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Improving the Teaching Learning Process of Reading Descriptive Texts at Senior High School
Oleh
Lalu Gd Sumaryani KM.
Senior High School 2 Mataram

ABSTRACT: This study discusses how the teaching reading descriptive text should be conducted to get the expected process at SMAN 2 Mataram, since there are some weaknesses appear during the teaching learning process at SMAN 2 Mataram. The weaknesses could be identified from the students' poor understanding of the lesson. The students are still hard to understand the material which is given by the teacher because the teacher teaches three materials straightly in one meeting. The underlying causes of the teacher's weaknesses can be traced from some mistakes discover in her lesson plan. Furthermore, the researcher wanted to improve the teaching learning process by revising the teacher's lesson plan. As this research is an action research, the researcher does a collaborative cooperation with the teacher. In order to answer the research questions of how does the teacher conducts the teaching learning process after the lesson plan is revised and how do the students participate in the teaching learning process after the lesson plan is revised, the researcher employed unstructured observation sheet to collect the data in the class. In correspond with the implementation of improved learning; *observation and reflection* were also executed in the same time. After improving learning using revised lesson plan was initialized and observed by two observers, in fact, the teaching learning process evidently showed some significant improvements in teacher-students interactions and performances as compared to the prior teaching descriptive text process. Hence, there are several suggestions for the English teachers. The teachers have to be careful in making a lesson plan, as they must pay attention to students' potentials, needs, interests, and environment, so every indicator in the lesson plan can be well-achieved. Furthermore, teachers have to be more creative to develop the basic framework of curriculum and competence standard as well

Key Words: *Improving, Teaching, Process, Lesson Plan*

INTRODUCTION

Reading comprehension is a crucial skill of English. Yet, some problems and weaknesses are encountered during the process of teaching and learning such skill. The weakness which is posed by the teacher actually can be traced from the lesson plan. In the lesson plan, the basic competence was still general if it was (to be) delivered to the students as materials in one meeting since it was contains of three materials. It is on the contrary with Susanto (2010, 93), who emphasizes that RPP is arranged only to guide the implementation of single competency learning (one basic competence, one Sub-basic competence, or one Sub-sub-basic competence). It can be concluded that if the basic competence is still too general, it can be divided it into a Sub-KD or Sub-sub KD, since

it is almost impossible for students to learn three materials straightly in one meeting. The second problem of the teacher's oversight lesson plan is that the learning strategy in the lesson plan still unclear. Furthermore, learning strategy is important in the teaching and learning process. As cited by Merrill (1983) in Susanto (2010, 97), learning strategy is an activity performed by students during the learning process in order to achieve certain purpose under the teacher's accommodation. Besides, she did not use any necessary media then the assessment and estimation still unclear. Based on the rationales above, the researcher formulates the research problem. It will be "How the teaching reading should be conducted to get the expected process?" Based on the researcher's observation of the process of

teaching reading in SMAN 2 Mataram, the teaching did not accomplish maximum achievement yet; there were so many mistakes occurred in there. It was noticeable from students' lack of ability to comprehend the text, so the result of the teaching reading was relatively unsatisfactory at the moment.

To give solution for such problems, the researcher wants to revise the teacher's lesson plan. The researcher will rend the basic competence into the small parts, so the lesson plan will become three components, as cited by Dick and Carey (1985) in Susanto (2010, 9), formulation criteria of basic competence are: (1) a clear statement of competence/performance expected to be accomplished by students at the end of learning (learner performance outcome), (2) describing subjects which will be mastered by the students, (3) can be achieved through learning in a relatively short period or not time-consuming in one semester), (4) does not contain two actions (or goals) or more, whether related or separated). So, based on the forth criteria, basic competence does not allow two or more materials in one subject. The purpose of rending the basic competence to three lesson plans is to make the students focus on what they learn and comprehending the text easily.

LITERATURE REVIEW

A. Improving Teaching Learning Process

The notion teaching learning process acknowledges many definitions range from different pedagogical theorists with both sociological and psychological philosophy components, no easy definition exists. On the broad dimension, Etienne Wenger (1987) has usefully summarized the pedagogical focus of three main psychological theories of teaching learning:

1. *Behaviorist theories* focus on behavior modification via stimulus-response and selective reinforcement. Their pedagogical focus is on control and adaptive response.

