : Sti.15.8/T·..00/1286/2008 tanggal 12 September 2008 perihal mohon ijin observasi/penelitian, dengan ini Kepala Kantor Departemen Agama Kota Palangka Raya memberikan rekomendasi kepada :

Nama	:	**Sri Mulyani**
NIM	:	0301120117
Jurusan/Prodi	:	Tarbiyah / TBI
Jenjang	:	Strata – 1 (S-1)
Lokasi Penelitian	:	MTs Islamiyah Palangka Raya
Judul Skripsi	:	*The Implementation of Grammar Translation Method in Teaching Reading Used by English Teacher in MTs Islamiyah Palangka Raya*
Metode	:	Tes, Wawancara dan Dokumentasi
Waktu Pelaksanaan	:	2 (dua) bulan, terhitung sejak tanggal 13 September s/d 13 Nopember 2008

Untuk mengadakan Penelitian dengan ketentuan :
1. Segera melaporkan diri kepada Madrasah yang bersangkutan.
2. Selama melaksanakan Penelitian tidak mengganggu Proses Belajar Mengajar (PBM).
3. Setelah selesai melaksanakan Penelitian agar melaporkan hasilnya secara tertulis ke Kantor Departemen Agama Kota Palangka Raya Cq. Kasi Mapendais.

Demikian rekomendasi ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Palangka Raya
Pada Tanggal : 13 September 2008
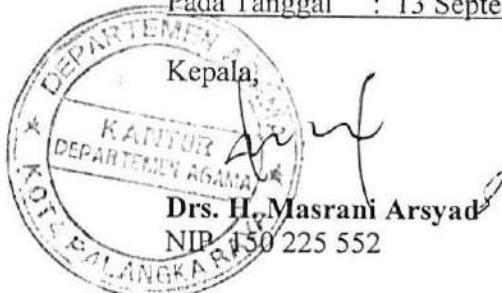
Kepala,

Drs. H. Masrani Arsyad
NIP. 150 225 552

Tembusan :
1. Kakanwil Depag Prop. Kalteng Up. Kabid Mapendais di Palangka Raya;
2. Ketua STAIN Palangka Raya di Palangka Raya
3. Kepala MTs Islamiyah Palangka Raya

DEPARTEMEN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)
PALANGKA RAYA

Alamat Jl. G. Obos Kompleks Islamic Centre Palangka Raya, Kalimantan Tengah 73111
Telp. (0536) 39447, 26356, 21438 Fax. 22105 Email: stain_pry@yahoo.com

Nomor : Sti.15/5/PP.00.009/1084/2007

Hal   : **Persetujuan Judul dan**
Penetapan Pembimbing

Palangka Raya, 31 Juli 2007

Kepada
Yth. Sdr. **Sri Mulyani**
NIM. 0301120117

Assalamu'alaikum Wr, Wb.

      Setelah membaca, menalaah dan mempertimbangkan judul dan desain proposal yang saudara ajukan dan sesuai hasil seleksi judul skripsi Jurusan Tarbiyah STAIN Palangka Raya, maka kami dapat menyetujui judul dimaksud sebagai berikut:

"The Ability in Making The Simple Present Continous Tense to The First Year of Private MTs Palangka Raya"

selanjutnya kami menunjuk/menetapkan pembimbing skripsi saudara:

1. Dr. H. Khairil Anwar, M.Ag sebagai Pembimbing I
2. Siminto, M.Hum sebagai Pembimbing II

      Untuk itu kami persilahkan saudara segera berkonsultasi dengan pembimbing skripsi sebagaimana mestinya.

Wassalamu'alaikum Wr, Wb

An. Ketua
Ketua Jurusan Tarbiyah,

Dra. HAMDANAH. HM, M. Ag
NIP. 150246249

Tembusan:

1. Yth. Ketua STAIN Palangka Raya Up. Pembantu Ketua I
2. Yth. Dr. H. Khairil Anwar, M.Ag sebagai Pembimbing I
3. Yth. Siminto, M.Hum sebagai Pembimbing II

CURRICULUM VITAE

a. The Writer's Identity

  Name   : Sri Mulyani
  Place and date of Birth   : Sukoharjo, May 20th, 1979
  Sex   : Female
  Address   : Sisingamangaraja No.70
  Education background   : SDN Kedung Jambal II (Graduated 1993)
                                  MTs.M Tawang Sari (Graduated 1996)
                                  SMU Negeri I Weru (Graduated1999)
  Hobby   : Reading, Travelling
  Status   : Married

b. The parent's Identity

  a. Father
    Name   : Yoso Diharjo (Late)
    Job   : Farmer
    Addres   : Sukoharjo, Jawa Tengah
  b. Mother
    Name   : Kasiyah
    Job   : House wife
    Addres   : Sukoharjo, Jawa Tengah