2. *Cognitive theories* focus on internal cognitive structures and view learning as transformations in these cognitive structures. Their pedagogical focus is on the processing and transmission of information through communication, explanation, recombination, contrast, conclusion, and problem-solving.

3. *Social learning theories* take social interactions into account. They place the emphasis on interpersonal relations involving imitation and modeling, and the study of cognitive processes by which observation can become a source of learning (Moon, Mayes and Hutchinson, 2002:66).

The teaching learning process involves complex stages as the success key lies in the precision of planning all the unity and comprehensive processes. Efforts of improving the teaching learning process are essential driven by the search for better principals and performance expectations, as well as due to the fact that every teacher aims to be an effective teacher.

B. Teacher's Role

Teaching is usually regarded as something that teachers do in order to bring about change in learners (Richards, 1990:12). Teachers act as mediators who provide students facilities in dealing with outside world. They are professional practitioners, who are aware of students' condition, teaching learning theories and activities.

A central component of teaching methodology is how teachers perceive their role in this process, since they may favor particular kinds of teaching style and kinds of teacher-learner interactions that will serve them best in the teaching process.

C. Students' Role

A student or a learner is a member of society who seeks to develop his/her self-potentials by means of teaching learning process in certain rows, levels, and natures of education available (Sisdiknas, 2003).

The role of the learners will therefore relate to: Approaches and attitudes to learning, Preferred learning activities, styles and strategies, Patterns of learner-to-learner and of teacher-to-learner interaction, Degree of control learners exercise over their own learning, and How learners characterize effective teaching and learning (Richards, 1990:13).

D. Lesson Plan

The lesson plan is a document to establish a systematic course of action for oneself or others to ensure accomplishment of specific teaching learning objectives, to determine priorities and allocates time and resources effectively. The lesson planning is done in the context of the broader curriculum and longer-term plans (Moon, Mayes and Hutchinson, 2002:54). It is a very structured approach beginning with a review of previous lessons, and an overview of the detailed objectives of the lesson linked to previous lessons and, where appropriate, the last homework assignment. Some teachers employ a Tactical Lesson Planning approach which describes both the content of lesson and the learning objectives, and the methods to be employed. But the focus of the planning activity is on pupil learning outcomes.

E. Descriptive Texts

Depdiknas (2004: 39) states that the basic purpose of descriptive text is to give information. Its social function is to give description about person, place or certain thing. A person, a place, a thing, even an idea or state of mind can be made vividly concrete through description (Rosa and Escholaz, 1986:229). Rosa and Escholaz also stated that good description includes enough vivid to create the dominant impression and to bring the scene of life. It means that students must be able to describe what person, place or thing is like. According Depdiknas (2004: 52), the schematic structures or generic structure of descriptive text are:

1. Identification: in this part, we describe the phenomenon that we have in mind
2. Description: after expressing the main point in identification, we will explain it more in

supporting detail to give clearer description of particular parts, qualities and characteristic. Since this study focuses on describing places, the identification will be on the places that are going to described.

RESEARCH METHOD

This study was designed as a classroom action research. According to Susanto (2010, 7) Classroom action research is a kind of research whose problem comes from the class; with its name a classroom action research is a research about a teaching learning process in the class. The fundamental aim of action research is to improve practices rather than to produce knowledge (John Elliot, 1991, 53).

This classroom action research has been done in one cycle. There were some stages: *preparation, implementation and observation, reflection and make a conclusion*. After doing the observation in the class and decided that the problem found in the class during the teaching learning process was the teacher's lesson plan, so during the preparation stage in accordance with hypotheses which was formulated in chapter 1, the two observers and the executor developed the revised lesson plan (Rencana Pelaksanaan Pembelajaran Perbaikan or RPP-P) which was made based on the previous observation in the classroom and the review of the lesson plan used to conduct the teaching learning process. Based on the previous lesson plan, there were some elements that added and changed. And this research was conducted towards 22 students.

While the source data was in the form of description about teacher's verbal and non-verbal actions in teaching and learning process. The data were used to answer the first research question (How does the teacher conduct the teaching learning process after the lesson plan is revised?). The source of the data was the teacher. The second data was in the form of description about students' verbal and non-verbal actions in teaching and learning process. The data were used to answer the second research question (How do the students

participate in the teaching learning process after the lesson plan is revised?). The source of the data was the students.

A. Technique of Data Collection

The two observers and the executor were the key instrument in this study. In terms of collecting the data, the two observers took a seat in the reverse side of the class and took a note of every occurrence appears during teaching learning by using unstructured observation sheets. The note taken by the observer was organized in the form of descriptive notes in which the observer noted every significant account she saw and heard in the progress of teaching learning process as it was and reflective notes which contained the observer's comments and assessment regarding the process. Reflective notes are on-field analysis (field reflection or on-going analysis) of the data obtained gradually. The data analysis was continued right after the data collection was completed, it was called "Analysis after Data Collection".

B. Data Analysis

The research data were analyzed inductively. The researcher shall not examine the hypotheses with the data he has collected before, but he shall attempt to make conclusion based on each item from the collected data.

FINDING AND DISCUSSION

1. The Teaching Learning Process Based On the Revised Lesson Plan.

Based on the observation in the class during the improved learning using the revised lesson plan, the teacher conducted the teaching learning process well.

In opening the class the teacher greeted the students by saying, "Good Morning" and the students greeted back "Good Morning, Sir". Then the teacher asked "How are you today?" The students answered, "I am fine, thank you". "You're welcome", said the teacher. Then the teaching learning process continued to the main activity; it was explaining the material

Conversation 1:

Guru: Siapa yang tahu kalimat itu apa? Ayo, what is the meaning of sentence?

Murid: Gabungan dari kata, Pak..

Guru: Apa lagi? Ada lagi yang tahu?

Murid:.... ????

(Then the teacher explained the meaning of the sentence)

Guru: Yes, that's right, kalimat adalah gabungan dari beberapa kata.

In explaining the material, the teacher asked the students to measure how far notably the students knew about the material, for example; after she asked about the structure of the sentences especially simple sentences started from the subject, predicate, and object, at first the students could not mention the structure of the sentence, then she explained it by giving some examples of simple sentences.

Conversation 2:

Guru: Lalu, struktur kalimat itu apa saja?

Murid:????

Guru: Hayo, masak gak tau? Struktur kalimat itu subject... Apa lagi?

Murid: Ooooo, predikat,obyek, kalimat keterangan.

Guru: Right, subject itu apa?

Murid: Orang, Pak..

Guru: Hampir benar, subject adalah seseorang atau sesuatu yang melakukan kegiatan, kalau predikat?

Murid: Kegiatan..

Guru: Right, predikat itu sesuatu yang dilakukan oleh subyek. Oke, sekarang Bapak kasih contoh "Alfian reads", subyeknya yang mana?

Murid: Alfian,.

Guru: Benar. Kalau predikatnya?

Murid: Reads.

In each improved learning process the teacher seemed more enthusiastic in some manners while explaining the materials. She had a precise direction as shown in the revised lesson plan. From the time being, the teacher could focus on each material she taught.

Conversation 3:

Guru: 'Open the door, please!' Artinya apa?.

Murid: Buka pintu, Pak.

Guru: Kalau 'sit down, please'?

Murid: Silakan duduk, Pak.

Guru: Bagus. Anak-anak, written message itu biasanya banyak terdapat di tempat-tempat umum, contohnya seperti di SPBU terdapat tulisan 'NO SMOKING', atau di tempat umum lainnya seperti "KEEP OUR ENVIRONMENT".

Murid: (mengangguk-angguk).

Guru: Close the door, please!

Murid: (murid yang ditunjuk mempraktekkan hal tersebut, dia menutup pintunya).

Guru: Open the window!

Murid: (menutup jendela kelas, kemudian dia disuruh duduk kembali oleh guru).

Guru: Makanya lain kali kalau Bapak menerangkan didengarkan, mengerti?

Murid: Mengerti, Pak...

Guru: Oke, sekarang coba kerjakan soal-soal yang Bapak berikan ini (sambil membagikan kertas yang berisi soal-soal). Kalian berkelompok dua-dua untuk mengerjakan soal ini, ingat jangan ribut!!

Murid: iya pak...

Conversation 4:

Guru: Tommy runs fast.

Guru: 'Run' itu apa artinya? Ayo what is 'run' in Bahasa Indonesia?

Guru: Iya bagus, 'run' itu artinya 'lari'...

Based on the process of learning seen from the conversation above, we could say that with revising the teacher's lesson plan, could improve the teaching learning process. With a good lesson plan which is complying with the competence standard and the basic competence of the learning adjacently, the teacher has the right direction in teaching their students.

2. The Students' Participation in the Teaching Learning Process with the Revised Lesson Plan

Based on the class observation, the students' participation was good and they could follow the teaching learning process as expected in the revised lesson plan.

Conversation 1:

Guru: Ada yang tau kalimat perintah itu apa?

Murid: Kalimat yang berisi suruhan jadi digunakan untuk menyuruh

Guru: Iya hampir benar

Murid: Jadi apa pak imperative sentence itu pak???

Guru: Kalimat perintah atau imperative sentence itu adalah sentences that request the person we are speaking to to do or not to do something (guru sambil membaca buku) dia menjelaskan lebih lanjut bahwa itu maksudnya kalimat yang meminta seseorang untuk melakukan atau untuk tidak melakukan sesuatu.

Murid: ooooo..

The students listened quietly and carefully to the teacher's explanation though sometimes there were one or two students conversed with their fellows during the teacher's explanation. The students seemed interested in following the class because they were curious about the new material as it was noticeable in their activity, they always respond to the teacher's question and they fancied taking liberty to ask if they still confused about the teacher's explanation.

Conversation 2:

Guru: Object itu apa?

Murid: Benda, Pak..

Guru: Oke, kalau ada kalimat "Alfian reads a book", objectnya yang mana?

Murid: Book...

Guru: Riko, 'book' itu apa??

Riko: Buku..

The students could focus on the material which was taught by the teacher. They started to comprehend the material more easily than before because the teacher explained each material clearly. Their understanding were not to be hustled this time, since there was only one material learned in one meeting.

Conversation 3:

Guru: Nah anak-anak, jika ada ungkapan seperti ini 'this room is very hot', itu artinya apa?

Murid: Tempat ini panas..

Guru: Iya, itu artinya ruangan ini sangat panas. Oke, kalau ruangan panas biasanya ngapain?

Murid: Menyalakan kipas angin, Pak..

Guru: Kipas angin itu apa sih Bahasa Inggrisnya?

Murid:????/ (anak-anak bingung, ada juga yang membuka kamus, lalu seorang murid menjawab) FAN...

Guru: Benar, kalau tolong nyalakan kipas angin Bahasa Inggrisnya gimana?

Murid: 'fan'.... gak tahu, Pak..

Guru: 'Turn on the fan, please', begitu... kayak 'Sit down, please' itu lo....

Murid: Ooo, 'turn on' itu menyalakan...

Guru: Iya, 'turn on' itu menyalakan, kalau mematikan apa?

Murid:.....turn...

Guru: 'turn' apa? 'Turn off'... itu artinya mematikan, berarti kalau matikan kipas anginnya, bagaimana Inggrisnya?

Murid: 'Turn off the fan, please'...

After all the explanation, the students were asked to make groups consists of three and they were asked to discuss the questions which were given by the teacher. They have got confused in answering those questions in the beginning but after the teacher explained how to answer the question, they started to answer the questions. During the discussion, most of the students apparently had ability in answering the questions. But for those who could not they asked their groups and asked the teacher to give more explanations about the question. Then the students discussed and answered all the questions until they are finished. The students could sharpen their understanding by doing the exercises from the teacher whether in group or not. So, they could memorize the material.

Eventually, revising the teacher's lesson plan by dividing the basic competences to become three main subjects could make the students understand the material more easily.

CONCLUSION AND IMPLICATION

Based on the results and discussions, the researcher has reached the conclusion that the improving teaching and learning process by

revising the teacher's lesson plan can make the teaching learning process itself more effective. The researcher did her research in one cycle in two meetings.

The results of the observation during the implementation of the revised lesson plan evidently showed that **the teaching learning process of reading descriptive text** at the Senior High School **was improved considerably** in certain aspects. In the improved learning using revised lesson plan, the teacher explained the material deeper and clearer than before, since the basic competence in the lesson plan was divided to three specific sub-basic competences compared to previous excessively generalized lesson plan, so the teacher could focus in explaining each material based on the sub-basic competences in every meeting.

For the students, they could comprehend and understand each material easier, because they could keep focusing on each material delivered by the teacher and they got more explanations sufficiently about the material in each meeting. It can be concluded from the researcher's findings that revising the teacher's lesson plan could result the improvement of the teaching learning process. By revising the teacher's lesson plan, the teacher would be aware of the right direction in making a lesson plan.

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